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HOME ECONOMICS EDUCATION ● UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN

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# ILLINOIS TEACHER
## OF HOME ECONOMICS

### The Process of Education

#### Curriculum Reform and Home Economics: What Do We Do Now?



HOME ECONOMICS EDUCATION • UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN

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# Curriculum Reform and Home Economics or, What Do We Do Now?

Hazel Taylor Spitze

Commissions, associations, government agencies, and others are coming forth with criticisms of our schools and recommendations for change in great profusion. What will it all mean for home economics? We can sit back, wait and see. Or, we can lean forward and show that home economics is important in every school for every student. Some teachers are doing the latter and making a difference. I've been out there seeing it happen.

There are, indeed, "signs of distress" in our society in relation to our youth. Suicide is the third greatest cause of death among teenagers now. SAT scores have been declining for several years. Absenteeism is high among students—and teachers, too. Apathy is common in most schools. Children are bearing children in ever-increasing numbers. Family violence is on the increase and often involves youth.

Youth alcoholism and other drug abuse affect millions, youth crime ranges from shoplifting to murder and is increasing. (On the local news as I write this I hear about an 11-year-old and his 5-year-old sibling who almost beat to death a 7-year-old boy. Why, why, why? Where were the parents? Children need supervision and teaching and modeling from adults.) Youth unemployment is high and though society must assume some of the blame, some of it rests with the youth because of undeveloped skills and, more often, negative attitudes, poor work habits, and even traits of character. Employers want to hire those who are dependable, hard working, honest, and who represent them well with the public. Many youth are this kind of employee; others are not.

Critics are saying that we are letting the Japanese outstrip us in business and industry, that the Japanese require students to study more math, science, and computers and go to school longer days and more days of the year. They insist that we should do the same.[1] In a 1983 Gallup Poll, 48% of Americans agreed that "the United States is losing its lead in science and technology to Japan and Germany," and another 14% had no opinion.

The National Commission on Excellence in Education has warned of "a rising tide of mediocrity" in education and recommended that school time be expanded for students, that they be taught application of scientific concepts and that teachers have a thorough knowledge of their disciplines. They also urged a commitment to excellence in education, while emphasizing that educational reform must not be made at the expense of equitable treatment to a diverse population. They added that learning should not be limited to the young but urged a commitment to life-long learning.[2]

The critics also say that we should go "back to basics" but it is not always clear what the basics are nor what they are basic to. Bracey in the June 1983 Kappan says that basics and minimum competencies are being confused and that "the skills generally listed as basic are not basic at all."[3] Apple has said that "defining the basics will be one of the most difficult issues that the schools will face."[4]

The critics say further that we should increase requirements for high school graduation (some schools already require 18 units and are considering 19 or 20), and that we should demand more homework. Would the parents who are shouting about this be cooperative in helping to see that it gets done? In New York state the Board of Regents is considering requiring a foreign language, more math, science and computer courses in order "to help students to compete in the international economic market and equip them to fill the increasing number of high technology and service jobs."[5]

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### *What are the problems Home Economics is facing now?*

1. We have low and declining enrolments with some teachers being asked to accept half time employment and some schools phasing out their Home Economics department completely.
2. We have, generally along with the rest of the school, decreasing budgets.
3. We have teachers with very heavy loads—many with six different classes (from 7th graders to seniors) and six preparations.
4. We have teachers who are trying to manage a household and family, teach home economics, *and* carry on some other paid work, usually some type of business.
5. We have too little emphasis on public relations. Of course, we first have to be competent and, second, to carry out activities worth publicizing. But the publicizing is crucial, too.
6. We are too modest, meek, unassertive and not adequately appreciative of our own knowledge, skills, and talents.

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[1]For more discussion of this, see *Educational Leadership*, February 1983, "Increasing Academic Learning Time" and "Can Compensatory Education Produce Higher Achievement with Reduced Resources," by Beatrice Gross.

[2]See *Update*, May/June 1983, American Vocational Association, 2020 N. 14th St., Arlington, VA 22201. The full report of this Commission is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Order no. 065-000-00177-2. $4.50.

[3]Gerald W. Bracey, "On the Compelling Need to Go Beyond Minimum Competency," *Phi Delta Kappan*, June 1983, p. 717.

[4]Michael W. Apple, "Curriculum in the Year 2000: Tensions and Possibilities," *Phi Delta Kappan*, January 1983, pp. 321-326.

[5]*New York Times*, March 22, 1983, pp. 1 and 22.

7. We may get "squeezed out" still further as requirements increase for math, science, foreign language, computers, etc., and as "back to basics" is screamed louder and louder.

The College Board reported at great length in the May 18, 1983 issue of *Educational Week* the "basic academic competencies" they recommend for students about to enter college including "reading, writing, speaking and listening, mathematics, reasoning and studying." Then followed competencies in "the basic academic subjects: English, the Arts, mathematics (again!), science, social studies, and foreign language."[6] No parent studying that list with son or daughter would find anything to suggest enrolling in Home Economics unless someone had done a great deal of interpreting for him/her as to what Home Economics is. The Superintendent in one of the small high schools I recently visited told me of his experience as a parent in an interview situation with his son and a college admissions officer and advised me: "If I were a home economist, I'd want those admissions officers asking what courses an applicant has had in Home Economics. They didn't ask that."

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## *So what do we do now?*

1. We help each other in supportive networks to increase our self-esteem, to recognize our own worth. Then more of us will do as one teacher I recently visited did when in a faculty meeting the teachers and administrator were discussing "what our students should know and be able to do when they graduate." Competencies such as ability to use consumer credit with lasting satisfaction, ability to choose insurance policies, ability to plan and manage one's own income and resources, were suggested. This Home Economics teacher raised her hand and confidently told the group, "*I* can teach those things!" She was told to develop a one-semester course for seniors and bring it back to the faculty. She did so with competence and speed, it was accepted, and now it is a graduation requirement for *all* students. (They call it "Senior Survival.") She no longer has any problems of low enrolment, and no one is talking about "phasing out home economics" in that school. They understand that, although sewing and cooking may not be essential, *home economics* is.

   There may be times when cooking and sewing are essential, too—essential to the development of students' self-concept, essential to making the money go farther or to enabling family members to be healthier and more employable, or even to providing the skills for that employment. I saw a young man recently, a senior in a small high school, serving as the home economics teacher's "lab assistant" and developing marketable skills along with the self-confidence to market them. The demonstration I saw him give to his peers in one class was as good as any I'd ever seen a teacher give. His ambition to be a chef, perhaps in a famous European restaurant, just may be realized.

2. We let everyone know that home economics is rooted in several disciplines and that college majors in the field study chemistry, microbiology, physiology, math, several social sciences and art. We utilize (and increase as needed) our knowledge of math and science as we teach home economics and we let people know about it. If the math and chemistry teachers know that we are reinforcing their subject and helping students see a reason for learning it, they will probably be our friends. And we need friends! Maybe they would even consider some homework assignments of their own that require students to apply their principles and operations to everyday life.

   Likewise, we can require writing and speaking as part of our teaching repertoire, insisting that it be correct standard English, and thus help our students to graduate with greater proficiencies. The English teachers may then be our friends, too. It might also add to their respect for us to let these English teachers know when we get an article published in a professional journal!

3. We let our colleagues and the community know about the important things we are doing in classes and FHA/HERO chapters. Last May when I was visiting another group of small high schools in an Eastern state (I've been to 30 now!), I was greeted at one school by the home economics teacher *and* a photographer from the local newspaper. The teacher was using my visit as an "excuse" to get her program some publicity. She had volunteered to write the news-story and arranged for the photographer. Clever?

   Many teachers involve senior citizens, business leaders, parents, pre-school children, and others in their classes and FHA/HERO activities, and they let the community and their administrators know via newspaper, radio, television, bulletin boards, and speeches they are invited to give to such groups as the Kiwanis Club. Somehow they manage for the time to get it all done![7]

> ***Should math and science graduation requirements be higher in most U.S. schools?*** ASCD asked this question in *Update* for June 1983 and published the responses of six educators. One was Don Glines, Assistant to the Director, Division of Instructional Support, California State Department of Education, who said:
>
> *"Definitely not. More of the same is not what we need—the Eight-Year Study proved that. The curriculum is already out of balance. Essential, basic knowledge of child growth and development, nutrition, human potential, and the research on environmentally induced illness is based on advanced chemistry and biology, yet it is best taught in HOME ECONOMICS, not science class." (Emphasis added.)*

4. We keep explaining to our "back to basics" critics that we *are* basic. What is more basic to our society than the

[6] "Excerpts from Academic Preparation for College: What Students Need to Know and Be Able to Do," *Education Week*, May 18, 1983, pp. 12-13.

[7] For help in this area, see E. P. Anderson, C. J. Ley, and R. A. Mears, *Projecting a Picture of Home Economics: Public Relations in Secondary Programs* (Washington, D.C.: Home Economics Education Association, 1982.)

family, the central focus of home economics? What good is all the knowledge of math and science if we can't get along in our human family and blow each other off the planet? What good is computer expertise if we don't know how to parent? The next generation can't be much without adequate parenting now.

5. We keep our own enrolment up. This may mean developing a new course, sending newsletters to parents, talking to potential students. It may mean a lot of work and diplomacy in getting change in the total schedule so as to avoid the conflicts that are keeping students from electing home economics. It may mean eating lunch frequently with the Counselor to be sure s/he understands what home economics really is in our school. It certainly means doing a good job in every class since our best publicity is a satisfied student.
6. We avoid trivia in our curriculum and we weigh priorities carefully. We measure our possible contribution to the prevention of child abuse against macrame and we don't have time for crafts. We measure prenatal nutrition to prevent birth defects and mental retardation against brownies and we don't have much time for brownies in the foods class. We measure selection and care of clothing against aprons and stuffed toys and we teach mending and safe laundering instead of stuffing. We discuss the elements in the quality of life instead of memorizing the ingredients in a butter cake. Management and decision making rank higher than the characteristics of period styles of furniture, and harmonizing spouse relationships and dual careers outpaces harmonizing colors in room decoration. Emotional health for all family members gets more time than correct table settings, and energy conservation more than how to make a bed or mop a floor.

   What knowledge is of most worth? ASCD has been pondering that question again with a network of 17 high schools across the country who are examining their graduation requirements in order to better prepare students for life in the 21st century. The committee at one of those high schools (Page, Arizona) has recommended adding a required senior level course with four major areas: self-awareness, independent living, humanities, and consumer survival.[8] Sound like home economics?

   Kinsey Green has also helped us answer than question, what knowledge in home economics is of most worth, in an article in *Illinois Teacher* volume XXII, number 3.
7. We utilize a variety of effective teaching techniques and we help our students learn to *think*. In the Education supplement to the New York Times for Winter 1983 (Jan. 9), the cover headline was "Teaching to Think: a New Emphasis." Now, really! Don't they know that Burton, Kimball, and Wing[9] wrote their *Education for Effective Thinking* in 1960 and that Hullfish and Smith[10] wrote *Reflecting Thinking: the Method of Education* in 1961? And that the entire volume VI of *Illinois Teacher* (1962/63) was devoted to the development of the ability to think with one issue on each of the areas of home economics?! (They are worth another look. We had nine issues that year.) And, of course, teaching for thinking wasn't new *then* either. But it has always been important and will continue to be. The central purpose of American education was defined by the National Education Association in a bulletin by that title nearly a half-century ago as "the development of the ability to think." We learn to think by thinking, with guidance, by being given responsibility for decisions that matter to us, by being faced with problems that have to be solved, by examining alternatives, analyzing, judging, and taking the consequences. What kind of teaching techniques foster the development of these skills and abilities?

   Goodlad in his study of schooling based on observations in 1016 classrooms all over the United States concluded that teachers are emphasizing memorization rather than problem solving or inquiry, and he got "an overwhelming impression of students' passivity."[11]

   In the May 1983 Kappan, Hampel had a quote that "research indicates that home economics courses produce better problem-solving ability than do courses in algebra."[12] Let's do our part to make it so!

   The National Assessment of Educational Progress has concluded that "Johnny and Janey can read, but they are not learning to think"[13] and Adler has recommended greater use of the Socratic questioning technique and commented about the "mind-killing effects of a steady diet of didactic teaching."[14]
8. We work toward reducing those "impossible" teaching loads of six daily preparations, and six different groups of students to relate to, by building up some classes and getting a second teacher to handle the others. I saw this in two small high schools—in one case $1\frac{1}{2}$ teachers and, in the other, two full-time home economics teachers where the total enrolment in grades 9–12 was under 400.
9. We continually upgrade our professional competence by taking courses in our specialty and such others as technical writing, computer science, drama (we can use more "drama" in classrooms to prevent that apathy!), public speaking, etc. And we find many other ways to provide ourselves with continuing professional growth. We *must* be perceived as competent, scholarly, and professional by those other teachers, the administrators, the parents, the community. Even President Reagan is talking about teacher competence and the need to base salary on it.
10. We belong to our professional associations, attend the conferences and read the journals, thus adding to our own strength and giving strength to the associations. Whatever the dues, we cannot afford *not* to belong.

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[8]ASCD Curriculum Update, November 1982, "General Education" by Nancy S. Olson.

[9]William H. Burton, Roland B. Kimball, and Richard L. Wing, *Education for Effective Thinking* (New York: Appleton-Century-Crofts, Inc., 1960).

[10]H. Gordon Hullfish and Philip G. Smith, *Reflective Thinking: The Method of Education* (New York: Dodd, Mead & Co., 1961).

[11]See John I. Goodlad, "A Study of Schooling: Some Implications for School Improvement," *Phi Delta Kappan*, April 1983, pp. 552–558, and "What Some Schools and Classrooms Teach" in *Educational Leadership*, April 1983, pp. 8–19.

[12]Robert L. Hampel, "The American High School Today: James Bryant Conant's Reservations and Reconsiderations," *Phi Delta Kappan*, May 1983, pp. 607–612.

[13]ASCD Update, Summer 1981, Association for Supervision and Curriculum Development, "Functional Literacy Improving," p. 1.

[14]See "Paideia Proposal" in AACTE Briefs, December 1982, American Association of Colleges for Teacher Education, p. 6.

These are difficult times and we need the strength of numbers, of working together. The first three for home economics teachers to consider are AHEA, AVA, and HEEA. Each has its own mission, clientele, and services. I belong to all 3 and 11 other professional associations, and I like having those staff members there in Washington to speak for us when we need it!

11. We find ways to manage on our smaller budgets, and we don't give up things that are important. That's one of our areas of expertise, isn't it? This is not to suggest that we allow other departments to get the budget that should be ours—we need to insist on our share—but it is to say that when everyone's budget is cut, we'll still do a good job.[15] And we understand that the solution to all problems is not "Add money and stir."
12. We manage not to "burn out." One teacher told me she cured a case of burn out by getting actively involved in her professional associations. Another asked, "How can one get bored when she has a new idea to try?" A third has so many FHA/HERO activities going that there's never a dull moment—but she has enough help from parents and others in the community that she isn't overburdened.

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Now what does all this have to do with curriculum reform or "the process of education," our theme for this volume of *Illinois Teacher*?

Curriculum reform includes questions about *how* we teach, *what* we teach, how the school is organized, who chooses the textbooks and other materials we use, how the budget is determined and how the money is spent. It includes the ratio of students to teacher, the kind of equipment we use, the amount of time allotted for teaching, the support system, the climate of the school, the morale of the teachers, the courses required for graduation.

The process of education involves several elements. Foremost are the teacher and the student, each sitting on one end of that famous log. Other important elements are the administrators and support personnel, the physical and psychological environment provided for learning, the materials and resources utilized, the teaching techniques employed, and, of course, the subject matter to be taught. All of these elements, and perhaps others, must be combined in some kind of workable way. The elements must be appropriate and relevant to each other, the timing must be right, and economy must be taken into account.[16]

The process of education proceeds by steps which sometimes overlap or change their order in particular situations. Generally, one must know something about the learners and set some clear and resonable objectives based on their needs. Then a teacher or leader, sometimes in concert with students and others, can select major principles that must be understood in order to meet the stated objectives, along with supporting facts, illustrations, analogies, and whatever is needed to make the principles clear. Intertwined with this is the choice of techniques for teaching. For some objectives this choice will be more crucial than the choice of content, i.e., the "content-free" objectives such as the development of positive self-concept or positive attitudes toward learning or the skills for continued learning on one's own. The final step, and it may be in parts scattered through the other steps rather than all at the end, is evaluation. One needs to plan for evaluation at the beginning and to decide what types of evidence will be acceptable in judging whether each objective is being met and to what extent.

This process can be carried on in a multitude of settings and in a multitude of ways. Sometimes the learner is also the teacher, sometimes the setting is the work place or a social situation, sometimes the materials are the mass media, and sometimes the evaluation occurs in "life's hard knocks." It is a flexible process; understanding it and being able to utilize it can be immensely satisfying to both teachers and learners.

It could be very useful to home economics teachers to think through the process with reference to each of the areas of the subject that they teach, each of their classes, their FHA/HERO chapter, their one-to-one teaching, or even their non-school situations as they teach their own children, their spouse, their neighbors, or the members of the organizations which they belong to or serve as officers. Such an exercise could increase both understanding of the process and effectiveness in teaching. It could also increase the joy of teaching and the aesthetic appreciation of it.

In a very stimulating article, "On Thinking about the Future," Ravitch[17] has said that "we will look to the schools to nurture in the young such traits as initiative, advanced reasoning skills, judgment, independence and self-discipline. . . . In the school of the future, teachers will look on each student as a precious resource—a unique individual with talents to be discovered, skills to be developed, and a mind in need of challenges and nourishment. In this fantasy school, teachers will concern themselves with children's health, their character, their intellect, and their sensibilities. . . . Unlike some present schools, which are as vast and impersonal as factories, the school of the future should be modeled on a family; here caring, knowledgeable adults would guide and instruct young people—and each person would be special.

"This school would have ideals, and it would try to live by them. One ideal would be good citizenship; thus the school would prepare its student to take responsibility, to help their neighbors, to be good leaders or good followers, to do their part in making the community better for all of its members. Another ideal would be excellence, whether in the arts, in sports or in academics. Students would learn to respect the excellence that results from hard work, persistence, and commitment."

Ravitch thinks the obstacles to having this kind of school everywhere are many, but the greatest one, she believes, is the tendency of reformers to scoff at piecemeal change. Experience suggests, she says, that small changes are likely to be enduring changes, and she recommends that we set our sights and then devise a series of small moves in the right direction. She quotes Tao, "A journey of a thousand miles must begin with a single step."

Can we agree on where we want to go? Can we devise those small moves in the right direction? A sign on the bulletin board in my office says "Any teacher who wants to make a difference will make one." Do you believe it? I do!

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[15] See "How to Improve Schools Without Spending More Money" by Michael W. Kirst in *Phi Delta Kappan*, September 1982.

[16] For further discussion of these elements and principles, see American Vocational Association *Yearbook*, 1980. Part III, chapter 3, "Instructional Materials and Techniques," by Hazel Taylor Spitze, pp. 123-132.

[17] Diane Ravitch, "On Thinking about the Future," *Phi Delta Kappan*, January 1983, pp. 317-320.

# Family as Economic Socialization Agent

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It has been popular in recent years for journalists to describe the family as "disintegrating" or "deteriorating" in quality from some nostalgic standard of ideal. References to the statistical evidence of divorce rates, numbers of children in single-parent households and sexual relations outside of legal marriage are used to support the argument that the "glass of water is half *empty* rather than half *full*." These criticisms downplay the economic, political and moral-cultural accomplishments[1] of the family as the most important and vital social institution in society.

It is important for home economists to continue with new enthusiasm our historically established role in bringing public attention to the significant interaction between the economic structure of society and the ethical and social character of its people.[2] Teachers of home economics in elementary, secondary, university and non-formal settings need to assist students in developing a growing appreciation for the role of the family in contributing to the economic and social order of society. It is also important for students to understand the importance of the family in contributing to individual economic well-being. In order to assist us in accomplishing this goal, we must periodically focus our attention on the many answers to an important question: What are the contributions of the family to the economic welfare of our society?

Michael Novak in his article "In Praise of Bourgeois Virtues"[3] suggests that the fundamental motive of all economic activity seems clearly to be concern for the family:

> It is for the family's welfare that so much gratification is deferred; that so many excruciating medical, educational, and emotional struggles are engaged in; that so much savings is attempted; and that investments which regard the future so much more than the present are undertaken. . . . This is the only rational motivation for long-range economic decisions. For, in the long run, the individual economic agent is dead. Only his progeny survive to enjoy the fruits of his labors, intelligence and concern.[4]

The immediate family provides individual motivation for economic activity, and the economic activity of both the historic and current extended family distinctly affects individual economic well-being.

## Family Contributions to Individual Economic Well-Being

The child does not begin life as a worker, but is, rather, transformed into one. This transformation is a learning process in which the family is the major carrier of culture, teaching the child what s/he will need to know in order to function productively in his/her particular society. The family operates as an economic socialization unit through the provision of: (1) economic information networks, (2) grants and exchanges of economic and social-psychological resources, (3) economic role models and (4) resources and environments to facilitate development of individual human resource attributes.

***Economic Information Networks.*** It is often through other family members that one learns of job opportunities and names of people to contact for work experience, or obtains access to people who have various kinds of occupations and information about how entry to a field of work may be accomplished. Family discussions sometimes center around topics such as "mistakes to avoid," "opportunities to seize," "important skills to acquire" and "techniques for advancement." Children who live in families with a diverse and extensive social network have a greater probability of acquiring information and experiencing opportunities which will be helpful to their future economic security. It is important for teachers to remember that children in urban ghettos who have had family members out of the work force for two or three generations will certainly be handicapped in accessing information about work opportunities. What kinds of information have developed in order to meet these needs and how can teachers assist these students in acquiring information?

***Economic Grants and Exchanges.*** A grant is the provision of money, goods or services with no expectation on the part of the giver for receipt of payment or services in return. Much of family giving is done in this altruistic spirit. Parents give money and goods or provide services to their children without expectation that they will receive anything in return, but with the satisfaction that they have contributed to the economic well-being of future generations. Classroom teachers can introduce the construct of "grants economics" by discussing ways in which older generations transfer resources to younger generations. Students can easily give examples such as down payments for a first home, money for emergency savings accounts, gifts of furniture or expertise in new business ventures. Grants of service are also important economic contributions of families. Care of the poor, sick, retarded, young and old outside of the family setting would be an impossible expense for the greater society. It is important for an individual's sense of personal security to know that in times of illness or need there is someone who can help.

Resource exchanges differ from grants since they are two-way rather than one-way transfers and the benefits of the exchange extend to both parties. Younger parents appreciate assistance with child care and are usually happy to assist older parents with house repairs or moving which require their resources of strength and agility. Resource exchanges occur within and across families. Neighbors are often an important part of the family support system by providing services which might otherwise have to be purchased.

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[1]M. Novak, "In Praise of Bourgeois Virtues," *Society*, January-February, 1981, 60-67.

[2]E. Richards, "The Social Significance of Home Economics," *Journal of Home Economics*, 8 (1911), 118-125.

[3]Novak, *op. cit.*, 60-67.

[4]*Ibid*, 62.

***Economic Role Models.*** One of the most important contributions of the family to individual economic well-being is through the provision of role models for the child. It is by imitating and identifying with parents that children begin to learn what society expects in the way of physical, emotional, sexual and work disciplines. Observation of the adult role models give children a sense of the importance of getting to work on time, regular attendance at work, and the conditions under which it is appropriate to put work before play or play before work. In the process of this socialization, the family creates for society a labor supply consisting of individuals who have the certain shared characteristics necessary for an effective economic system.

Recent research indicates that daughters of mothers involved in market as well as non-market work have more positive attitudes about work, an orientation toward achievement, a greater desire for independence and greater expectations for allocating the majority of time in life to market work.[5] Female children who have employed mothers as role models will probably make decisions which will not place responsibility for their economic security completely in the hands of husbands. There may be a decline in numbers of "displaced homemakers" in future generations with an accompanying increase in economic security for women as pension benefits and social security eligibility accrue due to increased time spent in market labor.

***Human Resource Attributes.*** The family produces for the individual a contribution toward personality, character, mental and physical health and an environment to facilitate learning. The dynamic interaction of an individual's genetic inheritance and his/her family social milieu are important determinants of what human resources will be acquired. Human resources are competencies of an individual that are useful in completing specified tasks and fulfilling expected roles. These competencies may be abilities, skills, knowledge, attitudes and values.

Human resources include affective, evaluative, social, cognitive and physical attributes of individuals. The evaluative attributes include the ideas held about what is right or wrong, good, best or desirable. The family is particularly important in transmitting the values of the culture and interpreting these values to children. Values are more often learned through unconscious, unplanned activities than in formal learning situations. Children observe what parents do in times of difficult choices.

Researchers at Michigan State University who studied "home as a learning center" found that families were consciously aware of their important role in teaching values to children. When asked what was learned at home, families most frequently mentioned "values," "feeding the family" and "enjoyment and recreation." These families were also asked what "should" be learned at home, and the most frequent response was "learning values" followed by "getting along with family members" and "care for children." What were families willing to teach children in the future in order to help them become good family members and good workers? They consistently said the "teaching of values."[6]

Results of the General Mills Inc. survey on "Raising Children in a Changing Society"[7] indicate that both "traditional" and "new breed" parents are trying to pass onto their children the same set of traditional American values: (1) duty before pleasure, (2) my country right or wrong, (3) hard work pays off, (4) people in authority know best and (5) sex is wrong without marriage. The survey indicates that new breed parents place somewhat less importance on financial security and religion than traditional parents.

Studies of the transmission of values across generations seem to indicate that first children and only children are more likely than later born children to acquire the values of their parents. Rosen found greater value similarity in mothers and sons in families where there was earlier independence training and love-oriented techniques of discipline which involved reasoning.[8]

The socioeconomic status of parents also makes a difference in the parental perceptions of what human resource attributes are most desirable and to be encouraged in children. Middle-class parents in one study perceived their children would be in a work situation not involving close supervision and therefore stressed internalized standards or goals such as self-reliance, honesty, self-control, consideration and curiosity. Working-class parents stressed qualities which assured respectability and conformity, such as obedience, neatness and cleanliness.[9] All parents in the Kohn study wished their children to be honest, happy, considerate and dependable.

There are many other human resources important to individual economic well-being which are acquired in the family. Advances in position and income are more likely for individuals who have acquired the social attributes of leadership, language and communication skills, confrontation skills, the ability to handle conflict situations and the ability to act in ways that protect the rights of self and others. Quality of life in the work environment is enhanced if one's co-workers are honest, dependable, tolerant, ethical, respectful of the rights of others and able to cooperate in working toward organizational goals.

The physical environment of the family is also a determinant of human resource attributes acquired. It is important in terms of access to learning, constraints to learning and physical and mental health of family members. Individuals in good health are more likely to have the high energy levels required for productivity in multiple work and family roles. Adaptation to a rapidly changing environment is less stressful when one is feeling good physically.

### Family Contributions to Economic Welfare

The family is an important part of the economic society because much of the investment which is critical to long-term economic growth is in human beings rather than physical capital. The family invests resources in human capital through decisions to marry, have children, acquire formal and nonformal education and encourage good nutrition and health practices. The accumulated investments in people of all

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[5] G. Stevens and M. Boyd, "The Importance of Mother-Labor-Force Participation and Integrational Mobility of Women," *Social Forces*, 59 (1980), 186–196.

[6] B. Paolucci and N. Bobbit, "The Home as a Learning Center" in *Interaction 'Eco'*, Vol. 6, No. 2, (Spring 1976), 1-6 (E. Lansing, Michigan State University, College of Human Ecology).

[7] General Mills American Family Report, *Raising Children in a Changing Society* (Minneapolis, Minnesota: General Mills, Inc., 1976–77).

[8] B. Rosen, "Family Structure and Value Transmission," 3rd ed. of *Sourcebook in Marriage and the Family*, ed. by M. Sussman (Boston: Houghton-Mifflin, 1968).

[9] M. Kohn, *Class and Conformity* (Chicago: The University of Chicago Press, 1977).

families create for society increased human capital—a change in volume or value of the stock of wealth. This change in the stock of wealth is evidence of economic growth.

Investment decisions have a quality of abstinence with delayed gratification which make them difficult for families to implement on a daily basis. In order to acquire an education that will significantly enhance earning power, an individual must abstain from other, perhaps more pleasant, uses of time in order to study. In addition, s/he must abstain from consuming goods and services which s/he might have purchased with funds spent on books and tuition and must abstain from purchase of goods which could have been acquired from earnings foregone. Abstinence is necessary if human capitai is to earn interest in the sense that the owner must refrain from spending time on inferior work, long vacations or early retirement.

The important human capital investment decisions of families result in several societal benefits: (1) a labor supply with shared characteristics, (2) individuals who are productive and financially self-sufficient rather than a financial drain on taxpayers, (3) a social security system providing care of the young, old and ill at a cost far lower than the society could provide, (4) a contribution to the quality of life with the household production activities which transform resources to products and services most useful and desired by families and (5) the human resource attributes of self-discipline, trust, cooperation and reasoned judgment, to name a few, which make self-government possible.

Families are changing, but it is also true that families are continuing to make important contributions to the economic and social order of society. Home economists have long recognized the important role of the family in contributing to individual economic well-being as well as the economic welfare of society. The mission of home economics to "improve the quality of life by improving ways people live, eat, dress, construct space, make decisions, manage resources, parent and develop intimate relationships"[10] continues to be one of important social and economic significance.

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[10] J. Kuipers, "Role of Home Economics in Revitalizing the Economy," *Illinois Teacher*, September-October, 1982, 3-4.

# HOW TO GET COUNSEL ON YOUR COUNCIL FROM YOUR CONSOLE:
## Advisory Councils Revisited

Richard K. Hofstrand
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Illinois State Board of Education

Instructions: Insert floppy disc into disc drive.
Flip on power switch.
Sit down at screen and keyboard.

(blip)

Hello. My name is MC 2000. What's yours?

**Becky.**

Hello Becky. How can I help you?

**I'm frustrated.**

I'm sorry to hear that. Why do you suppose you feel that way?

**I just came from the principal's office. I want to start an advisory council for my home economics program. But they said the school already has an advisory council for the whole vocational education department, and that I probably don't need one just for my program.**

I can understand how you must feel. Why would you want to start one of these things you call an advisory council anyway?

**Well, the home economics teacher in a neighboring school district has one, and when her district was considering cutting the program back because of budget cuts, her advisory council met with the school board and convinced them that the program was vital to the community, so they kept it.**

Job security, aye?

**Well, yes, sort of. But what I need are some reasons why we need one here to give to my administration.**

Let me see what I can find. Are these advisory councils referred to by any other names or descriptors?

**Sometimes they're called advisory committees or craft committees.**

I'm searching. Please stand by...
I think I've found something. There are several reasons why your school should want an advisory council for home economics. But I'll list just three. They are:

- -Improved instruction for students because the advisory council would help to improve curriculum, provide career information and identify work stations.
- -Improved image for the school in the community because the advisory council would provide another way for the public to participate in their public schools.
- -Reduced costs to the school because the advisory council could provide equipment, donate funds and substitute for classroom aids.

There are other reasons, but I'll stop there.

**How do you know all this?**

You mean, how did I know the above information?

**Yes.**

Look on the back of this console. Do you see that telephone wire plugged in there?

**Yes.**

Through that wire, I can search for information anywhere in the world. All you have to do is ask the questions; I'll find the best answers available anywhere. For that last question, I searched the ERIC system. If I couldn't find it there, I would keep on with other data bases until I did find what you need. Now, I even know some of the questions you ought to ask. For example, would you like to know why your school's administration might be opposed to advisory councils?

**Yes! Please tell me!**

Some school administrators fear that advisory groups may become para-boards, that is, want to make decisions regarding the local school operation which the elected school board is mandated to do.

**How can I avoid that?**

Have the school board charter your advisory council. And in that charter, spell out the operational guidelines for your council as well as the understanding that the board can dissolve the council at any time if those guidelines are not followed.

**So the school board maintains its lawful control?**

Right! And the council now has a prescribed procedure for periodically reporting they're recommendations to the board for the board's review and response.

**Are there other reasons why administrators avoid advisory councils?**

Some administrators see advisory councils as only something to comply with in state guidelines: they get all excited about them when evaluation time rolls around, but they soon forget them when the evaluation passes.

**I've noticed that here. What can I do about it?**

Advisory councils are required by federal law on the local, state and national levels. But why do you suppose that they're required? The reason is that years of experience have shown that educational programs that are tightly linked with the world of work are more relevent to the needs of youth and adults.

**Hey! You're pretty smart!**

Shucks. It was nothing. What else do you want to know?

**I have a group now that helps me with my FHA-HERO student organization. Can I use them as my advisory council?**

I'm searching. Please stand by...
Is that group made up primarily of parents of your students?

**Yes.**

Don't use that group. You need a broader base of representation on your advisory council. You should get people from the following areas:

- employers of your graduates in each of your program areas including:
    - food service
    - child care
    - needle trades
    - interior design
    - family counseling
    - any others

-professional home economists
-homemakers - BOTH men and women
-former students
-existing students
-parents, if you wish
-and others

**I have another problem.**

More frustration?

**No. Peer pressure.**

Is that anything like blood pressure?

**No. It's faculty pressure - one of the other teachers here in the school. He doesn't have an advisory council, and he thinks that if I start one, he'll have to start one also.**

Do you think he should start one?

**Well, yes.**

Why?

**Because his students tell me that what he's teaching is really obsolete. The enrollment in his program is dropping because students don't want to waste their time. They want his program, but not his courses.**

How could an advisory council help?

**They could review his curriculum and give him suggestions as to what he should keep and what he should discard. Then, they could give him recommendations as to the state of the art that employees need to be familiar with when they go looking for a job.**

My sources agree. Maybe you should put some of your peer pressure on him to start an advisory council?

**I tried, but he says they're too much work.**

All the sources I found don't disagree: they concur that starting an advisory council and keeping it going take time and effort. But they also all agree that an advisory council can save time and effort in the future.

**How?**

Remember that an advisory council can provide you with basically two things: advice and assistance. In terms of assistance, here are just a few things that will save you time and effort:

-they can design and conduct your student follow-up survey.
-they can provide students with contemporary occupational and career information.
-they can plan and produce your employer-employee banquet.

**How did you know we have such an event?**

Never mind.
-they can select the outstanding students of the year based on their own process and criteria.
-they can select the exemplary employer of the year using their own process and criteria.
-they can aid you in planning and conducting field trips and tours of their businesses.
Do you want more?

**No. I've got the idea. But I don't think he's going to buy that argument.**

Here's another idea. Suggest to him that he start a micro-council.

**What's a micro-council?**

That's an informal group of three or four people from the business community with whom he can meet - maybe for breakfast or lunch - several times during the school year. He can even call them occasionally for their individual opinions and suggestions.

**That's a good idea.**

Thanks. I just wish it were mine.
Now you ought to ask about student safety.

**What about it?**

Your school district has a legal liability to provide a school plant that is as free as possible from potential harm to students. Your advisory council for home economics can make an annual inspection of your classroom and laboratory. I know you believe your facilities are safe, but you work there every day: your procedure and environment can become routine, and hazards can evolve without your even noticing them. Advisory council members may spot potentially unsafe conditions, should any exist. And if the facilities are safe, the school board would sure like to have those findings on record in case anything unfortunate did happen.

**I'm going to tell the administration that.**

Good. Next problem?

**I'm not sure I remember from college classes all the things I need to do to start this advisory council. Just in case I need some help, where can I go for printed materials?**

Almost every state department of vocational education has some printed materials on starting and operating an advisory council. What state are we in?

**Illinois.**

In Illinois, order publication No. 113 (cost is only $.75) entitled "A Guide for Local Advisory Councils on Vocational Education" from the:

Curriculum Publications Clearinghouse
Western Illinois University
46 Horriban Hall
Macomb, IL 62455

Or call them toll-free at 800-322-3904
For your friends who are outside Illinois, they should call 309-298-1917.

A second resource for starting and operating advisory councils is entitled "Advisory Councils for Education: A Handbook." You can get it for $1.50 from the:

Rurban Educational Development Laboratory
VOTEC Department
College of Education
University of Illinois
1310 South 6th Street
Champaign, IL 61820

A third resource that describes excellent activities which an advisory council can perform is entitled "Locally Directed Evaluation Handbook" (No. 220) and is available for $16.25 from the Curriculum Publications Clearinghouse which I told you about earlier.

And, of course, I'm here to help whenever you wish.

**Thank you.**

I'm proud of you, Becky. You want the best for your students, and you want to provide them with the best. Where some teachers just try to slide by, you're taking your professional responsibility seriously. You have my respect.

**Thanks for your counsel.**

You're welcome, Becky.

(blip)

# Energize Your Home Economics Program with FHA/HERO Integration

**Jamie Pereau Galough**
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Board of Advisors

Home economics teachers, like teachers of virtually every other subject area, are confronted with the rising problems of student apathy, lack of discipline, and declining community support. What many of us fail to realize is that we already have available to us the means to combat these problems—Future Homemakers of America, the national vocational student organization in home economics.

**Benefits for Students and Teacher Alike**

Future Homemakers of America has for thirty-eight years provided leadership opportunities to students in consumer/homemaking classes, and more recently, to students in vocational home economics classes via HERO chapters (Home Economics Related Occupations). FHA/HERO goals can be integrated into the regular classroom activities so that the organization becomes part of the class. Students participate during class time in the planning, implementation, and evaluation of learning experiences to accomplish goals common to both FHA/HERO and the home economics curriculum. Through integration, learning need not be confined to the classroom, nor to the limits of one teacher's imagination and creativity. By involving students in every step of their own education, we can increase interest and motivation, thereby decreasing apathy and discipline problems. Activities become more relevant when students help establish goals to meet their own needs and interests. Student participation in classroom management can also increase responsibility and improve self-concepts. In effect, we are saying, "We value your ideas and trust your judgment."

The varied learning activities that result from student input can increase the visibility of the home economics program in the community. Community members, especially families of enthusiastic students, are likely to support a program that is active in the community and fosters youth leadership. It is equally likely that motivated students will convey their excitement to other students, to teachers, and to administrators, which can increase home economics enrollment and generate positive public relations for the program.

**The Integration Process**

If FHA/HERO can help to combat student apathy and discipline problems, and lack of community support, why are there home economics programs that do not offer FHA/HERO opportunities to their students? Advisors of FHA/HERO chapters generally agree that home economics teachers perceive two main obstacles to starting a chapter: lack of a "game plan" and lack of time. The integrated approach offers solutions to both of these problems.

The national organization of FHA/HERO has developed a five-step planning process that facilitates integration and allows students to sharpen decision-making skills:

1. Identify concerns
2. Set goals
3. Form a plan
4. Act
5. Follow up

Each class can function as a separate chapter with its own officers to guide the class through the five planning stages, while the teacher serves as the chapter advisor. By incorporating basic parliamentary procedure into this process, students add another dimension to their decision-making abilities, and will be better prepared to take an active role in their community and society as a whole. Each chapter (class) can coordinate its goals with those of other class chapters to balance the overall FHA/HERO program. For instance, all chapters may direct their work or projects toward an annual theme such as "Careers in Home Economics," "The Many Roles We Play," or "The American Family." An after-school chapter can be available for those members who want to participate, but who are not currently enrolled in a home economics class. The officers of all of the chapters can form an overall executive council which can help select, plan, and direct FHA/HERO program themes, goals, and projects.

Leadership development is inherent in the integrated approach as the student takes a more assertive role in the classroom, and begins to direct his or her own learning. With students assuming more leadership responsibilities, and with FHA/HERO activities integrated into the regular class time, there is no additional burden or demand on the teacher's time. In fact, much of the teacher's time formerly spent on management details, can be freed for the development of more resources to enhance learning.

A common concern of home economics teachers involved in the beginning stages of developing an FHA/HERO chapter is, "Am I sacrificing content to run a club in my classroom?" The answer is "no," on two accounts. First, FHA/HERO is a co-curricular organization. It serves as an integral part of classroom instruction by supporting and extending home economics knowledge and skills through its activities. As stated by the National FHA/HERO advisory Committee on Teacher Education:

> . . . acceptance of the stated goal and definitions of home economics means that the organization of the Future Homemakers of America (FHA and HERO chapters) is a co-curricular activity. As such, FHA/HERO has a definite part in the curriculum through in-class and extended class activities and is the challenge and responsibility of home economics educators.[1]

Secondly, no content is sacrificed by allowing students to take part in classroom management. FHA/HERO chapter activities do not replace, but rather enhance the regular classroom experiences. Although FHA/HERO members

[1]Future Homemakers of America, "National History," *Teen Times*, March/April, 1975, p. 2.

using the planning process may not cover as much material as a traditional, teacher-directed class, it is likely that they will attain knowledge and skills more readily and retain them longer, because of the participatory, "hands-on," integrated approach. An example of the integrated approach in action will clarify this point.

**Integration In Action**

As the advisor of a tenth-grade housing class, I presented the chapter with a list of objectives I had prepared for a unit on energy. The objectives were:

1. identify energy alternatives for the home
2. explain the principles of home energy use
3. evaluate and compare energy-saving equipment
4. identify and evaluate energy conservation methods and materials for the home
5. identify energy-saving designs in housing

The chapter (class) president guided the members through the five-step integration process, using basic parliamentary procedure. The chapter secretary recorded the minutes. As advisor, I acted as a facilitator, providing suggestions and feedback to keep the group directed toward a feasible plan.

According to the integration process, the chapter first needed to "identify concerns." The brainstorm method was used, encouraging and accepting all responses. At the end of five minutes, the chapter had identified the following concerns:

| | | |
|---|---|---|
| solar energy | coal | wiring |
| wood | wind | how equipment uses energy |
| weather-stripping | electricity | ways to save energy |
| gas | meters | "underground" houses |
| window quilts | windmills | solar houses |

Realizing that the chapter could not attack all of these concerns at once, we attempted to narrow the list. A motion was made, seconded, and carried to work on concerns pertaining to objective number five, "become aware of energy-saving designs in housing." By working on this particular objective, the FHA/HERO members were also working toward the first purpose of their national organization: "to provide opportunities for self-development and preparation for family and community living and for employment."

It was then time for the second phase of the process: "set goals." The group discussed what they needed, and would like to know about energy-saving designs. A number of ideas evolved from the discussion. The members considered the feasibility of each idea and then stated goals in their own terms:

1. learn the different types of energy-saving designs
2. understand how the different designs work
3. see what the different designs look like
4. find out how much the designs cost to build and operate

In step three, "form a plan," the chapter decided how it would accomplish its goals. By re-examining and discussing the established goals, the housing class developed the following step-by-step plan:

1. Consult newspapers, magazines, books, and people to develop a list of energy-saving designs. (passive and active solar, earth-sheltered, wind-powered, site orientation)
2. In small groups, choose a particular design to research, and report to the class.
3. Invite resource people to class to explain how various designs work, and their initial and continuing costs.
4. Prepare a display of collected pictures showing energy-saving designs in housing.
5. Draw or build a model of an energy-saving design.
6. Visit homes that have energy-saving features.

In step four, "act," the chapter carried out its step-by-step plan. Members began to pour over books and question parents and teachers about energy-saving designs in housing. A committee was elected to locate and contact resource people about speaking to the class. Another committee hunted for houses in the area with energy-saving features, and prepared a letter asking the homeowners for a tour. Everyone was actively involved.

Step five, "follow up," was the evaluation phase. Members discussed whether or not, as well as to what degree, their goals had been accomplished, and how they could have improved their plan. They examined the evidences of learning: their list of energy-saving designs, the class reports, the display of pictures, and the models they drew or built. They discussed the presentations by guest speakers and the visits to homes with energy-saving features. What do we know now, that we didn't know before? Would we like to live in an "energy-saving" house? Are energy-saving features worth the investment?

Throughout the five-step integration process, each member was actively involved in his or her own learning. Activities were student-centered, and selected by the members themselves to meet their own needs and interests. The chapter sought not only answers, but the questions as well.

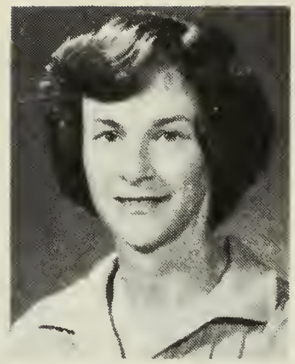
The housing chapter met one of the five objectives designed by me as their teacher. The remaining four objectives could be achieved through teacher-directed instruction (perhaps concurrently with the chapter-formulated plan), or could serve as fuel for a future FHA/HERO chapter project. The FHA/HERO chapter supplements, but does not take the place of the regular home economics program.

**Practice Pays Off**

The FHA/HERO integration process has tremendous potential for youth leadership, but it cannot be expected to "work like a charm" on the first attempt. The role adaptations from student to leader and from teacher to facilitator/advisor are not easy for students who are not accustomed to having a part in selecting and planning classroom goals, and for teachers who are not accustomed to sharing the responsibility of directing learning. Practice is needed to develop skill and confidence. It may take several FHA/HERO "projects" to familiarize a chapter with the planning process, but the time and effort will not be wasted. Instead, a valuable resource will be developed. Through integration, an accepting, non-threatening learning environment can be achieved. The teacher-student barrier can be broken down to create open, free-flowing communication. Learning can be real and exciting, inviting students to take part.

For more information about FHA/HERO integration, and the organization in general, consult the *Handbook For Youth-Centered Leadership* available from the national organization: Future Homemakers of America, 1910 Association Drive, Reston, VA 22091.

# STUDENT RECRUITMENT— A Vital Teacher Competency



**Grace Pyles Napier,**
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School of Family and Consumer Studies
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The decline in student population at the secondary level requires the home economics teacher to engage in public relations with an emphasis on student recruitment. Thus the list of needed teacher competencies grows. For some teachers this might be a welcomed challenge while others may wonder what constitutes an effective student recruitment/public relations plan of action. Such a plan of action might utilize audio/visual materials, and recently developed slide/tape presentations, one for each of the following areas:

Consumer Homemaking
Child Care Services
Community and Home Services
Fabric Services
Food Services

The presentations depict a comprehensive overview of secondary Vocational Home Economics. On-location photography in a variety of programs in Ohio, reflects sex affirmative recruiting. The following suggestions may help you in developing your total recruitment/public relations plan of work:

A. **Individualize Presentations for Your Program**

1. Insert slides of your students, school, and community in place of a few in the presentation as an effective way to personalize the message. Most students respond to familiar people and places. Of course, parents enjoy seeing their son or daughter.
2. Write your own narration detailing the components of your program to accompany the slides.
3. Use the presentation as is and add another tray of slides from your program with your own narration to fill in the details.

B. **Use With Student Audiences**

1. For junior high/middle school students, plan a unit of study in Home Economics Careers. Highlight one area each day or week depending on the length of the unit. Bring in guest speakers such as students who are currently enrolled in or are graduates of the program.
2. Set up for group or individual showings as a part of High School Day or Career Day.
3. Where facilities permit, provide the media self-instructional center or library with a copy to catalog for student viewing. Use bulletin board, display, or other activity to alert students not enrolled in home economics programs of their availability.
4. Arrange for outstanding students or FHA/HERO participants to make presentations at local schools that feed into your program or to community groups such as 4-H, Scouts.

C. **Use With Adult Audience**

The presentations are appropriate as informative public relations tools for use with parents, school staff, advisory committees, or other community groups.

D. **Plan for Special Uses**

Present with a display for the local or county fair or in conjunction with Youth Week.

Basic communication and public relations skills are at the heart of any effective recruitment plan. A few questions to consider are:

- ▶ How are you making your offerings known?
- ▶ What are *you* (not the guidance counselor) doing to reach students before they deside on their courses?
- ▶ Are you reaching students not traditionally enrolled in your program?
- ▶ Are you reaching parents?

Make your students and programs very *VISIBLE* within the school and community with *YOU* as the driving force. How?

- ◀ Provide counselors with brochures, create a bulletin board or display for their office.
- ◀ Submit articles and pictures to the school and local paper frequently! On what? Think of as many ideas for skills, events, contests, or service projects as you can. Publicized field trips are good for community relations.
- ◀ Have a "news reporter" from each class or FHA/HERO group.
- ◀ "Memo" all activities to school principals/administrators. Include press clippings.

Current students and recent graduates are your major recruiting aid. Their opinions and experiences are valued by their peers and will reflect in your enrollment.

Recruitment is public relations and public relations activities aid recruitment. Let's try to:

- ★ Create support of students, staff, and administration,
- ★ Keep people informed, and
- ★ Gain recognition and visibility for our efforts.

Good Luck!

The above programs are available for free loan from:

Susie Shakleton
VECM Data Base
East Central
Sangamon State University
Springfield, IL 82708

Carol J. Whitney, Supervisor
Office of Sex Equity
Div. of Vocational Education
Ohio Dept. of Education
65 South Front Street
Columbus, OH 43215

For purchase or rental contact:

Paul Sisamis, Supervisor
Graphic Production
Audio Visual Services
330 Library
Kent State University
Kent, OH 44242

# ADULT CHILDREN AND THEIR PARENTS: Preparing Students For Changing Relationships

**Janine A. Watts**
Department of Home Economics
University of Minnesota—Duluth

When you teach parenting, do you just focus on young children and their parents? When your classes discuss relationships with parents, do they only deal with adolescent concerns? Are you preparing your students to anticipate the nature of their relationship with parents when the students become adults? As home economists, we need to extend our efforts in strengthening families to encompass time periods beyond the high school classroom setting. There are certain factors which can impact on parent-child relationships when children are young adults.

Consider the following situations:

> Jeff, age 22, has just returned to his parents' home following an unsuccessful job-hunting trip to a neighboring state. While his parents enjoy talking with him, he is seldom around home in the evenings when they can visit. Jeff spends evenings with friends, often staying out until 2 or 3 a.m. He is too tired to help around the house or yard, yet he expects meals and laundry service from his parents.
>
> Sue, age 20, has returned to her college dorm after a weekend at home. Her roommate finds her sobbing, "My family is falling apart—my parents are getting a divorce! Dad wants to marry this other woman." While Sue was aware of conflict in her parents' marriage during her teenage years, she did not anticipate that her parents would ever go their separate ways once she left home.
>
> Pam, age 24, is a recent divorcee. While she is often tempted to ask her parents to babysit while she works or dates, Pam respects their plans and assumes responsibility for her children. She visits her parents often, both with and without the children, thereby developing a good adult-to-adult relationship with her mother and father.

These situations are typical of the experiences of many young adults and their parents. They may be similar to experiences of your students' older siblings.

What do these situations have in common? In each, the lifestyle and values of each generation are affecting the relationship between the adult-aged child and the child's parents.

Interest in development and relationships during adulthood is increasing as the bulk of the population in the United States ages. As people move through the life span, they experience transitions in response to changing family structures and to historical and environmental factors. The pace of change in technology and other areas of the environment is accelerating rapidly. While it is likely that people will need to make adjustments in the future that are not now anticipated, several factors having the potential to affect relationships can be identified. An ecosystem framework will be used to consider these interrelated factors. The ecosystem approach assumes that all components (child, parents and other systems) are involved in a process of mutual influence.[1]

Satisfaction in personal relationships often depends on the congruence of expectations and behavior. Expectations can be influenced by values, perceptions, and experience. Incongruence of parental expectations and a child's behavior, or child expectations and parental behavior, can lead to conflict. While interpersonal relationships during adulthood are influenced by the actions of all generations, the following discussion will focus on the adult child's role. During early adulthood, a person faces decisions in two major areas. The decisions primarily encompass the development of interpersonal relationships outside of the family and the development of a career or means of economic support.

### Interpersonal Relationships

As children go through the launching stage, their decisions, choices and behavior affect their relationship with parents. Developing a separate, personal lifestyle is one area which has potential for conflict as well as satisfaction within famiies. I recently conducted a study of stress and satisfaction among young-adult daughters and their parents. The study indicated that the life-style value system of the daughters contributed to the greatest variance in conflict-related stress. There was disagreement between daughters and parents over family planning attitudes, living arrangements, religion, drugs and sexual values. It is possible but undocumented that young-adult men also experience conflict with parents over similar lifestyle value issues.

In the present social-cultural system in the United States, increasing numbers of young adults are choosing to remain single. Their choice is supported by commercial ventures which cater to the single person, such as the frozen food and packaging industries and the singles-only housing complexes. Other young adults are delaying marriage and childbirth, which is likely to result in few generations in the extended family. While delayed childbearing may allow the mother more time to pursue career goals, it appears that it could contribute to greater generational differences. Differences in values, attitudes and behavior could be more pronounced with wider age ranges between parent and child.

More young adults are now considering the option of a childfree lifestyle. While this formerly was a private decision, it now is being explored openly in workshop and support group settings.[2] Whatever the reasons for the childfree decision, this situation may cause disappointment among the adult's parents who look forward to the experience of grandchildren. It may also trigger soul-searching among the older generation if they examine their past child-rearing practices to find the "cause" of their child's decision.

Expanding scientific research has brought about more advanced genetic and reproductive technology. For some people this has meant fulfillment of the desire to bear a child; others have utilized it to abort fetuses with indications of

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[1]G.F. Melson, *Family and Environment: An Ecosystem Perspective* (Minneapolis: Burgess, 1980).

[2]G. Thoen and M. Russel, "The Childfree Option," in *Building Family Strengths*, ed. by N. Stinnett, B. Chesser, and J. DeFrain (Lincoln: University of Nebraska Press, 1979).

genetic or other problems. The differences in value systems between generations become more pronounced when ethical and religious factors are involved in decisions.

The lifestyle of a young adult also holds the potential for pleasurable relationships with parents. In my study referred to earlier, satisfaction in parent-adult child relationships was indicated by pleasure in being together. Parents and children enjoyed each others' friendship as they talked on an adult level and took part in activities together.

The arrival of grandchildren is generally associated with pleasant intergenerational feelings. Lingering doubts and differences are often set aside as new parent-child roles are negotiated between young adults and their parents.[3] Issues of concern often focus on expectations for babysitting and differences in child-rearing practices. As increasing numbers of women become active in employment or community activities, less time will be available for care or interaction with children and grandchildren. The expectations of all three generations regarding the grandparent role are likely to undergo change in the future. This role is not likely to be reflective of previous generations.

Parent-adult child relationships can also be affected by divorce and remarriage. The increasing occurrence of both brings the family into contact more frequently with the legal system. Custody, child support and visitation rights are now the concern of both adult generations. The number of states instituting laws which guarantee grandparents visitation rights continues to grow as society struggles with the larger issue of individual rights and privileges. However, the social ties involved cannot be easily mandated by courts. Divorce is frequently followed by remarriage; people often have difficulty coping with the complex step-relationships involved. An increasing number of people in all generations will need assistance in dealing with changing family structures in the years ahead.

**Developing Economic Support**

Decisions regarding the economic future of children can also affect the parent-child relationship. While parents generally expect their children to select a job or career which will be financially supportive and satisfying, they often are disturbed when the career choice differs widely from their social-group norms. Choice of a career from a non-traditional field can receive mixed reactions from parents. As legislation and individual assertiveness break down employment obstacles, jobs in the future may not be closely linked with our former ideas of sex-appropriateness.

Related to choice of career is the definition of success. After contributing financial assistance to the education of their child, some parents experience disappointment when the career selected is one which does not yield high status and/or income. To the adult child, a successful career may be defined in less tangible terms. Increasing amounts of leisure time and leisure-linked occupations may make it difficult to separate work from play, sport or leisure in the coming years.

Employment decisions can also be an area where parents and children find satisfaction. Parents find pleasure in their children's accomplishments and are proud of their achievements.

Parents generally accept and frequently welcome their child's move out of the family home to be near the place of employment. However, parents often hope the distance will not be too great so they can maintain close intergenerational ties. As businesses expand their markets and operations, more young adults may seek international employment. Intercontinental distances may complicate parents' desires to offer assistance, continue social activities and interact with grandchildren. The distance may facilitate the child's goal to establish independence and autonomy, but it may be at the expense of parental support. Frequent communication by phone or letter is advocated for long-distance interaction.

[3]L.R. Fischer, "Transitions in the Mother-Daughter Relationship," in *Journal of Marriage and Family*, 43(3), (1981), 613-622.

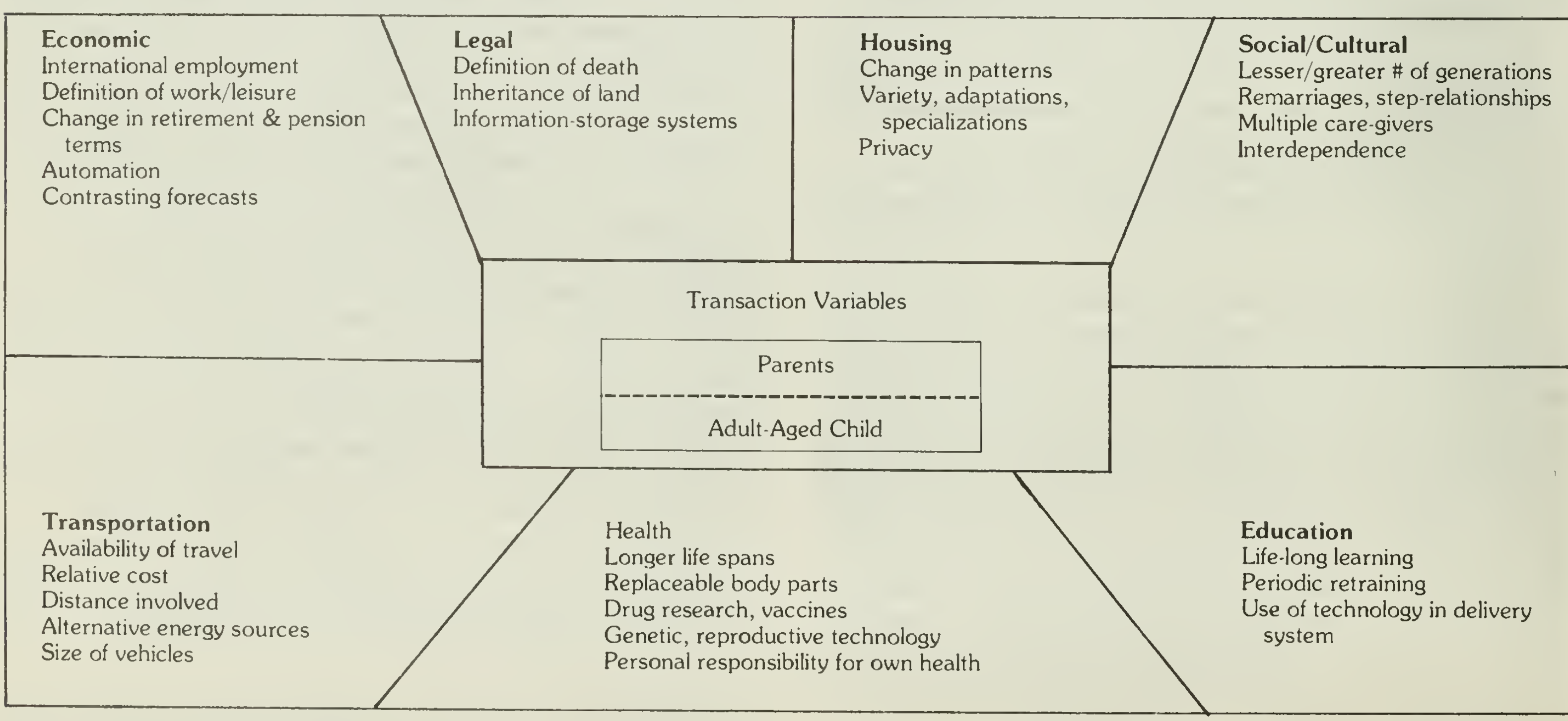


**Figure 1. Ecosystem framework for considering future parent-adult child relationships.**

International employment can have other ripple effects. International and interracial marriages may occur with greater frequency. Acceptance of the adult child's spouse and the grandchildren may necessitate greater tolerance of cultural customs and traditions. Resulting lifestyle changes may be evident in the child's diet, dress, leisure and/or religious activity since leaving the family home. While the new lifestyle may be within the norms of the foreign country, adjustments may be necessary when visiting or relocating in the United States.

### Summary and Recommendations

The parent-child relationship does not end with the adolescent years but continues throughout life. The pace and nature of future changes in the ecosystem can affect parent-adult child relationships in diverse ways. Intergenerational relationships are very complex, having the potential for benefits and rewards, as well as conflict and stress. It should be noted that factors in the interpersonal relationships and employment of parents can impact on the relationship with their children. Additional factors affecting adult child-parent relationships are suggested in Figure 1 (page 18).

Elements affecting intergenerational relationships can be identified and discussed by using various classroom activities. An example is given below. The topic of differing values and expectations can also be approached through role playing or case studies supplied by the teacher and/or students. Consideration of the factors relevant to various life cycle periods will assist in preparing your students for changing relationships.

**A teaching idea:**

**Cross-generation Relationships**
**Let's think about them!**

| Joys & Satisfactions | Problems & Conflicts |
|---|---|
| Myself with my parents | |
| Myself with my grandparents | |
| My parents with my grandparents | |

Compare and contrast the different generations.
Add a follow-up of possible solutions for problems of all 3 groups and compare again.
How can generation 1 (youth) help or hinder in the relationship between generations 2 (parents) and 3 (grandparents)?

# Granny Flats:
# Easing the Housing Crunch for the Elderly

A new type of dwelling, an Australian import now gaining a toehold in the United States, could help house the elderly while easing the strains on isolated nuclear families. Hundreds of elderly parents "down under" are living in relocatable compact garden cottages—known as "granny flats"—right in the backyards of their grown children.

Over 500 units are in use in the Australian state of Victoria and there is a waiting list for 500 more. The state housing authority rents the homes for the nominal fee of $15 per month and moves them to new locations when they are no longer needed, leaving the owners of the main house with no resale worries. Both generations retain a measure of independence, and the combination of privacy plus proximity is said to be strengthening Australian family life.

In Lancaster County, Pennsylvania, the county office on aging has endorsed the granny flat concept—an Americanized version called the "elder cottage" that a local builder is selling for just over $18,000. The price includes local delivery, installation, and utility connections. With cost estimates for new highrises for the elderly running around $30,000 per unit, and with over 44,000 non-institutionalized elderly in the county, officials are looking for low-cost, humanizing alternatives. The Amish families in the area have led the way for centuries with their *Grossmutter*, or grandmother, houses on their farms.

The builder, Edward Guion, offers a standard version featuring a living area, kitchen, pantry, utility nook, bath, and bedroom. Efficiency and two-bedroom styles are also available. The unit is assembled at the factory, complete with carpeting, kitchen appliances, and sufficient insulation to weather a Pennsylvania winter for less than $200 using electric heat.

COASTAL COLONY CORPORATION


Display model of the "elder cottage"—a pre-built, modular unit that provides a low-cost alternative to nursing homes and elderly highrises. With a variety of siding and roofing materials, these relocatable homes for aging parents can take on the look of a permanent guest house on the grounds of their children's homes.

The unit is trucked to the site and bolted to a pressure-treated timber foundation that has been prepared in advance. The water pipes, electrical wiring, and sewage outlet are then hooked up to those at the main house, with an average total set-up time of one day. The elder cottage can be relocated in about the same amount of time, and its backyard site can easily be returned to its original condition by removing or cutting off the foundation posts.

Advocates recognize that widespread acceptance may come slowly, due to objections on aesthetic grounds. The variety of siding and roofing materials, however, makes it possible to "match" the cottage unit to the existing main house, giving the smaller unit a permanent "guest house" look. In addition, none of the units is larger than 30 by 24 feet, leaving plenty of space to spare for gardens and play areas.

Objections to increasing a community's housing density are also likely, with resistance expected to rise in proportion to the affluence of the neighborhood. Guion suggests granting the cottages temporary zoning variances that require removal of a unit within 45 days of its being vacated by the original occupants. This procedure leaves normal zoning laws intact and eases fears of lowered property values. Three hundred cottages have been installed in Melbourne, where they are defined as "temporary hired buildings" in order to exempt them from the requirement that limits dwellings to one per property lot.

If Australia's granny flats catch on elsewhere, they could provide not only a cost-effective way to house the elderly, but also a means for reviving the extended family.

For more information, contact Edward Guion, Coastal Colony Corporation, 44 North Cope Hill Drive, Lititz, Pennsylvania 17543.

# FAMILY PHOTOGRAPHS:
## Developing Skills for Communicative Action

**Marjorie Inana**
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Brown and Paolucci[1] have suggested that "the mission of home economics is to enable families to build and maintain systems of action which lead to individual self-formation and to enlightened cooperative participation in the critique and formulation of social goals."

The three systems of action which Brown and Paolucci describe families as engaging in are technical, communicative and emancipatory action. Technical action is concerned with selections from among alternatives to accomplish a particular given end. Communicative action is concerned with developing reliable understanding of intentions, meanings, goals, values and reasons. Understanding in this context involves both self-understanding and understanding among involved individuals. Emancipative action is concerned with engaging individuals and/or groups in self-reflection in order not only to understand *what is* but also to identify *what could be*.

In general, home economics teachers have been most comfortable helping students to develop skills in the area of technical action. Thus, communicative and emancipatory actions frequently receive less emphasis in the curriculum. This may be due to the fact that teachers are generally unfamiliar with Brown and Paolucci's curriculum orientation. Recently, however, there has been an increasing interest in implementing Brown and Paolucci's curriculum perspective (a practical science perspective) in secondary home economics curriculum. Teachers can, however, reconceptualize instructional activities and materials to give students exposure and opportunities to practice both communicative and emancipatory action.

In order for students to develop skills in these two systems of action, it is vital for teachers to engage students in both self-reflection and higher order cognitive thinking skills. Self-reflection and higher order thinking skills require students to develop skills in reflection, interpretation, analysis, and evaluation.

Within family living classes, teachers have frequently incorporated photographs of families into classroom activities. Although the idea of using family photographs is not new to home economics teachers, instructional activities involving the use of family photographs can be reconceptualized so as to help students to develop skills in the communicative system of action described by Brown and Paolucci.

Photography is frequently used as a vehicle of family communication. For example, photographs are used to document and reinforce family relationships. They are used to present a particular family image or identity. In both contexts, photographs communicate to family members and to outsiders particular values that a family holds. Photographs are also used as a form of family entertainment. Here, communication is more verbal as family members engage in storytelling, and interpretation of photographs in their collections.

The following four activities, along with suggested discussion questions, illustrate how home economics teachers can use family photographs to facilitate student skill in the communicative system of action. These activities can be used as an entire module within a family living class in the sequence presented, or the activities can be used separately within appropriate sections of the curriculum.

### Activity 1: Photographs as a Means of Communicating Family Values

***Rationale.*** Photographs illustrate values that families hold to be important. These values may include the importance of family togetherness, a sense of family continuity and history, expressions of love and affection, the importance of education and/or religion, the importance of children, the importance of mutual support and help in times of stress, and the ability to be self-actualizing within a family context. The purpose of this activity is to encourage students to reflect upon how photographs are used to communicate family values.

***Materials.*** The teacher will need to assemble a group of photographs illustrating family events, customs, and rituals. Excellent sources for such photographs can be found in such photography books as *The Family of Man*,[2] *The Family of Women*,[3] and *The Family of Children*.[4]

***Procedure.*** The teacher displays photographs using an opaque projector or mounts the photographs on a bulletin board. Students view the photographs and in small groups discuss the following questions:

1. What events, customs, and rituals do these photographs depict?
2. What events, customs, and rituals are typically photographed in your family?
3. Who participates in the production of photographs in your family?
4. Are there any special routines that are typically carried out when photography occurs in your family? If so, what are they?
5. How are decisions made in your family as to when to photograph and what to record?

As a class, students share responses from the small groups and discuss the following questions: (1) What values about family life do these photographs illustrate? (2) How is photography used to portray values in your family? (3) What are these values? Care is taken to avoid violating privacy.

### Activity 2: Analyzing the Importance of Family Life Through the Use of Photographs

***Rationale.*** Photographs are frequently used to document or reinforce the importance of family relationships. Photo-

[1] M. Brown and B. Paolucci, *Home Economics: A Definition* (Washington, D.C.: American Home Economics Association, 1979).

[2] *The Family of Man* (New York: Maco Magazine Corp., 1955).
[3] *The Family of Women* (New York: Grosset and Dunlap, Inc., 1979).
[4] *The Family of Children* (New York: Grosset and Dunlap, Inc., 1977).

graphs of this type can illustrate rites of passage (weddings, deaths, graduations, religious confirmations, or bar mitzvah's), bonds of affection, typical elements of family life such as meals, holidays and reunions, and aspects of change in the family (people, pets, homes, projects). The purpose of this activity is to encourage students to analyze how their family photographs document or reinforce the importance of family relationships.

***Materials.*** Teacher asks students who are able and willing to bring to class photographs from their family collection that portray: a rite of passage, bonds of affection and love, typical elements of family life and change in the family.

***Procedure.*** Students individually answer the following questions:

1. How do the photographs in your family collection capture and record typical elements of family life?
2. How are photographs used in your family to promote a sense of time, growth, change and history that family members share?
3. How are photographs used in your family to remind people separated by time and space of family solidarity?

Students display their photographs for all to examine. Students share in small groups their responses to the above questions. As a class, students discuss how shared family values influence the planning, production, organization and use of photographs.

### Activity 3. Analyzing Family Images and Identity Through the Use of Photographs

***Rationale.*** Photographs are frequently used to present a particular image, identity or personality of individuals within the family. Many families have both formal posed photographs and candid surprise photographs which capture family members in typical family activities or in an embarrassing or ludicrous situation. The purpose of this activity is to encourage students to analyze and interpret to others images that their photographs portray of individuals within their family.

***Materials.*** Students are encouraged to bring to class and display several formal posed family photographs, and several candid photographs that present family members in typical family activities or in some unusual or ludicrous situation.

***Procedure.*** Students display their photographs in the classroom for all to examine. Care is taken to protect any students who have no photographs to bring to class. The students then break into pairs and examine the photographs each has brought to class to share. Within the pairs, one student interprets his/her partner's photographs and tells the partner what s/he thinks about the following two questions:

1. What image is the person or family attempting to present in the posed photographs?
2. What images do the candid photographs portray about individuals or the family?

The partner whose photographs are being interpreted then explains his/her photographs to the other. This procedure is reversed for the remaining partner. Partners discuss how candid photographs may be used to tease individuals within the family.

The pairs then share the results of the discussion with the entire class. The teacher encourages students to analyze (by comparing and contrasting) images presented in the posed and candid photographs. The students reexamine all the photographs brought in and look for photographs which record mundane or negative features of family life such as work, arguments, meal preparation, laundry, shopping, and physical care of children. If there is a lack of these types of photographs, discuss the reasons why. Discussion may also focus on aspects of family life that are rarely portrayed in family photograph collections and why. Explore with the students if the reasons have to do with the images the family wants to portray to itself and to outsiders.

### Activity 4: Photography as a Form of Family Entertainment

***Rationale.*** Family photographs are commonly used as a form of entertainment for many families. In some families there are particular rituals and customs surrounding the viewing of photographs, while in other families this activity occurs spontaneously in an unstructured manner. During the viewing of family photographs, families typically engage in interpretations, storytelling and reminiscing. The purpose of this activity is to encourage students to analyze how photographs are used as a form of family entertainment and as a form of family communication.

***Materials.*** The teacher suggests that students bring to class an example of a family photograph which can only be appreciated or understood by others when a verbal explanation of the photograph is provided.

***Procedure.*** The teacher initiates a discussion regarding how photographs are used as a form of family entertainment. Discussion questions may include:

1. How does your family use photographs as a form of family entertainment?
2. Are there certain viewing times? When do these times occur? Where does the viewing take place?
3. What family values are reinforced through viewing photographs?
4. Have the conventions regarding what is appropriate for the family photograph album changed over time in your family? If so, how and why?

After completing the discussion, the teacher asks students to take five minutes to provide a written description of the context and meaning of the photograph which they were asked to bring to class. The students then break into small groups and display their photographs. Each group attempts verbally to interpret the context and meaning of each photograph displayed in the group. The students then share their written descriptions with the others in the group. As an entire class, students share with each other their experiences in the group. Suggested discussion questions could focus on:

1. How accurate were the interpretations of your classmates as to the context and meaning of the photographs you brought to class?
2. When examining photographs, are individual family members generally consistent in their interpretation of the context and meaning of various photographs? If not, analyze why.
3. Within your family, do you discuss and interpret photographs as they are viewed? Why or why not?
4. Are there stories which are generally told about particular photographs when the family views them? What are these stories? What values are inherent in these stories?
5. How does photography enhance communication within your family?

***Evaluation.*** After completing one or more of these activities, the teacher can evaluate students through discussion or by asking students to complete a written assignment.

*continued bottom of page 23*

# CONSUMER EDUCATION:
## Supplemental Information for Physically Disabled Students

**Catherine Batsche**
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**Barbara Tipsord**
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**Did you know that . . .**

- Automobile insurance cannot be denied to a person solely on the basis of a handicapping condition?
- The Internal Revenue Service has a toll free teletypewriter (TTY) number to provide hearing impaired persons with answers to tax questions?
- A flashing light can be connected to hotel fire alarm systems to alert hearing impaired persons that the alarm is sounding?
- Sales tax is not charged on prosthetic devices and wheelchairs?
- AVIS, Hertz, and National have rental cars with hand controls for mobility impaired travelers?
- Safeway has special shopping carts for wheelchair customers?
- Special travel services are available to plot a trip that includes accessible facilities for handicapped persons (bathrooms, rest stops, hotels)?
- Realtors in some communities have special training to help a disabled person select accessible housing?

If you did not know the above information, you may be interested in the results of a recent project entitled: *Consumer Education: Supplemental Information For Physically Disabled Students.*

### The Mainstream Movement

Since 1973, increased emphasis has been placed on mainstreaming handicapped students into the least restrictive environment for education. As a result, more and more handicapped students are enrolling in regular classes with their non-disabled peers. Because of this practice, an increasing number of handicapped students are participating in regular home economics classes. Generally, the content of the home economics class does not need to be changed for the handicapped student. In most classes, the educational needs of the handicapped student are met by adapting instructional materials to an appropriate reading level, utilizing different teaching techniques or modifying equipment. However, if a physically impaired student is enrolled in a consumer education course, there is a need to include additional consumer information that is specific to the needs of the handicapped student. In this case, the instructional methodology would not necessarily need to be changed, but the course content would need to be supplemented.

Because of the increased practice of mainstreaming handicapped students into the regular classroom, it was determined that supplements for the physically disabled student needed to be made available to consumer education teachers. Handicapped students will more frequently be enrolled in regular consumer education courses in the future, and teachers must be prepared to teach them to become responsible consumers. A disability adds new concerns for students as they prepare to enter the consumer world. Some of these new concerns may be in areas of legal rights, insurance benefits, travel information, and home modifications.

### Review of the Literature

Physically disabled students must be taught information that will be specific to their needs and will help them become effective consumers. In order to meet this need, the *Technical Assistance and Dissemination Network: Illinois Special Needs Populations* conducted a project in conjunction with the Home Economics Professional Practice class at Illinois State University. The first step in the project involved a review of consumer education literature. The project staff reviewed numerous high school textbooks, government pamphlets, resource books, and journal publications. The

*continued from page 22*

Possible topics for the assignment may be:

1. Describe how photography can be used to enhance communication and the transmission of values within your family.
2. Compare and contrast how photography is currently used in your family and how you would see photography in the future to document your family's history, identity and values.

### Summary

Home economics teachers can use family photographs to help students gain experience and skill in the communicative system of action described by Brown and Paolucci. Family photograph analysis provides students with an opportunity both to explore and to analyze their family's values and to develop insight into how their family communicates. The classroom activities are designed to promote self-understanding through reflection, analysis, evaluation, and interpretation of photographs with classmates.

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Zeitlin, S.; Kotkin, A.; and Baker, H. *A Celebration of American Family Folklore.* New York: Pantheon Books, 1982.

review of the literature indicated that most high school textbooks contained little information that would be helpful to the special needs of the disabled consumer. While the majority of textbooks reviewed neglected the subject completely, some authors did include brief discussions of disability income and benefits, medicaid, and health services.

We found one textbook that included a special section on "Consumers With Special Needs."[1] However, this section dealt with the problems of low income consumers, elderly consumers, and retired couples. Disabled consumers and their special needs were not addressed. Other textbooks[2] included some information specific to the topic but in most cases, this information was included as a separate chapter rather than as an integral part of the entire text. Obviously, the physically handicapped student would profit from learning about special concerns/adaptations at the time each topic in a course is introduced rather than as a separate unit.

**Interviews With Handicapped Persons**

Following the review of the literature, we developed an interview instrument including questions which addressed the basic topics of consumer education in relation to the specific concerns and needs of a disabled person. The project staff and ISU students conducted individual interviews with several disabled persons in order to identify areas of specific concern. The results of the interviews were compiled to determine the major topics that should be taught as part of a high school consumer education course.

**Development of Teacher Manual**

The information obtained from the interviews and review of the literature was used to develop a book entitled *Consumer Education: Supplemental Information For Physically Disabled Students*. The manual contains guide sheets that are categorized according to typical consumer education topics: American Economic System, Consumer Protection/Legal Rights, Budgeting, Housing, Transportation, Clothing, Food Shopping/Preparation, Insurance/Health/Social Security, and Recreation.

Each category is subdivided according to the various handicapping conditions. For example, the housing unit contains separate guide sheets for individuals who are hearing impaired, mobility impaired, and visually impaired. There is also a general guide sheet that contains information pertinent to all disabled individuals. Thus, it will not be necessary for a teacher with only one disabled student in the classroom to sort through the entire guide to find relevant consumer information. If the student is confined to a wheelchair, the teacher will only need to use the general guide sheet and the mobility impaired guide sheet for each topic.

The Consumer Education Manual is currently available through the Curriculum Publications Clearinghouse, a service provided through the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education. Materials provided through the CPC are made available on a cost-recovery basis. Persons interested in obtaining the book of supplemental information should contact: Curriculum Publications Clearinghouse, Horrabin Hall, Western Illinois University, Macomb, IL 61455; 309/298-1917 or 800/322-3095.

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[1]Arch W. Troelstrup, *The Consumer In American Society--Personal And Family Finance* (5th ed.; New York: McGraw Hill, Inc., 1977).

[2]Pauline Garrett, *Consumer Housing* (Peoria, Ill.: Chas. A. Bennett Co., 1972); Evelyn L. Lewis, *Housing Decisions* (South Holland, Ill.: The Goodheart-Willcox Company, Inc., 1978).

# Middle Schoolers' Attitudes Toward Dual Role Families: Implications for Home Economics

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Married women, including those with young children, continue to enter the work force in increasing numbers.[1] Recently the two-earner family has become the new American norm, with the majority of the nation's mothers in the work force.[2] As these women leave the home, both because of need and desire, some of them will share homemaking and child-care tasks as well as wage earning with their spouses. To date very little information has been reported about the impact of these experiences on the children who are living in or observing these pioneering families. The attitudes of one age group, middle schoolers, are particularly important because early adolescents are at a critical developmental time for vocation, sex-role, and family-life decisions.[3] This information can be especially useful to home economics teachers and curriculum designers as they guide school programs that will enable students to cope with dual-role life during their adolescent years and future adult lives.

Recently I completed a study to see what these emerging adolescents think about dual-role parents, specifically in regard to both parents working outside the home for pay, arranging child care, and sharing homemaking tasks. The purpose of this study was to examine the following questions:

1. What are the dual-role family attitudes of a sample of middle school children?
2. Are there differences in male and female middle schoolers' dual-role family attitudes?
3. Are there differences in the attitudes of middle schoolers whose mothers do not work from those whose mothers do work outside the home?
4. Are there differences in attitudes of middle schoolers according to school attended, race, or father's work status?

The *Dual-Role Family Attitude Scale*[4] (DRFAS), a seven-statement semantic differential instrument, was used to assess attitudes of middle schoolers in regard to (1) women working outside the home for pay, (2) married couples sharing homemaking tasks, (3) mothers and fathers spending equal amounts of time with children, (4) both mother and father working full time outside the home, (5) parents deciding together how the family money should be spent, (6) parents arranging for someone to watch the children while they both work, and (7) both parents deciding together on family activities, recreation, entertainment, and errands. Each statement was followed by a series of five bipolar adjectives with each adjective pair scale scored from one to five. The 787 middle schoolers from Texas, New Hampshire, North Carolina, and New York generally held positive attitudes toward dual-role families. The middle schoolers rated most negatively the concept of mother and father both working full time outside the home, while the most highly rated concept was mothers and fathers spending equal amounts of time with children. The four most highly rated concepts all dealt with the sharing of tasks and activities by couples. The two lowest rated concepts implied or stated that child care was arranged. While these lower ratings indicate a desire for care by parents, they are still well above the mean and contribute to overall positive attitudes.

Middle schoolers whose mothers were employed were more positive toward all aspects of dual-role family life than those whose mothers were not employed outside the home. This reaffirms the theory that humans feel more comfortable with known entities. Also it suggests that young people in the future will be more accepting of dual-role families as they have more continual exposure to them. There were no significant differences in attitudes of children of different schools, races, or father's work status, though females held significantly more positive attitudes than males.

This study indicates that young people are accepting of a family form in which many of them are now living and in which futurists predict most will be living sometime in the future.[5] This trend requires that home economics middle school curricula include family life and work force information. Males may especially lack readiness for homemaking and child-rearing skills, while females may lack career planning strategy development. Children of unemployed mothers, boys in particular, will need special assistance to cope with this dual-role lifestyle.

Coping with dual-role living has many benefits such as the sharing of two incomes in times of economic stress. The partnership of married life is also strengthened as it functions around equality and personal development for both spouses. Yet problems also arise; for example, relocation decisions and assignment of homemaking tasks become more complex. These negative effects, however, can be dealt with and can perhaps become opportunities for growth when the family members have communication and management skills.

Students in home economics classes can acquire these skills from opportunities to hear how adults, both members of the work force and full-time homemakers, think about and live dual-role life styles, with emphasis on parenting methods and responsibilities. Instructional methods which involve the

[1] L. Hoffman, "An Updated Look at the Effects of Maternal Employment on Child Development" (speech given at the annual meeting of the Society for Research and Child Development, San Francisco, 1979).

[2] Urie Bronfenbrenner, "The Changing American Family," *Forecast*, 28(5), (1983), 45-48.

[3] Claire G. Cole, "A Model for a Middle School Guidance Program," *Elementary School Guidance and Counseling*, 4 (1979), 293.

[4] Penny L. Burge and Claire G. Cole, "Measuring Emerging Adolescents' Attitudes Toward Dual-Role Families," *Transescence* (forthcoming 1983).

[5] Alvin Toffler, *The Third Wave* (New York: William Morrow and Company, 1980).

student in thought-provoking decision-making would be especially helpful in parent and family education curricula. These methods might include panel discussions, role playing, analysis of television and movie themes, large and small group discussions, reading, story telling, and interviewing. Resource persons and guest speakers may be needed. Students of both sexes need these experiences in coeducational classrooms, not only because males and females both benefit from the learning activities but because each sex needs to listen to and interact with the feelings and beliefs of the other. Outcomes of these experiences can improve their future family lives.

# Home Economics Learning-Teaching Lab

**Lois H. Leavitt**
Home Economics Teacher
Roosevelt, Utah
Utah Teacher of the Year, 1982

Developing positive parenting skills, knowing how to work with children with special needs, offering a unique opportunity in a rural area, and building the self-concept of preschoolers and teenagers are objectives which have been met by the Home Economics Learning-Teaching Lab at Union High School in Roosevelt, Utah. As home economics teacher, I planned and implemented the program to provide a realistic learning experience with children. It consists of four phases: a preschool lab, assisting in an elementary school, involvement in the Ute Indian Tribe Headstart and Day Care Centers, and experience working with handicapped children at the Con'Amore school.

### Elementary Learning-Teaching Lab

The principal of Roosevelt Elementary School, Dallas Murray, and I discussed possibilities for expanding the involvement of high school students in the elementary school.

The Vocational Director, Mr. William Lewis, informed me of state money available for funding of special projects. The plan for a more extensive program at the elementary school was considered. I mentioned the need for a preschool experience in connection with the Child Care and Development Unit, and the need for money to purchase equipment and supplies was discussed. A proposal was submitted to the Utah State Board for Vocational Education and it was approved with an allocation of $1,250.

Initially, I planned to require all students to participate in the project, but after assessing the situation, I felt that it would be wise to let the students decide whether they wanted to stay at school or go to the elementary school for one, two, or three days. This procedure put the responsibility of the decision upon the students. A student committee developed a contract which students took to all of their teachers to be signed. Teachers could sign the contract if they felt the students could afford to miss class. The contract also stated students would be required to complete all class assignments. The week following the elementary school experience, the students were allowed to use the class periods to complete all assignments.

The objectives and the program for the Learning-Teaching Lab were explained to the high school teachers in a special faculty meeting held at Roosevelt Elementary School. They were most cooperative and helpful. We decided to use kindergarten, first, second, third grades, and a combination third-fourth grade. This plan provided seven centers for the students.

A copy of each teacher's daily schedule was given to the students, and each student selects the grade level in which to assist. Most of the centers have two students working together, and the elementary teachers assign the students a special project to present to the class. The students spend one class period at the elementary school observing and planning with their assigned teacher.

Monday is used for preparation. The students assist at the school for the entire day on Tuesday, Wednesday, and Thursday. Friday is used for sharing experiences and evaluation.

The students have developed some especially interesting projects. One student did an oil industry display. Her father was employed in the oil field and helped set up a display of oil field activity, including a pumping well. This display was taken to most of the classes in the school.

Two students did a health project helping the class study nutrition and make health posters. Two students did a presentation on silkworms. One student made an alphabet book for the two kindergarten sections.

### Con'Amore

The opportunity to observe at Con'Amore, a school for severely handicapped individuals, is provided by integrating classroom and FHA/HERO activities. The students gain a greater understanding of their needs and the purpose of the school.

### Preschool

The Preschool is a phase of the Home Economics Learning-Teaching Lab and is correlated with the unit on Understanding and Guiding Young Children. A morning and afternoon preschool are implemented in the home living classes. The enrollment for the home living classes ranges from 18 to 24 students. The students are organized into committees and each committee is assigned to do some type of artwork to be used to decorate and provide atmosphere for the Preschool.

The Preschool is set up in the kitchen area of the Home Economics Department which is designed to be flexible so that foods classes can still do their lab experiences. The arrangement of the kitchen makes it relatively easy to set up the different centers of activity.

The Preschool is operated three days a week for four weeks. Monday is used for planning and preparation. The children attend on Tuesday, Wednesday, and Thursday. Friday is the day for evaluation. It is easy to obtain children for the Preschool. An article published in the local newspaper concerning the Preschool brings immediate response. In fact, there is a waiting list of children as potential participants.

Some equipment for the Preschool was purchased through a grant from the State Department of Vocational Education, and some of it was made by the industrial arts department. The students also contributed rocking chairs, old clothes for dramatic play, toys, storybooks, and records. One student volunteered her services to make a large playhouse from the boxes in which the department's new gas ranges were delivered.

The students are enthusiastic about the Preschool, and it generates renewed interest in the homemaking program at the school.

### Headstart-Day Care Centers

The Ute Tribe has several Headstart and Day Care centers located near Union High School. One home living class went to Ft. Duchesne to visit the two centers to observe and assist while the other class was doing the Elementary Learning-Teaching Lab at Roosevelt. In each phase, Monday was used for preparation with Tuesday, Wednesday, and Thursday spent at the centers. Friday was used for evaluation.

For the Headstart and Day Care Center phase, the class is divided into three sections with a different group going each day. The program goes from 9:00 a.m. to 1:00 p.m. at the Headstart Center. Headstart has two separate programs. One section has a team teaching situation with about 33 children. The other one has a Ute Indian lady as head teacher, and her assistant is also an Indian lady. This program has a smaller enrollment, but in both programs there is a large number of Ute Indian children.

One little Ute child commented one day: "I know I'm OK. God doesn't make any junk!"

The students are excused from their first four classes at Union. This procedure makes it possible for the students to arrive at the Headstart Center before the children arrive on the school busses. The students are assigned to work together and follow the children through their day's activities. These activities include free play, story time, and snack time which is always used to teach the children a new concept or reinforce a previously taught concept. This is especially enlightening to the students.

The students are invited to be guests at lunch time, and they find the experience very rewarding and revealing. The meals are served family style with each child serving her/himself. The students are amazed to see the independence and efficiency displayed by the children. The children also do the clean-up with each child taking his/her dishes and scraping them at the designated place.

The teachers seem to have a special interest in each individual child. The students realize that love and understanding play an important part in the efficient functioning of the centers.

The Day Care Center has younger children (infants to five years) and its schedule goes from 7:00 a.m. to 5:00 p.m. Many of the children in this center have mothers employed outside the home. The students are able to see that even children this young can be guided and directed in helpful learning experiences such as art, music, and story time.

An Advisory committee of 12 persons was formed during the planning stages and consisted of men and women of different ages and positions.

**"FHA-HERO Is Something You Do—**
**Not Something You Join"**

The philosophy of the Union High FHA-HERO chapter is that the activities can be integrated into the classroom, an after-school activity, or a leadership experience in the summer.

In order to earn a 4-Star Chapter Award, a chapter must participate in four major areas: Leadership Development, Impact Projects, Individual Growth, and Chapter Growth. Other requirements are also specified. The Union High Chapter participates in state projects: Wanted Healthy Babies and Studentbody. Last year the chapter had a member on the Studentbody Peer Education State team and this year there is a member serving on the Wanted Healthy Babies Peer Education State team. Contributions to the State FHA-HERO Scholarship Fund is also a requirement. The chapter participates actively at State Convention and encourages members to be candidates for state offices. As adviser to Union Chapter, I have had eleven state officers. The Union Chapter has a large number of members who participate in the proficiency events during State Convention.

Varied service projects are carried on at the local level such as working with the elderly at the Convalescent Villa. The students have provided programs, Christmas gifts, food, and their time to show "I care." It is rewarding to see the number of chapter members who display a great deal of empathy for the elderly.

**Evaluation**

The Home Economics Learning-Teaching Lab has grown and changed as the result of continuous evaluation. Varied techniques are used to assess the effectiveness of the program by both students and teachers.

The elementary teachers write an evaluation of each student. Typical comments made are as follows: "The students are both outstanding. . . . They are very observant and sensitive to the needs of each child. . . . I especially appreciated the enthusiastic attitude of both of them and the manner in which they encouraged and praised the efforts of the children."

Student reactions to the experience are positive. A few statements taken from their evaluations are as follows: "Miss ______ was a help to me because I feel now that I want to go into a profession that involves children." Another stated, "In the three days at elementary school, I think I learned more than I could if I read a book for three years."

The administration of both the high school and the elementary school are very supportive of the program and express a desire to continue it. A few comments from the elementary school principal are: "May I commend you and your girls on a job well done. It was evident by the mature and professional way that the students conducted themselves that they had, indeed, some good basic instruction in the classroom. I also pass on to you that our teachers were very pleased with the project."

The Ute Tribe Headstart and Day Care centers continue to be some of the favorite experiences of the students. The activities are well organized and provide the students with opportunities to work with both Native American and Caucasian children. The teachers at these centers express appreciation for the assistance the students give as they work with the children.

The Preschool is so successful that it exceeds all expectations and is good publicity for the Department. The students are very enthusiastic about the program, and it has generated renewed interest in the homemaking department at Union High School.

There is a lot of oil related industry in the Uintah Basin, and many new people are moving into the area. We have children from these new families. We feel this is a good way to help them become acquainted with activities and people in the area.

The opportunities provided for students by a unit of this type are valuable. Examples include observing of positive parenting skills, improving self-concepts of Native American students, providing unique opportunities for learning in a rural area, working with young children, developing skills for the future, and helping to strengthen and improve family relations and parenting skills.

*continued bottom of page 30*

# The Problem of Budgets

"With positive leadership and continued encouragement, the morale of a school or college staff is higher during times of austerity than in periods of affluence." These are the words of a long-time leader in education, Ralph Tyler.[1] Could the same be true for families? I was reminded of Toynbee's conclusion from his famous "Study of History" that civilizations flourish under challenge and disintegrate when it no longer exists.

Tyler's suggestions for a "dynamic response in a time of decline" include these:

1. Focus on particular problems of the given institution and alternative ways to solve them, and avoid jumping on educational bandwagons; concentrate the attack on specific problems.
2. Provide opportunities for students for a gradual transition to adulthood including work.
3. Monitor educational efforts and provide feedback.
4. Insure flexibility in the allocation of resources.
5. Encourage each faculty member to make full use of his/her talents, abilities, and other resources.
6. Understand that intelligent group action is an important factor in group morale and that uncertainty, delay, and procrastination create poor morale.

[1]Ralph Tyler, "Dynamic Response in a Time of Decline," *Phi Delta Kappan*, June 1982, p. 656.

Michael Kirst, Stanford professor and former president of the California state board of education, has also spoken to this issue. In an article titled "How to Improve Schools Without Spending More Money,"[2] he insists that *low cost* is one of the criteria for lasting changes in the schools. Others were (1) including structural and organizational additions, (2) being easily monitored, and (3) having constituencies with a stake in monitoring the changes.

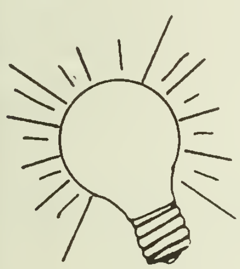
Low cost improvements, according to Kirst, include modifications in time use, content covered, instructional materials used, and teacher quality. (It is ironic that higher teacher quality is not perceived to cost more. *Should* better teachers cost more?)

School improvement is possible during hard times, says Kirst. It requires persistence and the recognition that hard times can be the stimulus for lasting change. One of the great needs is principals and other administrators with zeal and demonstrated competence.

In an earlier issue of *Illinois Teacher*, I asked for examples of ways you are saving money and keeping quality high. Ideas from two teachers who responded to that appeal follow. Won't you send us yours?

—The Editor

[2]Michael W. Kirst, "How to Improve Schools Without Spending More Money," *Phi Delta Kappan*, September 1982, pp. 6-8.



## IDEAS THAT WORKED . . . and saved money!

### "How am I supposed to teach foods with a budget like this?"

**Sue Gripton**
Home Economics Teacher
Center Line, Michigan

We all have to contend simultaneously with rising food costs and budget cuts, right? The following is one possible method of providing beginning Foods students with several skills at an affordable price. The skills in this one week lesson include the following and, with every lesson, principles of nutrition and calorie values can be taught.

1. How to cut whole poultry into parts
2. How to prepare a soup stock
3. How to prepare noodles
4. How to debone chicken breasts and legs
5. How to prepare a bread dressing
6. How to prepare gravy

Foods Needed Per Kitchen:

1 chicken, flour, salt, milk (e.g., dry milk), bread cubes, spices, eggs, celery, onion, carrots

Lesson #1 "Let's cut up a chicken!"

1. The instructor demonstrates cutting up a chicken.
2. Students then go into the laboratories and each kitchen group cuts up a chicken.

Lesson #2 "Let's learn how to make chicken stock and homemade noodles"

1. In the laboratory, students make a chicken stock from the back, thighs and neck pieces of the chicken they cut up the day before. They combine the pieces of chicken with onion, carrots, and their own combinations of seasonings and water to make a broth.
2. The teacher demonstrates making noodles.
3. The noodles, too, are made from scratch, then cut and stored until the next lab.

Lesson #3 "Let's make soup!"

1. The chicken is removed from the bones and added back into the broth.
2. The noodles are combined with the broth made the day before and cooked.
3. The group then enjoys their soup.

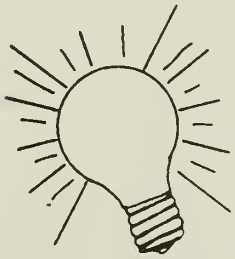
Lesson #4 "Let's learn to debone!"

1. The teacher demonstrates deboning a breast and leg.

2. The teacher demonstrates making dressing and stuffing the legs and breasts.
3. Students then move into their kitchens and do the same.

Lesson #5 "Let's serve and enjoy stuffed breasts and legs!"
1. The stuffed chicken breasts and legs are baked.
2. Students make a gravy from a basic recipe using chicken fat. They compare it with basic white sauce and discuss variations such as cheese sauce and brown sauce.
3. The students then enjoy the chicken with the gravy.

For the price of one chicken per kitchen, a full week's unit can be developed producing meaningful skills for the beginning student. My 9th graders, who were very enthusiastic during this unit, reported making stuffed duck, chicken soup and noodles at home as a result of these lessons. Not bad, considering that they had little or no experience preceding this inexpensive unit.



# IDEAS THAT WORKED . . . and saved money!

**Marilyn A. Glaus**
Home Economics Teacher
Freeburg (IL) Community High School

I. I've developed a catalog library. The library consists of catalogs, from stores such as Sears, Penney's, and Montgomery-Ward, that are one or two seasons old and are obtained from faculty members, students, and occasionally the catalog department of the stores. This library is used for a variety of different projects. Other departments also make use of the catalogs. Listed below are some of the projects I've done in my classes.

- Determine the cost of purchasing the furnishings required for your first apartment.
- Determine the cost of furnishings and clothing needed for a child through his/her first year.
- Compare the cost of a garment constructed in sewing class to a similar garment in the catalog.
- Determine the cost of decorating a specific room in a home such as a bedroom or living room.
- Compare the cost of purchasing a garment at a local store to purchasing a similar garment through the catalog.
- Complete an order form correctly for a specific item listed in the catalog.

The initial project often mushrooms into discussions dealing with comparison shopping, the price of an item in relation to features offered, and the price of an item in relation to the quality of an item.

II. I keep a collection of old magazines in my classroom. The collection, usually acquired from my home subscriptions and from other faculty members, includes a variety of titles and is used for many activities, such as the following:

- Students make posters or collages illustrating needs of children. When completed, the posters are good for displaying on the bulletin board.
- The students find illustrations of various styles of clothing.
- The students compose meals and illustrate using pictures from magazines.
- The students design collages which illustrate their values.
- The students read articles of interest. This is especially good for the student who finishes a test or assignment much sooner than the remainder of the class.

III. Use local resources as much as possible. A local women's apparel store lends my class several items of clothing when we are studying wardrobe planning. Students examine the clothing for quality of construction and determine whether they feel the item of clothing is fairly priced in relation to the quality of the garment.

The pieces of clothing are also coordinated to form as many outfits as possible. This illustrates the importance of building a wardrobe around a basic color.

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Even Santa Claus (alias Union High School principal) rates the Home Economics Learning-Teaching Lab a quality program.

Students do not care what you know until they know you care. I let them know I care.

The FHA-HERO Chapter members have been able to do service projects for Con'Amore, the school operated by the Duchesne District for the handicapped. The director said the students needed a large tricycle. FHA funds were used to purchase one. A Christmas program was presented and Santa gave them the tricycle.

There are always additional benefits gained from working with a student organization including the rapport established with students at a summer leadership workshop and having three daughters who learned to love FHA so much they served as chapter and state officers.

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by
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# Lesson Plans

You, our subscribers, have requested us to include lesson plans and other direct, concrete helps for use in the classroom. This year we hope to offer a series of lesson plans in the area of human and family relationships. They may fit into, or be adapted for, your family living class or one in life skills, survival skills, adult living, child development, or some other title. We'll be glad to hear from you in regard to their usefulness, how you adapted them, or ideas of your own in these areas. The first one is presented below.

### The Economic Cost of Dishonesty

Objectives:

To engage students in thinking and sharing ideas.

To increase students' understanding of the economic cost of dishonesty.

To cause students to evaluate their own values.

To cause students to consider the value of participating in the legislative and political process.

Principles to be taught:

Dishonesty has an economic cost to the individual and to society.

Increased information may cause a person to consider a change in values.

Working together, people can often accomplish more than working on a problem alone.

Each person can contribute in some small or large way to the solution of most problems.

Teaching Technique

I. Prepare a handout (titled "What Does Dishonesty Cost?") with headings:

(1) List costs to individuals and families resulting from the dishonesty of some members of their society: (They may think of door locks—and double and triple locks!—, burglar alarms, bicycle chains and locks, "safety" lights, security guards in apartment buildings, higher taxes because of government costs of protection, higher prices because of business costs, etc.).

(2) Lists costs to businesses resulting from the dishonesty of members of their society: (They may think of surveillance techniques from mirrors to computers, security guards and night watchmen, insurance against theft, shoplifting by customers, shoplifting by employees, fraud in management, vandalism, etc.).

(3) List costs to schools, government agencies, and other public bodies resulting from the dishonesty of some members of society: (They may think of the cost of hiring police to issue parking tickets, apprehend burglars, or to protect property; vandalism.)

II. Provide appropriate reading materials.

III. Encourage students to interview parents, neighbors, business persons, school administrators, police and other public officials, and others to add to the above lists and to try to attach a dollar cost to the items. Ask business persons to estimate how much they could reduce prices if everyone behaved honestly, and others how much they could save in operating costs.

IV. Discuss in class, perhaps first in small groups with teacher circulating, participating, raising questions, contributing information, etc., and later as a whole group. Ask for possible solutions to the problems, possible causes for the extent of dishonesty in today's society, possible ways to teach young children so that the problems become reduced in the next generation, possible advantages to individuals and society if more people felt the need to be honest, possible ways people can work together on these problems.

V. Ask each student to write a short paper answering such questions as:

Have you thought about these questions before?

Did you learn some new information from this study?

Did you re-evaluate your own behaviors?

Have you made any plans to try to help solve these problems?

Do you have any suggestions for the school concerning these problems?

How do people learn to be honest or dishonest?

How can they change established habits?

Have you ever heard anyone made fun of for being honest? If so, why do you think it happened and how did the person respond?

What could we do with the money we might save if everyone were honest?

Would you rather live in a society in which more people were honest? What could be saved besides money?

VI. Consider how the study might reach a larger group. (Examples might include publishing one or more of the papers written by students, getting radio or TV publicity for the study, sponsoring a school-wide project to study or take some action, talking with some community groups about sponsoring a meeting or a project, talk with social workers, counselors, psychiatrists about the problems, etc.)

*The Editor*

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# ILLINOIS TEACHER

## OF HOME ECONOMICS

### The Process of Education

#### Focus on Family Resources—Educating for the Good Life



HOME ECONOMICS EDUCATION ● UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN

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# Focus on Family Resources—Educating for the Good Life

In preparing this special "Nebraska issue" of *The Illinois Teacher*, our intention was to provide readers with a perspective on home economics educational activities in our state. The theme, "Focus on Family Resources—Educating for the Good Life," combines the name of the Department of Education and Family Resources at the University of Nebraska (which spearheaded the efforts to get this issue to press) with our state motto "Nebraska—The Good Life."

We are pleased to have the opportunity to share with the readers a sample of what is happening in home economics in our state. It is our hope that this issue provides ideas and activities which may help both you and the learners you serve to make the best use of resources available. Articles in this issue focus on such resources as time, personal potential, food, and development of various skills both cognitive and psychomotor which help people live a fulfilling life.

Although Nebraska is a state with a relatively small population, it ranks third in the nation in the number of school districts within its boundaries. This large number of schools, plus an outstanding state program in Cooperative Extension and a strong emphasis on community colleges gives home economists in Nebraska a multitude of opportunities to strengthen families and educate for the good life.

We hope you find reading this issue as enlightening and exciting as was our experience of putting it together for you.

Connie J. Ley
Guest Editor

Seated (center) is Connie Ley, guest editor for this issue. To her left (seated) is Melinda Holcombe and standing (from left to right) are Gwendolyn Newkirk, Shirley Kreutz and Julie Johnson who served as associate guest editors. All are home economics teacher educators in the Department of Education and Family Resources, College of Home Economics, at the University of Nebraska.

# Peer Tutoring for Special Students

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One of the problems the home economics teacher has to handle is accommodating the special needs student in the regular classroom. Most teachers report lack of time, appropriate instructional materials, and expertise as primary concerns. The additional time required to prepare for individualized instruction or to explain a concept repeatedly results in teacher frustration and feelings of inadequacy. One strategy that may assist the home economics teacher in managing time and resources is the use of students as peer tutors.

The use of peer tutors for special needs students is a well-established technique. Peer tutors provide significant benefits to students and teachers that result in an improved educational program. Research reveals special needs students make significant gains in basic academic skills when involved in a tutoring program.[1] In addition, these students have shown equal improvement in personal-social skills.[2]

Although not documented in the research, teachers may use peer tutors to enhance instruction. Students, especially secondary level students, seem to communicate more effectively with their peers than with adults. Teachers may use peer tutors to their advantage to give directions or provide supervision to special needs students. A peer tutor in the home economics class may allow the teacher to alternate between group teaching and individualized instruction.

An advantage for peer tutors is the development of a closer relationship with the teacher. Secondary level students need opportunities to try out adult roles and develop responsibility for others. The cooperative efforts of the peer tutor and teacher provide opportunities for personal growth of the tutor.

## Description of Pilot Project

When home economics teachers in Omaha expressed concern about the delivery of instruction to the special needs students in their classes, supervisors in home economics and special education developed an inservice program designed to orient staff to those students. One of the major goals of the inservice program was to create an understanding and respect on the part of teachers towards the special needs students and the special education teachers. Then, it was felt, teachers could be more successful in helping the students achieve at levels within their capabilities. At the conclusion of the inservice program, teachers requested assistance, specifically in terms of time and resources. Based on these concerns and the potential impact of peer tutors on the education of the special needs student, three schools were selected to pilot a peer tutor program.

## Sample

With an enrollment of 42,270, the Omaha Public School System ranks among the 50 largest metropolitan districts in the nation. The secondary system includes 8 senior high schools, 13 junior highs, and 3 individualized study centers. Home economics and special education programs are offered in all secondary centers.

South Senior High and Indian Hill and Hale junior highs participated as the pilot sites. These schools had interested home economics teachers, a high degree of interdepartmental cooperation between home economics and special education, and positive support from school administration. A total of seven home economics and eight special education teachers participated in the pilot project. These teachers cooperatively identified potential tutees and tutors enrolled in home economics classes.

## Procedure

Four hours of inservice education provided fifteen teachers with an overview of the project. The first session involved all the teachers and in the second session, the junior and senior high teachers met separately. While the goals of the peer tutor project were identical for junior and senior high schools, they possess inherently different problems in scheduling, course credit, availability of study halls and pool of students with home economics background. Separate sessions allowed the teachers and project coordinators to discuss and propose solutions to problems encountered at individual schools.

The peer tutoring inservice program was designed to assist teachers in identifying potential benefits of peer tutors and specific tutoring skills. Based upon this information, teachers were provided with guidelines for selection, preparation, supervision, and evaluation of peer tutors. Teachers were required to select, supervise, and evaluate their tutors, and the home economics and special education supervisors provided their educational program.

Four junior high and five senior high peer tutors were selected, based on criteria in Figure 1, by home economics teachers for 9 to 12 tutees. Two home economics teachers and 1 special education teacher at the senior high supervised tutors while two junior high home economics teachers supervised two peer tutors each with a special education teacher. The remaining teachers who participated in the inservice programs served as a support system.

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EDITOR'S NOTE: Susan B. Asselin received her Ph.D. from the University of Nebraska. She left Nebraska for Virginia in August, 1982.

[1] R. Cloward, "Studies in Tutoring," *Journal of Experimental Education*, 36(1) (1967); R. F. Morgan and T. B. Toy, "Learning by Teaching: A Student to Student Compensatory Program in Rural School Systems and Its Relevance to the Educational Cooperative," *Psychological Record*, 20(2) (1970).

[2] David Johnson and Robert Johnson, *Learning Together and Alone* (Englewood Cliffs, N.J.: Prentice-Hall, 1975); P. Wagner and M. Sternlicht, "Retarded Persons as 'Teachers'; Retarded Adolescents Tutoring Retarded Children," *American Journal of Mental Deficiency*, 70(6) (1975).

**OMAHA PUBLIC SCHOOLS TUTOR JOB DESCRIPTION**

**Selection Criteria.** The tutor must:

- be initially recommended by a teacher involved in the peer tutoring project.
- be available to work 3-5 hours per week or as needed.
- have 3 favorable recommendations from teachers or administrators.
- complete an interview with the supervising teacher.
- successfully complete the Omaha Public Schools program to prepare tutors.

**Role of the Tutor.** The tutor will:

- establish a positive working relationship with all students.
- utilize tutoring skills such as observation, reinforcement, and questioning.
- follow teachers' instructional plans and directions.
- maintain daily communication with the teacher.
- operate audio visual equipment and maintain instructional materials.
- be responsible for completing an evaluation.
- serve as a role model to the tutee.
- be familiar with class policies and procedures.
- be dependable and directly responsible to the teacher.
- respect the confidentiality of the tutees and the confidences of the teacher.

FIGURE 1

The next step in the project was to teach selected students peer tutoring techniques. Due to varying school schedules, peer tutors learned in their home schools. The two hours of instruction turned out to be too intense for junior high students, but seemed appropriate for senior high students. Peer tutors identified the benefits of tutoring, observed and demonstrated specific tutoring skills, and discussed ethical considerations of tutoring their peers. An effort was made to involve the students in discussion, role-playing, and group activities. Peer tutors were encouraged to work cooperatively with the home economics teacher and discuss their concerns.

## Teacher's Role

Home economics teachers' primary role in the peer tutor pilot project was supervision of tutors. Teachers were encouraged to communicate with their peer tutors and allow students time to ask questions in order to develop positive rapport between the teacher and the peer tutor. Supervision not only developed a shared responsibility for others, but it provided information for teachers to make adjustments in the program. Information concerning tutor and tutee interaction, tutee progress and appropriateness of the lesson, the instructional materials, and the tutoring techniques was gathered during supervision.

## Evaluation

While supervision provided data on daily progress of tutoring, evaluation documented the effectiveness of the overall program. Evaluation consisted of data provided by tutor and teacher. Teachers evaluated peer tutor performance and the overall tutoring program while peer tutors completed program format, preparation program, evaluations, self-evaluations, and time and activity logs. Home economics teachers and peer tutors were asked to gather data at the end of the first, fourth, and eighth week of the pilot project. Much of this data was incomplete due to the variability of students and external pressures on teachers. Therefore, information reported in the evaluation was from the eighth and final week of the project.

***Tutor Performance Evaluations.*** Data from the time and activity logs revealed junior and senior high tutors engaged in strikingly different activities. Senior high peer tutors reported a greater variety of activities than junior high tutors. Senior high tutors spent most of their time demonstrating skills, while junior high tutors observed other students. The average amount of tutoring time spent by senior high peer tutors was 32 minutes in a 50-minute class. Junior high students spent an average of 43 minutes in a 50-minute class period. Only one junior high peer tutor reported conference time with the teacher. All five senior high tutors indicated that they spent an average of 5 to 10 minutes in conference with the teacher per week.

Peer tutors rated their own performance on six specific tutoring skills above average. They felt that the skill they performed the best was the ability to communicate with the teacher.

***Overall Tutoring Program.*** Peer tutors expressed equally positive ratings of their program. The highest rating was reported for the overall program, followed by the manual, tips for success, and skill demonstration. Students indicated the selection process and special attention provided gave them credibility with their peers and increased self-confidence.

Finally, students were asked to indicate what they liked best about the peer tutoring program. Most peer tutors revealed that they enjoyed helping others to succeed, as well as the opportunity to assist their teachers.

***Teacher Evaluations.*** In interviews at the completion of the pilot program, all home economics teachers indicated some degree of personal growth for both the tutee and the peer tutor. In addition, the students receiving assistance made significant improvement in academic achievement. Most teachers judged the peer tutoring program very successful in their classrooms. Student effort and prior preparation were the keys to success.

## Conclusions

Input from teachers and peer tutors assisted the program coordinators in determining the following recommendations for next year's program:

- Include a follow-up inservice session for teachers and peer tutors,
- Ask students to serve as peer tutors before the school term begins,
- Select students who have subject matter background to become peer tutors,
- Utilize students with flexible schedules and less rigid academic standards,
- Allow peer tutors to observe special needs students before they commence tutoring,
- Schedule monthly meetings for peer tutors to share concerns and successes,
- Revise peer tutor self-evaluation forms,
- Involve the special education teacher by collecting data on academic and social skills of the tutee,
- Request that teachers maintain a daily log,

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# Children as a Valued Resource: Myth or Reality?

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## Background

In our society it is almost a daily occurrence for an individual to hear or read of an educator, political figure, religious leader, social worker or family member stating something that conveys the idea that: "Children are our most valuable resource, and we must preserve and nurture this resource so we will prosper in the future. They indeed are our future!"

With this being such a common tenet in our daily life and basic belief system, it is ironic that we so blatantly neglect the preparation aspect for the caretaking of this "resource."

There is a very prevalent myth about parenthood that portrays it as being a position that can be taken for granted because it is composed of natural behaviors. This established belief has been questioned by many family life researchers and counselors who have found that the first child presents many problems of adjustment for young parents. Le Masters[1] in his classic book, *Parents in Modern America*, suggested the following factors as causing this feeling of inadequate preparation for parenthood:

1. The almost complete failure of our high schools and colleges to include this subject in their course of study.

2. The fact that these parents have grown up in relatively small families and had very little experience caring for younger brothers and sisters.

3. The existence in our culture of a very real "romantic" complex about children (especially babies) and parenthood (pp. 11–12).

The general feeling of inadequacy was reinforced by a parent interviewed by *The National Observer*[2] when he said: "The kid arrives like a new bike, and parents just have to sit down and figure out how to put it together." Sadly enough, parents aren't even given directions to refer to when the overrated natural instincts fail to produce a workable product with no parts left over.

## Education for Parenthood

Educators making current high school and college curriculum revisions have recognized the importance of the parenthood issue aside from the general study of marriage and the family. Whereas this topic was previously embedded as a small section within a total course, there is evidence now of many more separate courses or units on the study of "parenthood." If educators listen to young people, they will find that these adolescents believe this is a needed area of study. Many students feel that they lack adequate knowledge to perform effectively as a parent. One college-male student captured the essence of this feeling when he noted: "I am a college senior and feel fairly well prepared for my future occupational role, but in the parent role I feel like a kindergartener."

Many researchers feel that it is parenthood, not marriage, that most challenges individuals to grow and reassess their own developmental progress. Since studies in life span development indicate that the timing of an event is just as important as the actual event, the timing of becoming a parent is one of the crucial aspects that educators need to help young people analyze.

## Student Reactions

We have found that the Attitude Toward Timing of Parenthood Scale (ATOP) is an effective questionnaire to use in the classroom to stimulate discussion on the importance of this "timing" issue. With more variety of role choices for both males and females, and general changes in society concerning "marriage" and "parenthood" dimensions, the young people today have many more variables to consider in life decisions regarding family life.

The ATOP instrument was first developed by Maxwell and Montgomery[3] in 1969. A replication study conducted by

[1] E. E. Le Masters, *Parents in Modern America* (Homewood, Ill.: Dorsey Press, 1974), pp. 11-12.

[2] A. Gribbin, "Misled by Romantic Myth and Unprepared for Parenthood, Pity Poor Mom and Dad," *The National Observer*, October 18, 1975, pp. 1, 18.

[3] J. W. Maxwell and J. E. Montgomery, "Societal Pressure Toward Early Parenthood," *The Family Coordinator*, 18(4) (1969), 340-344.

(continued from page 43)

- Send letters of appreciation to peer tutors, parents, teachers, and administrators for their involvement in the program,
- Sponsor a reception to honor all peer tutors, and
- Develop a newsletter for all persons involved in the peer tutoring program.

The teachers and peer tutor program coordinators were generally pleased with the success of the pilot program. In the 1982/83 school term, three additional high schools participated in the project. The goal for the project is to involve all regular teachers in a peer tutoring program.

**TABLE 1.* Comparison of 1969[a] and 1981[b] Timing for Parenthood Attitudes by Percent**

| | Agree | | Disagree | | Undecided | |
|---|---|---|---|---|---|---|
| | 1981 | 1969 | 1981 | 1981 | 1969 | 1981 |
| 1. The best time to begin having children is usually within the first two years of marriage. | 10.3% | 55% | 82.1% | 38% | 7.7% | 7% |
| 2. It is important for a young couple to enjoy their social life first and to have children later in the marriage. | 79.1% | 39% | 11.3% | 52% | 9.7% | 9% |
| 3. A marriage relationship is strengthened if children are born in the early years of marriage. | 6.1% | 56% | 81.1% | 35% | 12.9% | 9% |
| 4. Women are generally happier if they have children early in their marriage. | 7.1% | 54% | 78.1% | 32% | 14.8% | 14% |
| 5. Men are generally tied closer to the marriage when there are children in the home. | 17.8% | 77% | 65.6% | 18% | 19.1% | 5% |
| 6. Most young married women lack self-fulfillment until they have a child. | 9.4% | 57% | 84.4% | 31% | 6.2% | 11% |
| 7. Young couples who do not have children are usually unable to do so. | 3.6% | 33% | 93.7% | 56% | 2.8% | 11% |
| 8. Married couples who have mature love for each other will be eager to have a child as soon as possible. | 7.1% | 52% | 85.7% | 37% | 7.3% | 11% |
| 9. Couples who do not have children cannot share in the major interests of their friends who are parents and are therefore left out of most social circles. | 14.8% | 33% | 76.0% | 59% | 7.1% | 8% |
| 10. Children enjoy their parents more when the parents are nearer their own age; therefore, parents should have children while they are still young. | 19.3% | 73% | 68.6% | 21% | 12.1% | 6% |

*In the table, the percentages strongly agreeing and agreeing, and strongly disagreeing and disagreeing were combined. Note Item 2 is reverse scored. In 1969, N = 96; in 1981, N = 980.

[a]Maxwell and Montgomery, 1969.

[b]Four-state sample, Knaub et al., 1981.

**TABLE 2.* Attitudes Toward Timing for Parenthood—College-Bound and Noncollege-Bound High School Students**

| | Agree | | Disagree | | Undecided | |
|---|---|---|---|---|---|---|
| | CB | Non-CB | CB | Non-CB | CB | Non-CB |
| 1. The best time to begin having children is usually within the first two years of marriage. | 34% | 56% | 37% | 8% | 28% | 36% |
| 2. It is important for a young couple to enjoy their social life first and to have children later in the marriage. | 53% | 55% | 22% | 17% | 25% | 28% |
| 3. A marriage relationship is strengthened if children are born in the early years of marriage. | 16% | 39% | 47% | 30% | 37% | 30% |
| 4. Women are generally happier if they have children early in their marriage. | 12% | 25% | 44% | 22% | 44% | 53% |
| 5. Men are generally tied closer to the marriage when there are children in the home. | 47% | 22% | 25% | 61% | 28% | 17% |
| 6. Most young married women lack self-fulfillment until they have a child. | 25% | 39% | 47% | 22% | 28% | 39% |
| 7. Young couples who do not have children are usually unable to do so. | 9% | 19% | 84% | 72% | 6% | 8% |
| 8. Married couples who have mature love for each other will be eager to have a child as soon as possible. | 31% | 53% | 38% | 25% | 31% | 22% |
| 9. Couples who do not have children cannot share in the major interests of their friends who are parents and are therefore left out of most social circles. | 3% | 28% | 81% | 61% | 16% | 11% |
| 10. Children enjoy their parents more when the parents are nearer their own age; therefore, parents should have children while they are still young. | 19% | 31% | 59% | 47% | 22% | 22% |

*In the table, the percentages strongly agreeing and agreeing, and strongly disagreeing and disagreeing were combined. N for college-bound = 32; noncollege-bound = 36.

Knaub, Eversoll, and Voss[4] in 1979 revealed significant changes in the attitudes of females in the direction of delayed parenthood. (See Table 1.) Further studies which included college males and also high school males and females, revealed a similar general trend toward more delayed parenthood attitudes. Within this general finding, however, the more unexpected reactions came in answers to individual items rather than within the predictable overall shift toward delayed parenthood attitudes. Also there was a definite difference between the college-bound and noncollege-bound groups of high school students.

This different high school pattern is illustrated by the responses college-bound and noncollege-bound high school students had to all items except Item #2 of the ATOP Scale. (See Table 2.) The noncollege-bound high school students are reflecting an overall pattern that indicated preference for a shorter length of time before the first child is born.

## Males and Fatherhood

On Item #5 the college-bound group indicated a much stronger (47% vs. 22%) agreement response to the question of

[4]P. K. Knaub, D. B. Eversoll, and J. H. Voss, "Attitudes Toward Parenthood," *Journal of Home Economics* (1981), 34-37.

men generally being tied closer to the marriage when there are children in the home.

On all of the comparisons that have been made using the ATOP Scale, there has been a definite difference in the reaction of the subjects to Item #5 that asks the respondents to react to the relationship children have to tying the male closer to the marriage. This one question could therefore serve as a valuable discussion item for the students in a classroom setting. Students could discuss the numerous issues related to the male population and how they value children. How does this differ from females? (See Appendix A for sample questions for general discussion.)

### Females and Motherhood

Students could also be asked why they believe there was such a high percent "undecided" (44% and 53%) for both the college-bound and noncollege-bound populations for Item #4. This item asks them to indicate agreement or disagreement to the statement: "Women are generally happier if they have children early in their marriage." Though 44% and 53% of the sample was undecided on this item, the undecided percents are greatly reduced on Item #6 that states: "Most young married women lack self-fulfillment until they have a child." For some reason self-fulfillment and happiness are different for these groups. Would this also be true for your students; and if so, couldn't this lead into some valuable discussions as to why?

### Choosing or Not Choosing Parenthood

Although students generally agree with the assumption that children are a valuable resource in our culture, there is a definite trend in the findings for both high school and college populations toward a view that acquiring and nurturing this valuable resource is a choice that couples can make. It is no longer a "given" along with the marriage state. Though all projections indicate that a childfree lifestyle is likely to be chosen by not more than 10 percent of our population of couples, the awareness of "choice" is certainly evident in their minds. If children are indeed resources, analyzing the value of this resource and the long-range effects that neglect of this resource could bring for the larger society, might lead to some thought-provoking and stimulating discussions among your students.

### Cultural Revolution

Yankelovich[5] in his recent book, *New Rules*, hypothesizes that we are a culture in revolution. The shared meanings which form the basis for any culture are definitely in a state of flux. We as a society are not indicating a return to the old values of self-denial that were evident during the 1950's, nor are we any longer supporting the self-fulfillment quest of the 1970's. Yanekovich believes we are moving toward a new social ethic of commitment and are again longing for a new form of connectedness with family, friends, work and the larger community. If, in fact, we are truly in a state of cultural revolution where the "shared meaning" fabric of our culture is changing and causing the shock waves that Yankelovich refers to, family life educators must help the young people in their classrooms come to some shared understanding as to how they view many things. Since children are the key to the future of our culture, it is especially important to find out how our youth view the value of "children" within this total change process.

### Conclusion

We suggest that the ATOP Scale is one of the many instruments that could be used to demonstrate the changes in the views concerning this issue of parenthood and the timing of the event. Discussing their own reactions in comparison to the 1969 Maxwell and Montgomery findings, as well as the college and high school data presented here, could help them define their reactions in a nonthreatening comparative mode.

We tend to be biased toward the viewpoint that children are, indeed, important resources, but realize that this viewpoint is another "shared meaning" that can change if attitudes of the majority of a population disagree. What is the pulse of the upcoming generation and what will be their "shared meanings" related to children? The answer is yet to be determined.

#### APPENDIX A—Sample Discussion Questions

1. If both the mother and father work outside the home, do you believe each of them will rate the following responsibilities in the same order of priority?
   a. marital partner responsibility
   b. parent responsibility
   c. worker responsibility
   Why or why not? What order would you choose?
2. Do males enjoy being fathers as much as females enjoy being mothers? Why or why not?
3. Do you believe today's youth are well prepared to be tomorrow's parents? If not, why not? If so, what do you believe have been the valuable preparation experiences?
4. Do you believe "being married" or "becoming a parent" is the greater challenge to an individual's development? Why?
5. In general do you believe mothers are more loving and caring toward children than fathers? Why or why not?
6. Do you believe mothers and fathers equally influence the growth and development of their children? Why or why not?
7. Do you believe a female needs to have a child in order to feel a sense of self-fulfillment? Why or why not?
8. Do you believe a female needs to have a child in order to be happy with her life? Why or why not?
9. What do you believe is the ideal timing for having the first child? If the choice is to have more than one child, what do you believe is the ideal age spacing between children?
10. Do you feel couples without children can be just as happy as those with children? Why or why not?
11. If a couple is having difficulty with their marriage relationship, do you believe having a child might strengthen this marital bond and increase their chances for marital happiness? Why or why not?
12. What are examples in our society today that indicate the American culture values children highly? What are examples that indicate the contrary?

[5]D. Yankelovich, *New Rules* (New York: Random House, 1981).

*All men [and women] should learn before they die*
*What they are running from, and to, and why.*
—*James Thurber*

# "HUMAN BEHAVIOR": A Home Economics Course That Is a Graduation Requirement

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In 1979 the elected school board of the Lincoln Public Schools made the decision that before graduation from high school all students would be required to study human behavior. Groundwork was laid for the decision when a cross-section of teachers, principals, counselors and central administrators from the Lincoln schools studied the need to change graduation requirements. When the group began its work, all required courses were related to college entrance. The study group hoped to address the needs of all students in determining what was needed for graduation.

During the examination of requirements it became apparent that learnings rather than courses themselves were the critical factor to consider. The group recommended that learnings be graduation requirements. This afforded flexibility and diversity for students. Learnings might be found in several courses, rather than in just one particular required course. All courses showing that the learnings were included became options for fulfilling the graduation requirement.

The proposed learnings were discussed at parent and staff meetings, as well as published in the newspaper for public comment before they were adopted by the school board. What follows are the six required Human Behavior learnings which must be completed before graduation from the Lincoln Public Schools.

1. Understand human development throughout life (including physical, mental, social, emotional behavior and characteristics at each stage)
2. Use a responsible decision-making process in relation to personal decisions (including life styles, mental-physical health, nutrition, personal relationships and human sexuality)
3. Know ways to develop one's own abilities and personal characteristics (including personality, self-concept, values, goals, standards, habits, self-evaluation and coping mechanisms)
4. Develop skills useful in interpersonal relationships with family, friends and others (including controlling own behavior, seeing consequences of actions, active listening, stating feelings and ideas without hurting others unnecessarily, verbal and nonverbal messages)
5. Know the causes and effects of stress/crisis situations for self and others (including drug and alcohol abuse and child and spouse abuse, teenage pregnancy, death, divorce, loss of income and loneliness)
6. Know how to locate and use resources for the well-being of self and one's family (including community agencies, personnel and services)

In all four of the Lincoln high schools, students have a choice of three semester courses to fulfill the Human Behavior requirement: (1) Human Behavior in home economics or (2) Psychology or (3) Sociology in social studies. In one high school another home economics course, Families and Crises, can also be used to meet this requirement. Being able to complete graduation requirements through different courses allows students not only an option among courses, but among teaching and learning styles. These options have also increased the comfort level for students and parents who hold specific views about how human behavior should be taught.

The home economics program is fortunate to have the name Human Behavior as the title of its course. This and the high quality of teaching in the home economics programs may be reasons why this home economics course is chosen more often than other options to fulfill the human behavior graduation requirement.

The home economics teachers who work with the course are individuals who developed the curriculum and student materials. They also have had special preparation in teaching thinking skills, values clarification and decision-making. Strategies for building self-esteem, preventing invasion of privacy and providing options for topics which are too emotional for some students to handle are also incorporated into the home economics Human Behavior class.

Teacher working with students in human behavior class.

Here is the outline for this semester home economics class.

I. DEVELOPMENT OF THE INDIVIDUAL
   A. Basic Needs
   B. Life Cycle
   C. Developmental Tasks
   D. Theories of Personality
   E. Influence on the Individual
   F. Development of Self-Concept

II. DECISION-MAKING
   A. The Decision-Making Process
   B. Using the Decision-Making Process (individually and with others)
   C. Decision-Making Skill Development

III. RELATIONSHIPS WITH OTHERS
   A. Building and Maintaining Relationships
   B. Life-Styles
   C. Human Sexuality
   D. Communicating with Others
   E. Conflict and Conflict Resolution

IV. STRESS AND CRISES
   A. Characteristics and Stages
   B. Causes and Effects
   C. Stress Management and Wellness
   D. Evaluation of Specific Life Situations
   E. Personal and Community Resources

Instructionally, the goals are to provide students with many opportunities to develop skills in a variety of human interactions and to have experiences with an assortment of resource persons, community agencies, real life examples, films, filmstrips and other media. Students are encouraged to extend their learnings through community involvement. Teachers adjust the time on each topic, the specific examples, assignments and materials to meet the needs and interests of each particular group of students.

The Human Behavior requirement has been in effect for several years now and has met with praise and support by most parents, educators and students.

> "I was bored with school, saw no purpose to it, and wanted to drop out. Then a man from the Nebraska Center for Children and Youth told us about the kids there and challenged us to get involved. That was two years ago in Human Behavior. I'm still volunteering with the kids there and have gone on to major in human development."

> "My boyfriend and I were all set to get married, but after being in Human Behavior I realized that we were both immature and had very few values in common."

> "My parents and I disagreed on everything. All we did was fight! Now I've moved back home and we're trying to talk through our differences."

These are representative of comments made by students about the benefits of the Human Behavior course. Formal evaluation after the first year showed that students did develop skills, increase their confidence and change attitudes in a positive direction. Most parents at parent conferences eagerly support the course. It is not uncommon to hear, "I wish we had had something like this when we were their age."

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## *Good News for Children!*

All but 9 states have now enacted legislation to require child restraints in automobiles to save lives and injuries as of June 22, 1983. States that do *not* have such laws are Vermont, Pennsylvania, Alaska, Idaho, Wyoming, Utah, South Dakota, Louisiana, and Texas. Perhaps home economists in those states can have some influence.

Source: AP News in *The News-Gazette*, Champaign-Urbana, Illinois, August 12, 1983.

# Developing Skills for Fulfillment by Incorporating a Support System Into the Classroom

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It is the ability to live successfully as a whole person that ultimately determines the student's fulfillment or nonfulfillment in life. Therefore, an important responsibility of the educational system is to help students develop attitudes and skills for building a satisfying life. Although this may seem like an overwhelming task, it is possible to encourage such total development within the classroom setting.

This can be done by including in the learning process opportunities for clarifying and coping with feelings, communicating with and relating to others in wholesome ways, using the problem solving approach to make decisions, and practicing democratic principles in daily living.

The home economics class has within it a rich resource for developing these skills. That resource is the students themselves with the thoughts, feelings and concerns they bring to class. Students bring not only mental abilities to the classroom, but their total personalities as well. When any of the components of their lives are upset, the mental ability has difficulty functioning.

For example, Lori sits with lowered head, angry because a computer error put her in a home economics rather than an art class. Janice fights back tears, wondering how she can help her parents solve the violent arguments they have been having. Jack's mind is busy trying to decide how he can raise enough money for his car insurance payment. Each of these students finds it impossible to focus on the facts presented by a teacher.

The home economics teacher can use such situations as opportunities for teaching successful living skills. This task is made easier when the teacher integrates a support system into the class activities.

## The What and Why of a Support System

A support system is a way that students can express concerns, receive feedback from others, make decisions and get encouragement. A support system is formed as the group sets aside time for responding to immediate concerns. Time used for personalizing and supporting can be specifically set aside from the regular class period, or the time for support and personalizing can be incorporated into the daily lesson plan. The issues raised may be of a personal nature or related to specific subject matter. Any student may become the focus person, asking the class to stimulate ideas, suggest practical alternatives or to provide encouragement.

As a climate of trust is built and group rules are established, the support group becomes possible. Students recognize that here is a place where they can meet and have others help them meet their needs for acceptance, recognition and growth. They learn skills which they can use in being an encouraging person both for themselves and for others. The warm and humane climate which results creates a positive learning environment for the subject matter as well.

The support system gains credibility as students report back changes which are taking place in their lives as the result of the interpersonal skills they are developing and the decisions they are making. "I took my folks out to eat. They are starting to trust me." "I told my mother how I really felt and we talked for a long time." "I've decided to sell some of my old things to raise the money I need this month." Such experiences give students confidence in knowing they can cope and take responsibility for their lives. These experiences let students know they can make a difference in the lives of others.

## Incorporating a Support System into the Classroom

Building a support system into the classroom begins the first moment the student walks into the room. A warm environment created by cheerful surroundings, a positive teacher and immediate recognition of every student, begins the process of trust building. Activities designed to help students get acquainted and to feel at ease with each other are necessary. Including students in the setting of total class goals, establishing general rules and planning activities together further facilitates group development.

As rapport is established, the suggestion of a support system can be introduced. The teacher can explain that the purpose of such a system is to provide an opportunity to work through concerns, to learn skills for dealing with others, and to improve the quality of life for themselves, their families and their friends. The particular form that the support system takes will be determined by the group with its own unique needs and circumstances.

The following are questions for which each class must find its own answers. The answers will make the design for the group's support system.

Time:

- How often will time be set aside for concerns?
- How much time will be allowed for each session?
- How much time will be permitted for each student?

Content:

- Will individuals be allowed to share only personal concerns?
- Will only issues related to course content be allowed in the support sessions?
- Will there be a combination of both?

Methods:

How will the group open and close each session?

What resources does the group have/need for dealing with issues?

What do students expect to give to and to get from the support group?

How will the security of privacy be assured?

Rules:

What special rules will be necessary?

How will these rules be remembered? Enforced?

**Possible Hindrances to Developing an Effective Support System**

The support system is not without its difficulties. Being aware of these will help the teacher guide the students in working them through if or when they arise.

Class size: The ideal size for a support group is 15 to 18. In most public schools, class size is much larger than this. Large classes make honest sharing more difficult.

Prejudice and stereotyping: Adolescents frequently erect barriers which prevent peer acceptance. Such differences as gender, grade level, race, economics, abilities or values may hinder communication.

Lack of time: It may be difficult to keep support sessions within the prearranged time frame.

Confrontation as part of the group process: As barriers between students lessen, students may express hostile feeling toward the group and/or members in it. The leader needs to feel secure with group conflict and to recognize it as a normal and a necessary element of group development.

Evaluation: Neglecting on-going evaluation of learnings can limit the lasting value of the support system.

The presence of any of these obstacles need not end the support group. Instead, working through troublesome issues can strengthen the coping ability and the sense of accomplishment of the individual and the group. The difficulties can become opportunities for growth.

**Results of Incorporating the Support System into the Classroom**

As the class becomes a supportive environment, it offers a way for students to learn and to practice social, emotional and mental coping skills. Through the process of working together they learn to be more effective at communicating and solving problems, more willing to ask for what they need, and more aware of others with different needs and lifestyles. Lives become more fulfilled.

Studies have been done to show the effects of a nurturing environment on students.[1] Benefits reported show that as the result of participation in a supportive environment, students

- become more sensitive, more independent
- become more free in expressing positive and negative feelings
- develop an increased ability to manage their own feelings
- improve attitudes toward self and others
- are better able to take responsibility for their learning
- are more positive about themselves and their ability to develop their potential
- increase their depth of communication both inside and outside of the group.

At the end of the semester students are encouraged to write personal evaluations of their experiences. When Lori found herself in the home economics class with a support system rather than in the art class, she gradually began to enter into the group discussions and by the end of the semester was one of the most vocal and encouraging participants. Here is a part of her final paper of evaluation:

> I think that I have really grown a lot in this class. I can understand myself and especially other people better. I have a lot of problems with my family and now I am trying to look at both sides, and that is something I would never have been able to do before . . . I have a lot of trouble admitting when I'm wrong but now I feel that is something I can handle and deal with better. Thanks to *you* and the *whole class*!

Such growth is echoed on paper after paper. Students find that they can take responsibility for improving the quality of their life, and they can support others who are reaching out to do the same. Lori and her classmates have gained valuable skills for helping them cope both now and in a changing world. They are learning how to create more fulfilling lives.

There is no one "correct" way to build a support group in the classroom. Each will be unique depending on the course content, individual needs and group composition. The concept of adding this dimension to the classroom experience may be uncomfortable to the teacher considering it for the first time. Teachers, too, must be willing to grow and to change. Attaining fulfillment comes from being willing to risk. Achieving this goal is well worth the challenge of allowing students to be resources for each other as they participate in a support system incorporated into the classroom.

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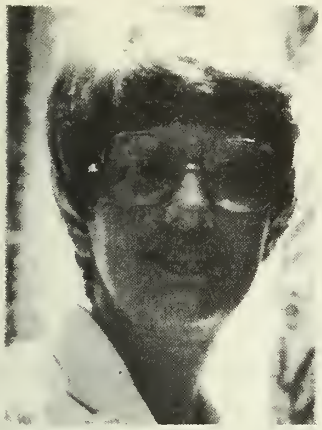
***Read with questioning rather than quiet acceptance.***

[1]D. W. Johnson and F. P. Johnson, *Joining Together* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975); Carl R. Rogers, *Freedom to Learn* (Columbus, Ohio: Charles E. Merrill Publishing Company, 1969); Gene Stanford, *Developing Effective Classroom Groups* (New York: N.Y.: Hart Publishing Company, 1977).



# Questioning: A Valuable Family Resource

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Helping young people become effective family members and preparing them for the parenting role is one of the goals of home economics classes. Most parents have a sincere interest in their child's intellectual development, but they may lack skills in providing a stimulating environment that fosters a questioning attitude. Home economics teachers can begin the development of this parenting skill in students.

Questioning is a valuable resource potentially available to everyone. To enhance the development of this skill, parents need to encourage children in their natural attempts to question the world around them and also to facilitate this questioning attitude. The skills these caregivers have in fostering questioning can greatly increase the rate and proficiency of their child's developing this ability.

Studies have shown that parents can be taught to provide an environment conducive to developing the curiosity, creativity and discovery in children.[1] Henderson and Garcia's work reinforces the idea that parents, who have had little formal education, can be taught to promote question-asking behavior in their children.[2] The children of parents who were thus taught did produce significantly more causal questions than those children whose parents had not had this preparation.

Home economics students, in preparation for the parenting role, need to develop desirable "teaching behaviors" that will enable them to get children to ask questions. As a result of a Florida project a list of desirable teaching behaviors for parents was developed.[3] The following five teaching behaviors were suggested as ways to foster questioning skills in children:

- Encourage the child to ask questions.
- Encourage the child to enlarge upon his/her answer.
- Encourage the child to make judgments on the basis of evidence rather than guessing.
- Ask questions that have more than one answer.
- Ask questions that do not have one-word answers.

[1]R. W. Henderson and A. B. Garcia, "The Effects of Parent Training Programs on the Question-Asking Behavior of Mexican-American Children," *American Educational Research Journal*, 10 (1973), 193-201; T. L. Rosenthal, B. J. Zimmerman, and K. Durning, "Observationally Induced Changes in Children's Interrogative Classes," *Journal of Personality and Social Psychology*, 16 (1970), 681-688.

[2]Henderson, *ibid.*

[3]M. Jordan, "Desirable Teaching Behaviors—Tasks and Task Planning," 1977, ED 141361; P. P. Olmstead, R. B. Webb, and W. B. Ware, "Teaching Children at Home and School," *Theory Into Practice*, 16 (1977), 7-11.

We have used these teaching behaviors and developed objectives that could be taught in a parenting class through a variety of learning experiences. For example, the objective may be for the student to help children generate questions. In order for the student to understand this process s/he, too, must be able to formulate questions. Experiences must be provided for the students to develop their skill. After they have practiced, they can begin to transfer their knowledge to encourage children to ask questions. Several strategic approaches could be used to develop this behavior in students. The home economics teacher may show students a picture of children playing and ask them to create as many questions as they can. The eliciting statement/question might be: "Look at this picture and ask as many questions as you can think of." The same question could be used with an object or story.

After students have practiced, opportunities need to be provided whereby students can model this behavior and get the young child to ask questions. Students may be able to think of ways to do this.

After the student has accomplished the objectives, teachers should follow up with a discussion session which will allow students to analyze their progress toward the development of these skills. Examples of questions follow:

1. Which skills were more difficult to accomplish? Why?
2. Which skills were easier to accomplish? Why?
3. How are the questioning skills similar for you (the students) and children? Different?
4. Generate additional ideas for practice strategies to be used with children?
5. How can you use these skills in everyday life?
6. How are you going to continue to develop these skills?

Similar questions need to be developed to use after the students have had opportunities to practice each teaching behavior with children.

Relationships in the home are continuous, concentrated types of interaction and ones of long duration.[4] They are intimate and intense because they involve interaction between the child and the most important person(s) in the child's life. This relationship can be enhanced and can foster happy, curious children through effective parenting. The opportunity to enhance a child's intellectual development through questioning in the home environment is a valuable family resource that should not be neglected.

(continued on page 52)

[4]E. Kifer, "The Relationship Between the Home and School in Influencing the Learning of Children," *Research in the Teaching of English*, 11 (1977), 5-16.

# Stepping Into the Disabled Person's Shoes—Or Wheelchair

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In the United States 35 to 50 million persons have some form of physical or mental disability. Most extended families, classrooms and social groups include a person with a disability—a grandparent, an uncle or aunt, brother or sister, classmate or friend. These persons often need some form of assistance. Sensitivity to the problems of persons enhances the feelings of concern. Home economics teachers through classroom experiences can aid in the development of these sensitivities and give knowledge of some of the helps for persons with disabilities through adjustments and devices which may be available for students' relatives, classmates or friends. Thus, home economics students themselves become a resource for enriching family life and helping develop the *good life* for those families with a disabled member.

## Developing Sensitivities Through Language

Sensitivity starts with the *words* used because language reflects *attitudes*. The negative aspects of the following statements are clear—"This unfortunate cerebral palsied has suffered since birth and is bound to a wheelchair" or "this cripple has been a victim of an accident and is confined to crutches." Wheelchairs do not bind, but liberate users for entering work, play or travel. Crutches do not confine but free a person from bed or chair. Furthermore, a person should not be identified by his/her disability but be recognized primarily as being a *person* with only one aspect of their features being identified as "disabled." Just as one would refer to the "girl with brown hair," rather than the "brown-haired" it is also proper to say a "girl with cerebral palsy." An entirely different approach to language is in order. Language must place dignity and respect on the personhood of each individual. Thus, certain words are to be taken out of the language![1] These include:

*afflicted*—"affected" may be used instead
*cerebral palsied* or *C.P.*—use "person with cerebral palsy"
*crippled*—no alternative
*victim*—no alternative
*handicapped* or *disabled*—Acceptable for use as adjectives but not as nouns; not the "disabled" or "handicapped," but "persons with disabilities" which conveys a sense of respect.
*normal*—when used to convey the idea that persons with disabilities are abnormal or subnormal. Nonhandicapped persons should be described as able-bodied or nondisabled.

If students are praised for avoiding language with negative connotation in both conversation and written communication, the language is more likely to disappear.

## Developing Sensitivities Through Simulation

Sensitivity to persons with disabilities may also be developed through the simulation of disabilities. The difficulties of carrying on a task with a physical disability are most obvious when a student is given the opportunity to simulate a condition and carry out a task. Additionally, the student may use devices or techniques which are enabling to the process[2] and thus be able to give help to relative, classmate or friend. S/he gains understanding as s/he tries a simple task finds that fingers do not function. A feeling of accomplishment is gained when through a new device the task can be done easily, even with the simulated disability.

Students are asked to report findings of their experiences in simulation of disability, including the following points:

[1]"Four Letter Words" in the Dictionary of the Disabled (New York, N.Y.: United Cerebral Palsy Association, Inc., 1978).

(continued from page 51)

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| Disability | | Activity | Regular Equipment | Special Device |
|---|---|---|---|---|
| Arthritic hand (stiffened with tongue depressors) | | Prepare package of instant pudding; pour in serving dishes | Hand egg beater | Electric mixer or blender |
| Amputation of preferred hand | | Prepare carrot strips and potato slices (peel vegetables before cutting) | Peeler, knife, cutting board | Cutting board with two steel nails, stabilized by suction cups |
| | or | Prepare open face cheese sandwiches | Knife, bread, butter, cheese spread in glass jar | Sandwich board with edges, stabilized with suction cups |
| Paraplegic using wheelchair | | Prepare coffee cake from mix | Mixing center at 36" high with equipment | Lowered counter with equipment as needed |
| Recent fractures of right leg, so nonweight bearing. Uses crutches. | | Set table for luncheon (4 persons) | Dishes, silverware, placemats, napkins, etc. | Table on wheels |
| Blind | | Place refrigerated cookies on cooky sheet; bake | Cutting board, knife, baking sheet, oven, spatula | Use touch for spacing; timer or smell for doneness |

1. Activity assigned for simulation.
2. Problems faced in the activity with the specified disability.
3. Methods, techniques and any other assistance used for doing the activity.
4. Reactions of student and of other students—either verbal or nonverbal.
5. Implications of this experience for future contacts with relative, classmate or friend with similar functional disability.

A number of common tasks of everyday living may be chosen for the simulation project. These may be regular class assignments or they may be activities especially selected because of the problems posed.

In the activities listed, students may work in pairs with one safeguarding the "disabled" person from injury.

Other activities for experiences may include vacuuming floors with upright and tank cleaners, baking bacon (425° for 20 min. in regular oven or microwave oven), peeling and sectioning grapefruit, making cake from "scratch," etc.

Suggestions for simulating various disabilities:

Arthritis or Stiff Joints

For stiff knees, use two elastic bandages (three or four inches wide), wrap one firmly, but not too tightly around each knee. Try climbing steps. For stiff elbows, place elastic bandages on elbows. Try eating and drinking. For arthritic hands and wrist, place tongue depressors on each finger with tips so cannot bend securing with cellophane/masking tape, or wear bulky gloves and try buttoning garment.

Stroke/Paralysis

Immobilize preferred hand and fasten a yardstick against outside of one leg with rope at six-inch intervals on same side. Try walking up and down stairs.

Hearing Loss

Place a cotton ball in each exterior ear canal and then put on ear muffs. Try talking with another person. Turn down television set so no sound. Indicate what you received from visit or program.

Loss of Sight

Use sleep shades or place cotton balls under swim goggles or glasses. Carry on household activities, walking around rooms.

Students react fast to each of the above experiences with such statements "I never realized ———" or "Now I understand why J. becomes frustrated and cross' or "I'll have considerably more patience with M." or "I don't see how T. does what s/he does. I don't know if I could do it."

Additionally, students using devices, techniques or aids[2] remark about how this is an idea to share with their special person with a disability. They talk about how they can help the person obtain it and continue to live independently.

Sensitivities to physical disabilities may be developed through language and activities. The total experience can be provided in the classroom so that individuals know what it is to try to "step into" the disabled person's shoes—or wheelchair.

[2]Kathleen H. Stuart, Rebecca Christopherson, Judie Hanson, Sue Klapste, Kathy Lawler, Pam Ritzen, and Kathy Fuller. "Resources for Home Economics Departments for Use by Orthopedically Handicapped Students," *Illinois Teacher of Home Economics*, 23 (November/December 1979), 69-73.

Photographs by Dick Harig and John DeFrain.

# Battle Burnout and WIN!

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In the story *Life on the Mississippi*,[1] Mark Twain reflects on the beauty he saw the first time he viewed a river scene. Innocent, inexperienced eyes looked with awe, wonder, and emotion. The scene was painted with all the color and vitality nature had to offer.

Likewise, remember that feeling you experienced the first time you entered your classroom? Excited, inexperienced eyes roamed the room. Brightly painted walls; shiny, waxed floors; an assortment of equipment; eager-to-learn faces; and you, the teacher, enthusiastic and ready to "conquer the world."

Twain traveled the river often. In the process of becoming a skillful navigator, he became so familiar with the river that he knew it like the back of his hand. But, Twain also lost something. He no longer saw the colorful sunset. Instead, he saw only the approaching storm threatening the horizon. He ceased to note the beauty nature offered. The colorful scene had faded.

How did you feel when you walked into your classroom today? Time has given you valuable experience. But, has this experience taken away the excitement? Did you see only the chipped paint; yellowed, marred floors; frayed cords and out-of-date equipment; faces that faded into the woodwork; and as the teacher, were you bored, discouraged, and ready to throw in the towel? If the latter situation applies to you, how can you refresh your outlook and recapture that feeling of yesterday?

Teacher burnout is not an unfamiliar phrase. Numerous articles are written to diagnose this ailment. A "mismatch between efforts and results,"[2] and "feeling locked into a job routine"[3] are just two definitions. Either from your readings or personal experience, you can probably add to this list. Being able to add to the list does nothing for our morale, so, we must sit up straight, stretch, and see if we can find a cure.

### During the School Year

The school year is underway and you've already settled into a routine. You feel trapped with no way of escape. What do you do? You can always make up excuses, but how long do you think the principal will believe that the dog ate your lesson plans? Don't despair. There may be a solution.

- Take a different route to school. Changing scenery first thing in the morning can give you that extra push you need to start the day.
- Hold a "teacher swap shop." Clean out those cobwebs. Teach the break-down of nutrients in chemistry class or talk to the business class about career options.
- Read a book for pure enjoyment. This can take your mind off today's hassles and give you something interesting to talk about tomorrow.
- Start a new hobby or continue an old one.
- Remember that resolution to take tennis lessons? It's better late than never.
- Look for tiny improvements. If all the students finally remembered to close the cupboard doors while cooking, stand on the desk and do a little tap dance.
- Change the scene for the whole class. Conduct it outside one day in the spring or fall. A breath of fresh air will be good for everyone.
- Re-evaluate your career choice. Why did you decide to teach? Reinforcing those beliefs for yourself may be much more challenging than changing careers.
- Take a leave of absence or a sabbatical. What is the family structure like in China? Any outside information you can incorporate into your class adds that extra spark of interest—for you and your students.
- Change your classroom approach. Constant lecturing is not only repetitious but also taxes the vocal cords.
- Form a support group among members of your profession. When was the last time you attended an AHEA convention?

### During the Summer

Hallelujah! It's the last day of school and you have the whole summer ahead of you. But, after one week has passed, the soap operas have lost their intrigue. What next? You could revise lesson plans for next year, but the thought is definitely unappealing. How about a change?

- Physical labor. Now you don't have to sit behind a desk for three whole months!
- Factory work. If anything, the monotony will give you an added incentive to return to teaching. It could also help you understand the people who do this kind of work all the time.
- Fast food restaurants. You can see what type of jobs your students may have.
- Volunteer work. Many community projects rely heavily on volunteers and desperately need you.
- Take that class you've always wanted to take. Being a student may give you a new perspective in your role as a teacher.
- Recreational activities. Chances are that many recreational possibilities lie in your own backyard, or in your state parks.
- Gardening. Get outdoors and accumulate a winter's supply of good nutrition.

We hope these suggestions have sparked useful ideas for you. If that colorful scene has faded, take time to brighten it up. Don't wait until the color is so dull that you can't recognize the shade, do something about it today. You have a great deal to offer to your profession. As the popular poem states, to teach is to touch a life forever. You have touched many lives thus far. To lose you would be like losing a best friend.

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[1]Mark Twain, *Life on the Mississippi*, Volume 9 (New York: Harper and Brothers Publishers, 1906).

[2]Paul Chance, "That Drained-out, Used-up Feeling," *Psychology Today*, 15 (January 1981), 88-95.

[3]"Teacher Burnout: How to Cope When Your World Goes Black," *Instructor* (January 1979), pp. 56-62.

# Dry Your Own Food to Save Resources

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There is an ever-increasing interest in going back to the basics; being more self-sufficient, saving resources, using less preservatives or additives in foods and having more "healthy" foods. One means of accomplishing this return to the basics is to do more home gardening and to preserve the excess produce, for example by dehydration.

Through a preservation unit which includes the dehydration of foods, students will learn about an easy method of preservation, and recognize textural, color and flavor changes which occur during the process. The moisture content of dried foods will vary from 5 to 25 percent. The effects of reduced moisture in foods can be studied by following bacterial action during an extended storage time of the dried products.

Dehydrated foods provide a good source of nutritious foods which can be used later as snacks or in meals. Dried foods are light in weight and thus easy to carry in lunches, camping or hiking. With less bulk and weight, dried foods require much less space for storage.

By preserving and preparing foods in the home, preservatives and additives may be omitted in the processing. For instance, the consumption of sugar and salt could be reduced by omitting it from many food preservation processes. This will reduce the cost of the ingredients and help prevent potential health problems.

A big advantage of dehydrating foods either in the classroom or at home is that the process may be accomplished without the added cost of specialized equipment. Solar drying is the easiest and least costly preservation process and it provides very satisfactory results.

### Preparation of Food for Drying

Drying food does not improve its quality, so only fresh, top quality foods should be used. If the food is not of a quality to eat now, it should not be dried.

Foods such as chives, onions, herbs, mushrooms, okra, parsley, peppers and tomatoes may be dried without blanching. Some vegetables require blanching in order to inactivate the enzymes which are present and may cause off flavors.

Fruits, like peaches or apricots, which tend to turn brown must be treated with ascorbic acid, acidic fruit juice or be sulfured to prevent the discoloration which occurs when air is present.[1] The sulfuring process must be done outside because of the irritating fumes which result from the process.

Fruits or vegetables to be dried should be diced or sliced ⅛ to ¼ inch thick. If meat is to be dried, very lean cuts of meat should be used to prevent rancidity which might occur if meat of higher fat content is used.

The prepared foods are placed on racks or trays and dried in the sun, a kitchen oven or an electric dehydrator. The food is exposed to the heat source until it is dry but pliable. Drying times will vary with the food and method.

### Drying Methods

The drying methods used will vary depending upon the resources available. The most inexpensive method to dry food would be to let the sun do the work.

***Solar.*** Solar drying requires a temperature of over 98°F and low humidity. A method to prevent insect or animal contamination of the food is desirable. Turning the food during drying will speed the process.

Trays of prepared food in a single layer should be covered with cheesecloth and placed in the sun. Dryers may also be constructed which help concentrate the heat and circulate the air to dry the food faster.[2]

Another method which will concentrate the heat is to place a tray of food in the back window of a car. With the windows closed, heat will build up allowing the food to dry. Closing the windows also will keep out insects and animals.

Problems in solar drying of food:

—too low a temperature will cause the food to spoil
—too high a temperature will result in a loss of color and nutrients
—the possible contamination of the food by insects or animals
—rain or early morning dew on the food
—a longer time is required than with an electric dehydrator

An advantage of solar drying of food is that no special equipment is needed for the drying, thus making it an inexpensive process.

***Oven.*** No extra equipment is required when an oven is used to dry foods, but food that has been sulfured should not be dried in an oven because of the sulfur fumes that are given off.

Cheesecloth can be placed over the oven racks with the food placed directly on the cloth, or trays of prepared food may be placed on the racks making removal from the oven easier. Four to six pounds of food can be dried at one time in an oven.

The oven should be set at the lowest possible setting which can be maintained at an even temperature (140–150°F). The oven door must be kept open four inches to allow the moisture to escape. A small fan could be placed near this open door and directed into the oven to aid in air circulation. Drying food in an oven indoors might not be an acceptable procedure during the summer if the house is air conditioned.

*The author is indebted to Dr. Marie Knickrehm, Professor, Human Nutrition and Food Service Management and to Dr. Anna Mae Brenner, Associate Professor, Human Nutrition and Food Service Management, for their assistance in the preparation of this manuscript.

[1]Deanna DeLong, *How to Dry Foods* (HP Book, Fisher Publishing, Inc., 1979).

[2]Martin W. Miller, Frank H. Winter, and George K. York, "Drying Foods at Home," USDA Home and Garden Bulletin No. 217 (January 1977); Gerald Hundley, "Solar Dryer," *The Agricultural Education Magazine* (May 1982), p. 18.

Care must be maintained to keep a low temperature to prevent scorching the food as it dries. Scorched food will have an undesirable flavor and color change as well as nutrient loss.

***Dehydrator***. To save some of those scarce monetary resources, try constructing a dehydrator. There are many sources of plans, some of which are quite simple and easy to follow for electric and nonelectric dehydrators (see DeLong, ref. 1 and Miller, ref. 2). A dehydrator that has a fan to circulate the air will be the most efficient.[3] Using a dehydrator indoors during the summer will add to the humidity and heat of the home which in turn could add to the cost of energy to cool the home. A portable dehydrator is much more flexible since it will not tie up the oven and it can be used in all kinds of weather, either in or out of doors.

A dehydrator with several shelves allows more food to be dried at one time. Strong flavored foods such as onions may need to be dried separately to prevent the flavor from being absorbed by other foods.

Some combination microwave convection ovens may have directions for drying foods. The manufacturer's written procedures for this process should be followed. Only herbs are recommended to be dried in a regular microwave oven.

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[3]J. F. Sullivan and H. Weber, "Home Dehydrators For Food Preservation," *Home Economics Research Journal*, 10(4) (1972), 411.

**Dried Food Storage**

When sufficiently dry, the food is placed in plastic bags with all air removed and the bag sealed. If the container is not properly sealed, moisture will enter and microorganisms may become active as a result of the increased moisture.

Dehydrated food should be stored in a cool, dry, dark area. Many foods can be stored for six months or longer. Low temperatures for storage will extend the shelf life of dried foods.

Dehydrated foods may be eaten out of hand as a snack food or used in many types of cookery such as soups, stews, casseroles and sauces. An especially tasty and easy way to prepare a dried fruit product is fruit leather, which is now being marketed as a snack food in supermarkets and called "pocket fruit." It is pureed fruit dried in a thin sheet.

**Conclusion**

Dehydration is an interesting and enjoyable activity which can involve the entire family either with the process or in consuming the final products as nutritious snack foods or combined in other food items. Drying of excess foods grown in the home garden is a method of preserving foods which requires very little additional equipment. This helps to reduce the costs involved in food preservation.

# What Can We Teach While They're Cooking?

I heard a young man say recently, "Anyone who can read can cook." He *can* read and he prepares good meals as he takes his turns at cooking with his wife, but I noticed that he follows recipes slavishly. I thought, but I didn't say to him, "Anyone who can cook well *and* who understands the *principles* involved in food preparation may not need to read very much in the kitchen."

What do we teach while our students are cooking? Do they learn to do more than follow a recipe? Do they really understand the principles rather than just following rules? *Why* do we cook green vegetables for only a short time? *Why* do we cook meat at a low temperature? *Why* do we sometimes add moisture? *Why* do we measure ingredients precisely when we make a cake but not when we're tossing a salad or making vegetable soup? Why, why, why?

When we answer the *whys*, we usually have principles which we can apply in future situations and use in making judgments in unusual circumstances. If we don't teach principles, then maybe the young man has a point. Maybe we don't need to use school time to teach cooking—just teach the students to read.

What else, besides principles of food preparation, can we teach while they're cooking? First, and foremost, we must teach principles of nutrition, the relation between the nutrients in the food and our body functions. No foods laboratory should fail to focus on nutrition. Learning about nutrients in food is more interesting when you're preparing and eating it. When students make pies, they learn how many calories' worth of energy one piece supplies for their bodies and whether different kinds of fillings have more vitamins and minerals and which ones. During the "meat lab" they learn that meat has more nutrients than just protein and that certain combinations of plant proteins are biologically equivalent to meat protein.

It is not enough to tell the students to "eat the basic four" and then get on with the cooking. The nutrition course is built into the foods course and the students learn principles of both, including those which relate specific nutrients and specific body functions, the interrelationships of nutrients, the dangers of obesity, the need for fiber in the diet, etc.

But there is still more to teach while they're cooking. What about avoidance of waste, sanitation, how to save money when shopping, how to use and care for equipment, how to organize a kitchen for efficiency and safety, how to recognize unsafe food?

Do the students learn that skill development affects self-esteem, that skills are a resource that can sometimes be substituted for money, that they can be used to foster positive human relationships?

Do they understand the social values of food and the need to know the customary ways of eating? Do they realize the part food plays in celebrations?

A foods lab can be the vehicle for teaching so many important ideas that it is a great pity—maybe even a sin!—when the students are just given a recipe for brownies and told to go to the kitchen and prepare them.

We'd love to hear what *you* teach while they're cooking!

—HTS

# The Nebraska Adult Home Economics Project

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Our world and life continue to change rapidly. Inflation, high unemployment, and advancements in technology have been frequent topics of discussion. How has the "traditional family" been affected? Charles E. Johnson, Jr., U.S. Census Bureau, has highlighted these facts:

1. More than one out of every five households in America consists of a person living alone.
2. One-parent families now constitute twice as large a population of all parent-child families than they did in 1970, about 20 percent.
3. Families maintained by a woman with no husband present increased 55 percent between 1970 and 1980.[1]

In addition, today's families have increasing numbers of employed women. Violence in the family is increasing. Roles of both sexes are changing.

What have adult home economics programs done to assist individuals and families as they adjust to our changing society? Perhaps a course on convenience vs. homemade foods should be considered. What is the difference between these foods? How does the difference compare to the time and energy involved in preparation of this food? Does homemade food become convenience food when made in quantity and stored in small portions?

Course offerings are only the beginning in the development of a broader home economics program. The aim of home economics has always been to serve the needs of families. That is a constant. But we do need to ask: Are the present home economics programs addressing the needs of our changing communities and society?

## The Nebraska Adult Home Economics Project

The improvement of adult home economics noncredit programs in Nebraska technical community college areas was identified as a priority for 1981/82 by the Home Economics Section of the Vocational Division of the Nebraska Department of Education. The Nebraska Adult Home Economics Project (NAHEP) was created to insure a long-range impact on the improvement of adult consumer and homemaking noncredit programs to prepare adults for homemaking in the state.

The direction of the NAHEP was discussed and agreed to by the state's technical community colleges and the Home Economics Section of the Vocational Division of the Nebraska Department of Education. As a result, the NAHEP was directed to: (1) develop broader program offerings; (2) provide inservice programs for adult coordinators and instructors; and (3) identify resource materials.

The first phase of the NAHEP was the scheduling of consultations with technical community college personnel in each area in the state. During on-site visits, the project director interviewed community service directors from each technical community college regarding: (1) current home economics offerings; (2) community service directors' concerns about their home economics noncredit programs; and (3) areas of home economics which the community service directors perceived as "needs" of the technical community college area.

Second, resource materials were collected. These materials, from throughout the United States, addressed home economics curriculum, evaluation and adult education resources.

Third, packets were developed which provided information for the development of a broader adult home economics program. The packets included: (1) sample surveys to assess home economics needs and interests; (2) course titles and descriptions; (3) suggestions for locating instructors; (4) promotion techniques; (5) a slide/tape presentation on teaching adults; (6) sample course evaluations; and (7) strategies for using needs assessment, evaluation and follow-up information in program planning and development.

A state-wide inservice program focusing on the scope of home economics was the final phase of the NAHEP. Attended by community service directors, advisory committee members, community members and adult home economics instructors, the program focused on: (1) a definition of home economics; (2) public relations techniques for developing a broader home economics program; and (3) an overview of the packets which were developed.

Emphasis was placed on informing the community service directors and community members about the scope of home economics. These individuals were the people responsible for the home economics offerings. It was the belief of the project director that individuals must be aware of the scope of home economics before programs would be offered in such areas as parent education, interpersonal and family relations, clothing buymanship and care, home management and personal finance, and self-improvement.

## Conclusion

Adult home economics programs may need review. First, are the decision makers informed about the scope of home economics? If not, who but home economists will take the initiative to inform them?

Second, the technical community college delivery system may need to be examined. With the increasing numbers of employed women, a variety of delivery systems must be offered. One and two-day sessions/workshops would allow individuals an opportunity to enroll in a class without a major time commitment.

Third, the location of offerings may need to be changed. Adult educators have always taken pride in the fact that they take their courses to the audience. Has home economics

[1]Charles E. Johnson Jr., "1980 Census Findings of Importance for Family Life Education," *Illinois Teacher of Home Economics*, 25 (March/April 1982), 165-168.

been offered as adult noncredit sessions/workshops away from the technical community college site? Becoming committed to taking courses to the students may involve additional time in course organization and promotion. When offerings are taken to the student, home economists will probably find that their noncredit offerings increase and receive more support from their community.

Classes must address the topic and intended audience. A variety of teaching techniques should be used including simulations such as role playing. Of most importance, is the need for a friendly, informal atmosphere. People enrolled in adult home economics programs will not return to the second session if they don't feel comfortable. Providing opportunities for interaction can help.

The success of any program is the selection of quality instructors. Great care must be taken to identify individuals who are competent, pleasant and well-organized, yet flexible to meet the needs of the adult.

Most importantly, home economists and technical community college administrators must work cooperatively to develop a broader home economics adult noncredit program. The development of courses—their titles, descriptions and method of delivery is a continual process. An exchange of offerings among technical community colleges would not only result in new offerings at one's own site, but provide an avenue for the exchange of surveys, course evaluations, promotion techniques and other resources.

If broader adult home economics programs are to be developed, administrators, community service directors and home economists must understand the change process.[2] It is not difficult to be aware of the changing family and its needs, but educators must be persistent and maintain an open mind. Remaining alert to the need for change in the home economics program is everyone's responsibility.

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# Life-Skills Management Simulation: A Senior High Project

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How would your students answer the following questions? Are they prepared for life on their own?

1. What knowledge and skills do you possess which will help you to "make it" and get along with people in the adult world?
2. How much will it cost you for housing, food, transportation, entertainment, and other needs after you leave home?
3. What do you need to know about insurance, credit, banking and common legal matters?

Independent living soon becomes a reality for high school seniors. For many, this transition will be taken a step at a time as they gradually assume more personal, financial, housing and community responsibilities. Others will find themselves abruptly "on their own" soon after graduation and a few will already have emancipated themselves before finishing school. To help students prepare for this transition, we developed a simulation for use within a management course to expose students to all responsibilities related to living independently and achieving "The Good Life."

The primary concepts emphasized during the simulation include:

| | |
|---|---|
| Lifestyles | Budgeting |
| Decision-making | Banking services |
| Resource management | Insurance |
| Housing | Wise buying |

**The Simulation Project**

We allowed eight to nine weeks for the independent living simulation to be completed. During this time projects are completed and the money management and housing units are studied. Field trips to hunt apartments and guest speakers on insurance, car sales, banking and other topics are incorporated.

Students can pretend to manage and live alone for one month or they can be grouped for the entire project. Groups

"Life Skills Simulation"

can be formed by drawing or choosing. Free choice is the most realistic.

Students initially declare whether they want to be a student or a full-time employee. To identify a job, salary, and fringe benefits, they spin a disc (see Figure 1). The same technique is used to set them up with a car and other resources such as money, furniture and personal items. Students declare their own real human resources. They are then "locked into" these resources and must learn to manage them to achieve the goals they have established. "People management" becomes a very significant part of the simulation experience.

One or two days per week is allowed for group work to set goals, select housing and buy groceries and supplies. They do not actually make purchases but they make lists, check ads, divide responsibilities, check out utility costs and set up a budget. Students must keep their own personal records, including banking transactions, payment of bills, etc. After a month of the simulation, students receive their canceled checks and bank statements and learn to reconcile their accounts. Checks, deposit slips, savings withdrawal and other bank forms can be patterned after local samples or often can be obtained in quantity from local institutions. Each student is assigned an account number which must be used on all transactions.

Students receive paychecks every two weeks. Between each paycheck they spin a Bi-weekly Events Wheel for unexpected expenses or income. Examples include a traffic fine or a cash birthday gift from Grandma. A final spin is for a crisis or fortune situation involving several hundred dollars. Examples include hospitalization, car accident or an inheritance gift from grandparents. This is done after students have studied insurance and chosen which to purchase.

A special request form can be developed for use when a student wants overtime work, a loan or an extra job. This is granted or denied primarily on the basis of their declared human resources.

Evaluation of the simulation must be adapted to fit each individual program. Emphasis should be on the skills learned in the simulation including decision-making, budgeting and management of resources.

**Summary**

The life-skills management simulation can add tremendous interest and spark to a management and consumer education class! The simulation takes a great deal of teacher time and requires much organization the first time it is used. However, the learnings achieved by students are evidence that it is worthwhile. Students find it relevant and enjoyable. They learn about resource management which can prepare them for "The Good Life."

Examples of options found on the spinner discs:

*Career-income:*

Student on a full-tuition scholarship, no job, allowance from home is $300 per month. Medical insurance with parents. Active in sports.

Student, full-time. Part-time job, 25 hr./wk. @ $3.65/hr., no fringe benefits. Medical insurance with parents. Deductions: F.I.C.A. (6.7%), Federal WH (12.5%), State WH (2%).

Blue-collar job in local business or factory, 40 hr./wk. @ $3.50 per hr. Occasional overtime (8-10 hr. if requested), single medical insurance, disability insurance. Deductions: F.I.C.A. (6.7%), Federal WH (13%), State WH (2%).

*Car:*

1975 Impala, paid for but needs new tires and tune-up.

1980 Mazda, bottom of line ($180/mo. payment, $145 insurance due each quarter), 24 payments left.

No car now, trying to buy one, $1000 in savings for it.

*Money-possessions:*

$200 in checking account, $200 graduation money, clock radio, typewriter, personal items worth $50.

$120 in checking account, $750 in savings account, clock radio, small stereo and $50 worth of personal items.

No help from home, $150 in checking account, $200 in savings, personal items worth $100, small TV.

**FIGURE 1**

## What Do You Like About Yourself? Developing a Positive Self-Concept!

This is the title of a recent publication of the Home Economics Education Association (1201 Sixteenth St., N.W., Washington, DC 20036). Its 71 pages include dozens of activities to use in class or FHA and a 37-item bibliography. Its goal is to help teachers and students recognize their own self-worth and develop their own potential as well as to appreciate the worth of others. Authors are Shirley Slater and Lee Cibrowski of the School of Home Economics, Ohio University.

# INDEPENDENT LIVING:
## Today's Decisions—Tomorrow's Choices

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Independent living, a home economics course in the Lincoln Public Schools, is designed to help students develop their basic living skills. The course began at Southeast High School in 1974 when changes were made in the Bachelor Living curriculum. It was planned to fill the need for a comprehensive home economics course in which any student without prior home economics experience could develop basic living skills. That class was used as a starting point because of its student appeal as well as the relevancy of its content. However, rather than teaching separate units in each of the usual home economics content areas, the Independent Living class focused on basic management, decision-making and consumer skills. These concepts became the core learnings for each unit throughout the semester.

This approach in teaching Independent Living helps students to identify some of the decisions they will make once they are on their own. In addition, it allows students to practice skills which will help them deal with those independent living situations.

### Course Outline

The course outline for Independent Living is divided into six basic units. Care was taken in choosing titles for the units so that each unit would reflect the decision-making process. It is helpful for students, parents and others who read the outline to see that the course deals with *decisions* about nutrition and foods, clothing, community resources and housing. It is *NOT* a cooking and sewing course, although students may, in fact, do some cooking and sewing.

The following is the current Independent Living outline and suggested time line. It has been recently revised to reflect the district's new graduation requirements. Since graduation requirements include a semester of Human Behavior and a semester of Personal Finance, concepts covered in those two classes are no longer directly taught in Independent Living. Instead, selected learnings from these areas are applied in class activities as part of the decision-making process.

INDEPENDENT LIVING OUTLINE
(1 Semester Course)

I. Behavior and Self-Understanding .................... 1½ weeks
  A. Basic needs
     Role of needs in managing and decision-making
  B. Roles
     Masculine/feminine
     Dual career
     Stereotyping
     Conflicts
  C. Values
     Clarification
     Role of values in goal setting, decision-making
  D. Goals
     Long-term
     Short-term
     Life planning
  E. Standards
     Role of standards in decision-making
     Conflict of standards

II. Decision-making .................... 1½ weeks
  A. Role of goals, values and standards
  B. Process identification and application

III. Community Resources and Consumer Skills .................... 2 weeks
  A. Consumer rights and responsibilities
  B. Locating and using agencies and other resources

IV. Housing Decisions .................... 4 weeks
  A. Decisions when renting
  B. Legal rights and responsibilities
  C. Energy management
  D. Buying used furniture
  E. Floor plans and interiors
  F. Housing costs

V. Clothing Decisions .................... 5 weeks
  A. Decisions about clothing choices
  B. Clothing care and maintenance
  C. Influence of energy on clothing selections
  D. Clothing costs

VI. Nutrition and Food Decisions .................... 4 weeks
  A. Principles of nutrition as a basis for food choices
  B. Sanitation and safety
  C. Small appliances
  D. Food buying skills (grocery stores, restaurants, fast food chains, etc.)
  E. Energy consideration
  F. Food costs

### Student Learning Activities

Each semester, specific learning activities are determined utilizing background information collected from students. Information is collected through a variety of informal sources —including discussion with the students and counselors, and some written input. This, used with cooperative planning in each class, assures that learnings remain relevant to student needs. A broad spectrum of curriculum guides, textbooks, current consumer magazines and other teacher resources are used to update the curriculum continually.

Students are required to keep a notebook consisting of class notes, handouts, data collected from field trips, speakers and other resources used. This becomes their own personal textbook and reinforces the personal application of management and study skills. At the end of each grading period, notebooks are collected and points assigned.

At the beginning of the course, each student receives a handout which includes course description, course outline with a tentative time line, class expectations and grading policy, and specific explanation of the notebook requirement. Class expectations are firmly defined in writing for students and parents, with copies available to administrators and counselors.

### Example of Student Learning Activity

Although the course is divided into six basic units, knowledge gained and skills developed in the first two units become the foundation for skill development in the remaining units. For example, in unit III, Consumer Resources and Consumer Skills, students apply decision-making skills learned in the previous unit to decide what resources could best be used for individuals in life situations. Two questions we focus on for this activity are: (1) Why did you choose this resource and (2) what help will it give? Sample real life situations and a simple data collection sheet are shown in Figure A. Students use this to begin gathering information about community resources. This information then serves as the basis for determining alternatives, analyzing values and determining possible decisions using the best community resources for each situation. This activity can be done by individual students or in small groups allowing students further to develop skills in group process. Telephone books (borrowed from administrators' offices) are one resource used to gather this community information.

Although the main focal points of decision-making, personal management and consumerism are as relevant today as when the course was first designed, re-evaluation of learning activities to meet these concepts is an ongoing process. Because the class is based on student needs, learning activities must reflect what is happening in their near environment, as well as help students develop thinking skills to meet their future needs. The following concepts are being adapted for inclusion into the Independent Living curriculum: (a) emphasis on diverse modes of family life, (b) development of communication skill for home/wage earning occupations, (c) development of computer competence for home management, and (d) management of nonrenewable resources. Integrating these concepts into existing curriculum will help students further develop those skills necessary to build a better life and improve their quality of living.

We feel that teaching Independent Living forces the teacher to analyze her/his own philosophy of what is important for students to learn. If decision-making, management and consumerism skills are foremost, then they must be taught by direct learning experiences. The community is the best base for those learning experiences.

INDEPENDENT LIVING NAME ____________________

Community Resources PERIOD ____________________

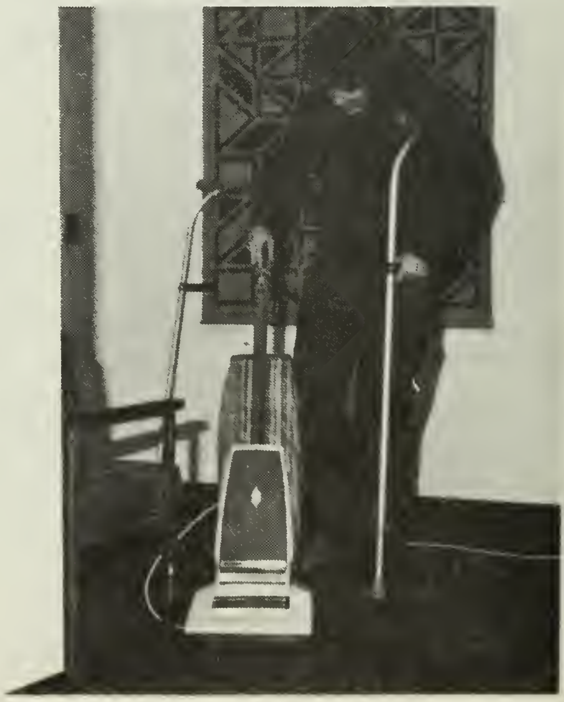
Directions: Using a telephone book and the local community service brochures, find several resources or community agencies available to help in the following situations:

1. a family whose house has just burned down
2. a family with a multi-handicapped child
3. family with main wage-earner out of work
4. roommates who are having problems with their landlord
5. a door-to-door salesman using pressure sales techniques
6. poor sanitation at a fast food establishment
7. abused child seeking help

Collect the following information for each situation assigned:

| Agency or resource chosen | Why did you choose this resource? | What help will it give? |
|---|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |

FIGURE A



# A Rural Community College Meets the Needs of Rural Families

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When a community college staff combines forces with ounty extension personnel and the community Inter Agency ;ouncil (an organization of community groups), area home-ıaking teachers in rural Nebraska and their students are the eneficiaries.

During the past six years, six Home Economics Days have volved at McCook (NE) Community College. Themes have ıcluded: Interior Design Days, Food Fair, Clothing Fair, lealth Fair, Town and Country Daze, and a Family Strengths ;onference. Thirty 50-minute workshop sessions are de-igned for each theme and held during the afternoon and vening sessions. Sessions are often preceded by a welcome nd occasionally include a keynote speaker.

### )elivery System

The delivery system allows updated information, which has enerally been available only in more populous areas, to be resented in a concise manner. Students, teachers, and the ublic have access to views of extension specialists, other ome economists, psychologists, educators, business repre-entatives, and artists. Many presenters travel over 500 miles ) participate.

College personnel and Extension staff generally brainstorm leas for the themes and have scheduled meetings through-ut the year to plan the year's event. Each agency takes pecific responsibilities so that planning and meeting times re minimal. For example, once a theme is decided and ession brainstormed, each staff divides the workshop plan to elect presenters and make arrangements.

Inter Agency members also are asked to provide sugges-ons for annual workshops at their monthly meetings. If they ıggest a presentation, they usually take the responsibility of arrying out the arrangements of contacting and confirming ıe presenter.

Once presenters are found, another planning session is eld and room assignments are made by the college staff. The rochure and tickets are developed by the Extension per-onnel, and press releases are assigned for each staff member ) complete so that television, radio, and newspaper coverage adequate. A conference is usually planned in three ıeetings.

### Vorkshop Features

Workshops have included information on Bio-Feedback 'echniques, Fashion Update for Spring, What's New in 'extiles, Nutrition for the Elderly, Drugs and the Teen, )omestic Violence, Child Abuse, Energy Efficiency, Sewing for the Handicapped, Exercise and Diet, Safety in the Home, Nutrition and the Athlete, Sewing with Leathers, Solar Housing, Nutrition and the Athlete, Sewing with Leathers, Solar Housing, Nutrition for Tots, Using Bulgur (wheat), Window Treatment Update, Diabetes, Childbirth Techniques, Arthritis, and many other topics.

As many as 500 people have attended an event; average attendance is about 400. Booths promoting agencies and businesses are set up in the college gymnasium. The Ag-Net computer system has offered programs on Diet Check and Life Lines. A blood pressure check and blood typing booth are available, and at one event the Pork Producers provided a barbeque for the evening meal.

College students from the Home Economics Club introduce speakers, collect tickets, and serve as hosts for all the workshop sessions. Home Extension Club members also supervise exhibits, assist with registration and provide a food stand which features healthful snacks. Numbered tickets are available for each session according to size of room, so that participants are assured a space in the sessions they wish to attend.

Media coverage includes designing a promotional brochure, which indicates the schedule for the day; a newspaper spread; fliers for grocery sacks; television and radio spots; and posters for high schools and businesses. Letters are also mailed to area high schools.

Inter Agency Council members, with financing from the Kiwanis Club, have made signs for all of the buildings and exhibits. Home Extension Councils provided the finances for ribbon awards; and any other expenses for honorariums, scholarships, trophies, and supplies have been provided by the Vocational Department at the college. There is no charge for people to attend the event.

### Evaluation

Evaluation procedures have included formal evaluation forms given to conference participants and informal follow-up with conversations with presenters. Each speaker returns collected tickets so that attendance counts can be recorded. The steering committee holds an evaluation session, sends appropriate thank you messages, and suggests ideas for the next year.

Success of the venture is credited to the cooperating agencies; to pre-planning, which is on-going; and most of all to the teachers, in the seven-county area who support the programs, which have enriched the vision of the good life of Nebraska of students and community members.

# Fish Families in School

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Newspapers and magazines are full of articles on how to parent. TV programs display families that are having teen problems or marital problems. Parent meetings at church and school are all about the concern of their children and their skill in coping. It is obvious that there is less dual parenting and more single parenting. Since there are no requirements to become a parent, most depend upon the parental example set in their families. It is evident that parenting skills are necessary for our families of tomorrow. The students are expressing a need and a want for more information on how to parent and what is involved with parenting. To teach parental skills to high school students, an interesting method was needed. Here is a "fish-eye" view of an innovative project used to teach parenting skills at Burke High School.

Burke High School, located on the west edge of Omaha, has a population of approximately 1600 students. The students at Burke come from all economic and social backgrounds, but all have some of the same basic needs, one of which is to learn about what it takes to be an effective parent. This is a current problem throughout the United States. Since there is no formal education required for parenting, ANYONE can become a parent. However, this does not mean these parents are successful parents. The big concern then is to help students today learn parenting skills which will help them be more successful parents in the future.

What creative approach could be used to teach parenting skills? Why not something living, that would give the student some actual parenting responsibilities? Could goldfish be used?

After much deliberation and planning, I made a trip to a pet shop, explained the project and outlined the procedure and learning expectations. The manager of the pet shop was enthusiastic and carefully explained what care had to be given to the fish and YES, this could really be a learning experience!

Next was a visit to the principal to gain support. The principal had many questions: (1) If the fish had to be kept in a glass jar (plastic containers were not good and the fish would probably not live), what about the glass breakage with so many glass jars in the hallway? This concern was understandable. What could we do to reduce this danger? Perhaps the students could provide a crib or buggy (padded box or basket) for the protection of the glass. (2) Fish are living and the students need to understand the importance of humane treatment. The principal suggested the students be given a sheet to sign, with the promise of caring for and understanding the results of inhumane treatment. After these suggestions he gave his support and the project was underway.

In planning the project, it was important to (1) keep in mind the number of students involved, the containers to be used, cost of the fish and how to dispose of the fish upon completion of the project; (2) plan the project so students would understand the care involved and the responsibilities of being a competent parent. In carrying out these plans, it was decided that each student would bring his/her own container; each container should have a lid, and should be the size of a 2-cup peanut butter jar. Each student also had to provide "bumper pads" (box, basket) in which to place the glass jar to provide a soft environment during the school day. The "layette" was to be completed by a certain date with the jars labeled and holes punched in the lid. Jars were then filled with water for the de-chlorination process.

The cost of the fish was assumed by the department with the understanding that a "parent" who lost his/her baby fish must pay 25¢. At the conclusion of the project, the following procedure was used to dispose of the fish: those who did not want to keep their "children" could place them for adoption. There were more adoptive parents waiting for babies than fishbabies available for adoption. This stressed another problem that real parents share today when they are unable to have a baby of their own and then must choose to adopt.

### Student Activities

The project started with the concepts: preparing to be a parent, dealing with the pregnancy, and the preparations for the arrival of the baby. Late in this unit jars were brought, labeled, and filled with water. The day the "fishbabies" arrived, a sheet was given to each student with the responsibilities listed for caring for their "fishbabies." This was the parent's registration upon entering the hospital.

MY PROMISE IN CARING FOR MY FISHBABY

I understand that I am dealing with a live "baby" and I understand that if I abuse or allow my baby to be abused, I could be held responsible for this action.

____________________
Student Signature

I understand that glass can be broken and it could be harmful not only to my baby and myself, but also to others. Therefore, I will take every precaution to keep any breakage from happening.

____________________
Student Signature

If breakage occurs, I will be responsible for the cleaning up, thus providing for the safety for all other persons at Burke High School.

____________________
Student Signature

I promise to the best of my ability to be a good parent to my child.

____________________
Student Signature

Name tags informed the parent of the sex of their child or children and the tags told the parent if handicaps were present. Students then picked up their "crib" complete with baby or babies. At this point, parental care and protection were reviewed.

PARENTAL CARE
Guidelines for the Project

1. You have just been dismissed from the hospital with your new born baby or babies. You are excited! DON'T FORGET YOU ARE A PARENT NOW AND NEW RESPONSIBILITIES BEGIN.
2. Your new baby takes 24-hour care.
   a. the water must be prepared the previous day (de-chlorinated).
   b. baby must be fed twice a day.
   c. you must never leave home or go anywhere without providing for your baby's care. If you have a physical education class or sports after school, you must provide a sitter for your child.
3. Kidnapping has been a problem in the past. DO NOT ALLOW this to happen. This means trusting your friends to sit or not leaving your baby unattended. Please stress to your friends this is a class project and you are being graded and you could be charged for inhumane treatment.
4. You must keep a daily log on the care and sitters you had during the seven days you care for your baby.
5. You must design a birth certificate including all information given on a legal certificate.
6. You must design a birth announcement including all the information about your child or children.
7. You must complete a legal paper indicating who is to care for your child if you become incapable of caring for the child yourself.
8. You must not let your baby get TOO WARM or TOO COLD.
9. Your baby, like all babies, cannot stand to be SLOSHED around. So you must be careful in carrying the child that you don't swing and sway it. This makes the baby ill, upsets the tummy and you have a VERY SICK BABY.
10. If by any chance, something happens to your baby, you MUST go on with the project. However, be careful as roll is taken each day, and we ask to see your baby, and also talk about the baby, so if you lose the baby, by kidnapping or death, then you do not have the baby to report and receive credit for having it with you. And you may have an abuse charge to deal with.

    If death occurs, you must do the following:
    a. Make an appointment with me. (I will be your mortician.) Come in and visit to make plans for the burial of your child.
    b. Make an appointment with me (I will be your minister) for the arrangements and counseling you will need due to the death.
    c. You cannot replace the child. DEATH IS FINAL.
    d. A charge of 25¢ will be made if your baby dies. If it lives, it is yours to keep free of charge.

    If an abuse charge occurs you must:
    a. Make an appointment with me (I will be your lawyer, judge, jury and counselor). After our conference, then all this must be written up—as to stress, expense, feeling of guilt or anything else that you felt needed to be reported.
11. Remember the promise you signed before your baby arrived. This is serious and you must take special care to avoid abuse and the breakage of the crib. You are a PARENT now and must be alert at all times.

GOOD LUCK! I WISH YOU MUCH HAPPINESS IN YOUR PARENTING EXPERIENCE.

### Class Activities

Daily class roll included a report from each "parent" relating experiences and welfare of their children. Some of the statements made were as follows:

"One day when I was changing the water, my fish flipped on the floor and I almost stepped on it, but it is still living as healthy as ever. But I was so scared things wouldn't be right."

"I had a dream last night. I was afraid my cat would get my baby while I was asleep."

One boy reported, "When I was changing my fish water, he slipped out and went down the disposal, my hand was too big for the disposal, I called my mom. She got it out, but I was really screaming and crying for I was sure my baby was gone."

"My baby spilled over in the car and all the water ran out. I drove fast to a 7-Eleven store for water. I was crying as I ran into the store yelling, 'Somebody help me, my baby is dying.' They really got excited and provided some water, but my baby is OK, thank goodness. But some people in the store thought I was crazy."

"Class, don't you think my babies are growing? This morning I thought they were bigger."

### Evaluation of Project

Faculty members observed sincerity and protectiveness on the part of the students in caring for their "fishbabies." Parents gave glowing reports of the project. They stated that their children had gained insight into many different aspects of parenting. Students remarked about the involvement of the entire family in the project. There was more devotion and interest in the "fishbabies" than any previous attempts to simulate parent responsibilities. Students became concerned because they didn't think the baby was active enough, eating, or that twins fought when placed in the same crib. Others were concerned over the abuse their friends displayed by placing the child in a locker. These abusive parents were reported to class as neglectful parents. Many would ask if their babies were growing (some did) or were not responding to "tender loving care." Some of the boy friends got involved and took care of the children while mother went to work, after all, "one must cut down on babysitting costs." The father (?) would ask just how to care for the baby when he was left in charge.

When it came time for the project to end, parents were attached and few wanted to relinquish their child for adoption. Students agreed the project was a good experience in developing an awareness of the responsibilities of parenting. They were overwhelmed at the cost of babysitting and the constant concern about the welfare of their babies. "Fish-baby" was still breathing, which led into the discussion of the Sudden Infant Death Syndrome.

Students' comments on the cost of a babysitter were:

"I had to pay $34 for just one week of babysitting. What would a month be? And that was no social life either."

"My mother babysat and she charged me what a day-care center would charge. I couldn't believe the cost. It did not pay me to work."

### Results of Project

The results of the "Fish Family Story" is one of success. The students enjoyed the challenge and learning experience; in addition it brought many families close together. The principal was pleased with the results, the responsibility that students displayed in the care of their "children," and how humane they were with their babies. This seems to indicate that students took parenting responsibilities seriously. THE PROJECT WAS A SWIMMING SUCCESS!

# Guiding Self-Directed Learning: The Home Management Group Project

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Home management is 'slippery as an eel' when it is taught to others. Why? Because it takes on the form of other subjects, and, like a chameleon, the student often wonders if there is such a thing as management, or is it just common sense. Yet members of the world of work recognize that management techniques known and practiced, can often mean the difference between success and failure. One way to structure a learning activity in which the awareness of the contribution that management makes to a goal is to use the "Home Management Group Project." Although this project was developed for college teaching, it can easily be modified to high school teaching.

The "Home Management Group Project" consists of having groups of four to six students work together for a specified period of time to accomplish a self-determined goal. It involves an activity to manage and a topic related to the field of home management. If the requirements of the learning activity encompass the characteristics of a manageable situation, and if the students must translate everyday actions into management terms or techniques, then students become more aware of the management aspects of activities and how they influence the outcome. The characteristics of a manageable situation are: the need to achieve a goal or meet requirements, freedom to make decisions, and some uncommitted resources that can be put toward the goal.

At the University of Nebraska-Lincoln, the "Home Management Group Project" was developed in 1966 and has been used continuously since then.

### Project Requirements

When the project was first developed, certain stipulations were woven into the requirements so that it would represent both a challenge and a manageable activity. First, the goal represented by the activity the students planned to manage had to be so complex that it would be impossible for them, working together, to complete it within a 24-hour period. The reason for this stipulation was that students need to consciously make long-term plans and then have the experience of implementing them. They need to see how earlier actions affect subsequent actions and that management is an ongoing process.

To emphasize the planning, one of the student requirements was to make a detailed weekly plan of action for the length of the activity they were managing. It included not only what was to be done and when the group would turn in their written materials but also the date that the group would be ready to present an oral report of their activity to the rest of the class. There was a column on the detailed weekly plan of action to fill out as the project progressed to serve as a comparison to their projections.

Activities needed to be checked by the instructor to make sure they represented a management challenge. If the activity the group selected seemed to be too simple, in relation to the number of group members, they were told that and encouraged to increase its complexity. If they ignored this advice, at the time the project was graded, it was taken into account in determining the final grade for their efforts. In other words, "nothing ventured, nothing gained."

The second stipulation was that students have some degree of motivation to engage in this project. Therefore the exact nature of the topic and the activity they managed was left up to them with the expectation they would select a topic that captured their interest and do it in keeping with their resources. Students were told that the activity they managed had to involve people in some way and that the topic had to have some relationship to the field of home management. Finding a topic was not easy for most groups. They were encouraged to review the textbook, lecture topics and outside readings for ideas. This type of unstructured guidance allowed the students freedom of choice needed in manageable activities. It also required some thought on their part to come up with a topic that would fit the criteria of the project.

Some groups had immediate closure upon an idea to the exclusion of any alternatives while other groups took several weeks to decide upon a topic for their project. However it did not seem to make any difference in the long run; rather it seemed to increase the stress of group members at the beginning of the project. This stress may have been helpful in causing students to crystalize their ideas.

Once the groups had selected a topic and how they would investigate the activity part of the project, they often discussed the demand upon their human resources, investigated available community resources (what the department could do to help them, such as duplicating survey forms), or evaluated their uncommitted material resources before deciding upon the structure of their project. Most projects took one of four forms: (1) conduct a survey, tabulate the results and report them to the class; (2) take the class on a tour that the group arranged, including the transportation; (3) organize a meal around a theme (a more traditional management experience); or (4) subject the class to some sort of an experiment such as a comparison of different work simplification techniques. Some examples of more recent projects include: surveys of students in relation to their financial or time management; tour of the state penitentiary to observe meal service and the management of daily activities; preparing a meal around a Danish theme, including a presentation about the culture of Denmark; teaching a babysitting course for the Red Cross; and, giving a Halloween party at a local orphanage.

The third stipulation was that the groups were to keep the instructor informed of the progress they were making, and that the groups were to hold weekly meetings. In some instances their contact with the instructor was brief because things were proceeding according to plan. In other instances, they contacted the instructor more frequently than once a week since they were having difficulties and had to make adjustments. One of the most serious adjustments that a group had to make was when they were put off by the people they had contacted to serve as a panel of experts. They finally realized that the panel was not going to show up for the class presentation about one week prior to the time reserved for them by the instructor. This group turned to one of the alternative activities they had considered earlier, and quickly made arrangements to substitute a class tour to a utility company's home economics department.

**Oral Report**

At the end of the projects, each group took some class time to present a review of their project, its goals and the outcome of their activity. Students had the opportunity to explain to others what they had been doing as well as to gain experience in speaking to a group. Part of the presentation consisted of explaining the application of the management system the group used. This gave the students a chance to use management terms such as facilitate, actuate, feedback, etc., indicating that they understood the application of those terms.

**Management Log**

The management emphasis in this project was reinforced by a form student groups completed and turned in at the end of the project known as "The Home Management Project Log" (see Figure 1). As the completed "Log" represents the group's efforts, only one "Log" is turned in, although all students receive copies at the start of the project. The final section of the "Log" requests that each person of the group answer the questions privately, and attach their responses to the "Log" that is to be turned in for grading. The final section summarizes each group member's contributions to make the activity successful.

As topics were covered in lectures, time was allowed in the laboratory or the recitation periods for students to apply that information to their projects and make note of it on the "Log." Thus the "Log" became a running account of what happened during the life of the project and was more accurate than mental impressions recalled at the end of the activity.

**Evaluation**

Evaluation of the "Home Management Group Project" was divided into three parts. The group was evaluated on the manner in which they had completed the "Log," and this was considered to be very important as it represented the managerial aspect of the project. Second, the group was evaluated on their class presentation. It was considered to be somewhat less important than the "Log." Finally, students were evaluated on their contribution to the demands of the activity. Students were given copies of the evaluation forms in advance so they knew how they were to be judged. The "Log" and all evaluation forms were returned to students after the grades for all projects had been determined.

As the instructor reviewed the completed "Logs" for each group, it was evident that students had recognized different managerial contributions to the activity. Such comments as, "The first time I ever saw a group succeed in completing any activity," and "How surprising, not to have that usual hassle the night before the class presentation," were indications that management learning had occurred. "A waste of time," or "Too much work" seemed to indicate that management learning had not occurred. Other types of learnings students had were related to the foibles of working with strangers. Some realized that all people do not accept responsibility for

Education and Family Resources 333 — Group Participants

Managerial Activity—Log and Evaluation ______________________

Instructions: Describe what happens using Management terminology when possible. Fill in the log as you complete each section of your project. ______________________ ______________________

1. Describe the activity your group selected. Briefly mention the main points of the class presentation. (Note: Attach to this log one copy of any materials you prepared for your activity.)

**Planning Stage**

2. List the alternative activities your group considered. Include the cost to do this in terms of resources for each alternative activity.
3. Draw a model of the other systems that interact with your group's managerial system. Indicate the inter-system demands and supports operating for your managed activity.
4. Name the activity your group selected. List the resources your group predicts are needed to do this activity. Classify resources by type.
5. Describe the opportunity cost of your selected alternative.
6. Write out four standards for your project activity. Include focus and attribute for each standard.
7. Describe the way tasks for this activity were coordinated. (A minimum of three types. Indicate the level of complexity for each type.)
8. The planned sequence of events. (This is your plan for completing your Managerial project. Make it as detailed as possible. Indicate how long you expect the meetings to last. Check your plans weekly. Write in, under *comments*, any changes that occurred as you implemented these plans.)

| Date | Action | Actor | Comments on needed adjustments (include date, action, actor) |
|---|---|---|---|

9. To be handed in by deadline for sequence of events indicated on syllabus. Group needs to keep a copy of this on page 4 of the Managerial Log.

Group Activity ______________________

Group Members ______________________

______________________

Date of Class Report ______________________

The Planned Sequence of Events

| Date | Action | Actor | Comments: Notes, additions, corrections |
|---|---|---|---|

**Implementing Stage**

10. Describe one environmental factor in the macrohabitat that affected implementing your activity.
11. Describe one instance when your group used feedback.
12. Describe one adjustment your group did as a result of the feedback mentioned above.
13. Describe one change to the group's resources as a result of meeting the demands of this activity.
14. (a) Approximately how many hours did this project take? __________

    (b) If your group had to repeat a project like this, approximately how many hours do you think it might take? __________

**Evaluating Stage**—group evaluation of your managerial project.
(for 15 and 16, refer to the standards (see Q. 6)

15. List the parts of this managerial project that were evaluated as satisfactory and explain why.
16. List the parts of this managerial project evaluated as not satisfactory and explain why.
17. If you were asked to direct another similar event, what changes would you make?

**Figure 1.** The Home Management Log to be completed by students as a part of the Home Management Group Project.

FILL IN THESE PAGES AS INDIVIDUALS

1. Give two examples of how this experience has helped you increase your understanding of management.
2. List everything you did to help your group reach its goal.
3. List below 5 personality traits that could influence the outcome of the managerial activity that your group decided upon. Evaluate the group members (exclude yourself), based upon these traits. (All members should use the same list of traits.)

    1. ______________________
    2. ______________________
    3. ______________________
    4. ______________________
    5. ______________________

Rating Scale for (Name)______________________
(each group member has separate rating scale)

1. ______________________
Poor Average Superb

2. ______________________
Poor Average Superb

3. ______________________
Poor Average Superb

4. ______________________
Poor Average Superb

5. ______________________
Poor Average Superb

Note: Since UN-L has a separate course on decision-making no such questions are included on the Log.

group activities to the same degree as others. Others expressed delight at the development of lasting friendships.

The majority of students found this project to be a valuable learning experience. It gave them an opportunity to see a practical application of a theory they had been studying in class. It also gave them the responsibility of planning and carrying out an activity, then evaluating its success or failure. Failure has been rare and as long as the students understand what went wrong, it wasn't considered a failure from the management viewpoint.

## Parenting: A Lesson Plan Idea

Collect newspaper clippings about child abuse—my recent ones include headlines:

"Doctor Testifies Injuries Indicate Baby Was Beaten" (14-month-old son killed by his father)
"Infant's Killer Sentenced" (newborn son stabbed by father)
"Two Fathers Still Await Child Murder Trials" (victims were sons 6 months and 23 months)
"Mifflin Faces 20-40 Years in Prison" (father convicted of killing 14-month-old son)

After students have read them, ask what they might have done as members of a jury.

What questions would they want to have asked?
What expert witnesses might be needed?
What might cause a parent to kill a child?
What punishment would be suitable?
How might the parent be rehabilitated?
Who else might be involved and how?
etc.

Follow with a discussion around the question: What could have been done earlier when this future father was in high school to prevent this behavior? How could home economics help?

Discussion might include a consideration of self-esteem as a preventative, understanding of what can reasonably be expected of a child at different ages, the effect of alcohol on behavior, the development of human relations skills to foster marital harmony and prevent the use of children as scapegoats, family planning and the prevention of wunated children, the effect of unemployment, poverty and other societal problems.

# Teaching the Smart Use of Time

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Time is a precious resource which can be used to enhance each aspect of a person's life and work.

You can help students of all ages learn skills for the effective use of time. As a result, students will be better prepared to meet successfully the future challenges of important personal, family, community and work goals.

The effective use of time is spending time on tasks related to goals that make a difference and then working to get the job done. Goals that make a difference are important to the individual, the family and society.

The skills involved in the effective use of time should be taught early and then reinforced throughout life. A person who uses time effectively starting in childhood can be successful in accomplishing a great deal. Furthermore, when the skills are in place for the achievement of important goals in the early stages of life, it is easier to achieve at a high level later in life. Like a snowball increasing in size as it rolls on newly fallen snow, a person can accumulate important achievements by using time effectively throughout life. The skills of time management can also snowball throughout life.

Time management "know-how" can be defined and practiced. Also of great value is the role-modeling of effective time management by "significant others"—teacher, family, community groups, work groups. For example, is the classroom time organized to spend maximum time on learning activities? Or is much time wasted on tasks that make little difference in the learning and the attitudes of the students?

## Objectives

By learning and practicing time management skills, individuals will feel more control of their lives. Such skills will empower them to control the use of their time whether it is in an individual, family or group setting.

By using the following "Smart Use of Time Plan," you will:

- see time as an important personal resource.
- realize that no one time management plan will fit all people or all groups. Individual needs and differences will need to be considered.
- know some tools for getting the best use of your time.
- realize the importance of a positive attitude toward time.
- recognize that what you have done with time in the past, and how you are spending time in the present greatly influences how your time will be spent in the future, and what benefits you will realize.

## A Plan for the Smart Use of Time

The Smart Use of Time Plan outlined below shows the steps to take to help you get things done and to reach your important goals.

1. PLANNING GOALS. It is important to know where you are headed before you start, so you will know when you get there. Setting goals gives you something to work for and helps you measure your progress.

   a. DECIDE GOALS. Write down what you would like to accomplish or achieve with your life. Some goal areas you might consider are: career, physical, financial, family, mental, philosophical, social. Think in terms of short-term and long-term goals. Believe in yourself. If you think that's what you want, almost anything is possible.

   b. SELECT TIME PERIOD FOR PLANNING 1 month? 3 months? 6 months? 1 year? Longer? you decide the length of time for which you wish to plan.

   c. DETERMINE WHICH GOALS OR PARTS OF GOALS TO WORK ON DURING THE TIME PERIOD SELECTED. A goal may not be achievable during the time period you're working with, but you can often take the first step toward a long-term goal. That first step may be all you need to go ahead and complete whatever you need to do to reach a long-term goal.

   d. SET PRIORITIES. Rank your goals, remembering that you are prioritizing for today. Your priorities may change in the future, even tomorrow.

2. PLANNING ACTIVITIES. List under each goal the detailed activities to reach that goal.

3. GETTING THE JOB DONE. This is probably the hardest step in successful time management.

   a. Again, SELECT THE TIME PERIOD. What time period you are planning activities for? A day? A week? A month?
   b. MAKE A "TO DO" LIST. Write down all the things you need to do during that time period you identified. Include at least one activity related to a long-range goal.
   c. SET PRIORITIES. Place a 1, 2 or 3 in front of each activity on your "to do" list. *One* means you must get this done, *two* priorities are those it would be nice to accomplish and *three* are those which can be left for another time. Don't forget any long-range, goal-related activity you included on your "to do" list.
   d. FOLLOW YOUR PLAN BUT MAKE CHANGES WHEN AND IF NEEDED. Be observant about what happens to you; be flexible. Something may happen to you which will totally change your time management plan. That's O.K. if you remember to revise your plan accordingly.

4. LOOK BACK AND LEARN. At the end of the time period for which you are planning activities, ask yourself these questions:

How did you do?
How do you feel about what you did?
Did you accomplish all you'd hoped to do?
What could you have done differently to have made better use of your time and other people's time?

5. REPEAT STEPS AS NECESSARY. Depending on how successful you were in reaching your goals, what other goals you have, and what has happened to you since you began your time management plan, you may need to repeat all or some of the previous steps. ONE WORD OF CAUTION: Very, very few people accomplish all they set out to do during a certain time period. The key is in knowing which activities are the *most important ones for you* to be working on, so you can reach more of your goals and make better use of your time. Prioritizing goals and activities often will help you keep your time use plan in focus and on target *for you.*

SMART USE OF TIME

1. PLANNING GOALS
   a. Decide goals.
   b. Select time period for planning.
   c. Determine which goals or parts of goals to spend time on during the time period selected.
   d. Set priorities.
2. PLANNING ACTIVITIES
3. GETTING THE ACTIVITIES DONE
   a. Select the time period.
   b. Make a "to do" list.
   c. Set priorities on the "to do" list.
   d. Follow your plan; make changes when and if needed.
4. LOOK BACK AND LEARN
5. REPEAT STEPS AS NECESSARY

### Teaching Time Effectiveness With The Smart Use of Time Plan

These principles in the Smart Use of Time Plan can be used by groups as well as individuals. Practice in applying these principles of time management to group goals can be very meaningful in future work with family, community and work groups.

***Group Use of Time.*** In a classroom setting, time management can be integrated into the accomplishment of a real goal that is important to the group of students. The students (of any age) should be involved in identifying the group goal. The goal might be to: write a computer program, publish a newspaper, plan a party, provide visits to the elderly, set up a community project, or go on a field trip.

The students in the class should be divided into smaller groups to plan for the accomplishment of the goal. The steps in effective time management (see "Smart Use of Time") should be discussed with the groups. Then give the groups practice in incorporating the principles into a written plan.

Ask each group to share their recommendations and list on the chalkboard. Point out that there are many right ways to reach a goal. Decide on one plan with the students which incorporates ideas from all of the groups, if possible. With student input, pinpoint responsibilities to get the various activities done. As they work toward the goal, evaluate progress with the group and make appropriate revisions.

***Individual Use of Time.*** Another approach to teaching time effectiveness is to give a choice of goal areas for students to work on individually. Each student would then develop a written plan and share with the others. Some goal areas might be: career goals, work goals, personal development goals, leisure goals, recreation goals, or retirement goals. Include any other goal areas which have priority for the individual. The goals should be chosen to reflect the interests of the group you are teaching. The sharing period is important in showing how time management can be used creatively and individually. What is an important goal to one may not be to another individual. The sharing can be used to expand the thinking and problem solving abilities of the students as they learn from each other.

### Additional Suggestions for the Teaching of Time Management

The following ideas may be adapted to various age levels and educational environments—such as in classrooms, on educational television, on commuter trains, with clubs, or in department stores.

***Discussion or Group Work: A Look at Your Current Use of Time.*** The focus of this discussion may evolve from an examination of the various areas in which time is consumed. Time use at school, work, home, or in sports activities may be highlighted. In which is time used most effectively? Least effectively? Why? What might be some desirable changes?

Another question may stimulate thinking about the values attached to certain time-consuming activities. How do you distribute your time among such activities as spending money, buying clothes, listening to records, reading, developing a hobby, participating in community activities? Does your use of time agree with your value system?

How do you feel about planning some time to be alone—to think, to plan, to dream, to reorganize, to analyze a recent event in your life or to handle a personal characteristic that you would like to alter? In your opinion, how important is this time? When is a good time for being alone? Do you resist being alone? Is this a consideration in your planning?

***Solo Project: A Look at Your Lifespan.*** At whatever age you are, look at your entire lifespan. Depict this on a straight line, as a ladder, make a collage of important events at various ages, draw filmstrip frames to highlight important events you wish to take place in the future or use some other creative approach. As you think of your entire life, what relationships (if any) do you see among the past, present, and future happenings?

***A Special Project for Individuals or Groups: A Look Into Your Future.*** To depict important technological and social events that will affect you in the future, think about ways to demonstrate the impact of the computer and how it might help you to manage time more effectively. Other considerations are how economic, environmental, educational, and international influences make a difference in your use of time. How do lifestyles result in different time schedules? Think of other impacts.

Plan creatively a way or ways that you might use puppets, role playing, skits, a popular recording that highlights the use of time, your own tape recording, a coordinated set of overhead transparencies, or brainstorm about an especially unique approach to demonstrate your knowledge, feelings, insights, and creative interpretations of how the future will make a difference in time use.

**Individual Differences in Relation to Time**

Each individual has a personal viewpoint about time that must be respected but hopefully may be examined. Many influences make a difference in the way a person uses his/her time, such as health status (if you do not feel well, it may take longer to do a task), family and cultural values related to time, economic status, values, priorities, use of resources, skills, interests, self-concept, or degree of motivation. Biological time clocks identify the morning, evening, or prime time of day when individuals work most effectively. Some schools are scheduling classes according to the best time for students. As lifestyles change, time use will have to be adjusted.

Feelings about time should be identified. Feelings of futility, stress, frustration, contemplation, accomplishment, satisfaction, and the like may be analyzed by students for their influence on time use.

During the teaching of time use, students may become acquainted with the important factors that affect their own timing. Thus, the planning of time that emerges for each individual will be unique but not necessarily static. Remaining flexible in one's management of time is a key principle in effective use of time.

**Conclusion**

Successful people tend to distribute their time effectively among personal, family, community, and career activities. You can help students acquire the skills of time management and provide them with a life-long benefit.

> *"Where you place your time you place your life, where you place your life you place your love."*[1]
>
> Clayton C. Barbeau

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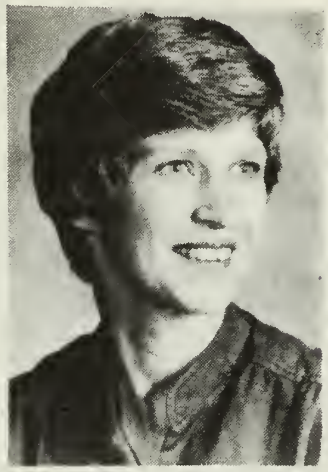
[1]Clayton C. Barbeau, in a brochure highlighting a film, "Creating Family," Los Angeles, Calif.: Franciscan Communications, 1982.

# THINKING: A Lifeskill Resource



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A home economics teacher has the opportunity to introduce her/his students to the lifeskill resource of thinking. The dictionary defines skill as the "ability . . . to do something well"[1] and a resource as "a source of . . . aid."[2] Thinking, as a lifeskill resource, would then be an aid to living well. Intellectual skills are a meaningful basis for instructional goals, often a better basis than content. The instructional emphasis shifts to processing the important facts rather than presenting many facts. The use of thinking skills involves the development of a transferable, rational thinking pattern rather than the usual focus on a storehouse of correct answers. Thinking is a cumulative process. It is the result of stimulating mental activity through specific questioning strategies. It stems from the ability to work with concepts of objects, events, procedures and relationships.

Without the ability to work with the concepts of past experiences, one may encounter difficulty in dealing with the future. Every person has an invisible backpack. This backpack, containing one's past experiences, is carried around daily. It is acquired at or shortly after birth. Of course, it is proportional to one's size; it simply grows as we grow. This backpack is slowly filled with a wide variety of items. It may include half-understood messages from Mom, Dad or other family members. It may include a combination of facts, vague feelings, unexplained activities and misunderstood motives. These items are part of the experience foundation which forms one's value system and directs subsequent behavior. All future experiences are judged by this potpourri of ideas.

For example, examine the following story which shows the influence of the backpack on behavior. At a family reunion, several sisters were comparing cooking notes. They discovered that they all cut off the end of a ham before baking. As they talked, they tried to determine the reason. No one could come up with a plausible answer, so they turned to Mama. Her reply brought hysterics. The only suitable pan Mama owned was too small, so she shaped the ham to fit!

[1]*The Random House Dictionary of the English Language* (New York: Random House, 1976), p. 1335.

How many of us forget the reason, but retain the habit even after it ceases to be relevant? How many similar items fill our backpacks? If one is to make informed choices to improve lifeskills, the items in one's backpack need to be sorted and reviewed. In home economics, this process can take place in all classes and units—food, housing, clothing, or human relationships.

### The Thinking Process

Some factors vital to the development of the thinking skills are:

1. Recognizing and clarifying problem
2. Collecting data
   a. observing—using all five senses to gain new information.
   b. recalling—remembering knowledge gained in previous experiences.
   c. identifying alternatives.
3. Processing—"doing something with" the collected data; evaluating alternatives
4. Concluding—formulating a concise statement from the gathered information; making a decision or judgment

### Data Collection by Observing

The technique of observing, which forms the foundation for the processing of information, is an important skill to develop. The critical aspect of observation is to create an image base. Observing causes a person to become aware of details. Children, particularly infants, seem to observe almost instinctively. However, as one becomes an adult, the ability to observe seems to diminish. The student may, therefore, become negligent about utilizing all senses. It is imperative that both the teacher and the student sharpen *all* five senses in order to strengthen the entire thinking process.

To sharpen the senses, class time needs to be given to student practice. An example which can be enjoyable is to secure volunteers and inform them that they will be given five tests while blindfolded. Then proceed with the tests:

1. Place bridge mix (or food that is similar, but has a slight variation) in a container. Shake it. Ask, "What do you think we have in this container?"
2. Have the student touch it. Ask, "What do you think we have in this container?"
3. Have the student smell it. Ask, "What do you think we have in this container?"
4. Remove the blindfold and let the student see it. Ask, "What do you think we have in this container?"
5. For the final sense of taste, the student must select a piece and eat it. Again ask, "What do you think we have in this container?"

The students should be able to recognize the greater degree of identification with the addition of each sense. Although this exercise will take time, it sets the stage for the importance of the skill of observing in its broadest definition.

[2]*Op. cit.*, p. 1221.

Observing will be further enhanced by using questions which will expand the students' observations. Pertinent questions include:

"What behavior or actions do you notice?"
"How do they act?"
"What do they do?"

The questioning series will guide the student in communicating the results of his/her thinking to others. Good and Brophy state that, "the appropriateness of questions depends upon the purpose of the exercise and the characteristics of the students."[3] The questioning is to broaden the scope of the collection of information. It is too early to expect the processing of information being collected in a formal manner, although some students will have the ability to do some processing individually. Insightful learning is accepted at any stage!

Questioning at any level, but especially for observing, is most efficient when posed as an open question that requires more than a yes or no answer. Open questions usually begin with such words as *what, why, when, where, who* and *how*. The thinking process emphasizes observing *many* possibilities. Therefore, the student will need time to realize that s/he has not given a wrong answer when the teacher asks, "What other answers might be possible?" Certainly, a decreased emphasis on "correct" answers lends itself to building a student's self-esteem.

This first thinking strategy aids one aspect of Piaget's theory—"integration."[4] It is necessary to collect a number of images before a concept can be formed. It also relates to the problem-solving technique of seeking a wide variety of alternatives before making judgment. Once the observation skill is developed by a student or class, learning can occur more frequently.

**Data Collection by Recalling**

The accumulation of experiences a student brings to class can be a valuable asset in the area of home economics as classes relate topics to the family. The recall strategy in the thinking process makes use of the frequently undeveloped asset of using past experiences. Recall asks the student to bring back to mind previously stored details of information that have been gained from other experiences.

"Valuing is now recognized as a process which begins at birth and continues through all stages of development."[5] This quote brings to mind the backpack analogy previously discussed. At the bottom of this mental backpack are the very earliest recollections. Many times these are incomplete pictures, misinterpreted ideas, and vague values. All are stored and have some influence on us in rather unconscious ways. As various concepts affecting the family are discussed, it is important that the student identify these vague memories. Ideas may then be analyzed. They can be determined to be either valid and retained or invalid and discarded. Either outcome develops a skill which allows the student to confront future situations more confidently.

[3]Thomas L. Good and Jere E. Brophy, *Looking In Classrooms* (New York: Harper & Row, Publishers, 1978), p. 361.

[4]David Elkind, *Children and Adolescents: Interpretive Essays on Jean Piaget* (New York: Oxford University Press, 1974), pp. 58-59.

[5]James Maddock, "Morality and Individual Development: A Basis for Value Education," *Resources For Teaching About Family Life Education* (Minneapolis: National Council on Family Relations, 1976), pp. 196-207.

The teacher's ability to question students is a key for developing and understanding the recall strategy in the thinking process. It is important that teachers help the student clarify, verify, support, extend, refocus, and refine their ideas. Types of questions are illustrated below:

Clarify: What do you mean by the word __________ ?
What does that idea mean to you?

Verify: What evidence or factors make you think that idea is accurate?
What experiences have you or the class had that would defend that position?
How many of you can agree with that position?
What is the basis for your reason?
What is the source for your information?

Extend: What are some other possibilities?
What other things are alike or different?
What do some other age groups think?
For those who agree or disagree, what other information would you use?

Refocus: You have shared an *opinion*. What statistics, facts, or information can you share?
You have told us how they are alike. How are they different?
You have given some statistics. How do you react to the results?

Refine: We have been talking about teenagers in general. What do teenagers in our school say or do?

**Processing—Inferring Meaning**

There are many ways of processing observed or recalled information. One that is profitable when discussing relationships in the various home economics areas is inferring meaning. Inferring meaning involves the processing of the collected information by saying what the student(s) think the behavior/event means. Again, the teacher's ability to guide the discussion through questions will determine the extent to which thinking occurs. For this strategy to be effective, it is especially important to probe as to *why* the student has inferred that particular meaning. How supportable are those reasons? What support could be given to an opposite or varied inference? For example, the class finds two supporting reasons for the meaning that was initially inferred. Someone suggests a second meaning and they list five supporting reasons. Are they as valid as the two on the other side? The thought that the first meaning is not the most logical will come to some of the class. The need for more investigation can be suggested by the teacher. Inferring meaning, then, can help avoid hasty generalizations.

**Concluding**

Concluding is another strategy for the thinking person. It is a vital part of all thinking. Therefore, it should be used at least once for every class session! If one has collected images or data, one must *do* something with those ideas to make them meaningful. When concluding, the student must sort through information that has been observed and/or recalled and make a decision about it. It is more than summarizing. Although summarizing is incorporated in the concluding strategy, it differs by making a statement about the collected items. It is a matter of saying, "This is where I've been. This is what I think, believe, or feel now." It leads to the growth-producing question, "Now, where do I go?" Needless to say, the student will do the concluding rather than the teacher if the student is going to have the thinking practice.

Many topics pertaining to one's family stir values and, therefore, emotions. Guiding a student through the concluding strategy is a way of giving that student stability and confidence. One must remember that the concluding step can only be as valid as the data that have been collected. It is important to provide the concluding experience so the student may apply it confidently to appropriate situations. Teachers cannot assume that the student will do it automatically.

Concluding is the summation of the cumulative steps of the thinking process. The following example is a high school class in a discussion of developmental tasks.

**Cumulative Questioning/Thinking Process**

| Strategy | Sample Questions |
|---|---|
| Recall → | What behavior do you remember as being typical of opposite sex relationships in junior high? (Encourage a wide variety of answers. All answers will be acceptable.) ↓ |
| Processing by: | |
| extending → | What activities or behaviors would occur during school time?<br>What activities or behaviors would occur in after-school situations? ↓ |
| verifying → | How many of you agree that these are typical behaviors? What students in our school believe this to be acceptable behavior? ↓ |
| extending → | At what age did this interest occur?<br>How does this behavior compare to opposite relationships in elementary school? ↓ |
| Inferring meaning → | What was the purpose of this behavior?<br>What could happen to individuals who do not become interested in the opposite sex during junior high? ↓ |
| Concluding → | Considering all the things we've discussed, what is the main reason for boy/girl relationships during the junior high years?<br>How does this example relate to developmental tasks? |

One can teach developmental tasks by requiring the student to memorize a definition. The above series of questions, however, should cause the student to realize the sequence of events for the developmental task of relating to the opposite sex. The student will gain actual insight into the application. By making a conclusion, a personal understanding is added to the dimension of the concept of developmental tasks.

## Support Techniques

Thinking will occur more easily in an atmosphere of trust and comfort. In order to establish positive rapport, the following guidelines are emphasized:

1. Everyone deserves the opportunity to express his/her views. This implies that everyone will be a responsible listener. Becoming a responsible listener is vital to thinking.
2. The lyrics of a 1940's tune, "Accentuate the positive, eliminate the negative," are applied to class discussions. The class members validate each other. Positive strokes are given. At the same time, personal or other-directed negative comments are kept to a minimum. Practice is needed to achieve this rule.
3. Each student, teacher, or speaker must have privacy and must protect others' right to privacy. Each participant has the right to pass during the discussions. To pass is to eliminate oneself from a discussion too emotionally sensitive at that particular time.

It is recommended that such guidelines be posted in the classroom so that the student will be alert to them at all times.

If the first attempts at using the thinking process feel awkward, practice will bring comfort. The benefits in growth through insights into relationships will make the effort worthwhile.

As the lesson is being planned, jot down the questions for stimulating thinking. Have friends or family help brainstorm possible answers. From these answers, add more stimulation questions. Do not rush students in the thinking process. If the student is "in" on the idea, cooperation will follow.

The teacher needs to examine his/her own thinking skills. A willingness to expand is necessary. The scope and sequence of a course need not be altered by using the thinking process. However, the length of time for various activities, type of resource material and activities, and media may need to be adapted.

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*Have you seen . . .*

***"John Kenneth Galbraith: The Economics of Housework," an interview by Gloria Steinem in Ms. Magazine, April 1983, pp. 27-31?***

# Advertising Goes to the Classroom

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Your students are a prime target audience for advertisers. These young people need to learn how to (1) identify their own buying and consumer behavior patterns and (2) analyze ads so that they can avoid consumer decisions based solely on emotional reactions to advertising.

Advertising is an industry which employs people to help in the buying and selling process which occurs between individuals, between corporations, and between individuals and corporations. In addition, advertising is used to create awareness, provide information, or change a person's belief or attitude. Advertising may also be used to encourage a person to take some kind of action, e.g., to vote or to prevent forest fires.

Without advertising, the American marketplace would be quite different. We would not have the array of goods and services we enjoy daily. After all, consumers do not shop for products they do not know exist. We know advertising is here to stay, and its impact is going to increase as dollars become tighter. Advertising as a marketing tool is essential to the operation of a business—without it, business would be like a guy winking at a girl in the dark.

**Where Are the Ads?**

America has the world's most highly developed advertising systems. As a consumer, you are constantly bombarded with advertising. Newspapers are full of ads; magazines have stories that start near the front, then say, "continued on page . . ." to lead you past colorful ads; the postman brings "direct mail advertising"; the telephone is a source for sales pitches. Even monthly bills carry advertisements. Classified ads are a help if you are looking for a car, house, garage sale or a job. Other advertising vehicles include: point of purchase displays in retail and grocery stores, coupons, and trading stamps.

Glasses you drink from bear the name of a beverage. Trucks have ads painted on their sides. T-shirts, bumper stickers, belt buckles, watches, matchbook covers, eyeglasses and a barn roof may each carry a message. Looking up a number in the yellow pages? Each line is an advertisement. Radio, television, Main Street—all are filled with ads. The Dr. Pepper bottle sitting on the counter in a T.V. situation comedy or movie is also an ad. It is no surprise then that every American consumer is exposed to several hundred advertisements each day. Each ad is created to be remembered, to attract your attention, and to seel a product or idea.

An advertising message has a definite goal or objective. It aims to persuade you to buy (the seller's interest) and to inform you, the consumer (the consumer's interest).

**How Do Advertisements Get to You?**

Since part of every dollar you spend for goods and services goes for advertising in some way, understanding the concept of an ad can make you a better buyer. Ads—whether print, video or audio—are designed to appeal to your emotions. Emotions, hidden desires, even fears greatly influence consumer selections. With more than 600 identifiable motives to buy, teens need to be aware that most of the emphasis of advertising is aimed at their emotions. (Examples: The use of perfume or after-shave will lead to romance. People with acne are eager to try skin care products.)

Most ads aren't just selling a product; they're promoting a lifestyle or showing a desirable emotion that they want people to associate with their products. Friendship, status, wealth, youth, health, and happiness are all parts of a person's life that advertisers try to touch.

Ads sell by making suggestions and offering reinforcements. For example, some advertisements say you will feel healthier, look more attractive, or have more friends if you use a specific product.

Likewise, we all like to be told we're doing the right thing, so we're pleased to see ads for products we use—another way of reinforcing. If we're trying to decide between two competitive products, our opinion may be swayed by a particularly appealing advertisement for one of them—or an ad that is repulsive for the other.

Other appeals used include:

- Parental love and responsibilities (exhibited in ads for "nutritious" foods, medications).
- Desire for success, independence, self-assertion—seen especially in ads for luggage, autos, clothing.
- Desire for bargains, to "buy something for less," to "save money," to "stretch the dollar."
- Interest in the new and different, to pique your curiosity ("coming soon," "be the first . . . ," "free gift," etc.).
- Sex appeal—exemplified by the person who is especially attractive to the opposite sex—often seen in cigarette, cosmetics, liquor, auto, hosiery, and mouthwash ads.
- Create a personal image in/of the product (such as playful gasoline for playful people).
- Warm human contact.
- Imagination—messages may be "hidden" in ads.
- Aesthetics—the use of color, for example, is a carefully researched subject. Note that most ads use the primary colors of red, yellow, and blue.
- Sense of humor.
- Love for children and/or animals.

An understanding of as many of these appeals as possible will help any consumer respond to true product values and quality rather than to the *image* presented in ads. In our American society, most of our wants and needs have been determined by some explicit or implicit form of advertising.

**Why Is Advertising Necessary?**

Advertising renders a service. Ads are the salespeople for modern day products. They . . .

- introduce new products or brands and new services,

- tell what the products will do, or services they render,
- tell new uses for existing products,
- tell where to find products and services,
- state prices,
- promote and stimulate *competition* among products and merchants,
- promote and stimulate *changes* in the marketplace—emphasis is always on "new" or "improved," and on the services provided by products,
- make free television programs possible,
- reduce the cost of magazines and newspapers to subscribers,
- motivate people to act.

**Problems? Yes!**

Advertising can also create some problems. Extensive and sometimes exaggerated claims made by ads tend to confuse or mislead consumers. For example, the rash of "new" or "improved" products on the market do not always tell "how" they are new or improved, or what added benefits are provided. But prices do usually increase.

Advertising language is often vague, or void of factual information. Its intent is to establish a favorable image for a brand, to create brand loyalty, or to cause a switch in brands. However, this statement is two-edged. A consumer rarely buys based on factual information alone.

Producers of products of similar quality must magnify product differences to capture consumer loyalty. For example, there is little difference among most laundry detergents. Yet, manufacturers of these products conduct some of the most elaborate advertising campaigns. Ads are intended to create an illusion of superiority.

Producers of new products with limited advertising budgets find it difficult to compete with more highly advertised products since consumers tend to buy highly advertised brands. Very often highly advertised products are more expensive than the lesser advertised brands of food, household supplies, clothing, and gasoline.

**Make the Ad Work for You**

How do you judge an ad? You need to be objective, to look or listen as impartially as possible. Try to look or listen "without emotion." Some criteria for determining worth of the ad are:

- What is its purpose? Does it inform or promote change in behavior?
- Does it provide *relevant* information about function or content of the product or service?
- Does it provide *adequate* information (size, care required, color, etc.)?
- Is it in good taste? Does it infringe on your moral or ethical beliefs? Does it annoy or irritate you?
- Is it sufficiently realistic or does it offer goods or services that seem "too good to be true"?
- Does it show creativity—inspire imagination?
- Is it appropriate for its intended audience?

Analyze the product, service or idea (e.g., remember to vote) as well as the ad. Additional questions to ask are: (1) What does the ad promise me? (2) Does the promise meet my wants, needs, interests? (3) Do I need more information? Where can I get it? (4) Is the advertiser reputable? Where can I check?

Advertising provides only limited information. It is usually not a true comparative evaluation of the product. You need information from many sources to make a wise purchasing decision. We may also need to judge whether advertising has provided us with *too much* variety in the marketplace.

**Learning Activities Related to Advertising**

Since your students will be influenced by advertising the rest of their lives, they need to develop skills in making advertising work for them. The following are suggestions for motivating students to become more aware of the complexities of advertising. Such knowledge contributes to mastering consumer skills.

1. Without violating privacy or embarrassing anyone, ask students to list recent purchases and discuss reasons for purchase.

   a. Why did you buy it?
   b. Was the price unusually attractive?
   c. Do friends have the product or service?
   d. How did you know about that particular brand?
   e. What advertising of the product do you recall?
   f. Do you need the product?
   g. Could you afford the product/service?
   h. Other?
2. Collect advertisements that portray appeals as described. Collect from as many sources as possible to develop awareness of the pervasiveness of advertising in our society.

   What do the ads tell you? Dissect a few and check carefully, fact for fact. You can analyze either in chart form or on the ad itself. For instance, on each ad:
   a. Underline or circle in red the specific facts (i.e., every item that tells you something specific about the goods or service—maker, brand, address, price, definite quantity, objective descriptions of quality, use, care, etc.).
   b. Mark in blue all attention-getting devices and trade puffs (i.e., those items that only get your attention—meaningless adjectives, color. Is the person/model relevant to the *message*? What gets your attention *first*?
   c. Mark in orange any misleading statement or implication, if any. Look for ridiculous price, sly deception, etc.

   Mount for display. Include key to the colors. If some are highly informative, while others are mostly trade puff, the contrast will be easy to see. Arrange a display of these analyzed advertisements for the school's display area, shopping mall, fair, store window, etc.
3. Prepare a quiz using current ad slogans asking students to match product or service with the slogan. For example, "Reach out and touch someone" (Bell Telephone).
4. Ask each student to look around and find ten advertising messages on his/her person, in the classroom, and out the window (if applicable). Visible labels on clothing, designer eyeglasses, T-shirts, shoes, belts, caps, cartons, equipment brands, magazines, food wrappers, beverage containers, autos, bumper stickers, etc.).
5. Have a writing contest for articles to be submitted to the newspaper (school or community).
6. Tour an advertising agency.

7. Invite a representative of the local newspaper, ad agency, Chamber of Commerce, Better Business Bureau, or store ad department to speak.
8. Write letters to advertising departments of corporations asking about their particular ad campaigns.
9. Select an ad that is objectionable and write a letter of concern to the manufacturer and the publisher or the network.
10. Select an ad that is desirable and write a leter to compliment the manufacturer and the publisher or the network.
11. Prepare a set of slides using actual ads as examples of the points to be taught.
12. Questions for discussion:
    a. Why does a printed ad catch your eye?
    b. Why have advertising?
    c. What are the benefits of advertising? What are the disadvantages?
    d. What is your favorite advertisement or commercial? Why? Identify the emotional appeal used.
    e. What advertisement "bugs" you the most? Why?

**Summary**

As a result of the study of advertising, students will be better able:

- to identify advertising appeals, techniques
- to differentiate between truthful informational advertising and that which is puffery or misleading.

Advertising is an important part of American life, exerting a conscious or unconscious influence on each individual. Used wisely it will serve you well; used unwisely it may coax you into unfortunate buying decisions. At its best, advertising is a tool used to provide information about the choices available.

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(There is also a subject index for each volume in No. 5 of that volume.)

***A Sense of History***

***Have you read the minutes of the last meeting?***

***People who do not know about the past cannot benefit from the experience and wisdom of their forebears.***

# FAST to FEAST

**Marcia B. Baumert**
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Cedar Catholic High School
Hartington, Nebraska

In Nebraska, we live in a land of plenty and enjoy resources that surpass our basic needs. With this abundance comes responsibility. It is important to point out the application of this responsibility for the use of food resources in our home economics programs. The activities described here give the students a taste of hunger and social justice. They point out the psychological and physical experience of hunger and nutritional implications along with the social and emotional aspects of justice and sharing as part of the daily life. The students will also be able to judge their values through a living experience of resource use. These activities were carried out as a joint learning adventure between the Home Economics Department and the Social Justice class in the Religion Department. The home economics teacher was used as a resource person regarding nutrition and human development areas, while the Religion class dealt with social justice issues.

**Background Preparation**

The knowledge base for the students should include an understanding of the functions of main nutrients and the importance of good dietary habits. They should also be able to associate undernutrition and malnutrition problems of the world with effects on human physical and socioeconomic development.

Some resources that the author found helpful are mentioned to build that knowledge base. General information concerning baic nutrients may be found in a variety of foods texts and other resource materials. The National Dairy Council[1] has put together a program that provides good lead-in activities to the topic of food and social justice. Included are activities which allow students to study:

- dietary habits
- relationships between diet and adolescent physiological change
- diet programs
- nutrient contributions of food
- health consequences of nutrient deficiencies
- relationship between population and food supply
- role of government regulations on food supply.

Through basic experiences focusing on these issues, students are given an opportunity to expand their view of family. As they look beyond themselves and their immediate families, they begin to see how they are affected by the family of humankind, the larger society, the world. Students are also encouraged to look at their values and how those values affect their behavior in society. The implications here relate to the moral aspects of resource use. Students see how their consumption patterns and lifestyles affect others.

[1]National Dairy Council, 6300 N. River Rd., Rosemont, Illinois.

**Related Activities**

After the initial learning related to nutrition and deficiency implications, the students are introduced to the relationship between social justice and world hunger. The study includes the reasons for global hunger, the effects of governmental controls throughout history on developing countries, changes brought about from big business and use of resources, leadership in social trends, and moral efforts being made to change the system of aiding people in dealing with hunger through education as opposed to free handouts. Some activities that would introduce students to these areas of world hunger and social justice might include:

- record keeping of food and food-related products and services advertised on television
- analysis of advertisements for product need, nutrition and appeal in relation to world hunger
- contact companies regarding their involvement in alleviating world hunger problems.

Student research could be carried out concerning government spending. This could include defense budgets, proposals for aid and agricultural exchanges. A comparison study could be made with similar information secured from different countries.

Education is one of the most vital forces available to affect change. A study could be made indicating the programs begun to teach people to use resources and skills wisely to curb the world hunger problem. Students could develop programs on their local level to educate people about the needs in using and sharing resources.

**Moral Implications**

Developmental psychologist, Lawrence Kohlberg, has done extensive research on moral development. In this unit, the culminating experience gives the students the opportunity to make decisions which reflect their moral stand on the use of resources and human needs. Kohlberg[2] describes the third and highest level of morality as Morality of Self-Accepted Moral Principles. It is at this level that the individual acts out of his/her own beliefs regardless of what authority says. The application in this instance is the tension between the implications of what is involved in a moral "good life in Nebraska" and resource use in relation to areas of the world in need. The students feel this moral decision as they engage in a simulation which gives them a chance to share their resources with people less fortunate.

**Project Implementation**

With a strong knowledge base students have a foundation for looking at their own life in relation to resource use. The fasting and the feast experience will place on this foundation a living experience to apply the concepts involved.

Students are given the option to participate in this activity.

[2]Lawerence Kohlberg, "The Moral Atmosphere of the School," in *Readings on Moral Education*, ed. by Peter Schraf (Minneapolis, Minn.: Winston Press Inc., 1978).

The agreement to become involved is made by written contract between the student and teacher. The first phase of the activity is a 24-hour fast followed by a "potluck" meal provided by the students. It has been my experience that students are cooperative and realistic in helping provide food for class meals. The class is divided so all courses of the meal and beverages are provided. The Home Economics Department supplies enough rice for all students. Rice is a staple in this experience since it provides the bulk of the diet of two-thirds of the world's population. Since we are not focusing here on food preparation, it is very effective to have a potluck style meal.

Teachers took part in the experience as well. This involvement allowed students to see teachers' belief systems in action. In addition, it helped to promote the safety of the 24-hour fast.

As the experience evolved there were many opportunities for empathetic teachers to support and encourage students. This support was even more effective as they learned that teachers were feeling similar effects. Towards the end of the fast, students became excited and proud of their endurance. I, too, felt a greal deal of pride as the students began to set up for the feast.

All food was placed on one main serving table along with dishes and utensils. As students gathered for class they were given tickets numbered one, two or three, representing first, second and third world countries. After a prayer of thanksgiving, the students with #1 tickets were invited to fill their plates and enjoy as much as they wanted.

The meat dishes were then removed. The students with #2 tickets were invited to feast. There were remarks and questions about the lack of meat but students cooperated. They all found plenty to eat.

At this point in the meal everything except rice, bread and milk was removed. Students with #3 tickets were invited to come and fill their plates. Some students realized their position as representing the poor third world countries. Some were angry with the injustice they felt in the hungry position. They cooperated with the activity nonetheless.

Then, all the food was placed back on the serving table. Students with #1 tickets were again invited to refill their plates. This invitation was repeated in a few minutes as the other students waited. The invitation was extended over and over. The students slowly began to realize that the only way for ticket #2 and #3 holders to get any more food was for the #1 ticket holders to share their food or ticket. This idea spread quickly.

I noted that some students easily shared their food or ticket. Some students asked for the ticket and others who were not offered food or ticket sat with what they had from their first serving. It was not until students were returning to the serving table for refills that they made comments about favorite foods and ones there that they didn't like.

### Follow-up Activities

The follow-up to the feast included written and verbal activities. Students wrote a reaction paper in which they addressed how they felt during the fast and feast. They also discussed the relationship between their good life in Nebraska and resource use in relation to nutrition, diet, world hunger, education and social justice. It was evident from their responses that the students felt a moral obligation toward the third world countries. They commented on their anger and their realization of the need for sharing. The whole experience gave them new insights on their moral obligations in relation to resource use.

### Conclusion

The previously described adventure with food led students through a land of nutrition, diet, food problems, morality, and a first-hand experience with hunger. As teachers choose to sow this type of living experience into the lives of our students, it is likely that they will better appreciate and more freely share *their* good life with others. It is certainly not the solution to the problem of world hunger, but it is a small step for humankind.

## Vote!

When your AHEA ballot arrives (Do you need to renew your membership??), you will have a chance to help choose our leaders for next year. Secondary teachers are a large group and, if they all vote, could have much power in the Association. Recently the percentage who voted was embarrassingly low.

## Plan your own staff development or in-service education!

What are your strengths and what do you need to improve? How can you make a plan for self-directed learning? Could the following help?

Check each item as a strength or a need to improve, and then *rank* those that need improvement. Attack the items that rank highest with a plan of action. If desired, share plans with someone who could help. Reward yourself each time you accomplish a part of your plan.

| Strength | Need to improve | |
|---|---|---|
| _____ | _____ | 1. I am interested in my students as individual persons. |
| _____ | _____ | 2. I feel up to date in the areas of home economics that I teach. |
| _____ | _____ | 3. I let my publics know about what I'm doing in my classes. |
| _____ | _____ | 4. I know how to use the new educational technology. |
| _____ | _____ | 5. My enrolment is satisfactory. |
| _____ | _____ | 6. I utilize students and volunteers (including parents) to strengthen my program. |
| _____ | _____ | 7. I manage my time efficiently. |
| _____ | _____ | 8. I belong to my professional associations. |
| _____ | _____ | 9. I read professional journals and books regularly. |
| _____ | _____ | 10. I attend conventions, institutes, workshops, or courses regularly. |
| _____ | _____ | 11. I teach a broad range of content in my classes. |
| _____ | _____ | 12. I can keep up with a heavy teaching load without undue stress. |
| _____ | _____ | 13. I feel good about the tests and exams I give my students. |
| _____ | _____ | 14. I use several other means of evaluating my students besides tests. |
| _____ | _____ | 15. I think the brightest students are adequately challenged in my classes. |
| _____ | _____ | 16. I am not overly dependent on a single textbook in any class and I use a variety of references and resources. |
| _____ | _____ | 17. I use a wide variety of teaching techniques in addition to lecture and laboratory. |
| _____ | _____ | 18. My students seem interested and eager to learn. |
| _____ | _____ | 19. I have a satisfactory balance between my work life and my family life. |
| _____ | _____ | 20. I have an active FHA and students are learning, developing leadership ability, and enjoying their social experience in it. |
| _____ | _____ | 21. My confidence is at a satisfactory level to match my competence. |
| _____ | _____ | 22. I utilize all class time for teaching and learning. |
| _____ | _____ | 23. My files are organized for best use. |
| _____ | _____ | 24. I think about social problems as I plan what to teach and I think I'm contributing to the solution of such problems as child abuse. |
| _____ | _____ | 25. My resources are up to date in all the areas I teach. |
| _____ | _____ | 26. I have an advisory council which I can work well with and they help to strengthen my program. |
| _____ | _____ | 27. I assert my rights when appropriate and I do not ignore the rights of others. |
| _____ | _____ | 28. I keep in contact with other home economists and exchange ideas to help keep us all enthusiastic. |

The Editor

**Editor's Note**: Are you saving your money now toward a tax-deductible trip to California next June to attend AHEA?? This trip could be a part of a summer school course at the University of Illinois titled "Home Economics as a Profession: History, Philosophy, and Current Trends."

Here's what one teacher said about her attendance at the 1983 convention.

# Impact of the 74th AHEA Annual Meeting
## Personally and Professionally

*As I reflect back on the Annual Meeting, I can see several areas that had an impact on me. I know that next year I want to be in Annaheim, California, wearing my mini skirt at the 75th anniversary Pacesetter dinner. I know that in the year 2025 I want to be at the Pacesetter dinner receiving my 50-year award for continuous membership in AHEA.*

*If I had to sum up the meeting in one word it would be "SUPER." Professionally, this was a tremendous meeting. I feel that it renewed my belief in Home Economics as a first class profession. The excellent keynote speakers as well as workshop presenters left me with a feeling that we are very important in society. Bea Litherland in "The Missouri Experience" made me realize what I must do on my own to promote Home Economics. I intend to publicize and make aware to my public what I am doing and what Home Economics is all about.*

*Attending the town meetings and the assembly of delegates were also professional highlights of the conference. I felt that for the first time I was a real part of the organization and that it wasn't just some place I sent my dues every year.*

*Personally, there were several highlights of this meeting. The Pacesetter dinner was very inspiring. Each of the 50-year award winners was a personal inspiration to me. Meeting Kinsey Green, Beverly Crabtree, and other noted Home Economists was certainly a thrill. Even more thrilling was the fact that these people seemed to be genuinely interested in me as a Home Economist. It gave me the courage I need to be unafraid to meet others in the future. Knowing the president of AHEA made the meeting even better. Meeting and talking to the "Teacher of the Year" winners was also a personal excitement.*

*Last but not least, the meeting left me with a personal commitment to do my part for Home Economics. I need to do more at the local level to keep AHEA alive and well. Change occurs at the grass roots level as John Naisbitt would say, and it is up to all of us at the local level to insure the future of AHEA. I need to do my part and pull my own weight to make sure that membership increases and funding is available to further the interests of Home Economists everywhere.*

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The Process of Education

*Nutrition Education for 1984 and Other Important Matters*



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## FOREWORD

Happy 1984! Orwell to the contrary notwithstanding!

This issue of *Illinois Teacher* comes to you with all good wishes for a good year despite all the talk about our nation being at risk. We are, indeed, and home economics can help.

This issue focuses on nutrition education and includes articles for background information on nutrition and ideas for teaching it. Good nutrition can help us solve a variety of problems!

We also have a section on other subjects with seven articles on new curriculum, lesson plan ideas, current research, equity, and a new idea on recycling.

We hope you'll find it all exciting and helpful in your work. Look for inspiration and information in the "filler" spaces, too.

*HTS*

### In Memoriam

**Beatrice Paolucci**
*We'll miss her!*

Beatrice Paolucci, 59, professor of family and child ecology at Michigan State University and acknowledged by many as the nation's leading authority on family decision-making and resource management, died Saturday, October 1, of cancer in Park Forest, Illinois.

She first came to MSU in 1951 as an instructor of home economics education. She taught high school in Park Forest, Illinois, for a year before returning to MSU in 1953. She also served one year on the faculty at Ohio State University. She served as acting chairperson of her department at MSU from 1967 to 1969 and again from 1970 to 1973.

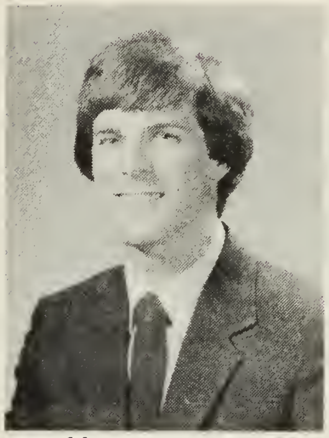
She received a bachelor's degree from Illinois Wesleyan University, a master's from Columbia University and an Ed.D. from MSU.

Her recent honors include a 1982 American Home Economics Association Award, a 1981 Distinguished Faculty Women's Award from MSU, a 1981 Osborne Teaching Award from the National Council of Family Relations, a 1975 Distinguished Alumni Award from Illinois Wesleyan University, and a 1968 MSU Distinguished Faculty Award. In 1983 she became the first person to hold the Camilla Eyring Kimball Chair of Home and Family Life at Brigham Young University.

She was vice chairperson of the 1970 White House Conference on Children.

The author or coauthor of four books and numerous articles in professional journals, Paolucci was a frequent speaker at state, national and international conferences. Affiliated with eight professional societies, she was also a member of Omicron Nu, Phi Kappa Phi, Phi Upsilon Omicron, Phi Lambda Theta and Epsilon Sigma Phi honor societies.

# Keys to Health and Performance: Exercise and Proper Nutrition



Donald K. Layman

**Donald K. Layman**
Associate Professor
Dept. of Foods and Nutrition
and **David W. Quig**
Division of Nutritional Sciences
University of Illinois

**Summary**

Physical fitness requires exercise and proper nutrition for the athlete and the non-athlete alike. Aerobic exercise increases the body's need for food energy with a special need for increased carbohydrates. While exercise produces relatively few special nutritional needs, it greatly increases the importance of a well-balanced diet. A poor diet will have a negative impact on fitness and performance but nutritional supplements or dietary aids will not improve performance.

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It is apparent from the increasing numbers of people involved in regular exercise programs that Americans are becoming more conscious of fitness and health. Wherever one looks people are engaging in activities from walking and jogging to tennis and aerobic dancing. Businesses are making large investments in developing "fitness" facilities with the intention of maintaining health and improving performance of employees. Likewise, increasing medical costs from adult onset diseases, such as obesity, heart disease, hypertension, and diabetes, have led Americans to be more concerned about maintaining good health.[1] Whatever the reason, as educators we should be prepared to take advantage of this opportunity to provide the general public with sound advice about proper nutrition and exercise.

We have long known that performance relates to what we eat. Athletes have often looked to food for some "magical" advantage. A major point that should be emphasized is that a bad diet or poor nutrition will rob an athlete of his ability to perform. Certainly diets that are deficient in essential nutrients will have a negative impact on health. However, some diets which are not obviously deficient may negatively affect performance. For example, trained cyclists consuming a high fat, high protein diet can only perform half as much work during a test as a comparable group of cyclists consuming a recommended, mixed diet which provides about 50% of the total calories as carbohydrates.[2] Thus, the highly tuned athlete cannot perform using a "low octane fuel."

**Nutritional Needs of the Athlete**

To examine the relationships of nutrition and exercise, it is generally useful to begin with the extreme case, that of the athlete. It is also important to have a basic understanding about differences in types of exercises. For the purpose of this discussion, we shall consider two types of exercises, aerobic and anaerobic. Anaerobic exercises are characteristically of short duration and near maximum effort. These activities are designed to develop strength, and while the activity may be repeated, each bout of activity lasts less than two minutes. Typical activities are sprinting and weightlifting. Aerobic exercises feature endurance training. These activities emphasize cardiorespiratory training and generally feature activities lasting longer than 15 minutes. Aerobic exercise has far greater impact on nutritional needs.

The major effect of exercise on nutrition is increased caloric expenditure. The primary fuels for physical activity are carbohydrate and fat.[3] These two nutrients supply 90-100% of the increased energy needs for exercise. The specific type of fuel used by the body depends on availability and the type of exercise. Anaerobic activities rely almost exclusively on the carbohydrate glucose which is derived from muscle glycogen. On the other hand, during aerobic activities longer than 10 minutes at least 75% of the energy is derived from body fat.

Optimizing the body's ability to utilize these fuels is one of the major purposes of a training program. Training increases stores of glycogen in the muscles and increases the body's ability to use fat for energy during activities. The latter effect, at least in part, comes from improvements in the cardiorespiratory system which increases the supply of oxygen to the muscles.

While exercising increases the body's energy needs, the body is seldom limited by the availability of energy. The exception, somewhat surprisingly, is that the ability to perform endurance activities appears to be limited by the availability of carbohydrate or muscle glycogen. Exhaustion during aerobic activities is caused by depletion of glycogen. So it is critical for a marathon runner to maximize stores of muscle glycogen prior to a race.

Carbohydrate loading is a method for manipulating muscle glycogen which has been reported widely in the popular press.[4] This method consists of a 7-10 day regimen of diet and exercise with the purpose of increasing the body's stores of glycogen. As

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[1] G. M. Briggs and D. H. Calloway, *Nutrition and Physical Fitness*, 9th Ed. (Philadelphia, PA: W. B. Saunders Co., 1979).

[2] Ibid.

[3] H. A. Guthrie, *Introductory Nutrition*, 5th Ed. (St. Louis, MO: C. V. Mosby Co, 1983); W. Haskell, J. Scala, and J. Whittam, *Nutrition and Athletic Performance* (Palo Alto, CA: Bull Publishing Co., 1982); and M. H. Williams, *Nutritional Aspects of Human Physical and Athletic Performance* (Springfield, IL: C. C. Thomas Publisher, 1976).

[4] E. Darden, *Nutrition and Athletic Performance* (Pasadena, CA: The Athletic Press, 1976).

currently practiced, athletes will begin with 4-7 days of a high protein, high fat, low carbohydrate diet with strenuous aerobic workouts. Then during the last one or two days prior to the event, the athlete consumes a high carbohydrate diet with very light exercise. The first period is designed to deplete muscle glycogen while the second period will result in not only a repletion but an overshoot to two or three times the normal amount of glycogen stores. This increase in muscle glycogen will prolong the point of exhaustion. Two important points to understand about carbohydrate loading are: (1) benefit is seen only in continuous activities which last longer than 90 minutes, and (2) the initial period is a ketogenic diet which is considered nutritionally unsound, particularly for growing adolescents, and produces a very tired athlete who will most likely not train well.

Recent research has provided a much better approach to optimizing muscle glycogen. Experiments have shown that if an athlete trains with heavy workouts but with a normal, adequate diet until two days before a meet and then switches to a diet high in carbohydrate with light exercise, muscle glycogen will be approximately doubled. Thus, the athlete will have a better diet, feel better, train better, and still have increased muscle glycogen at the start of the race.

A final comment about carbohydrate relates to recommendations for consuming carbohydrates such as glucose-containing drinks during an event. These supplements are limited by the rate of absorption.[5] It requires almost 30 minutes for glucose to appear in the blood after an oral intake and approximately 90 minutes for the maximum effect. There are very few events, except 4-hour tennis matches or triathalons, which are long enough for this to provide any benefit.

Protein is the nutrient about which athletes generally have the most misconceptions. While protein is essential to build body tissues and can be used for energy, many athletes believe that extra protein is essential to build muscle and others believe protein increases endurance or strength. The facts indicate that normal American intakes provide more than enough protein for athletes and non-athletes alike. The Recommended Dietary Allowance (RDA) for protein is 56 g per day for the adult male which corresponds to about four ounces of meat. However, summation of all sources of protein in the diet including milk, cheese, nuts, breads, and cereals indicates that the average American consumes 110 g daily and the average athlete takes in 150-200 g. If one measures the amount of protein which can be deposited each day by body builders, one discovers a maximum of approximately 7 g per day. This is allowed within the RDA and there is certainly no need for increases above normal American intakes.[6]

Protein provides about 15% of the total calories in the American diet and may provide 5-10% of the additional energy for exercise. However, protein is an inefficient energy source. To utilize protein for energy, proteins must be broken down to their basic components, amino acids, and the amino acids must be further degraded by the liver and kidney to remove the nitrogen from each amino acid. Excessive protein consumption places an unusual burden on these organs and may cause kidney damage.

Many athletes spend significant amounts of money for nutritional supplements including vitamins and minerals. However, most nutritionists believe that with the exception of a psychological placebo effect, supplements or purported magical aids like pangamic acid (B-17) have no beneficial effect and can be dangerous. Needs for a few nutrients are increased with exercise. Thiamin, riboflavin, and niacin are three vitamins which relate to energy use in the body. As energy use increases during exercise, the need for these vitamins also increases. However, supplements are not considered necessary, since these vitamins are present in most foods in approximately the correct proportion for the body needs. Thus, as energy needs increase, food consumption increases, and these vitamins remain adequately supplied by the diet.[7]

Replacement of water and electrolytes is the most critical nutritional concern for the athlete. People can survive for weeks without food, but water deprivation can result in death within days and during heavy exercise, possibly within a few hours. Physical activity leads to water loss in sweat and in the breath. A 3-5% weight loss due to water loss will result in a 10-20% decrease in performance and possibly nausea. A 5-6% weight loss, which would correspond to a 10 lb. weight loss in a 200 lb. football player, will result in impaired temperature regulation and increased heart rate. A 10% loss will produce heat stroke and possibly death. The thirst mechanism in the body responds slowly to water loss, and thirst is not a good indicator of water needs for the athlete. So it is essential to provide water, even to the point of forcing fluids, during physical activity.[8]

The best type of liquid to drink is plain, cold water. Contrary to folklore, cold water (40-50°F, refrigerator temperature) is absorbed into the body more rapidly than warm water. So the secret for water replacement is frequent, small drinks of cool water during the event. During hot weather, a 150 lb. runner can lose an 8-ounce glass of water every mile or every 6-8 minutes.[9]

Many people believe that losses of salts or electrolytes are a major problem for people who exercise during hot weather because sweat is salty. However, the saltiness of sweat is misleading. When we sweat, the water evaporates to cool us but the salts are left behind on the skin. Thus, the sweat on our skin is much more salty than the sweat as it is produced by our body. The current knowledge is that salt tablets and commercial electrolyte drinks are not necessary and may have negative effects. Electrolyte drinks can inhibit water absorption. Studies have

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[5] H. A. Guthrie, *Introductory Nutrition*, 5th Ed. (St. Louis, MO: C. V. Mosby Co., 1983).

[6] *Recommended Dietary Allowances*, 9th Ed. (Washington, D.C.: National Academy of Sciences, 1980).

[7] H. A. Guthrie, *Introductory Nutrition*, 5th Ed. (St. Louis, MO: C. V. Mosby Co., 1983); M. H. Williams, *Nutritional Aspects of Human Physical and Athletic Performance* (Springfield, IL: C. C. Thomas Publisher, 1976).

[8] W. Haskell, J. Scala, and J. Whittam, *Nutrition and Athletic Performance* (Palo Alto, CA: Bull Publishing Co., 1982); M. H. Williams, *Nutritional Aspects of Human Physical and Athletic Performance* (Springfield, IL: C. C. Thomas Publisher, 1976).

[9] W. Haskell, J. Scala, and J. Whittam, *Nutrition and Athletic Performance* (Palo Alto, CA: Bull Publishing Co., 1982).

shown that 15 minutes after a drink of plain water, 60-70% has left the stomach while 15 minutes after consumption of a commercial 10% sucrose/electrolyte drink, only 5% has left the stomach. Therefore, with the exception of conditions of extreme heat and heavy exercise over an extended number of days, supplements of sodium and potassium are not considered necessary for anyone with a typical high-salt American diet.

### Everyone Needs Exercise and a Proper Diet

The non-athlete also has a high stake in physical fitness. While physical competition may not be as important, daily performance and overall health remain of utmost importance. Physical fitness for the majority of people can be simply defined as optimum health and sufficient energy for performance of daily tasks. Nutrition and physical activity have essential roles in maintenance of cardiovascular-respiratory health and management of body composition.

Malnutrition in the United States is more likely to be due to dietary excesses than deficiencies. Excess caloric intake, in combination with a sedentary adult life style, directly leads to the major nutrition disease in this country, that of obesity. Obesity, or excess body fat, is closely related to the other adult onset diseases of heart disease, hypertension, and diabetes. In each case, preventive measures and treatment rely heavily on improving physical fitness through life-style changes in diet and exercise.

Diet modifications are particularly important for adults to maintain health and fitness. The United States Dietary Goals from the Senate Select Committee on Nutrition indicate the importance to health of maintaining ideal body weight and body composition. They recommend controlling caloric intake by reducing the amount of fats or oils and simple sugars in the diet. Foods that are high in fats and sugar tend to provide a lot of calories but relatively few vitamins and minerals. While adults need to reduce total calories, they need to maintain a high proportion of grain products, vegetables and fruits in their diets. The Dietary Goals recommend increasing the proportion of complex carbohydrates or starches and fiber in the diet by increasing the consumption of cereal grains, vegetables, and fruits.

While most people estimate body fat with their bathroom scale, this approach can be misleading depending on body build and the amount of muscle. To accurately determine body fat, one must determine body composition by methods such as underwater weighing or skin-fold calipers. Based on averages from healthy adults, body fat should comprise about 15-20% of the weight of a physically fit adult male, and 20-25% of a physically fit adult female. Based on this information about body composition, one can estimate an ideal weight. As an individual deposits body fat above these ranges, he or she becomes increasingly at risk for health complications.

Exercise is important to maintain or improve body composition. Exercise helps control use of calories or energy in three ways: (1) Exercise requires additional energy to support body movements. Energy expenditures during exercise are based on the weight of the body and the distance the body travels. (2) Exercise increases the basal metabolic rate (BMR). BMR relates to the energy necessary to support the normal internal processes in the body at rest. These include the heart, kidney, brain, etc. And (3), exercise helps to control appetite. Research has shown that the appetite mechanism, which normally controls total food intake within narrow ranges, is not nearly as accurate in sedentary individuals. Thus, it appears that some exercise is necessary for the appetite mechanism to exert precise control over food intake.

Another aspect of adult fitness that requires good nutrition and exercise habits is cardiorespiratory health, specifically as it relates to heart disease. It has been demonstrated that aerobic exercise can lower blood cholesterol, and lower blood cholesterol appears to relate to lower incidence of heart disease.

### Exercise for Fitness and Health

The best exercise programs for adults should be designed to improve both body composition and the cardiovascular system. This requires an aerobic exercise program. To define an aerobic exercise program, one needs to consider the intensity, duration, and frequency of the exercise(s).[10] Intensity refers to how hard you work, and we usually define it in terms of heart rate or pulse. In general, people often avoid doing exercise because of misconceptions about intensity. Many people believe that if an exercise is going to be beneficial it needs high intensity. This is not true. To achieve cardiovascular benefits, the exercise needs to produce a heart rate of 130-150 beats per minute. This can be achieved by a brisk walking speed, as well as numerous activities like swimming, biking, dancing, and running.

Duration and frequency refer to the length of the exercise session and the number of days per week one exercises. The minimum levels of exercise necessary for improvements in body composition and the cardiovascular system are 3-4 sessions per week with each lasting at least 20 minutes. Each session should consist of at least 5 minutes of warmup exercises, followed by at least 20 minutes of aerobic exercise with the heart rate at about 150 beats per minute. This program will strengthen the heart, lungs, and vascular system, improve body composition by decreasing body fat and maintaining muscle mass, and serve to help control appetite.

Physical fitness and good health are important to all of us. If we want to perform well throughout our life, we need to establish our priorities and adjust our life style to provide us with good nutrition and physical activity. Exercise and a nutritious diet should be a part of our daily lives. Good health is well worth the time.

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[10] M. L. Pollock, "The Quantification of Endurance Training Programs," in *Exercise and Sport Sciences Reviews*, Vol. 1, J. H. Wilmore, Ed. (New York, NY: Academic Press, 1973).

*Commitment without knowledge is like an answer without a question—meaningless.* —***Archibald MacLeish***

# Iron in Infant Feeding : How Much is Enough?

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Iron deficiency is the most prevalent nutritional deficiency worldwide. It is a health problem in highly industrialized countries as well as in developing countries. When the diet is inadequate in iron for some time, two stages of deficiency develop sequentially. The first, simple iron deficiency, exists when the body's iron reserves have been mobilized and are low or depleted. Although there are many biochemical consequences of iron deficiency, there are no noticeable physical symptoms. As the iron reserves in liver, spleen, and bone marrow become depleted, inadequate iron is available to meet perhaps the most critical need for iron—the synthesis of hemoglobin in new red blood cells. When fewer red blood cells are synthesized because adequate iron is not available, the second stage of iron deficiency develops—anemia. The person with iron deficiency anemia becomes fatigued easily upon exertion, may suffer from shortness of breath, and the skin coloring is abnormally pale. More serious consequences of iron deficiency anemia include growth retardation, increased infection rate, impaired work performance, and behavioral or mental changes.

Several population groups suffer from iron deficiency more than others because of greater physiologic risks. These include:

- Infants
- Children
- Adolescents
- Adult Women

While rapid growth rates increase the body's need for iron and place infants, children, and adolescents at risk, the monthly iron losses associated with menstruation place adult women at risk for developing iron deficiency. The exact prevalence of iron deficiency is difficult to establish, but some experts estimate that 30% of American children between 6-23 months old have less than optimal iron status. Achieving adequate iron nutrition during infancy is especially important because it is a period of rapid physical and mental growth and development. In order to understand the basis for recommendations regarding iron in infant feeding, an understanding of iron metabolism in the infant is necessary.

### Iron Metabolism in Infancy

Iron is transferred from the mother's body to the developing fetus late in pregnancy. The level of iron stores present in the baby's body at birth is directly proportional to the infant's weight. This places preterm and low-birth-weight infants at greatest risk for developing iron deficiency. During the first few months of life, the physiological needs for iron are great. As the infant grows and blood volume expands, more red blood cells need to be synthesized. Since absorption of iron from the diet during the first few months is very poor, iron stores are mobilized to meet these needs. In most babies 4-6 months of age, the body's iron reserves become depleted and iron deficiency anemia can develop if a good source of dietary iron is not fed. Since preterm infants are born with lower iron reserves than term infants, their reserves become depleted earlier—usually at 3 months of age. During the first 4 months of life, a diet composed exclusively of human milk or a cow's milk based infant formula is nutritionally adequate. This is a time when an additional supply of dietary iron is not needed nor utilizable by the infant, since iron absorption is very poor. Between 4 and 6 months of age in the term infant and at 3 months in the preterm infant, additional sources of iron are needed.[1]

### Food Sources of Iron

Although the number of foods consumed by infants is limited, there are several valuable sources of iron in infant feeding. Because iron is poorly absorbed from most foods, we need to consider not only the amount of iron in a food but, more importantly, how well the iron is absorbed—its availability. The availability of iron from different foods varies greatly. Although the amount of iron in human milk is quite low, it is extremely well absorbed. Some studies indicate that as much as 50% of the iron in human milk may be absorbed while the absorption of iron from cow's milk based infant formulas is less than 10%.[2] The reason for the high availability of iron from human milk is still a mystery, but it is most likely due to the unique chemical composition of human milk. As a result of this superior iron availability, human milk is an excellent source of iron and appears to be quite protective against iron deficiency through the first year of life.

Commercially produced infant formulas which are made from cow's milk are available in unfortified and iron-fortified forms. While the percent of iron absorbed from unfortified formulas is higher than from fortified formulas, the absolute amount retained from the iron-fortified product is greater because more iron is present. Carefully conducted research has shown that iron-fortified infant formulas can be effective in preventing iron deficiency anemia.[3] Although many pediatricians prescribe iron-fortified rather than unfortified formula at

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[1] American Academy of Pediatrics Committee on Nutrition, "Iron Supplementation for Infants," *Pediatrics*, 58 (1976), 765-68.

[2] U. M. Saarinen, M. A. Siimes, and P. R. Dallman, "Iron Absorption in Infants: High Bioavailability of Breast Milk Iron as Indicated by the Extrinsic Tag Method of Iron Absorption and by the Concentration of Serum Ferritin," *Journal of Pediatrics*, 99 (1977), 36-39.

[3] M. F. Picciano and R. H. Deering, "The Influence of Feeding Regimens on Iron Status During Infancy," *American Journal of Clinical Nutrition*, 33 (1980), 746-753.

birth, the additional iron is not actually needed until around 4 months of age.

At four to six months of age, many infants are developmentally ready to be introduced to "solid" foods. Traditionally, the first food other than milk which is fed to infants is a single grain cereal such as rice. Iron-fortified infant cereals can provide additional iron to the infant's diet at a time when it is needed nutritionally and when the baby is capable of eating it. Following the gradual and patient introduction of cereals, a typical 6-month-old may be enjoying two portions a day which provide approximately 6-10 mg of iron and easily satisfy the iron requirement.[4]

The fourth possible source of iron for an infant is in the medicinal form of vitamin/mineral drops. Several points of caution need to be considered concerning the use of vitamin/mineral drops. Firstly, these drops can be toxic if overzealously used by an inquisitive older sibling. Of broader concern is the possibility of iron overload. Since dietary iron is additive, an infant fed iron-fortified formula, cereal, and vitamin/mineral drops may easily receive more than the recommended 15 mg of iron a day.

**The Hazards of Too Much Iron**

The concern with iron overload is based primarily on the relationship between iron and infectious disease. While adequate iron nutrition is needed for the body to resist infectious diseases, the presence of too much iron may promote the growth of infectious organisms and actually increase the incidence of disease. We know that excessive iron levels brought about by iron injections at birth increase episodes of illness.[5] Whether high levels of iron in the diet also result in increased illness is not presently known. Since excess dietary iron certainly has no benefit and may indeed be hazardous, caution in infant feeding is advised.

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[4]D. L. Yeung, M. D. Pennell, M. Leung, J. Hau, and G. H. Anderson, "Iron Intake of Infants: The Importance of Infant Cereals," *Canadian Medical Association Journal*, 125 (1981), 999-1002.

[5]D.M.J. Barry and A. W. Reeve, "Increased Incidence of Gram-negative Neonatal Sepsis With Intramuscular Iron Administration," *Pediatrics*, 60 (1977), 908-912.

**Recommendations for Infant Feeding**

The following recommendations will provide enough iron in the infant's diet to prevent iron deficiency:

- Human milk or iron-fortified formula for 12 months.
- Iron-fortified infant cereals introduced at 4-6 months and continued to 18 months.
- Preterm infants should be given additional iron at 2 months.

Several feeding practices can enhance the availability of iron from the infant's diet.

- Avoid introducing "solid" foods earlier than 4 months, since this may decrease absorption of iron from milk.
- Mix dry cereals with vitamin C-containing fruit juices, since vitamin C enhances iron absorption.

Two feeding practices should be avoided, since they can have a detrimental effect on iron status or health.

- Avoid cow's milk feeding during the first 6 months. Besides providing excessive amounts of protein and several minerals, cow's milk causes intestinal blood loss and anemia in some babies.[6]

  Avoid iron intakes in excess of 15 mg of iron a day. If breast feeding, cereal is a suitable source of additional iron.

  If formula is fed, once the infant is well established on cereals, unfortified formula can be used. Avoid use of drops with iron-fortified formula or cereals.

To monitor the infant's iron status, the American Academy of Pediatrics suggests that screening for anemia be done between 9-12 months of age. This can be done by a blood sample collected from a simple finger prick. If iron deficiency is present, appropriate measures can be prescribed to correct the deficiency.

In summary, good iron nutrition is very important in infants. As is the case for many nutrients, some iron is good for you, but more is definitely not better. By following the simple guidelines described here, optimal iron nutrition can be easily provided to the growing infant to insure a healthy start in life.

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[6]S. J. Fomon, E. E. Ziegler, S. E. Nelson, and B. B. Edwards, "Cow Milk Feeding in Infancy: Gastro Intestinal Blood Loss and Iron Nutritional Status," *Journal of Pediatrics*, 98 (1981), 540-45.

**Quote from the *New York Times*, December 11, 1983**

In a *New York Times* telephone poll of 1,309 adults measuring attitudes on women and work, nearly a third of the men said they thought they ought to help their wives more around the house. But in follow-up interviews some said, "Doing what I intend to do is a different story."

Authors of *American Couples*, sociologists Philip Blumstein and Pepper Schwartz, found in their research that "even if a husband is unemployed, he does much less housework than a wife who puts in a 40-hour week."

One 25-year-old truck driver said he revised his notions about housework after his wife left him for six months. He said the guys teased him when he started helping with the housework, "but I'm still married and some of those big mouths are on their way to the divorce court."

# Nutritional Education for the Troubled and Troublesome

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What is a home economics teacher doing in a juvenile detention center? I was there out of interest, curiosity, and genuine concern for young people in trouble. My interest in problem adolescents began when I was teaching in a junior-senior high school. It grieved me to see fourteen- and fifteen-year-olds under a cloud. In addition, from the point of view of a dietitian, I have always been interested in the relationship between nutritional status and behavior. So, when invited to help, there was no way I could refuse a chance to pass on some nutrition knowledge to this perplexing and challenging group. Federal government funding made it possible to carry out this project at the center where these youths were housed. Among other problems these adolescents have had serious clashes with the educational system. My quest was to discover whether they would learn more in their familiar setting at the center than they would at school.

Juvenile centers consist of a detention section (where inmates are locked up) and a residential treatment section. The adolescents in detention do not attend public school but have a teacher at the facility. They are allowed very little freedom and case workers supervise their activities closely. I taught a nutrition education module to those in residential treatment. These young people are not kept behind locked doors. They attend public schools and participate in school and community activities. Child care workers and directors provide supervision; more juveniles are cared for in a residential treatment center than would be possible in a typical group home.

Juvenile delinquents in a residential treatment setting are in a period of transition. They are at a point where they can go either way—some are released and others are placed in detention, depending upon their behavior over time. These boys and girls, whose ages average sixteen to seventeen years, realize they are at a turning point. Although they are often of average or above average intelligence, they usually have had some negative experiences in school. So the problem becomes how to reach young people who are turned off by the educational system.

Nutrition education training (NET) money has been available for use with groups identified as lacking knowledge of nutrition. For the youths to benefit from this funding, directors at the residential treatment facility wrote a proposal for funding that would bring nutrition training to the center. When the proposal was approved and the grant funded, the directors asked me to serve as the teacher. I agreed, with a great deal of anxiety, and at the same time, with love and concern, hoping that my experience with adolescents would help me cope with this unusual group.

Thus, we launched the nutrition module for delinquent youth. Since facilities for teaching the module were less than ideal, flexibility was a requirement for teacher and students alike. The small kitchen in the detention center resembled a home kitchen more than my bright, convenient foods lab, although it was considerably less convenient. Throughout the program the aim was to simulate life in the real world, since functioning in ordinary life situations is the goal of rehabilitation.

While a variety of situations had brought these young people to the residential treatment setting, they had a few common problems. In most cases there were problems at home which contributed to the alienation of these children as early as the age of nine. The likelihood of their gaining any nutrition knowledge at home is slight. Nutritional inadequacies occur early, and in turn can aggravate or be aggravated by delinquent status. In addition, they have other problems indirectly related to nutrition.

All adolescents are at a stage in which they are struggling for independence and trying to develop self esteem. A poor body image caused by overweight is difficult for any adolescent; for a delinquent it could be devastating. Obesity leads to, or results from, the treadmill of underexercising and overeating. If a person eats too much, s/he will feel less like exercising; if one is inactive, s/he often eats more than is needed to maintain body weight. Reasons why nutritional problems occur with delinquent adolescents have been identified and include erratic meal schedules and indulging in drugs or alcohol. One of the ways in which residential treatment helps young people to re-enter the mainstream is to maintain the regularity of their schedules.

Alcohol or drugs, or a combination, can affect the utilization of nutrients, sometimes blocking their use by the body.[1] Often a person under the influence of drugs and/or alcohol does not eat, misses meals, or eats irregularly. The fast food or chips and soda circuit may be the sole source of nutrients for these adolescents.

We developed a three-part program for the "residential treatment" adolescents. First, basic nutrition information was presented together with tips on labeling and food purchasing. Second, we followed with meal planning and finally meal preparation. The first obstacle to overcome was introducing "nutrition." As most home economics teachers know, it is not easy to get students to "sit still" for a nutrition lecture.

Nutrition for these adolescents began with a rap session in which everyone sat around informally and talked about food. In order to avoid any hint of school, I even resisted the urge to write things on the chalk board. To make the situation less threatening, we enlisted several food and nutrition students from a local college who participated in the program. This near-peer relationship is effective because the adolescents are likely to feel comfortable sharing their feelings with others near their

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[1] David M. Paige, Ed., *Manual of Clinical Nutrition* (Pleasantville, NJ: Publications, Inc., 1983, p. 718).

own age. Among the questions for discussion were the following:

- Some of us eat to live; some of us live to eat; where do you fit in?
- Do you think that what you eat influences how you feel?
- What else does food do besides nourish your body?
- Do you think everyone needs vitamin supplements? or no-one?
- Do you have a craving for sugar or sweet foods?
- How much exercise do you think you need?

Because so much about their lives is negative, the project continually stressed the positive approach to food. Each individual filled out the chart "Food and Me," which includes naming one's favorite food, food I have shopped for or harvested, favorite drink (be prepared to see Jack Daniels or Southern Comfort mentioned here). This exercise highlighted some of the feelings and beliefs of the group concerning food.

FOOD AND ME

Favorite food as a child

Favorite ethnic or regional food

Food eaten when sad

Food fished for, hunted for, or gathered (wild food, garden food)

Food eaten when happy

Food I feel my body needs

Favorite drink

Although pre-tests and post-tests were given in order to provide evaluation data for the grant, this was done in a non-threatening setting; the students were assured that no grades were being given. As part of the introduction, the young people viewed the filmstrip, "Food, Fads & Fallacies."[2] Although this may begin to appear "schoolish," the strategy was successful. The youths did all the work: setting up, arranging the room, and running the audio-visual equipment. The filmstrip was short, up-to-date, and filled with lively music. In order to keep attention focused on the presentation, a question was assigned to each person, and I requested him or her to look for the answer in the filmstrip. Praise and encouragement rewarded the students as they indicated small gains in their nutrition knowledge.

The students decided to make posters on good nutrition habits. Directors and case workers cooperated to make this a contest with a trip to a local restaurant for dinner as the first prize. Because I believe in fostering cooperation and not competition, I was not completely in favor of the poster contest, but the young people took to it with enthusiasm and showed much creativity in their work. The center director displayed their posters in the halls and the dining room.

Since this group attended public school, an analysis of the school lunch menus led naturally to the topic of meal planning. First, they checked the school lunch menus for nutritional adequacy and brainstormed for ideas to improve them. After some refinement these suggestions were presented to the school lunch committee. Some changes were effected, giving these adolescents the heady feeling that they could indeed make some small contributions to their environment.

We then proceeded to plan a meal which they would prepare. They had limited food preparation experience, but we had made nutritious snacks. The banana-pineapple milkshake, which we called "Tropical Storm," had been a splendid success. The meal planning session involved many important considerations: nutritional needs, food likes and dislikes, cost constraints, color, texture, and so on.

**TROPICAL STORM**

3/4 cup unsweetened pineapple juice, chilled
1 egg
1/3 cup nonfat dry milk
3 Tbsp. sugar
1 tsp. vanilla
1 large ripe banana, peeled
12 ice cubes

Put all ingredients into blender container. Cover and process on high speed until smooth. Makes 3 cups.

Throughout the project we emphasized their future independence. Students were encouraged to think about management of their own nutritional needs. Jim was firm in his decision to check labels to be sure he was getting, "all the good things I need." On the grocery shopping expedition, to my relief, the only problem occurred when Hal became incensed over the high prices of food. "How do families ever pay for all this stuff?" he demanded. Matt groaned, "Do you realize that we can buy a

[2] *Food, Fads, and Fallacies*, Walt Disney Educational Media, Burbank, CA (n.d.).

whole chicken for the price of one small can?"

All planning for the meal was done by the boys and girls—time schedule, work assignments, and clean-up. Although they needed considerable supervision and direction since food preparation skills were lacking, enthusiasm was high. The meal, a simple one, was prepared and eaten with pride and enjoyment.

Shortly after the meal preparation experience we scheduled a follow-up session. This included a post-test and a rap session in which we discussed the meal, and made an overall evaluation of the project. The post-test indicated that there had been increases in nutrition knowledge. The aims of the grant were met and the project completed.

Ideally, more gains would be achieved if a program like this had continued over a longer period of time. However, these gains in nutrition knowledge may have been more than temporary because the group made plans to continue planning and preparing meals with the help of their case workers. As the teacher, I agreed to make myself available to them on a volunteer basis as a consultant for future projects.

It was satisfying to think that a few unfortunate youngsters had gained some basic knowledge of nutrition. Two influences which may have helped the success of this project were the universal appeal of food, especially to young people, and the fact that future independent care of their own food needs appealed to these adolescents at this point in their lives.

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## A LESSON PLAN IDEA

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**Sandwiches can be** *nutritious*
*delicious*
*fast*
*convenient*
*inexpensive*

**It depends on what you choose!**

You'll need a bread and a filling for the sandwich and a drink and other accompaniments for a meal or a snack.

* * * * *

This lesson plan requires students to *make decisions* and to *evaluate their decisions*.

I used (1) a huge "sandwich board" with slots in it to insert the choices, (2) food models from the National Dairy Council (but you could use pictures), (3) cards from the Nutrition Game from the Graphics Company in Urbana, Illinois (but you could use other sources for nutrient information such as the U.S. Government publication, *Nutrition Labeling, Tools for Its Use*), and (4) my adaptation of the USDA Nutrimeter.

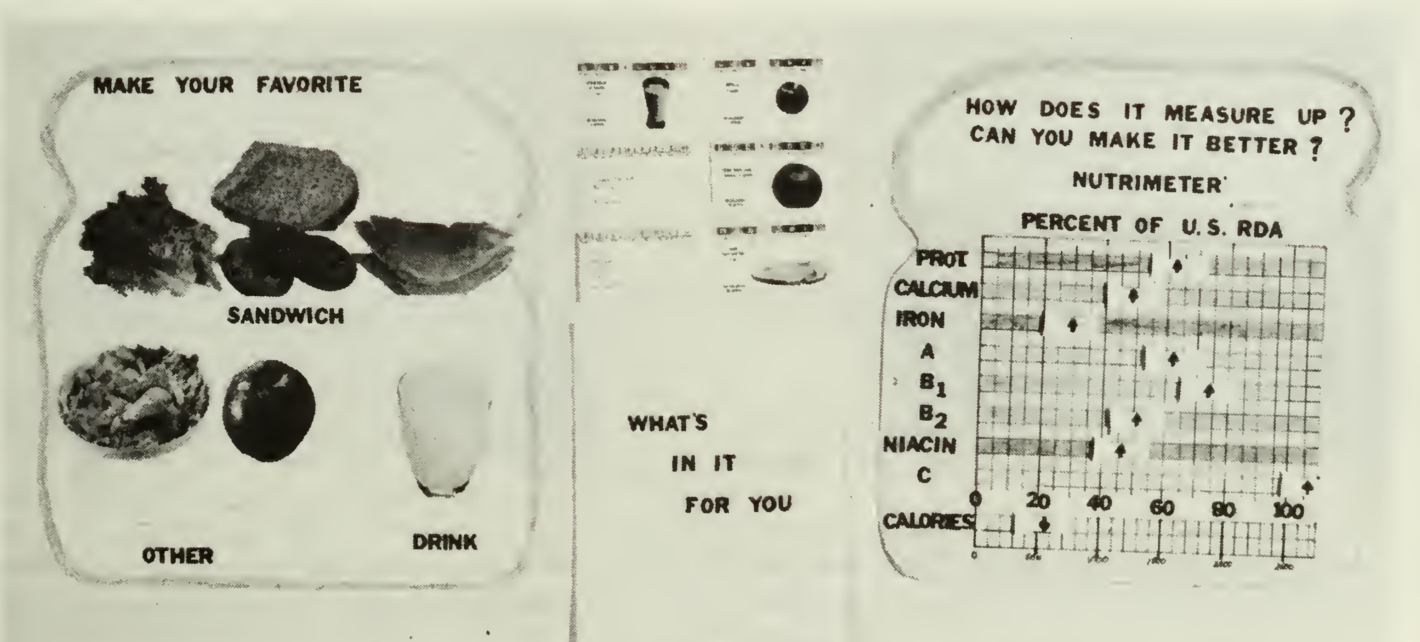
I offered the students many choices in each category to make their sandwich and for accompaniments and beverage.

Then I had them look up the nutrient values of each ingredient and move the markers on the nutrimeter to show how far they progressed toward 100% RDA for each leader nutrient.

Caloric values were calculated, too, and comparisons made with the nutrient values above. If nutrient values exceeded caloric values, they knew they had chosen high-nutrient-density foods.

If some nutrients were lower than desired, they made substitutions and recalculated.

Discussion followed and each student shared his/her choices and results. They all seemed to enjoy this way of studying nutrition.



# Hidden Nutrition Cakes

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Some of us don't like to admit it. Some of us may even work hard to conceal it. However, most of us have a SWEET TOOTH!

Possibly this dilemma stems from our background or the habits we've acquired as we've grown up. Many of us would not be satisfied with a fresh piece of fruit for dessert. It just doesn't seem like dessert unless it's ooey, gooey, sweet or sticky!

Ah, yes, maybe some of us have "smartened up." We've recognized that we need to cut down on calorie intake, especially those *empty calories*, but what about all the other people in our lives? What about the husband or wife who refuses to give up his/her sweet treats? What about the children we have so carefully tried to educate about sweets only to have their peers, grandparents, or babysitters influence them otherwise? What about the growing teenage son or daughter who desperately wants to gain weight and munches on high calorie foods, but totally disregards their nutrient contributions? Finally, what about the family member who refuses to eat the high nutrient density[1] foods he/she needs as long as he/she can identify some of the ingredients as those on his/her MOST DISLIKED FOODS LIST?

Foods habits are hard to change as we all know. Maybe we can help all of the above people gradually by way of compromise and HIDDEN NUTRITION, that is, allowing them to eat sweets occasionally but trying to provide them with sweets that have high nutrient density.

There are ways of improving the nutrient density of favorite food items. Many of these additions not only improve nutrient contributions, but provide some delicious and amazing taste experiences. Let's take, for example, cakes. They are the delectable favorites of most, but as shown on the next page, the nutrient contributions of plain vanilla and chocolate cake are low in comparison to their calories. The addition of icing to these cakes would add more calories and little else.

Here, then, are some delicious alternative cakes integrated into a lesson plan that you may use in foods and nutrition classes or child development classes.

Step 1: Prepare the hidden nutrition cakes.[2] Cut the cakes in small tasting pieces so that you have enough of each for all students.

Step 2: Prepare comparison cards for all the cakes made and also for plain vanilla and chocolate cakes. (See *Illinois Teacher*, Vol. XIV, No. 1, Sept.-Oct., 1970, for comparison card master.)

Step 3: Allow students to taste the cake samples. This provides a great "Attention Getter" for the lesson. While they are tasting, present an introduction to the lesson similar to the introduction in this article. Be sure to show the comparison cards for plain vanilla and chocolate cakes. At the end of the introduction point out that each of the cakes has one or more items of hidden nutrition. Also inform them that each of the cakes has a vegetable in it. Ask the students to try to figure out what vegetables might be in the cakes.

Step 4: Now you may discuss the nutritive values of each one of the cakes. Using the comparison cards for each cake helps the students visualize nutritional improvements. Here are some main points you may wish to express:

- Chocolate Kraut Cake: Compared with the plain chocolate cake most nutrient amounts are increased and all the leader nutrients are included.
- Tomato Cake: The tomato juice provides Ascorbic Acid (Vit. C). The raisins and nuts also help the nutritive value.
- Sweet Potato Cake: Vit. A is provided by the sweet potato. (Leave the skin on the potato for added nutrition.) The oranges and nuts increase the nutritive value.
- Choco-Dot Pumpkin Cake: The Vit. A is supplied by the pumpkin (42% R.D.D.A. per serving). The pecans and bran cereal aid the nutritional value.
- Fat Contents: You may discuss the nutrient contributions of the fats in each cake. The class members may also discuss the nutritional and consistency results of fat substitutions to each recipe.

Step 5: Brainstorm other ways to improve the nutritional value of these cakes. For example, some of the flour in each cake could possibly be substituted with whole wheat flour, bran cereal or oatmeal. Surprise additions such as sunflower, sesame or pumpkin seeds may be added.

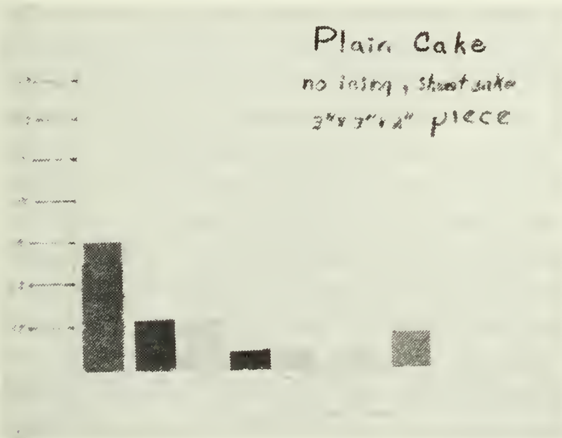
These cakes could be baked as cupcake snacks. They are so full of "goodies" that they would probably be enjoyed without any frostings. However, nutritious frostings could be developed. One idea is to blend cottage or ricotta cheese with a small amount of powdered

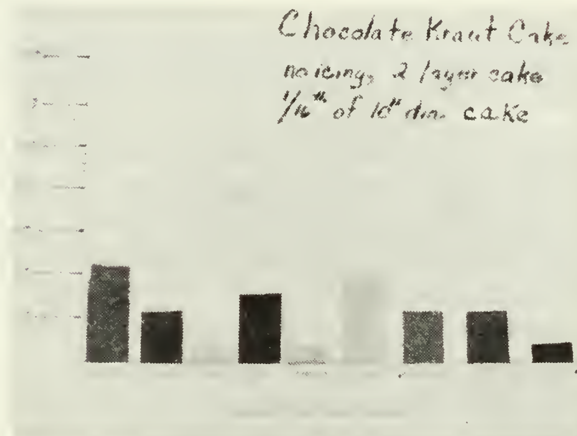
[1] Nutrient density refers to the amount of protein, vitamins and minerals in relation to the caloric value of a food.

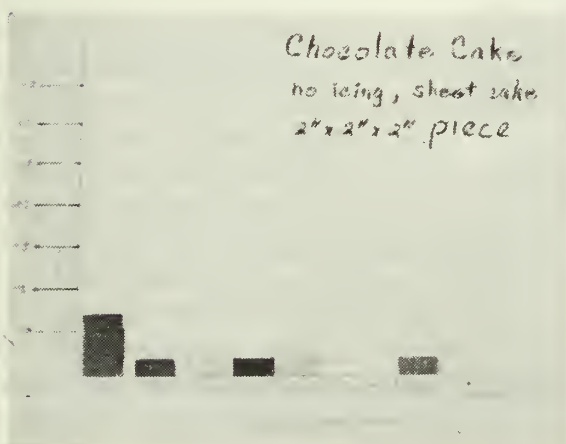
[2] Write to *Illinois Teacher* or the author for recipes or use your own. Experimenting and inventing new recipes can be fun.

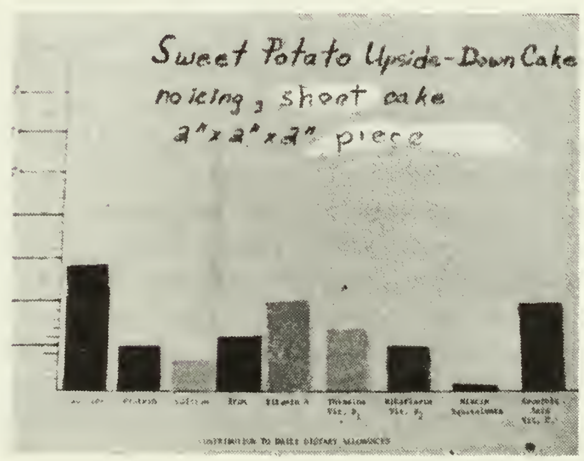
sugar. Another idea would be to spread natural peanut butter between layers of the chocolate kraut cake.

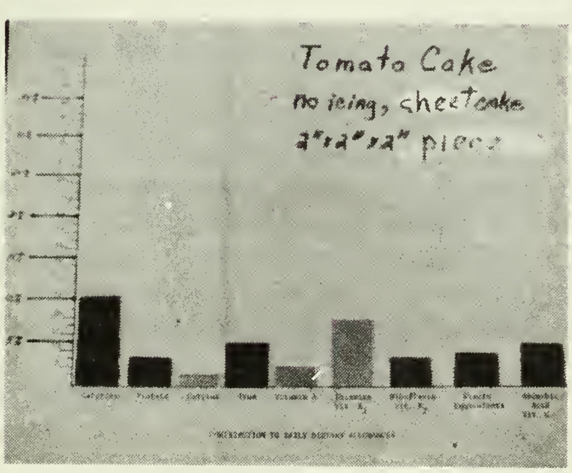
The main point to emphasize is that hidden nutrition in an accepted food form can be one way of meeting one's nutritional needs. Through hidden nutrition, solutions can be found for providing the lacking nutrient(s) in the diet.

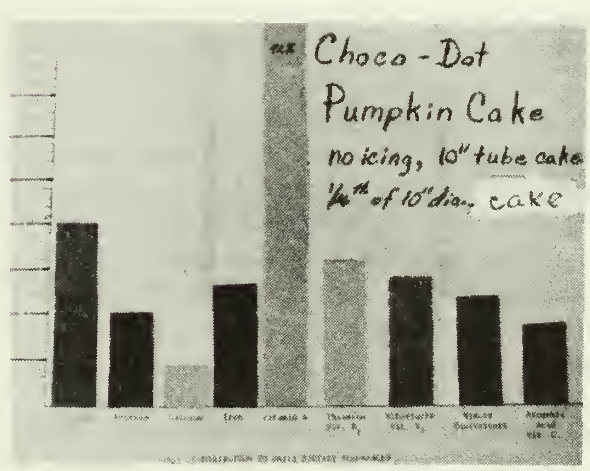



Note that all serving sizes are not the same. To compare nutrient density, look at the caloric bar (far left) and compare with other bars representing protein, calcium, iron, Vitamin A, thiamin, riboflavin, niacin, and Vitamin C. If nutrient bars are higher than calorie bar, the cake is not an "empty calorie" food.

# Values: A Needed Element in Nutrition Education

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Sara tucked her Nutrition test into her folder and hurried to get in line for lunch. It had been a particularly difficult foods test on the nutrient sources and functions in the body, so she was especially proud of her A. She had skipped breakfast to study and for the last hour had been anxiously watching the clock. She was hungry! Bypassing the type A lunch, she bought french fries and a can of pop from the vending machines. Still hungry after eating the fries, she bought two ice cream bars.

Sound familiar? Have you walked through the school cafeteria to see what your Home Economics students are selecting for lunch?

Teaching the Basic Four Food groups and the nutrient sources and functions has failed to help students develop good food habits. Food habits are complex behaviors influenced by many factors: food supply, economic welfare, family eating practices, social customs, emotional climate, sensory reactions, and educational experiences.[1] Many of our nutrition education units have been based on peoples' rational nature and we have been providing facts and concepts in an attempt to change food behavior. While the information is necessary, we are finding eating behavior is characterized by a powerful affective, non-cognitive component that is not influenced by information, even information about consequences.[2] "The overweight dietitian knows that excessive weight is harmful to her health, but yet she still leads an underactive high calorie life."[3]

Simon and Harmin have identified three levels of teaching: the facts level, the concepts level, and the values level.[4] We have been teaching in the facts and concepts level in nutrition education, choosing an impersonal way of dealing with a personal part of one's life.

Eating is associated with deep-rooted sentiments about oneself and society because of values that are inherent in our food behavior. "Food, including drink, is the centerpiece of much of social life."[5] In all societies, eating is the primary way of initiating and maintaining human relationships. Wedding and birthday celebrations center around a beautifully decorated cake and many family holidays and religious ceremonies include traditional foods. Food has such intense emotional significance that it is often connected with events that have nothing to do with nutrition. Children are rewarded with food treats or punished by withholding these same treats. Food is used as bribes, as status symbols, as expressions of friendship, and as ethnic identities. These symbolic meanings and roles of food make nutrition education even more difficult. Once a food is elevated to symbolic status, nutritional value becomes secondary.[6] As educators, we need to know the symbolic meanings of specific foods, what purposes they serve, with what customs and beliefs they are associated, and to what behaviors they are bound.

We need to teach nutrition units in the values level to address these symbolic meanings of food in the lives of students. This teaching places a heavy emphasis on the individual student's attitudes, beliefs, and values. It involves the linking of the facts and concepts we have been teaching to decisions in the student's real life. In the values level, teachers look at what the students are actually doing, not just what they say or write on a test paper. We must judge attitudes by what we see in students' behavior. Once attitudes are changed to reflect increased knowledge, then the students can change their food patterns to conform to these healthier attitudes.[7] Sims concluded from research with mothers' attitudes and preschool children's food preferences that attitudes are important in the translation of nutrition knowledge into actual food consumption behavior.[8] Social psychologists have proposed that behavior change may be dependent upon attitude change and that this change must precede both knowledge acquisition and behavior change.[9]

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*The author expresses appreciation to her academic adviser, Dr. Helen Bruce Winsor, Northern Illinois University, for assistance in the preparation of this article.

[1] C. H. Robinson, *Fundamentals of Normal Nutrition*, 2nd Ed. (New York: Macmillan Publishing Co., Inc., 1973).

[2] L. L. Birch, "A Call for the Explicit Recognition of Affect in Models of Human Eating Behavior," *Journal of Nutrition Education*, 13 (1981), 49-53.

[3] J. D. Osman, "Teaching Nutrition With a Focus on Values," in H. Kirschenbaum and S. Simon, *Readings in Values Clarification* (Minneapolis: Winston Press, Inc., 1973, pp. 340-347).

[4] S. B. Simon and M. Harmin, "Subject Matter With a Focus on Values," in H. Kirschenbaum and S. B. Simon, *Readings in Values Clarification* (Minneapolis: Winston Press, Inc., 1973, pp. 113-119).

[5] D. Kirk and E. K. Eliason, *Food and People* (San Francisco: Boyd and Fraser Publishing Co., 1982, pp. xvii).

[6] P. Farb and G. Armelagos, "Consuming Passions: The Anthropology of Eating," in D. Kirk and E. K. Eliason (Eds.), *Food and People* (San Francisco: Boyd and Fraser Publishing Co., 1982, pp. 6-11).

[7] R. O'Conner, *Choosing for Health* (Philadelphia, Saunders College: Holt, Rinehart, and Winston, 1980).

[8] L. S. Sims, "Demographic and Attitudinal Correlates of Nutrition Knowledge," *Journal of Nutrition Education*, 8 (1976), 122-125.

[9] K. Rosander and L. S. Sims, "Measuring Effects of an Affective-based Nutrition Education Intervention," *Journal of Nutrition Education*, 13 (1981), 102-105.

What does this mean for nutrition educators? We still need to teach the facts and concepts in nutrition, but we also need to do more work in the values level. We need to personalize the facts and concepts and relate them directly to individual students' attitudes and values.

Value clarification strategies have been developed by Simon and Harmin to help students discover their attitudes and values in their food behavior.[10] These activities personalize nutrition facts and concepts and place a heavy emphasis on "you" questions in the discussions. "You" questions are directed towards the students' own food patterns so that they have to think about what they are doing and why they are doing it.

The following value clarification strategies are examples of teaching in the values level in Foods and Nutrition classes.

1. **Family Food Customs**: Interview family members, especially grandparents. Prepare a list of favorite foods and/or foods typically eaten for meals and holidays. Make a list of *your* favorite foods and foods you typically eat for holidays. How do these lists compare? What food customs would you like to continue for your own family? How do you think your food habits will change as you grow older?

2. **Reaction Sheets**: Do you know anyone who needs a wheelbarrow to help carry a stomach like this? Do you know anyone with a weight problem? If you had a weight problem, what could you do to reduce your weight? Do you think obesity is a problem in our country? Why?

Students write answers to questions. Answers can be discussed or handed in without names depending on the nature of the topic questioned.

3. **The Healthy Garbage Cans**: Monitor the plate waste of the school lunch food. What foods were not eaten? What foods seemed to be well-liked by the students? What foods do you regularly throw out? Make a plan for calculating the amount of wasted food. A checklist might help.

4. **Peer Influence on Food Choices**: Prepare two unknown foods. Ask two popular students to act out liking one food and disliking the other. Tell students you want their reaction to food you have prepared. The two "acting" students taste the foods first and verbally indicate their like or dislike. The other students then taste the foods. Vote on likes and dislikes. Discuss whether the choices were influenced by the popular students' choices. (The other students are not aware that the students are acting.)

5. **Emotions and Food Choices**: Collect pictures of foods. Students react with positive, negative, or neutral hand signs to pictures. Ask students to write foods which fit the following descriptions:

I eat this food on a hot day.
I like this when I come in from sledding.
I eat this food when I'm sick.
This is expensive food.
This is party food.
This food is needed for health.
This food is only eaten by babies.

Discuss: How do you think you developed these food habits? Who influenced your choices? How does emotion affect food choices?

Value clarification strategies are a means for getting students to look at their food behavior rather than an attempt to change specific behaviors. Memorizing facts and reciting them back verbatim do not change student's food choices. As nutritional educators, we can only provide the basis for nutritional decision-making.

[10] S. B. Simon and M. Harmin, op. cit.

## WHAT CAN WE TEACH THAT WILL LAST?

As a 40+ teacher with experience as a utility Home Economist and an Extension Agent, it seems to me that our world has changed at an ever-increasing speed since I earned a degree that "made me an expert" in 1964!

What, then, can we give students in a classroom that will be of value to them 20 years hence? Only, it seems to me, problem solving approaches and skills, along with today's facts, and an opportunity to use these facts, skills, materials, and equipment to solve a given problem.

We can teach goal setting, problem solving, learning skills, evaluation processes. We can explain that the "facts" may get out of date and new information may need to be learned.

The example we set within the classroom and in the community and family setting gives students another model to examine in relation to their own lives. Our value to the future society is in the opportunities we make for students to have educative experiences.

**Karin Marsh Teeters**
Montana Teacher of the Year, 1983

# Children Bearing Children: The Nutritional Problems

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Nation-wide the teen-age pregnancy rate has been described as being of epidemic proportions. During the 1970s, the number of sexually active teenagers increased and the pregnancy rate increased as well. In the United States, 1 out of every 10 teen-age girls, or about 1 million teens, become pregnant each year, resulting in over 600,000 live births.[1] Although the number and rate of births to adolescents 15 to 19 years old have decreased, the number and rate to teens under the age of 15 have remained the same.

Pregnancy among teenagers is a serious public health problem with important health and social implications for the parents, the baby, and society.[2] In addition to being at greater risk of medical problems during pregnancy, pregnant adolescents are likely to experience a great deal of emotional and social stress. About half of teen mothers are unmarried and the younger a woman is when she first gives birth, the more likely her family will live in poverty.[3] In Illinois, 80% of pregnant teens do not complete high school.[4]

The pregnant woman's nutritional status is one of the most important factors affecting her health and that of her baby. For the pregnant adolescent in particular, nutritional intervention can help to minimize the increased risk of complications. Nutrition education is an important component of this intervention, but in many cases is not provided in a form that is tailored to the teenager's needs. The school system can play an important role in providing this important educational component of nutritional intervention.

[1] *Adolescent Pregnancy*: Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives (Washington, D.C.: U.S. Government Printing Office, 1978, p. 17).

[2] Teenage pregnancy is of particular concern for Illinois. The Illinois State Council on Nutrition held public hearings on Nutrition and Teenage Pregnancy in the fall of 1981. The teen pregnancy rate was estimated to be 50,000 pregnant teens per year for Illinois (30,000 births per year). About 20% of the caseload of WIC (Special Supplemental Food Program for Women, Infants and Children) were pregnant adolescents. (Illinois State Council on Nutrition, *Report on Nutrition and Teenage Pregnancy Hearings*, 1982, pp. 5, 30.)

[3] *Adolescent Pregnancy*, p. 16.

[4] Illinois State Council on Nutrition, p. 31.

**Medical/Health Risks**

Many pregnant adolescents can be considered children in the sense that they have not completed their growth and are therefore physiologically immature. The exact timing of growth completion varies from individual to individual. Growth in the average adolescent female continues for two to four years following menarche.[5] Adolescents who conceive during this period are at greater risk, less likely to bear a normal healthy baby, than older adolescents who have completed their growth and are physiologically mature.[6] The dual demands for growth of both mother and child apparently result in the higher-risk situation.

During pregnancy, the pregnant teen is at higher risk of such problems as anemia, inadequate or excessive weight gain, and toxemia or pre-eclampsia.[7] The latter is a condition of unknown cause which is characterized by high blood pressure, protein loss in the urine, and water retention. It is a cause for great concern because it can result in the loss of the baby and, infrequently, in the death of the mother. The younger the adolescent, the greater the risk of toxemia.[8]

At delivery, adolescents are at higher risk of premature and/or prolonged labor.[9] Compared to women in their early twenties, the maternal death rate is 60 percent higher for adolescents age 14 and under, and 35 percent higher for 15-19 year-olds.[10]

The baby of the adolescent is at greater risk as well. Adolescents are 30 to 50 percent more likely to have low birth weight babies than women in their twenties. Low birth weight is associated with higher infant mortality and a higher rate of physical and mental problems for the infant. Babies of young teens are two to three times more likely to die in the first year than those born to mothers in their twenties.[11]

These statistics indicate that much needs to be done to decrease the risks of adolescent pregnancy. The United States De-

[5] H. V. Barnes, "Physical Growth and Development During Puberty," *Medical Clinics of North America*, 59 (1975), 1305.

[6] Bonnie S. Worthington-Roberts, Joyce Vermeersch, and Sue Rodwell Williams, *Nutrition in Pregnancy and Lactation* (St. Louis, Missouri: The C. V. Mosby Company, 1981, p. 142-143).

[7] R. C. Stepto, L. Keith, and D. Keith, "Obstetrical and Medical Problems of Teenage Pregnancy," in J. Zackler and W. Brandstadt, eds., *The Pregnant Teenager* (Springfield, Illinois: Charles C. Thomas, 1975).

[8] Ibid.

[9] Ibid.

[10] *Working with the Pregnant Teenager*, Food and Nutrition Service, United States Department of Agriculture (Program Aide Number 1303); United States Department of Health and Human Services; and March of Dimes Birth Defects Foundation, October, 1981, Washington, D.C., p. 3.

[11] Ibid, p. 3.

partment of Health and Human Services, in a document titled *Promoting Health and Preventing Diseases—Objectives for the Nation*,[12] strongly recommends early and continuing prenatal care, and nutrition education and food supplements as ways to improve the pregnancy outcome of teenagers. An understanding of the many factors that may affect the nutritional status of the pregnant woman and her baby can help educators plan nutrition education programs more effectively.

**Nutritional Requirements**

Unfortunately, little information is available on the specific nutritional needs of pregnant teenagers. Estimates are usually made by adding the recommended increment for the adult pregnant woman to the RDA for nonpregnant teenagers 11 to 14 or to the RDA for non-pregnant teenagers 15 to 18. (Table 1, p. 96)

Energy (calorie) requirements are difficult to estimate because adolescents vary greatly in their growth patterns, body builds, and exercise habits. Adequacy of energy intake is therefore best judged on the basis of adequacy of weight gain. The recommended weight gain for the normal-weight pregnant adolescent is 22-28 pounds, which is the same as the weight gain recommended for the normal-weight adult woman. Underweight pregnant teenagers should gain more than this amount.

The need for protein is increased during teenage pregnancy to meet the needs for growth of the baby as well as that of the mother. Average teen protein consumption in the United States is high enough to meet these needs easily as long as adequate calories are consumed.[13] If calorie intake is restricted below the level needed, then protein may be used to provide energy instead of being used for tissue growth.

Pregnant teenagers have increased needs for certain vitamins and minerals as compared to older pregnant women. These include the vitamins thiamin, riboflavin, niacin, and vitamin D, and the minerals calcium and phosphorous. There are no differences between the recommended intakes of pregnant adults and pregnant adolescents for vitamins A, E, $B_{12}$ and folacin, and the minerals iron, magnesium, iodine, and zinc.[14]

Several nutrients are of particular importance and concern for both adult and adolescent pregnant women. Surveys show that many non-pregnant American females have diets that provide less than recommended amounts of iron, calcium, and folacin.[15] During pregnancy, these three nutrients are especially important for the proper development of the fetus and maternal requirements rise to levels above those which are found in a typical American woman's diet.

[12]"Promoting Health, Preventing Disease—Objectives for the Nation," DHHS, Public Health Service, Office of the Assistant Secretary for Health (Washington, D.C.: U.S. Government Printing Office, 1980).

[13]"Nationwide Food Consumption Survey 1977-78, Preliminary Report No. 2," USDA, Science and Education Administration, p. 21. Available from Consumer Nutrition Center, Human Nutrition, Federal Building, Hyattsville, MD 20782, 1980.

[14]"Recommended Dietary Allowances" (Food and Nutrition Board, National Academy of Sciences-National Research Council, Revised 1980).

[15]"Nationwide Food Consumption Survey," p. 24.

To meet the needs for iron and folacin, it is standard practice to prescribe oral supplements because the foods which contain large amounts of these nutrients are not frequently consumed in this country. An overall vitamin/mineral supplement containing iron and folic acid is often prescribed rather than supplements for the individual nutrients.

To meet the need for calcium, pregnant women are usually just encouraged to increase consumption of dairy products since these are frequently consumed in American diets and are the best calcium sources. However, many adolescent and adult women cannot or will not consume dairy products and may need calcium supplementation. Pregnant adolescents need to consume the equivalent of 4-5 glasses of milk per day to meet calcium needs.

**Obstacles to Good Nutrition**

Many teen-age girls enter pregnancy with a poor nutrient intake and poor eating habits which contribute to this problem. Surveys indicate that, on the average, the diets of adolescent girls provide less than recommended amounts of iron, calcium, magnesium, Vitamin $B_6$ and calories.[16] Many teen diets are also low in Vitamin A and Vitamin C.

Meal skipping and snacking are common teen eating habits.[17] Although these are not inherently "bad" habits (nutrients can be obtained from snacks as well as meals), they are often considered to be bad because it is often nutritious food which is "skipped" and low-nutrient foods which are eaten as snacks.

Currently, many teenage girls are overly concerned about weight control and resort to frequent "dieting" rather than dealing with the problem by developing appropriate eating and exercise habits. The "diets" which are used frequently contribute to poor nutrient intake and eventually to poor health if followed to an extreme. One of the major obstacles to improving the dietary intake of a pregnant adolescent can be the desire to avoid gaining weight.

Many other factors may contribute to poor nutritional status. The adolescent in most situations may have little control over the food preparation in the home and at school. Especially in low-income families, there may be insufficient or inappropriate foods available for the pregnant teenager. Supplementary foods available from WIC may not all be consumed by the pregnant teen. Cultural or alternative dietary practices adopted by a teen may increase the difficulty of obtaining or planning a nutritious diet.

Finally, diet during pregnancy may be of little concern to a pregnant teenager who is also dealing with social and emotional problems caused by the pregnancy.

**Nutrition Education for Pregnant Adolescents**

Any attempt to provide nutrition education and counseling for pregnant adolescents must take into consideration the possible obstacles mentioned above. The current eating habits and attitudes of individual teens should be acknowledged and used as the foundation for improving diets. Attempts to change any-

[16]Ibid., p. 24.

[17]E. B. Spindler and G. Acker, "Eating Habits in Teenagers," *Food and Nutrition News* 39 (1968), 1.

one's diet completely are likely to be met with great resistance.

Nutrition can most easily be taught by using simple food groupings such as the Basic Four Food groups along with supplementary information about specific important nutrients and about variations in nutrient values within groups. Considering the meal patterns and types of foods consumed by today's teens, it is probably not appropriate to use the "balanced meal" approach to teaching nutrition. Rather, the emphasis should be on the need for balancing daily food intake and including nutritious foods in snacks. The nutrient contributions of fast foods and other popular mixed foods should be discussed and an explanation provided for how these foods fit into the food groupings used.

Many topics other than basic nutrient requirements can be included in the educational program. Early in pregnancy it is beneficial to discuss ways to deal with discomforts such as morning sickness and nausea. This is also a good time to discuss weight gain and its importance. Explaining the physiology of pregnancy (how the mother's body changes, how the baby gets nutrients from the foods she eats, etc.) can provide the teen with a better understanding of what is happening to her body, and perhaps make the condition more acceptable and real to her.

Other important topics include dealing with later discomforts; the use of alcohol, caffeine, and drugs during pregnancy; and breast-feeding and formula feeding for mothers who will keep their babies. Teens who have adopted alternative diet patterns such as vegetarianism or have a diet which is restricted for some reason could be counseled individually on planning for proper nutrient intake. Teens from low-income families may find information on low-cost foods and the availability of supplemental foods (WIC) to be especially useful.

**Programs and Materials**

Many teaching tools and ideas are available for those who wish to initiate, expand, or improve nutrition education programs for pregnant adolescents. Some schools have developed more comprehensive educational programs for teen parents which include a nutrition education component. These programs are probably the most successful in promoting the well-being of pregnant teens and their infants; however, where resources are limited, even a few sessions on nutrition may provide helpful information for the pregnant teenager.

**TABLE 1**

**Estimated Daily Nutrient Needs of Pregnant Adolescents Based on the Increment Suggested for Pregnancy in Mature Women***

| Nutrient and Units | Pregnancy Increment | Total Estimated Need | |
|---|---|---|---|
| | | 11-14 yr | 15-18 yr |
| Energy (kcal) | 300 | 2,500 | 2,400 |
| Protein (g) | 30 | 78 (1.7 g/kg of body weight) | 82 (1.5 g/kg) |
| Vitamin A (mcg RE) | 200 | 1,000 | 1,000 |
| Vitamin D (mcg) | 5 | 15 | 15 |
| Vitamin E (mg TE) | 2 | 10 | 10 |
| Vitamin C (mg) | 20 | 70 | 80 |
| Thiamin (mg) | 0.4 | 1.5 | 1.5 |
| Riboflavin (mg) | 0.3 | 1.6 | 1.6 |
| Niacin (mg NE) | 2 | 17 | 16 |
| Vitamin $B_6$ (mg) | 0.6 | 2.4 | 2.6 |
| Folacin (mcg) | 400 | 800 | 800 |
| Vitamin $B_{12}$ (mcg) | 1.0 | 4.0 | 4.0 |
| Calcium (mg) | 400 | 1,600 | 1,600 |
| Phosphorus (mg) | 400 | 1,600 | 1,600 |
| Magnesium (mg) | 150 | 450 | 450 |
| Iron (mg) | 30-60 | 30-60 | 30-60 |
| Zinc (mg) | 5 | 20 | 20 |
| Iodine (mcg) | 25 | 175 | 175 |

*Adapted from Recommended Dietary Allowances, Revised 1980, Food and Nutrition Board, National Research Council, National Academy of Sciences.

## EDUCATIONAL MATERIALS FOR PREGNANT ADOLESCENTS*

*Appetite Annie's Action Packed Fun Filled Guide to a Healthy Pregnancy*. Ralston Purina Company, 1977, Corporate Consumer Services, Checkerboard Square, Saint Louis, MO 63188. (50 copies per year free per institution, 20¢ per copy above this amount)

*Food For the Pregnant Teenager* and *Eating for Two: A Healthy Baby and You*. Texas Dept. of Health, Literature and Forms Unit, 1100 West 49th Street, Austin, TX 78756. (Free, Limit 1 copy outside of Texas)

*Food For the Teenager During Pregnancy* (DHHS Publication No. (HRSA) 82-5106), 1982. Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402.

*Key Nutrient Series: Your Daily Diet; Vitamin A; Vitamin C; B Vitamins; Better Breakfasts; Calcium; Fats; Carbohydrates; Iron*. 1979. Montana Dept. of Health and Environmental Sciences, Maternal and Child Health Bureau Nutrition Programs, Helena, MT 59620. (Free to WIC Programs; all others, 15¢ per sheet)

*Munch*, 1980. Missouri Division of Health WIC Program, P.O. Box 570, 402 Dix Road, Jefferson City, MO 65102. (Free. Limit 100 copies outside of Missouri)

*Parenthood Education Program (PEP) Kit*. March of Dimes Birth Defects Foundation, 1275 Mamaroneck Avenue, White Plains, NY.Y 10605. ($33.00 for entire kit, individual parts also available separately, contact source for information)

*Special Concerns for the Pregnant Teenager*, 1980. Windham WIC Program, Bridge Street Plaza, Willimantic, CT 06226. (Single copy free; send self-addressed stamped envelope)

*WIC Teenage Pregnancy Outcome Project Nutrition Education Modules*, 1980. Montana Dept. of Health and Environmental Sciences, Maternal and Child Health Bureau/Nutrition Programs, Helena, MT 59620. (Free, limited number of copies available)

*Working with the Pregnant Teenager; A Guide for Nutrition Educators*, 1981. USDA/FNS/Nutrition and Technical Services Division, Room 609, Alexandria, VA 22302. (Single copy free; specify posters and chart to be included)

*You and Your Baby*, 1981. Gerber Products Company, Medical Marketing Services, 445 State Street, Fremont, MI 49412. (Single copy or reasonable number of copies free; contact source)

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*For a more complete description of most of the materials, see *Nutrition Education Resource Guide: An Annotated Bibliography of Educational Materials for the WIC and CSF Programs* (Washington, DC, U.S. Government Printing Office, 1982).

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## AN IDEA THAT WORKED

Carol Duvick Patton
Home Economics Teacher
Tuscola, Illinois

I've always allowed my students the privilege of bringing a beverage the day we have a lab in foods class. However, I became increasingly concerned about the types of beverages they were bringing. I decided to make a learning experience out of my concern. I selected six beverages from the stack of National Dairy Council Comparison Cards—orange juice, milkshake, whole milk, skim milk, chocolate milk, and a soft drink. I covered the names on the cards with black paper and put them on the bulletin board. I asked the classmembers to try to analyze what the beverages were. It didn't take a great deal of time for the students to solve the puzzle. We reviewed the concept of nutrient density and compared the nutrient density of all six items.

I then asked the students if the items they were bringing into class were part of their breakfast. (This particular class met 1st hour.) Many of them said that they were. We then discussed the nutrients that they needed each day and referred back to the six cards to see how each could help us fill these needs. I informed them that many people are low in calcium and we checked to see which drinks would give us this nutrient.

I next introduced a new class policy in the form of a challenge. I announced that any drink brought into class would be analyzed for nutrient density. Low nutrient density drinks would be placed in the refrigerator during classtime and could not be consumed in the home economics room. High nutrient density drinks could be consumed in class.

As the semester progressed students switched from soft drinks to chocolate milk and orange juice. As other items came in we analyzed them for their nutrient density. The students quickly caught on to this policy and seemed to appreciate it. Since this was introduced as a challenge, it was less threatening to them and provided an ongoing learning experience.

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# Nutrition Education: Is Student Interest Increasing?

Nancy C. Holt
Home Economics Teacher
Downers Grove (IL) South High School

We're a nation concerned about our health. We're living longer and we want to do it in better condition. We run, we jog, we work out at the gym. Diet books are on the best seller list. What kind of influence does this concern about diet and exercise have upon our youth? Do they share the attitudes and concerns of adults? In order better to prepare myself to teach nutrition to high school students in home economics classes, I wanted to assess their attitudes toward their health, their nutrition, and their weight.

At Downers Grove (IL) South High School nutrition education is integrated into each unit of the foods curriculum. Because of the vocational orientation of the foods classes, skill development is emphasized. Within the context of nutrition, much factual information is covered, but I felt that more implications of the nutritional facts should be stressed. I've discovered that teaching nutrition facts does not necessarily effect a change in behavior. The combination of nutritional facts with a positive attitude toward health and nutrition is more likely to change behavior toward diet and exercise.

### Structure of the Study

I wanted to learn how students feel about the concept of nutrition as it relates to good health, the importance of exercise, food choices and weight control. In addition to concepts regarding weight control, I wanted to evaluate the students' perceptions of their own weight.

The two hundred eighty-five students, selected randomly, represented the four classes at Downers Grove South; there were 46 seniors, 66 juniors, 107 sophomores, and 60 freshmen polled. In addition to responding to the twenty statements which comprised most of the questionnaire, the students indicated their age, sex, grade in school, height and weight.

Using the definition of attitude as "an underlying disposition which enters, along with other influences, into determining behavior toward an object,"[1] we developed an instrument to assess the attitudes of high school students in grades 9-12 toward nutrition and weight control. Using a Likert-type scale, we requested students to respond by indicating the degree of agreement or disagreement with the statement by selecting one of the following responses: "strongly agree" (5), "agree" (4), "maybe" (3), "disagree" (2), and "strongly disagree."[2] Eight of the 20 statements were originated for this study and the rest were taken from O'Connell, Shannon, and Sims.[3]

### Actual Weight and Perceptions of Weight

The height-weight figures for each of the age groups are comparable to those of the National Center for Health Statistics (NCHS).[4] As an example, the average height for a 17-year-old girl is 5 feet 4 inches and the average weight is 129 pounds. The height and weight of 15-year-old boys in our data vary significantly from the national statistical norm. The boys at Downers Grove South in that age group are taller and heavier than the norm. The difference for this age group is statistically significant and may reflect a bias in the sampling procedure. Twenty-five percent of the 15-year-old boys weighed between 160 and 200 pounds. In addition, the 14-, 16-, and 17-year-old girls were, on average, an inch taller than those in the NCHS study. I questioned the students on their height and weight to establish reliability for the data and to obtain actual figures with which to compare the weight perceptions of the students. Even though the height and weight of the sample was comparable to the national statistical norms, 49% of the group felt that they should lose at least 5 pounds. Examining this figure according to sex, I found that 66.9% of the girls felt that they should lose at least 5 pounds as opposed to 27.8% of the boys. I compared these figures to a survey of health attitudes and perceptions of students 12-17 years of age which was done between 1966 and 1970 by the United States Department of Health, Education, and Welfare. The statistics, published in 1977, revealed that only 12.5% of the group perceived themselves as being overweight. The majority, 80.3%, felt that their weight was "about right."[5] The study which I have completed indicated nearly as many students today feel that they are overweight as felt that they were "about right" between 1966 and 1970. This is surprising since the girls in the present sample are taller and weigh slightly less than the NCHS norms. Additional research will be

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*This work was performed in partial fulfillment of the degree of Master of Science in Home Economics Resources and Services at Northern Illinois University, DeKalb, Illinois. I wish to acknowledge the useful comments of Professor Helen Bruce Winsor and Professor Ellen S. Parham.

[1] Lily O'Connell, Barbara Shannon and Laura Sims, "Assessing Nutrition-Related Attitudes and Beliefs of Teachers," *Journal of Nutrition Education*, 13, no. 1 (1981), S80-81.

[2] Ibid.

[3] Ibid.

[4] P.V.V. Hamill, T. A. Drizd, C. L. Johnson, R. B. Reed, A. F. Roche, and W. M. Moore, "Physical Growth: National Center for Health Statistics Percentiles," *American Journal of Clinical Nutrition*, 32 (1979), 607-629; "NCHS Growth Curves for Children Birth-18 Years," U.S. Department of Health, Education and Welfare, Public Health Service, National Center for Health Statistics (November 1977), 43-48.

[5] "The Association of Health Attitudes and Perceptions of Youths 12-17 Years of Age With Those of Their Parents: United States, 1966-1970," U.S. Department of Health, Education and Welfare, Public Health Service, Health Resources Administration (March 1977), 82.

needed to determine why adolescent girls whose weight is at the norm or lower still perceive themselves as being overweight.

**Nutrition As It Relates to Good Health**

A number of questions in the survey deal with the relationship between good nutrition and good health. Over 69% felt that foods eaten presently had an effect on future health. Students who hold this belief should be more receptive to information on prenatal nutrition, breast feeding and nutrition for children. A similar response (66.3%) indicated that students feel that proper diet is a major factor in disease prevention. Almost a quarter of the group (24.4%) were unsure of the relationship between diet and disease. This is another area where a receptive attitude and additional information should combine to effect a change in eating behavior.

An overwhelming number (91.8%) of the students responded that they felt that exercise is important to good health. Students may have developed a positive attitude toward the value of exercise through their participation in physical education classes. (*The School Code of Illinois*, Section 27-6, provides that "appropriate activity related to physical education shall be required of all students each day.") If students had an equal exposure to nutrition education, perhaps positive attitudes toward nutrition and eating habits could be more prevalent.

Questions regarding food choices indicate that only about half (51.6%) of the students are concerned about eating nutritious foods throughout the day. Ideally, this lack of concern could be offset by parents and/or elementary school teachers. If nutrition education began with kindergarten classes, questionable eating habits might be changed before students reach the growth spurt associated with puberty and before female students begin the first pregnancy. If parenting education in the high school includes nutrition education, students could be better prepared to establish good nutritional habits in their own preschoolers.

Of particular interest to home economics teachers is the response to the following statement: "Home Economics classes are a good source of information on nutrition." The affirmative response was 59.1%. The responses were similar for girls (66.2%) and for boys (56.3%). As a teacher of foods and nutrition, I feel we should capitalize on this credibility. This can be accomplished by integrating more nutritional education into foods programs and/or initiating a course that deals specifically with nutrition education.

The needs assessment study which I have reported here was preliminary to the introduction of a new course, *Diet and Exercise*, into the Home Economics course offerings in our school. This course will include units on the psychology of eating; consumer problems in selecting foods, "health foods," and diet products; a comparison of popular diets, nutrition during pregnancy and lactation; nutrition for children, adolescents and older adults; nutrition for athletes, eating disorders, as well as a unit on weight control. Over 37% of the students polled indicated that they would be interested in "a class that helps me lose weight or maintain the weight I've already lost." Not surprisingly, there was a substantial number of female affirmative responses: 53.1% of the females indicated interest in the course.

**Conclusions**

Two sections of *Diet and Exercise* were scheduled for the 1983/84 school year after spring preregistration. As of this writing, it is too early in the semester to assess the success of the course. One positive attitude that I have noted, though, is that there is equal interest in weight control and improvement of eating habits rather than interest in weight loss only.

Discussion of the course content of *Diet and Exercise* with our Guidance Department has generated interest among the counselors in regard to placing in the class students who will benefit from the course objectives.

Even though the height and weight of the students surveyed were comparable to the national norms, many students, particularly female students, perceived themselves to be overweight. Forty-nine percent of the students polled felt that they should lose at least 5 pounds. This figure is in contrast to 80% of a sample polled between 1966 and 1970 who felt that their weight was "about right."

As a home economics teacher, I feel that we should examine the content of foods courses to determine the degree of emphasis on nutritional education in the curriculum. We should integrate current nutritional information into existing foods courses and/or initiate a course that deals specifically with nutrition education. A course on nutritional education could have units of study on weight control. More than a third of the students surveyed indicated interest in weight control.

Students have a good understanding of the importance of exercise to good health. Many students are not as sure about the relationship between nutrition and good health. In educating students on the value of good nutrition, it is important to give them correct, up-to-date information on the basis of which they can decide whether to change their eating behaviors.

The nutrient density world champion is . . .

TABLE 1: Survey of Health and Nutrition-Related Attitudes of Downers Grove High School Students

| Question | Strongly Agree/Agree | Maybe | Strongly Disagree/Disagree |
|---|---|---|---|
| 1. I am concerned about eating nutritious foods throughout the day.* | 51.6 | 36.6 | 11.4 |
| 2. I feel the foods I eat now will affect my future health.* | 69.2 | 24.0 | 6.8 |
| 3. I should lose at least 5 lbs. | 49.1 | 10.4 | 40.5 |
| 4. A proper diet is a major factor in preventing disease.* | 66.3 | 24.4 | 8.9 |
| 5. I just don't have time to think much about nutrition.* | 30.1 | 28.3 | 40.9 |
| 6. If an individual is not eating well, that person's health will surely suffer.* | 59.5 | 32.6 | 7.5 |
| 7. Home Ec. classes are a good source of information on nutrition. | 59.1 | 29.0 | 11.5 |
| 8. Following diets published in books and magazines is a safe way to lose weight. | 9.3 | 41.9 | 48.8 |
| 9. I feel that as long as I am maintaining my weight, I don't have to worry much about nutrition.* | 14.7 | 24.0 | 60.9 |
| 10. I believe that diet plays an important part when it comes to maintaining health and preventing disease.* | 67.4 | 24.4 | 7.5 |
| 11. I know I could lose (or gain) weight if I could just change my eating habits. | 67.4 | 22.9 | 9.6 |
| 12. Exercise is important to good health. | 91.8 | 6.1 | 1.7 |
| 13. As long as the doctor doesn't say anything to me about nutrition, I don't think I need to worry about it.* | 12.9 | 24.4 | 62.7 |
| 14. A good diet is the most important factor in contributing to good health.* | 58.1 | 31.9 | 10.0 |
| 15. I would choose a salad at lunch if a salad bar which features lettuce, fresh vegetables, bacon bits, croutons, and an assortment of salad dressings were available at school. | 55.2 | 24.0 | 20.1 |
| 16. Skipping meals is an effective way to cut calories and lose weight. | 20.4 | 17.2 | 62.4 |
| 17. I feel that if I drink milk I don't have to worry about nutrition.* | 4.6 | 17.2 | 77.8 |
| 18. I often choose fresh fruit as a satisfying snack. | 51.3 | 30.1 | 18.3 |
| 19. Even if I take vitamins, I feel I should be concerned about the foods I eat.* | 70.3 | 19.4 | 9.3 |
| 20. A class that helps me lose weight or maintain the weight I've already lost appeals to me. | 37.3 | 34.4 | 27.2 |

*Items taken from reference (1).

# Individualized Foods Lessons

Janelle Jones
SD Home Economics Teacher of the Year
Spearfish (SD) High School

The students group themselves by twos or threes and select the individualized foods lessons they wish to complete. Some lessons are sectioned into breakfast, lunch, and dinner. Beginners are encouraged to start with breakfast and lunch plus basics like measuring, nutrition, and meal planning. The dinner section is generally for more advanced students. From among the 43 titles students may select such lessons as crepes, fondue, sourdough, sauces and gravies, milk desserts, and deep fat frying. Lessons are being added each year, the most recent being grain cookery, dieting, and outdoor cooking. Basics such as safety, economy, meal planning, working relationships, and expectations are reviewed the first week of each quarter.

Lessons are designed with points awarded for such things as a study sheet, notes from a textbook and filmstrip, comparison shopping activities done outside of school time, up to two home experiences, and a minimum of one laboratory experience. These are checked by the teacher and points are circled. The student places the paper work in a "to be checked" folder as often as necessary. When the teacher finishes them each time, they are placed in a "checked" folder for that class section. A class folder lists each student with the lessons named, lesson points, and test points. This is always available for students to know what lessons have been recorded.

Foods laboratory experiences are scheduled two or three days a week, with one or two small clusters of students sharing a kitchen unit. Students show the teacher their products and she circles their points. A short post test is taken on each lesson and is awarded double points. Tests are usually taken on Friday, the first part of the period.

Grades are calculated on a percentage basis with the expectation for 100% being an average of one lesson per week at 100 points plus a test worth 30 points. Therefore, 130 points times 8 weeks is 100%. The meats lesson may take two weeks but could total well over 200 points plus a more detailed test.

Market orders may be worked on at any time by students, with some bringing recipes from home. Completed market orders are due each Friday, to give the teacher time to know what supplies are on hand and to prepare a list for shopping on Monday. The teacher works closely with the students in ordering supplies due to a limited budget. Government commodities are utilized whenever possible. Sometimes students bring additional foods to make lunch as the class sections are usually before and after lunch. The teacher permits students to use the noon hour on "lab" days allowing 90 minutes total.

The lessons were written by me and Karen Bridges of Spearfish with the original spark coming from Janet Zoss of Sioux Falls, formerly Douglas High School, Ellsworth Air Force Base, Rapid City, SD. Students like the program; they are excited to manage their time and work. Most students are very motivated to learn. They take pride in their groups and they are learning responsibility and management for the future.

The program is open to any student in grades 10-12, regardless of experience, and may be repeated. Spearfish Public Schools with 1500 students K-12 have many quarter courses at the senior high school level so the need arose nearly ten years ago to accommodate beginners and advanced students in the same class. The needs are still being met. Junior high students ask about the Individualized Foods program in anticipation.

YOU ARE INVITED

to the

**UNIVERSITY OF ILLINOIS**
**11th ANNUAL HOME ECONOMICS EDUCATION**

**ALUMNAE(I) CONFERENCE**
March 3, 1984

9:00 a.m. Room 22, Education Building
Noon Luncheon at the Union
Adjourn mid afternoon at the Union

**Topics addressed**: Teaching Techniques in Family Relationships, Teaching with Reduced Budgets, Defending Home Economics during Curriculum Reforms, and Choosing Content on the Basis of Societal Issues.

Sponsored by

Home Economics Education
Student Seminar
(Undergraduate club)

# A Meaningful Christmas Tea

Audrey A. S. Armstrong

**Audrey A. S. Armstrong**
Home Economics Teacher
Nathan Hale Middle School
Crestwood, Illinois
**Ed Brown**
Industrial Arts Teacher
**Joyce Burke**
Visual Arts Teacher

Tradition has made the concept of Christmas teas synonymous with cookies and punch. However, the Unified Arts Department at Nathan Hale Middle School sponsors a Christmas tea that involves much more than cookies and punch.

Through team planning and teaching, the Unified Arts Department, consisting of Home Economics, Industrial Arts and Visual Arts, plans the tea by developing meaningful objectives for grades six, seven, and eight learners. These objectives help guide the learners through this exploratory phase of our program which emphasizes basic life skills as well as various types of careers. Affective behaviors are emphasized with the inclusion of cognitive and psychomotor behaviors.

Objectives and activities for the tea are planned around a theme which becomes a focal point in the instructional unit. During this three-week unit, Home Economics students use their knowledge of language arts, mathematics, and consumer education to plan the menu, select recipes, develop the market order, serve the food, prepare guest lists and message for invitations, prepare dough for ornaments, sew fabric and press designs on wall hanging display banners. Through the roles of hosts and hostesses, students convey hospitality to all guests and sell recipe books which include food on the menu.

Industrial Arts students provide lettering for the theme display, gift wrap packages for the Christmas tree, make Christmas tree figurines, centerpieces, reindeer and sleigh, decorate Unified Arts showcase and Christmas tree.

Visual Arts students make design covers for recipe books, make straw and dough ornaments, centerpieces; use skill in calligraphy to write invitations and poster menu, decorate the Christmas tree and make designs for wall hanging display banners.

Unified Arts students make gifts in Home Economics, Industrial Arts, and Visual Arts for all guests of honor. Hosts and hostesses assist a faculty Santa Claus with the distribution of gifts which bring special holiday spirit of giving.

Guests of honor included city government workers that service our school and community such as mayor, police, firefighters, etc.

Student comments following the tea are evidence of positive results that are derived from clear and meaningful objectives. Statements were made such as:

"Why can't we do this everyday? It is so exciting."

"I didn't know learning could be so much fun."

"I felt so confident explaining the menu because I helped plan it and prepare the food."

"Being a host made me feel important."

"When inquiries were made about the fresh vegetable tree, we explained with pride how we made it."

"Math helped me make correct change for the recipe books."

"A salesperson has to be convincing. I told the consumers that the recipe books were full of economical recipes. Select the design of your choice. Each is autographed by the designer."

# Do Principals Have an Appetite for Nutrition Education?

Nan Singleton
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Mary Smith walked out of the principal's office looking notably excited and unusually vibrant. A co-worker asked what had generated the euphoria. Mary quickly responded: "The principal just gave me approval to revise and expand my nutrition education program."

Mary's students are exceedingly fortunate because of the principal's concern for their health and well-being. What is your principal's perspective on nutrition education?

### Need for Nutrition Education

Nutrition is gaining status in the scientific arena; however, people of all ages lack knowledge about this science. The need for nutrition education was acknowledged and received federal support when the Nutrition Education and Training (NET) Act was funded with 50 million dollars for fiscal years 1979 and 1980. Prior to this legislation, no formal assessment had been made of the need for nutrition education in schools throughout the nation. A sequential nutrition education program was either underdeveloped or absent from state approved school curricula. This condition is not surprising in view of the difficulty in designing and implementing nutrition education curricula at any grade level, but particularly for students in grades 9-12 because of their diversification in course selections.

### Assessment of Principals' Attitudes

The successful implementation of a new program in a school is difficult or impossible without the support of the principal. Prior to planning a nutrition education curriculum for Louisiana, an assessment of principals was conducted to determine: (1) their perception of the importance of nutrition education in the curriculum; (2) their nutrition education background; (3) the extent of nutrition education in schools; (4) current vehicles for teaching nutrition [as centralized (separate) or decentralized (integrated) courses]; and (5) their opinions as to the appropriate grades in which to include nutrition instruction.

A proportional stratified sample of principals from 125 schools spanning the State of Louisiana was surveyed. Public and nonpublic schools including grades K-8, 9-12, and K-12 were randomly selected from the Governor's eight planning districts. Principals were asked to complete a 34-item pretested checklist to provide the desired data. Thirty-eight of the total sample were employed in schools having grades K-12 or 9-12, and this discussion is based on their responses.

Ninety percent of the principals were male, and they had an average of eight years of administrative experience. They averaged 44 years in age, with a range of 30 to over 66 years. Approximately half of the group had earned a master's degree plus 30 graduate hours.

### Is the Inclusion of Nutrition Education Important?

Employing a scale of 0 = no opinion to 5 = most positive attitude, the principals recorded their perceptions of the importance of nutrition education in the school curriculum. Only one checked "no opinion." These principals regarded nutrition education as an important part of the curriculum ($3.68 \pm 1.18$).

### Are Principals Knowledgeable About Nutrition?

Principals were asked to supply information about their background in nutrition, and some gave multiple responses. The results showed that many had little or no nutrition background. Approximately 25 percent had studied nutrition in high school; 50 percent had studied nutrition in college as part of another course; and three percent (one principal) had completed a college course in nutrition.

Statistical tests were conducted to determine the relationship of the principals' attitudes toward the importance of nutrition in the curriculum to their nutrition education background. The absence of a significant relationship (.05) indicated that the principals' background in nutrition had no effect on their perception that nutrition education is an important component of the curriculum.

### How Extensive Is Nutrition Instruction?

Although only one of the schools surveyed had a sequential nutrition education program for grades 9-12, this science was being taught to some degree in these schools. Only two principals (5 percent) reported that instruction in nutrition was centralized or taught as a separate course; 80 percent said it was decentralized or integrated into one or more courses. Principals reported that nutrition education was more often integrated into courses in home economics (79 percent) than it was into health or physical education (66 percent), science (53 percent), or social studies (3 percent). According to five principals (13 percent), nutrition education was integrated with the school lunch program.

### Which Grades Should Offer Nutrition?

Approximately 60 percent of the principals believed that nutrition should be offered at every grade level. The rest of the administrators suggested grades K-6 (18 percent), 7-8 (5 percent), and 9-12 (16 percent). Not one administrator vetoed instruction in nutrition education in his school.

**Conclusions**

These data indicate that principals perceive nutrition education as an important part of the curriculum. If the opinions of principals in Louisiana are typical of those throughout the nation, the administrative support needed to provide a solid foundation upon which to implement nutrition education in the nation's schools does exist. Their assessment was valuable in planning and developing a sequential statewide program for high school students. However, implementation has been hampered by a current national authorization of only five million dollars. Has your state developed and implemented a viable nutrition education program? If not, let's join forces to encourage those in the federal government to find the means to educate students to make intelligent choices about the kinds and amounts of food they should consume.

**Quotes from the *New York Times*, December 11, 1983**

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The Consumer Federation of America has named automobiles as the "most dangerous" product on our market today. Cigarettes were second and alcohol third. Dangerous was defined as "most likely to kill or injure us."

In separate lists of most dangerous products for different groups in the population, the ten that ranked highest for women were

Contraceptives
Saccharin
Diet pills
Alcohol
Minor tranquillizers
Kitchen ranges
Caffeine
Kitchen knives
Household cleaners
Douches

Further information can be had from the Federation's new 441 page book entitled, *The Product Safety Book*, which was compiled from a variety of sources including the Consumer Product Safety Commission, the National Highway Traffic Safety Administration, the Food and Drug Administration, and Consumers' Union.

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The number of homeless youths in this country has been estimated by those who work with them to be about 500,000. New York mayor Koch says, "The best and most effective way to deal with the problem is through jobs, housing renewal, and improvement of schools and social services."

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A U.S. Government survey has found that 14 percent of the 1980 high school sophomores (or about half a million) became dropouts and most now regret leaving school.

Asked why they dropped out, 23 percent of the girls cited pregnancy and 31 percent "got married or planned to marry." Eleven percent said they got a job and 10 percent "couldn't get along with teachers."

Thirty to thirty-six percent of both sexes said, "School was not for me," or "bad grades."

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The chance of becoming a victim of violent crime is greater than that of "being affected by divorce" according to a new, nationwide study by the U.S. Justice Department, and also greater than the risk of being hurt in a wreck, or death from cancer, or injury or death from a fire.

Forty-one million people were victims of crime in 1981 (almost a third of all households were affected) and 6 percent of households experienced violent crime.

In a 1979 survey, 40 percent of state prison inmates reported being under the influence of drugs or alcohol at the time of the offense.

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# Helping Teens Teach Nutrition

**Rozanna Rayburn**
Home Economics Teacher
Pekin (IL) Area Vocational Center
**Nina Collins**, Chairperson
Department of Home Economics
Bradley University, Peoria, Illinois

Realizing that good nutrition for children, teens, and adults is important for a healthy, positive life, we developed a nutritional project that would stimulate high school students enrolled in Child Care at Pekin-Area (IL) Vocational Center. Its main focus was to provide opportunities for high school students to teach nutrition to young children in a variety of settings in creative ways. In order to become competent "teachers," the high school students were given a variety of opportunities to learn nutrition and good eating habits.

The junior and senior students enrolled in this vocational program reached many children and parents that are either enrolled in the child care laboratory or were in volunteer-aid programs in the grade schools for the Child Care students.

Objectives of the project were:

a) to stimulate the teens' interest in developing good eating habits;
b) to provide teens with accurate, up-to-date nutritional information;
c) to provide teens with some understanding of food and its relationship to a healthy body; and
d) to reinforce teens' nutritional awareness by their participation in the teaching of nutrition to children, aged preschool through grade six.

A grant from NET, the Nutritional Education Training project, supplied money and nutritional kits to start the project.*

### Pre-"teaching" Activities

A classroom activity that was especially effective in presenting sound nutritional information was a review of a computer program of weight control and food intake. Students were able individually to compute their desired weight, compare with food intake, and receive tabulated results. A review of current nutritional influences was also stimulating to the students. The credibility of information in popular magazines was explored using the criteria found in an American Council on Science and Health survey on "How Popular Magazines Rate Nutrition" by Martha Hudnall.[1]

Another popular source of nutritional information is television advertisements. Julius B. Richmond, Surgeon General of the United States Public Health Service, estimates that each year children are exposed to an average of seventy hours of food and beverage advertising.[2] With this in mind, the students observed, for three days, television food commercials designed for the audience of children and their families. Nutritional value of their findings was charted and analyzed in our classroom.

After previewing available nutritional materials and evaluating their use, the students selected appropriate materials for individual or group presentation to give to children's groups. Careful planning, brain-storming, and critiquing each other's nutritional activity helped the students to be prepared for their nutritional presentation. Each presentation was tested on the high school class with peers serving as critics.

### Presentations

Several creative nutritional presentations were given. These included a nutritional train with engineer hats and food cards, a nutritional Twister game with Basic Four format for young children and nutrient format for older students, and puppet shows with nutritional information. (See next page.) Preparation and tasting of an attractive relish tray with dip stimulated the interest of second and third graders in eating "veggies."

A food card game held the interest of 4th and 5th graders. Worksheets, Food Bingo, filmstrips, and food preparation were incorporated in other presentations. In one presentation, each child made a good breakfast by putting cut out pictures on a paper plate. This selection of foods indicated the children's knowledge of nutritionally balanced breakfast. Food forms were explored by fourth graders after a discussion illustrated with visuals and work sheets. Using Chef Combo and the Chug-A-Mug-A-Moo,[3] kindergarteners made an Orange Milk Shake with ice cream, egg and orange juice, with a bread stick as a stirrer to complete a balanced snack. After tasting dried apples, apple sauce, apple juice and fresh apple slices, participating children received an Illinois Nutritional Council Apple sticker to display on hands, forehead, papers or other appropriate places.

### Evaluation

The evaluations written by leaders and teachers where the nutritional presentations were given were positive. Some comments were:

> "Penny did a very nice job. She was clear and very interesting. She encouraged the kids and used positive reinforcement well."

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*The authors are indebted to West Central Regional Education Service Center, Illinois State Board of Education, for providing funds for this project.

[1] Marsha Hudnall, "How Popular Magazines Rate Nutrition," *American Council on Science and Health* (Jan./Feb., 1982), 1.

[2] Julius B. Richmond, "Parenting—The Crucial Years," *General Mills American Family Forum*, Washington, D.C. (1977), 9.

[3] National Dairy Council (1980), 6300 N. River Rd., Rosemont, Illinois, p. 5.

"Sharon's nutritional skit was well organized and the class learned several good ideas about junk food. Some children listen to older students better than to parents or teachers."

Only a few students received negative comments; in one case the students were working with handicapped children. The teacher suggested that the presentation was too difficult and helped the student revise the activity which was then presented again in a successful way. In some cases, other teachers hearing about the nutritional presentations requested that their classroom be included in the nutritional activity.

**Follow-Up**

The students were involved in follow-up activities. Each student who participated in a nutritional presentation answered unsigned questionnaires. Positive reactions were noted with students indicating that they were more aware of nutritional food habits and a few students admitted that even if they did not change their eating habits they were definitely *aware* of poor personal nutritional practices.

Another follow-up activity included a video taping of the nutritional activities. Students video taped their nutrition presentations to view, to stimulate discussion about nutrition, to reinforce nutritional interest, and to motivate self improvement. Students organized Parent Nutritional Workshops. In this activity they planned and implemented workshops for parents and friends of children enrolled in the child care laboratory school at our Center. The programs were presented and led by teens followed by tasting of nutritious snacks.

During the last two school years sixty-eight teachers, fifty-nine students, over nine hundred grade school children, about one hundred pre-school children, and almost sixty handicapped children participated in this Nutrition Project. By exploring nutritional knowledge, researching, reading and professional contacts, the teen students have become more effective in presenting nutritional materials to children, to their peers, and to their families. Teenage students, through participation in the nutritional projects, also increased the level of their own nutritional knowledge and practices.


# Teaching Roles of Dietitians/Nutrition Professionals

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What do the following situations have in common?

- A pregnant high school student consumes mostly "empty calorie" foods.
- A day care program director expresses concern that the beverage children drink most is fruit flavored drink.
- A hospital patient recovering from a heart attack is apprehensive about his/her new 2 gram sodium diet.
- A local news article features the appearance next week of a popular speaker known for his misleading nutrition information.
- Analysis of school lunches shows a drop in student nutrient intake after the "offer vs. serve" plan is implemented at all grade levels (students may choose 3, 4, or 5 of the lunch components offered).
- A health club member questions the safety and expense of the club weight reduction program.
- Nursing home food service workers are making inappropriate substitutes when menu-specified foods are unavailable.
- A parent, child, or good friend asks about the latest food fad.

All of the above are typical situations faced by dietitians and other nutrition professionals. All of the situations pose challenges related to nutrition education. Nutrition has become a popular topic. "Instant experts" in nutrition abound, and virtually all people have strong opinions about food and nutrition. The great increase in interest in nutrition and health, and the plethora of misinformation, provide both challenges and opportunities. Former National Nutrition Consortium president Marjorie Devine notes that the public is "bewildered not because nutritional scientists have failed to produce useful knowledge, but because they are often reluctant to translate that knowledge so it can be applied" and then "pseudo-nutritionists and quacks will move in to fill the vacuum."[1]

All dietitians and other nutrition professionals are nutrition educators, usually in a variety of formal and informal settings: hospitals, schools, public health, food service, media, and food-nutrition programs for children, teens, or seniors. However, there are many teaching roles that may not be readily apparent. Creating and developing some of these roles may enable nutrition professionals to improve the nutrition and health of students, clients, patients, and consumers. Frequently, nutrition information—and misinformation—is taught in situations not thought of as related to nutrition education. All of us related to the nutrition profession—home economists, dietitians, health educators—teach nutrition by example, if in no other way. Are we pleased with the nutrition messages that we convey?

### Effective Nutrition Education

How can we be effective nutrition educators? We shall consider ways to increase our effectiveness as nutrition educators and then apply principles to the situations listed above. The principles will be applicable for dietitians, other nutrition professionals, and others who impart nutrition information and influence attitudes in a variety of roles and situations.

Can teaching occur without learning? The reverse is possible; we may learn by experience or may teach ourselves. Teaching implies learning, but learning is not automatic. Teachers may intend to teach, but unless learning results, there has been no teaching. In relation to nutrition, how do we know whether learning has occurred?

"Nutrition education is a multidisciplinary process that involves the transfer of information, the development of motivation, and the modification of food habits where needed."[2] Dietitians are involved with "teaching survival kinds of behaviors related to helping a client correct a health problem or to maintain a desirable level of health."[3] Teaching necessitates communicating information and effecting behavioral change. Compliance is voluntary. Modified diets are recommended increasingly to control chronic conditions, as well as to treat acute cases.[4] Applying nutrition knowledge to promote health has become ever more complex. Instead of simply correcting a nutrient deficiency, we recognize that chronic diseases are caused by many factors. Increasingly, emphasis is on preventive health care, with new roles developing for health care providers

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[1] "The Image of the Health Sciences: Nutrition Advice with Nutrition Controversy," *Nutrition Newsletter*, 18, no. 1 (1983), Division of Nutritional Sciences, Cornell University, Ithaca, NY.

[2] Ruth Leverton, "What is Nutrition Education?" *Journal of American Dietetic Association*, 64 (January, 1974), 17.

[3] K. Wulf and P. Blitz, "Toward Achieving the Dietitian's Goal: Client Education," ERIC Document Reproduction Service, ED 162 974, 1978.

[4] Karen Glanz, "Dietitians' Effectiveness and Patient Compliance with Dietary Regimens," *Journal of the American Dietetic Association*, 75 (December, 1979), 631-636.

and consumers.[5] As dietary regimens tend to be restrictive and require long-term changes in lifestyle behaviors, non-compliance is common. Similar challenges confront all nutrition educators who attempt to alter attitudes and behavior. A number of learning principles are pertinent to behavioral change.

**Change is more likely when**

- learning situation is real to the learner
- learner participates in planning, sets goals and priorities
- learner is actively involved
- learner's needs, interests and capabilities are considered
- learning is individualized and ultimately controlled by learner
- cultural, psychological, and biological factors are considered
- family/significant others are included when feasible
- small, simple, realistic changes are planned
- learner views experience as useful
- learner views changes as positive, realistic, and valuable
- a positive approach is used rather than scare tactics and commands
- a variety of approaches is used
- learning is enjoyable
- learner discovers relationships and applies knowledge
- reinforcement is provided during long-term learning process
- learner experiences success*

**Realistic Application**

How do we apply these principles of learning in specific situations confronting nutrition educators? Following are some suggestions that may be helpful in the nutrition education situations described earlier.

1. **Pregnant teen with poor diet**. Concern for the baby may increase motivation. Teachers of home economics, health, and physical education need to be supportive and help the student see the relationship of her diet to the baby's health and her own. As she improves her skills in planning and preparing nutritious meals, she becomes involved and begins to assume responsibility for her health and the baby's. She could start with the lunch she eats at or takes to school. Consider referrals to Women, Infants and Children Supplemental Food Program (WIC), food stamps, and/or public aid. Involve family members and the baby's father to the extent feasible. March of Dimes materials may provide learning reinforcement in an understandable, culturally non-biased way. Help the student set specific realistic goals related to weight gain and substituting nutrient-dense foods for others. Check progress at reasonable intervals; recognize success and provide support and encouragement as needed. Activities may be individual and/or with other pregnant students. Individualized approaches may be necessary, but group rapport, activity and mutual support can be valuable. Cooperation with the student's physician can increase consistency and reinforcement of learning.

2. **Day care children's fruit flavored drink**. Provide pure juices and milk at the center (required by state/federal regulations in some cases). Staff should drink only such beverages with children or in their presence to provide good role models. Frequent preparation by the children of nutritious beverages and snacks can be enjoyable and help them learn to like a variety of foods. Parent preparation and tasting sessions with recipes and label comparisons provide usable information and experience. Use accurate names for the different beverages; many children and adults call all fruit beverages "juice." If day care centers and parents express concern about the cost of juice as compared to drinks, encourage them to use as much juice as possible, perhaps combining it with less expensive drinks. For children who can't tolerate milk, suggest alternatives and provide recipes. Often small amounts of milk and some other dairy products can be tolerated with meals. Suggest that parents observe children's television commercials so that they are aware of media and peer pressures on their children. Nutritious foods and beverages should be readily available at home so children can choose from them. Often they cost the same or less than those with low nutrient density. If children consume large amounts of "empty calorie" drinks, help them and their parents to set goals to substitute a reasonable number of drinks each day with juice or with water—which may be preferable to large amounts of colored, flavored, sweetened water. Students assisting with child care in high schools also can help as suggested above—and perhaps may be motivated to change some of their own food habits.

3. **Patient on restricted diet**. Patients are likely to be apprehensive about restricted diets and the resultant changes in their lifestyles. However, concern about health is often a powerful motivator. To utilize such a "teachable moment" effectively, a dietitian needs to become familiar with pertinent information in the patient's medical record. The dietitian should have in mind reasonable goals for the patient related to the prescribed diet. As s/he gathers additional dietary information from the patient and/or family members, the dietitian formulates an individualized nutrition care plan. Help the patient understand the purpose of the diet and specific applications. Consider the patient's present diet and help the patient set specific realistic goals for change. Give information on low sodium foods, their use and availability, as well as recipes and suggestions for reducing sodium in the diet. Printed materials and audio visuals (as video tapes or closed circuit TV lessons) are available or can be developed for inpatient or outpatient use. Involve the patient in choosing his/her meals from the hospital menu. Making selections from sample restaurant menus and making usable menus for home use help the patient apply knowledge of the special diet. The patient should be able to verbalize reasons for choices. Ultimately, the patient makes his/her own food decisions. Include significant others, especially one who prepared food for the patient, in the nutrition counseling. The dietitian should coordinate efforts with other members of the health care team to provide consis-

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[5] Regina Dolan, "How Health Care in America is Changing," *Teaching Topics*, American Council of Life Insurance and Health Insurance Association of America, 31(1), Spring 1983, p. 1.

*Taken from several sources as reported in Ruth McNabb Dow, "Comparative Effectiveness of a Computer and Videotape Simulation in Dietetic Education," University of Illinois Ph.D. dissertation, 1980.

tent support. Readers who are not clinical or community dietitians may use some of the above suggestions to be supportive when a friend or family member is on a restricted diet.

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and consumers.[5] As dietary regimens tend to be restrictive and require long-term changes in lifestyle behaviors, non-compliance is common. Similar challenges confront all nutrition educators who attempt to alter attitudes and behavior. A number of learning principles are pertinent to behavioral change.

**Change is more likely when**

- learning situation is real to the learner
- learner participates in planning, sets goals and priorities
- learner is actively involved
- learner's needs, interests and capabilities are considered
- learning is individualized and ultimately controlled by learner
- cultural, psychological, and biological factors are considered
- family/significant others are included when feasible
- small, simple, realistic changes are planned
- learner views experience as useful
- learner views changes as positive, realistic, and valuable
- a positive approach is used rather than scare tactics and commands
- a variety of approaches is used
- learning is enjoyable
- learner discovers relationships and applies knowledge
- reinforcement is provided during long-term learning process
- learner experiences success*

**Realistic Application**

How do we apply these principles of learning in specific situations confronting nutrition educators? Following are some suggestions that may be helpful in the nutrition education situations described earlier.

1. **Pregnant teen with poor diet.** Concern for the baby may increase motivation. Teachers of home economics, health, and physical education need to be supportive and help the student see the relationship of her diet to the baby's health and her own. As she improves her skills in planning and preparing nutritious meals, she becomes involved and begins to assume responsibility for her health and the baby's. She could start with the lunch she eats at or takes to school. Consider referrals to Women, Infants and Children Supplemental Food Program (WIC), food stamps, and/or public aid. Involve family members and the baby's father to the extent feasible. March of Dimes materials may provide learning reinforcement in an understandable, culturally non-biased way. Help the student set specific realistic goals related to weight gain and substituting nutrient-dense foods for others. Check progress at reasonable intervals; recognize success and provide support and encouragement as needed. Activities may be individual and/or with other pregnant students. Individualized approaches may be necessary, but group rapport, activity and mutual support can be valuable. Cooperation with the student's physician can increase consistency and reinforcement of learning.

2. **Day care children's fruit flavored drink.** Provide pure juices and milk at the center (required by state/federal regulations in some cases). Staff should drink only such beverages with children or in their presence to provide good role models. Frequent preparation by the children of nutritious beverages and snacks can be enjoyable and help them learn to like a variety of foods. Parent preparation and tasting sessions with recipes and label comparisons provide usable information and experience. Use accurate names for the different beverages; many children and adults call all fruit beverages "juice." If day care centers and parents express concern about the cost of juice as compared to drinks, encourage them to use as much juice as possible, perhaps combining it with less expensive drinks. For children who can't tolerate milk, suggest alternatives and provide recipes. Often small amounts of milk and some other dairy products can be tolerated with meals. Suggest that parents observe children's television commercials so that they are aware of media and peer pressures on their children. Nutritious foods and beverages should be readily available at home so children can choose from them. Often they cost the same or less than those with low nutrient density. If children consume large amounts of "empty calorie" drinks, help them and their parents to set goals to substitute a reasonable number of drinks each day with juice or with water—which may be preferable to large amounts of colored, flavored, sweetened water. Students assisting with child care in high schools also can help as suggested above—and perhaps may be motivated to change some of their own food habits.

3. **Patient on restricted diet.** Patie
hensive about restricted diets and the
lifestyles. However, concern about h
motivator. To utilize such a "teachab
dietitian needs to become familiar wit
the patient's medical record. The die
reasonable goals for the patient rela
As s/he gathers additional dietary inf
and/or family members, the dietitian
ized nutrition care plan. Help the pa
pose of the diet and specific applicati
present diet and help the patient set
change. Give information on low soc
availability, as well as recipes and sug
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or closed circuit TV lessons) are avai
for inpatient or outpatient use. Invol
his/her meals from the hospital men
sample restaurant menus and making u
help the patient apply knowledge of
tient should be able to verbalize reaso
the patient makes his/her own food
cant others, especially one who prepar... ...d for the patient, in the nutrition counseling. The dietitian should coordinate efforts with other members of the health care team to provide consis-



[5] Regina Dolan, "How Health Care in America is Changing," *Teaching Topics*, American Council of Life Insurance and Health Insurance Association of America, 31(1), Spring 1983, p. 1.

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Many students eat other types of lunch: at home, "brown bag," or at fast food restaurants. More often than not, students choose what they eat. Thus, nutrition education at all grade levels is crucial. Students may record and evaluate what they eat, then set modest goals to try a variety of new foods. To the extent feasible, students can prepare and eat foods new to them—usually an enjoyable experience. Nutrition-related projects in home economics, health, consumer education, physical education, and other classes could involve students in comparison of nutrients and prices, as well as cultural and regional food preferences. Lists of nutritious foods for home, brown bag or school lunches can help students make more informed choices. Providing accurate information and working cooperatively with a broad spectrum of people in the school and the community increase chances for success.

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them develop a usable replacement can be devastating. For example, if we tell them that "vitamin supplements are a waste of money," we may overlook the fact that some individuals need supplements. We also are not providing them with suitable alternatives. Perhaps we can help them evaluate their diet and their situation. If improvement is needed, perhaps we can develop with them a realistic plan, e.g., adding another fruit or vegetable each day. Helping people understand possible relationships between nutrition and health, and providing relevant information may enable them to make informed choices. The "Life Insurance Policy" below is one way to help people recognize nutrition / fitness / health relationships, and make a personal commitment to a lifestyle that may improve the quality and length of life. Modeled on an actual insurance policy, this "policy" was popular and effective with a recent nutrition class.*

Even though as responsible professionals we are compelled to be accurate, we need not be dull and unimaginative. As we teach children, teens, adults, seniors, patients, clients, consumers, other health professionals, other educators, and the public, let us help equip them in interesting, enjoyable ways to make informed choices that will improve their nutrition and health.

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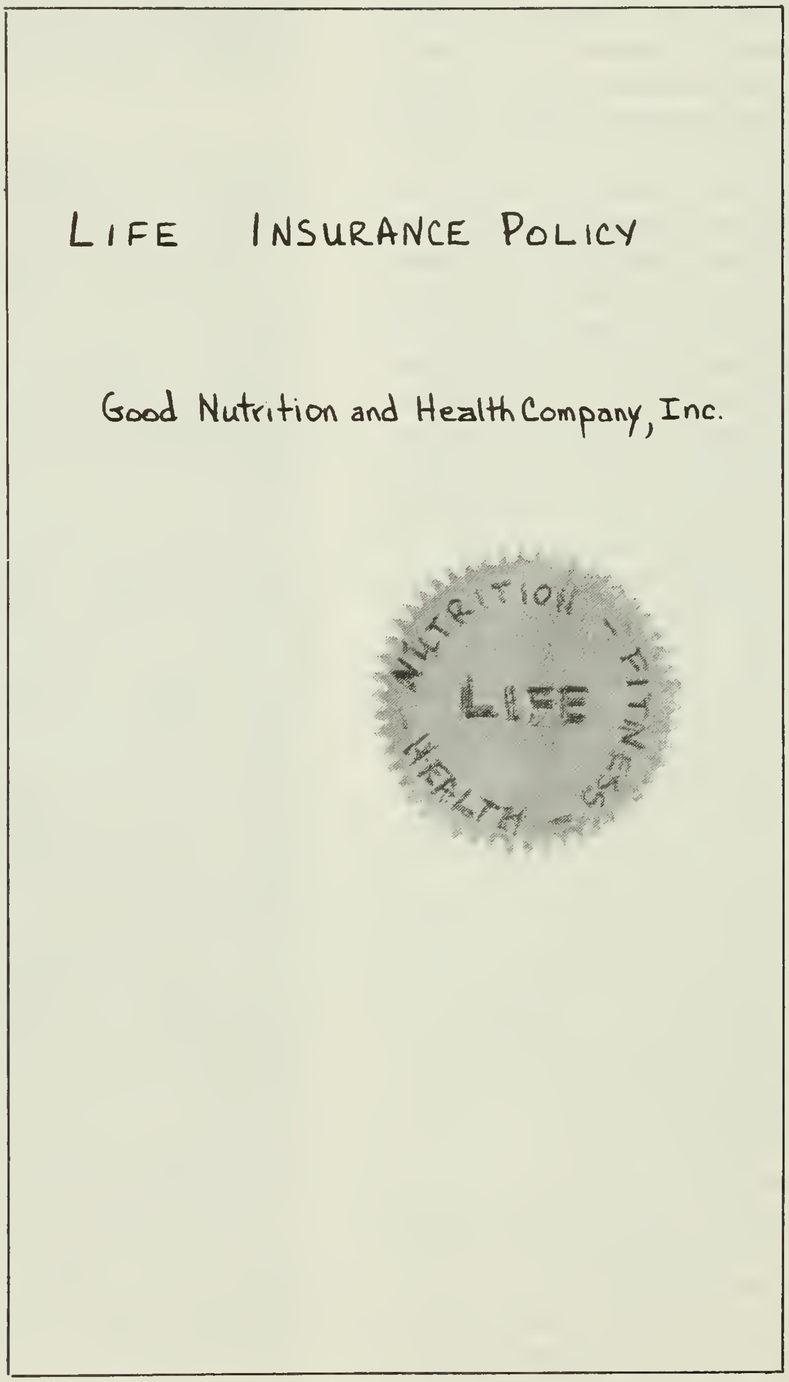
**Editor's Note*: Illinois Teacher office also has a set of seven insurance policies (e.g., Anemia Insurance) for which the premiums are stated amounts of certain foods that contain the needed nutrient to prevent the disorder. Order item C-1 of the ITT series. $1.50


LIFE INSURANCE POLICY

Good Nutrition and Health Company, Inc.

## LIFE INSURANCE POLICY

Good Nutrition and Health Company, Inc.

The Good Nutrition and Health Company agrees to pay the benefits provided in this policy subject to its terms and conditions. Executed at Charleston, Illinois on the Date of Issue.

Martha S. Brown, President — Martha S. Brown

Ruth M. Dow, Vice President — Ruth M. Dow

### LIFE POLICY -- PARTICIPATING

Benefits Payable Throughout Life of Insured
Improved Opportunity for Good Health and Longer Life

Premiums Payable by Insured: The longer, the better

### Section 1. The Contract

1.1 While specific benefits cannot be guaranteed, the regular payment of premiums by the Insured will increase the statistical probability of improved quality and length of Life of said Insured.

### Section 2. Premiums

2.1 Premiums to be paid by the Insured as agreed in the Life Insurance Application.

### Section 3. Dividends

3.1 Daily Dividends of positive feelings resulting from the specific decisions and active involvement in promoting health and reducing risk of disease of the Insured.

3.2 Dividend Throughout Life is the knowledge that the Insured is making a major effort to improve nutrition, fitness and health.

### Section 4. Beneficiaries

4.1 The Direct Beneficiary is the Insured.

4.2 The Further Beneficiaries of this policy are the Family, especially the descendants of the Insured.

4.3 Additional Beneficiaries include all others who are influenced by the Insured to make similar life style changes and thereby improve their own nutrition and health.

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### LIFE INSURANCE APPLICATION

| 1. Insured's Full Name | Mo/Day/Yr. of Birth | Age | Sex | Address | Occupation |
|---|---|---|---|---|---|
| | | | | | |

2. The insured agrees to pay the following premiums (check ✓ ):

___ Eat a variety of foods daily.
___ Achieve/maintain desirable weight.
___ Eat only moderate amounts of saturated fat and cholesterol.
___ Eat foods with adequate starch and fiber.
___ Consume only moderate amounts of sugars.
___ Consume only moderate amounts of sodium.
___ Drink no more than moderate amounts of alcohol.
___ Walk briskly or otherwise exercise at least 20-30 minutes at least 3 times weekly.

3. Signature of Insured ____________________ Date ________ Countersigned by Licensed Agent ____________________

# Practical Implications of Current Teaching Research: Part I – The Importance of Climate to Achievement

**Thomas L. McGreal**
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University of Illinois

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In recent years, our knowledge about effective teaching has increased tremendously. Unfortunately, much of this information has not been transmitted to practicing teachers. In this first of a three-part series, it is our intent to provide a sample of the type of practical teaching behaviors that have emerged from the current research on teaching.

In the past our technical knowledge about teaching has been woefully lacking. Suggestions about effective teaching were primarily built from trait studies about teaching (effective teachers are warm, kind, intelligent, trustworthy, faithful, brave, etc.) or were based on intuitive, personalized approaches ("the way I always did it was . . .", "what works for me is . . ."). As a result, most teachers learned how to teach in exactly the same way—by doing it! Out of this trial and error approach, teaching styles developed that worked for each person. With this personal style a set of definitions emerged and a view of teaching that was distinctly individual.

This reliance upon on-the-job training is not intended to be a condemnation of teacher education programs. Most teacher preparation programs do the best they can, given their circumstances. During an approximate four-year span a teacher education program must offer a two-year "dose" of university requirements, enough courses to provide a subject matter major, a series of foundation courses and methods courses designed to meet state certification requirements, and a series of classroom involvements including a student teaching experience. By any perspective, it is a broad experience provided in a short time span. The result of this tends to be a person ready to learn how to teach rather than a person ready to teach. It is not until after the first few years of teaching when a person has his/her own classroom that s/he truly begins to learn the basics of the profession. Unfortunately, most of this on-the-job training takes place in isolation from an ideal learning environment and hence falls into a trial and error format that eventually leads to a way of teaching that works for that person. Fortunately, the help provided by peers, by supervisors, and by common sense has allowed most teachers to develop a functional style that is effective. One of the most useful benefits of the current research is that it offers, for the first time, solid empirical support for teaching behaviors that this trial and error, common sense approach has led many teachers to naturally.

In most instances, the teacher effectiveness research is defined as those studies in which attempts have been made to link certain teacher behaviors to student cognitive achievement. In recent years there have been several general reviews on teaching research that have been very useful and deserving of attention (Rosenshine and Furst, 1971; Rosenshine, 1971; Dunkin and Biddle, 1974; Good, Biddle, and Brophy, 1975; Medley, 1977; Peterson and Walberg, 1979). These reviews have been important in the gaining of legitimacy for teacher effectiveness studies. Most of these reviews were compiled and analyzed by researchers writing for other researchers. Consequently, these reports have not had as much impact on schools as they might if they had been written more practically. This situation seems to be more symptomatic of the natural conservativeness of the researchers than it is of a lack of faith in the potential usefulness of the data. Fortunately, over the last five years, several successful pre-service and in-service packages have been generated from the effectiveness research.* The general introduction of the effectiveness research is being carried out in schools all over the United States. In virtually all instances, it is being received with great enthusiasm by teachers and administrators. This level of acceptance has increased primarily for the following reasons:

1. It has a strong ongoing research base.
2. Effectiveness studies share a clear surface validity in that most findings parallel accepted practice.

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**Editor's Note*: Parts II and III will appear in the next two issues of *Illinois Teacher*.

*Examples would include such things as the Teacher Expectation and Student Achievement (TESA) program; Evertson and Emmers' work with elementary and junior high teachers; and Fitzpatrick's program for secondary school teachers. See the references at the end of this article for addresses regarding these examples.

3. There is considerable common sense involved in the recommendations emanating from the research.
4. There is an increasing number of studies being done in a variety of settings producing a consistency of findings that seem to cross subject areas and grade levels.

The effectiveness studies are not without controversy. Much of this controversy was especially justifiable at the early stages of the research. Initially it was argued that the findings were applicable only to low socioeconomic level students in elementary grades regarding basic skill acquisition in reading and math. In addition, it was suggested that even in the above situations the data were suspect because they were almost all correlational and thus subject to all the weaknesses inherent in correlational research. While these arguments were valid at the time, they are much less powerful now. Many of these concerns have been diminished in recent years due to the fact that an increasing number of effectiveness studies have been conducted in junior and senior high schools in various subject areas and in a variety of school settings. In almost all of these recent studies there is a continuing consistency in the findings. Most importantly, current effectiveness research is being characterized by a significant number of experimental studies that have not in any visible way reversed any correlational findings (Rosenshine, 1982). While there is an obvious need to continue research in this important area, it seems clear that there is sufficient evidence to support the view of an emergent set of basic teaching skills that can legitimately be introduced to teachers.

An important point must be made at this time. This introduction and review of the current effectiveness research is not intended to suggest that there is a model here that must be followed before effective teaching can occur. That would be ridiculous! There is no one best way to teach. To a great extent teaching is the ability to reach into a bag of tools and pull out those things that allow for the best match of method, content, and students. The more techniques, skills, models, styles, attitudes, etc. that make up that bag of tools, the more effective teacher decisions are likely to be. As Brophy (1978) indicates, we shall never have a set of generic teaching skills. However, it does appear that current research is at least giving us more and better clues about behaviors that make up a part of effective instruction. The teacher effectiveness research is identifying some basic teaching tools that provide a set of technical fundamentals that are applicable to home economics instruction as well as all other instructional areas.

While many of the findings of the effectiveness research are interrelated, for discussion purposes the data can be said to fall under three headings: *climate, planning, and management behaviors*. Each of these three will be reviewed separately. Space does not allow for a complete review and discussion of all the behaviors. Consequently, each part of this series will highlight only selected behaviors. Readers are encouraged to use the references at the end of each article to pursue more fully the practical implications of current research on teaching.

**Climate**

The material discussed within the climate area is, unless otherwise noted, extrapolated from the following sources:

Dunkin and Biddle (1974)
Good, Biddle, and Brophy (1975)
Bloom (1976)
Hunter (1976)
Peterson and Walberg (1980)
Kerman and Martin (1980)
Denham and Lieberman (1980)
Cummings (1981)
Brophy and Evertson (1976)
Stevens and Rosenshine (1981)

Teachers have always been taught the importance of classroom climate. Traditionally climate has been communicated as a warm, supportive environment in a classroom in which students feel comfortable and loved, a sort of "womb in the room" notion. It is undeniable that it is important to be nice, considerate, and caring. But these terms, like other similar ones such as warmth, student orientation, etc., are very difficult to define and/or to translate into some identifiable teacher practice. Recent studies have begun to provide a somewhat more tangible definition of climate that is complete with recommended behaviors that appear linked in both correlational and experimental studies with student gain. It is suggested that those classrooms where gain is consistently higher are characterized by a climate conducive to higher levels of involvement on the part of students in the room. *They are classrooms where an environment exists in which all students feel free to be a part of class, comfortable to raise their hands, to take a chance, to get involved.* With the exception of truly gifted or highly motivated students, it seems clear that the students are not likely to learn much through osmosis. To learn, a student must be an active part of the class. Generally this happens only when the teacher recognizes this fact and plans for it to happen. *This concept of planning for it to happen is the essence of the teacher centered, structured classroom.* Time and time again an attitude emerges in effective classrooms that says, "These kids can learn, but they learn primarily from me and because of me." If there are things that should be happening that help students learn more effectively, then it is the teacher's responsibility to avoid sitting back and hoping that an appropriate climate will happen naturally. The teacher must plan and structure events in such a way that important outcomes have the chance to occur. Views of classrooms as warm and caring places are not compromised by this perception. Teacher centered, structured classrooms run by nice people are compatible, not conflicting events.

It is imperative to note the special importance of a focus on climate for junior and senior high school teachers. There is often a feeling among upper grade teachers that climate is an elementary school concept that is not as relevant to secondary school settings. Often, middle, junior, and senior high teachers have a tendency to have a primary commitment to their subject matter and a secondary commitment to the concept of teaching. Actually there is growing support for the notion that as students progress in grade level, climate becomes more important to achievement. It is not appropriate for subject matter teachers at any grade level to rely only on the wonderfulness of their material. *The evidence exists that a teacher must plan for climate with as much diligence as he/she plans for the presentation of* *subject matter.*

Under the climate heading, two key terms emerge, involvement and success. Although in a slightly less prominent role, praise and reinforcement can be seen as another ingredient in a contemporary definition of climate. All three terms interact significantly, especially as you study particular recommended behaviors emerging from the research.

To illustrate the role of climate in the development of a focus on teaching, several examples of important behaviors will be presented.

**Extended Teacher-pupil Contact.** Teachers are constantly reminded of the importance of praise and reinforcement. In many classrooms, however, teachers feel they attend to this matter through their usual responses to students. "Ok," "yeah," "all right," "correct," "uh huh," "terrific," are just a few of the typical one-worders that comprise the majority of praise received by students. It is essential for teachers to expressly develop verbal habits that provide stronger, more extended teacher praise if it is going to have maximum effect. Too often teachers rely on short verbal cues that become so commonplace in a classroom that they lose all impact. Evidence suggests that for praise to be effective, it must be earned, appropriate, and noticeable. Some of this can be accounted for by teachers being conscious of providing for praise and reinforcement in situations where there can be extended, more involved contact with the student. For example, during any type of teacher-student verbal interaction (general discussions, review sessions, questioning activities, etc.), it is important for teachers to attempt various forms of what Aspy (1973) calls "interchangeable responses," or what Rosenshine and Furst (1971) call "use of student ideas." Interchangeable responses are teacher summations of student statements which are interchangeable with what the student has said. It is a way of showing that the student's ideas have been listened to and understood and that they are important and useful. Along the same line, Rosenshine and Furst (1971) indicate five ways of using student ideas during verbal interaction:

1. *Acknowledging* a student's response by literally repeating the answer out loud to the rest of the class.
2. *Modifying* the student's response by putting it into different words so that it is more understandable or more appropriate but that still conveys the idea originated by the student.
3. *Applying* the student's response to some situation, using it as an explanation for some event or occurrence, etc.
4. *Comparing* the student's response to something in the text, something already discussed, or some concurrent similar event, etc.
5. *Summarizing* the responses made by students and using them to draw a conclusion or make a point.

Regardless of whether this concept is called interchangeable responses or use of student ideas, the intent remains the same, a direct teacher verbal action that illustrates to students their importance in the occurrence of events in the classroom. It is a reinforcement that they can get answers right and that the teacher recognizes and values them. This simple act is something that many teachers already do. But, if all other things remain the same, and a teacher increases the occurrence of this type of behavior in the classroom, both correlational and experimental research suggests that it makes a difference.

**Directed Questions.** Each succeeding year in school teachers experience larger percentages of "emotional dropouts." These are students who are physically present but emotionally are non-participants. Since 1974 (Brophy and Good), data have been available identifying dramatic differences in those who respond in classes and the differences teachers display toward students once they have responded. With involvement being so important to learning, the teacher must assume the responsibility for attempting to get all students to be a part of the class. One of the ways a teacher can raise involvement levels is through an increased use of questions directed to a student by name. There is no desire on the teacher's part for a general show of hands. This is not to suggest that undirected questions are inappropriate, but rather that there is an appropriate perspective the teacher must maintain as to the level of participation being achieved. *The larger the group of non-respondents in a class the higher the proportion of directed questions that must be generated.*

The use of directed questions is particularly appropriate at the early stages in a school year. It is important for teachers to begin to develop a sense of independence about each of their classes. A teacher cannot make assumptions about the kinds of experiences a group of students may or may not have had in previous years. A teacher must behave in such a way as to say,

> "I don't know where these kids were last year, or where they are from, or who they had as a teacher. I only know that when they walk into *my* room they are going to have the chance to be a real part of this room, to feel free to ask or answer a question, or raise their hand, and to have a legitimate opportunity to succeed. I know this is going to happen because I am going to make it happen."

One way to "make it happen" is to plan specific questioning activities in the first part of a school year (perhaps through the first nine weeks) that reflect at least a two-thirds to one-third ratio of direct to indirect questions. Depending on the make-up of a class or the type of learning being sought, this ratio would not be inappropriate throughout the school year. Again, the recommendation is not intended to discourage undirected questions. It is a reminder that all teachers have dues to pay. Before any student can be expected to learn, s/he must first become a part of the class. Each must feel able to participate successfully. Some students have the ability and/or the self-concept to participate and succeed regardless of the teacher. But the great majority of students at all levels must have help before they can feel comfortable in becoming involved. The teacher must plan for situations that provide this help. This is a basic teaching skill that crosses grade levels and subject areas.

**Successful Experiences.** The importance of success to learning is a well researched area. Translating the research into practical action must be a high priority for all teachers. Again the idea of a basic teaching skill seems apparent. Support exists for the notion that there is a clear relationship between achievement gains in average and below average ability level students and the number of correct answers they give in the classroom.

For academically gifted students there appears to be a relationship between their achievement and the number of incorrect answers they give in class. The more difficult that bright students perceive the material to be (making incorrect answers), the more it motivates them to want to learn it. The more difficult the average and below average students think the material is (making incorrect responses), the more they feel it is too hard for them. Consequently, for the majority of students it is important to provide them the opportunity to succeed. A basic teaching skill that often separates the good teacher from the great one is the willingness on the part of the great teachers to go beyond just providing praise and reinforcement when students respond correctly. Situations and events must be planned and carried out in the classroom that are designed specifically for giving all the students in the room a chance to get answers right and thus earn appropriate praise. This does not mean that teachers have to suddenly teach better so that students will automatically get more answers right. *It means that most teachers need to learn how to ask easier questions.*

For example, in a directed question activity such as previously recommended, it makes little sense to ask an average or below average ability student to respond to a high level question such as, "Bob, compare and contrast the different points of view as to why the Japanese attacked Pearl Harbor." The student has been literally set up to get a wrong answer. He could be asked, "Bob, who attacked Pearl Harbor?" This is a low-level, recall question that Bob has a chance to get correct. Ralph, who is a bright and/or highly motivated student, could be asked the "why" question. He can handle the higher cognitive processes required to answer the question. If Ralph gives an incorrect answer he does not think he is "dumb." Like most bright students his first reaction is that there must be a "typo" in the teacher's key. Is this some form of teacher expectation at work? No! First of all, Bob and all the large number of students just like him already know they are not as smart as the Ralphs of a class. They have known it since the second week of first grade when they could clearly identify the difference between red group, blue group, and white group. Fortunately, Bob's self-concept is not measured in relationship to Ralph, only to himself. If Bob correctly identifies who attacked us at Pearl Harbor he knows he got an answer right and feels good about it. He does not get it right and then pass it off as inconsequential because he knew it was only a low order question! Maybe there is a teacher expectation at work when these practices are followed. But it is not an expectation held by a teacher that says, "These kids are too slow or too uncommitted ever to learn, so why should I spend my time on them?" It is an expectation that all kids can learn, but first they have to be given an opportunity to prove to themselves that they can learn. They must have the chance to get answers right!

This form of recommended behavior must be viewed in the proper perspective. There is a legitimate call for an increased emphasis on teaching higher level thinking skills (Kamii, 1982). Contrary to the belief of some critics, the above recommended behavior is not counter to the importance of critical thinking. Higher level thinking skills cannot be taught to students who are not a part of a class or who have not experienced enough success to have confidence in their ability to learn. Too often teachers have been asked to begin to teach relatively complex ideas without first having been given the time, the experience, or the encouragement to have mastered basic teaching skills.

It must be noted here that there are a number of other recommended behaviors that fall under the general heading of "successful experiences." As indicated earlier, this article is intended only to provide a flavor of the kind of common sense, basic skill orientation that is possible by focusing on current effectiveness research.

**Handling Incorrect Responses.** This is another example of a behavior falling under the general heading of climate. In order to build a classroom environment that encourages participation, involvement, and success, it is important for teachers to promote an attitude that suggests that it is no "big deal" to get answers wrong. This is not to suggest that incorrect answers should not be labeled as incorrect. Teacher feedback is extremely important to students whether an answer is right or wrong. The point is that there are effective ways to provide feedback (Brophy and Good, 1974), and these should be a regular part of a teacher's basic skills.

In general questioning situations there are several important variables that must be taken into account before decisions are made regarding the form teacher feedback will take. (For an excellent discussion of questioning and teacher responses to student answers, see Carin, 1971. When teachers are ready to go into more detail, beyond the original introduction to the effectiveness research, this book would be a useful resource.) But during those times when climate considerations are particularly important, a basic rule of teacher questioning seems to be emerging. *When the teacher comes to a student with a question, that teacher should not leave that student until a correct answer has been presented by either the student or the teacher.*

"Bob, who was the first President of the United States?" Bob replies, "Jimmy Carter?" Using a suggestion from Madeline Hunter, after indicating it is an incorrect answer the teacher should, when possible, state a question the student did answer. "Bob, Jimmy Carter was the thirty-ninth president and the first president elected from the South since the Civil War." In other words, the student gave a wrong answer, but at least provided a response that answered some question. This is a nice technique if it fits the situation and certainly worthy of inclusion in a teacher's repertoire. Another technique for handling incorrect responses would involve the teacher upon hearing an incorrect response to identify it as incorrect and then begin to (1) rephrase the question, (2) provide some form of re-teaching, (3) provide additional information for the student's use, or (4) begin to probe the student's response in hopes of finding some way to lead him/her to the correct answer. The key here is that the teacher stays with the student. It is a form of extended teacher-pupil contact that conveys a message that it was understandable to give a wrong answer and that the teacher has confidence that a right answer can be given. It is a basic teaching skill that says, "I want this student to succeed and I will do whatever I can to give him/her the chance to do so." When it is clear that a correct answer is not forthcoming or when the pacing of a lesson demands movement (see the interesting work by Brophy and

Good, 1974, showing the differences, in the wrong direction, of how much time teachers are willing to stay with perceived high achievers as opposed to perceived low achievers), then it is appropriate for the teacher to supply the answer. With the possible exception of classes made up of bright or highly motivated students, the teacher should not move from an incorrect response from one student to another student who can supply the correct answer. The average and below average ability level students who typically constitute a majority within classrooms should not, following their giving an incorrect response, be forced to sit there and be continuously reminded there are always other students who know the answers they miss. It is all right for the teacher to give the answer because the students expect the teacher to know. If the teacher wants to give other students the opportunity to succeed, ask them different questions. Certainly there are other suggestions for handling student responses (Carin, 1971; Bellon, Bellon, and Handler, 1977), but for building the type of climate that is emerging as being particularly relevant to achievement, these basic approaches for handling incorrect responses are useful.

The above discussion is intended to convey a sense of the growing set of basic technical skills that seem to characterize effective teachers. More and more data are being developed that suggest that there is a classroom climate that is conducive to increased achievement. This climate cannot be assumed to grow naturally. It occurs as a result of direct teacher intervention. These interventions can be provided through the application of a series of planned teacher behaviors. These behaviors seem consistent over different grade levels and subject areas. They do not represent a way of teaching that fits all situations and all kinds of learnings. But they do represent a common language and a basic view of the climate of teaching that can be a baseline from which a variety of other behaviors can be built and tested.

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*Power undirected by high purpose spells calamity; and high purpose by itself is utterly useless if the power to put it into effect is lacking. —**Theodore Roosevelt***

## NUTRITION EDUCATION ARTICLES IN BACK ISSUES OF *ILLINOIS TEACHER*

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| Teens Balance Food and Activity for Successful Weight Control | Barker, S. | XXIII | 3 |
| Testing for Proficiency in Foods | Barnard, W. S. | XXII | 1 |
| Try a Little Fitness for Fun: Nutrition Week Project in an Urban Community | Beardall, L. | XIX | 4 |
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| Nutrition Lifestyles and Quality of Life* | Woolcott, D. | XIX | 4 |

*Background nutrition information for the teacher; most of the other articles contain teaching techniques.

# Getting in Step with STEPS

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"They don't appreciate anything." "They never seem to bring a pencil to class." "They think money grows on trees." "They can really be cruel to younger children." "Most of them don't accept responsibility for their actions." "They wouldn't dream of using hand-me downs." "They all wear alligators on their shirts."—Sound familiar? These are comments from some teachers who were asked to describe the students in their 9th or 10th grade classes.

They also described some other problems facing these teen-agers. Many are insecure about being their own person. Some must live in unbelievable family situations. There is real conflict between what they view on TV and their parents' expectations for them. They must grow up very fast with tremendous pressures to participate in sex, to be a part of the drug scene. They really lack protection and are on their own too soon. Apathy is a characteristic of many teen-agers. They've simply given up since nothing works anyway. Yes, it is tough being a teen-ager today—much more difficult and complex than in yesteryear.

Examining the learner closely through brainstorming sessions led to the development of the conceptual framework for a new West Virginia home economics course called STEPS—Surviving Today's Experiences and Problems Successfully.

STEPS was piloted in sixty-four schools in 1982/83. Designed for ninth and tenth graders, this comprehensive consumer and homemaking course will expand to one hundred fifteen schools in 1983/84.

STEPS deals primarily with the present day concerns of students. Ninth and tenth graders face many stress-producing situations relating to their self-image, peers, family and school. Their responses to these situations often have long-lasting consequences.

STEPS attempts to help students develop a sense of responsibility and the feeling that they can control their own destiny in a large measure. Students receive the message, "You are captain of your ship," with the ship being an analogy for their own life, in many ways throughout the course.

STEPS derives much of its uniqueness from its structure, which includes ten unifying concepts threading through each of the units in the course. Several of these concepts relate directly to the present concerns of students: Coping/Surviving, Self-image, Responsibility, Leadership, Relationship, and Appreciation.

Other concepts are included to assist students in developing new attitudes and practices related to voluntary simplicity: Energy Concerns, World Influence, and Recycling. Although students are admittedly not overly concerned with these concepts as ninth and tenth graders, the concepts are included since younger students are more open to attitudinal changes than are older persons. It appears that fewer material resources will be available to students in the years ahead; thus, some adjustment in attitudes related to consumption will help students recognize the need for conservation and the implications for their lives. Since these concepts are admittedly of less innate concern to students, activities have been chosen to relate to their present lives insofar as possible.

Following is a brief description of the 10 unifying concepts in STEPS:

RESPONSIBILITY. Students will learn to assume greater responsibility for themselves and what it means to be self-reliant. They will learn that they have responsibility to and for other people.

RELATIONSHIPS. People, not things, make life worthwhile. Developing satisfying relationships with family and friends as a teen-ager provides the basis for developing a stable, satisfying family life as an adult.

APPRECIATION. Most people have learned to take what they have for granted. It is time to help our youth discover the things in their lives for which they can be thankful.

SELF-IMAGE. How the young teen-ager perceives him/herself has a great impact on behavior. Learning to view oneself as an OK person is a hedge against destructive peer influences and provides the motivation to explore avenues of self-development.

COPING/SURVIVING. There are many events in our lives over which we have no control. How we learn to cope with these events, and other demands, influences how well we survive them. Teen-agers have particular problems and pressures that require coping skills.

WORLD INFLUENCES. Our world today has been likened to a global village. Conditions and events around the world are the source of both problems and opportunities for ourselves and our families.

RECYCLING. We are in danger of being buried in our own refuse piles in this country. Discarding goods that are still usable or that can be recycled for further use is wasteful and costly and contributes to depletion of scarce resources.

ENERGY CONCERNS. We must learn to use less energy today from non-renewable sources if we are to stretch our supply for the future. This may mean substitution of human energy and changing our life-styles so that we use less energy from non-renewable sources.

LEADERSHIP QUALITIES. Students can develop leadership skills through class and FHA/HERO activities that will enable them to make things happen and exert a positive influence over conditions that affect families.

CAREER AWARENESS. Students cannot wait until after high school to begin considering career possibilities. Home economics encompasses a wide variety of career possibilities related to each unit.

STEPS is divided into nine units:
- Introductory Unit
- Coping with Today
- Family Living/Parenthood Education
- Nutrition and Foods
- Management
- Consumer Education
- Child Development
- Housing
- Clothing and Textiles

Not all unit content falls within the unifying concepts, of course. In order to make units more teachable, they are divided into several major concepts that are identified as content concepts. These content concepts are more closely aligned with the traditional content outline usually expected in a class for ninth or tenth graders.

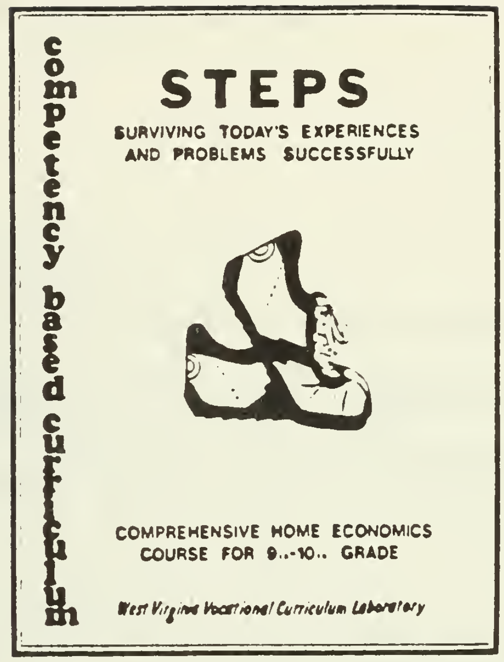
FHA chapter activities become an integral part of classroom instruction with STEPS, particularly in relation to the Unifying Concept, Leadership Qualities. One goal is that each student assumes a leadership role sometime during the year. Students have the opportunity to consider how they might become a leader, what endeavors they might lead, and whom they will follow. Each unit includes a variety of FHA chapter activity suggestions so that teachers and students can select or develop ideas that relate to different concepts.

STEPS is pumping new life into the extended learning program in West Virginia. A wide variety of suggestions are listed for each unit. A companion volume, Home for STEPS, which contains self-instructional modules, can also assist students in carrying out extended learnings.

Home for STEPS includes modules developed through an interstate consortium using V-TECS Homemaker Catalogs. Modules may be used to supplement classroom lessons in STEPS as well as the basis for extended learnings.

The curriculum includes many instructional activities from which to choose. Instructional material suggestions include commercially produced as well as teacher produced material. Each unit in the curriculum contains a set of supplements coded to the lesson concept number. These supplements take a variety of forms: bulletin board sketches, case studies, minute dramas, games, simulations, and others.

One innovation found in the supplements is a series of posters based on the unifying concepts (Figure 1, p. 120). A caption for each of these concepts is printed at the top of a poster




which has a slot cut to accommodate an insert of a double size sheet of construction paper. A different insert is used for each concept in each unit, thus providing a relatively quick way to have over 90 different posters for the course. Use of the posters also helps students develop a cognitive link related to concepts as they encounter them in a new situation.

### Comments From Users of STEPS

Students:
- "I really can handle my problems now. It's lots easier when you can do something positive."
- "I wish all my classes were this 'good.'"
- "Thanks for making me feel special."
- "There really are lots of things to do with a cement block." (recycling)
- "I didn't realize there was so much to learn about where you live."
- "My folks are a lot more "with it" than I thought they were when I started this class."

Teachers:
- "All my students are deaf. All have language problems. They are enjoying this class and bringing up examples of problems that happen in their daily lives at home."
- "It's a new and unique approach—a totally different home economics."

Parents:
- "Can I enroll, too?"
- "STEPS is something we talk about at home now."
- "It's nice to know you teach more than cookies. STEPS is what they really need."
- "Wish STEPS had been around when I was in school."

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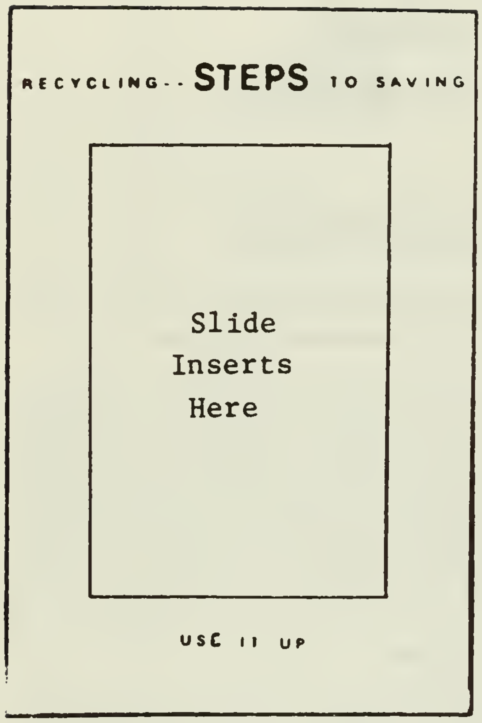
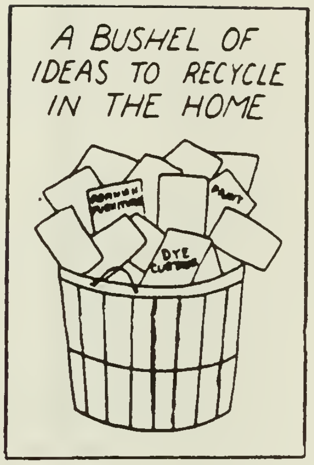
NOTE: The *STEPS* curriculum and the supplemental *HOME for STEPS* publication may be purchased from the West Virginia Vocational Curriculum Laboratory, Cedar Lakes FFA-FHA Conference Center, Ripley, WV 25271. $30.00 each.
Telephone Number - Area Code 304 - 372-8673

FIGURE 1

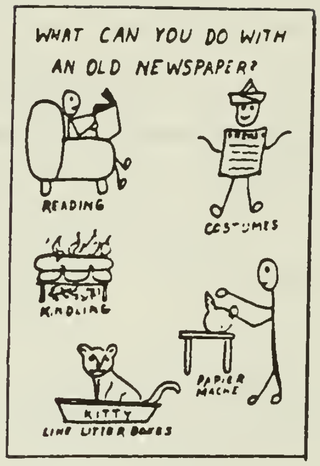



RECYLING POSTER

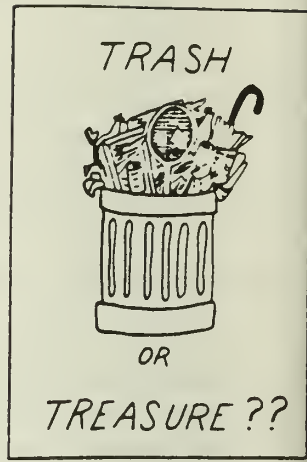
Poster Inserts



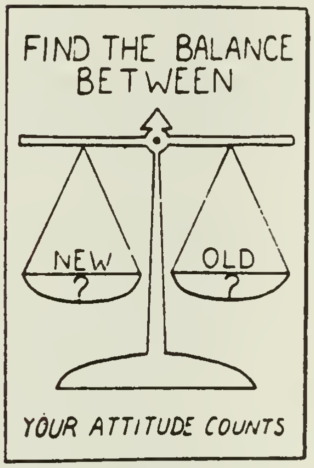

Housing



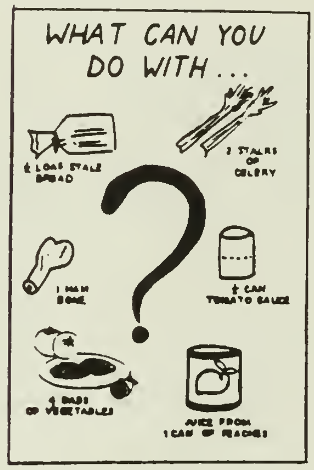

Family Living/
Parenthood Education



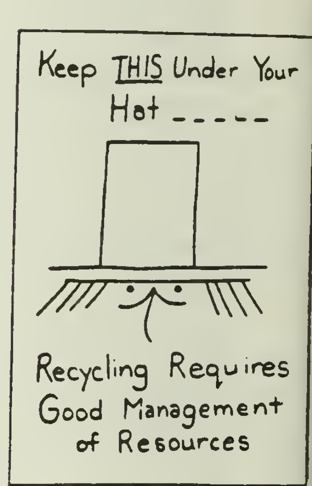

Consumer Education



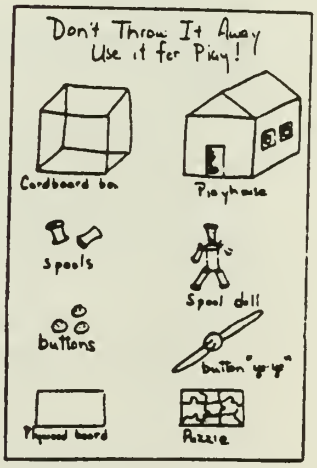

Coping with Today




Nutrition and Foods

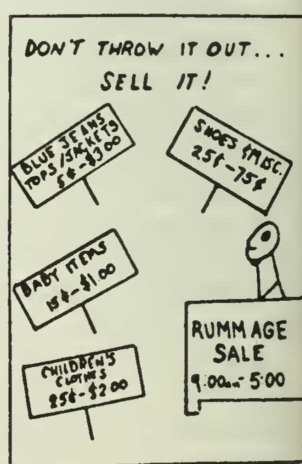



Management




Child Development


Housing




Clothing

# Revitalization of Homes and Businesses–Restoration, Renovation, Preservation"

Home economics offers a new kind of preparation for employment and helps conserve resources. *The Editor*

**Mary Jane Gorupic**
Assistant Professor
**Mildred A. Lennertz**, Director
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Renovation and preservation of older neighborhoods have created a need for individuals to be educated in these and related occupations. The Home Economics Department at Florida Junior College in Jacksonville has demonstrated its commitment to preservation by providing a new program called "Revitalization of Homes and Businesses."

**Program Background**

Located between Savannah and St. Augustine, Jacksonville is in the heart of the Southeastern seaboard preservation efforts. Jacksonville, with a population of 575,000, has seen the destruction of older neighborhoods and landmark buildings due to urbanization and modern development. In the mid-1970s, concerned citizens identified the need to create associations to aid the restoration and preservation of older neighborhoods. With costs of shelter constantly rising because of inflation, high interest rates, and unemployment, older homes and office buildings have increased in importance in terms of their utility and monetary value.

The Florida Junior College Department of Home Economics recognized community needs and took advantage of the opportunity to develop a program to educate students concerned with restoration. Working with preservationists and restoration groups, the faculty of Florida Junior College, in cooperation with a local advisory committee, developed a one-year technical certificate program, "Revitalization of Homes and Businesses."

**Program Objectives**

Students are provided an opportunity to acquire knowledge/skill in the following areas:

- management of resources in restoration/preservation
- maintenance and repair
- feasibility of structural renovation
- appreciation for history and architectural styles of buildings
- energy conservation measures
- origins of traditional American culture

This program is designed to meet the needs of a variety of individuals who may benefit by participation in one or more courses:

- occupational home economics instructors at the high school level
- displaced homemakers who seek nontraditional employment
- those who wish to improve their present home or to purchase and renovate an older building

Such course offerings encourage personal satisfaction with the home as well as develop occupational skills needed in the community.

**Curriculum Development**

Courses are offered to develop two specific areas of interest:

- the restoration field, for employment by agencies practicing renovation
- personal property renovation, with emphasis on increasing monetary value

The certificate program consists of 33 semester credit hours and is offered as a streamlined way to prepare for the challenges of revitalization. Classes include education in the following:

- architectural styles
- energy conservation
- cost projection
- zoning requirements
- renovation techniques

The curriculum concentrates on technical courses and supervised practical work. One appealing feature of the practicum is the on-the-job experience obtained by working 20 hours a week under qualified supervision.

The following professional courses are offered on Kent Campus, Florida Junior College:

| | |
|---|---|
| HHD 1122 | Housing Alternatives |
| HHD 1232 | Functions and Psychology of Space |
| HHD 1450 | Fundamentals of Restoration and Preservation |
| HHD 1452 | Home Maintenance and Repair |
| HHD 2240 | Why Preservation? |
| HHD 2600 | Architectural Style: Exteriors and Interiors |
| HHD 2943 | Practicum in Economic Revitalization of Home and Business Dwellings |
| HME 1990 | Economic Home Energy Sources |
| HME 1312 | Home Equipment, Selection Use & Care |
| IND 1420 | Materials and Sources |

Some of the coursework in this program may also be applied toward an Associate in Science Degree in Interior Design Technology or toward an Associate in Arts Degree. For more specific information, contact the Home Economics Department at (904) 387-8255.

# Exploration and Expression of Feelings in Family Life Education

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Ann K. Mullis*
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Two important topics usually presented in family life courses are marital/family communication and sex roles. These two areas are integrated when sex differences in the expression of emotion are considered. Typically, this topic is addressed in family life education by presenting research information on male inexpressiveness and, perhaps, leading a discussion on problems associated with male inexpressiveness. We believe this approach is limited and suggest that a greater focus on the development of expressiveness skills is needed. One approach would be to provide direct skills training in how, appropriately and effectively, to express emotions within intimate family relationships. This idea is in keeping with the suggestions that family life education change toward a greater emphasis on skills training and intervention.[1]

We believe that expressiveness skills training is a needed component of family life education. Support for this belief can be found in a consideration of the primary goal of family life education, changes in family structure and function, and research on emotional expressiveness. Most family life educators would agree that the primary goal of their programs is to provide individuals with the knowledge, skills, and resources to improve the quality of life for families.[2] One important element of this goal is the didactic and experiential preparation for assuming the varied and complex roles that confront family members today. Family researchers have indicated that the complexity of roles has increased with changes in family structure and function such as smaller families, separation from extended family ties, dual-career families, single parents, and the emphasis on androgynous values. With these changes has come an increased need for individuals to be able to assume both instrumental and expressive roles within the family context. Furthermore, recent research on emotional expressiveness has indicated that although males are less expressive than females, females also may have difficulty expressing their emotions.[3] This finding provides further evidence of the need for an expressiveness skills component in family life education.

In order to address these concerns adequately, Expressiveness Training procedures are recommended. Expressiveness Training uses a cognitive/behavioral approach to address both skills deficits and the inhibition of expressive behaviors through the use of instructions, modeling, behavior rehearsal, feedback, coaching, and cognitive restructuring. These procedures can be adapted for different size and age groups and are appropriate for same or mixed-sex groups. These procedures are described in detail elsewhere[4] and can be adapted for use in family life education courses.

We also suggest an exercise that can be used by family life educators to bridge the gap between the presentation of information on the importance of expressing emotions within the family context and direct skills training. The exercise is designed to encourage the exploration of expression of feelings. In the exercise, students explore their vocabulary of feelings, situations in which the feelings are felt, persons (targets) to whom the feelings are expressed, and statements that are used to express the feelings. These activities allow students to review their typical pattern of expressing feelings in a nonthreatening, almost game-life atmosphere. The exercise can serve as an initial step in making students more aware of the impact of expression of feelings on relationships and causes of difficulty in expressing feelings to certain people or under certain conditions. This exercise should not be viewed as the final lesson in expression of feelings, but as a beginning step in incorporating expressiveness skills training into the Family Life curriculum.

What follows is a description of the exercise including instructions and a suggested format for obtaining student responses.

### Exploration of Expression of Feelings

**Introduction**

Tell the students that this activity will focus on the expression of feelings. They will have a chance to explore the types of feelings they might have, persons to whom they might express various feelings, and how the feelings might be expressed. Explain the importance of effective self-disclosure in the development and maintenance of intimate relationships.

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*This paper represents a completely collaborative effort. Order of authorship was alphabetically determined. Requests for reprints should be addressed to either author at the Department of Child Development and Family Relations, College of Home Economics, North Dakota State University, Fargo, North Dakota 58105.

[1] B. Guerney, Jr. and L. F. Guerney, "Family Life Education as Intervention," *Family Relations*, 30 (1981), 591-598; E. D. Macklin, "Education for Choice: Implications of Alternatives in Lifestyles for Family Life Education," *Family Relations*, 30 (1981), 567-577.

[2] R. T. Daly, "Family Life Education in the Cooperative Extension Service," *Family Relations*, 30 (1981), 537-542.

[3] D. A. Dosser, Jr., J. D. Balswick, and C. F. Halverson, Jr., "Situational Context of Emotional Expressiveness," *Journal of Counseling Psychology*, 30 (1983), 375-387.

[4] D. A. Dosser, Jr., "Male Inexpressiveness: Behavioral Intervention," in Kenneth Soloman and Norman B. Levy (Eds.), *Men in Transition: Theory and Therapy* (New York: Plenum); D. A. Dosser, Jr. and A. K. Mullis, *Expressiveness Training as a Component of Family Life Education*, unpublished manuscript, North Dakota State University, Fargo, North Dakota, 1983.

## Exercise No. 1

Ask the students to list all the feelings they can think of in a specified short period of time. (The list should be written on the form below.) Encourage students to list every possible feeling. After students have finished writing, ask them to count the number of feelings they have listed. You may wish to discuss differences in number and types of feelings, particularly gender differences or to determine the most frequently listed feelings.

## Exercise No. 2

Ask each student to describe (on the provided form) situations that would cause these feelings. If a student has listed a feeling he/she would never have, that is fine. The interest here is in the feelings the students might experience. Briefly discuss the fact that certain feelings may have been left out, and that it is all right, too.

## Exercise No. 3

Ask the students to make a brief list of people they would express the listed feelings to (on the provided form). More than one name for each feeling is okay, but encourage them to identify at least one person for each feeling for which they have identified a cause. Again, it is acceptable if they say they would not express the feeling to anyone. Briefly discuss the importance of targets in effective self-disclosure; e.g., why are some people easier to share feelings with? Why do we keep feelings secret from some people?

## Exercise No. 4

Ask the students to describe briefly how they would express the feelings, that is, exactly what you would say under these conditions? Ask them to write what they would say in the space provided. Discuss why it is difficult to express some feelings and how students can learn to be more expressive.

## Homework

Conclude the lesson by asking the students to pay close attention to their expression of feelings and the expression of others until the next meeting. The report might take the form of an in-class discussion. Simply asking students to focus on expression of feelings can be beneficial, particularly if followed by the optional exercise and encouragement to be more expressive.

## Optional Exercise

Ask students to describe or discuss why they cannot or do not express certain feelings. If possible, move the discussion into a consideration of belief systems and definitions of masculinity and femininity in our society. Do males have more difficulty in expressing feelings than females? Why?

## EXPLORATION OF EXPRESSION OF FEELINGS

| FEELINGS | SITUATIONS | TARGETS | EXPRESSIVE STATEMENTS |
|---|---|---|---|
| | | | |

# Equity: A Perennial Concern for Home Economists

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Improving the quality of life for all persons has been the mission of home economics since the days of its founders, but something happened to that mission along the way. Although everyone needs preparation for assuming the responsibilities of family life, it was assumed that only women needed formal preparation. Thus, home economics became a field that was female identified. Women were homemakers; men had careers. Societal changes have affected these roles; in some cases they have reversed them. These changes suggest new directions for home economics.

Improving the quality of life for all persons is another way of saying that sex equity continues to be one standard for evaluating a home economics program. It means that male and female students participate in classes and programs as equals where no prejudice or favoritism is shown. To bring this about, we who teach need to examine regularly our behavior and values and make sure that we provide instruction about sex equity and maintain an environment where equity prevails.

Equity is too often thought to be a female issue, but inequity for men can also have negative effects. Research indicates that both sexes are affected by behaviors or expectations created by sex stereotypes. Sex stereotyping involves attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of sex.[1] These stereotypes can limit persons throughout their lives. Classrooms where equity is practiced can help eliminate stereotypes.

Equity can be the focus of many aspects of home economics programs. The two example activities which follow could easily be incorporated to increase awareness of equity in child development and career exploration units.

Activity One

With the parents of a young child, discuss whether or not they believe stereotypes are influencing their child-rearing practices. Prepare a brief written summary of your discussion for use with your possible future responsibilities as a parent.

Activity Two

Use the local newspaper or one usually read in your area to look for clues of how the aspects of sex bias may be operating in your area. Clip and label the text or advertisements you believe represent employment opportunities and practices in this process. Discuss in class.

### Sex Equity Mandates

Legislation is one aspect of sex equity in education and employment practices, but compliance to regulations and legislation will come about only if educators understand and accept them. Our analysis of what we can do in our schools and teaching situations is an important part of this acceptance.

The human resource development that results from equity is the central issue in educational programs. Home economics teachers have a unique opportunity to bring about an acceptance of sex equity both in content and by example. Facts about equity can bolster subject matter; for example, pointing out that homes and families contain both male and female members emphasizes the importance of home economics for both sexes. The classroom can provide a model for students to learn and practice behaviors showing an understanding of equity. If the same behaviors are expected of all students, regardless of sex, this will contribute to their experience in an equitable environment.

### The Constraining Forces

If sex equity is to be included in home economics programs, recognition must be given to existing sex stereotypes in light of how they are developed and reinforced. Many factors contribute to an individual's role behavior and personal beliefs.

The behaviors, attitudes, and expectations of parents become the first influences on a person's perception of his/her role. Stoller, the Director of Gender Identity Research Clinic at the University of California, Los Angeles, maintains that "core gender identity"—the sense of femaleness or maleness—is established in the first two or three years of life. All that happens to a child during this period is gender influenced and contributes to the child's learning of a particular sex role.[2]

Outside the home other influences come to bear, including school, peers, the media, and language. Because everything in society influences how one perceives his/her sex role, females and males are socialized for roles appropriate to their culture. Research shows that sex roles are not inherited; they are learned.

> Many, if not all, of the personality traits which we have called masculine or feminine are as tightly linked to sex as are the clothing, the manners, and the form of headdress that a society at a given point assigns to either sex . . . the evidence is overwhelmingly in favor of the strength of social conditioning.[3]

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[1] Eloise M. Murray, D. Appert, and V. Clark, *Things Are Not Always As They Seem* (Contract No. 94-1022, Pennsylvania Department of Education, Harrisburg, PA, 1982).

[2] R. J. Stoller, "Effects of Parents' Attitudes of Core Gender Identity," *International Journal of Psychiatry*, 4 (1967), 57.

[3] Margaret Mead, *Sex Temperament in Three Primitive Societies* (New York: Dell Publishing Co., 1969), p. 260.

Effects of stereotypes can be positive or negative. Stereotypes can lead to socially acceptable behavior, or they can force people to fill roles they do not desire. Everyone is pressured to conform when there are rigid standards for behavior.

Often the classroom is a place where these standards become real. Activities and responsibilities are often divided by sex: boys may cook and girls clean up in food preparation activities; or in child care, boys assume responsibility for recreational activities and girls read stories and apply first aid.

Division of activities by sex is only one small part of inequity in the school setting. School personnel often confuse students with conflicting counseling. Home economics teachers may encourage students to consider both traditional and nontraditional careers, but the guidance department may encourage only traditional occupations. Efforts at achieving sex equity can be undone unless career counselors recognize the limitations they may impose.

Language and media have an influence on roles. A study of home economics textbooks indicated sexism in language and illustrations, and differences in content messages to male and female students.[4] While teachers may have to use these books because they are the only resources available, subtle sexism can be brought to the attention of learners as a part of the effort to develop their awareness.

Language promotes stereotyping. When referring to classes of persons a masculine word, such as *mankind*, is used. Job titles also reinforce stereotypes: *policeman* and *housewife* are examples. Why not use *police officer* or *homemaker* instead?

The media portray men and women in certain roles. The typical commercial frequently shows a confused and helpless female whose life seems to center around laundry, dishes, and diapers. Or a woman is lounging provocatively in a luxurious automobile or on a beach or at poolside, or she is wearing a slinky dress with an elongated slit up the side sitting at a cocktail table so men can view the pantyhose which enhance her sexy legs. Men, on the other hand, are usually pictured in athletic situations, or buying insurance, driving sporty cars, or selling stocks and bonds.

Although the media have made some progress, much more improvement will be necessary for equity to be achieved. This, like all areas of life involving a change in values, will take time. Any steps taken toward equity in media, however, are steps in the right direction. A discussion of inequity may motivate students to examine and change their behavior.

**Activity Three**

A discussion on inequity and consumer education could begin by having students review samples of various media advertising to select both sex equity and sex stereotyping. Identify the aspects of the advertising which convey these messages. Discuss in class the impact on potential consumers.

[4]Susan F. Weis, "Examination of Home Economics Textbooks for Sex Bias," *Home Economics Research Journal*, 7 (1979), 147-162.

Teachers' attitudes and behaviors can influence students more than the curriculum. If teachers treat students differently because of sex or expect certain behavior from males and other behavior from females, then an equal environment does not exist. In home economics we often fail to emphasize that everyone can shop for and select small appliances, wash the clothes, adapt diets to personal needs, or soothe a crying child. Maybe males resist these activities, but do they resist because they want to or because they feel they have to? Homemaking responsibilities have no gender—a fact we often fail to emphasize.

As shown in Figure 1, the structure of home economics offers varied opportunities for interaction with students. Because of the focus of home economics, its subject matter can affect all aspects of students' lives. Often the activities begun in the classroom extend outside the school and into the community and home. If teachers are active community members, the lives they live can present to students an example of equity at work. A teacher who advocates equity in the classroom but at home treats the children differently due to a difference in sex, or a teacher who will not allow men to participate on a faculty committee for decorating the faculty lounge because "women have better taste" is not practicing equity. However, the classroom is the place where the teacher will probably have more influence.

## Equity in the Classroom

How to go about dealing with sex equity, which actually is a matter of changing attitudes and perceptions, poses some questions. Creating an awareness of the forms of inequity is one method. Everyone unconsciously exhibits this behavior. Most inequity falls into the following categories:

1. Temperamental stereotypes—Boys can't cry. Girls can't fight.
2. Physical stereotypes—Girls should be protected. Boys should be strong.
3. Parental stereotypes—"Mother will kiss and make it well." "You wait until your father gets home."
4. Role or vocational stereotypes—Implied in choice of games, toys, places to play, as well as obvious "girls are secretaries; boys are mechanics."[5]

How a teacher communicates with students is important. Role play may be used to help students become aware of differences in communication. The following example may be useful in class for a study of this aspect of equity.

**Activity Four**

The description below represents a general background to a situation. Add any points you feel are pertinent and timely to the role play.

[5]Amanda J. Smith and Charlotte J. Farris, *Pioneering Programs in Sex Equity* (Arlington, VA: American Vocational Association, 1980), p. 16.

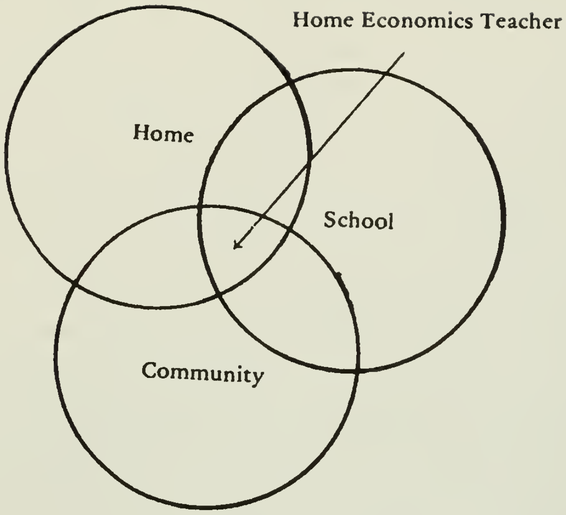


Figure 1. The Home Economics Teacher's Interaction (adapted from a model in: Murray, Appert, and Clark, 1982, p. 22)

**Al/Alice's Teacher (description of role)**

The students are to do this role play twice. First talking to "Al," second "Alice." They will play a teacher and student in a home economics class.

(1) Imagine that Al makes a mistake. Think of one which is typical of a home economics class. Talk to Al about the mistake as teachers normally would talk to male students.

(2) Imagine that Alice makes a mistake. Think of one which is typical of a home economics class. Talk to Alice about the mistake as teachers normally would talk to female students.

**Al/Alice (description of role)**

You are a student. You have made a mistake. Your teacher will talk to you about your mistake. You will do this role play twice, first as Al, then as Alice.

**Observers of Al/Alice (the rest of the class)**

Watch the two role plays with Al, then Alice, making a mistake and being corrected.

What differences did you observe:

In task messages—the instructions, questions, orders between teacher and student

In evaluative messages—the compliments, the reprimands, complaints between teacher and student

In relational messages—the feelings, relative power and identity that teacher and student indicate

Were there differences in

Space relations?

Voice quality?

Facial communication?

Vocabulary?

Touch?

Gestures?

Teachers promote equity by selecting materials in which both sexes are treated equally. If materials are biased, the direct approach is often best, i.e., make the item a part of the learning experiences.

**Activity Five**

This activity might provide insight for students into the answers in which books could teach bias.

Have students go to the library and find a child's book. Evaluate the books in terms of sex bias. Note at least five examples of sex bias in each book. Discuss the findings of each student in class and compare the findings.

## Summary

Improving the quality of life includes achieving sex equity which can benefit both males and females. Because the home is the foundation for attitudes and beliefs, home economics, with its focus on quality of life, socialization of individuals, and preparation for homemaking, can have an influence on this foundation. Homes and families where everyone participates equally can help produce people who practice equity in daily living. "His and hers should not divide a world that is ours" (Mary Calderone, M.D., Executive Director, SIECUS).

**SPEAKING OF POLITICAL PARTICIPATION . . .**

Did you know that

The only woman governor in the U.S. today, *Ms. Martha Layne Collins*, Kentucky, is a former home economics teacher?

# Administrators' Perceptions of Vocational Education

Doris J. Schwausch, Chairperson
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Pflugerville (TX) High School

Local administrators' views are important in determining whether vocational education is a part of the school curriculum. Their awareness of the course content and how the subject will benefit the students affects their beliefs and their actions.

I conducted a study to identify administrators' perceptions of vocational education, especially vocational homemaking. The administrators were asked four questions: (1) Which vocational courses offer the greatest benefit? (2) If vocational funding were reduced, which programs would be affected? (3) Which vocational student organizations assist in developing leadership, social and citizenship skills? and (4) Is vocational homemaking preparing students to assume the dual career of homemaker/wage-earner?

The questionnaire *Administrators' Perceptions of Vocational Education* was mailed to 160 randomly selected administrators throughout Texas who equally represented the Texas school classifications. The questionnaire included items on demographic data, general vocational information, leadership organizations, vocational home economics, and general perceptions of vocational education.

I identified characteristics of the respondents and measured the frequency of their responses to selected questions. (Pearson correlation was used to identify significant relationships at the .05 level between selected variables.)

Eighty-one usable questionnaires were returned. Sixty percent of the respondents were from 2A, 3A and 4A class schools (the smaller ones). Ninety percent of the participants' administrative role was superintendent (27%) or principal (63%). The mean years of administrative experience was eight, and the mean age of respondents was 46. Of the 81 respondents only two were female. Major field of study for 52 percent of the respondents was social studies or science. Only 14 percent had a major in a vocational program.

General Vocational Information data showed consumer and homemaking to be the most frequently offered vocational course, with production agriculture second. Trades and industry was rated first and distributive education was second at providing the *greatest present benefit* and having the *greatest long-range benefit* to the students' becoming productive members of their community. Consumer and homemaking was ranked fifth in both categories, and occupational home economics was ranked sixth and seventh, respectively.

Consumer and homemaking and agriculture co-op were ranked first in response to the question, "If there were a reduction of funds, which programs would be affected?" Analysis of data by school size showed that 1A through 3A class administrators would eliminate consumer and homemaking. In the larger schools, 4A and 5A, consumer and homemaking would be eliminated by less than 15 percent of the administrators. Reasons given most frequently were "least benefit to the majority of the students" (49%) and "program could be implemented without vocational funds" (27%).

Future Homemakers of America was in the majority of schools; however, 62 percent of the administrators felt Future Farmers of America was the most active.

In response to the question, "Is homemaking education preparing students for dual roles?" the administrators said that the most complete homemaking programs were taught in the 4A and 5A schools. Eighty-three percent of the *vocational directors* understood the comprehensiveness of the consumer and homemaking curriculum, but only 41 percent of the *superintendents* and 34 percent of the *principals* were aware of the six areas of instruction.

In summary, administrators do not perceive the vocational home economics program as preparing students to become employable adults and productive citizens. They feel that the program does not benefit the majority of the students enrolled in their schools. FHA/HERO is second to FFA club in developing leadership, social and citizen skills. Only 61 percent of the schools provide a total comprehensive program in consumer and homemaking.

**Implications**

Administrators are not aware that the vocational home economics curriculum prepares students for the dual careers of homemaker/wage earner. Teachers of the comprehensive consumer and homemaking courses need to provide instruction in all areas. The goals, educational objectives and benefits of vocational home economics and FHA/HERO need to be known by the local administrators. A total awareness of the vocational homemaking program will improve, and perhaps prevent the elimination of, the program funding and deletion from the school curriculum.

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**Editor's Note:*

*This article suggests that teachers would do well to understand the influence administrators have on home economics in secondary schools and the importance of seeing that they know what we are doing in our classes and why. Previous* ***Illinois Teacher*** *articles that might be helpful in making clear to them what the home economics profession stands for and in knowing how to have influence with them include:*

Kinsey Green, "The Teacher as Lobbyist (& Not Just for Lawmakers)," in vol. XXV, no. 1, Sept/Oct, 1981, p. 47-50.
Coby Simerly, "On Becoming Influential With Administrators," in vol. XXI, no. 1, Sept/Oct, 1977, p. 23-26.
Hazel Spitze, "Support for Home Economics," in vol. XXIV, no. 1, Sept/Oct, 1980, p. 43.
Hazel Spitze, "The Place of Home Economics in Vocational Education," in vol. XXVI, no. 3, Jan/Feb, 1983, p. 116-117.

# Label Things, Not People

**Lynda C. Harriman**
Assistant Professor
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University of Illinois

**A Lesson Plan to Try!**

The following lesson may be useful in preparing students in a child development class or a human relations class to observe the actions of young children or others and to assess the actions they observe.

Significant others such as teachers, parents and other relatives often use ready-made labels to explain children's actions. The same may be true for youth and adults. This lesson focuses on the dangers of using labels. These dangers are outlined as principles to be taught below.

**Principles:**

- Ready made labels lead to ready made conclusions as to why a child acted a certain way.
- Labels have different meanings to different people.
- Labels may cause one to overlook the real reason for an action.
- Labeling tends to group people and actions into categories, e.g., difficult, lazy.
- Labels stick.
- When labels are used often, children, and other people, too, may begin to think the labels applied to them are true and to act the way people expect them to act.

**Suggested lesson format:**

(1) Have students prioritize the list of actions on the activity sheet. Direct them to prioritize from 1 to 10 starting with the action they most like to see in young children, and others, listing last the action they like least to see.

(2) Divide the class into small discussion groups and have each individual share and explain his/her priority list; develop a new group priority list in which all group members have come to some consensus. Through the group discussions students will learn that different group members interpreted certain action labels differently. They will find that some action labels have a positive, as well as a negative interpretation.

(3) Have each group share its lists, especially the 3 most-liked actions and the 3 least-liked actions. Ask them to give reasons for the placement of these actions on their lists. As the groups share their lists the teacher can emphasize the key principles for the lesson. The teacher may also note that dependent actions are sometimes mistaken for cooperativeness, independence for aggression, curiosity for prying, passivity for being quiet, and anxiety for obedience.

**ACTIVITY SHEET**

Directions: We often think of actions we observe in children and others as being based on characteristics such as those below. Rank order these in terms of the ones you most like to see exhibited in children's actions or actions of youth and adults (with your first preference as no. 1).

| | |
|---|---|
| cooperative | dependent |
| aggressive | independent |
| curious | prying |
| quiet | passive |
| obedient | anxious |

| (Individual Ranking) | (Group Ranking) |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |
| 7. | 7. |
| 8. | 8. |
| 9. | 9. |
| 10. | 10. |

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# ILLINOIS TEACHER

## OF HOME ECONOMICS

**The Process of Education**
***with Emphasis on Family Relationships***





HOME ECONOMICS EDUCATION • UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN

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# Foreword

We hope you will find inspiration on these pages in hearing from the 1983 Home Economics Teachers of the Year, help for your consumer education classes from an Extension Home Economist, more inspiration to prevent burnout from Light and Martin, understanding about your slower readers from Thompson and Davis, and more insight into teaching effectiveness research from the McGreals.

The major emphasis in this issue is on the child and family, and we offer articles on children and divorce, bioethical decisions, children in three-generational families, and learning about family life and culture through studying one's own family history.

We hope the ideas you gain from these authors will more than compensate for the late arrival of this issue. The new typesetter is not accustomed to us yet! The next issue will be along very soon if it did not arrive with this one. Thank you for your patience and for being a part of our "subscriber family."

—*HTS*

# Notice to Subscriber

Due to changes in University of Illinois Business Office procedures, prepayment will be required with all orders **as of April 15, 1984.**

All foreign checks must be in U.S. dollars and imprinted on them payable through a U.S. bank.

We hope this will not inconvenience any of our subscribers and that it will enable us to continue at our present low subscription rate for yet awhile.

—The Editor

# 1983 Home Economics Teachers of the Year

Who are the 1983 Home Economics Teachers of the Year and what can we learn from them?

The state TOY winners in the competition sponsored by the American Home Economics Association and the Chesebrough Pond Company, according to responses from 70% of the 37 winners to a questionnaire sent to them by *Illinois Teacher,* are in smaller schools, married, have two children, and were influenced to become a Home Economics teacher by their Home Economics teacher, family, or college professor! (See Tables I to IV below. Total number responding was 26.)

**Table I**

| Total School Enrollment in grades 9-12 | Number of TOYS |
|---|---|
| under 500 | 9 |
| 500-800 | 6 |
| 900-1200 | 6 |
| 1300-2000 | 3 |
| over 2000 | 2 |

**Table II**

| Marital status | Number of TOYS |
|---|---|
| married | 21 |
| never married | 2 |
| divorced | 1 |
| widowed | 2 |

**Table III**

| Number of Children | Number of TOYS |
|---|---|
| 0 | 5 |
| | 1 |
| 1 | 1 |
| 2 | 15 |
| 3 | 2 |
| 4 | 1 |
| 5 | 1 |

**Table IV**

| Who influenced you to become a teacher? | | Number of TOYS |
|---|---|---|
| High School Home Ec. Teacher | 9 | |
| Jr. High Home Ec. Teacher | 2 | 12 |
| Another Home Ec. Teacher | 1 | |
| Mother | 5 | |
| Father | 3 | |
| Son | 1 | 10 |
| Family | 1 | |
| College Professor | | 5 |
| Friends | | 1 |
| 4-H leader | | 1 |
| State FHA advisor | | 1 |
| No one | | 2 |
| No answer | | 1 |

These state winners are experienced teachers and not-so-experienced (see Table V), slightly half had a master's degree or beyond and all had at least a bachelor's degree. Sixteen of the 26 sponsored an FHA chapter, and 16 had taken a course to continue their professional education within the past year. Five more had taken a course within the past 2-4 years, and all had participated in other continuing education activities.

**Table V**

| Years of Teaching | Number of TOYS |
|---|---|
| 2-5 | 3 |
| 6-10 | 6 |
| 11-15 | 6 |
| 16-20 | 4 |
| 21-30 | 7 |

A few spent only a little time on teaching activities beyond the school day but most spent five to 20 hours beyond a 40 hour week. They enjoy their work and probably consider these extra hours in the same light as others consider volunteer work or hobbies. Twenty of the 26 are teaching in the same state in which they received their bachelor's degree, and over half have spent most of their teaching years in their current position.

Twenty of the 26 teachers considered themselves assertive (one added *"tactfully"*), and one each answered with: *"I'm becoming so," "I'm medium," "maybe, sometimes,"* or *"No."* Two did not answer the question.

We asked them whether they work at anything else for pay besides teaching. Thirteen said no, two *"summers only"*, three *"occasionally or rarely"*, seven said yes and one did not answer. Those who did work for pay teach swimming or microwave cookery, serve as a consultant, judge at fairs, coach, do freelance writing or painting, or sewing, cooking, and catering. Those who participate in these activities during the school year usually spend 2 to 8 hours per week at this work, but one said 10-20 hours per week.

Candidates for these awards must belong to the sponsoring organization, AHEA. In addition 16 belong to AVA, 11 to NEA, and 8 to HEEA. Some belonged to additional professional or honorary associations related to education or home economics.

All *"read fairly regularly"* the *Journal of Home Economics*, and 16 of them read *Voc Ed* and *Today's Education*. Thirteen (or half of them) read *Illinois Teacher* and some read one or more other professional journals.

Now let's allow them to speak for themselves and see what we can learn from them.

We asked: **If you could give new teachers one sentence of advice what would it be?** Responses include:

*"Smile, remember all students are human beings with special strengths and weaknesses and have the potential for human growth with consistent love,"* said Brenda Hernsberger, Alaska TOY. Brenda also said that driving alone from Texas to Alaska was an exhilarating experience. She started a new FHA chapter the first year she was in Homer, Alaska, and she now lives in a "cute cabin" with a magnificient view of Kachemak Bay but no running water unless, as her landlord noted, she runs up the hill with it.

If you would like to say hi to Brenda or hear more about her program, drive almost to the end of the Alaska Highway, turn left at the road that has a large log house on the left and a small log cabin on the right. Drive all the way up the road until you see a small brown cabin about 16×20, enjoy the view, and come in for a cup of tea. She might serve something nutritious with it because nutrition is an important part of her program.

*Christine Weems*
*Arkansas TOY*

The Arkansas TOY responded in regard to advice for new teachers with, *"Never ask a student to do anything you would not be willing to do."* She has about half of the high school enrollment in her classes, and she stresses that *"each person can and must do his/her best."* (Christine Weems, Hazen, Arkansas)

*Belva Barrick*
*Arizona TOY*

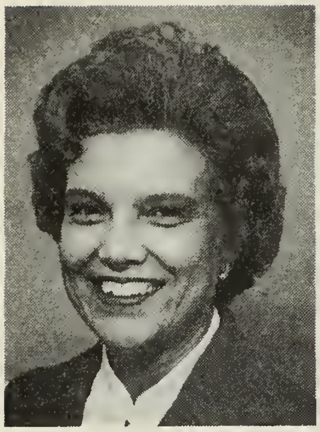
*"Be sincere, honest, trustworthy, and a learner yourself, and your students will recognize that you are worthy of their attention and following,"* said Belva Barrick of Glendale, Arizona. She likes to be a teacher because she can *"help young people have a better quality of life by learning home economics."* She finds it fulfulling to *"help someone else to success."* She reads constantly and *"practices what she preaches."* The TOY award *"lifted me up and made me want to do even better."* She has been in the press and *"on the air"* regarding her parenting simulation in which a 5# bag of flour represents a baby requiring continuous care for 72 hours, and students keep a diary of the experience.

*"Keep up to date"* was Sally Pace's advice from Woodlake, California. Her 7th grade Home Economics teacher influenced her to become one and it *"was the opposite of what my Dad wanted."* She likes the variety in teaching and feels that every day is a new challenge. *"I want my students to accept the realities of life and excel to their highest potential,"* she added.

*Marie Allen*
*Deleware TOY*

*"Take 1 endless cup of patience, 1 full amount of timeless energy and dedication, a handful of a sense of humor, and a shelf full of stress management techniques—mix and enjoy!"* This was Marie Allen's advice from Newark, Delaware. She feels that she can *"add support to the good efforts of some of my students' parents and try to fill the gap for those whose home life is not so supportive."* Being a teacher makes Marie *"feel useful."*

*"Don't get hung up on grading systems. If a student makes a grade lower than C, give him/her TA = Try Again. You'll be surprised at how hard students work when the grading system is built on acceptance rather than rejection."* This advice comes from Betty Broman, Plantation, Florida. She likes to be



*Betty Broman*
*Florida TOY*

*Nelda Snider*
*Indiana TOY*

a teacher because of the *"unlimited opportunities for creativity, adaptability and acceptance."* She accepts the challenge of working with physically and mentally handicapped students and capitalizes on programs that produce an *"I can"* spirit. In working with pregnant teens, she emphasizes that they are *"their child's first and most important teacher."*

*Emily Mullis*
*Georgia TOY*

*"I would challenge new teachers to keep on task, dress the part, take beneficial and practical courses, keep on keeping on, always have faith and don't neglect your own family in the process,"* said Emily Mullis of Rome, Georgia. She tries to be a friend to her students, *"someone they can come to with problems,"* a role model. She is *"thankful for the opportunity to help others along life's way."*

*"Believe in yourself and in your work, and the day-to-day difficulties and exhaustions of teaching are manageable,"* said the Idaho TOY, Dana Curtis, in her advice to new teachers. She thought it was a thrill to be a Teacher of the Year and to have people agree with her that her work with school-age parents is important. She wants to help the public know that these teen parents need our help and that *"with encouragement and loving instruction they can come closer to realizing their potential."*

Nelda Snider of Middlesbury, Indiana, advised: *"Be well informed in your area of teaching, strive for excellence and relevance in your program and, above all, strive to develop the best of interpersonal relationship skills as adolescents are fragile human beings who are very capable and lovable, needing acceptance and affirmation to nurture their potential into full bloom."* She is active in her local Al-Anon group and her church as well as professional association. Her position gives her an opportunity *"to relate to young people through teaching, modeling, and friendship."*

The Kansas TOY, Paula Patton of Hesston, advises, *"Get involved in your subject matter, your students' community and your professional associations."* She said she was surprised to learn that she was a Teacher of the Year but was pleased that her peers had considered her programs to be unique pacesetters. She feels that she is *"contributing to a healthy moral and social environment through Family Life Education"* and thinks of it as *"a way to have input to a future that at times looks rather bleak."*

*Norma Hetrick*
*Maryland TOY*

Other advice included:

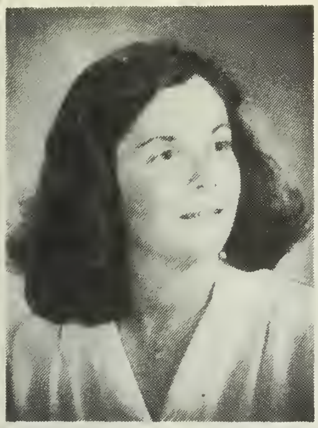
*"Never stop being a student yourself,"* Norma Hetrick, MD

*"Earn the respect of your students by careful planning and good organization,"* Helen Beeman, MS

*Louann Restad*
*Minnesota TOY*

*"A sense of humor is basic to success in the school atmosphere,"* Lou Ann Restad, MN

*"Organization is the key to survival,"* Theressa Wilson, NV



*Linda Ulrich-Hagner*
*New York TOY*

*"Do not develop tunnel vision, be aware, stay active, and be secure that you can make a difference,"* Linda Ulrich-Hagner, NY

*Claudette Albertson*
*Pennsylvania TOY*

*"Understand the impact and important influence you have on your student's lives and be prepared to make a total commitment to the profession,"* Claudette Albertson, PA

*"Look for the good in your students and you will find it; emphasize the positive traits of each one,"* Marie Bell, SC

*Maxine Newton*
*Utah TOY*

*Nancy Finck*
*Vermont TOY*

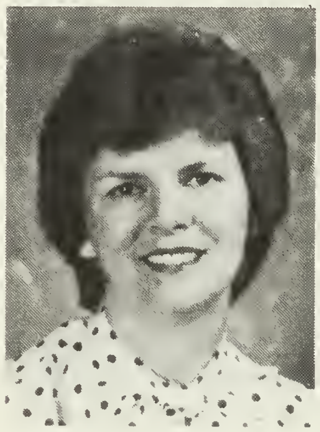
*"Don't be afraid to take a risk and go the extra mile,"* Maxine Newton, UT

*"Prepare each lesson well so you can relax and enjoy the students,"* Nancy Finck, VT

*Joanne Quick*
*Wisconsin TOY*

*"Care about your students unconditionally,"* Joanne Quick, WI

We also asked these award winning teachers: **How do you keep from getting out of date, bored, unenthusiastic, tired of it all?**



*Renee Stephens*
*Louisiana TOY*

Said the Louisiana TOY, Renee Stephens of Provencal, *"It is rewarding to see behavioral changes in students; FHA activities add much variety."*

*Nancy Clough*
*Maine TOY*

*"Involvement in extra-curricular and community activities and continous development of my curriculum keeps me interested,"* said Nancy Clough, of South Paris, Maine.

*"I travel, read, attend professional meetings, take courses, participate in community activities—there is so much happening all the time that there is no time for boredom,"* said Norma Hetrick of New Carrollton, Maryland, who also told us that being a TOY gave her the opportunity to bring recognition to Home Economics. *"I received certificates and*

*letters of recognition from many elected officials including a citation from the governor,"* she added. She feels that it is her responsibility to *"develop thinking minds."*

*"I design new strategies every year to keep me and my students on our toes,"* said Helen Beeman of Quitman, Mississippi, who feels that her most important contribution is *"teaching designed to promote family harmony and a sense of personal responsibility for quality child rearing."*

*"Sometime during the year, I make an effort to observe, delve, rehearse, investigate, judge, play, follow, examine, create, rejoice, repair, recognize, cheer, revel, feast, try out, criticize, lead, assist, laugh, analyze and risk. Then time runs out!"* So Lou Ann Restad, MN, is never bored!

*"I attend workshops and meetings with other home economists, participate in student activities, enjoy my own family and ranch life,"* offered Karin Teetus of Wibaux, Montana, who feels that *"society will be better for my helping students to examine various lifestyles and alternatives within the classroom and begin to formulate an individual philosophy based on solid information."*

*"I swim laps at the Y each day to avoid stress, take lots of classes and develop new courses,"* said Theressa Wilson, NV, who also said that the thing that meant the most to her about being a TOY was the great pride of her family.

*Mary Van Buskirk*
*New Jersey TOY*

"I share ideas with other teachers, attend my professional association meetings, attend workshops and courses," said Mary Van Buskirk of Madison, NJ, who considers her most important contribution to society as a teacher that she *"represents Home Economics in Madison and takes an active role in community affairs."*

*"My interaction with my students and my profession keeps me from getting bored. I look forward to going to work every day. I share my enthusiasm for my profession."* Linda Ulrich-Hagner, NY.

*"I am not afraid to try a new method or include a current bit of news in my curriculum. I look for new ideas as I read and attend meetings,"* offered Mary Saine who also said *"I learned a great deal about myself and my goals when I became the TOY of NC. It brought recognition to my school and county."*

*"I am active in my state professional association, and I change my program to fit the needs and interests of my students,"* said Kathleen Hendrix of Weston, Oregon, who

*Kathi Hendrix*
*Oregon TOY*

feels that her most important contribution to society as a teacher is *"to help young people grow into mature adults who are accountable for their own actions and can be contributing society members."* And then she added, *"In a way the TOY is like a beginning. Now I have to set new goals and live up to the award. It is a daily challenge; a positive force in my life."*

*"Having a student teacher keeps up my enthusiasm and keeps me up to date—along with all the other things I do. I like to help young people get preparation for one of the most important roles in their lives—parenting. Concern for students' self-concept is my number one priority."* Claudette Albertson, PA.

*"There is no time for boredom,"* said Marie Bell, SC. *"There are so many things happening with our youth and so many ways to keep involved."* Asked why she likes to be a teacher, she said, "Teachers touch young inquiring minds more frequently than any other professionals. I feel it is the best way to use my experience to guide our leaders of tomorrow."

"I read, take classes, go to workshops and try to contribute positive teaching every day," said Maxine Newton of West Valley, Utah. *"I am a true friend of all of my students."*

*"My family and our summer travel help keep up my enthusiasm along with exchanging ideas with peers, attending professional meetings and taking graduate courses,"* commented Nancy Finck of Jacksonville, VT, who added that being a TOY *"enhanced the credibility of her Life Skills Department in the eyes of her peers and administrators"* as well as her own self concept.

*"Being interested in and committed to real living"* contributes to Joanne Quick's (WI) enthusiasm, and she feels that *"caring and sharing with young adults"* makes her teaching worthwhile.

It is a pleasure and an inspiration to hear from these leaders. They are all different and yet in some ways quite similar. All like to work with young people, feel good about what they are contributing to society, seek ways to avoid burnout, are proud to be home economists, and continue to learn.

Let us all learn from them and gain in our own enthusiasm and joy in our profession.

—The Editor

# Helping Elementary Teachers Understand Children and Divorce

**Marilyn J. Hrymak**
Home Economics Teacher
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Family and Child Studies
Department of Home Economics
Northern Illinois University

High school home economics teachers possess a wealth of worthwhile information that should be shared with more than their own students when possible. Children and divorce is an important unit in the first author's upper level child development classes. I have found that this may be a difficult unit for high school students who experienced this family crisis during their elementary school years. Some still have problems that may not have been fully resolved.

Latency ages, six to ten are a difficult time in a child's life to try to grasp the concept that her or his parents are separating, because the intellectual capacity to grasp reality is still developing as well as the attempt to master and express feelings. The acceptance of reality might not be put in proper perspective, and the expression of feelings may not always be possible or appropriate.

Sympathetic teachers often want to help these children through the pain. They wonder to what extent academic and social problems will occur and whether the child's character will be changed permanently. They want to know more about the effect of this stress on short term and long term behavior.

Even with the extraordinary rise in the divorce rate and the number of children affected in the '60s and '70s, there was little literature on the effects of divorce on children until the late 1970's and 1980's. The few earlier studies usually focused on the troubled children who had been brought in for psychotherapeutic treatment or questioned children years after the family divorce had occurred relying on the accuracy of memory to understand the effects.

As part of a requirement for my master's degree in marriage and family relations, I helped to develop a workshop to assist elementary teachers in understanding the recent literature in the field and in helping children through the crisis whenever possible.

The following information was presented to the participating elementary teachers along with discussion sharing their experiences. The participants had a variety of levels of personal experience in regard to divorce. Evaluation reports indicated the information was helpful and would be used.

## Highlights of Project Contents

A brief picture of the parents' grieving process is necessary for full understanding of the child's circumstances, because changes in a parent's mood, attitude, and behavior during this crisis cause great disruption in a child's life.[1] According to Paul Bohannon[2] there are usually six overlapping experiences or "stations" during the divorce to which divorcing adults adjust.

These stations include the *emotional* divorce when spouses begin withholding their feelings to protect themselves. This station also involves a process of grieving, with feelings such as denial, bargaining, desire for revenge, anger, depression and ambivalence, experienced and expressed.

The *legal* station involves an extreme trauma expecially if the parent has had no previous court experience. Custody and visitation issues could be vehicles for anger and revenge.

Women are usually hit hardest in the *economic* divorce station because of the lower wages women usually earn. Yet, the whole family suffers because all possessions and resources used for the family must be split between the two parents. Because children usually live with their mother, there is often a move to a lower socioeconomic status. During the *co-parental* divorce *aspect,* parents must deal with the decision of visitation rights and who gets responsibility for bringing up the children. Often guilt is involved about the welfare of the children. The *community adjustment* involves the change in relationships with friends and getting used to seeing oneself as a single individual as opposed to part of a couple. The final aspect is *psychic* divorce which involves the separating of each former spouse's identity from the other.

Throughout this difficult transition the spouse may have problems coping with the responsibilities of parenting and the child has little control over the life changes. The child's response should be considered in this context.

Throughout the adjustment period the child is also dealing with a loss and must attempt to grasp this idea that she or he may never live with one of his/her parents again. Feelings of sadness, pain and desolation similar to those of the parent occur when the longed-for parent is not there. The period of adjustment may last 12 to 18 months. During this period everyday tasks may be hard to perform and unusual, outragious behavior may occur; but usually it is short-lived.

Denial, a defense mechanism that offers protection from pain and reality, is often the first reaction. An example of denial behavior would be acting as if there were no problems or concerns such as "Mommy's brave boy," or "Dad's helper." Family communication patterns and parental encouragement may cause denial to continue. Identification with characteristics such as mannerisms, vocal intonations or personal opinions of the lost parent is another form of denial that may occur.[3]

Anger and frustration can be another expected reaction. This may be encouraged by new forms of anger shown by the parent. If the anger isn't expressed, repression of the anger may result in anxiety attacks or eye blinking or tics.[4]

Preoccupation with thoughts about this missed parent is a common part of the depression a child goes through. Thoughts of self-destruction may also occur along with feelings of impotence and vulnerability. Other characteristics may include failure to complete projects, boredom and inability to gain enjoyment or play.[5] A six-year-old boy whose parents had recently separated told his mother that he wanted to run away from home." Things are so bad here," he said. It turned out that he was in constant fear when he was with his mother that his father would die, and when with his father, that his mother would die. By running away, he hoped to relieve the stress.

Guilt is another important issue. The child may lack total understanding of why the divorce occurred which may cause unrealistic guilt. Simplistic views may lead to a desire to find an easy explanation. Guilt and blame are less likely to happen if the child is given sincere explanations for the marital dissolution.[6]

Immaturity and hypermaturity are other common responses to the parental divorce. Regression to younger behaviors are especially common particularly if a younger child is present or parents become over indulgent because of guilt. Hypermaturity consists of taking on new responsibilities and obligations which should be a cause for concern if overly exaggerated, such as constantly being "teacher's helper."[7]

The grieving period usually ends with child's realistic acceptance of the family loss. Before this can take place, resolution of the disintegrated marriage, distress, anger and self-blame must be accomplished. Without this the child may not develop realistic hope for relationships during the adolescent years.[8]

The child's adjustment through the grieving process is related to the parent's adjustment. Often the tensions and sorrows the child experiences must be faced with little parental help because the parents are caring for their own sorrows.[9]

How and when the divorce is explained to the child affects adjustment. It was found the best time for the explanation is before the physical separation by both parents in an honest fashion with honest reasons.

Children, ages six to eight, seem to be more immobilized by their suffering, unable to seek relief and more vulnerable to regression. The older latency child, ages nine and ten, reacts to the crisis in a more complex manner because s/he can better perceive the parent's pain and may try to hide feelings to put on a courageous front.

Another factor in a child's adjustment is the amount of stressors taking place at the time.[10] If several problems occur at one time developmental disruptions are more likely. Tempermentally difficult children seem to have a harder time with stressors and are more vulnerable to adversity.[11]

One of the most common stressors is economic problems. Downward economic mobility is associated with other stressors such as relocation, delinquency, greater isolation and loss of friends.

Emotional disturbances seem to disappear earlier in girls than boys. It was hypothesized that girls are likely to receive more nurturance from parents, teachers and peers.[12]

Divorce in the family does affect a child's school work. In one study, by five to six months after the separation, two-thirds of the students were reported to have changed noticeably in school behavior with ability to concentrate and academic achievement commonly affected. Twenty percent had considerable sadness and depression. Some children changed quickly and others showed a gradual shift. The child's peers usually had little understanding of the emotional changes taking place. Sometimes discrepant responses occurred between the home and school with children remaining on perfect behavior in one setting and displaying high behavior problems in the other setting. Older children seemed less susceptible to disruptions.[13]

Although few children make full use of school support, they did receive help from the educational structure. For example, many teachers are not aware of the disruption when separation occurs. They may see a behavior change but do not understand why. Regardless of the child's academic achievement, the physical activity, social contacts, sense of accomplishment and routine provide security at a time when the family is coming apart.[14]

By one year after the separation, the number of children described as stressed and tense was lower and a more positive attitude was evident. Yet, some were still doing a poor job and many who were coping better still needed extra attention.[15]

Teachers noticed a certain flexibility in these students that distinguished them from others. These children were less likely to get upset with a change of plans or schedule. This was most evident in the children whose parents divorced without intense hostility. By the five year mark the children were achieving at a level similar to their classmates.[16]

Other studies done many years after the parental divorce occurred lead to the same results. There are few emotional differences between these children and children brought up by both parents. Children who did seem to have more emotional problems were those brought up in a violent, anxious environment with both parents.[17,18,19] In fact, divorce is seen as having brought about some positive changes in the family. Many of these children are strikingly aware of their family strengths and weaknesses and were able to make a more mature effort to explain the parental divorce as they matured.[20]

Information about divorce is needed by all persons who work with children or adults who are directly affected by it. Home economics teachers of child development and family relations are in a position to help children of divorce through classroom instruction on divorce. Such information can also be very helpful to other teachers throughout the school system.

Streamwood High School students who had experienced a divorce during their elementary school years were asked to give elementary school teachers information on the experience and advice on how they feel elementary teachers can help. The responses are below.

### Junior

*"Taking my experience and the experience of the children next door with divorce, I feel there are some important things you can do to help a child get through it. I think what a child needs is someone to talk to that is not in the family. Someone*

*who they can trust would be the best. Another thing would be, to try to get them to keep a diary of their feelings. When I was upset I would go in my room and write about it. Try to ask them questions about their feelings and try to answer their questions. Maybe try to explain some reasons why people get divorced.*

*Make sure they know that both of their parents still love them and they are not to blame. Tell them to talk to their parents or even get their parents one at a time to come in with you and talk to them. Divorce is a hard time for a child and they need people to care and help them to understand. Another suggestion is reading books made for children in their situation."*

## Freshman

*"Teachers can help children a lot with family problems. They can do so by showing understanding if the child's performance in school is lacking, if the child does something wrong or is inattentive in class. The teacher should not embarrass him/her in front of the class, but rather sit down with him/her when they can be alone. Just simply talk with the child and show that s/he does care and understand. The teacher can do so by either telling a story of a child s/he knew that had parents who went through a divorce and explain how it all worked out, or if the child is talking, listen to what s/he is saying. At the end of the conversation if the teacher gives the child a hug it will show that s/he truly does care and it also will give the child support and a feeling of security. The most important thing for teachers to remember in such a situation is to be understanding of the child and his/her abilities at that time."*

## Freshman

*"Just imagine if you were a young child and one of your parents came up to you and gave this excuse, for example.*

**Mother:** Anny, mommy wants to talk to you about something.

**Anny:** Yes, Mommy, what about?

**Mother:** Well, Daddy is going to be gone for a long time; you see he has just won a trip around the world and he can't take us.

**Anny:** So what are we going to do?

**Mother:** We will have to move or stay in a motel. We will leave tomorrow.

**Anny:** Okay, but why so soon?

**Mother:**Don't ask any more questions?

*Now that was the wrong way of handling it; now this is the right way.*

**Mother:** Anny, can Mommy talk to you?

**Anny:** Yes, Mommy, what about?

**Mother:** Well this is kind of hard to say and maybe you'll understand and maybe you won't, but it has to be said, so here it goes. Well, your Daddy and I are breaking up and you are coming with me, and Daddy is staying. So that doesn't mean you won't be able to see him again, because you will every weekend and part of the summer. The reason why we aren't staying together is because we weren't made for each other.

**Anny:** I don't think I understand but maybe when I get older you can explain this to me again, but whatever happens I will still love you.

*Now, that's the right way to do it. It's not so good to tell a big story. Just tell the truth, and if they don't understand explain it to them later. I know this from my own experiences."*

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# Working With Children

**Marie A. Allen**
Home Economics Teacher
Wilmington High School
Newark, Delaware

There is an established need and continuing demand for child care workers in the New Castle County and city of Wilmington areas. The setting is suburban to central city urban. With more women involved in the work world, and with the increase of people in dual roles as homemakers and wage-earners, the need for more child care facilities and trained child care workers is overwhelming.

Wilmington High School is set in an urban locaton, with the student body made up of 1182 students, 56.8% White, 37.5% Black, 5.8% Hispanic. The community consists of white-and blue-collar workers supportive of the educational programs, though not strongly involved.

The philosphy of the home economics department is in agreement with that of the school, as set forth in the following goals:

I. The development of a positive self-image for each student
II. The maintenance of health and well-being
III. The development of the intellectual skills
IV. The promotion of interpersonal communication
V. Democratic living and consideration for humanity

The home economics offerings at Wilmington High School include courses in both consumer and homemaking and occupational areas, are all sex-equitable, and are available to all students, including those who are disadvantaged, handicapped and mainstreamed. They are elected by approximately one-third of the students in grades 9-12. Offerings include courses in clothing construction, handcrafts, housing and interior decoration, food service, child care and development, family relations and parenting.

The child care program and its students are highly visible in the school. The three-year occupational program leads to a certificate of merit at graduation. The students enroll in a one-year course of theory, curriculum activities and observation at the tenth grade level. Eleventh grade students elect the year-long, three period a day course in which they act as the teachers of the preschoolers. The Jack and Jill Preschool is a working child care laboratory within the high school. The third level of the program is the senior year in which students are in the child care cooperative education course working in various communmity child care facilities.

Other visible parts are the activities of the FHA-HERO chapter members, also open to all home economics students. The chapter, an integral part of the program, provides opportunities for leadership and involvement in extra and co-curricular activities in the school and community. Involvement includes such things as services and trips to hospitals, special schools, nursing homes and other community agencies.

The program was initially set up to receive federal, state and local allocations. After three years of federal funding under the Vocational Education Act, the program was continued through regular department budget funds, on the nominal tuition charged to the parents for preschool services, and the sub-minimum wages paid by some of the coop child care agencies. The program is almost self-supporting; enrollment has been high, though it has declined in recent years due to total school enrollment decline. The state supervisor of home economics, the school administration, other staff and parents have been continuously supportive of the home economics program.

## Program Description

The occupational child care program is one that has grown through many years of working with students, administrators and community members. An advisory council has been set up to formulate plans and to evaluate the program. Suggestions have been used to modify the objectives of the program.

Students from various backgrounds and academic levels have been enrolled in the program including disadvantaged, handicapped, mainstreamed, and pregnant teenagers. It also provides a service to the community, accepting preschoolers for four days a week, two hours each day. Parents, grandparents and friends are involved actively in the program by providing car pools, going on field trips, being invited guests for special occasions, and coming in to observe their children in the program through the one-way observation mirror in the preschool. The high school students are enrolled for three periods a day, all year long, earning three credits upon completion of this part of the program entitled "Working with Children." They previously must have completed the first level theory course, "World of Children," earning one credit.

The students in the second level course, are members of a teaching team that is learning group dynamics techniques to be able to work well with each other. Currently there are two teams of teachers. While one team is teaching and working in the "Jack and Jill Preschool", the other team is planning a schedule, preparing learning materials, and a snack list for the next week. The two teams alternate, as do the routine jobs. Each student is the head teacher with major planning of the weekly schedule as his/her responsibility at least twice during the school year. Included in their competency list are the duties of shopping for snacks and needed materials for the coming week, planning a bulletin board and over-seeing his/her team members to insure that all the duties are carried out effectively throughout the week. Lists of competencies needed for the "Working with Children" course and the "Child Care Assistant" cooperative education course have been prepared.

Students at the senior level, upon successful completion of the two years of child care prerequisites, may then elect to be in the co-op field station. A variety of locations have been used in the city of Wilmington and the surrounding suburbs, placement being based on each individual student's interests, abilities and personal goals. Some co-op field sites have been day care centers, private and public kindergartens, first and second grades in local elementary schools, hospitals, schools for the mentally retarded and private nursery schools.

In this on-the-job-training situation, the employer is in direct contact with the teacher and does periodic evaluations and counseling of the students assigned to him/her.

When a student successfully completes all three years of the occupational child care program, s/he receives a certificate of merit at graduation. Seniors completing two years receive honorable mention.

Over the past years there have been several students who have pursued careers or advanced education in child-care-related occupations. Others have used their skills in their roles as parents and care givers.

As an integral aspect of the occupatonal child care program, students re encouraged to observe in various child care centers in the community, engage in volunteer work when possible and become actively involved with the FHA-HERO chapter activities. These opportunities offer the students a chance to develop leadership and citizenship skills, involve them in service-oriented activities, and help to develop their self-confidence and sense of self-worth.

# A Student Teacher Speaks

As a student teacher I have seen many different clubs and groups in the Home Economics area. I have enjoyed working with the Nutrition Council of Truman High School in Independence, Missouri. This is a new club this year, and both girls and boys have shown a lot of interest.

Goals of the club:

- To promote school lunches and good nutrition in school
- Knowledge and preparation of meals and snacks
- Improving relationships and understanding of the cafeteria operation

There has been a variety of interesting and enjoyable meetings, which take place every second Thursday of each month. Tasting parties (nutritous food, of course), touring of the food service building, and a pizza party are just a few examples. This year members have participated in the State Nutrition Day, sold cases of fruit and fruit baskets at Christmas, and helped promote school lunches by serving the noon meal in the cafeteria on National Nutrition Day.

During that week a club member, dressed as E. T., visited the area elementary schools promoting school lunches. The Club Sponsor and the Director of Food Service worked together in coordinating this lively group.

Upcoming events planned are:

Participating in the Missouri Products Day giving out food samples, serving orange juice and fruit at the district science fair and going to the annual EATS Festival in Kansas City, Missouri.

**Kathy Christenson**
Truman High School
Independence, MO

# Pickle Power, Ad Scavenger Hunt, Consumer Sleuth, or Shopping Bag: Take Your Choice

**Marsha A. Goetting**
Consumer Education Specialist
Montana Cooperative Extension Service

Changes in economic policy on a family's well-being are often perceived by youth in the family at a different level from that of adults. Children may overhear parents discussing taxes, unpaid bills, and job layoffs—but to some youth that translates into no stereo, no new clothes, or no shows. Other youth are painfully aware of the severe consequences that a job layoff has on his or her family's well-being.

Providing realistic opportunities for youth to realize the impact of changes in economic policy on their families is a challenge. In response to this need, four consumer education activities have been developed in Montana. The goal is to provide an opportunity for youth to practice consumer decision-making and become aware of potential consequences of a particular decision not only on their family but on other families as well.

The educational activities of Pickle Power, Ad Scavenger Hunt, Consumer Sleuth, and Shopping Bag made their debut at Montana 4-H Congress. This annual event during the summer offers youth ages 14-19 from throughout the state and Canada a chance to come to Montana State University for a week of competitive events and workshops.

The occasion also provides an opportunity for the Extension Consumer Education Specialist to introduce "free time" consumer learning activities to a potential audience of over 600 youth and 100 adult leaders.

## What is Pickle Power?

The name Pickle Power originated during a meeting with teenagers who were brainstorming ideas for some type of decision-making event for their county 4-H Club Days. They wanted to replace the traditional home economics judging classes with an event that would interest both boys and girls. When one of them said, "We're really in a pickle," the group enthusiastically agreed they had found a "super" name for their new activity.

Pickle Power gives youth experience in following the decision-making process to solve a problem or situation. Youth indicating interest in the activity were given fact sheets entitled: "What is Pickle Power", "The Pickle Power Decision-Making Process", and "Pickle Power Situations". The youth were asked to select one situation for their ten-minute session with an evaluator. They could also create a problem of their own. For example, Mary is a high school senior who is planning to attend Montana State University next year. She came home yesterday to the news that her dad, a worker at the mine in Butte, had been laid off because of the decreasing prices of copper. What should she do?

The Pickle Power decision-making process is described as 1) analyzing the problem, 2) identifying and providing additional facts, 3) discussing alternatives and possible consequences of solutions, and 4) reaching a conclusion. Evaluators were cautioned not to judge the decision, but rather to evaluate whether or not the decision-making process was followed in reaching a solution. The 25 evaluators included county Extension agents, resident staff from the Counseling and Home Economics Departments on campus, and state Extension specialists.

Many sessions lasted beyond the scheduled ten minutes because those who "invented" their own situations felt free to discuss them with someone who was willing to listen for as long as necessary. As one evaluator said, "These were more difficult to handle because the kids wanted advice." Another mentioned, "Young people really need someone to listen to them. I feel we really provided a helpful experience."

Most evaluators were very enthusiastic about their sessions. "Better than a contest," said one. "No one lost, everyone learned a little, and that's what 4-H and Extension are all about." Another stated, "I enjoyed doing the evaluation. Best part of all, I probably got to know 20 more 4-H-ers throughout Montana. I like that."

One evaluator felt that youth selected a topic and immediately formed a decision without thinking the process completely through. He suggested that perhaps a longer group discussion would be beneficial. Several hour-long sessions with about 25 participants became a part of Pickle Power. Also, informal "rap" sessions were held in dorm rooms. Chaperones overheard late night discussions which centered around situations in the Pickle Power activity.

Incentives to encourage participation in the activity included free pickles and two-inch "Pickle Power" buttons. A local grocery store donated dill pickles and provided an old fashioned pickle barrel which attracted considerable attention. The Pickle Power buttons served a double purpose: To provide recognition for participants and to serve as advertisement for the activity.

Pickle Power has been adapted by several Extension agents for other county 4-H events. One home economist developed situations about each 4-H project for County Congress. The Teen Forum, a two-day junior leadership workshop for 10 counties, developed situations centered around leadership responsibilities. An outdoor first aid class prompted another home economist to develop survival situations. Seventy campers analyzed each problem, considered alternatives, and acted out the solution. The Pickle Power concept has also been adapted for money management sessions with college students, pre-marital budgeting classes, and estate planning meetings.

## Ad Scavenger Hunt

As the name implies, the Ad Scavenger Hunt requires participants to match advertisements with a variety of appeals. Four different "hunts" listing 10 different appeals each were developed. After each participant completed his/her hunt, the ads were glued on a gigantic hallway collage. Many youths repeated the activity by completing a different form. Others completed only one worksheet because they spent hours reading articles of interest they discovered while hunting for ads. The activity has been adapted by Extension agents and by consumer advisors for 4-H club meetings.

## Consumer Sleuth

Consumer Sleuth provides an opportunity for youngsters to test their "Sherlock Holmes" skills. Six different sleuth sheets containing a variety of questions were developed for this activity. Answers were found on products in a local grocery store and the Student Union Bookstore, all within walking distance of campus.

The experience proved to be an eye opener for those who had not closely examined labels before. They were surprised to learn, for example, that Gatorade contains no fruit juice, that one vitamin tablet provided 1,666% of RDA, that sugarless gum had calories, and that the major ingredient in Tang is sugar. Over one hundred youths completed six hundred worksheets during the week.

## "An Aware Consumer" Badge

Youths participating in the Ad Scavenger Hunt and Consumer Sleuth activities received "An Aware Consumer" badge and ribbon. A sticker was awarded for each worksheet completed. The stickers were the type that produce an aroma when scratched—pizza, licorice, and chocolate ice cream were the favorites.

The unusual badges and stickers enticed many to try the activity, provided recognition for participants, and served as advertisement of the activities.

## Shopping Bag

The Shopping Bag activity provides youth and leaders an opportunity to practice making wise consumer decisions in a realistic situation. Youth were bussed to a unique classroom: stores in a shopping mall. They spent an afternoon completing four activities designed to help them learn more about information provided on labels, comparison shopping for specific products, advertising appeals, and how value and goals affect consumer decision-making. The youth were "assigned" to one activity and were given a choice of which one to complete among the remaining ones. A half-hour sharing session facilitated by Extension agents was held in the mall lobby following completion of the activities. Youth wore Shopping Bag Badges to help store personnel and leaders recognize them.

A take-off of Shopping Bag became $uper $hopping $pree. This learning activity was developed by five Extension agents in western Montana. The event combines the shopping activities at a mall with six workshops at the University of Montana. Over 200 youth learned about advertising, shoplifting, computers, and reading labels.

## Conclusion

All four activities can easily be adapted to the classroom. Each activity provides an opportunity for "fun" learning, both for the student and the teacher. All four could be adapted to any age level and could be a way to include consumer education topics in other classes. These activities provide a new approach for teaching economic policy and its impact on the family. Youth are intrigued by the names and they have an enjoyable and worthwhile learning experience.

If you would like to have a copy of the Consumer Sleuth questons, Ad Scavenger Hunt forms, Shopping Bag, or Pickle Power materials, write: Marsha A. Goetting, Consumer Education Specialist, Cooperative Extension Service, Taylor Hall, Montana State University, Bozeman, MT 59717; 406-994-3451. A $2.00 charge (payable to Cooperative Extension Service) is made to cover printing and postage costs.

# *Do You Know the Difference Between . . .*

### . . . Information, Knowledge, and Wisdom?

See J. C. Penney *Forum,* January 1984, for an abstract of a speech, "What Information Does a Family Need?" which was given by Dr. John P. Brantner, psychiatrist at the University of Minnesota, at the 1983 Annual Family Life Conference sponsored by MHEA and MCFR.

# Bioethical Decisions . . . A Source of Family Crises

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When is it humane to let a defective, deformed newborn infant die? Who decides when the respirator used to support an elderly grandparent should be unplugged? Who should make the decision to abort a fetus in a fourteen year old?

These are tough questions that families may face. With recent advances in biomedical technology, families today and in the near future are pioneers as they make decisions. Choices are being made that our grandparents just a generation ago did not confront. For example, if Aunt Susie could not have children, she substituted something such as church work in a child's place or adopted a child. Today a variety of options is available according to the particular problem Aunt Susie has, e.g., artifical insemination, surrogate mother, in vitro fertilization. Many of these options in the biomedical area raise ethical questions. New technology can be used to help improve family life or can be a source of harm and tragedy for individuals. Whether these decisions are faced as a family or as separate individuals, influences the positive or negative effect.

Future generations will face issues that we only speculate about. Ostheimer,[1] projects a hypothetical schedule in the biological revolution:

1985 - choice of sex of offspring
1995 - genetic surgery - replacing defective genes
2000 - artificial placenta, personality reconstruction
2025 - cloning of animals, organ regeneration
2050 - control of aging, cloning humans

Should these projections become realities, how can educators help students prepare to make such critical choices?

As individuals are educated for the future bioethical decisions, one must realize that tomorrow's bioethical issues will be different from those we face today. However, the process for decision making and coping with crisis situations is not likely to change markedly.

Bioethical isssues can be grouped into topical areas as we examine the issues and effects on families. Ames[2] identifies issues about which families will make decisions in three major areas:

1. Reproduction - contraception, artificial insemination, "surrogate" mothers, in vitro fertilization, sex choice.
2. Birth - genetic screening, prenatal diagnosis, abortion, high technology birth, mother's life vs. fetal life.
3. Death - ICU (intensive care unit) issues, right to die.

As these issues are examined, a key factor in dealing with the crisis is the power given to individuals and families to make decisions. Since each family member assumes a role, decisions made by individuals affect all family members. The range of choices involves family relationships, and crises often evolve. Family crisis may be defined as a stress-producing situation (either positive or negative) that upsets the routine or organization of the family. Crisis is not universally viewed as negative as exemplified by the Chinese symbol for crisis implying danger and opportunity. When families experience situations dealing with bioethical issues, there is an opportunity for growth or for failure. Family life educators must first educate themselves on the various alternatives while helping the individuals develop decision making techniques to avoid family crisis.

This education process involves asking the obvious but often unasked questions. Childress[3] suggests that four questions be raised in bioethical issues—1)why? 2)at what cost? 3)how? 4)who decides? The issue of the birth of a defective baby is cited as an example. A couple in their middle thirties is recommended for amniocentesis and finds that their baby has Downs Syndrome. The couple needs to ask "why" to satisfy their need to understand the cause and nature of the problem. As they consider alternatives, the costs in financial as well as emotional areas must be explored. What are the costs (financial, emotional, time, and energy) to the family and to individual members including other siblings? How can the problem be dealt with and who will ultimately make this decision? To increase the likelihood of family adjustment, each of these questions should be answered.

Reviewing bioethical issues in the literature, I have identified some of the recurring issues that families may face. The following questions may stimulate discussion concerning the issues.

I. Issues related to reproduction
   A. Contraception
      1. Is abortion a viable form of contraception?
      2. Do you consider an I.U.D. a form of abortion? Why?
   B. Artificial insemination
      1. Does the sperm donor have any rights in relationship to the child?
      2. Do the parents have the right to know the background of the donor?
   C. Surrogate mothers
      1. Should surrogate mothers receive payment in addition to the expenses?
      2. What are the surrogate mother's rights in relation to the child?
   D. In vitro fertilization (test tube babies)
      1. What happens to all the fertilized eggs that are not implanted?
      2. Is the artificial implantation a health risk to the mother? Embryo?
   E. Amniocentesis
      1. What are the social implications for bringing a defective baby into the world?
      2. Should amniocentesis be used for sex identification?
II. Issues related to birth
   A. Genetic Screening

1. Do families have the right to reject all but perfect babies?
2. Should families be allowed to choose the sex of their child?

B. Abortion
1. Should teenagers have the right to have an abortion without parents' permission?
2. Should abortion counseling be a critical part of the abortion process?

C. Birth Defects
1. Should severely defective babies be kept alive by extraordinary means?
2. Should families be expected to bear the expense of the trauma birth child?

III. Issues related to death

A. ICU (Intensive Care Unit) issues
1. When is it appropriate and humane to turn off the life saving equipment?
2. Does a patient have the right to refuse life saving equipment?

B. Right to die
1. Is allowing a person to die a form of family love?
2. Is a "living will" an individual right for choice in death?

## Implication for Home Economics

Families in crisis need the help home economics can provide. A crisis event in a family and the family's ability to cope with crisis is affected by the event itself (the immediate hardship of the situation), the resources of the family, and whether the family defines it as a crisis. Hill[4] introduces a formula for crisis and coping with crisis that is still current and valid today. Hill's formula is A (the event)—interacting with B (the family's crisis-meeting resources)—interacting with C (the definition the family makes of the event—produces X (the crisis). It has always puzzled observers that some families ride out disasters without disorganization whereas most families are temporarily paralyzed. The key appears to be in the "meaning" dimension. Stressors become crises in line with the definition the family makes of the event.

Resources of the family that determine how the family copes include family adaptability, family integration, affectional relations among family members, good marital adjustment of husband and wife, companionable parent-child relationships, democratic decision-making, social participation of wife, and previous successful experience with crisis. A Home Economics teacher can assist the students as a personal counselor and in a more general way by giving students the opportunity to explore bioethical issues and alternatives in the classroom. She may also act as an agent for curriculum change.

Home Economics teachers can be excellent resource persons in a counseling role to individual students who are experiencing family crisis. However, a teacher cannot effectively help if she has not taken time to prepare by reading and clarifying the issues and the alternatives involved. The opportunity to be a role model for students must not be abused by projecting the teacher's values on the students. Helping the student to make individual decisions based on careful consideration of the alternatives is the central objective of good counseling.

The Home Economics classroom provides a forum for discussion of bioethical issues. Students could be encouraged to discuss the questions previously referred to in this article. Role-playing, case studies, simulations, and interviewing could be effective strategies in teaching bioethical concepts.

Home Economics teachers interpret societal needs through the curriculum concepts taught in the classroom. Teachers can introduce into the curriculum the bioethical concepts. We have an obligation to teach decision making skills, choices, facts, and alternatives that are essential in today's and tomorrow's changing society.

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# Lesson Plan Idea on Child Abuse

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This lesson focuses on factors which increase the chances that child abuse will occur. The problem of child abuse is common to every community. It knows no bounds in relation to a family's economic or educational level. It occurs in what appear to be "normal" homes and in those obviously disorganized and broken. It is believed that only a small portion of all child abuse actually represents intentional abuse by parents. Abusing parents often do not understand child behavior and development and do not know how to cope with life's stresses.

## Principles to be taught

- When parental expectations are unrealistic, the chances of child abuse increase
- Children who are viewed as different in some way may be more vulnerable to parental abuse.
- Personal characteristics such as low self worth, combined with isolation and negative situational circumstances increase the chances that a parent will be abusive.
- When a number of stressful conditions occur to push a parent beyond the threshold of control, child abuse may result.

## Lesson Format:

Discuss why the characteristics of the children described under Activity I make them potential victims for abuse.

Read the Case Study (Activity II) about Mrs. Z. Have students identify her personal characteristics and circumstances (stressors) which may increase the chances she could abuse a child. Discuss possible helps for her.

## Activity I:

Child 1 was conceived out of wedlock. The mother wanted an abortion but the father convinced her she should have the child. Although the couple married, the father left shortly after the child was born. Now the mother finds it difficult to meet other men because she must take care of the child.

Child 2 is an only child and a much wanted child. His parents have great plans for him and what he will do when he gets older. However, he did not walk until he was a year old and at 14 months is still not toilet trained.

Child 3 has an older sibling who is mild mannered, easily entertained, neat and orderly. Child 3, however, at age two years is into everything, appears strongwilled to her parents and is hard to handle.

Child 4 lives alone with his divorced mother who is very bitter toward her ex-husband who deserted her. Child 4 looks very much like his father and constantly reminds his mother of her ex-husband.

Child 5 was born 2½ months prematurely. She was kept in the hospital for 3 weeks after birth. Now she is home but seems to have colic and cries a great deal.

## Activity II—Case Study

Mrs. Z is married and the mother of three children, ages 10, 6 and 3 years. Her husband, a traveling salesman, is gone from home much of the time leaving her the responsibility of the home and family.

Mrs. Z was reared by a maiden aunt who always made her feel like she was unwanted. As an only child she spent much time alone during her childhood. The aunt was always extremely critical of Mrs. Z. In fact, Mrs. Z can never remember pleasing her. Ironically, she has found her husband, too, is often displeased with her efforts. She is beginning to feel that she may deserve his reaction. After all, what has she ever done that was right or important?

Mrs. Z has no close friends because the family has moved frequently and only recently moved to their present address. The neighbors have not been particularly friendly. In fact, the only contact she has had with neighbors has been unpleasant. One neighbor accused her 10 year old son of hitting his child.

Lately Mrs. Z has been on edge and depressed. The children get on her nerves and she has been short and strict with them. Sometimes, though, they get away with a lot because she is too tired to care. Sometimes she feels like she can't take it anymore.

*If you would have things come your way, go after them.*

# Valleys and Peaks: Perspectives from the Classroom

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A teacher's life is full of valleys and peaks. Like stress, valleys and peaks are a part of life. It is not their presence nor absence that jeopardizes one's mental health, but rather the balance between the highs and the lows. When the valleys outweigh the peak experiences, the odds in favor of teacher burnout increase significantly.

Valleys and peak experiences are usually as different as day and night; therefore a variety of such experiences are necessary in order to maintain a healthy and productive balance. However, too much variety may be conducive to frustration if, for instance, time becomes fragmented as one attempts to take care of diverse responsibilities. Sometimes, personal competence serves to funnel an individual into many different tasks. Since these individuals are efficient, people look to them to get things done.

Home economics teachers are versatile. Their competencies cover all aspects of family life. Because of this versatility, they may be called on to assist in many curricular and extracurricular activities from which other teachers who are less academically versatile (e.g., mathematics or history) are excluded. It is highly unlikely that all these activities, such as class sponsor and cheerleading advisor, would have equally high appeal to the interests of home economics teachers. The "trick", it seems, is learning to balance the experiences to avoid a predominance of unappealing tasks, and to learn to manage the disappointments that may arise from too many negatives on the job. If the home economics teacher cannot accomplish this balancing and managing feat, her burnout potential will increase.

How do your fellow home economics teachers perceive the valleys and peaks of their careers? Are there realistic and practical management skills that can be used which will allow teachers to grow and develop in spite of the valleys? Here are the views of 150 midwestern vocational home economics teachers toward their jobs and some ideas that have been adapted from the leaders in the business world, as they have coped with the high cost of leadership.

## The Teachers in the Study

The Job Satisfactions Scale, adapted from Schultz[1] was mailed to all 180 vocational home economics teachers in a midwestern state in October 1983. The questionnaire contained 39 statements about satisfaction with teaching, administrators, other faculty members, and the school. Teachers responded by indicating their degree of agreement-disagreement with each statement. They were also invited to write any comments they wanted to make. One hundred fifty-one (83%) teachers returned the questionnaire.

## An Innate Asset for Crossing the Valleys

The teachers in our study felt overworked and pressured. But, we discovered that they have a rich, personal resource for coping with their frustrations, a resource that has been called "skyhooks" by Ohmann[2] and acknowledged as "powerful" by Levinson.[3] This valuable asset is a positive belief in the worth of one's work, something she can believe in and trust and that gives meaning to her activities.

An astounding 93% of the teachers responding to our survey felt that they were doing worthwhile work in their chosen profession of teaching home economics! How one looks upon herself, or her self-image, is related to her coping ability and, likewise, to the ability to grow and develop in her personal life and professional career. How one's work is perceived by others is also important; over half (55%) of the teachers agreed that their home economics department was viewed as important to the school. Only 41% were satisfied with the appreciation and recognition their administrator gives for a job well-done. Perhaps, in these times of financial distress and the general attack on the nation's schools, some administrators do not take the time to pay attention to the positive aspects of education. Maybe they need a subtle reminder from time to time that some things are right in their schools, and hard working teachers respond positively to well-earned recognition.

## Another Asset: Peer Support and Belongingness

The home economics teachers in this survey reported a great deal of collegial support. Eighty-four percent were satisfied with the working relationships they had with other faculty members in their school and 83% felt they belonged and were a part of their school. This response speaks well for home economics teachers. Interpersonal relations are often strained in our fast moving society, yet such skills are an important qualification frequently found in job descriptions. Additionally, if it is true that the teacher represents her profession, then home economics appears to be viewed as an integral part of the school systems in which these teachers were employed. Acceptance, support, and belonging are positive forces for effective working relationships.

## The Valleys: Feeling Old and Worn Out

Do you feel old and worn out? Sixty-seven percent of the home economics teachers in our study agreed that they did . . . and they responded early in the year, October! The implications of this are important. Perceived energy level is an indicator of susceptibility to burnout. If your energy level is noticeably lower than it used to be, and if your previous enthusiasm is not what it used to be, watch out. Exhaustion that seems to be with you wherever you go and doesn't go away after a good night's sleep, is considered to be one of the first and most important signs of burnout. This type of exhaus-

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tion is often accompanied by feelings of being "put upon" and tiredness is blamed on your increasing work load.[4]

### Work! Work! Work!

"Nobody said it would be easy".[5] A home economics teacher is prepared to teach in five distinct aspects of family life: food and nutrition, clothing and textiles, human development and family relations, consumer education and management, and housing.[6] In order to keep current on the knowledge that they impart, home economics teachers must constantly strive to be abreast of the latest development through reading and other educational means. But, teachers have other responsibilities in addition to teaching. There are many other demands for their time and energy, demands such as selling tickets for school events, planning banquets, chaperoning a bus-load of students, grocery shopping for food and nutrition classes, advising student groups, and concession management.

All these extra responsibilities add up to pressure. Fifty-one percent of the teachers in this study agreed that there was too much pressure in their jobs. They wrote:

- *I love teaching itself, but detest the long hours I spend on all the extras and preparation. I don't feel one person should work that hard for such little money.*
- *Being from a small school, the responsibilities that fall to each teacher are tremendous. Most often it is a 6-day week, 18 hours per day at school.*
- *The extra-curriculars are what bring you down fast.*

### Does Anyone Care?

Tangible and intangible support is essential to every human being's ability to cope with stress. Support will enable individuals to gain confidence and develop their abilities. It is the mark of a true leader if s/he can provide opportunities for personal and professional development of the people for whom they have accepted some degree of responsibility. Managers, on the other hand, tend to adopt impersonal, if not passive attitudes toward goals that arise out of necessity.

Get the job done and move on![7]

Teachers need leaders to help them in developing their competencies. It is unfortunate that only 35% of the teachers in our study reported being satisfied with the amount of help given them in developing their competencies. Perhaps administrators and other people in similar positions need to ponder over their roles. Are they leaders or managers?

### Ideas for Action

There is love and hate in every relationship.[8] Home economics teachers "love" teaching but "hate" the extra tasks. We offer three suggestions for dealing with this ambivalence.

First, scrutinize the situation as objectively as possible. Is there a way that you can cut down on those long hours? Would improved time and energy management allow more free time? Are you partially to blame because you can't say "NO" assertively? When you do say "no", can you do so without anger?

Second, learn to accept what must be. In Shakespeare's words from *Twelfth Night*, "That that is, is". If the extras are a part of your employment condition, and you have managed effectively, draw on your personal strength of knowing that you are a home economist with a great deal of knowledge to impart that will help people live more satisfying lives. Perceive reality accurately. What other job would you like to be employed in? What are the peaks of that job? What are the valleys? Would it really be that much better? Always keep in mind that you belong to a profession with a "proud past and a promising future".

Third, learn to manage disappointments. Events do not destroy people but people's reaction to events can destroy them. Acknowledge, but do not dwell on your disappointment of having to do many extra tasks. One needs courage to experience the valleys, keep them in perspective, and not become overwhelmed by them. The peak experiences of home economics teachers attest to the significance of your role in developing human potential. And, what could be more important in life?

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*To be human should be considered a privilege, not an excuse.*

# Intergenerational Families: A Look at the Children

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Quitman, MS

## Prologue

It seemed the best thing to do when I told my dying father that my husband, our five children, and I had discussed it and we wanted my mother to live with us. We moved two of the boys into another room of our old 14-room house and adapted their room for a grandmother. Ten years later, on the high school graduation date of the older of those boys, the grandmother moved to an apartment within walking distance of town.

If my mother, or any of the other family members, had within us the feeling, in the beginning of her widowhood, that she would ever move again, we never looked deeply enough to know or express the feeling. The two years she lived in the apartment were happy ones for her and she made many more friends of her own, whereas most of her previous friends were "Faye's friends".

The children missed her when she moved but only the youngest child in the family was really conscious of the loneliness since he was the only child living at home all the time. When the other children came home they always wanted to get "Gram" immediately upon arrival.

Andrew, the son who was four when "Grammy" moved with our family, commented on the eve of his high school graduation (which he couldn't attend because of serious illness), "I guess Gram and I will both miss it. She would be proud. She should be. If it was not for her I would not have graduated with honors—or probably never have made honor roll at all. She and "Remie" (an old neighbor) cared when I did not care. If it were not for Gram I would not be able to play the piano either—or I guess a lot of other things. I believe every family needs a grandparent living with them."

The same sentiment is certainly echoed five more times with the other children in the family, youthful in-laws, and children of family friends. Does this mean that everything was always ease and pleasure in our house? No and NO and **NO.** As Halpern writes in the book, *Cutting Loose*[1] there has to be a period of severing family ties before families can know where the fences are. The household was usually in turmoil, but that is the point of this story—the older person can be a steadying strength in the child's life, a fact which may be especially true in the two-career households of today.

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The interchanges of ages and attitudes are affected outwardly by society and inwardly by desires to change. Societal changes are occurring with one of those changes being from the nuclear family type to the intergenerational type. Intergenerational families do exist. Intergenerational families can live together with pleasant after-effects.[2]

I do not wish to bog down in an analysis of the problems when many ages live together in the same household. I do not lament the demise of private time, the added responsibilities, or nuclear family philosophies. I am asking meekly, "Should grandparents and other older people live with younger families?"

I am saying: Enough of, "Looking out for Number One". Enough of the, "It Just Won't Work." It can work! Children can thrive in intergenerational families.

Intergenerational living may occur when an aged parent's spouse dies or when it seems unwise for an aged parent or parents to live alone. This may be, among other reasons, because of problems in health, distance, safety, travel, care of the home, loneliness, finances, mental stress, or deterioration of self motivation of the aged member. Other reasons may be of the *family's* need, which may also be health problems, travel, care of the home, loneliness, finances, mental stress, or need for child care and guidance. Certainly the increase in teen parenthood has called for extra support from families, often with the grandparent as the surrogate parent. In Baltimore, a six year study of pregnant adolescents, followed for five years after the birth of the baby, found that the teens who could best overcome the handicap of parenthood were the ones that had adequate arrangements for child care.[3]

When a vehicle is moving, the smallest object in that vehicle may feel the turbulence to the greatest extent. If the turbulence is in life or in the family, then it is that smaller being, a child, who feels the turbulence. This child may feel tossed back and forth with fears, insecurity, lack of communication, and understanding. The turbulences for families are entwined with intergenerational living. In his book, *Megatrends,* John Naisbitt begins, "As a society, we have been moving from the old to the new. And we are still in motion. Caught between eras, we experience turbulence."[4]

1. Halpern, Howard M., Ph.D., *Cutting Loose*. New York: Simon and Schuster, Inc., 1976.
2. Smith, Mitchell, Fairchild, Smith, June, 1983. The children in these families have lived in intergenerational families from 7-20 years. In every case the children spoke very positively of the good influences and warm feelings from the older persons. They even volunteered to write their feelings, if desired. Faye Smith, Quitman, Mississippi, 1983.
3. Mothner, Ira, "Teenage Mother: USA", *Illinois Teacher,* 21:4, March/April, 1978, 203.
4. Naisbitt, John, *Megatrends*. New York: Warner Communications Company, 1982.

Naisbitt uses as a closure for his introductory statements, " . . . trends, like horses, are easier to ride in the direction they are already going."[5] The trend is to view the needs of the aged and the child as being of value and worthy of concern. The trend is also to attempt to remove all stress from families and individuals even to the extent of taking medication to go to sleep *fast*, presumable so that individuals will have no time to think of their concerns. In research quoted in family field studies, psychological coping theories for combating family stress accounted for changing stressful conditions or manipulating the social environment. The behaviors suggested were to change family factors, to strengthen family resources, reduce hardships, and change the environment.[6] Carried out, these suggestions may take the form of allowing and seeking government help for caring for the aged or for caring for the children and may result in nursing care for most of the aged persons.

What family needs do children have that can be met by older people? There must be some kind of balance. What spiritual demands of human nature do children have that the older generation can meet? Since the family is a system, the dimensions of family life can be used simultaneously by keeping communications open, promoting interdependence and bonds and trying to keep change to a minimum.

There is much talk of the quality of life, similar to the past talk of happy life, as if it might be something that could be purchased. One home economist talks of her definition of the quality life as including freedom, equality, people to love and be loved by, self-esteem, an environment that gives a future life, and security.[7] The trend seems to be pessimistic about that type of life. World events, hate, crime and family breakdown appear to receive more concern and more publicity than previously even though those forms of maladjustment are not new.

It is not simple to predict tomorrow's world but we know who will be tomorrow's citizens—today's children. The common statement, but maybe the not-so-common belief, is that the life of these citizens of tomorrow is dependent upon what happens to them today. The homes are the primary places of preparation for these citizens.

Naisbitt believes we can predict the future by understanding the present. One of the present statistics he quotes is the trend to move to the southern areas, particularly for older persons.[8] The reason can be partially attributed to the warmer climate. If those persons are to live and work in the South they will probably retire in the South as others are doing. Why not use these mature brains and developed skills to teach the younger in the southern states? If children are not getting all the education needed, then a consideration can be given to home teaching by older and well-educated persons. Such home teaching might reverse the trend to view older people as having a decline in their ability to learn. Experts in the field of adult learning and development have found the ability to learn does not decline with age. Functioning may be slower but most older people are still able to function at the same intellectual level as they did in the past. Giving the elderly such opportunities may clear away the trend to consider inflexibility as a trait and show that the ability to adapt has little to do with a person's age. The belief that old people are unproductive or tend to withdraw can be attributed to lack of opportunity more than to traits of aging?[9]

We are a society of sophisticated financial, technological, educational and medical institutions, but the basic institution of the family is still the living and loving unit and it is being threatened. We have allowed the idea of the family as a source of strength to be touched by legislation, media, apathy, and even advertisements that stress all the ways to get answers.

The nurturing of the sick and elderly and the nurturing of the young and the growing should be in the warm network of the family. We are told that we live in a world where it is difficult to care for aged persons: Why? Difficult because we choose? Impossible because we allow it to be? Maybe it can be compared to the difficulty of being kind to children and abusing them instead. A social worker at a Meridian, Mississippi, hospital reported that a large percentage of the cases of child abuse indicated the lack of extended family involvement. In the past, young parents were cushioned by the wisdom and caring of older people in the family.[10] The family of intergenerational ages can be indispensable for growth and development in the family where there are weak and strong relationships.

Different age groups in the family can work and balance the weaknesses and strengths even though different stages of development and different historical perspectives cause different modes of behavior. The needs and values for different generations appear to overlap.[11] The end goal for youth, adults, and older adults appears the same even though the means to the end are viewed as being different.

The findings in an investigation of values and value conflicts reinforces the notion that there is little value conflict between generations; only differences in methods and means infer that intergenerational problems may seem to exist because of societal changes at an unprecendented rate.[12,13] In answering questions about the task of life, the answers from children, older youth, and older adults seemed to overlap with the differences being mainly in the terminology.[14]

For families to be strengthened, heritage needs to be considered as a building block. The original beliefs that the family

5. Ibid, p. 9.
6. Thompson, Kenrick S., "A Comparison of Black and White Adolescents' Beliefs About Having Children." *Journal of Marriage and the Family*. 42:1. February, 1980, 133-139.
7. Spitze, Hazel Taylor, "The Quality of Life and Home Economics." *Illinois Teacher*. September/October, 1975.
8. Naisbitt, op. cit.
9. Ralston, Penny. "Teaching the Young About Aging." *Illinois Teacher*, 21:4, March/April, 1978, 216-222.
10. Jones, Betty Lou, "Weakening Family Ties," *The Meridian Star*, Meridian, Mississippi, 1976.
11. Klemer, Richard and Smith, Rebecca M., "Intergenerational Relationships." *Teaching About Family Relationships*. Minneapolis: Burges Publishing Company, 1975, 165-189.
12. Thurnher, Majda, Spence, Donald, Lowenthal, Marjorie, "Value Confluence and Behavioral Conflict in Intergenerational Relations." *Journal of Marriage and the Family*. 36:2, 1974.
13. Toffler, Alvin, *Future Shock*. New York: Bantom Books, Random House, 1977.
14. Thurnher, et al, op. cit.

was meant to care for all its members are part of the family heritage. Traditions and rituals are important to the family. Naisbitt talks of the need for structure in the era of the "Parenthesis".[15] Intergenerational families can share stories of the good—and bad—old days. Inside humor and family jokes can give one a sense of belonging.

Naisbitt also points out that in the high-tech society of the future we will need high-touch relationships. When 14 high school senior young men were asked if they liked to be physically hugged, the answers were yes, from all fourteen. When asked who in their family was most likely to physically hug them, 12 of the 14 responded, grandparent.[16]

*"Remie"*
*Mrs. Florence Remington*
*93*

One of the many needs and concerns of the aged, one of the most heard was to be accepted and not cause any "trouble". Over and over the older adults were heard to say, "I just don't want to be a bother." A 93-year-old lady, called Remie, expressed her feelings, "I had rather live and die alone than to feel I am somewhere someone doesn't want me."[17]

Other needs of the aged are in the areas of health, income, education, home living conditions, transportation, and organizational activities. Aged adults need to feel wanted. Families can provide affection and companionship that other institutions are unable to give.

In the book, *Hide or Seek*, James Dobson speaks of self-esteem being an all consuming need for all ages.[18] Wyatt Cooper tells of an old lady in a home where he stayed one night. He came down to breakfast in the morning to find her with her hair in curlers and drinking tea. Cooper greeted her with the standard, "How are you feeling?" with a light and child-like voice, she replied, "With my finger." Then she began crying. Mr. Cooper asked why she was crying and she told him she knew her answer was silly and childish but she felt everyone thought she was silly and childish and USELESS.[19] The story points out the need for feeling important no matter the age.

*Phylandus Turner*
*Anthony Whigham*
*Sylvester Yates*

Families and home economics educators will be wise to see the needs of the aged as being increased awareness of concerns and involvement in those concerns. The elderly can be seen as very important resources for the home. If the life expectancy continues to increase to 85 in the year 2025 and

*Greg Ballard*
*Andrew Smith*
*17*

150 in the years beyond as Walford believes, then there will be a lot of intergenerational interaction and a lot of families with three, four, or five generations.[20] Robert Browning must have written from a high self-esteem and a happy heart as he wrote in Rabbi Ben Ezra:

> *Grow old along with me!*
> *The best is yet to be,*
> *The last of life,*
> *for which the first was made,*
> *Our times are in his hand.*

Children need direction and guidance. They need skills in problem-solving and decision-making. Children have the potentialities for joyous and successful lives. Heredity does not doom a child to a life without joy. Families and teachers have the responsibilities of providing a child with the envirionment and experiences which will result in learning the essentials for a joyous life. The importance of promoting values and self-esteem in the child was pointed out by Clark Folgate and Bruce Hare. Folgate sees the task of promoting self-esteem as being of paramount value to the child, to the family, and to school life.[21] Hare notes that the child can get the feeling that s/he must perform to a certain level to be of worth.[22] Children are sensitive to subtle messages in the home. Often children listen carefully to the tone of voice and evaluate their own feelings of worth.

Children have a strong need for human contact, for connections, for kinship. The need for an extended circle of meaningful people in a child's life is greater today than ever

15. Naisbitt, op. cit.
16. Smith, Faye, Interview with Homeroom 23, Quitman High School, Quitman, Mississippi, 1982-83 session.
17. Remington, Florence, Interview with a 93-year-old, Quitman, Mississippi, 1983.
18. Dobson, James, *Hide or Seek*. Old Tappen, New Jersey: Fleming H. Revell, 1974.
19. Cooper, Wyatt, *Families*. New York: Harper Row, 1975, 187.
20. Walford, Roy, "How People Will Live to be 100 or More." *U.S. News & World Report*. Beverly Hills, 95:1, July 4, 1983, 73-74.
21. Folgate, Clark, A Teacher's Responsibility in child Self-Esteem, *Illinois Teacher*, 21:4, March/April, 1978, 173-174.
22. Hare, Bruce, "Self-Concept and School Achievements," *Illinois Teacher, 21:4, March/April, 1978, 170-172.*

before. The nuclear family often appears to be lacking in the strengths needed for meaningful relationships, and small families find it difficult to go alone. Loving attachments to older people are good insurance against emptiness and loneliness that come to many, as children or later in adulthood. Knowing there are others besides their parents, the children expand their capacities to love.[23]

As children learn to trust and love others they also learn that love can be given in unlimited quantities. About one million children in the U.S. under the age of eighteen live in one-parent homes, according to Arnstein. This means that help is needed for the child in physical care and in sharing love. With the increase of teen parenthood there is even more help needed. The younger generation needs older people who are experienced in change and can communicate confidence for change. Margaret Mead has said that "They (older people) are vitally needed specialists in how to withstand change . . . Where we used to depend on grandparents for a fixed experience that could be passed on, we now depend on them to give young people a sense of perspective, a sense that they can get from there to here and from here to somewhere else."[24]

The benefits of the grandparent to the child can be viewed in the light of family values needed for surviving the eighties. In a speech at a seminar on families, Charles Petty summarizes the benefits as being time, relationships, affection, priorities and love.[25] The elderly seem to have a powerhouse of time, ability, clarified values, and decision-making skills and they seem to have their priorities in order. These abilities can be used to aid children in their survival skills.


*James Thomas, Gary Touchstone, Danny Toomey, Keith Warning, left to right. Seated - Robert Triplett*

Elderly people in the home can be helpful in giving the child a feeling of worth. As families work out the problems of sharing power between generations, they gather life-long attitudes for interactions.

An endless list of varieties of relationships are available between grandparents and grandchildren. They can be glorious or depressing. They can be dependent or independent. Basic personalities do not necessarily change in order for generations to live together. That is the crux of the matter. Families can learn to share and to accept differences. Children can learn from this sharing. They can see that a good family does not always have everything running smoothly. They can see that a good family can be different and feel different at different times. Such experiences can help future families not to expect utopia.

In the one-parent home, the grandparent can be helpful by adding to resources for parenting. In the two-career family the stresses can be lessened and the basic needs of the child can be met if there are grandparents available. The feeling of super mom or dad can be lessened.

Marjorie East writes, " . . . It is part of human nature to make emotional investment in lifeless things. By doing that, we project something of our own spirit into primary possessions, not because of what they are, but because they represent pieces of the past. These pieces are not recoverable separately, but they continue to serve the family structure like welds."[26] The family needs some emotional investments in living things. The children need some emotional investments from people who have the time and ability. Even if the structure of the family is not secured, "like welds" it may be secured as our lawn mower is secured when the tinker-repairman puts it together with bailing wire. The families of today and tomorrow could use a little bailing wire aid.

Even though other influences are strong, the home is still the major influence on the child. The larger family is still the resource for the needs of the child. In a fifty-year follow-up study of the original epic study of 1929, called *Middletown*, Dr. Theodore Caplov of the University of Virginia directed a team to ask the same questions that were asked in the orginal study. He found that Americans are in danger of overlooking the importance of the larger kin networks and concludes that the immediate or nuclear family may be having some problems but the composite family (intergenerational) is in "splendid condition in Middletown."[27]

In a country that can change varieties of ice cream and varieties of coffee and coffeebeans we can surely change families with all the varieties of relationships in intergenerational living.

23. *Arnstein, Helene S., Roots of Love.* Indianapolis: Bobbs Merrill Company, 1975, 25-27.
24. Mead, Margaret, as quoted in Arnstein, Helene S., *Getting Along With Your Grown-Up Children.* New York: J. B. Lippincott, 1970, 203.
25. Petty, Charles. "Family Values for Surviving the '80s." Seminar on Strengthening Families. Dunfey Hotel, Atlanta. March 22-24, 1982.
26. East, Marjorie, *Home Economics: Past, Present, and Future.* Roberts, 1977.
27. Caplov, Theodore, et al, *Middletown Families. Fifty Years of Change and Continuity.* University of Minnesota Press, 1979, as cited by Al Moffett, "The American Family is Alive and Well," *The Saturday Evening Post,* March, 1981.

# The Use of Family History Research in Family Life Classes

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A family history tells a story of a family by capturing every day experiences through changing times and places and relating them to people and events encountered. Involving family life students in the process of researching a personal family history can bring exciting results for the individual student, the teacher, and the class as a whole. The student researcher will gain new perspectives on self which lead to new understandings. The research can provide a bridge for relationships as family members gain understanding and appreciation of one another. Knowledge of family background and personal heritage or a feeling of "roots" is an important contributor to family strength. Students will develop an interest in family members, as real people emerge from role assignments. This type of study can help the individual student and class as a whole grasp large concepts by a review of specifics. Through individual histories a national history may emerge. Cultural backgrounds are easily explored and appreciation of our heritage will evolve as students learn how people used space, how they provided for day to day needs, what activities made up their daily lives, what was considered to be important, and how people interacted with one another.

**1. Why family history?**

Several elements have contributed to my commitment to the "family history" as a valuable teaching tool in a family life class. As a home economist, I accept the basic philosophy of Home Economics as the study of man, his near environment, and the interaction between the two. As a teacher in two subject matter areas of this discipline, Housing and Family Relations, I easily identify the near environment in two distinct categories: the home and work place. A good way to understand this human environment is through the study of day to day lives in the houses which people occupy.

A recurring theme in much of the material written about the restless ad rebellious youth of the '60s is that much of the unrest and disillusionment might be the result of a loss of contact with the past. These young people were the product of a society that had undergone rapid change spurred by technological and economic growth. Everyone seemed to have more of everything. The belief that new was best prevailed. Families were separated by miles and by activities. Parents were dedicated to giving their children what they had not had as children. Maybe as parents we were depriving these children of something very important that we did have, a sense of who we were or identity gained through identification with our past.

During this same period of time, I had used the study of homes of the past as a motivator in a housing and home furnishings class. I would begin the class activities by having students research some of the restored or preserved homes now serving as living museums depicting a life style of the past. This approach seemed to assure interest and enthusiasm for the next unit of study, planning space to meet needs of today.

In the early '70s the national interest in preservation, genealogical studies and other movements demonstrated a widespread interest in our near past. The National Council on Family Relations demonstrated the strength of this movement by assuming the publication of a third journal, *The Journal of Family History*. As I listened to the editor of this journal speak at a national conference, I completely changed my own view of the widely accepted idea that industrialization had weakened the family. Her research on the effect of the textile mills on New England family life labeled some of these accepted ideas as myths. She capably demonstrated that only the understanding of what did happen in the past from the perspective of those who lived at that time gives us a true picture of its effect on lives of people.[1]

**2. Educational value of family history.**

I would challenge the family life educator to explore the many possibilities for using the development of a family history as a tool in family life classes. There is a difference between a family history and a genealogy. A genealogy is concerned primarily with lineal descent. This is an important aspect of family history research and has been discussed in many publications. Genealogical charts stress the importance of factual accuracy in recording names, dates, places and other information. "The family history fleshes out the information found in genealogical charts by placing a family into a broader context and by telling more about family members."[2]

One of the first effective "family history" research efforts by one of my students was actually a study of changing standards as related to dating, courtship and premarital sexual behavior. This study was done by a 22 year old black woman, one of 13 children in a family ranging in ages from a 15 year old rebelling sister to a 45 year old brother. She made the effort to interview various brothers and sisters as well as her father about what was expected behavior when they were 15. What were the rules? She carefully diagrammed a gradual change. The older brother and two sisters had teenagers of their own. She diagrammed what they identified as the expected standards pf behavior for their own children. The experience was great for her, it was a revealing experience for the 15 year old sister, and it was a meaningful class experience when these findings were shared with the class.

In a family life seminar which I teach each year, family history has always been one of a number of possible research topics presented to the group. Individual research at the undergraduate level is the basis of this class. A tool used in this class was "The Family History Questionnaire" by Virginia

1. Hareven, Tamera K., "Work and Family in Historical Perspective: The Changing Balance Between Family and Work," Presentation at National Council on Family Relations, 1979.
2. Kyvig, David E. and Myron A. Marty, *Your Family History: A Handbook For Research and Writing* (Arlington Heights, Illinois; AHM Publishing Corp., 1978.

Allee which was published in a short-lived magazine, *Family Heritage,* in 1978. The very nature of the questions make it an effective tool for blending of the family and its interaction in the home — the philosophical base of Home Economics. The questionnaire was developed by Mrs. Allee as a mind jogger to guide a novice in making notes on personal life history or recording the life experiences of another member of the family. It is lengthy, sometimes repetitious and some questions clearly represent a personal bias. Even with these limitations, I have had tremendous success with the use of the questionnaire as a basis for student research. College students are creative in the use of such an instrument. Their enthusiasm and the responses of the whole class as individual research is reported have underscored, for me, the value of this teaching tool.

The family history can be a tool of service. Several students used the questionnaire as a tool in volunteer work with the elderly. By using these questions the student has a basis for conversing with a lonely elderly person. The senior citizen had the satisfaction of helping a young person at the same time s/he indulged in talking about the past. I would encourage high school students to use this in outreach projects for home economics class or FHA projects. Some of the most enthusiastic reports have been given by students who used the questionnaire in this manner.

**3. Study of cultural differences.**

One class exhibited how cultural differences may be taught as these reports were given in succession. The first person reported on was a French grandfather in Louisiana who grew up in a large rural home with veranda all around and a parlor in which he studied. Only French was spoken in the home. His philosophy of life was rooted in a close-knit, warm, fun-loving family.

Next a Mexican grandmother whose family traveled across the state of Texas in search of work in hard times was introduced. Her family traveled by covered wagon. When they stopped at night they would erect a large tent to store possessions. The student said, "My grandmother was a remarkable woman and still is; she taught herself to read and write in Spanish and English." The student told of the difficulties her grandmother encountered when she did try to attend school at age 11 in the first grade. She described a two-room house for a family with eight children.

Our next report introduced a black grandmother nicknamed BoBo, a matriarch in a close-knit community of rural black families living almost like one large extended family. Folklore blended with stories of self-reliance and close relationships as this student related many humorous stories about her grandmother, her family and her neighbors.

The Scotch-Irish great-grandmother for whom one student was named was described next. The family history was traced back to an Earl in 15th century Ireland, appointed Lord Chancellor of Scotland. The migration to Georgia and then to the Illinois territory was detailed. The first Georgianne spent her 100 years within one mile of where she was born. The first two-story house in this Illinois territory built of hand hewn logs and still lived in by a great-grandson was described. The grandfather who went west for the gold rush and returned to become a large landowner was introduced. These reports gave a cultural overview of our nation. The class gained a capsule history of our cultural heritage.

Another immigrant story was of an ancestor who went aboard a ship in Belfast to inspect linen and the ship sailed while he was still inspecting. The unlucky passenger was sold for his passage when the ship landed in America. He worked off his bondage and sent for other relatives. This student assembled a display of photographs as she traced her ancestry, with emphasis on her father and mother. Her father came to class to hear the report. Three generations of photographs related important events in the family such as marriages, births, and celebrations.

**4. Similarities in family rituals.**

A student's research can impact on other family members. A young woman chose to study her own mother and mother-in-law. Her mother was of French Catholic heritage born to a southern family in Louisisana, and her mother-in-law was born in Montana of northern Protestant heritage. The revelation of this research was summed up by the student in these words: "It is uncanny the way these two lives paralleled so much of the time. In all, 53 pages of hand-written notes were taken. There is very little difference in the two sets of notes."

The student's report pointed out similarities in the two women's background which served as a picture of family life in the years before the second World War. Both women were born of poor families and first lived in rural settings. Each was a member of a large family and never had a room of her own. Bath night was described: In Louisiana the big tub of water was drawn in the morning to sit in the sun all day; then family members took turns using the same warm water for baths at night. In Montana the large tub was filled in the morning to sit near the kitchen stove to warm, then family members took turns using the same water that night. There were parallel stories of expected chores performed and of walking to school no matter what the weather was like. The big event of a trip to town and a nickel soda or ice cream was common to both women. Each described a small wedding in the home with just the chosen attendants and family. Each of these were great reviews of immediate past history. This student has copied her notes for all family members, presented them with the copies in a note book which she hopes will grow. She sent copies of the questionnaire to relatives asking that they write similar histories to be added to everyone's notebook. Many families may be influenced by the work of one family member.

**5. Relationships between generations.**

Another example illustrates how student research can teach a concept better than any other method. One student, who had been profoundly influenced by a grandmother who lived in the family home, chose to study the grandmother. She shared with the class the insight she had gained as she traced her grandmother's early life; her marriage and experience in raising a family. She told of her grandfather's loss of ability to work because of a stroke and the seeming loss of independence for her grandmother and her husband. The student learned of the adjustments made by her own parents and her grandmother as the elder parents moved into her parents' home. She began to appreciate how the two families dealt with a new life style and coped for five years with an invalid husband and father. The grandmother got her first job after her husband's death and even established her own business. It was only this independent and adventurous grandmother that the student had known before. Through her story of her grandmother, relationships between generations were discussed and changing family roles were explored by class members. A spirit of adventure in a 70 year old woman who accompanied a family that moved to four different countries was revealed. This was a new image of the older person for some students in the class. A picture of how family strength is generated as members work together, accept one another, and respect the personhood of each individual family member, was presented more clearly by this student's report than any number of lectures I could have given.

The value of this tool to strengthen present family relationships was born out by one student who said, "Because mother rarely talked about herself, I decided to study her history using the questionnaire." She titled her paper "Parents are People, Too." I quote her:

"After having my mother answer the questions, I discovered how similar our lives have been. She has passed on to me many of her attitudes and yet given me room to grow . . . The hardest people really to know are the people you are closest to. You must listen to what they say as well as what they don't say. I feel that through this experience I have gained new insights about my mother. Beneath the strong, dependable woman there is also a woman who has doubts and who has a right to a life of her own, free from that of her children. There is a unique individual who should be treated as one."

**6. Personal growth through research experience.**

Involvement in discovering and recording family history has another effect which should be mentioned. For some students the project seemed to result in real personal growth, emotional stability and a sense of direction. This seemed to be true for the student I just quoted who had researched her mother's family life. This young woman seemed to have a very poor self-image which was revealed in her dress and poor interaction with classmates. I observed marked behavior change toward the end of the semester. I have never asked her if the class project in any way was responsible for the change, so it would be pure supposition to say it was. She did become a student leader and holds a very responsible managerial position today.

Another student demonstrated similar changes during the period of time she was doing her research. She had come to the university as a true rebel. She was very verbal about her break with her family, her unsuccessful marriage and her questioning of traditional family values. For some reason she chose to research her mother's family. She must have generated tremendous telephone bills. Her mother wrote the answers to the many questions in long letters to her. Family pictures and small treasures were also mailed to her. She developed a family tree as she went far beyond the history of one generation. This student was almost certain she had established a relationship with an influential Earl in 17th Century England. During these two months this student seemed to become much happier with herself and the world as she viewed it. It was interesting to hear her present her report to the class, displaying the family treasures as something she would save for her niece. She said that she will not have children of her own and that her niece would not otherwise know her family heritage because her brother (the niece's father) was divorced and seldom saw his daughter. She had gained so much from the experience of discovering her roots she wanted to be sure it was available to the next generation. Even more, she had found her own identity. She had also reestablished family bonds on a workable level. I was delighted to meet her mother a year later when she was present for her daughter's graduation.

**7. Therapeutic possibilities.**

I do not suggest that the educator should assume the role of therapist. We should realize, however, that the family life class does serve as a source of self understanding and may serve a therapeutic purpose for some students. The family life educator needs to be aware of this possibility and recognize the possible need for referral of a student to the proper source of help.

Dr. Glenn Jennings, Associate Professor of Family Studies at Texas Woman's University, introduced me to the wealth of research now being done on "the family of origin". These studies are the foundation of the fast growing field in family therapy based on "systems theory". As I read the works of leaders in this field of family therapy, I began to understand how the simple use of a family history study as a class assignment could begin an emotional healing process for the student.

Dr. Murray Bowen, a pioneer in systems theory, relates the emotional health and functioning capability of individuals directly to the level of "differentiation of self" accomplished through understanding the relationships in one's family of origin. Dr. Bowen identifies the "differentiated person" as autonomous or fully functioning. Dr. Bowen has further speculated that "it is easier to make valid observations of emotional forces in the more removed but equally important parental family than in the nuclear family in which one's needs are more intimately imbedded."[3]

This emphasis on the importance of day to day interaction in the family of origin of the functioning of the person today places an added importance on researching and understanding our family background. For some persons this may be the most important outcome of personal family history research.

## Classroom Tools

The following suggested questionnaires are adapted from Virginia Allee's original questionnaire.[4] Specific uses are suggested. The reader will be able to think of many other uses

3. Framo, James L., ed., *Family Interaction,* "toward the Differentiation of a Self in One's Own Family," (New York; Springer Publishing Company, Inc., 1972), pp. 111-173.
4. Allee, Virginia, "A Family History Questionnaire," *Family Heritage,* Vol. 1, No. 5, October 1978, p. 78.

for individual classroom situations. Mrs. Allee has generously shared her questonnaire and wishes to have it used and modified by as many people as possible. I will furnish copies of the complete questionnaire on request.

**Family Interaction**

1. As a child, did you have a room of your own or did you share it with someone else?
2. What was your position in the family? Oldest? Youngest? Were there any advantages? Disadvantages?
3. What were your duties as a small child? Describe your responsibilities as you grew older?
4. How did your family spend its evenings?
5. What did Saturday mean to you?
6. What did Sunday mean to you?
7. How was your birthday celebrated?
8. Did you visit relatives often?

These questions could be used with school age children as an interview tool with parents, grandparents, residents in a nursing home or others to develop an understanding of family life, especially a child's life in the past. In addition to giving the child a link with the past, possibly a closer link with the child's own family, the answers to these questions can furnish the basis of a lively class discussion about family interaction today.

These same questions may be used with high school or college classes in the same manner but may serve as the beginning of some detailed research into family interaction in the past of some particular culture, time or place. When a commonality is discovered in the responses gathered by class members, a natural impetus toward inquiry evolves. One class was particularly interested in the fact that it seemed common among their grandparents that birthdays were not celebrated. The most common answer indicated that no thought had been given to birthdays until sometime in their own child's lifetime. But no clear indication was given to why this interest evolved. This led class members to ask the question, "Are birthday celebrations largely a product of the twentieth century?"

These questions could provide an excellent ice breaker for any newly formed group who wished to study family life. A parenting group might find it much easier to discuss parent-child relationships with one another. In addition, the leader would have a point of reference established for relating present parenting behavior to the parents' experience in the family of origin.

## Value Clarification and/or Philosophy of Life

The provision of experiences which allow the students to confront their own beliefs, ideals and values is an integral part of the family life class. An experience can be provided that enables the student to understand family members better and at the same time recognize the extent to which their own values are rooted in the family. The following questions could form the basis of very meaningful conversations with parents, grandparents and other family members. The development of this understanding and acceptance of self is essential for the open sharing of self in intimate relationships.

1. Whom did you most admire when you were young? Within the family? In public life? Why?
2. Did you choose someone to pattern your life after? Who and why?
3. Do you have a philosophy of life to share with your descendants?
4. Do you have a favorite philosopher, teacher, or writer who best expresses your philosophy?
5. Do you have religious learnings or strong religious beliefs?
6. What things have given you the most pleasure or satisfaction? Your family, home, career, possessions, hobbies? Man's increased mobility and knowledge concerning himself, the world, and the universe? The hope for improved race relations and for world peace? Other?
7. How would you encourage or counsel future generations on the following:
   Marriage and home? Obligations to country and society? Traits such as honesty, humility, perseverance, diligence, thrift, loyalty, reverence, kindness, faith? Care of body, mind, and health?
8. What do you consider to have been your most important achievements?

## Living Space and its Management

The management of day-to-day tasks in the home may be introduced by first looking at the home and its management in the past. Answers to the following questions, furnished by a grandparent or other older person, will enable the student to take a new look at the available resources today. It is difficult to create real interest in the study of management of the familiar. We take our day-to-day surroundings and routines for granted. It is the failure to create and maintain the same desired environment that often leads to dissatisfaction and possible failure in marriage. Too often the class in marriage and family relations fails to introduce successfully the concepts of day-to-day living in the home. This look at what was available in the past and how daily needs were met can be followed by identification of what is expected by the student. This is a natural foundation for moving to the study of establishing and maintaing a home.

1. What type of house did you live in as a child? Describe. How many rooms? How were they used?
2. What other buildings were on the same property?
3. Did you have a yard? A fence? A swing? Flowers? Trees? A lawn?
4. How was your home heated? Was it warm in winter? Explain.
5. What kind of kitchen stove did your parents cook on? What kind of fuel was used? How was it provided?
6. Did you always have indoor plumbing? If not, when did you get it? Where did your family get water? Was it plentiful? What methods were used to conserve water?
7. Did you always have electricity? If not, when did you get it? Did you ever use candles or kerosene lamps? Whose job was it to fill the lamps and replace the wicks?
8. Did your family have a cellar? Was food stored in the house? What and where?
9. Who cooked the meals? Who did the ironing?

10. Did you buy or make your own clothing? Who was the family seamstress? Who repaired the family shoes?
11. What did your father do for a living? Did your mother ever work outside of the home? Did you contribute to the family income? In what way?

# Book Review
# Families of the Future—Continuity and Change

**College of Home Economics, Iowa State University**
**The Iowa State University Press, Ames, Iowa, 1983**

This book is a compilation of papers reported at a 1981 conference on Families of the Future. It will serve as a useful resource to leaders in home economics, as it provides thumbnail sketches of many of the issues and trends influencing the lives of families in the 1980's. Important issues and trends which are highlighted include family structural and role changes, black families, families and public policy, as well as the influences of stress, aging, the economic climate, substance abuse and worklife on the family.

As the title indicates change is the thesis of many articles in this book. The book's major strength is in identifying and clarifying changes with implications for home economics program content in order to meet effectively the needs of families in the 1980's. Innovative directions and means of delivering programs are discussed, as well as action-oriented research. Maintaining the continuity of ongoing successful programs is implied, but little attention is given to existing model programs.

As we come closer to realizing that ours is becoming a global economy, two articles in this book have significant and useful information. They deal with cross-cultural perspectives and a global look at the future of the family.

**Lynda C. Harriman**
Home Economics Education
University of Illinois at Urbana-Champaign

# *Journal of Nutrition Education* To Publish Theme Issue On Computers in Nutrition Education

The *Journal of Nutrition Education* will publish an expanded issue in June 1984 devoted exclusively to past, present and future uses of computers and computer software in nutrition education.

The special theme issue is designed to provide practical information for nutritionists, dietitians, health educators, teachers, food service managers, and researchers with varying levels of computer knowledge.

Content will cover guidelines for selecting software; criteria for evaluating computerized nutrient analysis programs and data bases; tips for designing individual software programs; and review of more than 50 software programs, including nutrient and exercise analysis, games, simulations, and forecasting and inventory control.

Other features will include eight pages of teaching ideas and resources; articles and reports on computer-assisted teaching, computer uses in nutrition extension, and computerized menu planning for school food services; and ideas on what the future holds for computers in nutrition education.

Pre-publication price is $9.00, plus $.75 shipping/handling per order, for orders received *before* May 1, 1984. After May 1, the regular price will be $12.00, plus $.75 shipping/handling per order.

Send check or money order in *U.S. dollars* to: *Journal of Nutrition Education,* 1736 Franklin Street, Suite 900, Oakland, CA 94612. All orders must be prepaid. For more information, call (415) 444-7133.

*Editor's Note:* *When students cannot read at the level expected for their age and grade level, the solution is not to avoid teaching techniques that require reading. Our society requires reading to function adequately, and we have an obligation to help students increase their reading ability.*

*We can do this by (1) providing materials in our subject area which they* **can** *read and which do not "put them down" and (2) seeing that they find reading useful in solving their everyday problems and therefore a pleasant activity.*

*This article is designed to help you evaluate your materials and to choose new ones that meet the needs of all your students.*

*Other Illinois Teacher articles on this subject can be found in volume XIV, numbers 1 and 2; and volume XV, numbers 1 and 2. The latter (XV, 2) has suggestions of sources for Home Economics materials at low reading levels for youth and adults.*

# Readability: A Factor in Selecting Teaching Materials

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> "There is no aspect of home economics that does not involve reading in some form or to some degree. It is the professional responsibilities of the home economics teacher to determine how to make learning experiences involving reading more relevant to their students."[1]

Often, in home economics classes, there are learners with academic abilities from highly intelligent to mentally handicapped. This situation requires the use of instructional materials and procedures that deal effectively with variation in students' abilities.[2]

Many of the reading problems which interfere with learning in home economics classes can be traced to the reading material rather than the students. Home Economics teachers can help by carefully examining the material they have chosen and determining whether students can realistically be expected to learn effectively from it.[3]

## Assessing Readability

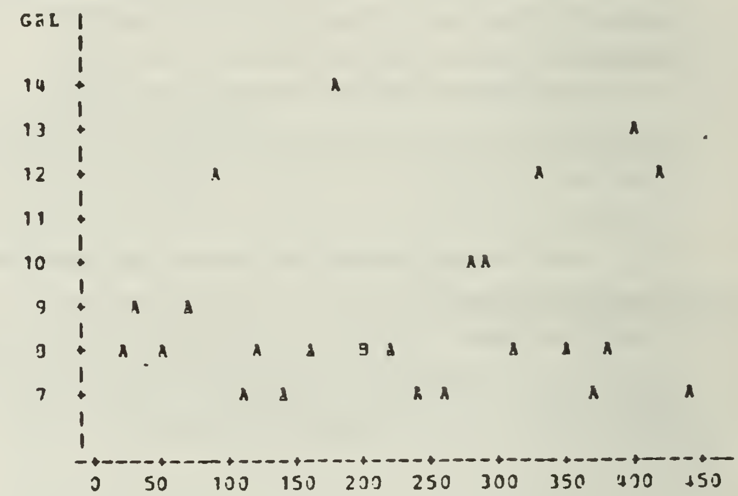
One way to begin assessing materials used in home economics is by estimating grade reading levels. Many readability formulas have been devised to estimate grade reading levels (GRL) of texts and other reading materials. These readability formulas are easy to use, require little specialized training, and can also be applied to different text types. Readability formulas commonly used to assess materials are Fry,[4] Flesch,[5] SMOG,[6] and Dale-Chall.[7].

Readability formulas, of course, give only an approximate GRL which the reader must have to comprehend the material; and they are not the sole determinant of readability. Format, content, abstractness, and organization also affect reader comprehension.

A readability analysis often computes an average GRL for all samples taken throughout a text. Assume for a moment that a publisher claims a book to be at the 10th grade reading level. What do you now know? Not enough! Readability formulas are accurate to about 1½ grades. Thus, a 10th GRL really means 8½ to 11½. Considering the spread, the information found in a reported 10th GRL is quite vague.

However, the statistical irregularity can be overcome. Instead of reporting an average GRL, we can plot all the sample GRLs. Actually, this is easier than computing the average GRL mentioned above. For each sample taken from a text, we plot the results on a graph with the horizontal axis representing page numbers in the text and vertical axis being the GRL of the sample. The results may look similar to Figure 1.

Figure 1. *Readability Graph of The Developing Child.*




| | GRL | FREQUENCY |
|---|---|---|
| Total Pages: 480 | 7 | 6 |
| Sample Size: 25 | 8 | 10 |
| Range: 7th to 14th grade | 9 | 2 |
| Mean: 8.9 grade | 10 | 2 |
| | 12 | 3 |
| | 13 | 1 |
| | 14 | 1 |

* A = 1 observation
* B = 2 observations

Brisbane, H. E. *The Developing Child.* Peoria, IL: Charles A. Bennett Publishing Co., Inc., 1980

If you know your students have an approximate ninth grade ability, this graph demonstrates that at pages 88, 178, 330, 402, and 420 they will probably have difficulty. At the problem points, you can intervene with strategies developing the necessary reading skills to reduce comprehension problems. Naturally, the more samples used, the more specific your information will be, and the easier it will be to determine the consistency of reading level throughout the book.

## Reading Strategies for Home Economics*

The students in today's home economics classes vary in their reading abilities. Providing appropriate activities and materials for this wide range of students can be challenging. Teaching reading skills through carefully planned strategies is one way to increase students' abilities to read more successfully while incorporating home economics content.

Reading skills and home economics content can be taught simultaneously. The information presented, the concepts developed and the organization of material determine what reading skills are necessary for comprehension.

Some reading skills commonly used with home economics materials include (1) vocabulary development, (2) following directions, (3) locating main ideas and supporting details, (4) reading diagrams, patterns, graphs, charts and labels, and (5) making inferences and judgments,. Examples of strategies for teaching each of these skills are given below.

## Vocabulary Development

Vocabulary development is important in home economics due to its technical vocabulary. Vocabulary skills can be separated into two types, word attack and concept loading. Word attack skills include sound patterns, root words, syllabication and word recognition.

Concept loading requires new terms to be understood not merely as verbal cues but as representations of concepts. Encouraging a learner to use contextual clues to identify a new term helps develop understanding of concepts. Figure 2 shows an example of an activity that helps students learn to identify concepts.

Figure 2. *Inferntial Clues*

Sometimes an author makes the meaning of a word clear, but doesn't actually define it. Also, a technical term may be defined once early in the book, and then used later without definition. In both cases, the reader must use all the clues in surrounding sentences to determine meaning. Looking carefully at the contextual clues will help them to arrive at meaning. The following example exercise shows how this skill can be developed.

Directions: Read the following selections and then breifly list the clues which would help the reader analyze the meaning or partial meaning of the given term. Finally, write a definition for the term according to what was read.

1. Your application is then processed by the store or a credit department to find out whether or not you have taken your past credit responsibilities seriously by paying your bills regularly. In other words, as previously discussed, the credit department will check to see if you are a good credit risk. You are asked for other credit references in addition to a bank reference. You are required to list businesses to which you owe money. (Fetterman & Jordon, 1976, 13)
   a. Term: credit risk
   b. Clues which could help you arrive at meaning:
      past credit responsibilities
      credit department checks
      credit reference
      businesses you owe money
   c. Inferred definition: Credit risk means that your reputation for paying your debts is good or not so good, according to past payments to creditors.
2. Like installment sales credit, installment cash credit usually involves amounts of money under a thousand dollars. Repayment is expected regularly within a specified period of time, from several months to as long as three years.
   a. Term: installment cash credit
   b. Clues which could help you arrive at meaning:
      similar to installment sales credit
      small amounts of money
      repayment several months to 3 years
   c. Inferred definition: installment cash credit means borrowing money which must be repaid in regular payments over several months.

## Understanding Directions

The process of task analysis can be adapted for developing the reading skills of understanding and following directions. It will help students think through the procedures necessary to complete a task.

Analyzing a task involves separating a task into its component elements. Task analysis is accomplished by thinking through or actually performing each step necessary to complete a particular task and then recording it in the sequence in which it must be performed. It should be noted that in many tasks some steps may occur in any order, and others are dependent on the one before it. For complex tasks, it is necessary to construct a diagram to show the relationship of one step to the other.

Task analysis is based on the use of terminal and enabling objectives. The task itself, stated in behavioral terms becomes the terminal objective. In the analysis of making a telephone call, the terminal objective would be: the student will be able to make a telephone call to the desired party. The enabling objectives are component parts of the task; e.g., the student will be able to locate the desired party's telephone number.

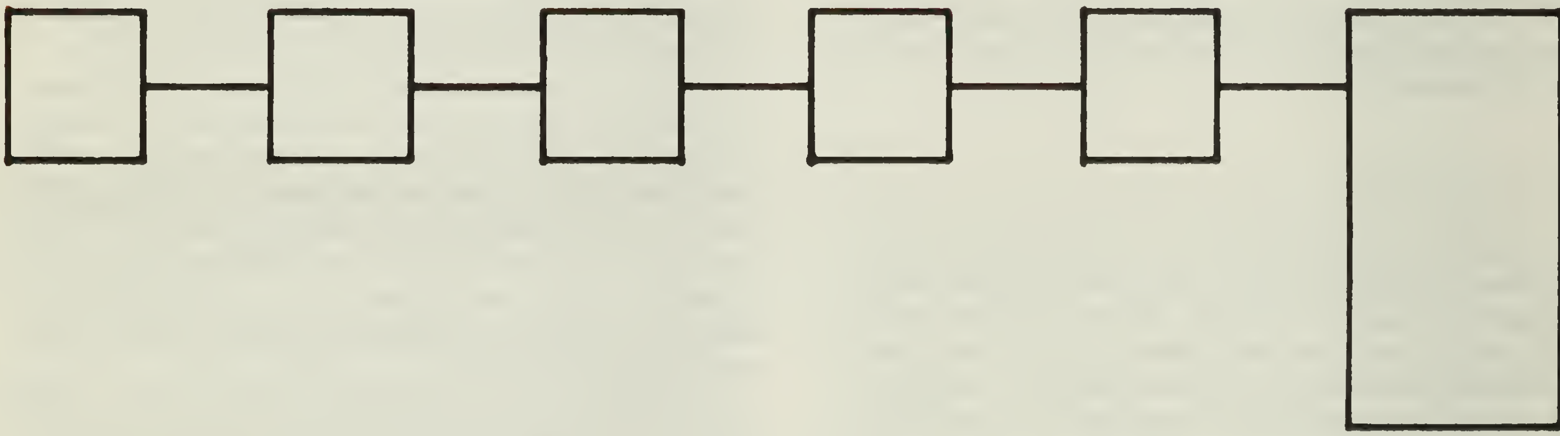
To develop reading skills, we follow the same steps. By breaking down a task (such as following a decision making process, preparing a snack for children or evaluating an apartment lease) into component steps, students can deal with comprehending one objective or concept at a time. Therefore, they can become more competent in following directions, as well as increase their reading skills.

The form in Figure 3 may help teachers and students to plan for and understand component tasks in achieving a terminal objective. It may assist students in understanding the logical sequence necessary to complete a task.

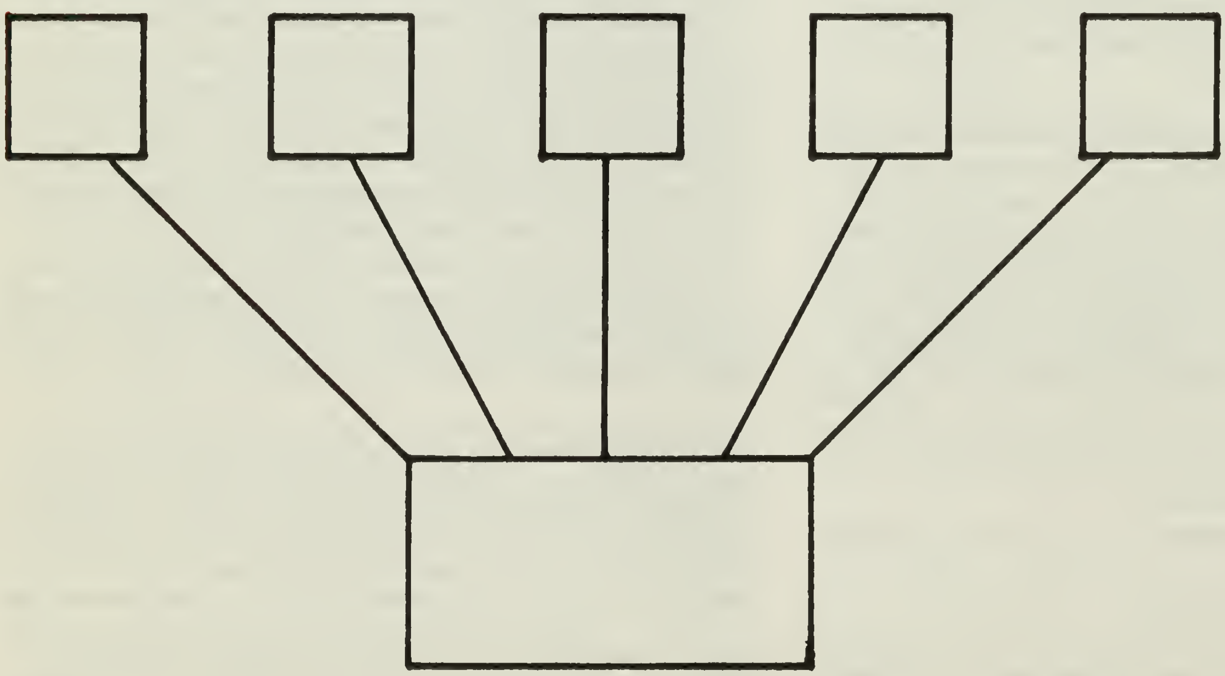
*These strategies were developed as a part of a Pennsylvania state funded project, "Developing and Delivering Reading Intervention Strategies for Pennsylvania Teachers of Disadvantaged Learners" at the Pennsylvania State University in which over 100 home economics texts and reading materials were analyzed for their grade reading levels according to the Flesch Reading Ease Score 8. Additional Information on readability and strategies is available in *Home Economics Reading Strategies,* a manual for developing reading skills. For more information contact: Reading Strategies Project, Division of Occupaitonal & Vocational Studies, c/o Linda Cartright, Pennsylvania State University, 119 Rackley Building, University Park, PA 16802.

Figure 3.

If the component tasks must be done in a specified order



Or, if any order is satisfactory



## Finding the Main Idea

Locating the main idea of each paragraph or reading selection is essential for comprehension. Outlining and summarizing are two ways to help learners glean important information. Figure 4 is an example of one strategy that helps students locate the main ideas and supporting details. (See next page)

Figure 4. *Source and function of nutrients and nutrient deficiencies.*

*Instructions:* Listed below are the nutrients found on food product labels. The nutrition information given on a label is important in helping choose more nutritious foods. In order to understand and use the label information, you must first know about the nutrients. Fill out the chart below after reading pages 30 through 41 in *Discovering Nutrition*. (See footnote with figure 5)

| Nutrient | Functions | Deficiency Symptoms | Sources |
|---|---|---|---|
| Protein | | | |
| Carbohydrates | | | |
| Fat | | | |
| Vitamin A | | | |
| Vitamin C | | | |
| Thiamin | | | |
| Riboflavin | | | |
| Niacin | | | |
| Iron | | | |
| Calcium | | | |

## Study Guides

Study guides are designed to help learners proceed from the literal to the interpretive and applied levels of thinking. The literal level includes recognition or recall of ideas and information explicitly stated in the reading material. The interpretive level requires synthesis of literal information and personal knowledge, intuition and imagination to draw conclusions. The applied level includes judgments. Figure 5 is an example of a study guide adapted for home economics content.

Figure 5. *Study Guide: The Nutrients*
Source: *Discovering Nutrition*
Helen Kowtaluk
Bennett, 1980

Level 1: Literal

*Instructions:* Read pages 30 through 41 in *Discovering Nutrition.* List the five major categories of nutrients on the numbered lines below. Under each nutrient, list how the nutrients help you. The first one is started for you.

1. Carbohydrates
   a. provides energy
   b. helps the body use protein
   c.
   d.
2.
   a.
   b.
   c.
3.
   a.
   b.
   c.
4.
   a.
5.
   a.
   b.
   c.
   d.

Level II: Interpretive

*Instructions:* Support the following inferences with statements from Level I. The first one is started for you.

________ 1. Some nutrients become part of your body.
________ 2. Foods contain many kinds of nutrients.
________ 3. Bodily processes are regulated by nutrients.
__1b,__ 4. Some nutrients work with other nutrients.
________ 5. Nutrients can build parts of the body.
__1a,__ 6. The body's systems require nutrients.

Level III: Applied

*Instructions:* Check the ideas below which seem to be true in relation to the statements in Level II.

________ 1. Choosing a wide variety of food is necessary to obtain all the nutrients.
________ 2. Eating the right kinds of foods that are rich in particular nutrients, will help keep us healthy.
________ 3. We need to be careful to eat a lot of specific foods to increase our intake of the most vital nutrients.
________ 4. Reading and understanding the nutrient information on food labels will help us make wise food choices.

## Reading Graphs and Charts

Graphs and charts clarify reading material and present information in a concise, organized manner. Unless their value and usefulness are pointed out, many students ignore these aids. "Many students view maps, charts, graphs, and pictures as filler which reduces the number of words they must cover when reading from page X to Z. Unless taught to do so, many do not see these aids as authors' devices to clarify their exposition."[8]

Teaching students to read graphs and charts includes pointing out special features related to format and giving specific instruction in how to interpret the information presented in the graphic aid. An example of an exercise designed to increase learner's abilities to read graphs and charts is presented in Figure 6. (See next page)

We hope that these suggestions and examples will help make your teaching more effective and your students more efficient and happier readers.

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Figure 6. *Transfering information to a graph*

The nutrition information on a food label can help us estimate the nutritonal adequacy of a day's food intake. The percentage of nutrients found in a food are listed as percentages of the U.S. RDA or Recommended Dietary Allowances (RDA). When 100% of the U.S. RDA is consumed throughout the day, the general population can be relatively sure that sufficient amounts of nutrients are being consumed. In the following exercise, you will learn how to graph percentages of the RDA in particular foods.

*Instructions:*

1. Choose a label from the large box.
2. Transfer the nutrient information from the label to the nutrient information chart on Worksheet A.
3. Transfer the information from Nutrient Information Chart to the nutrient graph by coloring the nutrient bars.

Worksheet A

Name ____________________

______________________________________________

(food name and brand)

NUTRITION INFORMATION

(per serving)

Serving size —

Servings per container —

CALORIES ................. CARBOHYDRATE ........

PROTEIN .................. FAT ....................

PERCENTAGE OF U.S. RECOMMENDED DIETARY ALLOWANCES (U.S. RDA)

PROTEIN .................. RIBOFLAVIN ($B_2$) .........

VITAMIN A ................ NIACIN .................

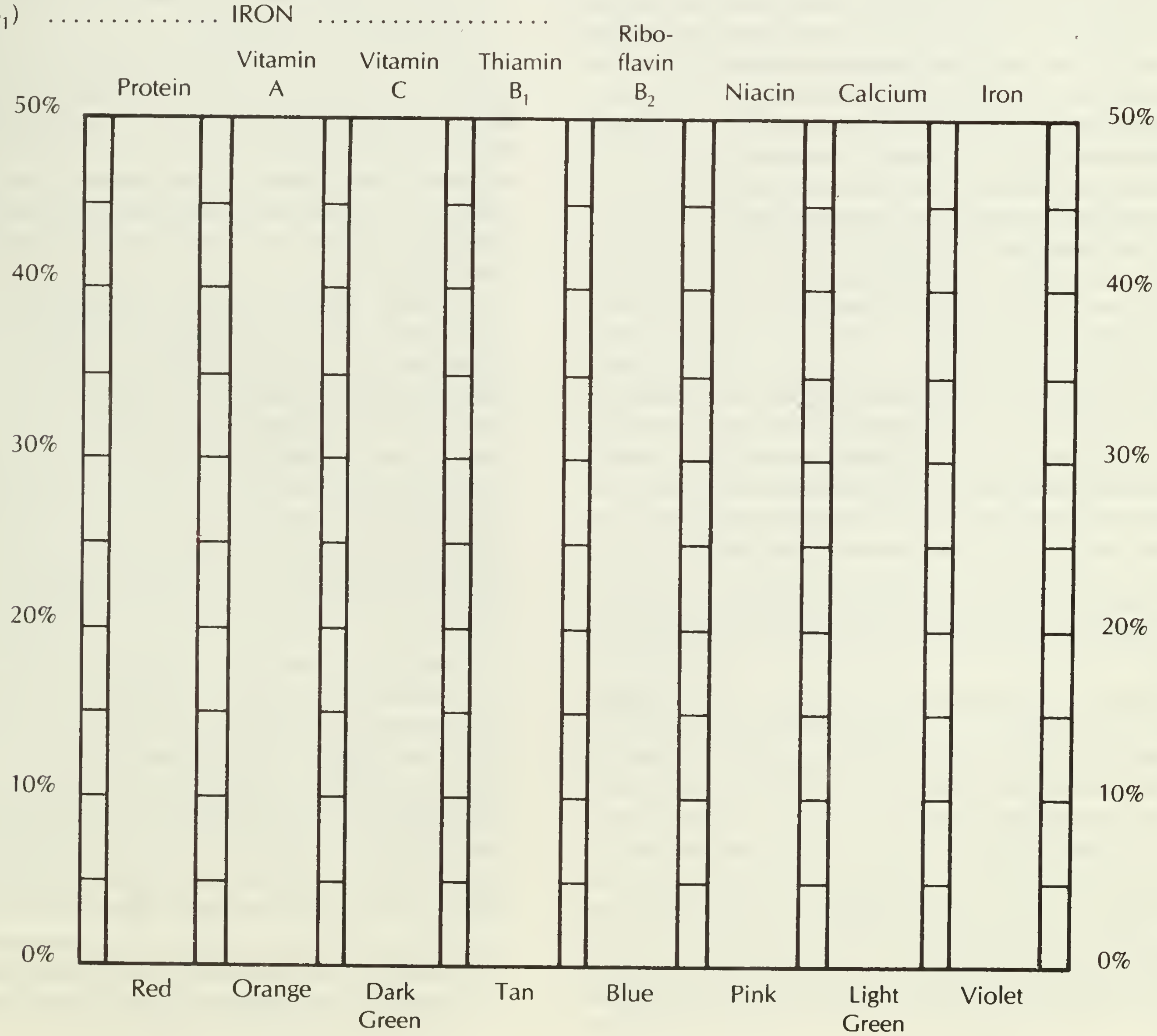
VITAMIN C ................ CALCIUM ...............

THIAMIN ($B_1$) ............. IRON ...................

Answer the following questions.

a. What nutrient is found in the highest percentage?

b. List any nutrients that are not found in the food.



# Practical Implications of Current Teaching Research:

## Part II - Planning the Use of Instructional Time*

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**Editor's Note:** *This is the second of a three-part series being presented by the Illinois Teacher to share with our readers some uses of current teacher effectiveness research. Part I of this series appeared in the January/February '84 issue and contained the general introduction to the series.*

One of the most significant outcomes of the effectiveness research has been the increased emphasis placed on time as a variable in learning. The use of time is a basic teaching skill that is appropriate in virtually all teaching situations. Like climate, planning for teaching is not an unfamiliar concept. Unfortunately, planning is often viewed in a context that is too narrow. Planning is often equated to lesson plans. This form of planning often has a content orientation that focuses the teacher's attention on just the verbal aspects of teaching. The more systematic study of how time is used in classrooms is encouraging a concept called bell-to-bell planning. Because time in learning is so important, it is imperative that teachers at all grade levels and in all subject areas begin to maximize the use of their allocated instructional time.

Recent effectiveness studies have provided a much more accurate view of life in American classrooms. The most striking findings of these studies have been (1) the way time is used by teachers and students in classrooms and (2) how much off-task and/or undirected student time there is in classrooms. For example it is now estimated that in K-5 classrooms in this country over 70 percent of the average student's day is spent not being directly taught by the teacher. In junior and senior high schools from 40 to 65 percent of the student's day is spent doing things other than being taught by the teacher. For the purposes of this series, the issue is not to evaluate whether these conditions should or should not exist, but to see the figures as partial support for the importance of a more comprehensive view of planning. These data suggest that viewing planning as the development of a lesson plan for each class may be inappropriate. This seems particularly true since it appears that classroom time that is accounted for by a typical lesson plan makes up only about half the time the student is in class.

The average student spends as much, if not more, of his/her time in class dealing with activities and events which conceivably fall outside normal planning procedures. Most of this student time in class is spent in one of two ways. The first involves the materials that teachers use in classrooms; typically, when students are not being directly instructed, they are given work to do by the teacher.The percentage figures about student time in classrooms, suggests that many students spend more of their time interacting with the teacher's artifacts than with the teacher in person. An artifact is defined as any of the materials such as study guides, question sheets, problem sets, assignments from texts or workbooks, quizzes, experiments, and tests that teachers build, copy, borrow, or steal for use by the students. Yet, while teachers will spend hours putting together well-conceived lesson plans outlining the way they will present information, they will spend virtually no time selecting an artifact to accompany the presentation. The concept of the use and development of the teacher artifacts is an important basic teaching skill that demands more attention. One of the ways in which it can be attended is through the development of a more systematic procedure for encouraging and supporting a comprehensive, bell-to-bell concept of planning.[1]

The second prominent way that student time is spent in class when not being directly instructed occurs under the label of off-task time. While a variety of definitions and terms abound, a working definition of on-task time can be gleaned from the literature.

> *Time on task can be defined as any time in which the students are being directly instructed by the teacher* or they are at work on seatwork or practice activities directly related to the desired outcomes of the class** and are being directly supervised by the teacher.****

*Being directly instructed does not mean just lecture. It is direct instruction in that the teacher is directly involved with techniques that are appropriate to the kind of information being taught, the kind of learning sought, and the type of students. It can involve lecture, recitation, inquiry methods, teacher-led discussions, or any other techniques that teachers use when wanting to present information, ideas, concepts, give directions, etc.

**The key phrase here is "that are directly related to the desired outcomes of the class." This is clearly a strong suggestion for drill and practice activities. Students seem to learn best when they work directly on what they are to learn. This should not be construed as promoting dull and boring activities For years creative teachers have been making drill and practice interesting. This concept and the studies that support it are offering strong justification for the existence of teacher centered, structured classrooms that are characterized by bell-to-bell planning that promotes maximum amounts of directed time-on-task activities during allocated instructional time. These are structured, business-like classrooms still run by nice people. These are teachers who consciously provide opportunities during these structured times for students to have work they can handle, to have high success rates, and to receive noticeable amounts of praise and reinforcement. The Beginning Teacher Evaluation Study identified a variable they labeled academic learning time (ALT) that combines time-on-task with high success rates (70 to 80 percent) on the materials on which the students are working. ALT has proven to be highly related to achievement.[2] This sort of event will gener-

1. McGreal, T. *Successful Teacher Evaluation*. Alexandria, Virginia: Association for the Supervision and Curriculum Development, 1983.
2. Denham, C. and Lieberman, A. (eds.). *Time to Learn*. Washington, D.C.:U.S. Government Printing Office, 1980.

ally happen in a classroom only when the teacher deliberately plans for all allocated time and consciously directs all class activities as well as the selection of all artifacts on the basis of their direct application to the desired outcomes for the students.

***The inclusion of the statement "and being directly supervised by the teacher," is an important ingredient in the emerging definition of time-on-task. Stallings and Kaskowitz[3] and Stallings, et. al.[4] have found higher achievement among work groups directly supervised by teachers as opposed to groups working independently. It seems clear that a good pair of comfortable shoes is a necessary teaching tool. Direct supervision means exactly that—direct. The teacher is up and moving among the students providing additional help, checking for understanding, giving individual help or re-teaching, and supplying extended forms of praise and reinforcement. These are all activities that have proven to be extraordinarily important to achievement. Several studies have recently pointed out a negative relationship between teachers sitting at their desks and student achievement. This direct involvement of the teacher with students at all times is a necessary condition for maximizing on-task time in classrooms.

How much time in classrooms does not meet the above definition of on-task? In a study of randomly selected middle, junior, and senior high schools in the Midwest, McGreal[5] (1981) found that the *average* length of a period (the time allocated for a class) in the middle schools was 42 minutes. In the junior high schools it was 45 minutes, and in the high schools, 50 minutes. Then, going into randomly selected classrooms, observers timed various activities that occurred from bell to bell. From the opening bell until an on-task activity began averaged seven to nine minutes. At the point when the last recordable on-task activity ended to the closing bell ran from six to seventeen minutes. In these typical intermediate and upper-grade schools the fewest off-task total minutes observed just at the beginning and end of the period was 13 minutes. This number and all the totals above 13 were occurring in classrooms where the total allocated time was from 35 minutes to 55 minutes. Admittedly, there are a number of variables that need to be considered in analyzing these results and the study was not done under rigorous standards. However, thousands of teachers and supervisors have offered considerable agreement when the findings were discussed. In light of these figures, there seems an obvious need for a view of planning that provides the opportunity for more efficient use of classroom time.

As more and more demands have been made on the curriculum, especially at middle and junior high schools, the length of school periods have had to be shortened in order to provide for more periods in the day. If in periods of 35 to 45 minutes, 13 to 20 minutes of off-task time is going to occur at the start and end of class, then classroom instructional time is cut to an absurdly short time. As will be pointed out in the discussion of Russell and Hunter's[6] suggestions for lesson design, these artificially shortened periods force teachers to violate recommended sequences for effective lesson design. These time problems are consistent and widespread and demand systematic and on-going examination and discussion.

In elementary schools (K-5) the amount of on and off-task time has been more accurately documented. Rosenshine[7] and Good and Beckerman,[8] among others have accumulated data showing dramatic variances in the amount of engaged time in elementary classrooms. (Engaged time is the percentage of allocated time spent on-task.) It appears that the presence of off-task time in elementary classrooms is almost always directly related to the amount and quality of planning that is done by the teacher. For example, teachers need to make clear plans for such things as how students can be more quickly put on task following transitional time; what the most efficient movement from large groups to small groups may be; what are some ways for keeping students on task while the teacher works with small groups, etc. Regardless of the kinds of students a teacher has or the type of learning being sought, these time considerations are basic to effective teaching.

Certainly some off-task time is caused by decisions and lack of planning at the building level. The continuous movement in and out of elementary classrooms caused by organizational requirements (out of class activities such as physical education, music, title 1, recess, etc.) "eat into" allocated time and force situations where large amounts of transitional and wait time accumulate for logistical reasons. Effective instructional improvement programs hopefully address these problems by focusing administrators' and teachers' attention on both classroom and building use of time.

## Hunter's Steps in Lesson Design

Another example of how practical the outcomes from the effectiveness research can be, revolves around a slightly narrower perspective on the use of time. Rather than general planning language and definitions involving the broader use of time, it is possible to give specific attention to the concept of designing individual lessons. The most successful instructions to current teaching research, in addition to the basic teaching skills growing from the effectiveness research have utilized some of the work of Hunter and her colleagues. The contributions of Hunter to more effective teaching are clearly significant. The full implementation of her programs for improved instruction have been and are occurring in many districts. The recommendations for lesson design discussed here are but a part of a more complete program. However, the seven steps described below have proven to be the most widely accepted and the most practical part of her program. In

3. Stalling, J. and Kaskowitz, D. *Follow Through Classroom Observation Evaluation, 1972-73*. Menlo Park, California: Stanford Research Institute, 1974.
4. Stallings, J. et. al. *How to Change the Process of Teaching Basic Reading Skills in Secondary Schools*. Menlo Park, California: SRI International, 1979.
5. McGreal, T. A Study of Allocated Time in Selected Junior and Senior High Schools. Unpublished mimeograph, University of Illinois, 1981.
6. Russell, D. and Hunter, M. "Planning for Effective Instruction," *Instruction*, September, 1977, p. 32.
7. Rosenshine, B. "How Time is Spent in Elementary Classroom," in Denham, C. and Lieberman, A. (eds.). *Time to Learn*. Washington, D.C.: U.S. Government Printing Office, 1980.
8. Good, T. and Beckerman, T. "Time on Task: A Naturalistic Study in Sixth Grade Classrooms," *The Elementary School Journal*. Vol. 73, 1978, p. 193.

many ways these steps reflect the effectiveness research. They particularly share the same characteristics that make the effectiveness studies acceptable to practitioners as a focus for attention in a supervision/evaluation system. The seven steps have a strong research base, especially from a learning theory perspective, and they have a great deal of surface validity because they make sense and they strongly parallel accepted practice in schools. Admittedly, if Russell and Hunter[9] were describing these steps they might do it somewhat differently. The short description following each of the steps is drawn from an effectiveness research perspective and reflects current research findings.

Certainly a successful lesson can be developed and carried out without explicitly following all the steps or the sequence. However, these steps are an appropriate framework for planning virtually any type of lesson at any grade level and in any subject area.

Once the objectives for the lesson have been determined, the following steps should be taken to design the most effective lesson to meet the objective(s).

The first two steps will be discussed together.

**Step 1. Anticipatory Set**

**Step 2. Statement of Objectives**

It is important to get students "ready to learn." The first minutes of a class become particularly valuable because it is during this time that students must be brought onto task in such a way as to encourage a mental readiness for what is to come. One particularly recommended practice is to get students started as quickly as possible on some form of review of the previous day's work. Both Good and Grouws[10] and Emmer and Evertson[11] have gathered data showing this type of opening review to be effective. A second way is noteworthy because it combines step one and two. It is important for students to know where they are going in class, the relevance of what they are learning, and that they have some sense of continuity in class. Very often average and below average ability students view each school day and each new lesson as an independent act. They do not always see the relationship between today's work and what they did yesterday and certainly not what they will be doing in class tomorrow. They lack the ability independently to see the big picture. They should! Part of the concept of a teacher-centered classroom is that the teacher must take the responsibility for providing students with a sense of continuity in their learning. An effective technique that has emerged from the literature involves the use of a series of verbal moves on the part of the teacher that provide important cues for the students. For example, the consistent use of *advance organizers* can help inform students of what is coming as well as serve to tie events together for them. Some typical organizers would include such statements as:

*"What we are going to do today is . . . "*

*"Yesterday, as you remember, we talked about . . . , now today I intend to show that . . . "*

*"The reason we want to look at this is that . . . "*

*"I want to take a few minutes to review what we did yesterday, because I think it will give you a feeling about what the next logical step should be."*

At the same time it is also necessary to build in verbal moves during the presentation of a lesson that provide some benchmarks for the students. It is appropriate to provide clues as to what is particularly important to learn. The use of structured comments as an automatic part of teaching helps produce such clues. Examples of structured comments would include the following:

*"This is an important point, and I think you should write it down."*

*"This idea is central to our understanding of the concept."*

*"That is an excellent point and one I think gives us the reason why it is important to study this."*

*"I am not necessarily saying this is going to be on the test but I think I would remember it if I were you."*

The use of *summary and review statements* are other important teacher moves that help students put information into some perspective. Some verbal statements that typify these techniques include:

*"Let's review what we just talked about."*

*"The important things you need to keep in mind are . . . "*

*"Putting together all the things we have talked about, I think we can conclude that . . . "*

*"Let's take a few minutes and review what we have just talked about. Then I will show you how it relates to what we will be doing tomorrow."*

**Step 3. Instructional Input**

**Step 4. Modeling**

Steps three and four are what Rosenshine[12] would call the explanation-demonstration stage in teaching. Instructional input is that point where the teacher actually plans for the type of presentation that will be made. As suggested in the definition of on-task behavior, the possibilities here are extensive and too numerous for discussion in this article. Since traditional lesson plans usually encompass the form of explanation to be used and the type of examples (modeling) to be given, these steps in the Hunter sequence are usually the ones most successfully handled by the average teacher. Still, part of the in-service education that teachers need is reviews of different styles and models of teaching. The larger the set of alternatives provided teachers the more likely they are to be able to select techniques that match the desired objectives with the type and level of the students. Some examples of general reviews of teaching include Joyce and Weil,[13] Bellon, Bellon, and

9. Russel and Hunter, op. cit.

10. Good, T. and Grouws, D. *The Missouri Mathematics Effectiveness Project.* Columbia, Missouri: University of Missouri, 1978.

11. Emmer, E. and Evertson, C. *Some Prescriptions and Activities for Organizing and Managing the Elementary Classroom.* Austin, Texas: The Research and Development Center for Teacher Education, 1979.

12. Rosenshine, B. *Teaching Functions in Successful Teaching Programs.* Unpublished mimeograph, University of Illinois, 1982.

13. Joyce, B. and Weil, M. *Models of Teaching.* Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

Handler,[14] and Hyman.[15] In addition, there are a number of specialized models and methods of teaching that have gained credibility with practitioners. These include such things as the learning styles work of Rita Dunn,[16] the Cooperative Learning approach as developed by Johnson and Johnson,[17] Ethna Reid's[18] ECRI (Exemplary Center for Reading Instruction) program, and work on hemisphericity such as used in the 4MAT system.[19]

There is also an interesting and growing set of research on the concept of clarity. A recent review done under the sponsorship of Phi Delta Kappa[20] pointed out the importance of the clarity of presentations to achievement. Rosenshine and Berliner[21] have developed a set of behavioral indicators that provide a framework for discriminating between clear and unclear presentations. While this material is not available for general use at this time, it is another excellent example of the growing body of practical information emerging from current effectiveness research.

**Step 5. Checking For Understanding**

In order to make appropriate instructional decisions, it is necessary for the teacher continuously to monitor the level of understanding within the classroom. The average student learns best the first time s/he is introduced to material. Thus, if it appears that students do not understand what has been presented, it is best for the teacher to stop, go back, and attempt to re-teach the material as soon as possible. Over-reliance on stringent lesson plans by the teacher can be counterproductive to this recommended procedure. The need for a teacher to progress from 1A on a lesson plan to 4D on the plan, regardless of what is happening with the students, leads to ineffective teaching. A teacher must monitor student progress and then be willing to stop and re-teach if the feedback suggests that students have not understood. Bloom[22] and Good, Biddle, and Brophy[23] suggest that an approximate seventy to eighty percent correct answer rate on verbal responses and seatwork assigments represent a satisfactory level of understanding. It is not appropriate to continue to progress in a daily or unit lesson plan with a low success rate on the assumption that what they did not understand can be picked up during forthcoming review sessions. Review is a legitimate and valuable teaching technique but it is primarily a reinforcing act. Review should be designed to bring students who are already at a seventy to eighty percent level of understanding up to a ninety to one hundred percent level. Review should not be considered a re-teaching activity. Re-teaching should occur immediately following the original presentation once it has been established that a satisfactory level of understanding has not been reached.

There are a number of useful ways to assess understanding. The most practical and immediate way is during the questioning act that generally accompanies modeling or example giving. It must be emphasized that if a legitimate checking for understanding is to occur then *all* the students in the class need to be monitored. It is especially important that the non-respondents in a class have an opportunity to be included. Teachers should rely on significant numbers of directed questions during this part of a lesson. If only undirected questions are used, there is a tendency for the brightest, most verbal students in the room to dominate discussion. This can lead to a distorted picture of the overall level of understanding. It has been suggested that every teacher in every class have several benchmark students. When these students show an adequate level of understanding it can be assumed that everyone is ready to move to the next step.

Another valuable and useful way to check for understanding comes during the next step in the Russell and Hunter sequence.

**Step 6. Guided Practice**

Once the teacher feels that an adequate level of understanding has been reached or is at least attainable, the next step in the sequence is the opportunity to practice the new skill or its application. Russell and Hunter call this step guided practice. The effectiveness researchers call it prompted or controlled practice.[24] Under any name, data is accumulating regarding its extraordinary importance to learning. It can be said that no single teaching activity has more potential value than guided practice. Basically it means that the teacher provides the students with the opportunity to practice the new skill in the classroom under the direct supervision of that teacher. Direct supervision as used here follows the guidelines as provided in the on-task definition. The teacher is up among the students providing support, encouragement, praise, individual assistance and/or re-teaching as needed. This sort of activity provides the opportunity for the teacher to display behaviors that have proven to be directly related to achievement.

Many teachers argue that with large class sizes they cannot get around to provide guided practice to all students. To alleviate this problem, it is recommended that much of the guided practice situations should be done in groups of five to seven.[25] The groups can be formed heterogeneously by location in the room. The peer tutoring that often exists in these

14. Bellon, J., Bellon, E., and Handler, J. *Instructional Improvement: .Principles and Processes*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1977.
15. Hyman, R. *Teaching: Vantage Points for Study*. New York: J. B. Lippincott Company, 1968.
16. Dunn, R. and Dunn, K. *Educator's Self-Teaching Guide to Individualizing Instructional Programs*. West Nyack, New York: Parker Publishing Company, 1975.
17. Johnson, D. and Johnson, R. *Learning Together and Alone*. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.
18. Reid, E. *ECRI-Exemplary Center for Reading Instruction*. 3310 South - 2700 East, Salt Lake City, Utah.
19. McCarthy, B. *The 4MAT System*. Oakbrook, IL: Excel, Inc., 1980.
20. Phi Delta Kappa. Practical Applications of Research. The Newsletter of PDK's Center on Evaluation, Development, and Research. Bloomington, Indiana.
21. Rosenshine, B. and Berliner, D. *Coding Academic Engaged Minutes*. Unpublished mimeograph, University of Illinois, 1981.
22. Bloom, B. *Human Characteristics and School Learning*. New York: McGraw-Hill, 1976.
23. Good, T., Biddle, B. and Brophy, J. *Teachers Make a Difference*. New York: Holt, Rinehart, and Winston, 1975
24. Stevens, P. and Rosenshine, B. "Advances in Research on Teaching," *Exceptional Education Quarterly*. Vol. 2, No. 1, May 1981, p. 1.
25. Stallings & Kaskowitz, op. cit.

groupings has always been viewed as a positive activity. The teacher can move among the groups keeping them all on-task. When the teacher talks to a student in a group, all can hear the interaction. by monitoring the efforts of the students in their practice groups, the teacher can get another measure of the level of understanding. When it seems clear that the students have mastered the new material, then it can be assumed that they are ready to advance to the next step in the sequence.

**Step 7. Independent Practice**

The final step in effective lesson design provides students the opportunity to practice the new skill independently. Traditionally, most independent practice has taken the form of out of class work or, as commonly referred to, homework. The concept of homework is frequently misinterpreted and often misused. Homework, like review, should be a reinforcing activity. *With the possible exception of academically talented or highly motivated pupils, students should never be sent home with homework that they have not already demonstrated in class that they know how to do.*

The average student learns best in a classroom with a teacher rather than at home struggling through long homework assignments that produce high error rates. Most homework assignments should be relatively short (approximately 20 minutes), drill and practice activities on material in which they have already demonstrated in class an adequate level of understanding. This is not an argument against homework. It is an argument against the inappropriate use of homework. Research papers, novels, and reading assignments for next day's class are perfectly acceptable. In fact, day-to-day reading assignments are quite useful. This is not because students need homework but because such assignments serve as a sort of advance organizer for the next day.

The bottom part of the Russell-Hunter sequence is especially important. Unfortunately, it is also one of the most violated of all recommended teaching practices. These violations are becoming much more frequent as off-task times in classrooms increase and because of the short periods in the school day. In thirty-five to forty-five minute periods, with 20 percent or more off-task time, it is virtually impossible for a teacher to get through a review of yesterday's work, introduce new material, provide for modeling or demonstration time, and run a guided practice activity. What often happens is that teachers run out of time during explanation and demonstration and then move automatically to a homework assignment. They send the student home with an assignment that has not been adequately explained or practiced in class. This is almost certain to cause a high error rate and frustration for the average or below average student. The teacher comes in the next day, finds the high error rate, and then tries to re-teach after considerable frustration has already occurred. In another scenario the teacher forges on through high error rates because of a lack of time hoping to find time for re-teaching during the review at the end of the unit. Both of these alternatives are usually inefficient and ineffective.

Hunter developed and labeled this lesson design sequence, but the effectiveness research has more recently provided the hard data. The sequence of events recommended in this discussion is extremely important to effective teaching. Both schools and teachers can take this information and develop procedures for making it a regular part of their instructional improvement efforts.

*Teaching is planning,* whether it is for climate or for the use of time in the classroom. Nothing is more important to the achievement of students.

# News Releases from the National Center for Research in Vocational Education

Did you know that a national "Task Force on Entrepreneurship Education" is now operating in the United States?

Sponsored by the U.S. Department of Education (USDE) under the authority of Dr. Robert M. Worthington, Assistant Secretary for Vocational and Adult Education, the Task Force's basic mission is to assume national responsibility and leadership for the promotion and expansion of entrepreneurship education within all levels of adult and vocational education. Designed to address such critical national issues as self-employment aspirations; job creation; coordination and collaboration with local, state, and federal agencies; materials development; and the inservice training of teachers and supervisory personnel, some of the Task Force's primary objectives include —

- coordinating USDE entrepreneurship efforts with relevant programs in other federal agencies to improve the delivery of services to present and future entrepreneurs;
- coordinating USDE entrepreneurship efforts with those of the Minority Business Development Agency and the Interagency Council on Minority Business Enterprise to foster minority business development;
- coordinating USDE entrepreneurship efforts with the efforts of the private sector and public organizations in promoting this education and training in local school districts;
- providing technical assistance to states and local entities in developing and improving entrepreneurship programs; and
- establishing an information clearinghouse on entrepreneurship education and training by cataloging available curriculum materials and outstanding programs.

For further information on the operation of the Task Force, contact —

Alba Moesser, Chairperson
Task Force on Entrepreneurship Education
Office of Vocational and Adult Education
U.S. Department of Education
ROB-3, Room 5008
7th and D Streets, S.W.
Washington, D.C. 20202
(202) 245-2555

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# Announcing: A Project to Facilitate the Development of State Task Forces On Entrepreneurship Education

Involved in the promotion of entrepreneurship education since 1976, the National Center for Research in Vocational Education is now working to support entrepreneurship education in the U.S. through the development of a special nationwide network of state task forces.

Termed the "Development of an Entrepreneurship Education Network" project, the effort's primary purpose is to promote the infusion of entrepreneurship education in all levels of vocational and adult education. Sponsored by the U.S. Department of Education, Office of Vocational and Adult Education, the project is focusing on three major objectives:

- to facilitate the development of a nationwide network for state entrepreneurship education task forces;
- to hold regional workshops to assist in the development of state entrepreneurship task forces; and
- to lend expertise to facilitate the state entrepreneurship task forces.

Project staff will provide individualized assistance to states interested in operating such task forces through the conduct of at least ten one-day regional workshop that will focus on the organizational needs of a state task force. Project staff will also offer technical assistance, as well as operate an Entrepreneurship Referral Service, a new release service, a computerized entrepreneurship newsletter, and several other communications vehicles.

For additional information on this project, contact—

M. Catherine Ashmore, Program Director
The Development of An Entrepreneurship Education Network
The National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
(800) 848-4815 toll free
(614) 486-3655 (in Ohio)

# U.S. Department of Education Policy on Entrepreneurship Education

The U.S. Department of Education recognizes the vital role small business plays in our economy. Today, there are approximately 14 million small businesses of which a major portion are one-person or family-owned enterprises. Small businesses which employ one or more persons generate most of the new jobs in the economy. It is well recognized that entrepreneurial activity contributes significantly to economic development and, for many people, provides self-employment satisfactions.

The U.S. Department of Education recognizes the achievements in vocational education which, in various ways, have brought the entrepreneurial experience to many of our youth and have assisted small business owners to initiate, develop, and maintain their business ventures. These achievements provide a foundation for greater clarity of the role of vocational and adult education in bringing entrepreneurship education within the mainstream of education.

Entrepreneurship education takes many forms, depending upon the client group served: (1) young people in school who are considering small business ownership as a career option, and therefore, considered future entrepreneurs; (2) persons who are potential entrepreneurs and are ready to become self-employed; (3) those who are currently operating a small business; and (4) those whose work is or will be associated with the small business sector. For purposes of this policy statement, an entrepreneur is defined as an individual who undertakes self-directed initiatives and assumes personal risks in creating and operating a profit-oriented business.

The scope of entrepreneurship education is essentially multidisciplinary, beginning with the expectation that business owners must be well versed in the basic academic skills. Most of the self-employed base their enterprises around a particular occupational skill, which is often acquired through a vocational education curriculum. Traditional small business management concepts and practices are important components of entrepreneurship education. The development of personal characteristics and the encouragement of entrepreneurial traits are also key elements. It is apparent, then that entrepreneurship education is delivered through infusion into existing courses and programs as well as separate specialized offerings.

It is the policy of the U.S. Department of Education to encourage the inclusion of entrepreneurship as an integral part of vocational and adult education and to support all endeavors which serve to increase the capacity of vocational and adult education to deliver education for entrepreneurship.

In keeping with this policy, the Office of Vocational and Adult Education will:

1. Give leadership to the development of entrepreneurship education.
2. Encourage the infusion of entrepreneurship concepts, essentially for career consideration, into all instructional programs in vocational and adult education.
3. Advocate the expansion of instructional programs specifically for entrepreneurship, especially at the postsecondary and adult levels of education.
4. Collaborate and cooperate with national associations and federal agencies concerned with the small business environment, including those which provide special assistance to women and minorities.
5. Identify and disseminate information about exemplary practices in entrepreneurship education.
6. Provide the States with suggested strategies for the promotion and implementation of entrepreneurship education.
7. Advocate the concept that the potential for entrepreneurial success is not limited by reason of age, sex, race, handicapping condition, or place of residence, and give special attention to those under-represented in entrepreneurial fields; namely, women and minorities.
8. Maintain a communications network with various audiences in the public and private sectors in order to advance entrepreneurship education at State and local levels.
9. Document the scope of activities and achievements in entrepreneurship education.

In making entrepreneurship education a focus of concern for vocational and adult education, the U.S. Department of Education believes that the quality and contributions of private enterprise will be enhanced. A new vision for entrepreneurship education, implemented by State and local initiatives, deserves the attention and support of all leaders and practitioners in American education.

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with Emphasis on Clothing and Textiles



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# FOREWORD

Several of our authors in this issue are contributing to our knowledge of clothing and textiles and how to teach it. You'll find some philosophy, some techniques, some new information, and some ideas on entrepreneurship which could be used by high school students as well as the adults who are using them here.

You will also find an article analyzing some of the recent reports on the problems of high schools and how they impact upon home economics and another which offers some help in understanding the relationship of home economics and business from a person who is "into" both. The McGreals complete their series on teaching effectiveness research and others deal with energy work and family, our international role, peer education, and the importance of writing skills for home economics students. There is also the usual volume Index by subject.

Our theme for the next volume will be

**HOME ECONOMICS IN A NATION AT RISK**

I look forward to hearing from you on various aspects of that subject and how you are coping and growing. We'll share your ideas with each other and we'll all benefit.

—HTS

Due to changes in University of Illinois Business Office procedures, prepayment will be required with all orders as of April 15, 1984.

All foreign checks must be in U.S. dollars and imprinted on them payable through a U.S. bank.

We hope this will not inconvenience any of our subscribers and that it will enable us to continue at our present low subscription rate for yet awhile.

—The Editor

**POSITION VACANCY**

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Search Committee, HEEd.
1310 S. 6th St.
Champaign, IL 61820

# A Review Of Selected Reports On The Status Of American Education With Implications For Home Economics Education

Marjorie Inana
Assistant Professor
Home Economics Education
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Education is once again in the limelight. During the past year, the media have given wide publicity to a number of recent reports and studies. Parents, politicians, business people and educators among others are hotly debating what it will take to improve our schools. A sampling of these recent reports and studies include:

A NATION AT RISK[1]; HIGH SCHOOL: A REPORT ON AMERICAN SECONDARY EDUCATION[2]; ACTION FOR EXCELLENCE[3]; ACADEMIC PREPARATION FOR COLLEGE[4]; MAKING THE GRADE[5]; THE PAIDEIA PROPOSAL: AN EDUCATIONAL MANIFESTO[6]; and A STUDY OF SCHOOLING[7].

A series of common themes run through many of these documents. It is my intention to review several of these themes and suggest some implications for secondary home economics programs and teachers.

In terms of curriculum, virtually all reports recommend more emphasis on academic subjects. A sampling of recommendations for these reports include:

COMMISSION ON EXCELLENCE: In high school, significantly more time should be devoted to learning the "new basics": English, mathematics, science, social studies, and computer science. For the college bound, a foreign language should be included.

TWENTIETH CENTURY FUND: The federal government should clearly state that the most important objective of elementary and secondary education in the U.S. is the development of literacy in the English language.

EDUCATIONAL COMMISSION OF THE STATES TASK FORCE: The academic experience should be more intense and more productive. State and local school systems should strengthen the K-12 curriculum. Courses not only in mathematics and science but in all disciplines must be enlivened and improved. The goal should be both richer substance and greater motivational power, i.e. elimination of "soft" and non essential courses, more enthusiastic involvement of students in learning, and encouragement of mastery of skills beyond the basics (problem solving, analysis, interpretation, and persuasive writing).

These recommendations make clear that home economics is not perceived by the public as basic or even contributing to the development of academic skills. Rather, we typically are perceived as "soft and non essential". In Maryland, as in other states which operate on a competency based framework, it is evident that home economics supports academic subjects by our emphasis on reading, writing and math in everyday living situations.

We must make greater efforts to alert parents, local school personnel, and other policy makers that our programs are basic and do support academic subjects. In addition, we must let others know that because we emphasize decision making and management concepts we contribute to helping students develop critical thinking skills.

With regard to implications for the teaching, two findings by Goodlad stand out. In his study of schooling, he found that in comparision to academic teachers, vocational teachers were more likely to get students involved in what they were to study, have more hands-on activities and movement, were more likely to model processes and to give assistance to students. In other words, vocational teachers exhibited a wider range of teaching strategies than academic teachers.

Although this finding is good news for us, Goodlad also described a disturbing trend when he noted that:

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[1] National Commission on Excellence in Education: A Nation At Risk, Washington D.C.: U.S. Government Printing Office, April 1983.

[2] Boyer, E.; High School: A Report on Secondary Education in America. New York: Harper and Row, 1982.

[3] Action for Excellence: A Plan For Improving Education. Denver, Colorado: Education Commission of the States, June 1983.

[4] Academic Preparation For College: What Students Need To Know And Be Able To Do. New York: The College Board, 1983.

[5] Report Of The Twentieth Century Fund Task Force On Federal Elementary and Secondary Education Policy. New York: The Twentieth Century Fund, 1983.

[6] Adler, Mortimer. The Paideia Proposal An Educational Manifesto. New York: MacMillan Publishing Co., Inc. 1982.

[7] Goodlad, John. A Place Called School. New York: McGraw Hill Book Co., 1984.

Initially, instruction in the manual arts was introduced into the curriculum largely to provide for the simultaneous development of hand and head. The medium for the activity . . . called for skill in the use of hands while presenting a problem for the mind.

My visits to classrooms and the data gathered . . . suggest that the intellectual roots feeding such practices have withered. . . . Almost all secondary school principals, counselors and vocational education teachers with whom I attempted to discuss issues of hand-oriented problem solving as part of general education for all students were politely puzzled by my comments and questions. . . . (p. 239).

This observation is disturbing because it indicates that too many of us are not aware of or cannot articulate one of the primary models which influenced home economics education in the secondary setting; that of inductive reasoning. If we are going to make any progress in changing our public image from a "soft, non essential" program, we as teachers must be able to articulate to others the philosophical basis of our practices.

In addition to emphasizing academic subjects, several reports recommend that tracking students into vocational, general and college bound programs should be eliminated in favor of a required core curriculum for all students. Suggestions vary in their specificity and emphasis but a sampling of recomendations include:

COMMISSION ON EXCELLENCE: All student seeking a diploma should be required to complete 4 years of English, 3 years of mathematics, 3 years of science, 3 years of social studies, and one-half year of computer science.

CARNEGIE REPORT (High School): Two-thirds of required courses should follow a core curriculum that all students would study instead of moving into college prep, general and vocational tracks. The first two years of high school should be dominated by these required courses. Electives and specialized studies, including vocational courses, would be permitted during the final two years, but all seniors would be required to present a written independent study project on a "significant contemporary issue."

In contrast to the previous examples, the Paideia Proposal outlines three distinct modes of teaching and learning to be achieved in a core curriculum. The first mode is acquisition of organized knowledge in the areas of literature, math, science, history, and social studies through lectures and student responses. The second mode is the development of intellectual skills of reading, writing, speaking, calculating, problem solving and exercising critical judgment. These skills are to be developed through coaching and supervised practice. The third mode is enlarging the student's understanding of ideas and values in the areas of literature, art, music and drama. This is to be accomplished through the use of socratic questioning.

What might be some implications of these recommendations for a core curriculum in relationship to home economics? As is obvious, home economics is not perceived by the above authors as having a serious contribution to make to the general education of all students. In fact, the Commission on Excellence in several parts of its report specifically singles out home economics courses as examples of soft courses. Examples include:

In 13 states 50% or more of the units required for high school graduation may be electives chosen by the student. Given this freedom to choose the substance of half or more of their education many students opt for less demanding personal service courses such as bachelor living. (p. 20)

25% of the credits earned by general track high school students are in physical and health education, work experience outside the school, remedial English and math and personal service and development courses such as training for adulthood and marriage. (p. 19)

These statements indicate that not only do we have a serious public relations problem but we need to take a hard look at what we are, in fact, teaching. Changing course names is cosmetic and probably isn't going to fool anyone but ourselves. If we really believe that home economics is vital for every student, then we need to look seriously at our courses and programs to see if they are, in fact, emphasizing decision making, management, and critical thinking skills rather than emphasizing skill development in the areas of cooking and sewing.

In contrast to most of these reports, the Paideia Proposal does see a place for home economics although it, too, presents a limited understanding of the potential contribution of home economics to the lives of students. The Paideia Proposal recommends:

For a number of years, fewer than all 12, boys and girls alike should participate in a wide variety of manual activities including typing, cooking, sewing, wood and metal working, crafts using other materials, auto driving and repair and maintenance of electric and other hosuehold equipment. (p. 33)

Obviously, the authors of the Paideia Proposal see no place for home economics to contribute to the general education of all students through an emphasis on management and decision making which, of necessity, require the development of critical thinking skills. Rather, the author views home economics strictly in terms of the manual skills of cooking and sewing.

Disturbing as these impressions of home economics are, there is some good news for us in Goodlad's work. Goodlad surveyed parents of students and found that parents want a balance in their children's educational programs. We have potential support in parents which, perhaps, we have not sufficiently tapped. As home economics teachers we must do a better job in explaining to parents and school personnel how home economics programs contribute not only to vocational goals, but also to the personal, intellectual, and social areas as well.

In addition to addressing other areas related to students, such as instructional time, homework, programs for special populations and testing, most of the reports make specific recommendations concerning teachers. Several recommendations affecting teachers have implications for home economics.

With respect to teacher certification, recommendations include:

COMMISSION ON EXCELLENCE. Qualified individuals with academic training in mathematics and science could, with appropriate preparation, immediately begin teaching in these fields. Other areas of critical need, such as English, must also be addressed.

ECS TASK FORCE. State certification rules should be flexible enough to encourage qualified persons from business, industry, the scientific and technical communities, and institutions of higher learning to serve in the public schools.

These two recommendations have potentially serious implications for home economics programs. Currently, across the nation enrollments in undergraduate home economics programs are low and may continue to decline.[8] Some university programs have already been eliminated while others are being studied with an eye to phasing them out. Our teaching population is older due to cut backs in many Local Education Agencies (LEAs). Within the next few years, it is conceivable that we could have a teacher shortage in home economics. Already, in Maryland, we see examples of teachers certified in other areas teaching home economics. If certification requirements for science and math are made more flexible to attract individuals from the private sector to teaching, is it not likely that, if a shortage in home economics develops, relaxed certification requirements will also apply to us?

If this happens, I feel we will continue to be perceived as skill oriented, and we will have individuals teaching home economics courses who have no allegiance to our profession. Because of a lack of home economics credentials these individuals will not understand our unique strength: an interdisciplinary framework with a family focus.

With respect to career ladders, Goodlad noted that upward mobility is limited for teachers. In order to make the teaching profession more personally rewarding and generally more respected, opportunities for upward career mobility should be available. Recommendations from the studies include:

COMMISION ON EXCELLENCE. School boards, administrators, teachers should cooperate to develop career ladders for teachers that distinguish among beginning instructors, experienced teachers, and master teachers.

TWENTIETH CENTURY FUND. A national master teachers program should be established and funded by the federal government to recognize and reward teaching excellence.

ECS TASK FORCE. States should create career ladders for teachers.

The concept of career ladders is an interesting one. As home economics teachers, we need to monitor closely and provide input into any criteria that would be used for developing career ladders in our LEA's. We need to be alert to see if such ladders will be based on seniority, the amount of graduate study undertaken, peer review, observation by supervisors, student achievement or some combination of these. We need to be vigilant in order to make sure that career ladders are open to teachers within all subject matter areas. In other words, we need to have home economics representation at the experienced and master teacher levels.

Due to budget constraints, it is conceivable that LEA's will have to limit the number of teachers at the master teacher level. It would be very unfortunate if academic teachers received preference for master teacher status at the expense of vocational teachers in the budget priorities of LEA's.

With regard to the idea for a National Master Teacher Program at the federal level, home economics teachers need to be asking whether academic teachers will receive preference. Unless we do a better job of informing the public about our programs, our opportunity for participating in such a program may be extremely limited.

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[8] Hall, H., Wallace, S., and Lee, S. "Characteristics of Faculty, Students and Programs in Home Economics Teacher Education," Journal of Vocational Home Economics Education. Summer 1983, p. 3-23.

Several reports have also noted that teacher salaries must be increased in order to attract and keep outstanding teachers. One recommendation noted:

COMMISSION ON EXCELLENCE. Teacher salaries should be increased and made professionally competitive, market sensitive and performance based.

With respect to this recommendation, we must remember that currently the public seems unwilling to raise taxes to provide increased funding for education.[9] Our population is gradually aging and the number of parents with school age children is low. Within the forseeable future, it appears unlikely that LEA's will get additional funding to raise salaries significantly. Thus, LEA's will have to make some choices. Will they raise salaries across the board and cuts in other places (possibly "soft," non-essential programs)? Will they lobby for state and federal support to provide financial incentives for teachers? Will they raise salaries of beginning teachers to attract a talented pool of undergraduates, or will they financially reward experienced or master teachers?

It is my feeling that if the state or federal government provides money for salary increases, LEA's will be burdened by additional paperwork and some type of accountability system. Although I see many negative implications for such a scheme, one of the most negative may be that academic teachers will get the salary increases at the expense of vocational teachers.

Finally, some of the reports have specific recommendations regarding teacher performance. Some of these recommendations include:

COMMISSION ON EXCELLENCE. Salary, promotion, tenure, and retention decisions should be tied to an effectve evaluation system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated. Master teachers should be involved in supervising probationary teachers.

TWENTIETH CENTURY FUND. The master teacher proposal is designed to pave the way for reconsideration of merit-based personnel systems.

ECS TASK FORCE. Boards of education and higher education officials should cooperate with teachers and administrators on establishing systems for measuring the effectiveness of teachers and rewarding outstanding performance. States should tighten procedures for deciding which teachers to retain and dismiss.

With this group of recommendations, we must once again look between the lines to see how home economics teachers may be affected. As in the recommendations concerning career ladders, we need to be asking how teacher performance will be judged. Will these merit-based personnel systems be based on seniority, student achievement, graduate courses, peer review, teacher shortage or a combination of factors?

We need to be clear about what peer review of teachers means. Does it mean a group of teachers possibly from outside the home economics area, will be evaluating home economics teachers? We need to be asking about what qualifies a teacher to be a peer reviewer.

We also need to look closely at home economics teachers who may be involved in carrying out supervision duties. As an area, supervision has recently benefited from a variety of new theories and strategies. As teachers we want to make sure our LEA's designate teachers who have the skills and knowledge necessary to do effective supervision. If current supervisors have not recently been updated, then perhaps LEA's should encourage them to participate in meaningful in-service education, audit or credit university courses, workshops, or a combination of these.

One final comment in this area; I find it very disturbing that states might get involved in decisions regarding teacher retention and dismissal. This area has historically been the province of LEA's and should remain there. There is a point where legislation and/or regulations become cumbersome and cause more problems than benefits. The area of teacher retention and dismissal is an example of one of these areas.

With this overview of recommendations and implications for home economics, it seems appropriate to focus on some specific actions we can take. These actions include both improving our public relations strategies and taking a hard look at our profession and practice.

There is no doubt that we need to improve our public relations. This is not something that can wait. Already we are on the defensive about the worth of our programs. Professional associations, state and county supervisors and university and college personnel are all actively involved in promoting home economics programs. However, teachers can no longer be complacent about letting others do this important and vital job for them.

Within individual schools, teachers can make a difference. Too often, I hear frustration and anger directed at principals, guidance counselors, parents, students and other teachers who don't understand or appreciate our contributions to the educational program of our youth. Each of us must take responsibility for projecting an image

[9]Miel, A. Projected Trends in Education In The 1980's. Washington, D.C.: ERIC Clearinghouse on Teacher Education, February 1981.

we want others to have of us. How can we expect other teachers to appreciate or understand our courses if we stay in our labs or classrooms during lunch and planning periods instead of informally socializing with our colleagues? How can we expect guidance counselors or principals to understand our programs if we make no effort to explain it to them? What have we done this year to let parents know the vital contribution home economics can make to the lives of their children? If students think home economics is a place to learn to cook and sew, is it because that is what they routinely do in our classes? "Actions speak louder than words." What do our actions say?

I think the recommendations reviewed previously suggest several things that must be attended to immediately within our professional practice.

First, we need to be clear about the focus of our courses. Are they to train for paid employment? Are they to train for the occupation of homemaker? Are they to provide instruction in leisure and recreational activities? Are they to contribute to improved family relationships? Are they to develop intellectual and moral principles through hands-on activity? Are they to help special students develop daily living skills, or are they to provide students with survival skills? I have heard all of these justifications for various home economics programs. Is it any wonder that the public is confused? I suggest that it is imperative that teachers sit down and talk about what the primary goal of each offering is. Once that is done, reviewing the content of that offering is important so that what we say we are doing is actually being done.

To give two brief illustrations of how what we say may be in opposition to what we actually do, consider the following: If we say that our child development course is family focused, can we deal almost exclusively with individual development? If we say a consumer education course is family focused, can we focus almost entirely on individual decision making? Can we say that our courses will improve home and family living and stress clothing construction and food preparation without any attention to the effect of these skills and the decisions in these areas upon the family?

A second area of our professional practice which needs attention is an understanding of home economics history and philosophy. Home economics did not develop in isolation from economic, social, technological or political considerations. Our current problems, our strengths, and our uniqueness have roots in our history.

Too few of us have more than a very superficial understanding of our historical and philosophical roots. Having an exposure to these roots enables us to articulate to others clearly and logically our aims, our goals, and how these aims and goals will be accomplished. There are a variety of ways that teachers can get this information: request in-service programs that cover this topic, join and participate in professional associations, form groups of home economics teachers to read and discuss, or informally take a graduate course on this topic, etc.

I frequently hear comments that we in the colleges and universities are in an ivory tower. University faculty depend on teachers to let us know the reality in the schools so we can do the job we are paid to do, to educate the very best future home economics teachers we can. In addition, university faculty depend on teachers to inspire some of their students to want to enter the home economics profession. Likewise, university faculty have some valuable things to offer teachers. We are expected to spend a good part of our time reading and synthesizing information to improve the teaching of home economics. We also have the national contacts which allow us to keep up on what is going on in other parts of the country so that we can bring these ideas to classroom teachers. We need each other, and we need to work together.

I have attempted to provide a framework for reflecting upon some of the recent reports on the status of education and possible implications for home economics education. A concerted effort is needed now if home economics is to respond to these reports in a meaningful manner. As we reflect upon what action to take, we can take inspiration from a statement from Goodlad:

> Creating the future begins with transforming the present. If each of us begins with his or her part of the envisioned ecosystem -- the piece we understand best and can control most easily, we may be able to shape the necessary evolution. (p. 357)

With some people you spend time, with others you invest it.

# Home Economics And The Marketplace: Bridging The Differences

Editor's Note: I have asked the author's permission to publish this invited address which she delivered to the AVA Home Economics Division Advisory Committee because I believe she is unusually able to remain a strong home economist while serving well in a large corporation where profit is the main motive. HTS

Peggy H. Haney
Director, Consumer Affairs
American Express Company

I am very pleased to be here this evening as a part of your newly formed Advisory Committee for the Home Economics Division of the American Vocational Association. I see the formation of this Committee as a positive step in bringing the very different worlds of home economics and the marketplace closer. Both worlds have much to gain from each other--a fact I believe some home economists perceive, but a belief with which I doubt the average businessman or woman would agree.

I see four immediate concerns we can address to create more opportunities for home economists in the marketplace:

1. Develop ways to improve understanding and communication between the very different worlds of home economics and the marketplace.
2. Identify ways to support the growth and Commitment of home economists who enter the marketplace.
3. Suggest variations on the preparation of majors that might better prepare them for combining home economics and marketplace objectives, while reinforcing that which is essential to being a home economist.
4. Select an entry-point career-path target common to most marketplace concerns as a focus for building a demand for home economics graduates.

I'd first like to discuss what I see as some major differences between these two worlds which have made and continue to make it difficult for home economists to enter and function in the business world.

I'm sure each of us here would describe the differences between these two worlds a bit differently--depending, of course, on "which end of the elephant we happen to be experiencing"--but I think you will agree that there are differences that distinguish home economics and marketplace value systems.

The home economics profession is, or at least is seen as, a helping or nurturing profession by most of us. If we accept that: (1) the mission of home economics is to strengthen individuals and families so that each will be more creative and productive members of the community or society and that, (2) by concerning ourselves with the perennial needs which maintain family functions (housing, feeding, clothing, sheltering, nurturing and managing)--from its most practical application to the technical and socio-political aspects--then I believe we can be described as a <u>helping profession</u>.

We also tend to be idealistic in our belief that people can change and grow, we believe that our intervention can in fact make a difference in emancipating human kind from our struggle for survival as we work toward the greater good whether in human nurturance or in preventing nuclear war. We were the first futurists. We've looked at the practical, probable, and possible futures since our founding We were the first ecologists, examining better ways to manage resources to the collective benefit of society through stronger individuals as well as through family units of diverse descriptions.

We also, however, seem to be more reactive and passive than proactive and assertive. This aspect has been attributed by theorists to the traditional psychological makeup of women and of the teaching profession both of which have dominated the home economics profession since its early history. While this theory may or may not be true, I believe we are <u>perceived</u> in this way by the general public. The mission of home economics, as I, and as most of you as leaders in the field, bear testimony to, is far from reactive and passive. But I think the average home economist has little understanding of the activist nature of the mission of home economics, and the vision upon which we were founded 75 years ago.

Additionally, home economists, it seems to me, are motivated more by a personal belief system than by materialism and a profit orientation, although I perceive this may be changing.

We are also a broadly focused profession, we are all things to all people including ourselves. Our diversity allows us to champion every cause that comes along because, of course, everything affects how individuals and families function and the collective future of our society.

By contrast, the marketplace is very pragmatic, and primarily concerned with the future only in its relationship to survival as a profitable institution. While some corporations like American Express recognize their obligation to the "stakeholders", that is, the employees, community, and the society in which we operate, as well as to its stockholders, the overriding motivation is profitable survival now, this quarter and next.

The marketplace exemplifies the definition of aggression. It is also highly focused and selective in targeting its interests and its constituents. Concepts, causes and target markets that do not fit into its plan are not dealt with. While I have drawn the differences between home economics and the marketplace with broad strokes and generalities, I believe it is these very basic differences that have prevented greater cooperation and collaboration in the past. However, I'm not suggesting that we change our value system to that of the marketplace, only that we look at any implications that may point the way to better understanding as we analyze our relationship.

It's very easy, I believe, for us to see the value of home economics in the business world. As defined by our mission, individual and family functioning is greatly influenced by the decisions of all the institutions around it, and anything we can do to enhance their positive interaction is desirable.

But it is a great leap in understanding for the business community to see how their decisions affect family functioning, or if convinced that this is so why business should concern itself in these matters. Too often the home economists' reasons are viewed as no longer relevant, and as based on preserving a society that no longer exists, rather than on creating new ways to meet the perennial needs of families in a rapidly changing society. It is easy to give "lip service" to the notion that a society that is healthy for families is consequently healthy and profitable for business; it is far more difficult to act on that belief.

But, there are other important forces involved: The home economics profession as a whole has traditionally viewed home economists who worked in the marketplace as different. Some even feared we had "sold out" and would subvert the mission of the field if placed in leadership of our professional organizations. And, home economists who entered the marketplace have often felt alienated from both worlds. The cognitive dissonance this presents leads to resolution for some through denial of their home economics background and mission.

In the food-, clothing-, textbook-, housing-related companies, we can readily see a direct relationship to the mission, and home economists have the necessary technical background to function well. Outside these areas there seem to be three basic problems with the successful integration of home economists into the more broadly defined marketplace and particularly into managerial or policy positions where it would seem our broad background would be of great value:

1. Few have the skills or attitudes that meet the needs of business, as business perceives them.
2. Home economists tend to feel isolated or dysfunctional in an environment where they have little preparation or background for understanding a system unlike anything they've experienced. This need to conform eventually alienates many from their home economics identity.
3. Since the mission of the profession is often so vaguely understood, opportunities for application are often overlooked, leading the home economist to belittle his/her value, depriving the marketplace of his/her unique contribution and causing further alienation. S/he begins to wonder what value a home economics degree really is.

Those of us sitting here tonight know we have a great deal as a profession to offer the marketplace in defining its public responsibility, in humanizing its decision making with an eye to improving individual and family well-being, and in helping the marketplace manage all its resources better. Emancipation of humankind is dependent upon how the institutions people encounter affect their ability to perform the diverse functions which the individuals and the family as the primary unit must perform. These functions include meeting day-to-day needs as well as growth, renewal and nurture of all individuals who comprise the unit.

The marketplace is greatly in need of our attention. But, now we might well ask, Does the marketplace have anything to offer us?

Possibly we could learn from the example of its single-mindedness in pursuing an objective. Decisions are made believing that whatever objective it sets is essential to overall growth and survival, and resources both human and material are committed to reaching that end. Certainly finding ways to measure effectiveness and accountability in terms that can be "heard" by those whose cooperation and support we need is critical. Not everything we do is measurable, of course, but much of what we do is and it is important that we find ways to do so. And the survival of a home economist (or anyone) in business is based on having the figures to prove why you should continue to exist.

I think this Advisory Committee is uniquely qualified to address these questions to gain insight into the value differences between home economics and the marketplace as a starting point for determining how to begin building bridges between our two worlds. I'd like to offer some tasks we might consider:

1. We need to find ways to communicate with marketplace decision-makers and make a case for why we are essential to the bottom line. Once that case is made,

opportunities will be plentiful in an environment of mutual respect.

One particular, unusual effort in this bridge building was a high-powered conference for leaders of business and liberal arts colleges in New York City last summer. The conference enjoyed considerable coverage in the New York Times where it was reported that business leaders who attended were in agreement that liberal arts majors might have the generalist's breadth felt to be so lacking in business management specialists today. This same breadth could be said to apply to the home economics graduate.

I'm not trying to change our image so much as I am to establish a more fruitful and mutually respectful dialogue between home economists and the marketplace.

2. To find ways to prepare our students for what they can expect to find when they land that entry-level job in a business environment, we need to find ways to help our young, inexperienced professionals gain some experience and be less naive. Building on the teacher training model that incorporates observation, supervised experience and internships, I think this can be accomplished. Another possibility is to develop more joint majors. Just as the journalism and home economics major evolved, other combinations might include: home economics and law, political science, business, marketing, agriculture, economics, etc. Home economists need background in these business-related subjects to be effective. Of course the problem, then, is to determine what basics are essential in the making of a home economist because something will have to change. What is the right mix of specialization, philosophy, and supervised experience to tie the two together?

3. We need to establish lifelines back to the colleges and universities and with other home economists in the marketplace to counteract those feelings of alienation. We can find ways to offer support to the beginners, and most importantly help them learn to reach out for support when they need it so that they can continue to grow and reflect on the results of functioning as home economists in the marketplace.

Some of the Eastern Women's Colleges have a buddy system or "big sister" system to help the newcomers to adjust. I'm not sure how feasible such an idea really is, but we can find ways to help support the new graduate. Perhaps correspondence courses, a newsletter, a special "something" from our professional organization can help.

And, of equal importance, we have to help our majors, while still in school, better to understand what our mission means in as many creative ways as we can think of and then how to apply it through a thousand different examples. I'm a firm believer in case studies. Perhaps we can draw on our own experience to provide background for a series of case studies.

4. This brings me to my fourth suggestion which is that we focus on helping create strong career entry points in the marketplace. Consumer affairs, I believe, is a logical entry-point for home economists into the marketplace. I know there are several home economists on this Advisory Committee who work in similar functions and who will have much to offer.

What is the role of a consumer affairs office? I'd like to describe briefly the American Express Consumer Affairs Office because aspects of it are bottom line measurable; it is something that draws on my home economics education background, and I believe consumer affairs can be a prototype for similar functions in other companies cutting across almost all industries.

First, our mission is to communicate consumer interests to management and to influence the development and marketing of products so they reflect the Company's sensitivity to consumers (who are, of course, individuals and families). We develop or recommend corporate consumer policies--such as our voluntary Privacy Code--and publish information, internally and externally, on consumer issues, and on business-related concerns. To accomplish this mission means maintaining professional ties and constantly building new ones so that we can credibly represent consumer interests in an informed way. We must be futurists, staying ahead of the trends so that we have lead time to alert management to emerging consumer trends and issues and recommend changes or responses which will address these issues. We work with the appropriate units to resolve "root cause" problems, that is, recurring problems of our customers. We develop consumer information and education in a variety of ways to inform the public and our customers of our concern for them in the marketplace. While there are indirect bottom line benefits to publishing a "Women's Credit Rights ConsumerCard," a "Mail Order Rights Consumer Card" or a "Financial Advice ConsumerCard," they serve an informational need of consumers at the same time. We arrange briefings for senior management on consumer issues, and develop issue analysis papers for internal use examining the business, consumer, and government viewpoints on issues which affect American Express and our customers. The sunset of the Civil Aeronautics Board and the Credit Surcharge Ban are two recent issues so addressed. We sit on the Advertising Review Boards and track customer complaints in order to help identify consumer concerns and issues.

A home economics and home economics education background is invaluable, but equally needed is background in business subjects from a business perspective.

To summarize, we need to understand the marketplace through building bridges based on mutual respect for each other's role in our society. At the same time, we need to help prepare our majors to enter a business environment, equipping them with business-related skills and a strong home economics philosophy.

# Practical Implications Of Current Research On Teaching
## Part III — The Organization And Management Of The Classroom

Editor's Note: This is the third part of a three part series being presented by the Illinois Teacher to share with our readers some practical uses of current teacher effectiveness research. Part I & II of this series appeared in the last two issues. This part is focused on the significant impact that the classroom organizational and management skills of the teacher have on student achievement.


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| Thomas L. McGreal | Kathy McGreal |
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The most significant experimental studies in the teaching effectiveness area over the last five years have been directed at the organization and manage-ment of classrooms. The basic format of these studies has been one group of teachers receiving some specific preparation in management and/or instructional skills while another similar group did not receive this preparation. In every instance where it was observable that the teacher had implemented this preparation the students had higher achievement and/or higher academic-engaged time than did students in the classrooms of the control group. In these experimental studies and in the correlational studies which preceded them, the relationship between management skills and student acheivement was clear and positive. The message in this section is clear. Organization and management skills are an essential part of the effective teacher's bag of tools. As Brophy indicates, effective teachers are effective managers. The ability to organize and manage a classroom is a basic teaching skill that crosses grade levels and subject areas.

This part is considerably shorter than Part I (the climate) or Part II (the planning areas) for two reasons. First of all, there is a very close relationship between planning skills and management skills. Consequently, much of the discussion related to the use of time is clearly analogous to good management practices. It is estimated that eighty percent of all dicipline problems occur during off-task times in the classroom. There is a certain logic in assuming that before a teacher begins to pull out his/her disciplinary bag of tools, an initial teacher behavior should be to plan class time in such a way as to promote the highest possible engagement rate. The more occupied and supervised students are, the less likely they are to participate in unacceptable behavior.

The second reason this section can be so succinct is that there already exist several very useful programs in organization and management skills. These programs are based primarily on the best of the experimental studies. The most noteworthy of these studies include the following:

The Texas First Grade Reading Group Study[6]

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The discussion in this part, unless otherwise noted, has been extracted from the following sources:

[1]Kounin, J. Discipline and Group Management in the Classroom. New York: Holt, Rinehart, and Winston, 1970.

[2]Anderson, L., Evertson, C., and Brophy, J. "An Experimental Study of Effective Teaching in First Grade Reading Groups," Elementary School Journal. Vol. 79, 1979, p. 193.

[3]Emmer, E. and Evertson, C. Some Prescriptions and Activities for Organizing and Managing the Elementary Classroom. Austin, Texas: The Research and Development Center for Teacher Education, 1979.

[4]Brophy, J. Advances in Teacher Effectiveness Research. Paper presented at the annual meeting of the American Association of Colleges of Teacher Education. Chicago, 1979.

[5]Fitzpatrick, K. A Study of the Effect of a Secondary Classroom Management Training Program on Teacher and Student Behavior. A paper presented at the American Educational Research Association annual conference, New York, 1982.

[6]Anderson, et al., op. cit.

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Continued from previous page.

As an Advisory Committee we can help find ways to build bridges to top management in our own companies and throughout the diverse industries in which we work. We can create support systems to assist the newcomer and shore-up the more battle-weary. We can consider new variations in professional preparation. But, most importantly, we can assist in developing a body of knowledge that begins to identify what a home economist actually does in the marketplace that makes her both of value and unique in the business world.

We've come a long way from our "stitch'n and stir'n" image, but we still have some ground to cover before people are not incredulous when they see our signs or lapel buttons that say "Home Economists make policy, not coffee!"

Missouri Mathematics Effectiveness Study[7]

The Texas Elementary School Study[8]

The Texas Junior High School Study[9]

The Study of a Training Program in Classroom Organization and Management for Secondary School Teachers[10]

Exemplary Centers for Reading Instruction-ECRI[11]

The programs that have emerged from these studies are, or will soon be available for use. The material is generally available through the addresses provided in the references.

As an illustration of the type of material contained in the programs discussed above, part of the work done by Fitzpatrick will be presented here. The main headings are abbreviated from thirteen basic principles of classroom organization and management that have emerged from a number of experimental and correlational studies. Below each of the main headings are sample behaviors that are particularly appropriate for practicing teachers. Obviously, the actual programs are more complete. Also, they tend to be more effective when presented by well-prepared instructors. For our purposes, though, the example given below provides another illustration of the type of language and behavioral indicators that can be used as a regular part of eveyday teaching.

The Organization and Management of the Secondary Classroom

1. Rules and Procedures
   a. A clear and understandable set of classroom rules exists.
   b. Student behavior during class activities is continuously monitored.
2. Consequences:
   a. Teacher does not ignore inappropriate student behavior.
   b. Consequences for behavior are defined and the teacher consistently enforces the rules and procedures.
   c. Teacher addresses criticism to specific behaviors which have been defined as inappropriate.
3. Elimination of Constraints and Interruptions:
   a. Use of classroom space is efficient; necessary materials are readily accessible to both the teacher and students.
   b. Teacher handles emergencies and unexpected problems with a minimal amount of classroom disturbance.
   c. There do not exist any "trouble areas" in the seating arrangement, such as talking or misbehaving centers.
4. Emphasis Placed on Academic Goals:
   a. Teacher is task-oriented, businesslike.
   b. Teacher makes choice of assignments.
   c. Teacher-student interactions are restricted to the content.
5. Predominance of Whole Group Activities:
   a. More class time is allocated to whole group activities than to individual work.
   b. Teacher presentation to whole group is both visibly and audibly clear.
   c. Teacher stays in charge of all students and avoids long involvement with individuals.
   d. Teacher commands attention of all students and does not talk over student talk.
   e. Teacher gives direction and instruction only when students are ready and listening.
6. Clarity of Presentation
   a. An overview of the lesson is provided.
   b. The development of the lesson takes place in a sequenced step-by-step design.
   c. Teacher emphasizes comprehension, not memorization.
   d. Teacher offers reasons for rules and procedures, and highlights any patterns which may exist.
   e. Teacher provides a demonstration or application of the skills or concepts contained in the lesson, such as using examples or comparisons.
   f. Directions and instructions do not confuse the students; rather they are given in a clear, concise manner.
7. Practice of Skills or Concepts:
   a. Students are given an opportunity to practice the skills or concepts contained in the lesson during class time.
   b. Students are assigned homework.
8. Feedback and Evaluation:
   a. Teacher is available to provide assistance to students and to spot systematic errors.
   b. Correct responses receive praise from the teacher.
   c. When the student initially responds to a question incorrectly, rather than immediately calling on another student the teacher rephrases the question by asking leading or probing questions.

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[7] Good, T. and Grouws, D. The Missouri Mathematics Effectiveness Project. Columbia, Missouri: University of Missouri, 1978.

[8] Emmer and Evertson, op. cit.

[9] Emmer, E., Evertson, C., et. al. Organizing and Managing the Junior High School Classroom. Austin, Texas: The Research and Development Center for Teacher Education, 1981.

[10] Fitzpatrick, op. cit.

[11] Reid, E. ECRI - Exemplary Center for Reading Instruction. 3310 South 2700 East, Salt Lake City, Utah.

d. Teacher frequently quizzes the students to assess understanding.

e. Teacher emphasizes a high rate of questioning and asks short, direct questions.

9. Reviews:

a. Teacher conducts an adequate review of previously learned material.

10. Monitoring Behavior:

a. Teacher supervises seatwork and actively engages students in classwork.

b. Teacher alerts students to the fact that they are accountable for their work.

c. Teacher scans the room to pinpoint any student behavior which requires attention.

d. Teacher is in control of the class at all times.

11. Transitions

a. Class time is characterized by smooth-running activities.

b. Teacher rarely interrupts the students by giving further directions or instructions.

12. Accountability for Homework and Classwork:

a. Students are required to turn in all assignments, both classwork and homework.

b. Teacher sets clear expectations and high standards emphasizing the students' responsibility to complete all assignments.

c. Teacher checks the students' assignments.

d. Teacher returns the students' assignments after checking their work.

13. Classroom Climate:

a. Teacher acknowledges student accomplishments with praise.

b. Evaluation practices the teacher administers are fair and consistent.

c. Teacher conveys enthusiasm for the subject matter.

d. Teacher strives to involve all the students in class activities and encourages the participation of each student.

e. Teacher recognizes and acknowledges the students by name.

The behaviors listed under each of the thirteen headings are illustrative of the common sense framework out of which much of the effectiveness research emerges. Throughout this series, it has been emphasized that the research does not chart new directions for teaching as much as it reinforces many common practices. This new direction in studying teaching is providing solid evidence that teachers make a difference. As the data continues to accumulate, it is important that the findings are brought to the attention of practitioners. Hopefully this series can serve as both a guide for current practice and as an invitation to individual teachers and administrators to keep abreast of this ever expanding field of study.

## WHAT IS PROFESSIONALISM?

True or false?

____ 1. Home Economics is a profession as well as a field of study.

____ 2. The purpose and obligation of a profession is to serve society.

____ 3. When one enters a profession, one is granted a privilege by the society.

____ 4. To fulfill this privilege, one needs to keep up to date.

____ 5. One way to keep up to date is to join one's professional associations.

____ 6. Three of the leading professional associations in Home Economics are:

the American Home Economics Association*

the American Vocational Association, Home Economics Division*

the Home Economics Education Association*

____ 7. It costs a Home Economics teacher less to join all three of the above professional associations than it costs a plumber to pay his/her union dues.# (Don't peek until after you've answered!)

____ 8. Another way to keep up to date is to read professional books and journals.

____ 9. One can help one's profession grow by influencing other members to keep up to date as well as keeping up to date one's self.

____ 10. Attending professional conferences, conventions, and other meetings can be a source of inspiration, information, and enthusiasm.

**ALL ARE TRUE AND ALL HELP US TO UNDERSTAND PROFESSIONALISM.**

The Editor

*AHEA
2010 Massachusetts Avenue, N.W.
Washington, DC 20036 dues $55

AVA
2020 N. 14th Street
Arlington, VA 22201 dues $45

HEEA
1201 16th Street, N.W.
Washington, DC 20036 dues $15

#Union members in the building trades are now paying $150 to $320 per year, depending on their income, plus, currently in Urbana, IL, a special assessment of $120 per year to help their "non working members." They also pay a $400 initiation fee to join the union.

# Enhancing Work And Family

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Self-help programs, magazines, and books abound with recommendations on how to be successful at home and on the job. Furthermore, teachers are expected to present materials which may enhance personal, family, and career advancement, so that some situations and problems are avoided while others are confronted.

Work and family are affected by standards, support systems, appearance, assertiveness, communication techniques, and other assets and/or liabilities. These areas have an impact upon the individual's personal life; family life, and career. The presentation of current research findings will aid teachers and students as they direct and evaluate personal behaviors, attitudes, and practices.

## Assets and Liabilities

Recognizing assets and liabilities is an important factor in establishing goals and evaluating progress. Enhancing one's position in life involves active participation and perseverance. Josefowitz has stated that setting goals, establishing priorities, and having a support system are helpful in achieving success.[1] These elements are basic in all areas of life and are related to fulfilling responsibilities and enjoying accomplishments. Being alert and acting on information and insight are helpful at home and at work. Hennig and Jardim reported that recognizing and adding specific skills and knowledge needed for a position can enhance changes for career development.[2] For example, the women who were successful in their careers tended to watch trends and take specific classes that would put them ahead of others or that would be needed for the next promotion.

Not only are skills and knowledge helpful but so is a dependable support system. Friendships, mentors, and other mutual support systems are related to successful achievements in the work place. When there is no formal authority to force a desired result, one may fall back on influence, which is an outcome of friendship, persuasion, favors granted and owed, promises made, and connections with others who have influence.[3]

Learning to appreciate and tolerate others is an asset, and is helpful in the team approach, which is important for support systems at home and at work. The team method involves some mutual problem solving and decision making utilizing the "we" and "our" rather than the "me" orientation. Hall and Hall recommend some components of this approach.[4] These include

- identifying mutual interests and compatible goals;
- assuming that conflict will be manageable;
- having a positive attitude;
- recognizing and responding to needs and ideas;
- finding the best alternatives;
- compromising; and
- keeping communications open

Recognizing and dealing with stress and conflict on the job are essential and affect not only the individual, but also those who work and live with the one who is having difficulties in solving problems and coping.[5,6] Learning to adopt a problem-solving technique may in many cases curtail the development of undue pressure and enhance personal relationships and joys at work and in the home.[7]

Most professions, careers, and jobs have a written or assumed code of behavior, style, and appearance. Learning what is expected will reduce stress and enhance development. For example, two women who received doctoral degrees from Harvard Business School drew conclusions based upon research derived from contacts with twenty-five women. These women, either vice-presidents or presidents in major industries, were able to identify qualities

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[1] Josefowitz, N. Paths to Power. Reading, Massachusetts: Addison-Wesley, 1980.

[2] Hennig, M. and Jardim, A. The Managerial Woman. Garden City, New York: Anchor Press/ Doubleday, 1977.

[3] Ibid.

[4] Hall, F. and Hall, D. The Two-Career Couple. Reading: Addison-Wesley, 1979.

[5] Lawhon, T. and Jacobson, A. "Making Stress Work For You." Texas Child Care Quarterly, Winter 1982-1983, pp. 16-20.

[6] Lawhon, T. and Jacobson, A. "Conflict Management." Illinois Teacher, 26, (4), 1983, pp. 145-146.

[7] Lawhon, T.C. "Stress Management." The Candle, Journal of Phi Upsilon Omicron. Shawnee Mission, Kansas, 63 (1), Spring, 1982, pp. 24-25.

in the environment which were conducive to their success. Generally the high-achieving working female in their study wore a suit and/or a tailored dress; attire was conservative. Pink and frills were always rejected. However, when these women moved higher up the ladder to success, they bought new and more feminine wardrobes. They no longer needed to avoid the symbols associated with being a female. Their ideas of an appropriate role for women did not change, but their views of themselves in the settings in which they worked did.[8]

Therefore, the style and manner of dress were considered important in career development. Modification of appearance was easier and more acceptable after reaching a high level of importance.

The standards and expectations of the family and the employer need to be recognized if one expects to be successful at home and on the job. Acknowledging who sets the standards in the work place is imperative for advancement. In many positions the men set the standards for success. When and where male work values dominate, women who wish to succeed must accept male definitions and expectations about work commitments.[9] This requires individual adaptation of flexibility, helpful attitudes in both home and career development, since cooperation is often necessary to get a job done.[10]

While certain factors enhance opportunities in the home and in the work place, others limit development. An individual is expected to be both flexible and decisive. Indecisiveness and "playing it safe" may hinder success. Individuals can make decisions by determining what is desired, how to go about getting it, what it will cost, and what the rewards will be.[11] Risk taking affects the future, and some risks are necessary for recognition and advancement. Weighing security against the risks necessary for advancement is a part of acting decisively.

Certain characteristics, as assuming responsibility for personal actions; acknowledging special talents, knowledge, and skills; setting goals; and being adaptable are important in family and job relationships. Winners make life happen while losers let life happen.[12] Letting life happen creates stress because situations are easier to deal with when one feels in control.[13]

<u>Assertiveness</u>

The lack of assertiveness is a major problem, especially for females. The "Cinderella Complex," a personal and psychological dependency involving a deep wish to be taken care of by others, may hamper personal and professional development.[14] Attitudes and fears cause women to retreat and wait for something external to transform their lives (p. 21). Females are afraid of normal aggression and assertiveness (p. 80). This results partly because some degree of fear and avoidance is considered appropriate in women. However, these attitudes can hamper success.

Why does one need to be assertive? Assertiveness increases self-respect and self-control; is more likely to result in closer, more emotionally satisfying relationships with others; and tends to lead to the achievement of goals of the parties involved.[15] Assertiveness will clear up misunderstandings, help others to understand you better, make you more comfortable about relationships, and improve the relationship itself.[16]

Acting assertively, nonassertively, or aggressively will have an effect upon how one is perceived by others and upon self perception. Being assertive involves standing up for personal rights and expressing thoughts, feelings, and beliefs in direct, honest, and appropriate ways which do not violate another person's rights. For example, "What you are saying is interesting; however, I feel the need to return to the original subject."

What are some characteristics of nonassertive behavior? Nonassertiveness violates personal rights by failing to express honest feelings, thoughts, and beliefs, and permits one to be violated by others. Nonassertion results in stating expressions in such an apologetic, diffident, self-effacing manner that others can easily disregard them.[17] For example, "Well, gee, if you really insist, I'll change my mind."

How do assertion and aggression differ? Some major differences between assertion and aggression are that aggression involves directly standing up for personal rights by making statements in a way which is often dishonest,

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[8] Hennig and Jardim, <u>op</u>. <u>cit</u>.

[9] Kahn-Hut, R., Daniels, A.K., Colvard, R. <u>Women and Work</u>. New York: Oxford University Press, 1982, p. 6

[10] Hennig and Jardim, <u>op</u>. <u>cit</u>.

[11] <u>Ibid</u>.

[12] Waitley, D. "What Makes a Winner?" <u>Reader's Digest</u>. Pleasantville, New York: The Reader's Digest Association, November, 1983, pp. 45-48.

[13] Renshaw, J.R. "An Exploration of the Dynamics of the Overlapping Worlds of Work and Family." <u>Family Process</u>, 15, 1976, pp. 143-165.

[14] Dowling, C. <u>The Cinderella Complex</u>. New York: Pocket, 1981.

[15] Alberti, R.E. and Emmons, M.L. <u>Your Perfect Right: A Guide to Assertive Behavior</u>. San Luis Obispo, California: Impace, 1978.

[16] Josefowitz, <u>op</u>. <u>cit</u>.

[17] <u>Ibid</u>.

usually inappropriate, and always violates the rights of others. For example, "Who do you think you are? What gives you the supreme right to change the subject?"

There are some additional characteristics related to being assertive. These are evident in a firm handshake, touching on the arm or shoulder, body space, body posture, facial expressions, direct eye contact, voice characteristics, and timing.[18] Nonassertive and aggressive behaviors are communication techniques that can be changed or modified by reading, practicing, and/or attending assertiveness training workshops. (Two helpful resources are those in footnotes 15 and 18.)

Verbal and nonverbal communication patterns are important in both personal and professional advancement. Impressions are formed not only by what is said but by the way it is delivered. Females are more likely to put themselves down by the words used and by smiling a lot. Women and most people in low-power positions tend to qualify statements, use superlatives, and end opinions with a question mark.[19] Lakoff, a linguist, found certain characteristics consistent in women's speech.[20] The use of empty adjectives as marvelous, divine, and terribly, have little meaning but do have a fluffing effect. Lakoff reports that people whose speech is filled with empty adjectives are generally not taken seriously. Tag sentences used after declarative statements weaken the point. For example, "It's really unfair, don't you think?" Dipping and questioning intonation at the end of a statement renders it less forceful. A tentative, uncommitted quality exists when speech is hedging or has modifying phrases as "like," "sort of," and "I guess." Excessively polite and overly cautious sentences cause statements to be less forceful.

Verbal communications may be improved in the family and on the job by correcting or modifying those characteristics reported by Lakoff.[21] In addition, both verbal and nonverbal communications could be enhanced by eye contract, steadiness in voice, needed volume, and de-sexed language. Watch for examples of de-sexed language when in a group. Notice that men are more likely to be referred to by their occupations while women are more likely to be referred to by appearance.[22] For example, "Bill is a professor;" "Sue is the blonde in the pink dress."

## The Challenge

Some of the challenges for educators are: to integrate and enhance the connection between career and family life development; to present realistic techniques which have been proven to be successful in either or both areas; to identify some changes which are necessary for family living and career advancement; to recognize that there is a direct connection between work and family life and that conflicts and problems which surface in one area affect the other; and to acknowedge that when all is going well in one area, the other benefits.

Other challenges for educators include a self-evaluation process which involves the recognition of changes that could strengthen their own environments. A realistic assessment of an individual's talents, skills, and limitations may be utilized to set new goals which enhance development in the family, at work, and in society.

## Conclusion

Success in the home and in the work place involves men and women making decisions regarding values, goals, prioities, and expectations. Some recommended guidelines related to success are the utilization of support systems; use of assertive behavior; knowing oneself; utilizing appropriate communication techniques, behavior, and appearance; and having a flexible and healthy attitude about changes for one's self. These techniques will be most useful when coupled with hard work and productivity.



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[18] Cotler, S.B. and Guerra, J.J. Assertion Training. Champaign, Illinois: Research Press, 1976, pp. 105-117.

[19] Ibid.

[20] Lakoff, R. "Language and Women's Place." Language In Society, 2, 1973, pp. 45-79.

[21] Ibid.

[22] Josefowitz, op. cit.

# Energy Education In The Home Economics Classroom: Another Look

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The effects of the 1973 oil embargo have touched the lives of all American families. Many today are living in cooler homes in the winter and warmer homes in the summer. They are driving smaller cars and, along with industry, have contributed to the reduction of the U.S. dependence on imported oil.

From the beginning of this century to the present time, home economists have been concerned about how families use human and non-human energy. Ortiz and Morrison trace this involvement as recorded in past Journals of Home Economics, noting how home economists have dealt with energy-related issues.[1] For example, articles in early Journals emphasized the conservation of human energy, while issues after the oil embargo dealt with conservation of non-human energy. Since the oil embargo, home economists have played roles as researchers, teachers, counselors, and policy makers to help families reduce their consumption of non-human energy.

Home economics teachers can continue to meet this challenge by incorporating energy-conserving concepts into the home economics curriculum. A major goal of energy education is to help students develop and practice an energy conservation ethic, which is based on a sense of responsibility for finite resources and the needs of future generations. Families, according to Henderson, are beginning to simplify their lives and reduce energy consumption.[2] Changes in lifestyles based on simplicity and conservation values go further than economics.

[1]Ortiz, J. A., and Morrison, B. M. "Energy and Home Economics: An 80-year History." Journal of Home Economics, 75 (Fall 1983), 40-47.

[2]Henderson, C. "Exploring the Future of Home Economics." Journal of Home Economics, 72 (Fall 1980), 23-26.

Three major concepts which underlie all content areas in home economics are decision-making, value clarification, and relationships.[3] As energy related issues are taught, these concepts can be reinforced and examined. For example, when families are faced with increased energy costs they have to make decisions about how they will solve this problem. Their solution will reflect their values and affect relationships within and outside the family.

Changes in lifestyle to conserve energy may initially strain family relationships, just as having to spend more for energy can affect how family members interact. Another relationship which will be affected is that of the family and the environment. This relationship has often been given too little consideration. Questions to consider when making energy-related decisions are: What effect does the family's energy use have on the environment? Which behaviors have positive effects for the family and environment? Too often decisions are viewed only in terms of personal consequences.

All content areas in home economics lend themselves to the incorporation of energy concepts. For example, since about 20 percent of the energy consumed in the U.S. is used in the home, housing courses are key areas to teach energy concepts. Students can be helped to understand how the type of home they live in and how it is built, landscaped, oriented on the lot, heated and cooled influence the amount of enery consumed.

An objective for a housing unit might be to evaluate homes for energy efficiency. Students could develop an energy checklist or use one from a utility company and do an energy audit to evaluate homes and family behaviors described in case studies or their own homes. After evaluating the homes, they could plan how the homes and family behaviors could be more energy efficient. Suggestions for improving the energy efficiency could be evaluated in terms of the amount of time, effort, and money required, the potential for savings, and environmental effects. Through this evaluation process, low-cost or no-cost energy conserving procedures might be identified. These low-cost or no-cost options include lowering the thermostat in the winter, raising it in the summer, and reducing the hot water heater thermostat setting, i.e., changes in lifestyle as

[3]Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development (Washington, D.C.: American Home Economics Association, 1967).

opposed to large investments such as replacing an appliance or adding storm windows.

Students could also examine devices which affect energy consumption in the home. Actual examples or pictures of devices such as a caulking gun, pieces of insulation and weatherstripping, a furnace filter, and shower head water restrictor could be numbered and displayed for students to identify. A follow-up discussion will help students understand the cost of these devices, the time and effort required, and the potential energy savings.

Food and nutrition courses also offer many opportunities for infusing energy concepts. Appliances which are used in the lab could be evaluated in terms of energy usage and usefulness. Discussion could focus on identifying appliances students could do without and maximizing the energy efficiency of appliances viewed as essential.

Foods which are prepared in the foods lab could be evaluated in terms of how energy intensive they are.[4] The amount of processing, type of storage required, packaging, and preparation needed affect the energy intensity of a food. Frozen french fries are more energy intensive than fresh boiled potatoes because of the energy required to process and store the fries. Students could plan and prepare low energy menus and evaluate them in terms of nutritional and caloric value, flavor, cost, personal preference, and time to prepare.

Encouraging energy conservation behaviors during food labs increases the probability that students will practice these behaviors in their homes. Using a class-developed energy-saving checklist, students can take turns being the "energy monitor" for their unit.[5] Laboratory evaluation forms could include energy conservation questions such as, How did you save energy as you prepared the food? Cleaned up?

In clothing and textile classes students could construct items that help conserve energy. Projects might include a "snuggler", door draft stopper, quilt, insulated shades, or a recycled garment. Evaluation forms could include a description of how the project results in energy savings and how it will be used. An FHA project could be a display at school or in a local fabric store on "Low-Energy Care Fabrics."[6]

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[4]Clinard, L. A., and Collins, N. Energy Conservation in the Home (Oak Ridge: U.S. Department of Energy, 1977), 211.

[5]Nies, J. "Energizing the Home Economics Curriculum." Tips and Topics, XXI (Summer, 1981), 6. Texas Tech University, Lubbock.

[6]Energy Management Strategies for Home Economics Teachers (Denver, Colorado: Public Service Company of Colorado, 1977), CT 5-1.

Child development students could compare the amounts of energy used in different food preparation methods (home prepared vs. purchased baby food) and bottle feeding vs. breast feeding.[7] The energy used to produce disposable bottles and reusable bottles could also be compared.

Teachers who are teaching occupational child development classes could help students plan energy-related "lessons" for the children in their centers. Students could select one type of energy and through a project or activity explain it to a group of children. For example, for a solar energy lesson students might plan a display or bulletin board about solar energy, use solar energy to heat water or make sun tea, construct and use a solar oven to dry fruit or bake a product.[8] By teaching the children about energy, the students will also become more knowledgeable.

Cooperative education students could analyze how their work choices affect energy use and the environment. To begin, students might examine their current jobs in terms of energy requirements. They could also describe their most desirable job and compare the amount of fossil fuel energy and human energy used by workers performing that job.

As home economics teachers, we are faced with three personal tasks in regard to energy conservation.

1. We need to develop positive attitudes about energy conservation.

2. We need to set an example for students by practicing energy conserving behaviors. Unless we practice what we preach, what we say about energy conservation may be lost. We can model energy conserving behaviors in our homes and classrooms. If we are teaching energy efficiency in the kitchen, are we baking six loaves of bread in six different ovens? Are we recycling aluminum cans, newspapers, and paper sacks?

3. Finally, we need to have accurate information about energy issues. While there is usually no problem with the quantity of information available on the topic, the quality of these materials needs to be evaluated.

The three most prevalent sources of energy information used include:

a) commercial sources (such as owner's manuals, company demonstrations, publications, advertisements),

b) personal sources (based on past experiences, friends, relatives), and

c) independent sources (those with no commercial interest such as Cooperative Extension and other government publications).

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[7]Ibid., CD 1-7.

[8]Stranix, Edward and Fleishman, Michael. "12 Energy Activities." Teacher, 97 (April 1980), 47.

The supply of energy-related materials is dominated by commercial sources. Teachers have demonstrated less reliance on personal sources due to factors such as increased time pressures and less confidence in their own knowledge about technical subject matter. Materials that are independently produced are small in number and not always readily available. Thus, the teacher is left with numerous commercial materials.

These materials range from films and comic books to pamphlets, handouts, and games, and may fill a real void in the classroom. Budget or time restrictions often prevent a teacher from producing materials that are as current or colorful. The attractiveness and availability of commercial energy-related materials make them quite popular.

But how can teachers distinguish between information and persuasion, public service or propaganda? All materials have both direct and indirect messages which influence students. What messages are the students receiving when they use these resources?

Many commercially prepared materials have been designed with an emphasis on purchasing. Materials have been judged "useful" if they have helped consumers buy or use a product.[9] However, materials related to energy need a broader focus on choices: to use or not to use, how to use, when to use, what form to use? Considering these potential problems, materials must be evaluated by the teacher for accuracy and uitability for use within the classroom.

Using the evaluation form on page __ would help a teacher to determine the appropriateness of energy-related material used in the classroom. The open-ended questions might result in supplementing some limited materials with others to balance the view presented. Students might also use the checklist as an exercise in identifying biased or deceptive materials.

Home economics is a key curricular area for energy conservation education, since emphasis of conservation efforts has been on what individuals and families can do to conserve. Home economics teachers need to continue to help students develop an energy conservation ethic and sensitivity to the effects of their behavior on the environment and other people. This goal can be accomplished by incorporating energy conservation concepts into all home economics content areas, modeling energy conservation behaviors in the classroom and laboratory, and utilizing accurate energy resources.

[9]Aaker, D. A. "Developing Effective Corporate Consumer Information Programs." Business Horizons (Jan.-Feb. 1982), 32-39.

## EVALUATION OF ENERGY-RELATED TEACHING MATERIALS*

The purpose of this evaluation device is not to give a numerical rating as to the value of a teaching material, but to assist teachers in determining how teaching materials can best be used in the classroom. Regardless of the intended use of the material, it is important to go through the process of review and evaluation.

DIRECTIONS: Thoroughly read the material to be evaluated and then complete the check sheet. Based upon the students and the class in which the material is to be used, answer the open-ended questions.

| CHECK SHEET | Yes | No | Somewhat | n/a |
|---|---|---|---|---|
| **CONTENT AND SCOPE** | | | | |
| 1. Is the information accurate? | | | | |
| 2. Is the information as current as possible? Is the date of publication shown? | | | | |
| 3. Is the material free of deception or exaggeration? | | | | |
| 4. Does the material contain all needed information? | | | | |
| 5. Are statements documented and research cited when appropriate? | | | | |
| 6. Are all relevant points of view fairly presented? For controversial topics, are there arguments in favor balanced by opposing arguments? | | | | |
| 7. Are generic products and names used rather than brand names in text and illustrations? | | | | |
| **CLASSROOM SUITABILITY** | | | | |
| 1. Does the resource provide new information related to your educational objectives? | | | | |
| 2. Would the use of the material cause the student to assume that the quality of the sponsor's products and services are greater than they may be? | | | | |
| 3. Is the information appropriate for the student's social background, economic status, academic level? | | | | |
| 4. Is there an absence of stereotyping related to sex, age, and race in both text and visuals? | | | | |
| 5. Will the material motivate students to further inquiry and creating thinking? | | | | |
| 6. Does the resource include teaching/learning activities? | | | | |
| **FORMAT, PACKAGING, AND COST** | | | | |
| 1. Is the material well organized and easy to read or use? | | | | |
| 2. If games and media kits are provided, is the packaging sturdy enough for school use? | | | | |

(Con't. on p. 211)

*Check Sheet adapted from material from Michigan Consumer Education Center, Eastern Michigan University and Society of Consumer Affairs Professionals.

# Learning Through Writing In Home Economics Classes

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We attended a seminar offered for faculty members at Virginia State University with three basic objectives: (1) to increase and improve writing skills of participants so that students will be exposed to more writing assignments; (2) to increase the professional writing of the seminar participants; (3) and to devise ways and means of disseminating seminar materials to fellow faculty members and students.

The writing plan developed was utilized in Diet Therapy, Meal Management, Principles and Analysis of Foods, Nutrition, and Consumer Economics. The assignments include: (1) creative writing centered around classroom discussions, (2) critiques of and reaction to articles, and (3) "create your own writing piece." Each of these assignments was evaluated through the use of Student Writing Groups.

The purpose of the 3 member Student Writing Groups (SWG) was to evaluate each writing assignment of group members based on predetermined criteria before the assignment is evaluated by the instructor. For critiques of articles, the assignment will be evaluated by the SWG, the students will rewrite the critiques and turn them into the instructor for final grading.

The creative writing assignments given for in-class, as well as out-of-class, writing will focus on classroom discussions. They will be evaluated by the SWG once before they are evaluated by the instructor.

Create Your Own Writing Piece will be assigned to students at the beginning of the semester, to be completed before final examination week. This may be a research paper, a creative cookbook, a training manual or a position paper centered around classroom principles or similar writing assignments. For students who choose to write a research paper, a general topic will be given and students will brainstorm and list as many specific topics as possible for the research paper. Each student will choose one of the specific topics listed. These assignments will be evaluated by the SWG at least three times before they are graded by the instructor.

## Evaluation of Writing

Two factors are kept in mind when evaluating writing, i.e., making judgments that are (1) reliable, and (2) valid.[1] Holistic evaluation which focuses on matching one piece of writing with another piece in a graded series, or scores it for the prominence of certain features important to that kind of writing, or assign it a letter or number grade, will be used. A scoring guide which describes each feature and identifies high, middle and low quality levels for each feature is utilized.[2]

An analytic scale contains a list of the prominent features or characteristics of writing for specific writing assignments. The scale features numbers which are synonymous with high-mid-low points. Two examples follow.

WRITING EVALUATION CRITERIA[3]

| | LOW | | MIDDLE | | HIGH |
|---|---|---|---|---|---|
| **General** | | | | | |
| Topic is narrow and concise | 2 | 4 | 6 | 8 | 10 |
| Major ideas are identified | 2 | 4 | 6 | 8 | 10 |
| Paper is organized in logical order | 2 | 4 | 6 | 8 | 10 |
| Paper is interesting to read | 2 | 4 | 6 | 8 | 10 |
| **Mechanics** | | | | | |
| Word usage is correct (subject, verb agreement) | 2 | 4 | 6 | 8 | 10 |
| Correct punctuation, well structured sentences | 2 | 4 | 6 | 8 | 10 |
| Correct spelling | 2 | 4 | 6 | 8 | 10 |
| Evidence displayed that the paper has been proofread and corrections made | 2 | 4 | 6 | 8 | 10 |
| Legible handwriting or typing | 2 | 4 | 6 | 8 | 10 |
| Paper is properly referenced | 2 | 4 | 6 | 8 | 10 |

TOTAL________

[1]Cooper, Charles and Lee Odell. Evaluating Writing. Illinois: The National Council of Teachers of English, 1977.

[2]Ibid.

[3]Ibid, p. 8.

DESCRIPTIONS OF HIGH, MIDDLE, AND LOW CATEGORIES[4]

High

1. Evidence that sufficient thought has been given to the topic.
2. Each main point has been discussed long enough to show clearly what is meant.
3. Points are related to topic.
4. No necessary points are overlooked and there are no filling sentences.
5. Description of events are well organized and occur in logical sequence.
6. Words are employed in a unique and interesting way.
7. There are no obvious errors of usage--subject, verb agreement is correct. Author shows that the writing has been edited.
8. Consistently uses appropriate punctuation and all words are spelled correctly.

Middle

1. Evidence that student has not given much thought to topic.
2. Evidence that student is guessing what the teacher wants and writes just enough to get by.
3. Points are not expressed clearly.
4. Description of events is not clearly written in logical sequence, some points seem to be out of sequence.
5. Common, ordinary words are used throughout the paper.
6. Few errors in usage.
7. Punctuation is correct in most of the paper and there are few misspelled words (2 per 100).

Low

1. Evidence that no thought has been given to topic.
2. Points are not clearly written.
3. Topic and information are not congruent.
4. Description of action is illogically written.
5. Word choices are limited. Words are incorrectly used.
6. A large number of usage errors (more than 3 per 100 words).
7. There are many punctuation errors and many words are misspelled.

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[4]Ibid, p. 8.

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# Home Economics Teachers: A Resource For International Understanding

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Gwen Frazier[1] indicated that the local home economics teacher does have global importance. She gave five ideas on how teachers can adjust their lives to become better global citizens (balanced development, wise use of resources, technology, reciprocity and reaching sustainable consumption levels). In Minnesota, the Global Education in Minnesota Project[2] identifies that "The nation's schools bear a major responsibility for preparing children and youth to live in this complex, interrelated world". Preparing young people for effective and responsible participation in today's world includes helping them to develop the competences needed to identify and assess the significances of the contacts and connections between life in these United States and hometowns and life in cities and villages around the world.

There are essentially "four Worlds" in our global economy.[3] These are:

FIRST WORLD: Industrialized democracies from 22 countries including W. Europe, Australia, New Zealand, Canada, the United States and Japan. It encompasses approximately 700 million people. The per capita annual GNP is $4000.

SECOND WORLD: The world of socialist states of 15 countries including China, Cuba, E. Europe, N. Korea, USSR and Vietnam. Approximately 1.2 billion people and per capita GNP of $1100.

THIRD WORLD: The 70 developing countries rich in resources, including most of Latin America, Egypt, Israel, Nigeria, Ghana, Senegal, Indonesia Philippines, and Turkey. Encompasses 950 million people, but a per capita GNP of $800.

FOURTH WORLD: The 36 developing countries poor in resources, including most of sub-Sahara Africa, Bangladesh, India, Pakistan and Haiti. There are approximately one billion people with a per capita GNP of $150.

Some Myths Regarding Third and Fourth World Countries

At times, when a person observes another culture, some misconceptions occur. Some of these misconceptions include:[4]

1. Third and Fourth World people are lazy.
2. Third and Fourth World people aren't responsible enough to control their population.
3. What we need to do to the Third and Fourth World Countries is to introduce technology and industrialization and then their problems would be over.
4. Defense budgets assist persons in poverty since there are more jobs available.
5. Multi-national corporations usually help Third and Fourth World countries.

Possible explanations for misconceptions might be that resources are limited and not everyone has equal access to them; a lack of knowledge deters people from using the available resources, adequate and reasonable birth control methods (such as the middle class American might use) are not workable in many of these countries; technology and industrialization often comes at the expense of agricultural production which might cause some unemployment; and the benefits from having multi-national corporations are not always entirely positive for all persons.

Although as Americans, most of us live fairly well as members of the middle class, many persons from the rest of the world do not. One way we can view the world might be as on a continuum--from poor to rich, from illiterate to literate, from agricultural and rural to industrial and urban, and from a striving for survival to consumption-oriented. On the one side of the continuum people are struggling for survival in a life that is threatened by disease and malnutrition and on the other end people are concerned for "quality" living. The population of the world fits on all parts of the continuum; however the development and

[1]Frazier, Gwen. "The Global Importance of the Home Economics Teacher", Illinois Teacher, May/ June, 1983, pp. 168-171.

[2]Minnesota in the World, Global Education Project: St. Paul, MN, January, 1979, p. V.

[3]Lappe, Frances M. and Collins, Joseph. Food First, Institute for Food and Development Policy, Boston, Houghton, Mifflin, Inc., 1977, p. 75-89.

[4]Lappé, Frances M. and Collins, Joseph. World Hunger-Ten Myths, Boston: Houghton, Mifflin Co., 1978.

progress of the poorer countries is largely controlled by the affluent nations.

Anderson[5] claims that global education in schools is a bit like watching a classical magic show. That is, things may not necessarily be what they appear to be. She continues by giving an example of a class studying Japan. The focus of the classroom is on paper fans, books on Japan, a bulletin board depicting friends in Japan, the teacher wearing a quilted jacket, etc. She goes on to say that this probably isn't global education:

1. if the exotic dimensions of the culture dominate or preclude understanding of the broad range of the life styles in modern Japan,

2. if a unidimensional presentation creates or reinforces destructive stereotypic thinking of youngsters, or

3. if the focus of the study has not emphasized the extent to which people interact with others around the globe, both past and present, politically, economically and socially.

Hanvey[6] says an attainable global perspective has five dimensions: perspective consciousness; "state of the planet" awareness; cross-cultural awareness, knowledge of global dynamics and awareness of human choices. In a home economics classroom, these dimensions could be exemplified in possible lessons.[7]

| <u>Dimensions</u> | <u>Lesson Examples</u> |
|---|---|
| 1. Perspective consciousness | Recognition that African and American time are different. |
| 2. "State of the Planet" Awareness | Realization that <u>our</u> consumption of resources is as problematic as <u>their</u> population growth. |
| 3. Cross-Cultural Awareness | Through participation in other cultures, ability to "feel with others". |
| 4. Knowledge of Global Dynamics | Understanding of the Tramifications of the infant formula controversy. |
| 5. Awareness of Human Choices | Awareness of various choices in solving refugee/migration/immigration issues. |

All persons have the same basic needs, and customs and beliefs dictate the means by which needs are fulfilled. This is a fundamental idea to understand. A global perspective must take into account that persons all over the world 1) have similar human needs; 2) are wrestling with the same or similar problems; 3) are all involved in human survival; 4) are proud of their nation and 5) are trying to create conditions of peace, freedom and justice for people everywhere[8].

How does a teacher pass on this global perspective? It certainly requires more than showing one's slides. It mandates an interest in and commitment to people and a reflection upon the reasons people do things in particular situations. Global education is inter-disciplinary and is everyone's business.

According to Frazier[9], world problems are aggregates of local problems. Global solutions can begin as local solutions. Many of the issues which may dominate public concern in the next few years (energy, health care, food) will be best solved by people doing more to help themselves at the local level. We can see more home production of foods in the United States in the last decade, partially because of the higher cost of food, but also because of the worry about additives and preservatives in commercially prepared food.

Global education is a grass roots activity; it is most successful where educators, parents and community leaders combine their human, material, and political resources at the local level[10].

People, not textbooks, probably are the carriers of a global education ideal. When more people understand the need and become involved in their own settings, global education has the potential to become an energizing force for curricular change.

What are the main constraints for global education? O'Conner[11] summarized some ideas:

1. lack of commitment on part of decision makers... for financial, administrative, and material, as well as moral support

2. a preoccupation with administrative structures and teaching methods...which tends to dampen innovation

3. overcrowded curricula, the inertial force of established practice...give rise to a tendency to concentrate on traditional subjects

4. an awareness that courses developed as part of global education...are politically sensitive

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[5]Anderson, Charlotte. "Global Education in the Classroom." <u>Theory into Practice</u>, Vol. 21, No. 3, Summer, 1982, p. 168-176.

[6]Hanvey, Robert. "An Attainable Global Perspective", <u>Theory Into Practice</u>, Vol. 21, No. 3, Summer, 1982, p. 162-167.

[7]Wilson, Angene H. "Cross-Cultural Experiential Learning for Teachers", <u>Theory Into Practice</u>, Vol. 21, No. 3, Summer, 1982, p. 184-192.

[8]Kenworthy, L. S. "The International Dimension of Education," Washington, DC: Association for Supervision and Curriculum Development, NEA, 1970.

[9]Frazier, <u>op. cit.</u>

[10]Tucker, J. L. "Developing a Global Dimension in Teacher Education: The Florida International University Experience", <u>Theory Into Practice</u>, Vol. 21, No. 3, Summer, 1982, p. 212-217.

[11]O'Connor, Edmund. "Global Education: A Report on Developments in Western Europe". <u>Theory Into Practice</u>, Vol. 21, No. 3, Summer, 1982, p. 184-192.

5. teaching objectives which are often too grandiose and thus fail...classroom realities

He indicates that the most fundamental constraint was the lack of knowledge and confidence which enable teachers to tackle new courses in this field. This is a serious constraint since in most school systems, it is the teachers who are the main change agents. A dedicated, inspired and knowledgeable teacher can make global education a reality, given the opportunity.

Anderson (cited in Becker[12], p. 230) identified a statement of goals emphasizing competencies needed by citizens in a global age and setting. These include:

1. Competence in perceiving one's involvement in a global society
2. Competence in making decisions
3. Competence in reaching judgments
4. Competency in exercising influence

These competencies need not be possessed or exercised by all citizens, but what is important for responsible citizenship in a global age is that they be widely distributed in the society. Competence in making personal and collective decisions which have transnational and transgenerational consequences is far different from a decision which affects only oneself or a limited few. The competence in reaching judgments which represent a choice among alternative beliefs involving critical global issues involves acquiring and analyzing not only information but also reflection in moral reasoning. Consequences of each judgment can be different for different nations at different times. The net result of these goals indicates a global perspective or "seeing the world as a whole."

These four competencies spill over into some real-life situations. Most people would probably agree that improving the quality of life for all people is a top priority item. Necessary factors for improving the quality of life in the world include water, food and education. Competence in making decisions and in reaching judgments is extremely important in considering these factors. Water is probably the single most important factor for improving the quality of life for millions of people in the developing nations. Only a very small percentage of the water supply is safe for human consumption. This is, however, unevenly distributed when one considers the huge desert areas of Africa and also the rough, dry mountainous areas of China (whose population alone is nearly one billion people) and compares it to most of the United States, where there has not been a real shortage of water yet. (This may be coming, if persons do not realize how to conserve the water supply.) Can any one country "hoard" their resources while others do without?

It may be that education is the only answer. If we, as teachers, can teach our students to be less consumption-oriented or learn to use less, we can make a difference. If we can educate our leaders to develop a Global Food Stockpile of excess food supply, rather than waste or sell it for profit, again, we might make a difference. Confronting students with these problems and challenging them to cope with them is a task of the schools today and tomorrow. These problems must be in the thoughts and attitudes of all people and it begins with a change of heart, a new perspective. The following two lessons are not meant to make students feel guilty about their affluence, but only to make them more sensitive to factual matters and realities of world problems and the effects of inflation. Hopefully, the lessons will contribute to international understanding.

## EXPERIENCING WORLD HUNGER[13]

| | |
|---|---|
| ANTICIPATORY SET: | On a table place a map of the world; lay a large loaf of French Bread on top of the map. When students come into the room, they will observe this and wonder what it means. Tell them that they will learn how a loaf of bread would be distributed among the peoples of the world. |
| OBJECTIVE: | To help students experience the world population distribution and to better understand the proportion of food consumed by the different geographical areas of the world. |
| DATA:[14] | Teacher Lecture or on posters (or chalkboard) |

| Europe/USSR | ASIA | AFRICA |
|---|---|---|
| 17% people<br>36% food | 59% people<br>25% food | 10% people<br>8% food |

| NORTH AMERICA | LATIN AMERICA |
|---|---|
| 6% people<br>22% food | 8% people<br>11% food |

| | |
|---|---|
| CLASS EXPERIENCES: | Divide class into approximate population percentages. Each group represents a different geographical area. Give each group its corresponding amount of bread (which you have divided earlier when giving data). As you distribute the bread say to each group, "Feed your |

[12] Becker, J. M. "Goals for Global Education." Theory Into Practice, Vol. 21, No. 3, Summer, 1982, p. 212-217.

[13] Norman, Jane. Round Table Discussion, "We are all part of a Global World", Minnesota Vocational Education Conference, Minneapolis, MN, August 11, 1983.

[14] Dregri, Maredith and Hill, Sally. "Adult, Children and Intergenerational Learning Series on Hunger", St. Luke's Church, Wayzata, MN, 1982.

people". It is now the responsibility of each group to further divide the bread and feed its members.

Give students five minutes to distribute and eat bread. You may want to walk around and ask them some thought-provoking questions.

SUMMARY/ CLOSURE: Have students express their feelings and attitudes. What did they learn? What do they conclude from this lesson? How does the food supply of the world affect different nations?

INDEPENDENT LEARNING: Ask students to find an article in a newspaper or a magazine that involves hunger. Place all articles on a bulletin board as a reminder that hunger exists all around us. A student could orally report on an article that stimulates particular interest among the class.

## "USE IT UP, WEAR IT OUT, MAKE IT DO, DO WITHOUT"[15]

ANTICIPATORY SET: Theme: Thoughtless spending and careless use of possessions rob our earth of its resources and make us less happy in the long run.

As students come into the classroom, have two displays of clothing. On one table have new and brand name clothing such as Calvin Klein, Izod, Bass. On the other have used, but perfectly good clothing, in some cases needing repair of a minor sort.

OBJECTIVE: To encourage students to buy durable, usable things. To respond with a critical attitude to pressures toward consumerism and conformity that come from media and peers.

DATA: Read aloud: "Many people throughout the country have come to believe that if the world is to be cared for and fed, the United States must begin a wide-wide-scale redevelopment. In order for this to have any effect, American citizens need to adopt new ways of life in which they consume closer to their fair share of the earth's resources. How can we as individuals become less consumption oriented and more conserving?

The developing nations of the world, excluding the OPEC nations contain 70% of the world's population and enjoy only 11% of the resources (GNP) and consume less than 1/10 of the world's resources. An American and a person in Africa are not born equal in economic terms since it costs our planet EARTH about 30% more resources to feed the American as the African. (Minnesota in the World, 1979).

CLASS EXPERIENCE: With students, list on the board all the ways you can cut down on the consumption of goods. In this particular case, you might want to talk just about clothing. Go over the clothing that you have in front of the room and ask: Do we need the brand names? Do we always need to have NEW clothes? How can we use, change, or make do with our older clothing?

Ask students to write down on a piece of paper the items of clothing they could do without. How could they repair or change clothes? Help students to think this through. What must we have?

Discuss students' answers. How can we affect the world by living a little more simply and going without? Could we make a difference if just 1% of the population of the United States would become less consumption-oriented?

INDEPENDENT LEARNING: Tonight at home have students make a list of "Ten Things I'd Like to Own". Using the following symbols, think and answer the following: \$ = I can afford it and will buy the item now; H = I already have one but it is out of style and needs repair; N = I really need it; S = someone I know has one and I want one; I = people would think I am important if I had one; A = my parents would disapprove if I had one.

Students bring to class and discuss. Do we really need the ten items that we listed? How might going without these items affect others? How could we use our resources (time, money, energy) in ways to help others?

(For Your Nutrition Class)

No man can be wise on an empty stomach.
George Eliot

[15] Norman, *op. cit.*

# Questions Appropriate for Computer Assisted Instruction

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Before you begin designing your CAI "mini" lessions you must be knowledgeable about designing questions. Which questions are best for learning by computer? How important are questions in Computer Assisted Instruction (CAI)?

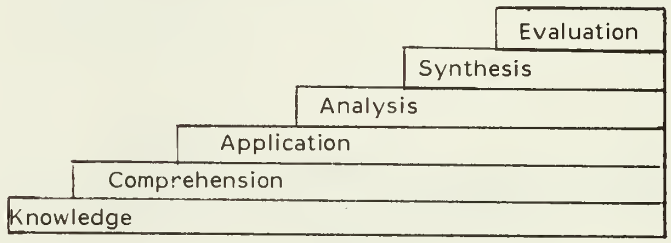
Because instruction by computer is comparable to lecturing as an instructional method, it may be helpful to begin picturing yourself in front of a chalkboard making a talk to a special interest group. As you visualize yourself talking, you will think of questions you normally ask. For example, your style may be to ask questions to keep audience attention, to motivate the participants to learn what you are teaching, or to implement changes in the quality of their lives. Whatever your usual questions are, I am sure you will agree that good teaching would be almost impossible without questions.

## Importance of Questions

A recent review of the literature about questions appropriate for CAI reported that deep cognitive processing did not take place while watching a CAI program executed on the screen. Rather, asking questions which caused the learner to manipulate content material in ways which s/he had not been directly taught was a more reliable method of causing actual learning to take place. Questions which caused the learner to process at higher and higher cognitive levels were the hallmark of quality CAI materials. Striving to obtain high levels of cognition in the learner responses seemed more important than being concerned about individual diffeences of the learners.[1]

A preponderance of the literature on questioning suggested that most learning is conceptual, and the differing levels of conceptual learning can best be achieved by using Bloom's cognitive taxonomy. The single most important factor in producing courseware of a high educational quality is the nature of the questions which are presented to the learner. Preferably, a CAI lesson will cause learners to respond to questions across the full range of Bloom's taxonomy but certainly as high as the application level.[2]

Remember the taxonomy from your methods classes?




Bloom's Taxonomy[3]

## Types of Questions Best for CAI

Types of questions technically appropriate for CAI are multiple choice, fill in the blank, true/false and matching, all of which can be used for responses to questions of all levels of Bloom's hierarchy. Question and responses of the synthesis level are hard to build into CAI but even that is not impossible.

Admittedly, some questions that you would ordinarily use in a lecture cannot be used with computer learning. For example: What do you think? Any questions? Do you see the difference? Although these questions could conceivably be asked by the computer and the learner could type in a response, the computer could not judge the responses to give adequate feedback. Someday, advancements in the field of artificial intelligence may enable the computer to respond to broad general questions of the above nature but until such time educators are limited to questions with more specific answers.

## Examples

Let's give consideration now to questions in all cognitive levels in Home Economics subject matter. The computer screens below were in a lesson about the Milk/Cheese Food Group.

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* The author is indebted to Dr. Mildred Cody, Ext. Food and Nutrition Specialist, Clemson University, Clemson, SC, for her assistance.

[1] Hall, Keith A.; Ronald, C. C.; and Merrill, J. A. Taxonomy of Instructional Strategies for Computer Based Education. Ohio State University: Columbus, 1981 (ERIC Document Reproduction Service No. ED 031 408).

[2] Hall, op. cit.

[3] Bloom, Benjamin, ed., Taxonomy of Educational Objectives: Cognitive Domain. NY, David McKay Co., Inc. 1956.

Screens A & B

Here are questions from each level of the taxonomy about these 2 screens. Let's think about how they proceed from requiring little thinking to requiring much deep thought.

EVERYONE NEEDS MILK/CHEESE GROUP FOODS

* THE NUMBER OF SERVINGS VARIES ACCORDING TO AGE GROUP.

| | |
|---|---|
| CHILDREN UNDER 9 | 2-3 SERVINGS |
| CHILDREN 9-12 | 3 SERVINGS |
| TEENS | 4 SERVINGS |
| PREGNANT/NURSING TEENS | 5-6 SERVINGS |
| ADULTS | 2 SERVINGS |
| PREGNANT/NURSING WOMEN | 3-4 SERVINGS |

Screen A

A SERVING FROM THE MILK/CHEESE GROUP IS...

* 1 CUP MILK (WHOLE, SKIM, OR LOWFAT) OR BUTTERMILK
* 1 1/3 OUNCES CHEESE = 1/3 CUP GRATED CHEESE = 2 SLICES OF PROCESS CHEESE
* 1 CUP YOGURT
* 1½ CUPS ICE CREAM OR ICE MILK
* 1/3 CUP POWDERED MILK
* 2 CUPS COTTAGE CHEESE
* ½ CUP EVAPORATED MILK

Screen B

Knowledge. Repetition of information in the form it was presented. This is known as factual recall. Example:

Enter the letter "X" by the food/foods which is/are not examples of the milk/cheese group.

A. Yogurt
B. Cottage cheese
C. Butter
D. Ice cream
E. Sour cream

Comprehension. Recognition of some idea presented in a different way, not word for word; interpreting, describing, restating. Recognition or production of some paraphrase of material presented in instruction. Example:

Enter T for true, F for false

____ People of different ages need differing amounts from the milk/cheese group.

Application. Use of presented information in some new situation. Application could include recognition of new examples of a concept or using a principle in a problem solving situation. Example:

How many cups of whole milk would a pregnant/nursing teen need per day? Enter the letter of your choice.

____ A. 1-2 ____ C. 4-5
____ B. 3-4 ____ D. 5-6

Analysis. Decomposing a given situation into its component parts and analyzing their relaitonships. Analysis typically requires the use of some previously taught scheme to decompose a whole. Example:

Enter an "X" by each food which contains a milk/cheese group food.

A. Cheese sandwich
B. Macaroni pie
C. Cheese cake
D. Chocolate pudding
E. Lemon cream pie
F. Pizza
G. Clam chowder
H. Broiled fish
I. Fried apple pies

Synthesis. Requires production of some produce given appropriate elements. Example:

Plan the amount and type of milk/cheese group foods you would buy to provide adequate servings to give a young married couple an adequate amount for a week.

(Note: Questions of the synthesis level are sometimes hard for the computer to judge and are often left for the instructor to judge. The computer would be able to judge the example above if programmed properly.)

Evaluation. Requires judgments about the value of information, concepts, or ideas relative to some goal or purpose. Example:

Evaluate 3 weekly shopping lists for the described families as to adequate amounts of milk and cheese. Enter "+" when family has enough. Enter "-" when family does not have adequate amount.

In designing your "mini" lesson for this CAI package remember to include some questions which produce learning of the higher levels of Bloom's cognitive hierarchy.

One final but important point about questions: if the prompts give too much help, a high level of cognitive thinking is never reached.[4] Consider the following question:

[4]Hall, op. cit.

3. application/analysis
4. comprehension
5. comprehension/analysis/application
6. analysis
7. evaluation
8. synthesis
9. knowledge/comprehension
10. synthesis
11. application

Child Development Lesson
Animistic Behavior

Below are screens from a Child Development Lesson.

Here are questions from some levels of the taxonomy about these 6 screens (see screens on page 196). Think again about the differences in the amount/depth of cognitive thinking required.

Knowledge

Enter the matching age by the description of the stage.

Description

| | | |
|---|---|---|
| ____ 1. | Dogs and trees are regarded as animate but the sun and wind are not. | A. age 4-6 |
| | | B. age 6-7 |
| ____ 2. | The sun and a bicycle are regarded as conscious but a stone and table are not. | C. age 8-10 |
| ____ 3. | The sun and wind are regarded as conscious but a bicycle and car are not. | D. age 11+ |
| ____ 4. | The sun, a bicycle, a stone, a table are all regarded as conscious or animate. | |

Comprehension

The most complete and accurate difinition of "animism" as described above is:

A. Ascribing realism-theories to objects
B. A belief that all moving things have a consciousness, are real, and are alive
C. Degrees of believing that all living and non-living things have an awareness and are alive
D. The belief in the existence of soul distinct from matter

Application

A four year old child to teddy bear: I'm sleepy. Time for our nap. Child sleeps. Child to teddy bear: Golly! How is it you always wake up before I do?

Enter the letter of the best explanation of the above episode.

You need to feed 24 people and you know that 1 lb. of lean hamberger is needed to make 4 servings. How much meat will you buy if you want each to have 2 servings.

_2_ patties x 24 people = ____ no. of servings

____ no. of servings ÷ 4 = ____ no. of lbs. to buy.

In the above example the learner had only to multiply and divide and was not required to give any thought at all to the concept being taught. The question would have produced more thinking had the prompts been omitted.

Take the short quiz below and see if you can identify steps in Bloom's Cognitive Hierarchy with questions appropriate for CAI. A second set of examples of questions follow the answer key.

Quiz

Directions: Write knowledge, comprehension, application, analysis, synthesis, or evaluation by each question according to which word best describes the level of cognition that the response will require.

____ 1. Arrange the steps for processing green beans in order by entering "1" by the first step, "2" by the second, etc.

____ 2. Enter "X" by the best of the 3 menus based upon cost, appearance, and nutritional value.

____ 3. Enter the amount of fabric needed for this skirt.

____ 4. Place an "X" by the best definition of "nap".

____ 5. Identify the foods listed below which are representative of the vegetable group by entering a "V" beside each vegetable.

____ 6. The cake cracked open because of:
A. too much flour
B. too much liquid
C. not enough flour
D. not enough liquid

____ 7. Which of the 4 recipes for quickbread is the best overall?

____ 8. Plan a budget for a family of four with the following givens: Income - $25,000, etc.

____ 9. A principle of milk cookery is__________.

____ 10. Given pieces A, B, C, and D as shown, design a pattern layout for this skirt. Enter "A", "B", "C", and "D" respectively in the appropriate place you would place each pattern piece.

____ 11. Cut this recipe in half.

KEY:

1. knowledge
2. evaluation

| |
|---|
| A CHILD SPEAKS TO A TEDDY BEAR AND<br>THEN IS PUZZLED WHEN THE<br>BEAR DOES NOT RESPOND. |

Screen 1

| |
|---|
| WHAT IS HAPPENING HERE? |

Screen 2

| |
|---|
| THIS LESSON WILL HELP YOU<br>UNDERSTAND HOW THE<br>YOUNG CHILD PERCEIVES. |

Screen 3

| |
|---|
| PERCEPTION HAS BEEN DEFINED AS WHAT THE<br>MIND "SEES" IN CERTAIN THINGS WHICH ARE<br>VISIBLE TO THE EYE, WHICH CAN BE HEARD,<br>OR OTHERWISE KNOWN THROUGH THE SENSES. |

Screen 4

| |
|---|
| MOMMY, WHO IS PULLING THE CLOUDS ALONG?<br>MOMMY, ARE THE CLOUDS CRYING? |

Screen 5

| |
|---|
| ANIMISM, ASCRIBING CONSCIOUSNESS OR LIFE<br>QUALITIES TO ALL LIVING AND NONLIVING<br>OBJECTS, IS ONE OF THE OUTSTANDING<br>CHARACTERISTICS OF THE YOUNG CHILD'S<br>PERCEPTION |

Screen 6

| |
|---|
| FOUR STAGES IN THE ANIMISTIC PERCEPTION<br>OF CHILDREN HAVE BEEN RECOGNIZED, BY SOME<br>RESEARCHERS. THE FOLLOWING STATEMENTS ARE<br>EXAMPLES OF THE CHILD'S ANIMISTIC<br>PERCEPTION AT EACH STAGE. |

Screen 7

| |
|---|
| STAGE I (AGE 4-6)<br>THE SUN, A BICYCLE, A STONE, A TABLE<br>ARE ALL REGARDED AS CONSCIOUS OR ANIMATE |

Screen 8

| |
|---|
| STAGE II (AGE 6-7)<br>THE SUN AND A BICYCLE ARE REGARDED<br>AS CONSCIOUS BUT A STONE AND TABLE ARE NOT |

Screen 9

| |
|---|
| STAGE III (AGE 8-10)<br>THE SUN AND WIND ARE REGARDED AS CONSCIOUS<br>BUT A BICYCLE AND CAR ARE NOT. |

Screen 10

| |
|---|
| STAGE IV (AGE 11 AND UP)<br>DOGS AND TREES ARE REGARDED AS ANIMATE<br>BUT THE SUN AND WIND ARE NOT. |

Screen 11

____ A. At age 4 children perceive all objects including inanimate objects as animate.

____ B. At age 4 children perceive that all objects have awareness.

____ C. At age 4 children regard only things which move of their own accord as having life-like characteristics.

____ D. At age 4 only plants and animals are thought to have awareness.

<u>Analysis</u>

Enter the matching age by the appropriate generalization.

<u>Generalizations</u>

| | | |
|---|---|---|
| ____ 1. | Every object is regarded as conscious. | A. age 4-6 |
| ____ 2. | Only plants and animals are regarded as conscious. | B. age 6-7 |
| ____ 3. | Bodies that can move of their own accord are regarded as conscious but objects that receive their movement from without are not. | C. age 8-10<br>D. beginning at age 11 |

<u>Synthesis</u>

Write episodes similar to the one in the application questions for each of the other 3 stages. (This one will need to be judged by the instructor off the computer.)

<u>Evaluation</u>

How does the theory of animistic behavior fit the children in the 5 given episodes? (See screens on page 196.) Enter letter of your choice.

____ A. Does not fit.

____ B. Fits some children occasionally.

____ C. Usually fits.

____ D. In all the five episodes chidren's animistic perceptions developed in the described manner.

Additional References


1. Bloom, B. S.; Madraus, F. G.; and Hastings, T. <u>Evaluation to Improve Learning</u>. McGraw-Hill: New York, 1981.

2. Brown, M. and Plihal, J. <u>Evaluation Materials</u>. Burgess Publishing Company: Minneapolis, 1966.

3. Schuster, C. S. and Ashburn, S. S. <u>The Process of Human Development</u>. Little, Brown and Company: Boston, 1980.


*********************************************

AN IDEA TO TRY...
FOR CLOTHING TEACHERS

Objectives: (1) to cause students to think and make decisions

(2) to provide experience in comparing real fabrics

Content: Fabrics vary in several characteristics, e.g., absorbency, abrasion resistance, wrinkle resistance, strength, dimension stability, fiber content, manner of construction (weave, knit, felt)

Fabric characteristics affect their suitability for a specified use.

Technique: Attach large numbered samples of 5 different fabrics inside each of several file folders and include a dittoed form for student responses to questions.

1. Which one of these fabrics would be most satisfactory for ____________? (Fill in the blank with an item such as diapers, raincoat, draperies, swimwear, work pants, party dress, underwear, or whatever will call for content you wish to teach.)
2. What characteristics of the fabric caused you to choose the one you did? (If desired, a list of characteristics could be provided to give clues. Don't make it too easy!)
3. Rank the 5 fabrics on the basis of _______ with 1 meaning the greatest amount. (Fill in the blank with a characteristic such as strength, absorbency, etc. See Content above. You'll want to be sure the differences are great enough that there is a definite correct order.)
4. What characteristics of the fabrics caused you to rank them as you did?

Evaluation: The above is a teaching technique and the evaluation could be the usual kind of test, or the technique could be used for evaluation after some other teaching techniques had been used. Alternatively, a large number of file folders could be prepared and some used for the teaching, others for evaluating.

The Editor

# Adolescent Puppeteering

Linda Fehlis
Home Economics Teacher
Fort Worth, Texas

Peer educators can be very successful in educating youth. For several years, Fort Worth FHAers have actively participated in cooperation with the March of Dimes Birth Defects Foundation, in the Families and Futures, a project previously called Healthy Babies: Chance or Choice. Selected student leaders organized and presented a day-long workshop for fellow peer educators. The presenters provided information and instruction about areas of potential birth defects in order to stimulate ideas for project presentations at each home school. Groups pinpointed school needs and developed their own educational programs.

In 1982-83 Eastern Hills High School was one of three leader teams who planned the workshop and developed materials for effective teaching. Through teacher and student interchange, we determined that puppeteering would be an interesting medium to use. We presented the original skit below to the entire group, and during small group sessions presented techniques for puppeteering. Our students performed the skit with three working the puppets and three reading the lines. Puppets, belonging to a March of Dimes volunteer, were shipped from Waco, Texas, for us to use, but any appropriate puppets could be substituted.

The students had a great time. Using puppets, as a mask of sorts, students did not feel threatened or inhibited. The personalities of the puppets really came alive. Six students were used rather than three due to the lack of time for line memorization and to involve as many students as possible. Paired students learned to work cooperatively for a common goal.

During summer vacation they performed again in a production prepared for Adult Outreach for the local cable television station. They really enjoyed performing this community service. The students also plan to use this skit as an introduction to their home school Families and Futures program. They have targeted their instructon to interest home economics and health classes, and will focus their attention specifically on the nutritional aspects of prenatal care. Other instructional aids to be used to achieve the program objectives will be posters in the school cafeteria, pamphlets distributed from the March of Dimes, the presentations of filmstrips and/or slides of related topics.

Dana McConnell
Home Economics Teacher
Fort Worth, Texas

It has been very exciting and gratifying to see our students radiating with enthusiasm. Puppeteering can be a real motivator. We hope our success will stimulate others to try it.

Healthy Babies: A Choice, Not a Chance

To be used with puppets: Freda (or Freddy) the New Born
Jennifer
Franklin

Scene: Window in a hospital infant nursery. Fredda in crib at window with Jennifer and Franklin looking in.

JENNIFER: "OH LOOK, FRANKLIN, ISN'T IT CUTE?"

FRANKLIN: "COME ON, JENNIFER, ANYONE WHO THINKS NEWBORNS ARE CUTE WOULD PROBABLY FIND E.T. CUTE. (TURNS AND TOUCHES JEN) OUCH!"

JENNIFER: "CUT IT OUT, FRANKLIN. HOPEFULLY ITS PARENTS THINK IT'S CUTE."

FREDDA: (SITS UP IN CRIB) "PSST!"
(JEN AND FRANK JUST STARE FORWARD)
"PSST" (JEN AND FRANK TURN AND FACE EACH OTHER, MOUTHS WIDE OPEN)
"PSST!" (JEN AND FRANK TURN TO RUN AWAY)
"WAIT! COME BACK! (JEN AND FRANK LOOK AT EACH OTHER, THEN TURN TO FACE WINDOW)
"IT'S ME, FREDDA! I CAN TALK! NOT ALL BABIES TALK, BUT I'VE GOT SOMETHING REALLY IMPORTANT TO TELL YOU!"

JENNIFER: "IT'S ALL YOUR FAULT, FRANK. YOU SHOULDN'T HAVE SAID THE KID WASN'T CUTE."

FRANKLIN: "OKAY, OKAY, YOU'RE A DOLL -CUTE AS A BUTTON."

FREDDA: "PLEASE, LISTEN TO ME! I REALLY AM LUCKY TO BE HERE. IT HAS BEEN A TOUGH NINE MONTHS."

JENNIFER: "I'M NOT BELIEVING THIS, BUT WE'LL LISTEN ANYWAY!"

FRANKLIN: "START RAPPING, KID!"

FREDDA: "HOW OLD ARE YOU, GIRL?"

JENNIFER: "I'M 17, WHAT'S THAT GOT TO DO WITH THIS?"

FREDDA: "BELIEVE IT OR NOT, YOU'RE OLDER THAN MY OWN MOM. SHE'S JUST 15." (JEN AND FRANK LOOK AT EACH OTHER AND SHAKE THEIR HEADS)

FRANKLIN: "THAT'S NO BIG DEAL! WE'VE KNOWN PEOPLE WHO HAVE HAD BABIES AT THAT AGE."

FREDDA: "BUT IT'S NOT FAIR TO ME. IT'S TWICE AS HARD TO GROW BIG AND STRONG WHEN YOUR MOM'S STILL TRYING TO GROW."

JENNIFER: "WOW! I NEVER THOUGHT OF IT THAT WAY!"

FREDDA: "AND THAT'S NOT ALL. MOM TRIED TO HIDE ME FOR SEVERAL MONTHS. SHE WENT ON A DIET, NEVER EATING THE GOOD NUTRITIOUS FOODS WE NEEDED TO DEVELOP PROPERLY AND ALSO, SHE WOULDN'T SEE A DOCTOR 'TILL I SHOWED."

FRANKLIN: "I'D NOTICED YOU WERE A SHRIMP! HOW MUCH DID YOU WEIGH?"

FREDDA: "JUST TIPPED THE SCALES AT FIVE POUNDS. THAT'S WHY IT HAS TAKEN ME SO LONG TO GET THIS STORY TOLD. I HAD TO STAY IN THE INTENSIVE CARE NURSERY 'TILL I GOT MY BODY TEMPERATURE REGULATED. I DIDN'T HAVE ANY FAT TO KEEP ME WARM?"

JENNIFER: "I CAN SEE HOW THAT COULD BE A PROBLEM. WE GIRLS ARE ALWAYS WORRIED ABOUT OUR WEIGHT!"

FREDDA: "I WISH THAT HAD BEEN HER ONLY MISTAKE. SHE JUST KEPT ON GOING TO THOSE PARTIES WHERE SHE SMOKED A LOT, DRANK TOO MUCH ALCOHOL, AND EVEN TOOK MEDICATIONS NOT PRESCRIBED BY OUR DOCTOR."

FRANKLIN: "SOUNDS OKAY TO ME! WHAT DID YOU EXPECT? YOU WANTED HER TO STAY HOME ALL THE TIME?"

FREDDA: "NO! BUT ALL THOSE THINGS COULD HAVE CAUSED SERIOUS COMPLICATIONS LIKE MY LOW BIRTH WEIGHT OR I COULD HAVE BEEN BORN A JUNKIE."

FRANKLIN: "THAT DOES SOUND MORE THREATENING THAN I IMAGINED!"

FREDDA: "WHEN I WAS ONLY FOUR MONTHS ALONG, SHE BABYSAT A KID WITH RUBELLA - THE THREE DAY MEASLES. WHEW! THAT COULD HAVE MADE ME DEAF OR HAVE A DEFECTIVE HEART."

JENNIFER: "I CAN PROTECT MY BABY SOMEDAY BECAUSE I GOT IMMUNIZED FOR RUBELLA WHEN I WAS YOUNGER."

FREDDA: "YEAH, BUT OTHER VIRAL DISEASES CAN DAMAGE BABIES TOO, LIKE UNTREATED VENERAL DISEASE."

FRANKLIN: "HEY KID! IT JUST DAWNED ON ME, YOUR PARENTS' GENETIC MAKE-UP COULD AFFECT YOUR HEALTH TOO, COULDN'T IT? I HAVE A FRIEND WHO INHERITED SICKLE CELL ANEMIA!"

FREDDA: "AWRIGHT! NOW YOU'RE CATCHIN' ON! BOTH PARENTS NEED TO BE AWARE OF THEIR FAMILY BACKGROUNDS AND ANY GENETICALLY-TRANSMITTED DISEASES WITHIN THEM.

JENNIFER: "GOSH, GIVE YOUR MOM A BREAK. YOU'RE HERE! SHE MUST HAVE DONE SOMETHING RIGHT."

FREDDA: "ONE THING MY MOM DID THAT PROTECTED ME WAS TELL THE DENTIST SHE WAS PREGNANT BEFORE HE X-RAYED HER TEETH. X-RAY, YA KNOW COULD HAVE CAUSED SEVERAL DEFORMITIES!"

# The Private Worlds Of Clothing Teachers

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The study of clothing has always been an integral part of home economics. Many home economists were advised to select the profession because of their interest or talent in this area. However, the practice of the profession has changed and developed over time and/or as a result of the context in which programs exist. Recent social changes and changes in the ways the profession views itself suggest that there may be options for teaching clothing that are largely undeveloped. The responsibility for making these program shifts rests with the individual home economics teacher. With this factor in mind, consider the three scenes below.

Scene I: Suddenly you have been transported to some culture completely new to you. Imagine the impact on your clothing program! Before you could begin to teach, there would be research to do: What are the local customs regarding clothing and what are the underlying meanings of status or role associated with them? What are the local products and crafts and how do they compare in cost and quality with imports? What has been the evolution of present dress? These questions would be just the beginning. You would have to locate or create culturally relevant learning materials to support your program, as well as determine appropriate experiences to provide the learnings which were most important.

Scene II: The year is 1909. The American Home Economics Association has just been formally organized even though practices related to the profession have been going on for sometime. You are a domestic science teacher in New York City. Many of your students are immigrants from families who left most of their resources in distant homelands. They are eager to learn the new American ways and to produce something to wear that reflects their adopted country. Therefore, your school clothing program is largely devoted to sewing skills and clothing production. At night classes you teach a millinery course to young women who work all day in a factory. There are few paper patterns available to you so one of your most important talents is drafting patterns.

Scene III: 1984, Brave New World year and home economics is 75 years young. What does today's clothing teacher do? How is her/his practice related to the practice across time and distance? How do new technologies, including the microcomputer, affect the experiences available in clothing programs? Surely people's lives and family roles are different from those of even 10 years ago. There is an abundance of resources such as equipment, materials, curricula, and books to support

(Continued from previous page.)

JENNIFER: "MOMS DO HAVE A CHOICE IN HELPING TO DEVELOP HEALTHY BABIES."

FRANKLIN: "YEAH AND DADS MIGHT SHOW MORE INTEREST IF THEY KNEW THEY HAD SOME INFLUENCE."

FREDDA: "I THINK YOU'VE GOT IT! NOW GO OUT AND TELL EVERYONE YOU KNOW ABOUT WHAT ALL THEY CAN DO TO PROTECT THE UNBORN AND TELL EVERYONE THAT I TOLD YOU SO."

(JEN AND FRANK LOOK AT EACH OTHER AND SAY:)

JENNIFER: "I'LL DO MY BEST!"

FRANKLIN: "ME TOO, BUT I'LL NEVER ADMIT LEARNED IT FROM THIS KID."

FREDDA: "CONGRATULATIONS! YOU'VE JUST GIVEN BIRTH TO A BRILLIANT PLAN! SPREAD THE WORD! HAVING A HEALTHY BABY CAN BE A CHOICE, NOT JUST A CHANCE!"

clothing programs. Yet, a study by Tollen[1] provided evidence of declining enrollment in clothing classes, a decline beyond that attributable to the present demographic trend. People do not sew as much as they used to since there are often greater pressures on their time and more variety in "ready-mades" available. Those who sew do so for reasons less related to economy and more related to creativity. However, people do continue to wear clothes.

Individual, Family and Society

Young people are interested in clothing. They spend untold hours choosing it and discussing it -their own and that of others. For them, clothing represents appearance and self-concept. They are concerned with questions of peer acceptance, physical development, self-esteem and identity. Not only does clothing interest adolescents, but it is not uncommon for clothing to become an issue, if not a crisis, between them and other family members. The nature of the issue may be financial or it may be one of family norms when adolescents select a wardrobe that parents regard as unsuitable.

Within families, clothing may be a means of examining how decisions are made. Where and how will clothing be acquired--made at home, bought at a retail outlet, handed down or purchased at a second-hand store? Each of these choices may represent family values. Who will be responsible for acquiring clothing and how much input will each family member have? Once clothing is obtained it must be cared for. Whose standards will determine level of care? Who will be given such responsibility? Once the clothing is considered no longer wearable, it must be disposed of in some manner. What alternatives are used for this purpose? The answers to these representative questions influence individual family members as they grow, change, develop and as younger members gain independence.

In addition to its functions within families, clothing is important in the mutual relationship between families and the larger society and the environment. Family choices concerning clothing selection, use and care can have ecological impact. If those choices involve scarce resources and/or energy-intensive production or maintenance, how do these practices influence the environment? Family clothing behavior has an impact upon the local market place, the national textile and apparel industries, even the international trade situation. In fact, consumer legislation such as fiber content labeling and international trade policy involving import quotas provide evidence of the significance of family clothing practices in the market place.

Clothing As A Medium

Obviously clothing can be an important medium for teaching about a wide variety of issues in home economics. For example, clothing can help illustrate the abstract concepts of development, management and values, as indicated in the preceding discussion. Since home economics has declared as its mission the focus upon the relationships among individuals, families and society, clothing can be used as a highly visible symbol to illustrate certain aspects of these relationships. It provides clues to understanding individual personality and interpersonal relationships as well as family and social behavior.

Having considered the three scenes above and the spectrum of possible issues to explore through the study of clothing, the home economics teacher may well ask: How does all this fit together?

The unifying aspect of the three scenes and the spectrum of possible issues is that, regardless of time or location, families are responsible for providing appropriate clothing for their members. This task must be accomplished with attention to each individual, the family itself and the larger society. While the general task or perennial practical problem remains the same, the means of addressing or resolving it will vary as the context changes.

Brown and Paolucci in Home Economic: A Definition[2] describe perennial practical problems as questions of what is to be done or what actions are to be taken. The "perennial" aspect of these problems indicates they reoccur from generation to generation. Yet no system of rules can be formulated to resolve these questions universally, that is, in all circumstances. While each of the three scenes addresses the same perennial practical problem (teaching directed toward providng appropriate clothing for family members), the definition of "appropriate," the informaton required, the processes involved and the resouraces available for resolution are different.

Furthermore, this perennial practical problem is not isolated from related concerns as illustrated in Figure I (See page 202). Two general levels of practical problems with related subproblems are shown in this figure. The level I problems, which deal with quality of life, development of self-formation and strengthening familes, are referred to as unifying problems because they pertain to all areas of home economics including clothing. Not only must the level II problem, what to do about providing appropriate clothing for the family, be considered in relation to the unifying problems, but several related subproblems also need to be examined. These subproblems are often treated

[1]Tollen, P.A. "An Investigation into the Declining Enrollment in Secondary Clothing and Textiles Classes." Unpublished master's paper, University of Hawaii, Honolulu, Hawaii, August 1982.

[2]Brown, M.M. and Paolucci, B. Home Economics: A Definition. Washington, D.C.: American Home Economics Association, 1979.

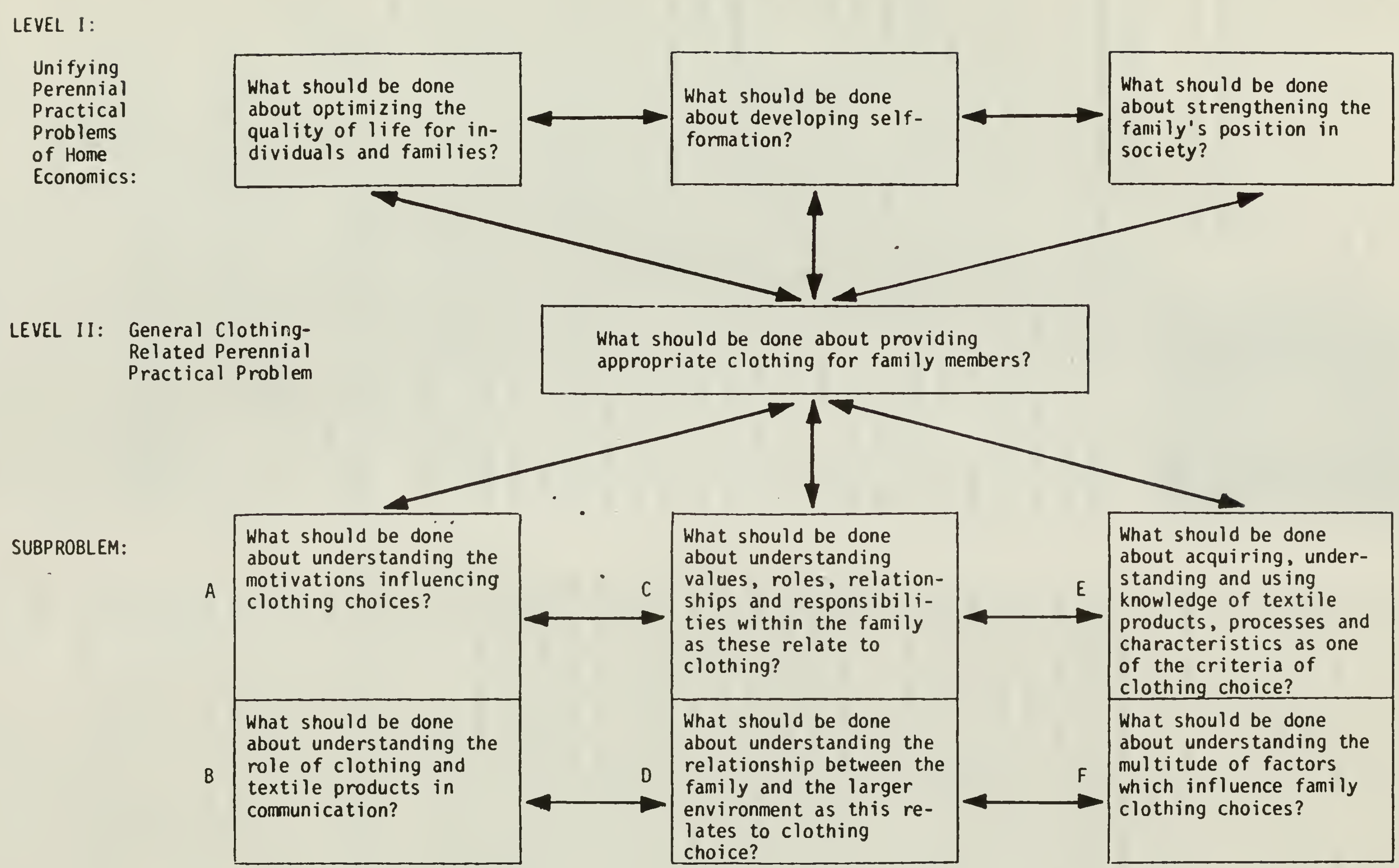


Figure 1. Relationships Among Selected Practical Problems in Clothing and Textiles

as discrete units and broader relationships are ignored. Yet the general practical problem of providing appropriate clothing for the family is not a simple one that can be answered by considering just information and skills or predetermined rules, systems or standards. Students need the opportunity with guidance to integrate knowledge from these subproblems to address the more general concerns represented by levels I and II.

Acceptance of a perennial practical problem approach in clothing programs will require new behaviors on the part of both teachers and students. The following chart compares how selected aspects of clothing programs might be handled in traditional and contemporary approaches.

COMPARISON OF CLOTHING PROGRAMS

| Traditional Approach | Contemporary Approach |
|---|---|
| °imparts information and skills | °addresses perennial practical problems |
| °project oriented | °process oriented |
| °teaching psycho-motor skills emphasized | °takes a balanced approach to teaching skills with emphasis placed upon developing abilities to reason and think through problems |
| °clothing, its production, acquisition or possession, regarded as central focus | °clothing is used as a means to understand self and others, one's role in family and relationship of family and society |
| °imparts rules and systems for acquiring and caring for clothing | °examines alternative courses of action, including their consequences, for acquiring and caring for clothing |
| °seeks to develop predetermined standards of clothing behavior | °explores alternative meanings of standards of clothing behavior including implications of a particular choice to self, family and society |
| °programs are unrelated to the mission of home economics | °programs are directed toward overall purposes of home economics |

The chart above does not address all the potential approaches to clothing as a medium for teaching. However, considering the chart and Figure I, teachers may ask, "What part does clothing construction play in such a scheme?"

<u>Construction As A Means</u>

When clothing is used as a medium for teaching home economics concepts and when providing clothing is considered a perennial practical problem, many program possibilities become evident. Some home economics teachers already incorporate aspects of these approaches in their programs; others continue to develop more traditional approaches which rely heavily upon making clothing.

The issue of the place of sewing in home economics programs is neither new nor easily solved. However, a practical problem approach to the study of clothing does not assume construction as the <u>basis</u> of clothing programs with all other learnings planned around it. Rather, construction would be viewed as <u>one of a series of means</u> for providing clothing for family members. A general clothing unit in which constructing clothing or other projects is the primary goal probably ignores the consideration of alternative means of acquiring clothing or other important issues that may be addressed through the study of clothing.

<u>The Teacher Alone</u>

In many respects teaching is a solitary profession. Program decisions rest with individual teachers in cooperation with their students. These teachers know the reality of their students' lives, interests and needs, as well as their probable futures.

There are also realities associated with the role of the clothing teacher. Many forces are brought to bear on program choices. These include, among others, expectations of parents, students, administrators, and community; the power of traditional approaches to clothing; the press of industries which rely on a population of those who sew; commercially produced texts and learning materials which have yet to reflect adequately the recent shifts in the profession.

We accept that a sudden and complete shift to a perennial practical problem approach to clothing is probably neither possible nor desirable. However, programs will be adapted over time by those home economics teachers who recognize the potential of this approach for addressing the purposes of the profession and for reflecting adaptations to changing needs. Members of the profession will need to help each other in this process. One aspect of this helping may be sharing of experiences and ideas so that the private worlds become a community of support. We invite you to share your thoughts and/or experiences concerning these issues.

# Teaching Textile Performance: A Step Beyond Reading The Label

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Potential textile purchases reach consumers adorned with an array of labels and hang tags. The information they contain is valuable to consumers because it identifies such important product features as fiber content by generic name and percentage, manufacturer, care recommendations, and other descriptions of the product such as size, yarn type, finish, guarantee, and trade mark or brand name.

Although valuable sources of information on the potential performance of a product, label and hang tags don't tell the whole story. More information may be needed on such factors as abrasion resistance, color transfer, drapability, the presences of sizing, electrical properties, durability, water repellency, and wrinkle recovery. And yet, most educational facilities lack the equipment and time to teach textile performance testing.

Therefore, the objective of this teaching program is to instruct students in textile testing methods which require a minimum of time and equipment. Often, as consumers, students will be faced with the need to make on-the-spot decisions about fabrics without the aid of sophisticated textile testing equipment and techniques. Also, often the sample or garment being examined belongs to a store and cannot be damaged. Therefore, quick-to-use techniques which require minimal equipment and do not damage the sample are useful.

The "Whys" of Textile Testing

> It has been said that the subject of textile testing can be covered by answering the "W" questions: Why do we test? What do we test? When do we test? Who does the test"[1]

Since the objective of this teaching program is to teach easy-to-use methods of textile evaluation, an explanation of the program lies in the answers of these "W" questions.

. Why do we test? The purpose of testing in this case is to ascertain fabric quality to make decisions regarding the purchase of apparel and home furnishing merchandise.

. What do we test? Items to be tested might include piece goods and manufactured articles.

. When do we test? First, tests could be conducted in the classroom to master techniques. Later, decisions must be made at the moment a purchase is anticipated.

. Who does the test? In most cases the testing needs to be done by consumers with minimal textile testing experience.

10 Non-Destructive On-The-Spot Textile Performance Tests

1. Abrasion Resistance

Purpose: To observe the abrasion of a textile sample; to determine whether a fabric deteriorates with rubbing.

Equipment: Garment seam allowance or fabric swatch, finger nail file, fine sand paper, or other rough surface.

Procedure: Rub sample against rough surface.

Observations: Observe whether fibers or yarns break to cause a hole or rough surface at the point of abrasion.

Conclusions and Applications: If the fabric retained its original appearance it may be appropriate for high abrasion uses such as sofa cushions, shirt cuffs, etc.

2. Color Transfer by Crocking

Purposes: To observe whether color is lost or transferred to another fabric when rubbed; to evaluate color stability and permanance.

Equipment: Fabric samples, two small samples of white fabric (e.g., muslin or percale), water, pencil with eraser or finger.

Procedure: Wrap the white fabric over the end of the pencil. Rub the test fabric with the covered eraser. Wet one of the white samples. Repeat wrapping and rubbing. Compare results.

Observations: Observe whether color is transferred to the white sample.

Conclusions and Applications: If color transfer was observed the fabric should not be used where either wet or dry rubbing is likely to occur such as upholstered furniture, shirt collars, or trousers.

3. Drapability

Purposes: To observe the drape of a fabric sample; to observe whether a fabric will conform to an underlying surface; to observe the stiffness of a fabric.

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[1] J. E. Booth, Principles of Textile Testing. (London: National Trade Press Ltd., 1961), p. 1.

Equipment: Fabric sample, table or flat surface with perpendicular drop.

Procedure: Place the fabric sample right side up on a flat surface. Move the sample to the edge of the surface and allow a samll portion to hang over the edge.

Observations: Observe the angle created by the table and the overhanging fabric. Observe whether the sample falls easily over the table edge or protrudes stiffly.

Conclusions and Applications: If the fabric drapes softly over the edge of the table it may be most appropriately used for gathered items such as skirts, dresses, or drapery sheers. Stiffer fabrics could be utilized as pleated draperies or stiff petticoats.

4. Presence of Sizing

Purposes: To observe the presence of excess sizing or starch; to ascertain whether a fabric will retain its apparent density after washing.

Equipment: Fabric sample, light source

Procedure: Hold the fabric to the light. Observe its density and body. Rub the sample with itself. Observe whether any dressing sifts out as powder. Hold the fabric to the light. Observe its density and body.

Observations: Observe whether sizing or starch was present in the fabric as evidenced by a less dense fabric after rubbing.

Conclusions and Applications: If a dense fabric was desired for a finished textile product, then heavy sizing should be avoided because the sizing is not retained after laundering.

5. Static Electricity Buildup

Purposes: To observe the presence of static electricity; to observe whether a fabric is a conductor or insulator for electrical charges; to observe whether a fabric allows charges to build up on its surface and therefore exhibit the property of "static cling."

Equipment: Garment or fabric swatch, tiny pieces of tissue paper, glass rod or drinking glass.

Procedure: Rub garment or fabric swatch with the glass. Place tissue paper on a non-conducting surface. Move fabric slowly toward papers.

Observations: Observe whether the tissue pieces are strongly attracted or repelled by the sample. Attraction or repulsion indicates the presence of static electricity.

Conclusions and Applications: Fabrics which exhibit high affinity for static build up should be avoided especially in dry climates, unless clinging is desired in the garments, as the surface charge may be attracted to the body and give an undesirable appearance. Fabrics with high static properties should also be avoided for textiles applications such as in hospital operating rooms and multi-layered draperies.

6. Threads Per Inch

Purposes: To observe fabric density; to see how closely yarns are aligned in forming the fabric.

Equipment: Woven fabric sample, magnifying glass, needle, ruler

Procedure: Select a one-inch square area on the fabric. Using the magnifying glass and needle, count the number of yarns in the lengthwise and crosswise directions. Select a second area and repeat. Average the counts for the lengthwise direction and then for the crosswise direction.

Observations: By comparing the number of yarns per inch running lengthwise and crosswise the stronger direction can be determined. The stronger direction is generally lengthwise.

Conclusions: The number of threads per inch can give a relative indication of the strength of a fabric. Densely woven fabric is likely to be stronger than a loosely woven fabric of the same yarn. Tightly woven products would be desirable for such items as tents and denim pants while loose weaves are appropriate for drapery sheers where air and sun passage are desired.

7. Water Repellency

Purposes: To observe the ability of a fabric to repel water; to observe whether a fabric is absorbent.

Equipment: Fabric sample, water, smooth surface which can be held at a 45 degree angle.

Procedure: Lay the fabric on a surface which is at a 45 degree angle to the floor. Sprinkle water onto the fabric.

Observations: Note whether the water is absorbed, penetrates the surface, or rolls from the surface in beads.

Conclusions: Fabrics which absorb water are ideal for such items as under garments, athletic or diaper wear while water repellency is desired for tarps, rainwear, and perhaps tablecloths.

8. Wrinkle Recovery

Purposes: To observe fabric wrinkling; to observe how quickly a fabric returns to its original shape after crushing.

Equipment: Fabric sample

Procedure: Crush the fabric sample in the hand. Repeat three times.

Observations: Observe after releasing whether the fabric springs back to its original shape. Note any creases which remain.

Conclusions: For fabric applications which need to maintain a "just pressed" look, wrinkle recovery is highly desirable. Notable examples include skirts, trousers, and suits.

9. Yarn Slippage/Weave Durability

Purposes: To observe any slippage of yarns after exerting pressure; to observe weave distortion.

Equipment: Woven fabric sample

Procedure: Insert thumbs into fabric; apply pressure in opposite directions.

Observations: Note whether the exertion of pressure causes the yarns to separate from one another.

Conclusions: Slippage of yarns would be undesirable for garment applications where stress would cause weakness or pulled seams.

10. Yarn Strength

Purposes: To observe the amount of pull required to break yarns; to learn how strong a fabric is.

Equipment: Woven fabric sample

Procedure: Insert thumbs into fabric. Apply pressure in opposite directions.

Observations: Note the amount of force required to break the yarn.

Conclusions: Strong yarns are required for applications where the fabric will be subjected to stress, such as in trousers or automobile upholstery.

Nature of the Tests

It is important to note that these tests are subjective rather than objective or highly scientific in design. They should be used, therefore, only to indicate relative fabric performance. Comparisons of results among fabrics tested may be extremely useful. However, caution should be exercised in making any generalizations about particular types of fabrics.

Preparation for the Teaching Experience

Preparation for the textile testing period can be accomplished in three steps.

1. Review the 10 tests to become familiar with the techniques.
2. Gather the needed equipment
   a. Fabric swatches (1 white) and/or garments
   b. Nail file or fine sandpaper
   c. Tissue paper
   d. Glass object
   e. Magnifying glass
   f. Ruler
   g. Needle
   h. Water
3. Consider which of the characteristics studied in each of the ten tests would be desirable for specific types of end uses. For example an upholstery fabric for use in a family room would need to exhibit abrasion and crocking resistance, while fabric for a softly gathered skirt should exhibit drapability and wrinkle resistance.

Book Review

Dressing with Pride: Clothing Changes for Special Needs by Evelyn S. Kennedy, published by PRIDE, a charitable foundation, 1159 Poquonnock Road, Groton, CT 06340, about $12.00 plus postage.

This 116 page, spiral bound, 8½ x 11, soft cover book contains an introduction with suggestions to the disabled and elderly in regard to simplifying dressing, selecting clothing, feeling pride in one's appearance and 15 chapters of detailed sewing instructions for modifying purchased garments for special needs.

"All proceeds from the sale of this book will go to the P.R.I.D.E. Foundation, Inc., to help Promote Real Independence for the Disabled and Elderly." The Foundation (non profit, tax exempt) also offers consulting services, discussion leaders "for community outreach and assistance to health agencies, social service groups and volunteer organizations." They have available for public use a travel trunk show of about 150 sample garments and a library exhibit with a Curriculum Guide for an Advanced Level of In-service Training for homemaker-home health aides.

The Editor

# Clothing And Housing Research: A Basic For Energy Education

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How many students in your school have changed their energy use behavior in recent years? Has the attitude of panic and concern toward energy resources leveled out to that of complacency? Does awareness of the world energy shortage imply automatic behavior change by students and their families?

Teachers of home economics have developed and used energy conservation teaching materials for at least a decade. Government agencies and industry have provided numerous educational materials and programs. Energy conservation has been promoted through tax credits both at the federal and state levels for energy efficient housing. In addition, federal regulations were placed on industry. How effective have all of these efforts been?

With central heating available, the use of clothing for body insulation and energy control practices in the home were not a necessity until the energy crisis. As a result, energy conservation had not been emphasized recently in the curriculum for secondary or post secondary education. Merkley, et. al.,[1] comment on the shift in lifestyles over the last ten years from a managerial to a coping context for families in low and middle income levels. In a review of research related to thermo dynamics of clothing, Vanderpoorten[2] notes that researchers found an apparent lack of consumer understanding on the use of clothing for adjusting to environmental temperature changes.

The 1973-74 Arabian oil embargo threw this nation into trauma. Both the energy shortage and ways to cope with it were new situations to most Americans. In 1977, 49% of the public had not accepted the existence of an energy crisis according to a public opinion poll.[3] We theorized that if by now people have accepted the energy crisis as a fact and have benefited from the various educational programs, a study of energy consumption in homes and the use of clothing as body insulation would reflect these acceptances as well as changes in behavior. Two studies recently conducted in the Western Region give evidence of the need to increase energy education.

## WESTERN STUDIES

### Housing Survey

During the spring of 1981, a mail survey as part of Western Regional Project W-159, "Consequences of Energy Conservation Policies for Western Regional Households," was conducted.[4] The sample consisted of a stratified (rural/urban) random household sample of the adult population in Arizona, California, Colorado, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming. In an effort to standardize the data collection procedures, the Total Design Method[5] was used. The percentage of usable questionnaires returned was 64 percent. Respondents, totaling 7,522, answered questions on the following topics, among others:

. Whether they felt that energy is a serious problem to states
. How future energy needs could be met
. Whether they could reduce their energy consumption during the entire next year by 25 percent
. What energy saving efforts had been made or were planned for their homes.

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[1]Merkley, Susan L., McKenzie, Bruce A., Bauer, Jean W., Jones, Bob F. and Jones, Don D., "Energy Impacts on Lifestyle--CES Program Implications in the 1980's," CES Paper No. 95, Cooperative Extension Service, Purdue University, West Lafayette, Indiana, February 1983, p. 2.

[2]Vanderpoorten, Ann, "Use of Textiles for Thermal Comfort," paper presented at Coopearative Extension Service State Staff Conference, Texas A&M, College Station, Texas, 1982, pp. N1-N12.

[3]Spitze, Hazel Taylor, "Teaching Resource Conservation in Home Economics," in Illinois Teacher of Home Economics, XXI, No. 3, January/February 1978, p. 106.

[4]Makela, Carol J., Chatelain, LaRae B., Dillman, Don A., Dillman, Joye J. and Tripple, Patricia A., Energy Directions for the United States: A Western Perspective, (WRDC Publication No. 13), Corvallis: Oregon State University, August 1982.

[5]Dillman, Don A., Mail and Telephone Surveys--The Total Design Method. (New York: John Wiley & Sons, Inc., 1978), pp. 160-99.

Findings

- Seventy-four to 80 percent felt the energy crisis was a serious problem.
- Sixty-one or more percent of the respondents in each state felt that both a cutback on energy use and increased energy production were needed to meet future U.S. energy needs.
- Approximately 60 percent thought they could cut energy usage by one-fourth with about 20 percent stating they could not, while another 20 percent answered, "I don't know." The "I don't know" group tended to be educated, full-time, white-collar workers, living in single, detached homes.
- Of the seven energy-saving changes in the treatment and use of the structure listed, the most frequent effort made (76 percent) was adjustment of window coverings to take advantage of sun and temperature differences. About 62 percent closed off some rooms. Thermostats were lowered to 65°F or less for winter by 53 percent of the respondents, and raised to 78°F or higher for summer by 47 percent.
- Only 11 percent of the respondents had requested home energy audits and 15 percent planned to have audits made in the future. An energy audit is an effective tool that establishes a step by step overall conservation plan, to identify needed actions, which becomes the basis for the cost of changes and estimate of resultant savings. The value of a home energy audit and ways to implement the findings appear to be a needed aspect of energy education.

Clothing Survey

Utilizing a questionnaire, an exploratory survey was sent to a selected sample of female urban and rural Nevadans during the fall of 1981. Two hundren and ninety-two females responded.

Information sought in the study included:

. Whether consumers believe the energy situation in the United States is serious
. Consumer textile knowledge in relation to wool
. Fiber preference for specific garments for indoor wear during cold weather
. Consumer interest in warmth value labels for garments

Findings

- Seventy-six percent of the respondents agreed the energy crisis was serious and 49 percent agreed their families could use less electricity without changes in life style.
- The respondents appeared to be more knowledgeable about characteristics and care methods than about insulation aspects of clothing and textiles. Sixty-eight percent was the average overall score on questions relating to insulation, while for wool characteristics and care methods, 80 percent was the average score. Seventy percent of the sample felt that clothing made from wool is warmer than clothing made from other fibers, but wool was not the most highly preferred fiber content for clothing selected for indoor wear during cold weather. Factors other than the need for warmth seemed to have higher priorities in clothing selection. For instance, cost and care appeared to be deterrents in the use of wool garments.

  Extreme interest was expressed by respondents for having garments labeled for warmth value, indicating a critical insecurity in the ability to judge warmth of garments. Seventy-one percent of the 17 to 19 year old respondents indicated desire for warmth labels on garments. This interest increased with age in a linear fashion to 94 percent for the 61 to 78 years olds.

The findings from these two studies identify teachable areas of energy education for the high school curriculum, the need for application of energy conservation in housing and textiles units.

Implications for the Classroom

Most people have accepted that there is an energy crisis, that keeping the body comfortably warm is a concern and probably will continue to be so. The research clearly indicates people are reducing their energy consumption; but equally important, the "teachable moment" indications are that consumption could be reduced considerably more. To a large extent an individual can make the decisions that will dictate his/her comfort and the cost of that comfort. It is with this premise that energy conservation especially in relation to clothing and housing becomes a home economics classroom topic.

Why has it been difficult to put into full play the potential savings from an energy conservation program? Obviously, changes in the physical structure of housing do take money. It becomes a matter of feeling secure with the cost effectiveness of the contemplated changes and jockeying them to the top position on the list of actions to be implemented. When addressing energy conservation, equally as important as structural changes are behavioral changes and changes in the way the housing is utilized. Why haven't these been implemented to reap their maximum savings?

For the desired learning to take place we must attend to the teaching-learning format as well as the topic to be studied. We have been aware for a long time that information is not known until accepted and used. Having students involved in seeking out the needed information helps them to take ownership of the knowledge. Getting students into the driver's seat, so to speak, by having them formulate and ask the questions provides relevance and importance for the students, while at the same time sharpens their ears for pertinent thought and knowledge. Case studies can provide this learning medium.

Case Study Provides Action for Learning

Working in teams of 3 to 5 to develop an energy conservation plan of action for a given household has proven to be an effective way to involve students in energy education, to get them to ask the questions, gather facts, and formulate plans of action. Energy conservation utilizing the case study method will provide:

. a way to develop awareness of and methods for energy conservation,

. a way to integrate learnings from previous units such as human development, housing, family finance, and textiles, and

. a way to learn about self in relation to team work.

With this technique, the class member becomes an activist, a seeker of facts and attitudes, a questioner, a synthesizer of knowledge, and a decision maker. The student makes the decisions, becomes the questioner, weighs the alternatives, hammers out the plan of action (presents, defends, argues, gives and takes) with teammates. The household is real as is the housing structure. The plan of action is real; the learnings are integrated into their knowledge base to be retained, not to be forgotten tomorrow.

One of the fringe benefits of this suggested teaching/learning format is that parents also become involved and active seekers of information. So the energy conservation unit affects the behavior of adults in addition to the students enrolled in the class.

There are various ways the classroom exercise could be designed. A pattern to start from is as follows:

Household Energy Conservation: A Plan of Action for a Household

I. The Setup
   A. Divide into teams of 3-5. Assign tasks using talents and resources of the team.
   B. Select a leader.
   C. Draw a household situation. The situation will state:
      1. The time period in the family life cycle.
      2. Household composition: age, sex, occupation, highest level of education.
      3. Housing structure demographics: type, own/rent, square footage, number of rooms, date constructed.

      (Any information not specified, the team is to determine.)

II. The Paper
   A. Discuss contents of the paper.
      1. For an overview of energy availability and use as it affects homes of families, graph the national use of energy over the last five years and predict energy usage for the year 2000.
         a. Cost of household energy (utilities and fuel)
         b. Availability of sources of energy
         c. Consumer use pattern
      2. List changes in the behavior of the occupants; what, why, pay-off of energy consumed.
      3. List changes in the treatment and use of the structure; what, why, cost, return.
      4. Identify physical changes to the structure; what, why, cost, return.
      5. Make a time sequence appropriate for given household: Year 1, Year 2, etc.
      6. State possible actions discarded; what, why.
   B. Divide resources into two sections: people and publications. Family members, friends, agency personnel, and store salespeople, as well as magazines, books, and other publications become valuable resources. (When the student is asking the questions, it is amazing how his/her interest is piqued. Family and friends are valuable resources seldom channeled into the learning situation.)

III. Oral Report
   A. Two days after the written report is submitted, oral reports are given utilizing the same teams and their situation. Allow a specified length of time for presentation plus time for questions from classmates.

# Clothing As An Art Form

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One of the more common definitions of "aesthetics" is that it deals with the study of the beautiful. Art, on the other hand, frequently refers to beautiful objects or the process of creating such objects. So far, so good. Surely most students would agree that they have seen a beautiful garment or have even enjoyed wearing such an item of clothing. Why, then, the reluctance on the part of some to consider clothing as a legitimate "art form" capable of aesthetic expression?

## Clothing As Art in Everyday Life

Part of the problem arises because of our perspective on what art is and where it is located. Many people think of "art" as objects in a museum or as symphonies given in a concert hall. Terms like "art museum" and "art gallery" conjure up mental images of places to go where art objects are put aside to be observed and hopefully enjoyed. In many ways, we are conditioned to consider "art" apart from everyday life. It is something to be enjoyed, but enjoyed at specific times in specific places. Hence, art is commonly viewed as separate from everyday life rather than interwoven into the fabric of it.

Another reason given for not considering clothing as a legitimate art form is that it is too practical or utilitarian an object. In other words, we put certain practical demands on clothing like keeping warm or protecting us from the rain, thereby seemingly disqualifying it from being appreciated as art. Some objects, however, are capable of meeting both aesthetic and utilitarian demands. Consider, if you will, architecture which fulfills both aesthetic and utilitarian requirements. Most people, those aesthetically oriented or otherwise, would not hesitate to call architecture "art." In fact, most art history books contain detailed discussions of architecture as an art form. What, then, is the difference between architecture as an art form and clothing as an art form? Certainly, architecture is more expensive and usually lasts much longer than clothing. But art is not defined by either its expensiveness nor its longevity. In a sense, is not clothing really a form of architecture for the individual, and architecture a form of collective clothing?

## The Formal Properties of Art and Clothing

One of the more usual ways of defining art is in terms of its formal properties. The formal properties of art are commonly referred to as line, color, shape, texture, balance rhythm, proportion, and emphasis. It is easy to describe clothing in this manner. A garment can be referred to in terms of its design lines or its lack of a focal point (emphasis). Likewise, the use of different textures within the garment can make it appear balanced or unbalanced. In this respect we critique a dress or blouse in much the same way as we might critique a painting or piece of sculpture.

According to Clive Bell,[1] the value of art is found in its formal properties. We most value a work of art because of its lines, colors, shapes, etc., and not because of what it represents. The goal is to see art objects as ends (pure forms) and not as means. This can apply to clothing as well.

A discussion of the formal properties of art and clothing would be incomplete without mention of organic unity, also known as the "master principle." Melvin Rader[2] describes organic unity as the inclusive principle to which all other principles of form contribute. It is the balancing of adequacy (lacking in nothing) with economy (no unnecessary details). We often judge clothing by this standard when we ask, "Does it need something else?" or "Is this excessive?" The first question addresses the issue of adequacy, while the second refers to economy. All parts in the work of art lend value to the whole and derive value from the whole. This thought was summed up by Alberti[3] at the outset of the Renaissance when he stated that ". . . beauty is the harmony of all the parts . . . fitted together with such proportion and connection that nothing could be added, diminished, or altered, but for the worse." So clothing as a form of art in everyday life can reflect the principle of organic unity.

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[1]Bell, Clive. "Significant Form," in Melvin Rader (Ed.), A Modern Book of Esthetics New York: Holt, Rinehart and Winston, 1979, pp. 287-297.

2Rader, Melvin, and Bertram Jessup, Art and Human Values (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976), pp. 38-40.

[3]Alberti, Leon, quoted in Osborne, Harold, "Organic Unity," in Melvin Rader (Ed.), A Modern Book of Esthetics (New York: Holt, Rinehart and Winston, 1979), pp. 306-312.

The Expressive Properties of Art and Clothing

Art can be further defined according to its expressive qualities. This is perhaps one of the more difficult definitions for us to interpret. It is a concept frequently referred to in art and therefore is crucial to an explanation of clothing as an art form. According to Eugene Vernon[4] art is the manifestation of emotion, and the merit of a work of art is measured by the power with which it expresses emotion. Thus, art, in this instance, is defined more subjectively than objectively (formal properties).

It takes only a moment for us to be able to list the feelings, emotions, and values that clothing is capable of portraying. Black mourning garments reflect the sadness associated with death. The lawyer's well-tailored suit reflects his business-like attitude. Countless examples could be mentioned from our everyday experiences.

Susanne Langer,[5] a well known aesthetic theorist, defines expressiveness as the core concept exemplified in all of the arts. She states that "a work of art is an expressive form created for our perception through sense or imagination, and what it expresses is human feeling." How often we select certain colors, textures, and styles of clothing to express ourselves. Most of us have had the experience of trying on a garment in a store and saying in front of the mirror, "This just isn't me!" What do we really mean when we say this? Are we not admitting that this external object (clothing) is a poor expression of our personality, feelings, and values? Thus, on a daily basis we utilize clothing as a means of expression.

In summary, we see that clothing can be considered as an art form. It represents and is utilized as an expressive object. It has formal properties. It provides numerous opportunities for aesthetic pleasure as it meets practical needs such as warmth and protection. Yes, clothing is a part of students' everyday lives--a part of the art in their everyday lives--and should be appreciated as such!

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[4]Eugene Veron. "Art as the Expression of Emotion," in Melvin Rader op. cit., pp. 50-57.

[5]Susanne K. Langer. "Expressiveness & Symbolism," in Melvin Rader, op. cit., pp. 240-254.

(Con't. from p. 186)

| | Yes | No | Somewhat | n/a |
|---|---|---|---|---|
| 3. If sections of the kit are lost or worn, can they be replaced? | | | | |
| 4. Is the cost reasonable when compared to similar materials? | | | | |
| 5. Is the author or sponsor's name easily located but still inconspicuous? | | | | |
| 6. Were qualified consultants from outside the sponsoring company involved in writing or reviewing the materials? | | | | |

QUESTIONS

1. Are the limitations of the material so severe that it cannot be used effectively in the classroom? (Circle your response) YES NO
   If your answer is yes, stop here, and discard the material. If no, please continue.
2. The content of the material is acceptable but could be improved by ____________________
3. The suitability of the material could be improved by ____________________
4. The format, packaging, and/or cost of the material could be improved by ____________________
5. Material that could be used to supplement this material ____________________

# Are Teachers Dressing For Success?

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To dress up . . . or to dress down . . . that is the question. Or perhaps that isn't the question. After all, does it really matter what you wear in the classroom? In recent years, business and industry professionals have been bombarded with information on how their clothing affects everyone from their employer to their clientele. But what about teachers? Does clothing play a significant role in their success where it counts the most--with their students?

Although little definitive research has been done in this area, the answer to these questions appears to be an emphatic "yes". Our own experiences, as well as research, indicate that clothing serves as a cue to those with whom we come in contact. We may be drawn toward or pushed away, made more respectful or less so, experience pleasure or show anxiety based strictly on the dress of another--even when that other is a stranger.[1]

Whether we comply with the wishes of others also can be attributed, at least in part, to that individual's dress. Whether our presence is acknowledged at all, our questions answered, our cause aided, or our authority respected, may well be dependent upon how the other individual perceives us.[2] And obviously, much of that perception is directly related to what we are wearing.

## College Teachers' Dress

Rollman[3], found that style of dress significantly affected students' perception of teacher characteristics at the college level. Rollman devised a set of six photographs, three of male and three of female teachers. Photographs showed the teachers from the neck down, in attire categorized as informal, moderate, and formal. One hundred undergraduates were asked to examine the photographs and rate them concerning ten characteristics attributable to teachers, such as fairness, enthusiasm, knowledge, and friendliness.

Rollman discovered that teachers were rated highest in qualities of fairness, friendliness, flexibility, and sympathy when dressed informally. Yet when dressed formally, these teachers were perceived to be the most organized, well-prepared, and knowledgeable. As a result of his study, Rollman concluded that dress did significantly affect the students' perceptions of both male and female teachers. For each single characteristic, a change in clothing alone produced a significant difference in how the teacher was perceived. Although no specific form of dress proved to create the most favorable overall impression, evidence suggested that teachers could decide on the image they wished to project and then use clothing to create that image.

## Secondary Teachers' Dress

Does the same prove true for secondary teachers? Reeder and King[4] have attempted to answer this question. Specifically, their recent study was designed to investigate students' perceptions of female teacher characteristics based on the teacher's dress.

A twenty-statement questionnaire was developed that required subjects to make a judgment regarding the teacher's ability, personality, or character traits. Transparencies were made of four female figures with identical facial features and hair styles, dressed in the following outfits: dainty, feminine dress (Teacher A); simple skirt, blouse, and vest (Teacher B); skirted, tailored suit (Teacher C); and masculine-appearing pantsuit (Teacher D). One hundred and ninety-seven male and female high school students responded to the questionnaire according to their perception of each of the female outfits.

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[1]Fortenberry, James H., Joyce MacLean, Priscilla Morris, and Michael O'Connell. "Mode of Dress as a Perceptual Cue to Deference." The Journal of Social Psychology, 1978, 104, 139-140.

[2]Bickman, Leonard. "Social Roles and Uniforms: Clothes Make The Person." Psychology Today, 1974, 7, 49-51.

[3]Rollman, Steven A. Some Effects of Teachers' Styles of Dress, ERIC Document ED 184 191, 1980, Microfiche Edition.

[4]Reeder, Ernestine N. and Anita C. King. "Students' Perceptions of Teacher Characteristics Based on Dress." ACPTC (Association of College Professors of Textiles and Clothing) Newsletter, 1982, 5, 4.

Students perceived Teacher A as ranking highest in favorable characteristics. She was seen as the one who was most approachable, more likely to offer assistance in an emergency, who would allow students to make up missed work, and one for whom they would most likely purchase a gift. Teacher C was perceived as being most capable of maintaining classroom order, most desired for a homeroom teacher, and one with whom a student could discuss a personal problem. The tailored clothing seemed to suggest leadership and trust.

Teacher B (skirt, blouse, vest) and D (masculine-appearing pantsuit) received the lowest ratings with D being chosen by the majority of students as possessing the least desirable traits. These two were seen as the least intelligent and the most old-fashioned.

## Implications

So, how should one dress for the classroom? The answers are as varied as the many facets of each individual's personality. It is doubtful that any one costume will ever emerge as the best selection for secondary teachers. Yet it does appear that by selecting certain styles of clothing, teachers may be able to project the image they wish to convey.

Despite hours spent in lesson planning and the development of new techniques to implementing learning, could it be that your teaching is being inhibited by the unspoken language of your clothing? What do students see when they look at you? Does your clothing contribute to the message you wish to convey, or does it detract from it?

# WHAT CAN WE TEACH WHILE THEY SEW?

Hazel Taylor Spitze

Students can learn much more than construction skills during those classes which they label as sewing, and if they do, the image of home economics will not suffer so much. Some students in our sewing classes really want to learn to make garments "from scratch," but others are there because their mothers want them to learn to sew, or the counselor put them there because "their academic level is not high enough for the Spanish class," or some other reason that makes no sense to them or us. Some can't afford the cost of materials and patterns, and some already sew quite well and just want a "fun class that's easy."

Clothing classes can include a host of other things even if they're sewing. Some are ready for the challenge of combining patterns to design their own clothes or of starting a little business of sewing or altering for others.

They can use class time--whether whole periods or small amounts of time while they are waiting for the teacher's help in lab--to learn about how to be an artist at laundering and stain removal, how to store clothing properly, how to read labels, how to make repairs and alterations. They can gain new knowledge in the area of fabrics and finishes, new careers in the clothing field, energy conservation by choice of clothing, the selection of colors and designs to enhance their appearance, making new clothes from recycled garments from a thrift shop or the family, the relative cost of ready to wear and their hand-made apparel.

They can experience increased self esteem as they improve their appearance, develop new skills or gain new knowledge. They can improve family relationships by assuming responsibilities at home that relate to clothing selection, construction, and care. They can sharpen their decision-making skills and increase their imagination and creativity as they explore, try out new ideas, and become more independent in the clothing area. They can learn about different market sources and compare them for cost, quality, and fashion. They might substitute their own little symbol for the alligators that cost so much!

Some of these experiences take time and planning, perhaps setting up "stations" in the lab where students go, singly or in small groups, to experiment or listen to a tape. Some require reading reference or self-teaching kits. Some may require only a brief conversation to stimulate an interest and encouragement as they follow up on it. Some can be done while they sew, others before they get their materials or when they get through sooner than the others, or while they wait for the teacher's help during lab.

(Continued in left column)

(Continued from right column)

The experiences are broadening because the students learn new relationships between concepts, such as

- clothing selection and decision making
- clothing costs and market sources
- clothing construction and the value of their time and skills
- clothing choices and appearance or self confidence
- clothing choices and comfort or energy use
- clothing care and durability of garments
- clothing care required and fabric finishes or fibers used
- clothing decisions and family relationships
- clothing construction and creativity
- clothing needs and comparison shopping

The list could go on. Sometimes an assistant, e.g., a parent, may be needed, and sometimes peer teaching can be encouraged. Often independent projects or study can serve a purpose.

Results can be exciting and as we teach these principles along with the skills, we become more "academic" in the eyes of some decision makers. And right now, academic is a code word!

More importantly, we feel good about ourselves, our students grow in many ways, and our profession is strengthened.

# Teaching Textiles In The Eighties: Implications For Home Economic Teachers

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Textile Education for the Eighties will focus on energy conservation, compliance with governmental regulations, technological advancements, foreign competition, new developments in fibers, yarns, finishes and uses, and recent legislative developments. The purpose of this paper is to address some of the issues and concerns facing the textile industry in the eighties and to provide recommendations for curriculum changes in teaching textiles to students of tomorrow.

The costs of environmental requirements, energy conservation and hazardous waste recovery have been staggering for the textile industry. In the past several years, a major portion of the technical effort and capitol expenditures of the textile industry has had to go into the above areas rather than into areas which would result in new products, greater productivity, and lower costs.

Energy conservation activities have focused in the areas of home furnishing products, laundering practices, finishing processes as well as in production processes. In the area of home-furnishing products, several new developments have resulted, such as insulated shades, curtains and draperies to conserve maximum energy levels as well as to reduce unwanted heat gain/heat loss, but still reflect ample light. Carpets have been produced with improved insulation properties, specifically those which have incorporated the new generation fibers, such as Anso IV developed by Allied Chemical Company, Antron-plus developed by Dupont, Ultron Z developed by Monsanto, and Enkalon developed by American Anka. These new fibers were developed to increase soil and stain resistance and reduce static electricity; they will ultimately reduce frequency of cleaning of carpets. Other new developments occurring in the carpet industry to conserve energy have resulted in the development of computerized jet carpet printing techniques as well as the utilization of foam dyeing techniques. This latter technique for dyeing cuts down several steps in the dyeing process, has saved energy, time, and cost to the manufacturer, and resulted in increased productivity.

Energy conservation activities have also been introduced in the home laundering methods. One such research was conducted using cold water detergents on fabrics which were 100% cotton and 50/50 cotton, polyester blends.[1]

Fabrics used during the research were innoculated with staph epidermidas (which is a common bacterium found in sputum, food, water, boils and nasal secretions) in order to determine the amount of germs retained after laundering. A comparison of different variables, such as whiteness retention, soil removal and sanitation standards was done using cold and hot water. Results of the research with respect to whiteness retention and soil removal revealed that the fabrics performed well in cold water (70°F) as opposed to hot water (140°F) regardless of detergent type. Detergents used were an all-phosphate powder detergent and a non-built (containing no builders such as phosphates, silicates and carbonates) heavy duty liquid detergent. Results from this study indicated that cold water and liquid detergent were more effective in removing bacteria from the fabrics.

The textile industry has also been concerned about conserving energy in various equipment and processes used in the production of fiber and fabric. A good example is the inclusion of temperature control chips and sensors to determine the exact amount of soap and other chemicals needed for various processing techniques.

## Compliance with Governmental Regulation

The textile industry has been using an increasing part of its capital investments in complying with various governmental regulations. These regulations focus on the noise and dust pollution control, elimination and recycling of hazardous and toxic chemicals, adhering to the Clean Air and Clean Water Act and the testing of various new chemicals for carcinogenic problems.

In order to eliminate noise and dust pollution, the textile industry has invested in expensive equipment to control the level of noise generated and to reduce the amount of dust released in the factories. In order to control water pollution, hazardous and toxic wastes are being recycled rather than eliminated in the rivers or seas. These activities have been undertaken by most textile manufacturing industries in order to comply with the Occupational,

[1]Parikh, D.V., Susan Connor, Gail R. Steinke, Brenda Brandt, and Carol Avery. "Home Laundering: Energy Consumption and Conservation" in Textile Chemist and Colorist, Dec. 1981, Vol. 3, No. 12.

Safety and Health Act as well as the Clean Water and Clean Air Act.

Testing of Chemicals for Toxicity and Carcinogenicity

Vigorous testing of chemicals are being undertaken by industry before prompting it for finishing processes, in order to check for toxicity and carcinogenicity. In the area of formaldehyde, which is used as a fabric finish as well as for home insulation, the American Textile Manufacturers' Institute in cooperation with the Formaldehyde Institute is funding research to determine the risks involved with the resin. Researches have already been undertaken to reduce the amount of formaldehyde in the durable press resin finishes as well as in other consumer products.

Technological Advances

Technological advances occurring in the textile industry have tremendous impact on the type of fabric which will become available in the future. Most textile operations and processes are highly computerized and automated. Productivity has increased, quality control has become more extensive and highly accurate. Color shading, color uniformity and color application has been improved tremendously due to the introduction of computers. The introduction of robots to perform most of the manufacturing processes will further increase productivity, accuracy and speed, and reduce manual labor and technicians.

Foreign Imports

In recent years the United States has been plagued with foreign imports from various third world countries in the area of textiles and clothing. Most of these imports are less expensive than the domestic products because of inexpensive labor that exists in other countries. The American Textile Manufacturers' Institute has constantly urged the government to limit quotas and increase tariffs in order to control imports to this country. Several verbal and written bi-lateral commitments have been negotiated in this area to alleviate this problem, but these commitments have been violated several times.

Provision of Tax Incentives

The most effective way of overcoming competition from other countries is to advance technologically, increase productivity, stabilize prices and increase research and development activities. To achieve the last objective, the government has passed a new tax law that gives tax credits to the industry for increasing its research and development activities. Some examples of the activities which will qualify for tax credit include developments in new fabric or the development of new production processes. In the development of a new fabric, the company either has to submit the preparation plans and preliminary specifications for the fabrics, produce a sample of the fabric for experimental purposes, test a new fabric for durability or reveal the examination of product feasibility. Similarly, the activities included in the development of a new production process include the creation of a better technique for mixing dyes, the development of a more efficient process for mixing dyes or the development of a computerized technique to regulate the speed of the production process. Due to this new law on tax credits, it is expected that research and development activities will increase in the near future in the area of textile production and processes. The Textile Manufacturers' Institute has also requested tax incentives for introducing and installing energy efficient equipment in the factories.

New Developments in Fibers, Yarns, Finishes, and Processing Techniques

Despite all dire indications to the contrary, there are some technological changes taking place in the area of fibers, yarns, finishes, and processing techniques. In fibers, research has focused to produce synthetic fibers which will perform like natural fibers in moisture absorption but retain their inherent characteristics of strength and abrasion resistance. The latest methods used have been to combine two different generic groups to produce new fibers incorporating the desirable properties of both fibers. Research is also being conducted to produce inherently flame-retardant fabrics, which would eliminate the need of applying a finish. Two examples of these fibers are (1) Fiber T-25, which is a new dyeable antistatic fiber produced as a result of a combination of polyester fiber with a white metallic compound. After the spinning process, a concentrated nickel or copper compound is applied mainly to the outside of the yarn, so that it penetrates through to the center, thus assuring both antistatic and improved dyeability features. This process can be used on both staple and filament fibers. An example of this fiber is Lurelon, a high filament enkalure. The soft fabrics produced will drape like the expensive woven satins and is used extensively for outerwear apparel. Another new fiber developed is a woven 100% trevira polyester fabric which is inherently flame-resistant, produced by Dazian's Incorporated and known as FRP-100. The fabric produced is washable, needs no ironing, and has excellent abrasion resistance. It is also dimensionally stable and resists yellowing, sun-fading and stiffening, and is being used widely for drapery fabrics.

In the area of yarns, false twisting is being done to texture the yarns. In this technique the yarn is twisted and heated while in the twisted condition to set a crimp in the yarn filaments. When the yarn is untwisted the set-in crimp remains and causes the yarn to bulk. This bulking breaks up the tight, parallel filament arrangement of an untextured filament yarn and causes it to behave more like a spun yarn in appearance, cover and extensibility.

In the area of fabric forming techniques, air jet looms are gaining in popularity because of increase in productivity and conservation of energy.

In the area of fabric finishing techniques, focus on water and energy conservation has been the primary concern. To comply with these concerns, foam finishing has become a commercial reality. In addition, other systems and techniques employing foam and low add-on hardware is being widely used. These include pad/vacuum extraction, transfer padding, engraved roll applications, knife-over-roll coating with foamed formulations, rotary screen applications of foamed finishes, and the dual-side application of foamed finishes. Though energy consumption in finishing has been vastly reduced, some other advantages which have been realized are increased productivity, quality improvements and most of all, chemical savings. Computerized control has also been extended to chemical finishing, in controlling resin application and heat setting. This process provides improvements in quality, repeatability and savings in chemicals and energy.

Quality control has also increased tremendously. The increase in automation and computerization coupled with the introduction of laser beam techniques has resulted in stiff quality controls at every stage of the manufacturing process. The above fact alone has been responsible for savings in cost by reducing wastage and fabric seconds.

Implications for Home Economics Teachers

Home Economics teachers traditionally teach textiles in relation to properties, care, maintenance and use. If lab facilities exist, they demonstrate basic lab techniques, including fiber identification using burning tests, chemical tests and appearance tests. While the above information is extremely important for evaluating fabric performance and behavior, it is equally important to teach students the significance of the textile industry in the country's economy, the industry's concern to conserve energy and chemicals, the industry's compliance with governmental regulations, tax incentives provided by the government, the technological advances occurring in the industry and most of all the stiff competition which the industry faces from other countries in the world.

In addition, teachers should enlighten students on the role of the textile industry in protecting the environment by testing hazardous chemicals for carcinogenic problems and by recycling and treating toxic and hazardous waste.

Students should also be taught various methods the industry utilizes to cope with stiff competition from foreign countries. The role of the government, labor costs, the increase in technology, increase in productivity and quality control and its relation to price of products are all inter-related to export and import problems and to the balance of trade facing this country. Knowledge and information relating to the above concerns will help clarify the role of the textile industry in the country's economy.

Due to recent technological advances occurring in the textile industry, students will be faced with greater choices in fabrics and garments produced tomorrow and which will be far superior to what is available today. Selection of fabrics and garments will become a complex issue in the future, and students will need knowledge and information to read and comprehend labels intelligently.

Home economics teachers must stay abreast with recent developments in textiles, inform their students of these new developments, and develop teaching methods to do the job better. Teachers must have access to the latest information about textiles, attend inservice workshops and conferences relating to textiles and keep themselves able to teach textiles effectively.

For Further Reading:

McAllister, Isaacs III. "Electronics in Textiles." Textile World, January, 1982.

Turner, Robert G. "Regulating the Textile Environment: A Slower Pace but Tougher Enforcement," Textile Chemist and Colorist, June, 1981/Vol. 13, No. 6.

Ramsey, James M. Formaldehyde: Challenges and Opportunities, Textile Chemist and Colorist, July, 1981/Vol. 13, No. 7.

A good way to relieve the monotony of any job is to think up ways of improving how to do it.

# Entrepreneurship And Education — A Joint Venture

Kendra Brandes
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Betty J. Church
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Peoria County

Can competitive retailers in a community work together to plan and carry out educational workshops for potential clientele? Are retailers willing to work together with educators to present programs to the community?

We raised these questions in 1982 when the Advisory Council of the Peoria County Extension Home Economics Program decided that programs should be directed toward the needs of families in economic crisis. Area families were experiencing considerable financial stress. Unemployment figures as high as 19% were among the highest in the nation, and then a major strike of the largest area employer Caterpillar Tractor Company added more economic stress. Along with industry problems, cam dwindling business and farm incomes.

A home sewing program was seen as one way to help families stretch their clothing dollars. We felt that individuals and families might also benefit from the entrepreneurship potential of home sewing skills. In addition to these economic benefits, promotion of home sewing skills would offer opportunities for self expression and personal fulfillment at a time when family stress was high.

With these goals in mind, an informal needs assessment was conducted by one of the authors, the county Extension Home Economist. She began by "dropping in" on area fabric stores and visiting with the other two authors at Bradley University, as well as area community college instructors. After two months of individual contacts, she determined that area home sewing businesses and home economics educators did indeed have a common interest and a desire to work together to promote home sewing in the community. However, the question remained in many minds--would it work? Educators for example, feared that competitive business people might not be able to work together or give their time to a non-revenue-producing project.

It took another two months of planning to get the group together. The first meeting of the group, which became known as the Home Sewing Coalition, was called in March, 1983. It culminated with plans for a one-day event to update and upgrade home sewing skills. Part of the day would be directed toward sewing as a business. The planning of this event gave the group an immediate purpose as well as an opportunity to work together.

The monthly 7:45 a.m. meetings convened by Cooperative Extension continued. The meetings opened channels of communication and saw the formation of a successful working relationship between education and business. As word spread about the formation of the group and the planned event, calls came from individuals and businesses interested in joining the Coalition.

The edcuation component of the group included Peoria County Cooperative Extension staff members, Extension volunteers, members of the Department of Home Economics at Bradley University, and instructors from area community colleges. Representatives from business included independent fabric store owners and nationally known chain store owners and representatives.

As the meetings progressed, the perspective of each group became clear:

1. Business representatives felt that education was not promoting home sewing as it had in the past. They found it necessary to offer education as one of their services to promote their products.
2. Educators in the group felt that increased cooperation with the home sewing industry was absolutely necessary to meet many of their goals:
   (1) To increase opportunities for student placement in cooperative education programs.
   (2) To test the market for potential programming by community colleges and Cooperative Extension.
   (3) To offer a program that would help meet the need of families in economic crisis.
   (4) To encourage the entrepreneurship and self-fulfillment potential of home sewing.

"Sewing for Fun and Profit" became a reality on September 17. The event took place at the University of Illinois College of Medicine building in downtown Peoria. Twenty-four learning sessions were offered from 9:00 a.m. to 3:00 p.m. with no break for lunch! Forty-six people helped make it all happen with many assisting in more than one capacity. Eight business exhibits involved 16 employees or owners. Eighteen persons donated their time in teaching the 24 learning sessions. Bradley University

Home Economic students and Homemakers Extension Association members served as registration and room hostesses. The event drew 284 participants from 10 counties in a 60-mile radius from Peoria.

The execution of the one day event was only one result of the work of the Coalition. The additional outcomes were just as gratifying and more far-reaching. The direct results of the formation of the Coalition includes:

1. Increased interaction between home sewing business people and educators (The Coalition offers the means for maintaining this communication.)
2. Cooperative education placement for Bradley University students
3. The establishment of a network for home sewing entreprenuership (An organizational meeting for a sewing guild was planned by interested participants and held at a later date. A mailing list was also established for individuals interested in custom sewing.)
4. Increased confidence of business in Home Economics educators' willingness to promote home sewing

Other outcomes laid the groundwork for planning future activities.

1. Survey results of "Sewing for Fun and Profit" indicated community interest in further educational offerings. Suggestions included more one day programs, additional programs in advanced sewing techinques and home study learning packets covering a wide range of topics.
2. There was increased awareness of the entrepreneurship potential of home sewing.
3. The number of participants exceeded projections.

We answered with a resounding yes the questions: Can competitive retailers in a community work together to plan and carry out educational workshops for potential clientele? and Are retailers willing to work together with educators to present programs to the community? Of course it would work. It worked because we each had something to gain from the involvement and the event. The interaction between educators and business people was stimulating and satisfying. It felt good to know where others were coming from and to build friendships. The success of "Sewing for Fun and Profit" was a reflection of the success of the Coalition.

In spite of the initial doubt on everyone's part, business and education personnel found that they could work together. At the final evaluation meeting of the event, a business representative announced, "I never thought it would work. I just went along with the idea to see what would happen."

Or, better to sum it up, as Betty Church said, "It played in Peoria! It can play in your town, too."

PLAN OF ACTION

A. Needs Assessment of Community
   1. Contact area retailers
   2. Formation of committee
   3. Establish goals based on needs assessment
   4. Select method of meeting needs assessment
B. Plan for Event
   1. Establish date
   2. Estimate budget and project registration
   3. Identify facility needs:
      - Workshop rooms and AV equipment
      - Exhibit Area
      - Registration Area
      - Parking
      - Food
   4. Develop program
      - Speakers for event
      - Time schedule for event

TIME FRAME

| | |
|---|---|
| 8 months prior: | space selection |
| | speaker selection |
| 4 months prior: | time schedule |
| | letter to exhibitors |
| 2 monts prior: | promotion and registration flyers |
| | exhibitors follow-up |
| 1 month prior: | public relations and promotion |
| | contact speakers for schedule follow-up |
| 1 week prior: | review program and exhibitors plans |
| | update on registration |

C. The Event
D. Assessment of the Event
   1. Participants
   2. Exhibitors
   3. Planning Committee

Nothing is really work unless you would rather be doing something else.

Barrie

# Potential Entrepreneurship In Custom Dressmaking

M. Kate Clark
Extension Specialist - Clothing and Textiles
with Norma Venable
Research Assistant
Office of Applied Research, Evaluation, and Planning
West Virginia University

Have you ever dreamed of starting your own home-centered business or helping your students start one? Does that sound like an inviting adventure? Could it be a challenge for you and your students? In West Virginia, we took the first step toward making that dream come true for some home-bound women.

In a state with high unemployment rates, inadequate child care centers, and major transportation problems, gainful employment is an impossibility for many women. A small business operated out of the home provides a means of supplementing the family income, raising one's family without child care assistance, and eliminating transportation problems often found among rural families.

On the other hand, thirty-seven percent of the women in West Virginia do work outside the home. Their jobs influence the amount of discretionary time they have available to do home sewing for themselves. Thus, a ready market awaits a homemaker who has creative skills, a good knowledge of clothing construction, and management expertise.

A small business in custom dressmaking may be a needed service both for the community and for rural homemakers. Do your students have an interest in this area? Would such a small business meet their needs?

The enthusiastic involvement of home economics teachers in our workshop series indicated that the information we covered in these sessions is pertinent to home economics high school students, especially to Occupational Home Economics classes, as well as to Extension homemaker groups. Local resources could help classroom teachers with both the business and technical skills involved. This is how we did it in West Virginia.

## USDA Special Needs Project

In 1981 after analyzing the employment factors affecting women, West Virginia University Cooperative Extension Service applied for and received funding for a United States Department of Agriculture (USDA) Special Needs Project. The project was entitled, "Increasing Economic Returns for Rural Women Through the Establishment of Small Businesses in Custom Dressmaking." The purposes were to (1) provide training in sound business practices for prospective and established dressmakers; (2) teach skills and methodology related to new fabrics, new supplies, time management, and customer needs; and (3) improve the economic status of rural families by utilizing skills in profit-making activities carried out in the home.

The special project was designed to include 16 counties located in western and central West Virginia. To meet the project's objectives, two series of workshops were planned. In fall 1981, three two-day multi-county workshops were scheduled to introduce the business aspects of custom dressmaking. Six months later (spring 1982), three one-day multi-county workshops would explore the technical skills needed by custom dressmakers.

## Business Workshops

The business-oriented workshops held in the fall were a cooperative endeavor involving an interdisciplinary group--specialists from the West Virginia University Cooperative Extension Service, professional volunteers from the community (such as lawyers and insurance agents), and representatives from the Small Business Administration. Their topics included personal analysis, legal aspects, insurance needs, finance, income taxes/record keeping, sewing center planning, clientele building, and basis for pricing/types of service and equipment. Of the 106 persons attending, 17 were extension agents, program assistants, and administrators. The remaining 89 were established and prospective custom dressmakers.

## Needs Survey

Following the fall workshop, a Needs Survey was sent to all participants who were established or potential custom dressmakers. This survey gathered information for determining respondents' needs in construction skills. The survey results were used in developing the Small Business in Custom Dressmaking Skills Workshops scheduled for the spring of 1982.

## Skills Workshops

In the spring, three one-day multi-county workshops on Small Business in Custom Dressmaking Skills were planned. Based on data gathered from the Needs Survey, the program organizers offered participants segments covering fitting, pattern alterations, and specific construction skills. A fourth category, judging quality construction, was added because this skill is essential for a successful business in custom dressmaking. Attending this series of workshops were 79 established or potential custom dressmakers and 14 professional educators.

Types of Evaluation

Three measures were used in the project evaluation: a six-month follow-up questionnaire after the first workshop, a Needs Survey before the second workshop series, and a six-month follow-up questionnaire after the second workshop series. The evaluation showed that 16 participants were established in a small business prior to the fall workshops. They attended the workshops to receive additional training in business skills. Seven new businesses were started within the first six-month period, and one new business was established during the second six-month period. Four others indicated that they were in the "thinking process" of opening a small business.

Extended Funding

Because of the success of these workshops, we were allowed to use remaining monies to fund three more series of workshops in the northern and southern areas of the state. One hundred and forty-six attended these sessions. Of these, 136 were established or prospective operators of small business and 10 were professional educators.

Study Findings

From the evaluations used, data indicated that the project was successful in teaching skills, using resource persons, and reaching clientele (persons interested in establishing a business), and helping with decision-making. The evaluation data also indicated that those people operating a small business out of their home worked less than a 40 hour week and were pricing their services too low. These people needed to realize that their success is related to their work hours and to learn how to set their prices in relation to the economy within their community. Pricing has been a universal problem for small business operators. In teaching small business workshops, emphasis should be given to adequate pricing for one's locale.

Home Economics Involved

Among those professionals attending five of the six series of Small Business in Custom Dressmaking Workshops were: the state supervisor of Vocational Home Economics Education, the state supervisor of Future Homemakers of America/Home Economics Related (FHA/HERO), two county supervisors of home economics teachers, a number of home economics teachers, and two classes of vocational home economics students. Supervisors attended so that they could later share the technical information with their home economics teachers, while the teachers gleaned information for their classrooms. One group of students attended the skills workshop only; another came for the business aspects.

This response indicates that home economics teachers are interested in expanding their students' knowledge of business management and construction skills required to establish and maintain a small business. In your community, you could meet this need. Local volunteer resource persons such as lawyers, independent insurance agents, bankers, public accountants, Extension home economists, fabric store retailers, and custom dressmakers could serve as instructors for your workshops. Holding these sessions would provide each student an opportunity to: decide whether there is a need for the service s/he has; discover whether s/he has the personal qualifications to operate a small business; learn how to set prices and market service; learn the business aspects needed to be secure legally; and consider whether this is really what s/he wants to do. Not everyone can operate a successful small business, but each person should have the option to make that decision with as much background information as possible. To broaden students' business opportunities, instruction in business management skills and custom dressmaking technical skills could be incorporated into both vocational and traditional school systems.

A Look at the Future

Because small businesses have a record of failing within a five-year period, we are interested in continuing to work very closely with those who recently established a small business and those who are still in the decision-making process. Thus, a follow-up questionnaire has been sent to the 271 established or prospective custom dressmakers to assess: whether they were in business prior to the workshops, whether they have established a small business since the workshops, whether they are planning to establish a small business during the next year, whether previously established businesses are still in operation, and the type of businesses being operated. From the 32.5 percent return, data indicated that of 11 new businesses started 10 were still in business; 5 were in the planning stage of establishing a new business, and 17 of the 23 small businesses established prior to the workshops were still in business. (Alterations was the most common type of business reported.)

As a part of the USDA Special Needs Project, a composite report was sent to the Extension Service director in each state.[1] The West Virginia University Cooperative Extension Service also developed a slide/tape program--showing the steps in planning, implementing, and evaluat-

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[1]Contact the Land-Grant University in your state to review the composite report.

ing--that will be available for preview or purchase.[2]

As we continue to work with the small business project, we realize more and more that custom dressmaking as a small business has much potential for the future. It can provide increased income for rural areas of high unemployment similar to West Virginia. Perhaps it has a future in your community, too.

[2]Contact Dr. M. Kate Clark; Extension Specialist - Clothing and Textiles; 604 Knapp Hall - WVU; P.O. Box 6031; Morgantown, WV 26506-6031 to preview or purchase the slide/tape program, "That Sewing Business."

DEPARTMENT OF HEALTH & HUMAN SERVICES — Public Health Service

Washington DC 20201

April 20, 1984

Press Advisory

Subject: Availability of Two Cassettes: Breastfeeding and Substance Abuse.

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The most valuable sense of humor is the kind that enables a person to see instantly what it isn't safe to laugh at.

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# ILLINOIS TEACHER
## OF HOME ECONOMICS

**Home Economics in a Nation at Risk**

**Can Home Economics Help Reduce the Risks?**



HOME ECONOMICS EDUCATION • UNIVERSITY OF ILLINOIS AT URBANA - CHAMPAIGN

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# Foreword

Home Economics in a Nation at Risk! What kind of emotion does that theme arouse in you? Anger? Fear? Excitement? Hope?

Our nation is indeed at risk and so is our profession--but not for the same reasons. If we as a profession can help remove some of the risks to our nation, and I believe we can, then the risk to our profession will be lessened or removed.

I hope this volume of Illinois Teacher will move you to want to make even greater contributions and to share them with others via our pages.

Competence is the best defense against discrimination and injustice. We hope the articles in this issue will help incease your competence and your motivation to further competence. Self esteem affects competence, too. Are you fully appreciative of your own worth?

Do you think of teaching as an art? See Rubin's article on "Artistry in Teaching" and let your talents unfold! Are you ready to try a new technique in your consumer education class? See the Consumer Resources Game and get ready to cut and paste for set-up.

We also have articles on computers, sexism, publications, essential living skills, adult education, the elderly, the future. We hope you'll find enjoyment and help and that you'll let us hear from you.

The Editor

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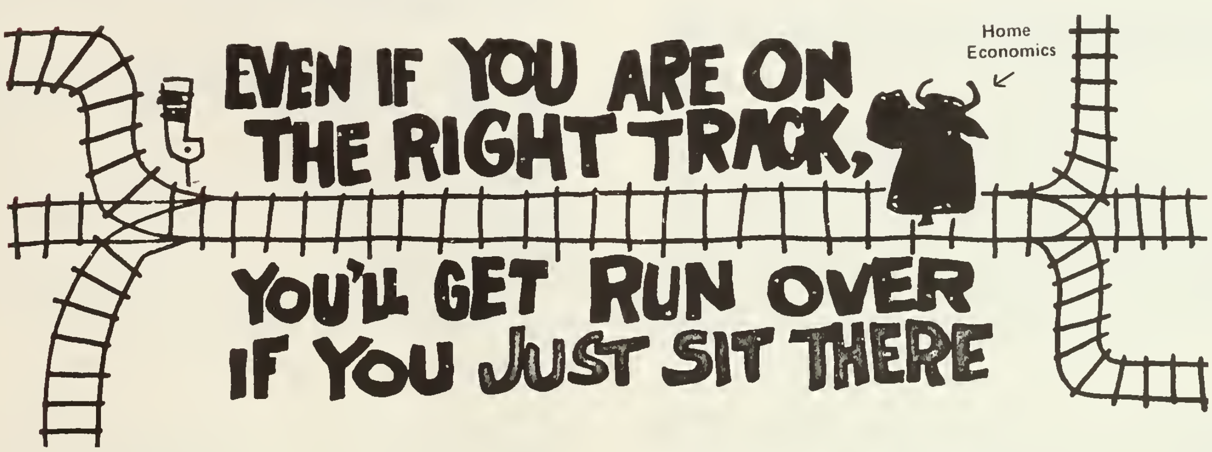

# Yes, Our Nation is at Risk, But . . .*

Hazel Taylor Spitze

Our nation is at risk. It is at risk because 6,405,000 of our people annually require patient care in mental health facilities.[1] Depression alone claims hundreds of thousands of victims markedly reducing the productivity of those affected and probably also of those around them. Suicide is the second most common cause of death among 15 to 24 year olds.[2]

Will requiring two or more years of math in high school help to solve this problem?

Our nation is at risk because alcoholism is rampant with 14% of the population drinking at least three times a week.[3] Even those who drink less often have problems, and cause others to have problems; for example, 53,500 people are killed in automobile accidents each year and another 4,400,000 are injured.[4] In 1981, 1,185,900 males and 132,600 females were arrested for driving while intoxicated.[5] Highway fatalities are the number one killer of America's youth and almost 60% of all fatally injured teen-aged drivers have been found to have alcohol in their blood systems.[6]

Will requiring a semester of computer science in high school help to remove these risks?

Our nation is at risk because over eight million violent crimes are committed each year, and over 30 million additional crimes cause pain and suffering to almost a third of all households in the country. Fifty-five percent of all murderers were relatives or acquaintances of their victims (1981 figures). Thirty-six percent of rapes were committed in the victim's home, and 42 percent of burglaries occurred without forced entry. Nearly 40 million prople, or 16-18 percent of the population have arrest records for non-traffic offenses. Half of those arrested for major crimes were under age 20, and four-fifths were male.[7]

Will requiring two more years of science in high school solve this problem?

Our nation is at risk because of the number of babies born each year deformed, defective, retarded, ill, or addicted to drugs, many of them for reasons that could easily have been prevented by more responsible parenting. Children are abused and neglected by the hundreds of thousands. Spouses, usually wives, are battered, and elderly persons are abused, sometimes by their own adult children.

Our nation is at risk because inequities are still tolerated. Sexism, racism, ageism, religious discrimination, and other inequities exist to an alarming extent.

Our nation is at risk because we are wasting our resources and because we have polluted our environment to such a degree that our future health, if not our existence, is endangered.

Will these ills be removed if college admission requirements are stiffened?

Our nation is at risk because families cannot live in harmony. Millions lack the energizing force that comes from commitment, trust, emotional support, security. Twenty-five to thirty-five percent of our children will spend at least some of their growing years without one of their parents.[8]

Our nation is at risk because individuals, groups, and sometimes our government use force to try to settle disputes instead of exploring other avenues.

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[1] U.S. Bureau of the Census, Statistical Abstract of the U.S.: 1982-83 (103rd edition) Washington, D.C., 1982. p. 117 (1979 figures)

[2] Ibid., p. 77.

[3] Ibid., p. 125 (1977 figures)

[4] Ibid., p. 76

[5] Ibid., p. 181 (1981 figures)

[6] National Newsletter of Mothers Against Drunk Drivers, volume 2, number 4, Fall/Winter 1983/84. p. 1.

*Reprinted by permission from Journal of Home Economics, Summer 1984. p. 50-52. Paper written at request of AHEA.

[7] All statistics in this paragraph from New York Times December 11, 1983. Leslie M. Werner, "Risk of Crime Said to Exceed that of Divorce".

[8] Bane, Mary Jo, "Marital description and the lives of children", Chapter 16 in George Levinger and Oliver C. Moles, eds., Divorce and Separation, NY, Basic Books, 1979; Bumpass, Larry and Ronald Rundfuss, "Children's experience of marital disruption in American Journal of Sociology 85 (July): 49-65.

Our nation is at risk because of health problems that could be prevented by a change in life style, (e.g., giving up smoking, alcohol, overeating, under-exercising,) or by increased attention to accident prevention. The cost of health care is astronomical and amounts to 9.8% of our GNP.[9] It includes a significant amount of unnecessary surgery, therapies, and prescribed drugs; e.g., of the 800,000 hysterectomies performed in one year recently, 1/3 were considered unnecessary and 1000 of them were fatal.[10]

Will spending more time in high school on "the 5 Basics" remove these risks? Will spending more money solve the problems? Surely it would depend on how the money is spent.

We need leadership, of course. We need competent, dedicated administrators in our schools who are capable of educational leadership. And we need good teachers who are adequately paid. But "add money and stir" is not a solution to all of our problems.

We need to recognize, as a nation, that "the wit and character of our people are our nation's most valuable resources"[11] and that "we can have both excellence and equality of opportunity."[12] We need to understand that the purpose of schooling is not just preparation for more schooling, but also and especially, preparation for life--for ourselves and for our contributions to others and to the society as a whole.

We need to "help restore public confidence in education . . . and to help reassert U.S. leadership in science and technology while still insuring the breadth of education in the humanities that is required to deal with the problems posed by science and technology."[13]

The solutions for all of these problems which present such risks to our nation are not to be found totally in the high schools, nor in all the schools including the colleges. But part of the solution can be found there. Some changes are needed.

We need teachers who can help students develop self-esteem, a love of learning, the ability to think, pride in accomplishment, self discipline, a commitment to work, a feeling of wanting to do their best. We need teachers who are models for their students--in healthy life styles, in putting in a day's work for a day's pay, in enthusiasm for their subject matter and for their students' development, in high competence that leads to authoritativeness, not authoritarianism.

And we need to reward these teachers for their superior performance. Salary increases and bonuses are one kind of reward. Respect, status, awards, travel and study grants, stories in the newspapers, opportunities to speak to school boards and service clubs--recognition comes in many forms.

These teachers that we need can be in any subject area. Some of our most important educational objectives are content-free, e.g., helping students develop a positive self-concept, a love of learning and the ability to think. If students leave school without these competencies and characteristics, there is little hope that they can develop into productive, independent citizens who will continue to learn and to grow. If they are forced during school years to endure boring classes, to memorize information which they see as useless, to experience constant failure, they are not likely to develop these competencies or characteristics. Requiring all students to take three years of math or science, important though it is, will not guarantee that they all learn the content of three years of math or science nor that they can apply any of it to life's problems. It depends on how it is taught. So the change we need most is to recruit and prepare people who can teach well regardless of their subject.

We need administrators who are educational leaders and models for their teachers and students, who can lead rather than drive, inspire rather than punish, attend to the important rather than the trivial. They, like teachers, need to be firm but fair, to be tolerant of differences but not of disrespect, to insist that students learn and that they see reason for learning, to be strong but not tyrannical. They need high competence in a variety of areas, but especially in respect to leadership in instruction.

We need models throughout the society, including those on television, who tell our youth through their actions that the "in" things are respect for other human beings (all of them), honesty, work, alertness and enthusiasm, reasonable caution, nurturance. And we need to reduce the influence of those "significant others" who demonstrate violence, cheating, dullness of mind due to lack of rest or use of drugs, avoidance of responsibility and work, recklessness, waste, and exploitation.

We do, of course, need to develop competencies in a range of areas and we need to be able to utilize our competencies--in math, for example, or speaking, or science--in finding solutions to problems such as those mentioned above. We need knowledge, skill, and affective competencies. As Shirley Chisholm, former Congresswoman and educator, said recently, "If you don't accept others who

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9 Statistical Abstracts, op. cit., p. 101.

10 National Women's Health Network, 224 Seventh St., S.E., Washington, D.C. 20003. Letter to Members, 1983. p. 1.

11 Graham, Patricia A., "The Twentieth Century Fund Task Force Report on Federal Elementary and Secondary Education Policy" in Phi Delta Kappan, volume 65, number 1 (September 1983) p. 21.

12 Bailey, Adrienne Y., "The Educational Equality Project: Focus on Results" in Phi Dlta Kappan, volume 65, number 1 (September 1983) p. 22.

13 Ibid., p. 25.

are different, it means nothing that you've learned calculus."[14]

Let's look at the above problems again. First, the mental illness and suicide. What if high school students studied about the development of children and learned to understand their own development better? What if they studied human relationships and learned to get along better with their own families, their peers, their teachers, their employers? What if they learned some skills and began to feel more confident? What if they applied some art principles to their dress and gained more self esteem? What if they studied nutrition, changed their diet, and felt more vigor and vitality? Wouldn't the suicide rate be likely to go down, the depression be less severe and less frequent, the other mental problems more bearable?

Wouldn't some of the same studies be likely to reduce drug and alcohol abuse? Might automobiles be driven less recklessly and more slowly?

Next, the crime rate. If students learned how to earn an honest living, to talk rather than fight when disagreements occur, to value other human beings as of equal worth and dignity, to cooperate rather than compete, to get along with family members, wouldn't there likely be fewer burglaries, rapes, and murders? And less child abuse, wife battering and maltreatment of the elderly and handicapped?

If students studied penatal nutrition and the care of their bodies during pregnancy, if they learned to control passions or use contraceptives so that all babies were <u>wanted</u> babies, would there likely be fewer defective ones born and less abuse after they were born?

If students learned to manage, rather than waste, resources and to avoid polluting the environment, wouldn't both the environment and their self concepts be likely to improve? If they learned to enjoy life without requiring so many material possessions, would there be fewer conflicts about money?

If they studied nutrition and exercise and kept their bodies trim and fit, if they took responsibility for their own health and avoided over use of pain relievers and tranquillizers, smoking and alcohol, wouldn't the incidence of heart disease, cancer, diabetes and several other debilitating diseases be likely to decline? And what could they do with all the money they didn't spend on health care?

These kinds of knowledge, skills, and values are part of home economics. In that department of the high school the courses may have a variety of titles such as Nutrition and Exercise, Child Development, Human or Family Relationships, The Family as a Consuming Unit, The Family as a Producing Unit, Managing Our Resources, Consumer Decisions and the Environment, Family Harmony and Family Crises, Care of the Elderly, Voluntary Simplicity, Consumer Education, or sometimes just Home Economics I and II.

I would fear for our nation if all these things are forgotten in our zeal for "more rigor," more math, science, and computers, and more foreign language. The recommendations of the National Commission on Excellence in Education are important and should be considered carefully. But there are other important recommendations which they omitted. I would propose that whenever and wherever decisions are being made about curriculum reform and other school improvements that another set of recommendations be considered along with theirs. Some have been suggested above. Another might be that for each additional year of math or science that is required, we also require a year of home economics.

[14] Manuel, Diane, Christian Science Monitor News Service, "Chisholm Continues to Fight for Tolerance" in the Champaign-Urbana News Gazette, January 1984.

# Home Economics In A Nation At Risk

Editor's Note: This impassioned plea was one of the highlights of the 11th Annual Home Economics Education Alumnae(i) Conference, March 3, 1984, at the University of Illinois. As she challenged us, Dr. Paich challenges you.

Faith Paich
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In August of 1981, the National Commission on Excellence in Education was appointed by Secretary of Education, Terrel H. Bell, for the purpose of examining the American educational system. The findings, entitled A Nation At Risk, were published in April of 1983 and rocked the Educational system by asking for drastic educational reforms.[1] The debate was started and at present, there are at least eight studies sponsored by various agencies addressing the probems of schools in the United States.

Let us examine some of the current beliefs that seem to be surfacing in secondary education and that appear to have an impact on the Home Economics Curriculum.

1. Schools, in general, are re-examining their philosophical base and are particularly investigating the value of vocational education. Many superintendents and Boards of Education agree with the statement of Arthur E. Bestor, Professor of History at the University of Illinois, who in 1953, stated that "schools, in trying to provide something for everyone, have provided little for anyone."[2] He stated that intellectual training for some people, vocational training and life adjustment for the rest, is the epitome of a "class-structured educational philosophy."[3] James B. Conant, in his book, The American High School Today urged high schools to strengthen their curriculum in the "hard subjects" such as mathematics, science, English and foreign languages.[4] Many critics such as Paul Osterman in his book, Getting Started: The Youth Labor Market, feel that vocational education is a waste of time. Osterman reports on a study which concluded that job prospects for graduates of vocational programs are not much better, overall, than they are for students in non-specialized curriculum. There is essentially no difference in employment advantages between graduates of high school trade, industry, and business programs, and graduates from general education.[5] Doris J. Schwausch's study, as reported in the Illinois Teacher, reports on Texas Administrators' Perceptions of Vocational Education. She finds that administrators do not perceive the Vocational Home Economics program as preparing students to become employable adults and productive citizens. Administrators feel that the program does not benefit the majority of the students enrolled in their schools.[6]
2. Another belief which surfaces is that vocational instruction must be so specialized and the necessary equipment must be so sophisticated that it is difficult to create complete vocational programs in the high school. Decreasing budgets and the lack of funding has created innumerable problems for the Home Economics Department.
3. In the 1970's, most high school course offerings were based on student demand. Home Economics courses thrived as students valued and benefited from the course content that was offered in the areas of Child Development, Foods, Interior Design, and Clothing. Today, because of State and Federal regulations and mandates, the curriculum has changed from student demand scheduling to a student need scheduling. The recommended increase in college requirements, emphasis on 4 years in English, Math, and Science, the increased length of student's school day, and the mandate for Consumer Education, Health, Driver Edu-

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[1] Terrel H. Bell, "An Open Letter to the American People: A Nation At Risk: The Imperative for Educational Reform," Education Week, April 27, 1983, p. 3.
[2] Arthur Eugene Bestor, Educational Wastelands: The Retreat from Learning in our Public Schools, Urbana: University of Illinois Press, 1953, pp. 29-33.
[3] Ibid., p. 203.

[4] James Bryant Conant, The American High School Today: A First Report to Interested Citizens, New York: McGraw-Hill, 1959, pp. 37, 38.
[5] Paul Osterman, Getting Started: The Youth Labor Market, Cambridge, Massachusetts, MIT Press, 1980, p. 228.
[6] Doris J. Schwausch, "Administrations' Perceptions of Vocational Education," Illinois Teacher, Vol. XXVI, No. 3, January/February, 1984, p. 127.

cation, and P.E. have affected the Home Economics enrollment. In our state, the University of Illinois has increased admission standards for the college preparation curriculum and there is little room for Home Economics or vocational courses in the student's schedule.

4. And what about the teacher of Home Economics? Due to declining enrollments, many of our staff members have lost their positions after years of teaching. Other Home Economics teachers teach as many as six different classes, often moving from one school to another during the day.

How can we then respond to the warnings of "A Nation At Risk"? I ask you all to read an article in the September, 1983 Illinois Teacher entitled, "Curriculum Reform And Home Economics or What Do We Do Now?"[7] In the Chicago area the Department Chairpersons shared this article with their staff, and many of us devoted a department meeting to discussing its value.

I would like to share with you some additional suggestions, as viewed from my base of operation:

1. Course titles in Home Economics should be updated and the content of each course should be examined thoroughly. Titles such as "My Future Home" or "Cooking for the Outdoors" do nothing for our field. Often these courses attract bright students low on ambition, students who have behavior problems, or students who need that extra credit for graduation. Let's bring back theory into our Home Economics classes.
2. We need more of a statistical base to validate our statements for Home Economics. Questions such as: Are our students college bound? Did we teach our students marketable skills? Are our students employed in the areas of their training? These questions must be answered! We need facts, figures, and follow up studies. Value statements laced with emotionalism do not count when addressing Boards of Education.
3. Home Economists need to expand their base and share their expertise with other departments in the school. At Glenbrook North, nutrition is taught in the Health, Science, P.E. and Home Economics Departments. We have created an inter-disciplinary approach to nutrition and it works!
4. In establishing advisory groups, we need to foster partnerships with business, industry, labor and other professonal organizations. They are our main support groups. At Glenbrook North, I contacted Kraft Foods and was able to obtain a $500 scholarship for an outstanding Home Economics students at our school. Advisory groups can provide unlimited support for your programs.
5. We need to open our Home Economics department to the community. On Monday of this week, our preschool sponsored a computer workshop on "Evaluating Software for the Young Child." Many of our local residents were participants in this successful affair. Our Home Economics restaurant is open to the public. Our Home Economics teachers frequently hold in-service presentations for our feeder schools, women's groups, and P.T.A.'s.
6. We need to encourage greater articulation between secondary and post secondary institutions. How is Home Economics perceived by the college admissions officers? At GBN over 90 percent of our students enroll in college. Too often our theory-based Home Economics courses are equated with courses such as "Hooked on Books," "Chicago," or "Human Potential" courses. Are we a frill? Many college admission officers think so. I am pleased to announce that the Home Economics Department Chairpersons from the Chicago Area will hold a meeting with college representatives for the purpose of articulation on this concern.
7. Those of you at the University level need to continue to focus on the professional development opportunities, pre-service and in-service experiences for Home Economics personnel. Come to the school districts and provide these services through our State In-service Teacher Days. We look to you as leaders in our profession.
8. We need to join our professional organization, make contact with and start a state networking system. In our area, department chairpersons meet regularly to discuss curriculum, in-service ideas, budgets and common problems.
9. Let us examine our teaching. A "Nation at Risk" urges us to re-evaluate our standards and expectations of student performance. Are our grades really a measure of academic achievement? Are we assigning meaningful homework? Are all of our home economics projects necessary or just busy work? Do our boys take Foods just to eat? Are our Child Development courses just teaching glorified baby sitting?

Continued bottom of next page

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[7]Hazel Taylor Spitze, "Curriculum Reform and Home Economics," Illinois Teacher, Vol. XXVI, No. 1, September/October, 1983, p. 1.

# Artistic Teaching

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Professor of Education
University of Illinois at
Urbana-Champaign

Conjecturing about the mysteries of artistry is, in a sense, contrary to reason. Amorphous by nature, occurring in an infinite variety of forms, its analysis is as difficult as its definition. Yet, without some attempt to understand its infrastructure, we cannot perpetuate its development.

The characteristics associated with artistry come readily to mind -- skill, originality, flair, dexterity, ingenuity, virtuosity, and similar qualities which, together, engender exceptional performance. One might also argue that artistry is masterful craftsmanship through which tasks are conceived, planned, and executed with unusual imagination and brilliance. Or to approach the phenomenon from still another perspective, it could be said that artistry stems from the subtle discrimination and judgment which result from extraordinary perception. Regardless of the descriptive terms used, however, artistry implies human accomplishment that is unusual in its proficiency, and greatly superior to conventional practice.

Why is it that two classrooms, in which teachers use essentially the same instructional techniques and materials, are nonetheless strikingly different? What accounts for the fact that some classes are exciting, and others dreary? Why do students respond to one teacher with delight, and to another with disdain, despair or dread?

The difference may lie in the intangibles of artistry. These intangibles transcend charisma, although gifted teachers often are blessed with charismatic qualities. They go beyond style because great teachers neither function in the same way nor embrace similar beliefs about teaching. They have little connection with intelligence because, while able teachers are by no means stupid, the brightest teacher is not necessarily the best teacher. Although they embrace commitment and a strong desire to achieve, dedication, too, seems an essential but incomplete formula for artistry: zealous and highly devoted teachers sometimes get meager results. Nor is artistry dependent upon humanistic impulse and personal warmth. Great teachers, upon occasion, are relatively authoritarian in their approach. The qualities which undergird teaching virtuosity are intangible precisely because they are imprecise. Yet, they exist!

An interesting question therefore arises: although the characteristics of artistic teaching are elusive, not easily dissected, can they nevertheless be cultivated? That is, can an intuitive "feel" for what is right and wrong in teaching be developed among practitioners? Parallels exist in other forms of human endeavor. Great cooks, for example, "season to taste." Their finely-tempered palates are acquired through many years of experience. Similarly, we speak of the "nose" developed by a wine connoisseur, the "ear" of a fine musician, the

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continued from previous page

10. Have we, as Home Economists, met the highest educational standards, demonstrated an aptitude for teaching and demonstrated competence in teaching the various areas of Home Economics as stated in "A Nation At Risk"?

Gilbert T. Sewall's article in Fortune, September 19, 1983, states,

> "Vocational Education has long pledged to supply a steady stream of trained labor, wake up all those kids dozing off on geography or Chaucer and even, through courses in cooking and consumer education - create happy homes. Many high school auto shops and sewing classes have in fact become crucibles of illiteracy, fake diplomas and chronic unemployment for their poorly prepared graduates."[8]

These are appealing claims. But are they valid? I challenge you, University of Illinois students, staff, and alumni to become, once again, in the spirit of Isabel Bevier, the catalyst for the field of Home Economics and help us respond to "A Nation At Risk."

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[8]Gilbert T. Sewall, "Vocational Education That Works," Fortune, September 19, 1983, p. 68.

* * * * * * *

"eye" of a talented graphic artist, and the "hand" of a great sculptor. Can we, then, make it possible for teachers to master the delicate nuances of their craft more effectively?

It was this question, chiefly, which led to a series of informal experiments, carried out over the course of five years, while I was teaching at the University of Illinois and Stanford University. The purpose was to determine whether, through self-training, the artistry of teachers could be heightened. Putting aside, temporarily, method and content, could teachers find ways to make their classrooms more vital, exciting and appealing.

Children, after all, need not hate school. Boredom is not a condition of learning, disinterest is not inevitable and even the dullest of subjects can be given an element of intrigue. Schooling, to be sure, necessitates hard work but even strenuous effort can, in its own way, be satisfying.

The project, in essence, consisted of an effort to enhance teaching virtuosity through the creation of classroom procedures which increased motivation. The intent was to determine whether teachers, through the conscious use of their own inventive powers, could learn to exploit the elements in a lesson, to devise instructional techniques which were commensurate with their values, and which, at the same time, made learning more interesting for their students. There were, in addition, several questions: first, since master practitioners vary in their methods, could teachers fashion a pedagogical approach which took maximum advantage of personal strengths? Second, could the elusive qualities inherent in artistry be cultivated? And third, inasmuch as teaching, at least in part, is a performing art, could some of the motivational principles used in drama and the theater be incorporated into teaching?

The classroom and the theater share a number of parallels. For the young, school itself is a real-life drama. A major aspect of their world, it gives rise to the full range of human feeling: excitement, tension, conflict, disillusionment, joy, frustration, and the emotional counterpoint associated with existence. Tears and laughter, euphoria and despair, gaity and sadness are as much a part of schooling as pencils and erasers. The educational drama is formed not only by the interpersonal relationships, but also by the ways instruction is organized and administered. Teachers must command attention, sustain concentration, overcome listlessness, and build self-confidence. They do these things, quite often, by drawing upon the same psychological principles used by playwrights, stage directors, and actors. Since drama is a portrayal of life, and schooling is life, they share similar underpinnings.

Although there is reason for strong concern when entertainment substitutes for education, drama may have a legitimate place in the classroom. The right kind of theatrics can heighten interest, underscore matters of significance, and give learning an element of excitement. The use of dramatic emphasis, in addition, allows teachers to express their own creativeness and to vivify their personal approach to instruction. It seems sensible, consequently, to argue that imaginative instructional tactics can incorporate principles used on the stage.

Conceivably, a more intriguing classroom might enhance student commitment, thus increasing teachers' work satisfaction and counteracting what is often referred to as "burnout." Heartened by more enthusiastic students, moreover, they might develop a sharper intuitive sense about ways to make learning more seductive, and a keener perception of their students' individual make-up. For it is only when the teacher accurately deciphers the mind of the child that the best teaching is possible. And, as much as anything else, perhaps, our experiment was based on the hope that increased artistry would engender greater professional ego and a desire to excel.

The procedures were relatively simple and unpretentious. First, a number of factors associated with skillful teaching were identified through the research literature, observations, and expert opinion. Then, to give the project structure, four concepts, derived from the theatre, were used as a basis for teacher-invented motivational devices: (1) dramatic episodes, (2) acting in teaching, (3) classroom atmosphere, and (4) instructional staging.

Dramatic episodes, brief vignettes which illustrate the focal point of a lesson, can be used to capture learner attention. A short account, for example, (to borrow an illustration of Getzels) of the way passengers in a car, stuck on a lonely road with a flat tire and no jack, pushed their car to a nearby barn where a pulley was attached, and used the pulley to hoist the car so the tire could be changed, might provoke learner interest in machines. During the project, teachers invented "lures" of this sort which could be used, at the beginning of an instructional unit, as a motivational prod.

The "acting in teaching" maneuvers sought to extend teacher charisma and "presence." A portion of the four-hundred odd teachers across the country who participated in the experiment received an inservice course in acting. Taught by drama instructors, the training dealt with body movement, voice projection, nonverbal communication, role-playing, and so on. Though less than universally successful, the results suggested that some acting ability is an asset in teaching, particularly in the primary grades, and that teachers can often use stage techniques to bait and sustain student involvement.

The activities dealing with classroom atmosphere, or mood, were intended to enlarge students' sense of satisfaction and well-being. Once teachers recognized that the ambience of the learning environment could be manipulated, and saw virtue in such manipulation, they learned to use humor, competition, and occasional moments of fun and whimsy, to extend pupil satisfaction and pleasure. As adeptness increased, they developed personal criteria for determining when such interventions were appropriate: ways of judging learner enthusiasm and disinterest. They then attempted to "shift gears" (change activities) or "inject stimuli" (make calculated use of a contest or some other impetus) to reinvigorate involvement.

Staging, the fourth of the concepts derived from the theatre, involved novel and imaginative devices through which learning activity could be directed. Staging has to do with process, with the various techniques teachers use to accomplish their purpose. If the objective is, say, to clarify the principle of friction, an almost limitless variety of tactics can be deployed. Students can read the text, listen to a lecture, observe a demonstration, test a hypothesis, watch a film, work with a computer, and so on. Similarly, to assess student comprehension, the teacher can assign a report, test factual knowledge, ask the students to describe everyday examples of friction, or have the class find out whether powder or flour is more effective in reducing friction between two pieces of wood. Staging, in sum, is that aspect of artistry in which gifted teachers reduce student apathy through imaginative and absorbing assignments.

Great pains were taken, throughout the experiment, to point out that the goal was not entertainment but better learning. Theatrics were to serve as a means of stimulation. For when the teacher does no more than titillate, instruction is diluted and the classroom becomes little more than amusement. It was emphasized, therefore, that the teacher-invented pedagogical devices were for the purpose of increasing involvement, commitment, and, as a consequence, cognitive growth.

In the project's second phase, after a number of tentative hypotheses had been reached through critical incident analyses, intensive work with twenty faculties occurred. The results of the comparisons, coupled with the insights gained in the preliminary period, were used as a basis for devising self-directed professional growth exercises which could be carried on in conjunction with daily teaching. These exercises concentrated on those qualities which the experimental data indicated were closely associated with teaching artistry: inventiveness, spontaneity, perceptivity, high aims, persistence, intuitive judgment, confidence, and sense of purpose.

Broken down into its parts, artistry involves attitudes, intentions, knowledge and discernment. These, moreover, must be blended into an integral force: great skill wasted on trivial objectives, virtuous intentions undertaken unimaginatively, or clever tactics executed poorly, all diminish outcome. Applied to teaching, artistry involves (a) the choice of instructional objectives that have high merit, (b) the use of ingenious ways to achieve these objectives, and (c) the pursuit of their achievement with great skill and dexterity. The cultivation of excellence, consequently, requires that teachers develop shrewd judgment regarding worthwhile educational goals, a capacity for inventiveness in attacking these goals, a corresponding repertory of technical skills, and a strong professional ego.

The best of teaching makes use of proven methods, but it nonetheless is pliable rather than rigid. Specified ends are dealt with systematically, but there is also room for adapting to unexpected opportunity. Artistic teachers excel at improvisation. Having learned to invent when necessary, they can act upon inspiration as it occurs.

The virtues of spontaneity and invention appear to have become a lost cause in teacher education. This is perhaps understandable in view of our efforts to devise more precise instruction, but it is nevertheless regrettable. Inspired teaching cannot be prefabricated. This is not to say, obviously, that research on pedagogy should cease, or that teachers should not learn techniques that have been found effective. There are, however, subtleties in teaching which cannot be prepared for in advance. A major dimension of artistry, in fact, involves the ability to take skillful advantage of situations, and to do whatever is most appropriate. Inventive teachers are, of course, organized in one fashion or another. In fact, they are exceedingly efficient, but they are nonetheless able to temper a plan, precipitate serendipity, or exploit chance circumstances.

The teachers who eventually attained the highest level of artistry were characterized by four primary attributes: first, they made many teaching decisions intuitively; second, they had a strong grasp of their subjects as well as a perceptive understanding of their students; third, they were confident of their competence; and fourth, they were highly imaginative, particularly with respect to efficacious procedure.

What was called "collateral teaching" during the project is also germane. The conventional teacher plods through designated subject-matter with little regard for other possibilities inherent in the learning milieu. Artist-teachers, on the other hand, often pursue multiple goals in multiple ways. Supervising a seat assignment involving graphs, an expert practitioner may warn about the pitfalls of haste, review a formula studied several weeks earlier, and explain because of some implicit connection, the issues surrounding nuclear energy. Teachers who engage in collateral teaching are sensitive to the vast potential of the classroom and able to work toward multilateral aims. They have a fondness for complexity, or, put the other way, an impatience with simplicity. They like, in short, to accomplish a number of purposes at the same time.

Collateral teaching also involves using different paths to a given end. Confronted with an instructional failure, the mediocre teacher concludes: "No Way." The artist-teacher finds a way. Since alternative instructional gambits are invariably available, the best of teachers exercise a variety of pedagogical options. This quest for success is born out of persistence, pride in craft, and ingenuity.

Collateral teaching also stems from a sense of urgency, from what might be called "instructional greed", an avaricious desire to teach as much as possible. The Promethian ambitions of artist-teachers, possibly, are laced with a bit of egocentricity and competitiveness. Mainly, however, they are the result of dedication. The finest teachers have a compelling urge to use time expediently. Because they have many pedagogical fish to fry, collateral teaching is, for them, mandatory: without it, they would be reduced to a pedestrian pace and cover but half the ground possible. Theirs is a full agenda and they have little patience with aimless activity and inertia.

Again, two precautions are in order. First, there is a vast difference between the disciplined use of collateral techniques and teaching which is fragmented. Every digression must have its purpose. The prattling teacher who surfeits students with excessive, pointless verbiage; the wandering teacher who shifts from topic to topic for no particular reason, and the disjointed teacher who simply goes in too many directions at once all produce havoc. Second, there are times when collateral teaching is entirely inappropriate. Some children, for example, are disturbed by deviations, and it is then better to focus upon the primary goal. Further, when the goal is complete, and not easily grasped, secondary pursuits are best avoided. Similarly, when a class is fatigued, the teaching should remain simple and direct.

What is it, one might ask, that enables artist-teachers to use collateral teaching expediently? Three factors, in particular, seem to have a bearing:

First, great teachers invariably are guided by intense personal beliefs. Unwilling to embrace secondhand values, they have strong convictions about what the young should learn. Some, for example, place heavy store upon resilience; they want their students to persist in the face of temporary failure. Others are hooked on writing skills; they value clear prose. Still others prize broad knowledge and their classrooms are sprinkled with references to Bach's twenty children, laser technology, and a new world record in the long jump. Each, however, is motivated by a powerful conception of what teaching should do, and each gives free rein to inner impuse. Lessons are planned, but there is also room for the unplanned. Because such teachers take keen personal pride in the accomplishments of their students, overcoming a learning problem is not only the child's victory, but their own as well.

Second, artist teachers are exceedingly adept at rapid changeovers. They move from one thing to another with practiced ease, effortlessly redirecting student concentration. A given tactic is abandoned, in favor of a more promising alternative, without undue confusion. An admonishment about split-infinitives may be sandwiched in a social studies discussion; an explanation of group sanctions emerges during the money collection for the field trip; and in the midst of the geography lesson the teacher may suddenly ask why different cultures share similar aspirations. Students adapt, in relatively short order, to these intermittent digressions. The rudder that keeps them on course, despite the frequent side excursions, is the teacher's fixation on the primary goal; the instruction may veer from the path to encompass something additional, but there is always a return to the central point. Collateral teaching, through expedient organization, enables a teacher to work toward several ends -- as well as toward the same end in several ways -- and to accomplish more in the same amount of time.

Third, artist teachers have something akin to "multiple-vision." They are able to keep a number of objectives in mind, seemingly at all times. They remember that one child lacks confidence and another is erratic. They expect their students to recite the pledge to the flag, but also to know what "liberty and justice for all" implies. They are interested not only in good test scores, but in behaviors and growth not measured by tests.

Teaching is, of course, both an art and a craft. It is a craft in that it has a body of principles and accepted procedures, and it is an art in that it permits interpretation and expressiveness. Each of the fine arts -- music, dance, architecture, painting, sculpture and literature -- involves matter, form and content. So, too, with teaching. All artists, whatever their medium, seek to convey meaning, an understanding of reality, some interpretation of life's phenomena. Teachers do the same. As a consequence, artistic teaching is always unique, marked by the personal style, idiosyncracy and intent of the teacher. While teaching can be analyzed and broken down into discrete parts, the composite of excellent pedagogy comes to a larger entity. Thus, to comprehend artistic teaching, both analysis and synthesis are necessary: the parts must be seen in relationship to the whole.

# Home Economics Resources for the Elderly: An Integrative Teaching Approach

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In recent years there has been growing concern over integrating the various specialty areas within home economics in an attempt to produce well-prepared home economists. All too often, students enrolled in university home economics programs do not obtain adequate knowledge of the totality of home economics. Rather, students tend to specialize in one specific area and avoid courses in other areas in which they have little interest. Such an approach produces housing, interior design, textiles, clothing, nutrition, food science, family, consumer, and education specialists as opposed to home economists. In fact, many of our graduates identify themselves by their specialty area and not home economics.

One method that has been utilized for many years to present an integrated home economics program is to require core courses of all home economics majors. In this way students are at least introduced to the various areas within home economics. However, students typically do not transfer knowledge gained from the core courses to their area of specialization. Once the required core courses are completed, they are often either forgotten or viewed as not being relevant to a particular area of specialization.

We feel that a common core of courses is an essential component of university home economics programs but not sufficient to produce well-versed home economists. It is our impression that senior level seminars should also be employed to approach a particular subject with a total home economics perspective. In the summer of 1982, a three-week course entitled "home economics resources for the elderly" was taught at the University of Nebraska--Lincoln using an integrated home economics approach. The purpose of this article is to describe how the course was developed, taught, and evaluated.

## Development of the Course

As a first step in developing the course, students were queried about their knowledge of home economics concepts applied to the elderly. Responses obtained from students indicated a lack of understanding of how home economists might successfully work with the elderly, suggesting a need to provide a course integrating the various home economics areas associated with the topic "improving the quality of life of the elderly."

A group of home economics faculty members at the University of Nebraska--Lincoln interested in the elderly then met to consider adding a cross-departmental course to prepare students to assist older persons in improving the quality of their lives. It was decided that the overall purpose of such a course would be to emphasize the everyday living skills needed by elderly persons in a complex society such as ours. The course would be designed to enable students educated in one professional area of home economics to integrate the other areas of home economics into their specific major areas of expertise.

Specifically, one goal of the course would be to take a practical approach to the major problems encountered by older persons in learning skills and coping with decisions needed to function more adequately in everyday life. Such questions as effective use of environments and adapting resources according to individual needs would be considered.

A second goal of the course would be to offer students the opportunity to synthesize knowledge about the elderly that would help older persons function more effectively at home and in society. As students work together with older persons in a variety of situations they would learn how the elderly might view the alternatives suggested by a younger person.

Thirdly, such a course would help students learn more about and appreciate more fully the contributions of the field of home economics to the quality of life of the elderly. Students would also gain information from the areas of home economics outside their major before graduation.

Home economics has a valuable contribution to make to the field of aging because it brings together a focus on food, shelter, clothing, and problems of the consumer--practical aspects of everyday living for older persons. It was expected that the course would be team taught by professors from the various areas of home economics rather than having just one teacher and guest consultants. In this way, the different areas would be represented at all times throughout the course. Guest lecturers would be utilized to present information from specific areas of study thought to be most needed by the persons working with the elderly.

Course Content

There were fifteen students enrolled in the course. Nine students were majoring in human development and the family, three students in human nutrition and food service management, two students in education and family resources, and one student in textiles, clothing, and design. Most of the students were juniors or seniors. Additionally, five elderly volunteers attended the class.

Although people of all ages go through life facing the issues of home and family, many persons are faced with a myriad of decisions and a minimum amount of information related to the family and the home environment as they grow older. Thus, the objective of this course was to address several of these issues faced by older persons, including consumer information, health, budget, attitudes, housing, management, physical limitations, and sources of help. It was expected that the students would gain:

1. Understanding of the cross-departmental nature of the study of older persons.
2. Information relating one area of home economics to another and the use of those relationships in solving problems concerning the independent living of the elderly.
3. Ability to apply cross-departmental findings to a volunteer elderly person in the solution of an actual problem.

Week one. During the first week of the course guest speakers lectured on topics from the areas of counseling, nutrition, clothing, housing, home furnishings, money management, and consumer issues. The students also selected readings and wrote ten annotated bibliographies to support and increase their knowledge of the different areas within home economics. The classes were relatively informal, and questions, comments, and discussion were encouraged.

Week Two. The second week of the course was reversed primarily for work on group projects. Groups of three or four students worked with one or two of the elderly volunteers in developing a broad case study requiring input from each area discussed during the previous week. The basic purpose of the project was to promote an integration of the resources from home economics to aid in solving problems which elderly persons viewed as serious.

During the second week the guest lecturers were available to answer questions related to the case studies. The class also had field trips to a senior citizen's apartment complex and to a rehabilitation laboratory. A case case/essay examination of the previous week's material was given and the students discussed the readings they had done.

Week Three. During the final week of the course the student groups, including the elderly volunteers, conducted the classes. Each group presented the case study and the solutions they had developed. The presentations were innovative and quite detailed. The home economics faculty and many community service organizations provided handouts and equipment to the students.

One project demonstrated the integration of the areas in home economics most vividly. One group member portrayed a gruff, elderly man who had recently suffered a stroke. The man was paralyzed on the right side and confined to a wheelchair. He had no family, lived alone, and wished to remain in his home. He approached the other students with his problem. The nutritionist in the group provided instructions and equipment for food preparation and food consumption. While demonstrating how to use the equipment, she gave basic instruction on how to achieve a nutritious diet. Another group member who had constructed clothing for the man, displayed the clothing, and discussed the need for modified clothing that would be easy to put on and remove and comfortable to wear in a prolonged sitting position. One group member discussed housing modifications that would accommodate a wheelchair and the loss of control of the right side of the body. One student counseled the man concerning his feelings about his handicap and provided a description of the services available for counseling. Information regarding financial counseling was also presented dealing with arrangements for rehabilitative equipment, housing modifications, and budgetary concerns. All of the students gained experience in counseling techniques as they worked with the man on his problems.

In conclusion, the students enrolled in the course displayed achievement of the basic course objective through their performance on the examination, in class discussions, and in presentations of the group project. By the end of the course students had not only synthesized the knowledge presented to them but had become aware of the multifaceted nature of problems facing the elderly and the availability of resources in home economics to solve these problems. In addition, students demonstrated an awareness that home economics can best serve as an integrated whole rather than a group of separate, unrelated entities.

Evaluation of Students

Evaluation of the class members was based on four criteria: attendance and participation, annotations of their readings, one examination, and case study group presentations. Considering the seminar format of the course, attendance and class participation was regarded as essential. Fortunately, high interest in the subject matter and early involvement in the course resulted in excellent attendance and active participation by students.

The second requirement of the course was for students to prepare annotations of ten books and journal articles dealing with home economics research on the elderly. This assignment was designed to familiarize students with the type of journals which publish research related to the elderly, introduce students to different methodological and theoretical approaches utilized to study older persons, and provide students with the experience of summarizing research results. Additionally, students were encouraged to annotate research conducted by all the areas within home economics. The completed annotations were excellent, and students commented favorably on their experience in writing them.

Third, the examination, given after the guest lecturers, was considered necessary in order for students to integrate concerns regarding the many issues of home economics resources for the elderly. Questions included in the examination dealt with the resources necessary to solve problems of the elderly resulting from negative attitudes and prejudices toward the older population, housing alternatives, money management and consumer skills, nutrition, clothing, and counseling. Questions were of an applied nature, as the following example illustrates:

> Jim and Nancy, a retired couple, are considering the possibility of either purchasing a new home or remodeling their present home. This consideration is based upon two facts: their home energy bill is increasing faster than their income and Jim has recently become confined to a wheelchair. What advice would you give Jim and Nancy?

Examination results indicated a good understanding among students of home economics concerns regarding the elderly.

Finally, students were graded on both an individual and group basis with regard to the case study group presentations, which were considered the heart of the course. Students were evaluated on their introduction, integration of subject matter, verbal summary, organization, panel involvement, technique, skills, and synopsis.

Overall, students were highly involved in the course and performed well. Students commented that they learned a great deal in the class and thought that knowledge of the various home economics areas better prepared them to deal with the problems faced by the elderly.

## The Older Participants

All of the older persons enjoyed working with the college students. They were very impressed with the students' knowledge and high interest in the elderly. They were amazed that the students would actually go out into the community to get prices of materials to find out if older persons could afford the items selected in the case studies.

The older persons also felt that they made a contribution to the students' learning. They were able to help students modify unrealistic expectations and shared their own feelings and experiences with the students. They felt that the case study approach gave students the opportunity to look at the whole person in a much more meaningful way than the traditional lecture approach used in most classes.

Lastly, the older persons gained information they could use in their own lives. They learned essential information about nutrition, home furnishings, and energy consumption. They were glad to know about the many adaptations that can be made within the home for persons with arthritis, stroke, blindness, or other handicapping conditions. The older persons learned about clothing style for fit and comfort. They gained much more information than they had expected from the class.

## Conclusion and Recommendations

At the beginning of the term the students found it difficult to understand the modified role playing/case study approach. They expected to form their own groups and deal with issues from their own areas of expertise. By placing students of different home economics majors together, students were forced to integrate areas to prepare and solve the case study problems. Since there was not a representative from each major in each group, some students needed to gather information from areas that were unfamiliar to them. Role playing the part of a professional in the case study required an integration of areas and provided a great deal of insight.

College students often do not have the opportunity to interact with elderly individuals and thus may not understand the needs of the elderly. The elderly persons who participated in the course helped students to develop a realistic approach not only to the solutions of problems but to individual needs and interests as well. The elders' presence and their willingness to share experiences were enlightening.

This same approach could be used in other senior seminars to help students:

- Gain knowledge in aspects of home economics neglected in their area of specialization.
- Practice working with others to solve problems.
- Appreciate the value of the field of home economics as a whole.
- Gain self-esteem as they use the information acquired from their four years of university study.

Although students graduating from university home economics programs have some knowledge of the various areas within home economics, they often see themselves as specialists in a specific area rather than as home economists. Participation in a cross-departmental course, such as the one described here, enables students to integrate course content from areas other than their major into a

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# Issues and Implications of Aging for Home Economics

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Although the growth of the elderly population has been rapid in recent years, the increase in those who are adequately trained to work with and provide services for older persons has lagged behind. 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 purposes of this paper are to delineate the potential contribution of Home Economics to the field of gerontology and to set the stage for utilizing the various areas of Home Economics by providing an understanding of some important background issues.

Why should we be concerned about educating our students in the area of aging? Three prevalent reasons are as follows:

1. Students will have increased contact with older persons. In 1900 there were 14 grandparents per 100 parents; today there are 42 grandparents (Serow, 1978). Providing students with knowledge and understanding would facilitate their interaction with elderly persons in the family and community.
2. Students will become more prepared for their own aging. They need to ready themselves financially, socially, psychologically, and in regard to health concerns.
3. Students will become better prepared to work with the elderly. Whereas there has been a great increase in recent decades in services for the elderly, there continues to be a deficit in trained professionals. Only a few of our students may be employed in a position where they deal exclusively with aging concerns, but a great many of our students will focus some aspects of their job schedule working with these issues.

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meaningful whole at the same time that they gain greater knowledge in their specific area of study. Home economics programs would benefit from such an approach since their graduates would be more cognizant of the totality of home economics.

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The Contributions of Home Economics

The philosophy and the various skills of the home economist are particularly suited to meeting some of the most important needs of our older persons.

An excellent example can be seen in the area of nutrition. Nutritional needs change in later life. For example, the capacity for absorption of certain nutrients may decrease while the importance of those substances and others in the older person's diet may increase. Social and economic factors also have an impact on the ability of the elderly to maintain a proper diet. Costs of food, lack of transportation, and social isolation all influence how well the nutritional needs of many older persons are met. A better understanding of these needs and problems would give students the ability to deal with these issues.

The areas of home management, design and consumer education are of great importance in helping the elderly maintain independence and in improving the quality of life. Many older persons have disabilities which limit their capacity to remain independent, yet many of these limitations can be overcome. Some examples include access ramps for the wheelchair bound, safer bathroom facilities, and improved stove dials that a person with poor eyesight could utilize with maximum safety. Helping the aged to become more consumer aware by recognizing "schemes," gaining knowledge of product quality, and having proper wills, insurance, etc., can help allay fears of both the older person and their family.

Education in the area of textiles and clothing, with a focus on aging, would likely include an emphasis on comfort and temperature control in clothing. Another interest of this field could be fashion for the elderly. As Goffman (1959) discusses, how we present ourselves to others greatly affects how we view ourselves--this is not less true in the later stages of life.

Personal growth, family interaction, and intergenerational relations fall within the domain of the human development and family aspects of home economics. Knowledge of the continued development in later life would better prepare home economics students to help the elderly find continued roles in the community and family, increasing the meaning of life for many older persons. The family provides more support to older relatives than all government sources combined (Montgomery, 1982) and continued interaction with family members is the norm for most older persons. Family members have many concerns about their aging relatives and the educated home economist could serve to deal with those concerns and enrich family relations in the later years.

These are a few of the ways in which the areas of home economics can contribute to meeting the needs, as well as enhancing the well being, of older persons. Many others could be outlined by professionals within these various areas. There are several issues, however, about which all home economics educators dealing with the issues of aging need to make their students aware.

First we must help students become aware of who the elderly are; even the term "elderly" is in many ways a misnomer; older persons are not all alike:

(a) The group we have considered "elderly" spans over 40 years in age--65 to 105+. One suggestion has been to distinguish between young-old (55-75) and the old-old (75+) (Neugarten, 1975).

(b) The elderly also differ on gender--males and females vary regarding life expectancy, marital status, financial need, etc.

(c) The elderly differ on marital status--the married, older persons have different supports, needs, and interactions than do widowed and divorced elderly.

(d) Older persons vary in regard to health--many illnesses in later life are chronic and many older persons have one or more chronic illnesses. However, only 5% of the older population are in nursing homes.

(e) Social class--the poverty stricken older widow is very different from her counterpart in the middle class. Overall, more older people are living below the poverty level than in the general population.

Students need to develop an awareness of those differences among older persons. The actual views and attitudes of students toward the elderly are not clear. Most research on younger people's perception of the elderly is faulted by the problem which has just been discussed. The question that is most often asked is "What are your attitudes toward the elderly?" Frequently, the responses have been rather negative.

In a recent study (Sanders, Montgomery, Pittman, & Balkwell, 1983), researchers looked at attitudes of students toward six different groups of older persons, specifically males and females who were young-old, old-old, and centenarians. In all age groups, men were seen as being more untidy than women, and younger males were seen as more knowledgeable and independent than young-old females. For the old-old group, females were rated as more friendly. Concerning age, there was a decrease in positive attitudes as age of the target group increased. That is, the older groups were viewed as less positive than the younger. Although older groups were rated as less positive, no group was rated as negative overall.

In many ways, this study revealed that students' views toward the elderly may be less stereotyped than previously believed. At least, they do seem to differentiate between males and females and various age groups. Implied in such findings is the need to teach students about what older people are really like and also the need to be more accurate in our assessments of how they actually view the elderly.

The second area of which to be aware is the roles old people play or could play in our society. In the community, old people provide great service in the way of volunteering their time to a variety of needs.

The elderly could also play a greater role in education. Their impact could be felt not only in educating students about aging, but also in sharing their experiences in specific occupations. The knowledge of the elderly is one of our greatest untapped natural resources.

In the family the elderly often play the role of caregiver for grandchildren, advisor to all generations; they aid their family through financial support, sharing goods and services, and sharing through personal help such as emotional support. In a recent study on older couples and their relationships with their adult children (Sanders & Walters, 1983), it was found that older people continue to give as much or more to their children than they receive, including financial help. This situation is reversed usually only at the time when the older people become severely disabled (Cheal, 1983).

More effort in utilizing the energy and ability of the older population needs to be made. The elderly make a great contribution to society, and also receive a great deal by feeling useful and having more meaning in their lives.

A third area we need to focus on is dealing with the myths surrounding how we treat older people. An aspect of particular interest is the myth of family abandonment--the belief that children stick their aging parents into nursing homes and then forget about them.

As mentioned, the family is the greatest supporter of the elderly and provides more in financial, emotional and social support than all government agencies combined (Montgomery, 1982). Families go to great lengths and place a great burden upon themselves in caring for disabled elderly and finally may bear a burden of guilt when their older relatives must go to an institution where they can get better care than the family is able to provide. The nursing home is usually seen as the last resort and twice as many severely disabled older people live with families than in nursing homes (Brody, 1978).

Although there is a great deal of intergenerational contact and support, more focus on the quality of contacts rather than quantity is needed. In the study mentioned earlier (Sanders & Walters, 1983), it was found that the amount of contact had no relation to the morale of the older person, but the quality of those interactions was quite important.

These general ideas could introduce the student to the field of aging. Further implications and needs for teaching home economics students about aging include developing an understanding of the differences between subgroups of the elderly population. To facilitate working with the elderly, students should be aware of problems such as hearing, vision and speech impairments that can make communication with older people difficult.

Educators also could focus on specific needs of the elderly from the various perspectives of home economics within existing courses. More courses on aging are needed, but more importantly, material in existing courses could be related to aging. In the course of such learning, students should become aware of services available for the elderly so that they can facilitate the rendering of those services to older persons they work with or know. Students must also obtain hands-on experience working with old people. Whereas nursing homes can provide a convenient opportunity for field work, other types of experiences should also be considered. The nursing home elderly are not representative of the majority of older persons. Finally, educators need to make students aware of opportunities for employment which focuses on the elderly.

Home Economics professionals are in an excellent position for improving the quality of life of the elderly population through providing appropriate skills for students who will work with older persons. Because of the nature of home economics, we as educators of future home economics professionals should assume a major leadership role in the field of aging.

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## WHAT IS HOME ECONOMICS?

A quote from a former president of the home economics association in England, Judith Christian-Carter.

The aim of home economics is to develop each individual so that he or she is capable of using his or her own, and material resources, to the full; of showing concern for others; of maintaining stable family situations; and possesses such a degree of competence that he or she is capable of adapting to the demands of an ever-changing environment. It is definitely a component of the common core, and it most definitely should not be relegated to an option, to female-only access, neither to an experience just for the less able, nor give way to the seemingly more important study of a first, let alone a second, foreign language.

In its widest interpretation it has to be seen as a subject which is wholly concerned with many of the skills and competencies needed for life and, as such, home economics, in any logical structure, must be seen as the central core component which can give relevance and meaning to the majority of curriculum activities, and which promotes, through the educational development of the individual both the well-being of the family and the community.

However, the danger signals are all too obvious. If we present home economics as just cookery, then we only have ourselves to blame. If we present it as a wider area of study, we must be careful not to see and talk about it as a craft subject. I would argue that home economics is not a craft subject *per se*, although it does, of course, have craft-based elements, but that its intrinsic worth lies, to a certain extent, in its multi-disciplinary nature and, more particularly, in the integration of those principles and themes which arise from such a structure to form its core and which must be applied in practice in an interdisciplinary approach.

From: Housecraft, August/September 1980, p. 172.

# Coping With Microcomputers--Byte By Byte

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Microcomputers are the realities of the present and the wave of the future. With them comes the challenge of deciding where microcomputers best fit into the lives of home economics educators. Although home economists have been working with computers for several years, widespread adoption has not yet occurred. Now the microcomputer offers new challenges.

A knowledge of computer terminology helps the home economics educator to interact with the computer world, and computer literacy allows her/him to take an active part in decision-making related to the purchase of computers. Only in rare cases would one encounter a dealer who is willing or able to explain in detail to the uninformed the capabilities and characteristics of computers. The purchase of a computer through an educational institution would also require a familiarity with hardware terms so that the equipment could be put out on bid. If the educator is looking for certain capabilities of the computer, then knowledge of terminology and specific function are necessary in order to acquire the appropriate equipment. To present a strong case for the acquisition of computers to assist in their work, educators need computer literacy.

## Microcomputer Use By Home Economics Educators

Decisions that need to be made by home economics educators in relation to the microcomputer and their work include: For what will the microcomputer be used? Will it be utilized to keep records, to calculate, to save time and energy, to educate, to entertain,or to control and guard the home for 24 hours a day? How about management tasks such as inventories, budgets, phone directories, and other necessary lists?

Home economists will need to choose those functions of the microcomputer most appropriate to their individual purposes. Home economics educators need to decide what information should be stored, accessed, and then deleted in all areas in home economics. The vast storage capacity of microcomputers and the easy access to that information will make the management tasks of all home economics educators easier.

Special requirements for microcomputers need to be communicated to programmers, or home economists must do the programming themselves. It is likely that all home economists will eventually become involved in the use of microcomputers. Users are likely to see themselves grow in creativity as they discover and develop applications in their own areas of interest.

## Possibilities and Limitations

Although computers have largely been identified with statistics, class enrollments, accounting and business procedures, mathematical calculations, and analysis of research data, it is also possible to use them for drill and tutorial purposes, problem solving, simulation, and testing. Highly interactive microcomputer programs can be developed for students in which verbal skills and problem solving abilities can be strengthened. However, there are limitations in the use of the computer. It is an instrument which does exactly what the programmer tells it to do, so if the instructions contain a mistake, the computer performs the mistake. Sometimes jokingly called an "idiot", the computer can, on the one hand, outperform the human being in mathematical calculations, sorting, and information retrieval, while on the other hand, it can display incomprehensible "garbage".

An additional limitation of the computer is that it has no control over how the information displayed will be used. A set of numbers or verbal information which is used incorrectly is not of benefit to anyone. If interpretation is needed, the computer must be programmed to perform that interpretation. The programmer clearly has an important function and can be in control of a vast amount of power.

Finally, the attitude of the home economics educator toward the microcomputer will affect the use of it. Resisting the microcomputer because it involves too many numbers, because it is incomprehensible, or because it is "just another passing fad" will prevent the educator from learning about its great potential. The educator needs to be willing to seek out and evaluate new frontiers in the search for knowledge, including the use of microcomputers.

## Questions To Be Confronted

Questions of the computer world facing home economics educators are: (1) Will home economics make a commitment and become sufficiently involved? (2) Will this commitment to computers involve attention to the curriculum in preservice education? (3) What provisions will be made for inservice education of teachers already in the profession? (4) Since computer science departments tend to focus on mainframe computers, who will give the training on microcomputers? (5) Who will provide the leadership? and (6) What are the rewards, both intrinsic and extrinsic, for educators who make the effort to integrate computers into their work?

Continued on bottom of next page.

# Integrating Microcomputers Into Youth Group Activities

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Home economics teachers are being told that they need to use computers in their classrooms. They are learning the "buzz words" like hardware, software, CPU, RAM, ROM... While home economists are becoming computer literate, most are still unknowing when it comes to actually using the computer in their classroom. Fewer still have considered using the microcomputer for the home economics youth group.

Reel[1] states that "Future Homemakers of America is perhaps one of the most effective resources for dealing with challenges facing the family." An urgent challenge that American families are being confronted with is how to use a home microcomputer to manage resources. Dickerson[2] indicates that computer owners do not use this household appliance to its fullest potential. Owners of home computers tend to use their machines to play games, learn about the computer itself, and acquire a computer language. The FHA/HERO youth organization is an ideal avenue to prepare students for the challenges of using microcomputers to manage scarce resources. Its members can use the micro for a variety of tasks including applications within local home economics groups and in national FHA/HERO events.

In addition to many other applications, microcomputers can be used in FHA/HERO as a management and learning tool. To assist in maximum use of your microcomputer, software is available in the areas of budgeting, gradebook recording, data management organizing, word processing, and educational activities. Due to the number of software packages available and the variety of computers, brand names will not be identified. Contact with your local software dealer or school district computer coordinator can help identify a package that will meet your specifications.

## MANAGEMENT

Computer-Managed Instruction (CMI) is using the microcomputer to manage the classroom. Teachers are encouraged to use simple record keeping programs in innovative and creative ways. CMI programs are known for their time-saving features.[3] Using management packages will save time in maintaining accurate records as well as teaching computer skills to youth group members.

### Budget

Financial record keeping can be a challenge for the treasurer of any youth group in keeping accurate records of income and expenses. A budgeting package can help the treasurer maintain records of dues collection, income from various fund raising events, and expenses from chapter activities. A budgeting package could also help the group predict the potential income of various sales activities. Not only is the microcomputer a convenient financial manager for the youth group, but it will also maintain financial records and give the students experience in preparing themselves for the world of work at home and in the marketplace.

The same gradebook package the advisor uses for the classroom can also be used for the youth group. Members' names, events, and meetings throughout the school year can be entered into the program. After each event, the

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As home economics educators look toward the future, their direct involvement is imperative for a profession entering the electronic age. The commitment to learn about computers, to make use of them in professional work and in life, and to share that knowledge with others is essential. Those who stand on the sidelines and ignore the electronic age, including computers, will become obsolete in their approach to their careers. The electronic age is challenging home economics educators to decide how, when, where, and why the computer, especially the microcomputer, fits into their professional lives.

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secretary or committee chairperson can record the participation of each member. This information can then be used to determine who shall attend a statewide meeting or to ascertain who has made an outstanding contribution to the group during the school year. Since it is difficult to remember what every youth group member has done throughout the year, records of participation would provide objective evidence of the contribution of each FHA/HERO member.

A data management or filing system can also be applied in the home economics youth group. As with a gradebook, a filing system can be employed to maintain records of chapter members. The FHA members can use the filing package to keep an up-to-date record of potential guest speakers, their area of expertise, address, place of employment, and telephone number. Another important feature of this type of package is that the members can keep a record of their service projects. The chapter members in 1986 can find out what the chapter did in 1983.

HERO chapter members may want to keep a record of their supporters and employers. Past, present, and potential employers can be recorded on a data management package. Specifications such as the address, former employees, field of work, type of experience available and a variety of helpful information can be maintained. At the beginning of a new year, the HERO coordinator would have a variety of possible employers for the students who have enrolled in the program.

Word processing packages to replace the typewriter can also be useful. Information can be entered into the computer, edited, and printed out. This will eliminate the need to re-type an entire document in case of a typographical error or paragraph adjustment, since data can be rearranged into different formats at the touch of a button. The chapter secretary can record the minutes and make corrections as necessary, or prepare public relations materials such as news releases, pamphlets, and letters.

## LEARNING ACTIVITIES

FHA/HERO encourages individual growth and development of its members. Members have the opportunity to participate in Students Taking Action with Recognition (STAR) Events; Families in Future; Student Body; and Sew for Dough, Sew to Grow. Members can use the microcomputer either as a learning tool or as an object of study.

### STAR Events

STAR Events provide FHA members with the opportunity to learn about themselves. These events are demonstrated either in a display or illustrated talk. Members can use the computer to show off their new found knowledge and skill. Projects using a microcomputer that consumer and homemaking students might consider are:

+ maintaining household financial records,
+ establishing household inventory records for insurance purposes,
+ providing options for diet control,
+ educating family members so that school activities are enriched or new knowledge is gained,
+ accessing and utilizing a database as a source of information, or
+ establishing a wardrobe inventory.

Occupational home economics students can explore business applications of a computer. Possible projects include:

+ inventory maintenance,
+ financial analysis,
+ electronic mailing systems, or
+ cottage industry records.

Computer software that is used in the home economics classroom can be used in FHA/HERO. The "Student Body" program emphasizes nutrition and physical fitness. Diet analysis programs that calculate nutritional intake and energy expenditures would be suitable for use with "Student Body."

"Families in Future" uses peer education to prevent teenage pregnancy. Software is available in sex education, birth control, and child development. Participants could use these programs as teaching aids within this project.

"Sew for Dough, Sew to Grow" emphasizes sewing skills. The chapter establishes a team sewing business or community project. A financial management package can be used to analyze potential income, expenses, and profit for the team sewing business. A data management package can be used for the community sewing project to keep records of those people receiving the goods produced. This information can be used at a later date to conduct follow up studies on the quality of the item received. The group may like to distribute more goods to the recipient at a later date.

The number of computer applications in youth groups is limited only by one's imagination!

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# A Computer Approach To A Traditional Nutrition Assignment

Editor's Note: High school students can be taught to use microcomputers in the same manner as described here. Other dietary analysis programs are also available.

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## INTRODUCTION

Teaching nutrition is a challenging task, and educators need to utilize the new teaching techniques which are applicable and appropriate to the task. Nutrient analysis is often a boring, time-consuming task for students. The main frame computer has been available for teaching nutrient analysis for several years; however, it has not been widely used by many institutions. With the current availability of microcomputers, it is easier for students to gain experience using computers to complete assignments. To make the nutrient analysis assignment interesting and stimulating, we have incorporated the use of the microcomputer in three of our nutrition courses.

All three courses require the students to do some type of personal diet analysis. The use of the microcomputer has allowed the student to reduce the time required for the analysis process and also to develop computer skills. The software used in the three courses is the Diet Analysis Program, distributed by Apple. (1) This program contains over 700 food items with 24 nutritive values per item.

## HOW IT WORKS

The Introductory Nutrition course is composed of 30-50 students from a variety of major fields, but includes primarily home economics, pre-nursing, and physical education majors. For many students this assignment provides their first experience with the microcomputer.

Students keep a three-day diet record which is analyzed on the computer for nutrient content. It records the student's daily nutrient intake and provides a three-day average intake of the following: kilocalories, protein, carbohydrate, unsaturated fat, saturated fat, total fat, cholesterol, vitamin A, vitamin C, thiamin, riboflavin, niacin, calcium, and sodium. National Research Council/ Recommended Dietary Allowances (NRC/RDA) values for the student's age and sex are also supplied. Students use these values to calculate their percentage of the RDA for nutrients, to determine the percentage of kilocalories provided by fat, protein, and carbohydrate, and to compare their intake of cholesterol and sodium to current recommendations. Using this information, students prepare a paper evaluating their dietary intake, taking into consideration the U.S. Dietary Guidelines and making specific suggestions for improvements. Juxtapositioning the computer analysis of their diet with information presented in class often results in student motivation to change poor dietary habits.

Another course utilizing the microcomputer is Nutrition for Elementary Teachers. This is a condensed half-semester course designed to be a part of a professional semester in which the other half consists of student teaching in the elementary schools. Twenty to thirty students attend five hours of class each week for eight weeks learning basic principles of nutrition along with practical suggestions and applications to the elementary curriculum. By using existing software as part of classroom assignments, students become acquainted with the operation of the microcomputer. Students are self-paced and instructions are repeated when needed. Their anxiety level about the computer is reduced, and they are able to use it as a teaching tool to enhance their classroom instruction.

Student reactions to all the computer activities include such comments as: "really liked it even though I didn't think I would," "it was easier than I expected," and "it was much faster and easier than doing the calculations and functions by hand."

The approach used in the Nutrition Through the Life Cycle course, which is comprised mainly of about 25-35 pre-nursing and dietetic students, is two-fold. Like the other two courses, students analyze their dietary intake for nutrient content and compare it to their RDA's using the microcomputer. They then add foods to make their diet consistent with their recommended intake. The unique phase of the assignment is the adapting of their diet to fit their needs as if they were pregnant or lactating.

After assessing their diets the students often find their food intakes lack several nutrients in common: iron, folacin, vitamin A, and sometimes calcium. This discovery serves as an introduction to teach nutrition in pregnancy and lactation since these nutrients are often lacking in the diets of pregnant and lactating women. Teaching counseling techniques as well as methods of adding the deficient nutrients is more interesting to the students since they feel empathy for "patients" in the case studies reviewed in class.

OUTCOMES

Results from use of the microcomputer in these three courses point to some common findings:

1) Students have a greater awareness of their own nutritional status and have been motivated to improve their own diets.
2) Use of the microcomputer for these projects has increased accuracy in the assignment. A tendency for mathematical errors has been reduced.
3) Student liked the immediate feedback they received from input of diet recall and its nutrient comparison to their individual RDAs.
4) The amount of time required to complete this assignment has been shortened from four or five hours to just one or two hours, depending on student's familiarity with the microcomputer.

As with any assignment involving multiple classes and various instructors who are using the same equipment, careful scheduling of microcomputer time is essential. Faculty members meet prior to the beginning of the semester to block out computer use times and due dates for assignments so there will be fewer conflicts. A demonstration on operation and use along with a run-through of the assignment is provided by the faculty member. After the assignments have been made, students sign up for half-hour blocks of computer time. A graduate assistant or other students trained to assist are available to answer questions as students work through the assignments.

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# "Aprons are for Girls:" Promoting Equity in Early Childhood Environments

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"No, Josh, you can't wear an apron to paint. You must wear coveralls. Aprons are for girls." Josh decides not to participate in this activity because it is too much of a hassle to be involved.

This is an example of a child's options being limited by an environment which does not promote sex equity. When these messages regarding appropriateness of sex-role activities are communicated to the child on a daily basis, the child develops a clear perception of what constitutes acceptable boy behavior and girl behavior. This cumulative process contines into adulthood.

In a 1982-83 study to evaluate the level of sex equity in a variety of early childhood educational settings in a midwestern state, an instrument was adapted and field tested in seven day care centers in a metropolitan area. Revisions were made on the basis of comments or suggestions of the thirty-nine evaluators who participated in field testing the instrument.

Descriptors in five basic areas are addressed in this 35-item instrument: a) teaching behavior, b) child awareness, c) center/community, d) facilities and equipment, and e) career awareness.

It is designed so that the evaluator can assess the sex equity level of each item by marking a "1" for little or no effort to a "5" for a high degree of attainment. The instrument is adaptable for use in the secondary classroom as a basis for understanding and applying the factors involved in the attainment of sex equity in an early childhood environment. It can be used in a child development unit/course in which students learn about the importance of the early foundation for social development, in a consumer/homemaking or an occupational child care program.

In the thirty-nine observations mentioned above there were some consistent results. Two areas were found to have strong emphasis on sex equity: teacher behaviors and child awareness. The weaker areas were center/community, facilities and equipment, and career awareness. It is our purpose to discuss strategies for improving the weaker areas and further enhancing the areas that seem to be successful.

### Teaching Behaviors

The observations indicated that adults working with young children planned the same activities for children of both sexes. Discipline was administered in the same way to males and females. Adults reported trying to help children develop non-sexist attitudes as well as knowledge and skills. In fact, teachers encouraged children to be aware of sex bias in materials and equipment. Another important adult behavior was that differences in individual ability were recognized, but not associated with gender. These adults seemed to emphasize sex equity through their behaviors and verbal interactions with the children.

### Child Awareness

Results of the observations suggest that children are given opportunities to role-play non-traditional roles and are presented with activities that reflect broadened roles for family and work. This activity-orientation to sex equity seems to allow children to become aware of the broad array of options available to both men and women.

These two areas, teaching behavior and child awareness, seemed to need little improvement. Adults and children in these preschool environments seemed to be working on issues related to sex equity. Howver, there seemed to be a lack of environmental support for the developments of these values. The areas of equipment and facilities, center/community, and career awareness should become the focus of greater emphasis. Awareness of sex equity may be encouraged through teacher behavior and child activities, but unless this awareness is reinforced through environmental support, it will not become part of the child's value system. It is important to examine strategies for enhancing these areas.

### Center/Community

It is not enough for teachers and caregivers to stress the importance of sex equity. The preschool environment is a relatively small part of the young child's life. Other adults close to the child, including parents, grandparents and other family members, need some understanding of how their language, behavior and choice of gifts can expand or limit a child's choices. A parent meeting where videotapes

*This paper represents a completely collaborative effort. Requests for reprints should be addressed to either author at the Home Economics Building, North Dakota State University, Fargo, North Dakota 58105.

of children involved in a wide range of activities is viewed and discussed may help parents and other members of the community understand their roles in shaping children's behavior.

Equipment and Facilities

Equipment and facilities, a particularly important area for encouraging sex equity, provide children with the tools for trying out non-traditional roles. Teachers of young children need to work with administrators in purchasing toys appealing to either sex. Further, the environment should be examined for toys, books and bulletin boards that may be giving children subtle reinforcement for behaving in sex-stereotyped ways This is another area in which parents need to be informed. At holiday time, such as Christmas or Hannukah, it might be appropriate to have a toy workshop for parents in which they could evaluate toys for safety, educational value and sex stereotyping. Participants might construct a toy or game that would appeal to a child of either sex.

Career Awareness

A final area in need of strengthening in preschool environments is that of career awareness. Young children seem particularly prone to occupational stereotyping. Men are doctors. Women are nurses. Women can't be police officers and men can't be ballet dancers. It is relatively easy to provide a foundation for dispelling these stereotypes by having visitors talk to children about their non-traditional career, and following-up the discussion with an activity area in which children could role play that occupation. Field trips to see adults involved in non-traditional careers provide further reinforcement. These seem to be particularly meaningful if the adult observed is a parent of one of the children in the group.

Instrument Use

This instrument can also be used in planning a play school in the secondary classroom. Students can gain an awareness/ appreciation for designing an environment which provides sex equity for young children. In the development of this environment, it is important for students to learn to transfer these basic sex equity principles to any setting which involves young children. Thus, students can be motivated to apply these principles in observing/participating in day-care centers, nursery schools, elementary classes, youth groups, and church school classes.

In actually using the instrument, a number of additional activities could be planned. For example, students could evaluate early childhood environments and share insights as to the level of sex equity attained. Suggestions for maintaining or adapting the environment could be shared.

Teaching Suggestions

(1) Plan a variety of learning centers (blocks, art, dress-up and science) and have small groups of children play at each area, insuring that each child has an opportunity to try every activity.

(2) Tell children the story "William's Doll". Discuss the reasons William might want a doll. Ask children, of each sex, how they feel about owning and playing with dolls.

(3) Invite parents who are employed in non-traditional careers to visit the child-care program to discuss their careers and thus provide a wider variety of potential role models for children.

(4) Have secondary students evaluate furnishings, toys and bulletin boards to determine whether the facilities and equipment are slanted toward one sex more than another.

(5) Design brochures, posters and leaflets for use in the community that depict a positive image of young children.

These activities might be utilized in either consumer/ homemaking or occupational child care courses to encourage the awareness of sex equity in young children. A further benefit would be enhancing the awareness of the students as to the importance of their behavior, language, and the environment they plan in the sex stereotyping behaviors of young children.

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WHAT AND HOW ARE WE WASTING?

| | |
|---|---|
| Time | Water (esp. hot water) |
| Fuel | Space (inside & outside our houses) |
| Food | Paper |
| Clothing | Trees |
| Shelter (by not maintaining it) | Equipment |
| | Disposables |
| Health | Over packaging |
| Containers | Over processing |
| Mulch Materials | Over use of photocopy machines |
| Trips (2 when one would do) | Toys |
| | Automobiles |
| Furnishings | Books |

- If we reduce waste by 10%, we add 10% to our income.
- If we reduce waste, we help protect the environment and save resources for future generations.
- If we find ways to reduce waste, we may increase our own feelings of self worth.
- If we reduce waste, we may be a model for others.
- If we reduce waste, we may have more to share.
- If all Americans reduce waste, we might have more respect from those in other countries.

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# Essential Living Skills: A Research-Based Curriculum for the Occupation of Homemaking

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Educators in general and Consumer and Homemaking Education teachers in particular, preparing students for the occupation of homemaking, have the responsibility to meet the basic needs of society. One research study conducted by the National Commission on Excellence in Education has described these needs in terms of a "nation at risk."[1]

The Home Economics Education staff, California State Department of Education, in cooperation with the Folsom-Cordova Unified School District, Folsom, California, has identified those essential skills for the occupation of homemaking and has correlated these skills with basic education skills: those concerns relating to communication and mathematical skills regarded as "at risk." The process and out-come of this project are described in this article.

PURPOSE

The purpose of the Essential Living Skills project was to provide assistance to California home economics teachers in planning and implementing Consumer and Homemaking Education programs in the secondary schools to reflect more accurately the roles and functions in the occupation of homemaking.

OBJECTIVES

The objectives of the Essential Living Skills project were to:

- Identify the essential competencies for the occupation of homemaking by reviewing available research studies as well as other appropriate literature.
- Develop a core of "essential living skills" for each of the six content areas as well as the FHA-HERO component of Consumer and Homemaking Education:
  - Child Development and Guidance
  - Clothing and Textiles
  - Consumer Education
  - Family Living and Parenthood Education
  - Food and Nutrition
  - Housing and Home Management
  - Leadership Development
- Validate the identified "essential living skills" by the use of a statewide task force to assure that the needs of the diverse population of California with its various cultural and economic backgrounds were being met.
- Cross reference the "essential living skills" with basic literacy proficiencies currently being assessed in California. (California Education Code Sections 21515, 21516, 21517)

A second phase of the project added two additional objectives.

- To compile a bibliography of curriculum guides and other teacher reference indexes to the 65 Essential Living Skills. (Materials were selected on the basis of diversity of content and ease of acquisition for the classroom teacher. Most of those listed are available on free loan from California's Vocational Occupational Information Center for Educators [VOICE]).
- To provide dissemination activities on the use of the Essential Living Skills materials to Home Economics teachers throughout the state through seminars and workshops.

HOW CAN IT HELP?

The Essential Living Skills documents can be used to assist Consumer and Homemaking Education teachers to:

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1"A Nation at Risk: The Imperative for Educational Reform" proposed by the National Commission on Excellence in Education, Washington: U. S. Department of Education, April, 1983, p. 5.

- Develop curriculum based on documented needs for the occupation of homemaking.
- Provide documentation of basic literacy skills being taught in Consumer and Homemaking Education programs.
- Develop public relations materials identifying Consumer and Homemaking Education as a delivery system in meeting and implementing functional literacy skills.

ADDITIONAL INFORMATION

Assistance in the use of this document may be obtained by contacting the Program Manager, Home Economics Education, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

Copies of the ESSENTIAL LIVING SKILLS: A GUIDE TO PROFICIENCIES AND PERFORMANCE INDICATORS FOR THE OCCUPATION OF HOMEMAKING may be obtained for $3.50 from:

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Essential living skills in the Consumer Education content area are displayed in a matrix showing the correlation with the California pupil proficiencies.

# ESSENTIAL LIVING SKILLS/PUPIL PROFICIENCIES MATRIX

*(A partial listing of pupil proficiencies currently being assessed in California)*

Summarized from **Proficiency Assessment in California — 1980 Status Report on Implementation of California's Pupil Proficiency Law**

**(PUPIL PROFICIENCIES)**

| ESSENTIAL LIVING SKILLS — CONSUMER EDUCATION | READING SKILLS | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1. Reading comprehension | 2. Study skills/reference materials | 3. Vocabulary | 4. Following directions | 5. Finding the main idea | 6. Reading for detail | 7. Following sequences | 8. Forms | 9. Fact/Opinion | 10. Maps and graphic information | 11. Spelling | 12. Signs and schedules | 13. Newspaper articles | 14. Letters |
| C.1 Develop goal selection and decision making skills and relate these principles to consumer choices | X | | X | X | | X | X | | | | X | | | |
| C.2 Evaluate choices and decisions regarding work, in terms of projected income, lifestyle, and family goals and needs | X | X | X | X | | X | | | | X | X | | | |
| C.3 Plan purchases by using all available resources such as, advertising, periodicals, labels, hang-tags, warranties, etc. | X | X | X | X | | X | | | X | X | X | | X | |
| C.4 Plan spending according to family values, needs, and income | X | | X | X | | X | X | | | X | X | X | | |
| C.5 Apply information about types, costs, and appropriate use of credit | X | | X | X | | X | X | | | | X | | | |
| C.6 Use information about banking services | X | | X | X | | X | X | X | | | X | X | | |
| C.7 Demonstrate a knowledge of consumer rights and responsibilities in the marketplace | X | | X | | | X | X | X | | | X | | | |
| C.8 Plan for economic security through savings, insurance, investments, retirement plans, and wills | X | | X | | | X | X | X | | X | X | | | |

| ESSENTIAL LIVING SKILLS — CONSUMER EDUCATION | WRITING SKILLS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1. Writing samples | 2. Spelling | 3. Punctuation | 4. Form completion | 5. Envelopes and letters | 6. Grammar | 7. Usage | 8. Oral expression | 9. Listening skills | 10. Vocabulary | 11. Use of outlines |
| C.1 | X | X | X | | | X | X | | | X | X |
| C.2 | X | X | X | | | X | X | | | X | |
| C.3 | X | X | X | | | X | X | | | X | X |
| C.4 | X | X | | | | | | | | X | X |
| C.5 | | X | | X | | | | | | X | X |
| C.6 | | X | | X | | | | | | X | X |
| C.7 | X | X | X | | X | X | X | X | X | X | X |
| C.8 | | X | | X | | | | | | X | X |

| ESSENTIAL LIVING SKILLS — CONSUMER EDUCATION | COMPUTATION SKILLS | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1. Addition, subtraction, multiplication and division of whole numbers, fractions and decimals | 2. Measurements | 3. Percentages | 4. Money | 5. Graphs, tables, charts and maps | 6. Consumer math problems | 7. Time and wage problems | 8. Metrics |
| C.1 | | | | | | | | |
| C.2 | | | | X | | | | |
| C.3 | | | | | | | | |
| C.4 | X | | X | X | | X | X | |
| C.5 | X | | X | | | X | | |
| C.6 | X | | X | X | X | X | | |
| C.7 | | | | | | | | |
| C.8 | X | | | | X | X | | |

IX

# Opening Doors to Lifelong Learning

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At the close of this school day, Home Economics teachers across the country will routinely lock the departmental doors, check out at the front office and leave the joys and challenges of "Family Living, Clothes Strategy and Foods Lab I" behind them. School is over. The building is securely locked. The equipment is idle.

But not in Hesston, Kansas; McAllen, Texas; Flint, Michigan; and Muncie, Indiana. These communities, among several hundred others, are taking advantage of an opportunity that "opens classroom doors" after hours, brings school patrons into touch with home economics, and provides new "turf" for dissemination of family life education.

The program is called Community Education. It is a process with the capacity to enrich the quality of life in a neighbrohood or community through increased opportunities for family life education, economic development, educational enrichment and recreation, and cultural activities.

Community Education, by definition, proclaims "Lifelong Learning" as its motto, while Home Economics echoes with "Learning for Life." The two philosophies are compatible, and together can bring about new possibilities for the future of the family.

The commitment to Community Education requires six major components of educational responsibility:

1. Relevant teaching, community involvement and the use of community resources to enhance classroom teaching.
2. School facilities made available for all types of community needs.
3. Additional enrichment programs for children and youth.
4. Education and enrichment of adults.
5. Delivery of community services.
6. Community development programs.

Home Economics and Community Education seem the perfect match, for with the Home Economics curriculum:

- we stress relevant teaching--learning for living,
- we have the use of multi-purpose classrooms and labs that can enhance students' community life,
- we direct teaching efforts toward children and youth of all ages, in addition to the adult community,
- we believe in "extension" type education programs,
- we believe that community services such as child care services, care homes for the elderly are vital, and
- we use advisory councils to develop curricula, plan programs and meet the needs of students.

Community education is not new. But it offers new opportunities for resource management, communication and education in every community. With federal dollars in support of Vocational Home Economics and Extension programs declining, and local tax dollars needed to keep pace, our Home Economics programs have to mount some major efforts to let non-parents and parents alike know what we're doing and how and why.

Why? Seventy-five percent of the cost of public education is paid for from the taxes of single persons, childless couples, the elderly, businesses and other groups which have no direct contact with the public school. The facts of declining enrollments, fewer public school parents and greater numbers of people with no association with the schools means we can no longer assume that the public supports public schools nor the programs within them. We must seek their support through more extensive contact.

The need for better and more frequent family life education programs has been highlighted for years. Adolescents and pre-teens in school, and adults in extension programs, have shown a desire to learn about better nutrition, financial management, parenting, marriage relationships, interior design, careers, health, human development and more. Yet fewer offerings, lower budgets and even lost programs contribute to less opportunity for learning in many communities.

Your students may arrive in class occasionally with comments like "Mom and Dad didn't know about any of this," or "My Mom wishes she could take Home Ec. again" suggesting that Home Economics and Family Life Education opportunities are attractive to people beyond the traditional classroom setting. Through local community education programs, Home Economics can focus on family needs, individual interest and community growth and development outside the traditional classroom.

Support will be forthcoming from numerous sources, resulting in community acceptance and involvement. But there may also be some resistance. After all, isn't the role of the school to teach kids? And don't home economics teachers "stitch and stew and tell others how to"? For people to involve themselves in any new endeavor, they must first feel a need for the content of the program. The needs of a wide range of patrons must be considered.

Thus the community education council can be developed by seeking volunteers from business, industrial and civic agencies who represent a broad segment of the population of the community. Following the formation of a council, a community survey identifies the educational interests and discovers skilled individuals in a community who have a desire to share their talents.

As Home Economics programs and personnel become involved by lending facilities, planning programs, teaching classes or assisting in projects, you'll find that most people are interested in home economics, think it is important and believe the learning experiences in Home Economics classrooms are worthwhile.

Children in Community Education classes say, "I like to do this; it's fun." They're saying that learning the concepts of home economics is worthwhile. Men say, "I've been looking for something like this...I'm learning a lot." They're saying that there has been a void in their life, and information from home economics has filled it. Women say, "This is really interesting; I think I can use this." They are saying to all of us that Community Education Home Economics classes have helped them at home, on the job, with a budget, with their children and with decision making.

Home Economics, in community classes, touches a lot of lives. It can help people make changes in their lives. It can improve an entire community. Learning for life or lifelong learning! What matters is that home economics offers people the opportunity to build their lives, to plan their futures, and to make each day a positive experience.

The Community Education Outreach program brings home economics expertise out of the traditonal classroom into the entire community. Creating the "community classroom concept" is a new avenue to assist people in discovering the value of home economics in their lives.

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# Preparing Students for Family Life Beyond the '80's

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> Families live. They continue to live in their own variegated ways, producing their variegated effects as they draw selectively on the changing values, norms and opportunities of the society of which they are a part and as they experience selectively the constraints of that society. While living always in a world that builds them, families live also in the world they build themselves, as they always have.[1]

How can home economics teachers prepare students for life today and life beyond the '80's? In order to answer this seemingly simple question, it is necessary to understand the increasing complexity of families in the '80's, the predictions of futurists about changes in families, and the growing involvement of other professions in family-related matters.

Families, in a myraid of forms, will continue to live beyond the eighties. Demographers at the Joint Center for Urban Studies of MIT and Harvard have predicted that by the year 1990, at least 13 separate types of households will eclipse the conventional family. "Female head, widowed, with children" and "male head, previously married, with children" are exampes of potential family categories.[2] According to Naisbitt, "One thing is clear: The traditional nuclear family. . . seems unlikely to return any time soon."[3] He further predicts that, in the 1990s more than one-third of the couples first married in the 1970s will have divorced and more than one-third of the children born in the 1970s will have spent part of their childhood living with a single parent.

Without a doubt, families exert significant influence on the attitudes and behavior of children. The influence can range from very positive to very negative, and varies according to many family factors. However, family stress, structure and general health of its members are among the most important factors. In order to meet the needs of students today, and prepare them for life beyond the '80's, it is necessary for home economics teachers to appreciate and consider the many influencing factors.

Home economics teachers have a firm foundation of family knowledge which can be used in teaching with a holistic approach. Our ability to adapt and transmit effectively our unique store of family knowledge can be enhanced by constantly striving to keep abreast of the state of the families our students represent.

## Social Systems and Teaching Home Economics

The variegated effects of family trends have begun to impact on the legal, political, medical, and educational systems. Certainly there is a "need to realize that problems related to family and community life--problems besetting education, housing, nutrition, health care, child care, to name just a few--are interlocked."[4] Yet, the attempts of these social systems to grasp and deal with such consequences have not met with consistently high degrees of success.

A major reason for the low success rate of these social systems in their attempts to "help" families is their failure to view families from an ecological perspective. Instead, selected aspects of family life are dealt with by specific separate agencies, e.g., financial assistance and child care. Home economists, beginning with Ellen Richards, have advocated an ecological approach to family studies and formation of family policy.[5] This approach views the family holistically and recognizes that behavior of any part of the family system affects the entire system. Additionally, it stresses the consequences of decisions we make about the family and/or its members.[6] All subject matter areas of home economics can appropriately feed into this ecological approach to family public policy, recognizing that the physical dimension (human nutrition, food science, clothing

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[1] Handel, G. The Psychosocial Interior of the Family. Chicago: Aldine Publishing Company, 1983, xiii.
[2] Masnick, G. and Bane, M.J. The Nation's Families 1960-1990. Cambridge, Massachusetts: Joint Center for Urban Studies of MIT and Harvard, 1980.
[3] Naisbitt, J. Megatrends. New York: Warner Communications Company, 1982, 236.

[4] Ibid., 24, 39.
[5] Andrews, M., Bubolz, M., and Paolucci, B. "An Ecological Approach to the Study of the Family." Marriage and Family Review, 3 (1980), 24-49.
[6] Bubolz, M. and Whiren, H. "The Family of the Handicapped: An Ecological Model for Policy and Practice." Family Relations 33(1984), 5-12.

and housing needs) and the psychosocial (relationships, interactions, decision making) are related to the effective family functioning of the entire system.

It is important to present subject matter from all the areas of home economics in an interrelated manner. Students need to understand that decisions made in one part of their life will likely impact on all other areas.

Educational System

Families are the producers of people and parents have the responsibility to educate and socialize their children.[7] But how will our students socialize their children? Family scholars have identified new insights into the teaching function of parents.[8] Families will remain the most influential force in their members' educational achievements.[9]

It is likely that with the knowledge explosion tending to leave some parents "in the dark," communication between teachers and parents will become even more critical. When families have cooperated with the school through a partnership, educational productivity has risen dramatically due to "the curriculum of the home" which capitalizes on positive relationships and the promotion of human development.[10] This school and home partnership can be reinforced by parental contacts through teacher conferences, student-parent-school events, and avdisory committee meetings. In addition, the triad partnership of occupational home economics becomes a natural way for working together through the school, home, and business community. Success stories abound on the growth and development of young people through their involvement in cooperative home economics-community occupatioal programs.

Economic System

As an unseen economic giant, family households control 38% of the national wealth, compared with 31% controlled by corporations, 22% by the government, and 9% by agriculture.[11] Families paid $240 billion in federal income taxes in 1978 and corporations paid $65 billion.[12] The opposite side of the economic coin must also be acknowledged: millions of families, including one of every three female-headed families, live in poverty that exerts devastating effects on their members.[13]

The buying power of families is great and the buying options are enormous. Product variety will continue to increase in the 1990s. The multiple-option society creates confusion and frustration for families who must make product choices.

Large numbers of secondary students work at part-time jobs; it is likely that an even higher percentage of students will be employed beyond the '80s. As the amount of money available to spend increases, buying options increase. Money management becomes critical. Home economics teachers are in a prime spot to influence money management skills of their students. A wealth of information from consumer credit offices, insurance companies, banks and journals is devoted to financial matters. Clearly, home economics teachers need financial savvy if they are to prepare students for family life beyond ths '80s.

Legal System

Currently over 50% of all civil law filings are related to family matters, and the percentage is expected to increase.[14] Stress builds up in families involved with legal entanglements.

As the stress builds, children become increasingly concerned and anxious. Manifested in the classroom, grades of students can fall, personality and disorderly conduct can increase. The teacher needs to be sensitive to families involved in legal issues.

Walters[15] states that lawyers and judges currently are often inadequately prepared to make decisions about family issues. It is highly probable that, with added family complexity of the 1990s they will be even less prepared. Students can be better prepared to make wise family decisions and cope with stress if they have had anticipatory preparation in these matters.

Political System

The political system has a distinct advantage when functional families care for their own members and produce loyal citizens. When families are dysfunctional, the government must assume a supportive financial role and often provide institutional care as a substitute for family care.[16] Such action impinges on children's security. Ultimately, dysfunctional families affect children's ability to function socially and academically.

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[7] Boulding, K. "The Household as Achilles' Heel." The Journal of Consumer Affairs, 6(1972), 110-119.
[8] Mullis, R. L. and Mullis, A. K. "Parent-Child Interactions." North Dakota Farm Research Journal, 40(1982), 9-11.
[9] Etzioni, A. "The Essential Family." J.C. Penney Forum, (May 1983), 10-21.
[10] Walberg, H.J. "Families as Partners in Educational Productivity." Phi Delta Kappan, 65(1983), 397-400.
[11] Synder, D. "Changing Family Forms." J.C. Penney Forum, (Fall 1981), 6-7.
[12] Murphy, M. "The Measurement and Valuation of Household Non-Market Time." (Washington, D.C.: Annual Report of the Commission of the Internal Revenue, March 1980).

[13] Espenshade, T. "The Economic Consequences of Divorce." Journal of Marriage and the Family, 41, August 1979.
[14] Walters, L. "The Role of the Family Specialist and Research in the Law." Family Relations 32(1983), 521-525.
[15] Ibid.
[16] Merelman, R. "The Family and Political Participation." J.C. Penney Forum, (September 1982), 8-9.

As professionals, we have a responsibility to be informed and involved in influencing public policy from the school, community, state, national, and international levels. Home economics teachers can nurture students' awareness of their political responsibilities through maintaining a decocratic classroom within the school. The support and guidance of students through Future Homemakers of America can facilitate their understanding of the political process. Helping students see the parallels between the classroom and the total school as political units within a larger community would promote the transfer of political knowledge. Certainly, the students could be assisted in examining the "total" political arena in which families operate and in understanding the court's interest in family-related concerns.

Medical System

Family cohesion can provide support to enhance wellness of its members at all stages of the family life cycle.[17] Family conflict, the opposite of cohesion, can produce some of the most painful stresses imagainable for all members but especially children. These stresses are being linked to coronary disease, reduced immunity to disease, and mental illness.[18] In some instances, such as aneroxia nervosa which is common in young females, family interaciton is being studied.

As the family is recognized as critical to health care, there is a growing trend toward family-based care as an alternative to institutional care. It will be common in the 1990s to see more advanced miracles and the saving and prolonging of lives. Concomitantly, the family will be increasingly involved in providing holistic care, including all aspects of life style, diet, exercise, positive relationships, and personal hygiene.

Home economics teachers can provide students with insights and information on the various issues related to health care of family members as well as the importance of holistic care. Cost of medical care and health insurance, ethical issues regarding life support systems, and family conflict caused by providing care for elderly grandparents or other family members need to be discussed openly and honestly.

By teaching from a holistic approach, the students can learn relevant skills which will transfer to the "real" world now and beyond the '80s. Listed below are some topics which may be taught in each of the areas discussed:

Educational
- promote self esteem
- emphasize the excitement of life-long learning
- develop the ability to face and adjust to change

Economic
- prepare for working outside the home
- develop decision-making skills
- develop management skills including money

Legal
- become aware of values related to families
- recognize family issues and their effect on individuals

Political
- explore the roles and responsibilities of citizens
- become aware of major laws that affect families
- trace the steps in passing a family law

Summary and Conclusion

Throughout the teaching process, home economics teachers are challenged to integrate management, values, and relationships into the various content areas. We have experienced changes in management, values, and relationships, and there will be more changes to experience in the future. In order to prepare our students better for today and for family life beyond the '80s, we may need to:

1. be aware of the many factors and trends in our society that affect families' functioning and in turn, influence students,
2. keep an open mind about the future directions that families are likely to take,
3. encourage open and thorough discussions about families beyond the '80s and evaluate issues in terms of the benefits and the costs, and
4. develop decision making skills that will give students a basis for evaluating critical issues beyond the '80s for which no "tried and true" answers exist today.

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17 Olson, D., and McCubbin, H. Families: What Makes Them Work. Beverly Hills: Sage Publications, 1983.

18 Doherty, W., and Baird, M. Family Therapy and Family Medicine: Toward the Primary Care of Families. New York: Guilford Publications, 1983.

# Birth Order: Your Slot in Life

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When we talk about personality, we include many things: a person's gender, age, place of birth, occupation, intelligence or mode of dress. The fact that there are so many things to take into consideration does not stop us from wondering just what makes us or any other person tick. It seems to be human nature to want to gather information about new acquaintances, put it together and draw conclusions.

One factor in the formation of personalities that can easily be checked out is the person's birth order, or ordinal place in their family. We can ask people whether or not they have brothers and sisters on relatively short acquaintance without offending them. Most people are surprised to find that many of their feelings and opinions about being the first, middle, last or only child in a family are shared by others in the same birth order. Studying the effects of birth order on personality can be stimulating classroom activity.

Classroom Background

This activity is used in a one-semester course for ninth and tenth grade students with a human development curriculum base. Class time is devoted to getting to know one's self, relating to others and developing an appreciation for all kinds of people. This is generally a small class of students who get to know each other very well and develop a sense of security within the group.

Activity

The class is divided into four groups according to their birth order; first, last, middle or only child. The students are then told they have five minutes to plan a party of their choice. No other instructions are given and no questions are answered by the instructor. At the end of the five minutes the groups are asked to share their plans with the class.

Over the years I have discovered that the parties planned by the groups fit patterns in birth order literature:

1) First borns tend to have complete, realistic, practical ideas for their party, including time, place, refreshments, guest lists, entertainment and a theme or decorations. (First borns tend to be successful, organized, responsible leaders.)
2) Only children tend to have plans very similar to the first borns, perhaps a bit more elaborate and less practical. (Only children tend to take on the birth order characteristics of the oldest child.)
3) Youngest children tend to have a hodge-podge of information about a very unusual party, e.g., flying to the Bahamas for a beach party with "The Police" for entertainment. (Youngest children tend to be original, creative, independent people.)
4) Middle children tend to spend their time allotment trying to find out what everyone wants and get very little, or nothing, on paper. (Middle children tend to be undemanding, the family diplomat trying to get along with everyone.)

Follow-Up

After the students have shared their plans with the rest of the groups they can generate a list of characteristics for each birth order group. These characteristics may be ones that they feel fit that group or they have heard are characteristic of the "baby of the family", etc. This will lead into discussion of the literature found on birth order, confirming or denying their list of characteristics.

The students may compile a list of descriptors which are not all desirable traits. Students should be assured that these traits are only tendencies, not guaranteed attributes of each group. This may be an opportunity to discuss the fact that human beings have control over their own lives and we are all ultimately responsible for our own behavior. By recognizing personal traits and characteristics we have the power to enhance the desirable traits and minimize those that are less desirable. Also, there may be circumstances under which the desirability of certain traits change. For example, there are times when we should be leaders and times when leadership should be relinquished to others.

Some students may think that they do not fit into the characteristics given. At this time discussion can be initiated and hypotheses formulated on why that happens: birth order of parents, sex of siblings, age differences in siblings, parenting philosophies of parents, etc.

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# Clothing: Self-Esteem in the Classroom

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In today's society the adolescent is an important segment of population. Finding a place to fit into the societal structure is an issue of concern for the adolescent group. Teachers in our schools have the opportunity to influence how an adolescent views her/himself. Kister[1] states that "school experiences contribute greatly to how a student views himself." If teachers can help students view themselves with a positive attitude, this could improve their overall outlook on school and their life, and society would be the ultimate benefactor. Teachers can facilitate positive self-esteem and high achievement in children through greater awareness of students' self-esteem.[2] Home economics teachers are in a position to help students improve their self-esteem.

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[1] Kister, Joanna. "Focus on Self-Concept in the Home Economics Classroom." Illinois Teacher, Sept./Oct. (1982), 22.
[2] Hare, Bruce R. "Self-Concept and School Achievement." Illinois Teacher, March/April (1978), 170-172.

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Conclusion

Pyschologists feel that the influence on birth order can extend beyond childhood and adolescence into adult lives. It affects not only our relationships with family members but also peers, marriage partners and choice of occupations. As psychologists continue to study birth order, a clearer picture of its implications may emerge. No one's character or personality is fixed or foreordained by the accident of place in the family. There are undeniable patterns. Being aware of these patterns can help us change things that we may not like about ourselves instead of continuing to unconsciously act out the birth order roles of our childhood.

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A student's self-concept, positive or negative, is affected by home and family life, financial condition, and situation at school, in the community and in the total society. A student with low self-esteem is often identified by his/her appearance. Emotional outbursts, "don't care" attitudes, lack of interest, behavior problems, low grades and poor physical growth all have a negative effect on self-esteem. If we help students with their appearance, we can help to influence a positive self-concept. A student's success in life, regardless of the roles s/he plays, depends in large amount on how s/he feels about her/himself.[3]

Stufflebean and Hinchey[4] stated that "Home Economics educators can help prepare individuals for a smoother transition into a career-oriented world by teaching the importance of developing a positive self-concept..." We can do this at all ages, especially during adolescence, for clothing is said to be a status symbol at that age. The task is to find a way to measure a student's self-esteem and formulate ways of using clothing to enhance it.

In exploring ways to examine the self-esteem of 7th and 8th grade girls the Karmos[5] Sliding Person Test of Self-Esteem, SPERT[6] was found to be a simple and effective measuring device. The SPERT measure consists of sliding a pencil that begins at a given point, moving it along the line to the point which represents the present self, and noting how close it is to the "ideal self." The length of the SPERT line is approximately twenty-four centimeters. If a measure for low, average, and high range for self-esteem were desired one would divide it into thirds.

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[3] Moore, Nelwyn B. "Everybody Gotta Feel Like Somebody." Illinois Teacher, Jan./Feb. (1976), 162-166.
[4] Stufflebean, Tana W. and Hinchey, Sharon. "Teaching Professionalism in Image and Dress." Illinois Teacher, Nov./ Dec. (1981), 85-88.
5Karmos, Ann H. and Karmos, Joseph S. "Construct Validity Analyses of a Non-Verbal Measure of Self-Esteem: The Sliding Person Test." Psychological Reports, (1979), 895-910.
6Karmos, Ann H. "The Development and Validation of a Non-Verbal Measure of Self-Esteem: The Sliding Person Test." Educational and Psychological Measurement. (1979), 470-485.

Teachers could use the instrument to find out a student's position on the SPERT test. Further investigation might identify clothing which made the student feel more like the person s/he would like to be (ideal self) and clothing which made the student feel less like his/her ideal self.

Situations typical to most adolescents include school and social activities, and at home or leisure activities. Since these are the situations in which adolescents spend most of their time, a teacher could then show students how the clothes they wear in these situations could have a positive or negative influence on their self-esteem. Everyone wants to feel good about him/herself as a person. Clothing offers a vehicle to help students feel good and could be used as a positive influence on self-esteem. We as educators should see the importance of a positive self-concept and find ways to help students achieve this goal.[7]

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7Folgate, Clark C. "A Teacher's Responsibility in Child Self-Esteem: An Administrator's View." Illinois Teacher, March/April (1978), 173-176.

Role playing could be used with students dressing in ways which illustrate low or high self-esteem. Students could suggest, in a brainstorming session, ways clothing could raise or lower a person's self-esteem. Teachers could help students to find ways which would develop positive self-esteem. They could make a point of complimenting students when they deserve it and of encouraging them to compliment each other. They could point out the relation of appearance and employability, perhaps by showing them six applicants for a position dressed in different ways and asking, "Which one got the job?"

The SPERT instrument could be used in the community, at a camp with counselors and in school activities outside the classroom, e.g., F.H.A., to encourage awareness of feelings and what kinds of things might affect the way we feel about ourselves. It is useful in showing Home Economics teachers how students feel. As teachers we have the opportunity to help adolescents become aware of their appearance and show how clothing in different situations makes them feel about themselves. Our goal is to facilitate a positive self-esteem in students.

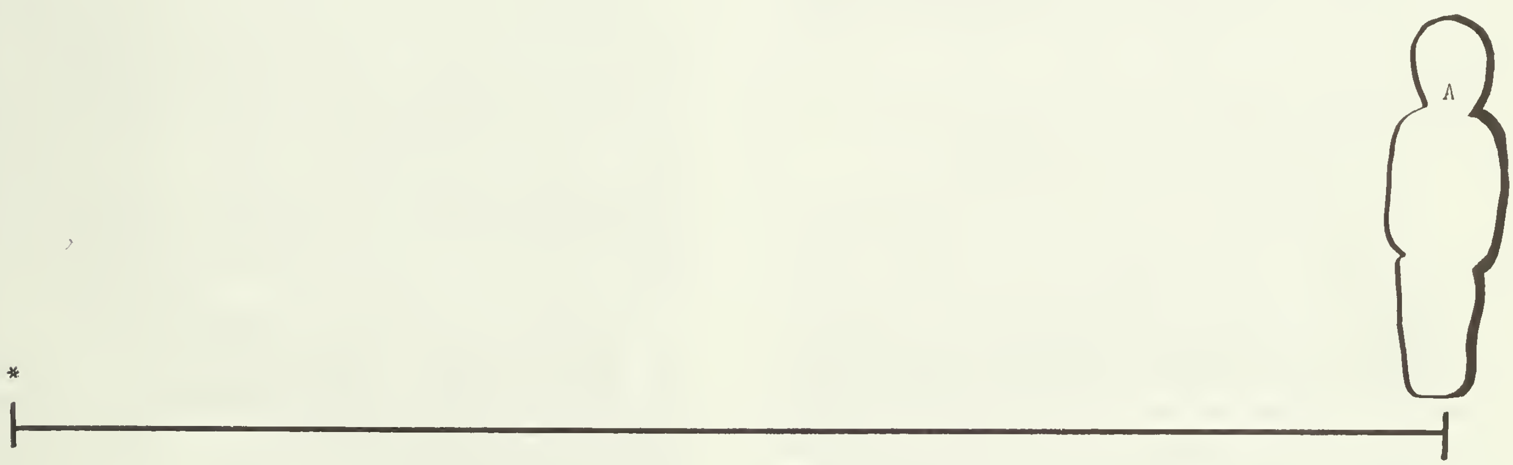


Figure 1. SPERT Instrument: (*) indicates beginning point for real self.
(Λ) indicates ideal self.

# CHETA Makes A Splash in Public Relations

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We, like many other home economics educators across the nation, knew what we wanted the world to know about what we are doing and have to offer through our home economics program; but we had never had enough people working cooperatively to put the message across. Last August, on a three hour trip back to Lake Charles from an inspiring and motivating LVA and LAVHET meeting in Baton Rouge, we discussed nothing but ways and means of promoting Home Economics. "We" consisted of myself, teacher at Barbe High, and three other dedicated, enthusiastic home economics teachers: Karen Johnson, Sulphur High; Kay Key, LaGrange High; and Lavergne Dupree, retired teacher and present local consultant of National Future Homemakers of America (FHA).

With pen and paper in hand, we took notes as fast as possible on all the brainstorming being done.

1) The first suggestion was to have a parish FHA-HERO leadership training seminar for all class, school, parish, and district officers, their parents and advisors.

We did it! We got the best possible leaders, including former parish, district, state, and national officers of FHA to lead the training sessions. Two neighboring parish groups heard about it, called, and came to the training session. Nutritious food was served to everyone in the form of refreshments at the registration period and "sack supper" between the training sessions.

2) The second idea was to put on a show, including as many businesses and service organizations as possible to present a full picture of the eight different subject areas taught in home economics. At the same time we wanted to offer to the public helpful resources to better meet their homemaking needs. Again, we succeeded, after much work! To put on a great show at the best location to meet the needs of the most people required some money, which was something the eight year old CHETA group did not have. Again, some of the most enthusiastic, dedicated home economics teachers came to the rescue by opening their school's home economics department to offer popular craft classes to the adult public.

3) This became a third public relations program with demands for an on-going craft program for the future. With the great response, enough funds were raised to secure the largest facility available, the Lake Charles Civic Center, for having the show which we called the "First Annual Home Life Festival."

Up to this time there were several members of our 29 member CHETA organization who felt it was "too much, too soon--it can't be done;" however, the believing members kept plugging away until at the December meeting it was reported that enough funds had been raised and over 90 businesses and service organizations had signed up for the show. At that time a commttee was appointed to be in charge of a reception to honor celebrities and personnel of the businesses and service organizations who had agreed to take part in the festival. Other members of CHETA began to show more interest by this time.

The local FHA-HERO chapters played a good support-role for the Home Life Festival. They assisted by helping to meet and greet the state and national celebrities to the reception and festival. Also, thirty minutes before show time, at 8:30 a.m. on March 3, 1984, they sponsored a "Ribbon Cutting Ceremony and Balloon Lift-Off." Several of them were dressed in clown suits to attract the children and to hand out helium-filled balloons around the area that day.

There was excellent media coverage before and during the Home Life Festival. Several radio stations, newspapers, and television stations were most effective in giving a true picture to the listening public in a variety of ways of exactly what home economics really stands for and is doing. The businesses and service organizations also felt that they had gotten some good exposure.

The one dollar per person entrance fee to the Home Life Festival went into the CHETA Scholarship Fund. This is an opportunity for assisting and encouraging interested students of the area in majoring in home economics in college.

The "giants of discouragement" will appear as mere grasshoppers when you have faith enough to encounter such a worthy public relations project for home economics. Think what could happen to and for home economics if projects like this were held all over the country next year. Dare to dream dreams! When you have your show, invite everyone. Our invitations brought several celebrities to the festival, including two national FHA personalities, a state home economics chief, two deans of home economics departments of Universities, our parish superintendent of schools, several local school board members, and many teachers, as well as inquisitive visitors from far and near. It is fun and rewarding!

Here are some of the ways we got across the message of what we stand for and what we teach in Home Economics. 1) The Calcasieu Cooperative Extension Service with a beautiful, well-planned display showed the public how to manage and conserve energy and other resources; 2) The Parish Home Economists Exhibit depicted vividly the eight subject areas of H. E. with posters and samples of each area; 3) Individuals received a leaflet on "How to Buy a Car" given by the Better Business Bureau, and then were given an opportunity to examine twenty new cars representing many price ranges by two leading car dealers of the area; 4) The young couple "just starting out" was shown how to select china, crystal, silver, rings, wedding record book, a small or large mobile home-furnished or unfurnished, how to select or draw up floor plans, secure real estate, select energy efficient building materials, furnishings, insurance, etc.; 5) The IRS with their newly prepared exhibit gave free literature and counseled with those needing Income Tax information and help at that time; 6) The AWARE group, with the aid of a local SAPE team informed many of what is available for helping the alcohol and drug abusers in our homes; 7) Legal Aid, Social Security, Women's Shelter, Lake Charles Counseling Agency, etc., willingly gave of their time, information and encouragement to those interested or in need; 8) The Lake Charles Memorial Hospital gave blood pressure checks free to any who wanted it; 9) The Light House made available many tapes, books, and pamphlets on teen and home problems; 10) Personal nutrition and grooming tips were given to many by qualified businesses; and 11) Health tips and anti-pollution information was a vital part of the beautiful, entertaining and elaborate display put on by the Culligan Water Conditioning Company. I could go on, but I think you can tell it was a well organized festival; and that was one of the things that kept re-occurring on the many evaluation sheets that we received back from the participating businesses and organizations, "It was the most organized show we have ever been a part of."

Because crafts is a big thing in the Gulf Coast area--with many "craft festivals," "flea markets," etc.--we decided to offer some new and different ideas under the title "crafts" in order to get interested parents and other adults into the home economics departments of each school. We offered such things as 1) "Quick and Easy Gifts and Ornaments in Cross Stitch," 2) "New and Different Holiday Foods and Gifts"--demonstrated, taste treats, and recipes; 3) "Riches from Rags"--attractive belts and other accessories made from men's ties; and 4) "Twenty-four Hour Afghan"--quick gift for Christmas, etc. made with "q" needle and 3 strands of thread or yarn (crochet altogether) and others. Many of the people who came were helpful with the festival and some ended up being on our advisory boards. We do not feel that we will involve craft businesses in our show next year.

Here are some of the means we used to get our event before the public: 1) 2 newspapers ran articles and ads before and following the event; 2) The Civic Center Marquee provided 3 days of advertising; 3) A local "McDonald's" Marquee advertised the festival for 3 days; 4) Two Street Banners (13-inch letters) in two strategic locations gave two weeks publicity; 5) A fifteen minute talk show was completely about the festival; 6) Three T.V. news spot interviews were held with local H.E. Teachers; 7) Thirty-six spot announcements were made on one radio station the day of the festival; 8) We had an "On the Scene" coverage by a T.V. station during the festival--interviewing guests, business participants, and home economists--which came on the the evening news; 9) One radio station covered "Live Action" for 90 minutes during the show; and 10) Many posters and flyers were placed in participating businesses and local schools.

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## KICKING YOUR STRESS HABITS: A Do-It-Yourself Guide for Coping with Stress

by Donald G. Tubesing

This book which has come across my desk is one you may find helpful. The author likens stress to the tension on a violin string. You need "enough tension to make the music but not so much that it snaps."

It is not the events in our lives but how we perceive and react to the events which cause stress. This author cautions us against spending $10 worth of energy on a 10¢ problem.

Wrong ways to cope with stress include tranquillizers, sleeping pills, alcohol and cigarettes. Short term solutions some people try are shouting, crying, abusing others. More lasting solutions may be found in regular exercise, talking with friends, changing one's own perceptions.

The book may be ordered for $10.00 (+ $1.00 handling chg.) from Whole Person Associates, Inc., P. O. Box 3151, Duluth, MN 55803

The Editor

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# The Consumer Resources Game

Hazel Taylor Spitze

Teaching objectives are to help students:

- to improve their consumer position
- to understand and value their own resources
- to enjoy learning
- to gain experience in decision making
- to sharpen their thinking skills
- to be aware of the consumer choices they must make
- to value the opportunity to choose among alternatives
- to increase their ability to recognize and/or develop alternatives
- to understand that spending, as well as earning, affects level of living

Content (principles) to be taught via the game:

One resource can sometimes substitute for another.

All resources are limited.

One resource can sometimes enhance another.

All consumers have choices to make, and one choice affects another.

Each person or family has a set of basic consumer needs which can be met in a variety of ways.

Most consumer needs can be planned for, but everyone will also encounter unexpected events.

Development of skills may increase alternatives.

Information about alternatives affects choices.

Some skills have greater economic value than others.

Below a certain minimum income (which varies with the economy), a family is not able to meet its basic needs.

Some means of evaluating the learning from the game:

Pre-test and post-test

Role play situations involving consumer decisions

Respond, orally or in writing, to case situations or to Ann Landers-type letter

Prepare bulletin board or display to teach others what has been learned

Make a list, before and after the game, of own resources, of the consumer decisions own family makes each month, and/or of the alternatives available to meet some of own basic consumer needs considered in the game.

Objectives of the game: to meet all family needs and have as much time and money left as possible.

Needed for the game:

A large pegboard with hooks.

One Family Needs Board per player (or team).

Purchase Cards

Mimeographed list of numbered skills for each player.

Unexpected events cards.

Bank deposit cards.

Vacation cards.

Play money.

Currency representing time (different from money).

To set up game for play:

Hang cards (4 kinds above) on pegboard according to directions.

Give each player (or team) $500 (average income in relation to cost of purchases), 180 hours (an approximate number of hours left in a month after working full time and allowing for sleep and personal needs), and a Bank Deposit Card (worth $200).

Give each player a Family Needs Board and a list of consumer skills.

Lay out money and time currency by denomination to make change.

Teacher can serve as banker.

Rules of play:

Player whose first name is first in alphabet is first. Play proceeds clockwise (or as otherwise determined).

All players' (or teams') names are written on chalk board in a column.

First player chooses <u>two</u> skills and banker lists the numbers or names of these skills after player's name on board.

Player makes <u>one</u> purchase--pays banker in money and hours as indicated. Some purchases also require skills. (All players should be alert to see that purchaser has required skills.)

After each <u>even</u> turn (i.e., turn 2,4,6,8,10), player draws an Unexpected Events Card from top of stack and takes consequences after reading aloud to all players.

Player may take Vacation <u>once</u> during the game. S/He chooses which turn and which vacation s/he prefers.

S/he also makes a purchase on that turn.

Other players continue in turn.

At each turn after first turn, players chooses one skill and banker records on the board after player's name.

When all players have had 11 turns, game ends. (If any player runs out of money or time before s/he has 11 turns, s/he misses the remaining turns.)

Winner must have all Family Needs covered with purchases and have more money left than other players. The time s/he has left can be exchanged for money at $1.00 per hour. If s/he still holds Bank Deposit, it counts $200 plus $10 extra in interest earned.

NOTES:

A player may choose, at any time, to cash in his/her bank deposit for $200.

If more than four wish to play, Teams may act as Players.

After Unexpected Events Cards have been satisfied, they are put on a hook to be reused if needed.

A time limit for making purchases may be set to keep game moving. Or, all four Players may make choices at once.

Banker keeps up with the number of turns and announces when 11th turn is completed.

Banker (teacher) explains in advance that Board of Purchases may be studied before purchases begin, that it is possible to cover needs with the given amount of money and time, that one level of purchases requires more money but little time and no skills, the second level requires less money, some time and some skills, and the third level requires the least amount of money but more time and skills. If desired, the teacher may reveal that if all purchases were made at Level 1, $1445 and 29 hours would be required and hence is impossible since Player has only $700. Level 2 would require $879 and 100 hours, and Level 3 would require $312 and 237 hours. These calculations do not include Unexpected Events nor Vacations.

Directions for assembling game:

Make 4 Family Needs Boards (as shown on page 42).

Make Purchase Cards in three colors to fit spaces for Needs on Family Needs Board, 4 of each of the three levels for each of the 11 needs. Punch and hang them on the pegboard in rows and columns (as shown on page 41).

Make Vacation Cards (as shown on page 38), punch and hang on pegboard. Need 4 of each of the 5 alternative vacations.

Make Unexpected Events Cards (see p. 37), punch and hang on pegboard.

Make 4 Bank Deposit Cards, punch and hang on pegboard.

Duplicate list of skills for each player (see p. 39).

Obtain large pegboard, hooks, play money, and time currency.

UNEXPECTED EVENTS

Leave seven blank Unexpected Events cards and use the following for the remainder of the cards.

| |
|---|
| Accident in family. Pay $50 for hospital unless you have Health Care Skill. In that case, you would have prevented the accident. |

| |
|---|
| TV won't work. Pay $25 and 1 hour, or if you have Auto Repair Skill you can fix your neighbor's car in 6 hours and he'll fix your TV free, Or, if you have Equipment Repair Skill, you can fix TV in 6 hours. |

| |
|---|
| An out-of-town relative dies and you must go to funeral. Pay $40 for transportation or if you have General Shopping Skill, pay $20. |

| |
|---|
| Neighbor wants you to babysit. If you want to do it, give 2 hours and earn $3. |

| |
|---|
| Washing machine breaks down. Pay $10 and 1 hour, or if you have Equipment Repair Skill, fix it yourself in 2 hours. |

| |
|---|
| You got a ticket for driving 50 miles an hour in a 35 mile zone. Pay $10. |

| |
|---|
| Friend got married and you must have a gift. Pay $10 or if you have one of the skills below, make the gift for $2 and 4 hours.<br>Gift Making kill<br>Sewing Skill<br>Furniture Refinishing and Upholstery Skill. |

You have an opportunity to invest $10 and 40 hours to develop any one of the following skills: Take it or leave it.
- Equipment Repair Skill
- Sewing Skill
- Cooking Skill
- Auto Care and Repair Skill
- Credit Buying Skill.

They took up a collection at the place you work to buy flowers for those that are sick. Pay $5 for the year.

Refrigerator stops and can't be fixed. Pay $50 and 1 hour for down payment on a new one, or if you have General Shopping Skill or Credit Buying Skill pay $30 and 6 hours. Your choice

Illness due to a cold. Miss work and see doctor. Pay $30 unless you have Health Care Skill. With that skill you would not have been sick.

It snowed 10 inches. Pay someone $5 to shovel your snow unless you have Health Care Skill and are able to shovel it yourself. In that case, no money and 3 hours. Your choice.

House must be painted. Pay down payment of $50 and 1 hour, or if you have House Care and Repair Skill, pay $15 for paint and 15 hours to start it yourself. Your choice.

You have a chance to sell $20 worth of produce from your garden if you want to. Must have Gardening Skill and use 10 hours.

Christmas is here. Pay $100 and 10 hours for gifts, or if you have Gift Making Skill pay $20 and 40 hours. If you have General Shopping Skill, subtract 30% in each case.

You got $10 for your birthday.

Too tired to go to work. Lose $15 unless you have Food Buying and Nutrition Skill or Health Care Skill. In that case, you'd be eating right and taking care of your health and you wouldn't be tired.

Child has birthday. Pay $5 for gift.

Car won't run. Pay $50 and 1 hour, or if you have Auto Care and Repair Skill, fix it yourself in 5 hours.

Neighbor wants you to make her a dress. If you have Sewing Skill you can earn $10 in 6 hours, if you wish.

VACATION CARDS

Vacation 1

Take a big trip. Pay $200.

If you have Recreation skill, you may camp and save $100.

Vacation 2

Pay $20 and use vacation time to acquire two new skills. Choose any skills you want.

Vacation 3

Collect 80 hours from bank and do what you want to with it. No special vacation.

Vacation 4

Take on a second job during your vacation time and earn an extra $150.

Vacation 5

Collect 40 hours from bank and do what you want with it. Work the other week at an extra job and earn $75, or use the week to acquire one new skill of your choice.

CONSUMER SKILLS

1. Health Care Skill. You have learned at school, at home, and from your doctor how to take care of your health. You keep your home safe and prevent accidents, you eat a nutritious diet, get enough rest and exercise. You try to keep yourself and those around you happy and safe. You have studied first aid and home nursing and you know how to use what you learned.

---

2. Insurance Buying Skill: You have learned at school or from friends who know a lot about insurance, and you can read and understand insurance policies. You know about the kinds of protection various kinds of insurance give you, and you understand premium costs. You know that some policies are an investment as well as protection and that companies and policies differ widely. You understand your own family's needs and the kinds of insurance that will meet these needs at lowest cost. You know how to keep from paying for protection that your family does not need. You talk with several agents before deciding which policies to buy.

---

3. Laundry and Ironing Skill. You have learned at school or from experience that wrong procedures for laundering and ironing can ruin good clothes. You know how to remove stains, what to wash by hand and machine, how to sort things that can be washed together, what needs to be dry cleaned, how to use the washing machine and dryer, how hot the water should be, how to select laundry supplies like detergent and bleach, how much to put into each washer load, how to handle drip-dry items, how hot the iron should be for different materials, how to use the iron efficiently.

---

4. General Shopping Skill. You have learned to shop at many places before you buy anything, and you know what questions to ask. You can judge quality in merchandise and you know what you want and need. You don't get "taken" by high pressure salesmen.

---

5. Mending and Clothing Storage Skills. You have learned at school or from experience how to prevent moth damage to your clothes and how to store them to keep them nice. You can mend rips and tears, sew on buttons and snaps, put hems up or down, replace broken zippers and worn out pockets and straps. You do these things as soon as they are needed because you know that "a stitch in time saves nine." You have drawers, shelves, boxes, or closets to protect your clothes, and you have a place that is safe from bugs, mice, and dampness to put the dirty clothes until time to wash.

---

6. Lawn and Gardening Skills. You know how to raise vegetables and fruits, and you raise a lot of your own food in your garden. You know what seeds and plants to put out, how to plant and keep weeds out, when to water, how and when to harvest. You know how to use and store what you raise. You are learning how to can and freeze the extra for later use.

---

7. Cooking Skill. You know how to prepare meats to keep them tender and tasty, you can use recipes, you can make sauces, stews, casseroles, salads, vegetable dishes, breads, and desserts. You know that food values are lost in wrong cooking and that attractive food stimulates appetites. You and your family are proud of the foods you cook and enjoy eating them.

---

8. Food Buying and Nutrition Skill. You understand the body's need for nutrition and you know the nutritive values of different foods so you can substitute lower priced foods for expensive ones and keep your family healthy. You know how to judge quality in food and you watch for store specials. You don't buy services that you don't want and

you don't buy trading stamps with your food. You plan your shopping trips carefully and don't go too often.

---

9. Auto Care and Repair Skill. You have learned at school or from experience how to take care of your car, what gas and oil is best, how to grease and change oil, how to prevent rust, and how to make minor repairs. Your driving does not produce unnecessary stress and strain on your car.

---

10. House Care and Repair Skill. You have learned at school, at home, or on the job how to take care of your house and keep it clean and repaired. You know how to paint, what to use for cleaning, how to run the vacuum cleaner, and how to make minor repairs like leaky faucets and worn out electrical cords.

---

11. Credit Buying Skill. You have a good credit rating because you always keep your bills paid and you have a good job. You shop around for credit and know what you are paying for it. You don't use credit when you don't need it.

---

12. Furniture Buying Skill. You have learned at school or from experience how to judge whether furniture will last, whether to buy new or used furniture, and where to shop. You understand your family's needs, and you know how to get the most for your money. You shop at many stores before deciding what furniture you will buy.

---

13. Equipment Repair Skill. You have learned at school or on the job how to fix certain kinds of appliances and equipment. You know how to find out what is wrong, how to select needed repair parts, and how to use the needed tools. You can do the work safely, for yourself and for the equipment.

---

14. Recreation Skill. You have developed skill in some sports, games, camping, or other "fun" things that you can do without much money. You like to read, visit with friends, or go to the free things your community provides, like parks, recreation centers, or museums. You have hobbies that are not expensive. You can entertain yourself and your friends and have a good time instead of paying someone else to entertain you. Movies and other "bought" entertainment are fun, but you can have a good time without them.

---

15. Sewing Skill. You have learned at school or at home how to make dresses, skirts, shirts, pants, sleeping garments, jackets, coats and underwear. You can select patterns and materials, and you know how to make things fit. You sew neatly and efficiently, and you and your family are proud of the things you can make.

---

16. Housing Buying Skill. You have learned at school and from friends and professional people how to shop for a place to live. You know what questions to ask and where to find answers you can trust. You know what is important to you and your family and how to keep from paying for things that are not important to you. You look at many apartments, houses, and mobile homes before deciding what to rent or buy.

---

17. Car Buying Skill. You know a lot about cars and can tell whether anything is wrong with a used car before buying. You know what to check, you get additional information from former owners, you make certain of title, and you know how to avoid the "lemons." You shop around a lot before you decide, and you always get a good buy.

---

18. Gift Making Skill. You have learned at school or at home how to do certain crafts and make things out of paper, wood, cloth, clay, string, yarn, metal, wire, beads, or other inexpensive material. You are proud of the things you can make.

---

19. Personal Care Skill. You have learned to cut and care for your own hair. You know how to care for your skin and nails and keep your body clean and fit in an efficient manner.

---

20. Furniture Refinishing and Upholstery Skill. You learned at school, on the job, or from a friend how to refinish wood and make old furniture look new. You can slip cover or upholster chairs and sofas well enough to satisfy your family's needs. You know how to select needed materials and how to use them safely.

---

21. Clothing Buying Skill. You have learned at school and from experience how to judge whether clothes will last, how they suit your needs, and where to shop. You know how to avoid excessive credit costs, how to complain to the store if purchases are faulty, how to select clothes that go together and make you look your best. You shop around at several places before you buy. You know where to go for used clothing and whether it will meet your needs.

---

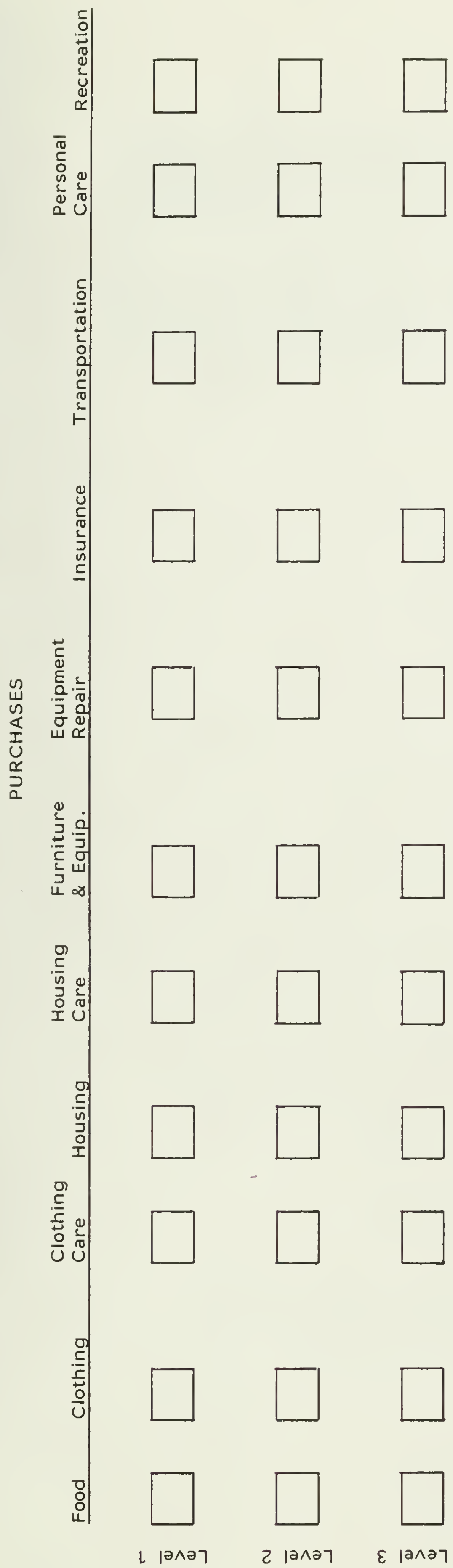
## PURCHASE CARDS

Cut and paste the following on Purchase Cards that fit the Family Needs spaces shown on the following page. Use a different color for each level.

| BASIC NEEDS | LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|---|---|---|
| Food | Eat all meals out.<br>$500<br>5 hours | Ready to eat from grocery store<br>$300<br>10 hours<br>If you have Food Buying Skill, pay only $200. | Cooked at home.<br>$60<br>60 hours<br>Must have Cooking Skill and Food Buying Skill (If you also have Gardening Skill, you may, if you wish, pay $80 and 70 hours. |
| Clothes | $50<br>5 hours | $75<br>20 hours<br>Must have Clothing Buying Skill | $30<br>40 hours<br>Must have both Clothing Buying Skill and Sewing Skill |
| Clothing Care | $25<br>5 hours | $15<br>10 hours<br>Must have Mending and Storage Skill or Laundry and Ironing Skill | $1<br>15 hours<br>Must have both Mending and Laundry and Ironing Skill |
| Housing | $200<br>5 hours | $150<br>10 hours<br>Must have House Buying Skill<br>or<br>Credit Buying Skill | $100<br>30 hours<br>Must have House Buying Skill<br>and<br>Credit Buying Skill |
| House Care | $40<br>1 hour | $16<br>6 hours<br>Must have House Care Skill | $2<br>10 hours<br>Must have both House Care Skill and Health Care Skill |
| Furniture & Equipment | $100<br>1 hour | $50<br>10 hours<br>Must have one of these:<br>General Shopping Skill<br>Credit Buying Skill<br>Furniture Buying Skill<br>(or General Shopping Skill) | $35<br>40 hours<br>Must have both:<br>Furniture Refinishing an Upholstery Skill and<br>Furniture Buying Skill |
| Equipment Repair | $10<br>1 hour | $6<br>2 hours<br>Must have:<br>General Shopping Skill | $1<br>5 hours<br>Must have:<br>Equipment Repair Skill |
| Insurance | $50<br>1 hour | $30<br>6 hours<br>Must have Insurance Buying Skill or General Shopping Skill | $10<br>6 hours<br>Must have both:<br>Health Care Skill and Insurance Buying Skill (or General Shopping Skill) |
| Transportation | $150<br>2 hours | $80<br>10 hours<br>Must have one of these:<br>General Shopping Skill<br>Credit Buying Skill<br>Auto Care and Repair Skill | $25<br>20 hours<br>Must have 2 of the following:<br>Health Care Skill<br>Car Buying Skill<br>General Shopping Skill<br>Auto Care and Repair Skill |
| Personal Care | $20<br>2 hours | $12<br>4 hours<br>Must have Personal Care Skill or General Shopping Skill | $3<br>6 hours<br>Must have both Personal Care Skill and General Shopping Skill |
| Recreation | $40<br>1 hour | $25<br>2 hours<br>Must have General Shopping Skill | $5<br>5 hours<br>Must have General Shopping Skill and Recreation Skill |

| | FAMILY NEEDS | |
|---|---|---|
| FOOD | RECREATION | CLOTHING CARE |
| CLOTHES | EQUIPMENT REPAIR | HOUSE CARE |
| HOUSING | INSURANCE | PERSONAL CARE |
| VACATION | TRANS— PORTATION | FURNITURE |

Directions for setting up board.




TEACHING SUCCESS

Researchers define teaching success in terms of teaching behaviors that produce gains in student learning as evidenced by achievement scores, but a recent study at Syracuse University found that teachers judge success differently. The researchers found that:

- Most teachers judge their success by the degree to which they involve students in what is being taught.
- When success was classified by cognitive, affective or other categories, the affective category yielded the highest number of responses from teachers across all grade levels.
- Many teachers had difficulty defining success and it appeared that few had given it previous thought.
- Seven percent of the teachers could not think of a single teaching success.
- Elementary teachers thought of more successes than high school teachers.
- As teachers gained in experience they viewed success as (1) increased focus on individual learners and less on the group as a whole, (2) increased teaching skills, and (3) greater self-confidence, flexibility, and sensitivity.

from ASCD Update,
Vol. 23, No. 5, Nov. 1981, page 7.

# 12 alternatives to whacking your kid.

When the big and little problems of your everyday life pile up to the point where you feel like lashing out—stop. Take time out. Don't take it out on your kid. Try any or all of these simple alternatives—whatever works for you.

1. Stop in your tracks. Step back. Sit down.
2. Take five deep breaths. Inhale. Exhale. Slowly, slowly.
3. Count to 10. Better yet, 20. Or say the alphabet out loud.
4. Phone a friend. A relative. Even the weather.
5. Still mad? Punch a pillow. Or munch an apple.
6. Thumb through a magazine, book, newspaper, photo album.
7. Do some sit-ups.
8. Pick up a pencil and write down your thoughts.
9. Take a hot bath. Or a cold shower.
10. Lie down on the floor, or just put your feet up.
11. Put on your favorite record.
12. Water your plants.

For more parenting information, write:
**National Committee for Prevention of Child Abuse**
Box 2866, Chicago, IL 60690

## Take time out.
## Don't take it out on your kid.

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University of Illinois
at Urbana-Champaign

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# ILLINOIS TEACHER
## OF HOME ECONOMICS

**Home Economics In A Nation At Risk**

**Encountering The Challenges**



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# Foreword

HOME ECONOMICS IN A NATION AT RISK
ENCOUNTERING THE CHALLENGES

With the publication of numerous commission, association, and government agency reports criticizing the entire field of education, home economics educators have encountered many challenges. We have been challenged to examine who we are, what we teach, and how we teach.

The purpose of this issue of the Illinois Teacher is to share ways in which home economists in education from Kansas are facing challenges related to identity, curriculum, and methods. The authors of the articles reside in Kansas and are employed in the Kansas Public School System, colleges and universities, and the Cooperative Extension Service. The guest editors are home economics teacher educators with teaching and administrative backgrounds in public and private educational settings.

While some of the articles in this issue of the Illinois Teacher are introspective in nature, others focus on responses to such challenges as motivation, the "Basics of Education," the relevancy of traditional home economics subject areas, the effective use of technology and alternative roles for home economics educators. We believe the entire profession of home economics will be enhanced when home economists in education respond positively to the challenges encountered in a nation at risk.


The Guest Editors:
Janice R. Wissman, Coordinating Editor
Joyce J. Terrass
Evelyn Hausmann
Mary Evan Griffith
Elizabeth Gray


Guest Editors

Seated (from left to right) are Janice Wissman, Coordinating Editor for this issue and Joyce Terrass. Standing (from left to right) are Elizabeth Grey, Mary Evan Griffith, and Evelyn Hausmann.


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**Correction**

*Illinois Teacher* regrets a typographical error in Vol. XXVIII, No. 1, P. 11 and on the cover. Nancy M. Betts' name was misspelled. We apologize, Nancy.

# Home Economics at Risk

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As home economics educators we applaud the increasing national concern about the quality of education while simultaneously we fear that secondary home economics programs will be decimated rather than strengthened by system-wide changes intended to enhance educational "quality," as presently being interpreted by decision makers.

Home economics teachers have good reason for concern. In a time of rapid change and stable or declining resources and enrollments, program enhancement for any one area of curriculum must come from program reductions in other areas. Time and again home economics programs have been reduced or eliminated to enable other academic areas to be strengthened. Even quality academic programs get deleted as management decisions about budget and curriculum are made. Although it is no guarantee of growth or continuance, programs must be of high quality and well known in order for home economics to thrive. A home economis teacher must:

(1) teach something of consequence,
(2) teach it effectively, and
(3) tell others about it.

EVIDENCE OF RISK--THE PUBLIC PERCEPTION

In the text of "A Nation at Risk: The Imperative for Educational Reform," the National Commission on Excellence in Education identified enrollment in home economics courses as a contributor to problems in curricular content, student achievement and time use.[1]

In findings regarding content, the report stated, "Twenty-five percent of credits earned by general track high school students are in physical and health education, work experience outside the school, remedial English and math, and personal service and development courses, such as training for adulthood and marriage." By implication, courses such as these are "appetizers and desserts, not main courses."[2]

Regarding student achievement, the report stated, "In 13 states, 50% or more of the units required for high school graduation may be electives chosen by the student. Given this freedom to choose the substance of half or more of their education, many students opt for less-demanding personal service courses, such as bachelor living."[3]

Regarding time use, the report stated, "In many schools, the time spent learning how to cook and drive counts as much towards a high school diploma as the time spent studying math, English, chemistry, U.S. history, or biology."[4] You and I may argue that it should, and furthermore, we may argue that chemistry, biology, math and English are all taught in our foods courses. Nevertheless, the perception of these courses as "frills" that detract from educational excellence is widespread.

Regarding teaching, the commission reported that "too many teachers are being drawn from the bottom quarter of graduating high school and college students."[5] In this finding, I concur. The report refers to all academic disciplines, including home economics. An Emporia State University study of ACT scores of 1983 teacher education graduates from Kansas institutions confirms the finding.[6]

Because the teacher, not resources, facilities or administration, is the crucial variable in the education of students, assessment of program quality and worth is largely an assessment of teacher competency. Unless home economics can attract more of the academically talented to the teaching profession, program quality cannot be sustained, much less enhanced. Academic talent is not enough, but it is an important factor.

If the public perceives home economics education programs to be unnecessary, lacking in academic rigor, and taught by incompetent instructors, then the public will support program elimination and reductions, irrespective of the worth of any given program. Because this perception is widespread, home economics teachers and teacher educa-

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[1] The National Commission on Excellence in Education, David Pierpont Gardner, chair, A Nation at Risk: The Imperative for Educational Reform. U.S. Printing Office, Washington, DC, 1983.

[2] Ibid.

[3] Ibid.

[4] Ibid.

[5] Ibid.

[6] Jack Skillett, An Analysis of ACT Scores of 1973 and 1983 Graduates of Kansas Regents Institutions (Emporia, KS; Emporia State University Educational Research and Service Center, 1983).

tors must pursue strategies intended to strengthen the quality of home economics programs and enhance the visibility of quality programs.

STRATEGIES FOR HOME ECONOMICS EDUCATORS

Basic Skills. Home economics is an applied field that draws on the physical and biological sciences, social sciences, the arts and humanities. The difference between home economics and the sciences or the arts is perspective.

The problem for home economics education, then, is not the lack of educational validity of the subject matter, but the lack of understanding of differences in perspective. In home economics, human needs are studied from the perspective of the individual and family. The impact of the sciences, arts, and social sciences on our cultural identity and physical and emotional well-being can be understood in the context in which it is experienced. Many students learn an appreciation for the basic skills in mathematics, language, and science in home economics courses where they apply these basic skills to their student experiences.[7]

The role of home economics in teaching basic skills is largely hidden. Too often we have promoted "gimmicks," e.g., mock weddings, taffy pulls or displays of craft items to publicize student achievement. In these days of academic accountability, any rational administrator is going to channel resources into programs of substance. To gain needed publicity we can promote consumer math experiences; experiments with wearing apparel that relate to image, comfort, or self-concept; experiments with food that relate to resource use, taste preferences, or nutrition; or experiences in family communications.

Visual Impact. It is clear from A Nation at Risk and other sources of information that home economics is preceived by many as cooking and sewing. This perception is partly due to the visual impact of the home economics classrooms and laboratories. People believe what they see, and the kitchens and sewing machines are quite visible in most home economics departments. Furthermore, they see students using the equipment to "cook" and "sew." The remainder of the home economics curriculum, it if exists, is often far less visible.

It is not just the facilities that create the program perception; it is also what we teach. It is often easier to plan a curriculum to use existing facilities than to adapt facilities to fit the curriculum. Home economics teachers as well as students, administrators, and commissions on educational excellence, find their vision of curriculum limited, rather than expanded, by the laboratory setting.

[7]Barbara Border, ed., Non-traditional Home Economics: Meeting Uncommon Needs With Innovative Plans. Yearbook 3, Teacher Education Section, American Home Economics Association, 1983, 18-19.

Laboratory facilities, like all resources, function both as assets and as constraints to the program.

Furthermore, it is clear from enrollment data that in many schools, home economics is perceived to be a "woman's" field. Again, the visual impact of the classroom and laboratories contributes to this perception. Curriculum is feminized by choices of curriculum materials and student activities, bulletin boards, and classroom decor.

Advisory Board. Every home economics program needs an advisory board to validate program content and interpret programs to the community.[8] Advisory boards enhance teacher responsibility and serve as an impetus to develop a carefully conceptualized curriculum plan. Advisory board meetings can motivate teachers to examine the whole of what they do or ought to do.

Advisory board members are most helpful when they function as supportive critics. The function of the committee is to generate ideas, not just to support the teacher's ideas. Ideas are most creative when board members understand the field of study, the community, and the educational setting, and when there is diversity in perspective of board members. At their best, advisory boards are political allies for programs. Politically effective board members understand and support the program, and in addition are influence-shapers in the community and/or educational setting.

Curriculum Design. Quality assessment of any academic program is based on the appropriateness of program objectives, the design of the curriculum to support these objectives, and the accountability of the classroom teacher in bringing the curriculum plan into reality. Although a good plan can fail if it is not implemented, a poorly conceptualized plan cannot succeed even if it is fully implemented. The approach to planning is a significant variable in shaping the outcome.

Teachers approach curriculum planning from one of several perspectives:

(1) planning begins by modifying last year's program (historical orientation);
(2) planning begins by delineating resources, facilities, and teacher competencies (resource orientation); or
(3) planning begins by identifying goals, purposes, and philosophy of the desired program (future needs orientation).

Although the first two approaches may be expedient, they rarely result in a vital, carefully conceptualized curriculum. Moreover, they tend to perpetuate both the excellent and the mediocre. Innovation is easily stifled by allowing the past to determine the future (historical perspective) or by allowing present realities to limit one's thinking (resource orientation). It is the goals, purpose and philosophy of a

[8]Ibid.

program that shape its worth, its academic rigor, and its appropriate configuration. Use of a future needs orientation as the approach to planning fosters critical assessment of program content, emphasis, and resource management.

Academic Rigor. Quality programs provide appropriate academic rigor and challenge to students. My eight-year-old daughter and her friends are fully conversant with the basic four food groups, and routinely advise their mothers regarding family diet. Yet, home economics teachers from middle school to 12th grade frequently report teaching the Basic 4; in most instances, this is redundant education. Furthermore, evidence abounds that knowledge of the Basic 4 is unrelated to or insufficient for the adequacy of one's diet. What home economics teachers can do best is teach the interrelationship between nutrition, food preference, social practices, and economy in decisions regarding diet.

Learning and Behavior. Teaching at its best motivates a behavior response from students. Teaching rules (or the "right way") leads as often to guilt and frustration as to behavioral change in students. Knowing what "ought" to be done does not enable anyone to do it. Furthermore, "oughts" change with changing circumstances and in time can become dysfunctional. For instance, the notion that flour "ought" to be sifted to make bread, cookies, or biscuits, without regard to the flour or the time available to make the bread, is no longer functional; yet, some teachers adhere to this inflexible standard. Better that we teach students how to determine when to sift flour or strategies for making major decisions--regarding marriage, career and parenting, for which there are many choices resulting in inevitable conflicts and no universal "oughts."

Time Management. For too long, we home economics teachers have seduced ourselves with misplaced generosity--generosity that leads us to accept overwhelming teaching loads, with the resultant decrease in teaching effectiveness; generosity that leads us to accept responsibility for school projects and activities that detract from our central mission of teaching; generosity that leads to pursuit of activities that please others--administration or students--to the exclusion of activities of greater consequence to our learners; generosity that at its worst leads to guilt when teacher time is devoted to study directed toward learning rather than to activities or projects. To continue to be competent as a teacher, one must continue to be a student and allocate time and energy to professional growth.

CONCLUSION

We cannot build educational excellence and tolerate home economics programs that lack substance and effectiveness. We must carefully articulate standards for home economics teachers and programs and assist one another to measure up to or exceed the standards. Since our field is so widely misunderstood, it is unlikely that those outside can responsibly evaluation programs. It appears that some school administrators are hesitant to replace ineffective home economics teachers because they expect us to be ineffective!

We must recruit to the home economics teaching ranks more who are intellectually and politically competent, who understand relationships between home economics and societal trends, and who are effective teachers. Presently, in the ranks of the home economics profession are many who are not political, not conceptual, and not sufficiently concerned with human growth. As a group of professionals, we are regarded as "nice likable ladies" who are "doers" but not "thinkers."[9] If we and our field are to be respected by colleagues, administrators and students, we must behave in ways that demonstrate our expertise so that we are trusted as people of wisdom, judgment, foresight and intelligence. Then we will be sought out to teach students competencies essential to their life experiences.

[9] East, Marjorie, Home Economics: Past, Present, and Future. Boston: Allyn and Bacon, Inc., 1980, 101-154.

Are You a User?

- Do you boot up every day? ____
- Does it bug you? ____
- Does your byte fit? ____
- Can you find your ROM? ____
- Can you recall your RAM? ____
- Have you RUN today? ____
- Are your chips crisp & clean? ____
- Is your disc floppy? ____
- Are you a Terminal case? ____
- Can you control your output? ____

A score of 8 out of 10 indicates computeritis - you are definitely ADDICTED - See your nearest software department as soon as possible!

Rosemary Jones
Annabelle Munkittrick

# The Legacy of Traditional Home Economics

Marjory M. Mortvedt
Extension Specialist,
Evaluation and Program Development
Kansas State University

Traditional home economics is often confused with domestic science or instruction in the household arts. Part of our present conflict over the delineation of the field is that many home economists struggle against the "traditional" domestic science definition without recognizing the true foundation of the profession. Yet, we can take pride in the fact that early home economists saw clearly and broadly. Tradition based on their vision is as relevant today as at the turn of the century.

Home economics began in an era of reform. Early leaders saw education as the way to improve women's ability to use technology. They had such goals as changing the conditions of female drudgery, improving health, promoting optimal personal relationships within the family and advancing society. Ellen Richards, considered the founder of Home Economics, at the 10th Lake Placid Conference in 1908, said of the name:

> --"Home economics: home meaning the place of shelter and nurture for the children and for the personal qualities of self sacrifice for others, for the gaining of strength to meet the world; economics meaning the management of the home on economic lines as to time and energy as well as mere money?"[1]

These concepts go well beyond home management and the household arts, and call renewed attention to the word "home" in our title. Ellen Richards also said:

> --"It is the economy of human mind and force that is of most importance, and so long as the nurture of these is best accomplished within the four walls of a home, so long will that word stand first in our title."[2]

Why, then, has home economics been linked in so many people's mind with cooking and sewing? Perhaps because in the beginning cooking and sewing were necessary means to achieving the higher goals. Perhaps because these areas have been taught in the elementary and high schools, where most people form their impressions of the field. Perhaps because stereotyping simplifies thinking, and since knowledge of the field is limited, many have chosen to classify it into these simple divisions.

A more productive view of the field is to see home economics related to the functions of the home. Each of us has a home and was reared in a home. A home provides a milieu or environment for socialization, relationships, renewal, protection, skill development and support of self concept. It provides a setting for the interaction of the family system. Yet this milieu has expanded with the advent of improved transportation, swift communication and the substitution of mechanical for human energy--in short, with the expansion of technology.

Functions of the Family System

Sociological theory emphasizes a systems approach. A system is defined as a regularly interacting or interdependent group forming a unified whole. The parts of the system together perform one or more vital functions. If we visualize the group living within the home as a family system, we can identify some of the particularly important functions they provide:

1. Preparing members to adjust to and help direct change in the social and economic environment
2. Emotional satisfaction
3. Restoration and refreshment
4. Shelter and protection
5. Economic security
6. Health

These functions can be fulfilled in many ways, depending upon the changing environment. They may be carried out by various individuals, depending upon their roles or delegated responsibility. For example, present day teachers often serve as substitute parents during the school day.

The major changes in roles which have emerged since the 1950's bring further variety in the ways in which family functions are carried out. Mothers and fathers who work away from home fulfill the socialization role in different ways than when one parent is a full time homemaker. Men who feel less pressure to fulfill the "macho" image are more willing to admit their fears and relate to others in a caring way.

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[1] Lake Placid Conferences on Home Economics, Proceedings of the Tenth Annual Conference, (1908), 22.

[2] Lake Placid Conferences on Home Economics, Proceedings of the Tenth Annual Conference, (1908), 24.

Gender roles are evolving in dramatically new directions to produce major alterations in previous expectations. Fathers contribute extensively to the rearing of their children; mothers seek personal and professional fulfillment through work and activities outside the home; children grow up with a wider view of their roles as adults; couples relate to each other as individuals with unique qualities rather than as actors in stereotyped male/female roles; men and women work together to carry out family functions; household management is a shared responsibility; and homes are no longer expected to be "spic and span."

Couples who work away from home may spend large amounts of time producing goods and services at home. We may observe them eating at fast food outlets, buying clothing, using day care centers, paying others to repair, paint, and decorate. But they may also choose to spend their leisure as prosumers.

These changes often are taken to indicate that the functions of the family system have changed--and even that the family is no longer relevant. Another view is possible. Might we not view family members as working together to fulfill system functions with some functions fulfilled through delegation and purchase, with roles that are not gender specific and stereotyped, recognizing that there is strength emerging through such shared and delegated responsibility?

Home Economics as a System

We can visualize the field of home economics as a complex system in which the parts function to help family system members carry out their home-related functions at different levels. Technologies and interaction processes are taught which improve 1) the ability to contribute to the economic system, 2) personal relationships, 3) child-rearing practices, 4) skills in providing material needs, 5) the ability to enjoy environmental beauty, and 6) the health and well-being of family members.

The parts of the home economics system function at several levels. For example, today at a basic level an individual is taught to select prepared foods which are then heated at home. At another level an individual is taught cooking skills to meet family nutritional and health needs. At a still different level individuals are taught to manage industrial or commercial processes that create or sell foods.

Because the environment, technology, and human organizations are changing, the knowledge needed to fulfill family system functions is changing. Home economics subjects needed by those preparing for the profession are as varied as home food preparation, teaching methodology, clothing merchandising, and public policy related to trade.

The traditional response of home economics to changing societal needs has been to make alterations in our form but not our substance. We have expanded our curriculum, our concepts, and our relationships with other disciplines to meet the changing needs or to fulfill family system functions.

As Ellen Richards stated:

"We mistake in holding that the form of yesterday holds the ideals of today and the possibilities of tomorrow. The spirit must not be cramped by the outer shell..."[3]

These words are the true tradition of home economics. Taken together with the emphasis on home-system functions, they provide us the legacy for tomorrow. The role of home economics is to meet underlying and basic home-related needs in a changing society. Our mission is vital to the adaptation and survival of human beings.

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[3] Lake Placid Conferences on Home Economics, Proceedings of the Tenth Annual Conference, (1908), 24.

HOW ABOUT YOU?

Can you imagine yourself:

surviving on a graduate assistantship?
being the oldest in your class by at least 20 years?
living in a university residence hall with 400 graduate students?

taking your first exam for 28 years?
owning and riding a moped for the first time?
learning to type with more than 2 fingers?
wondering why you are taking 5 different courses in a semester?

staying up all night finishing a paper?
printing your first 4 lines on a word processor?
applying the buzz words: thinking, decision making, problem solving?
writing for the Illinois Teacher?

These and a thousand other worthwhile learning experiences are mine now that I am a graduate student in Home Economics Education. How about you?

Rosemary Jones
University of Illinois

# Surviving Adolescents in the Classroom: Mission Impossible Revisited

Anthony Jurich
Professor
Family and Child Development
College of Home Economics
Kansas State University

Good morning, Ms. Phelps. The manila envelope contains several key photographs and documents to help you understand the nature of your mission. The first photo is a picture of your class. You will notice that there are slightly more girls than boys, that the students come in all sizes, shapes, and descriptions. They also range in dress from Contemporary Preppy to Standard American Sloppy. The subsequent photo enlargement will reveal that some of the smiles are really grimaces and that some of the shining, bright eyes are really glassy-eyed from drugs. You may want to amuse yourself by counting the number of teenagers who managed to sneak obscene gestures into the class photograph. The next set of photos will give you the location of your mission. You will notice that the school is overcrowded and the equipment inadequate. Let me draw your attention to the photo of the lunchroom, where you will be able to eat your lunch in five minutes and monitor the adolescents eating for one hour and twenty minutes. There is also a photo of the football stadium, where you will be asked to sponsor three games per season. Additionally, you will find a copy of the proposed school budget. Due to federal cutbacks and state fiscal problems, your salary has been frozen and the operating budget has been slashed. The last document is a school citation for meritorious service which will be given to you in lieu of money. Your mission, should you decide to accept it, will be to teach these adolescents a subject (e.g., home economics, English, science), help them develop as human beings, and genuinely care about them as individuals. Needless to say, if you are captured or should fail at your task, the administration and school board will deny any knowledge of your existence. In assisting you to complete this task, we are including the following paper to help you cope with your situation. This tape will self-destruct in 30 seconds. We hope that you will not do the same!

Each adolescent has two distinct personalities which, although related, are quite different. One personality is a reflection of who the adolescent is, the other a reflection of who the peer group wants the adolescent to be. Many adolescents, who get along very well with teachers when they are by themselves, become "hellions" when surrounded by their peers. In adolescence, particularly in early adolescence, the peer group has a great influence over the adolescent and the approval of the peer group is one of paramount interest to him or her. One of the major problems facing today's teachers is that, since we teach an adolescent in a class of his or her peers, we have to contend not only with the problems of the adolescent but also the problems reflective of his or her peer group's expectations.

One of the worst things a teacher can do is to get suckered into an adversary role with the adolescent peer group. No matter how positive the relationship between any individual student and the teacher may be, if the dynamics of the classroom pit the teacher against the classroom of adolescents, the teacher will ultimately lose. Therefore, it is strategic that the teacher use his or her time and energy to work with the power structure of the peer group, rather than against it. In trying to accomplish this goal, the teacher may be aided by remembering some golden rules for classroom survival with adolescents.

<u>Rule 1 - See the World Through Their Eyes</u>

All too often, adults see the world only from an adult perspective. They fail to remember what it <u>really</u> was like to be an adolescent. A teacher may ask an adolescent to do something that would be perfectly reasonable for an adult to do but is humiliating for an adolescent to attempt. The adolescent, with his or her low self esteem, limited experience, and lack of cognitive sophistication, may be unable to cope well with such a request. He or she may not pick up the teacher's sarcasm and may instead translate the teacher's remarkes into self-criticism. The adolescent may not know how to admit he or she is wrong without losing face with the rest of the class. Such problems may not trouble adults in a similar situation but they will make the adolescent feel mortified. If the teachers are to avoid unknowingly creating such anxiety, they will have to learn how adolescents think and see the world through their eyes. A good teacher must conjure up old, forgotten images of what it was like to be an adolescent and use that knowledge to minimize the potential ill feelings of the adolescents in his or her charge. Every good teacher does this, no matter how unconscious this process may be. The teachers who can't or won't follow this basic rule should get out of the business. They will do more harm than good!

Rule 2 - Focus on Feelings

Feelings are important in everyone's life but they are paramount in the life of the adolescent. In their teen years, adolescents are just beginning to get really "in-tune" with their feelings. Although the teacher may pursue logic or morality with the adolescent, it is the feeling messages that are considered to be most important to the adolescent.

In the classroom, the teacher who can use feeling examples or elicit feeling responses from the class will be more effective at communicating information, because the adolescents in the class will tie the cognitive messages to the feeling messages. The message becomes imbedded in two learning modalities, which enhances the possibility of learning. Some subjects (e.g., English, history, most areas of home economics) lend themselves to this type of presentation. Others (e.g., mathematics, some areas of science) are not as amenable to this type of presentation but require a little more teacher creativity in order to accomplish this goal. Along with a more effective learning process, the teacher accomplishes another goal. An atmosphere in which feelings are openly discussed will elicit feeling responses from the students in the class. This will allow the teacher to get to the heart of the matter more easily whenever any problems arise in class. Instead of extraneous discussions about thoughts, the teacher can focus attention on the key developmental issue for the adolescent feelings.

Rule 3 - Accept the Feelings, Not the Behavior

To a great degree, the adolescent is his or her feelings. Because of this, the teacher who focuses on feelings, must learn to accept the adolescent's feelings as legitimate. Accepting the feelings does not necessarily mean accepting the behavior. In a classroom situation, this is best accomplished through direct verbal communication. If a disturbance should occur in a group setting, as in a classroom, the teacher might label the emotion that is most prevalent in the group or in a particularly disruptive group member. This legitimizes the emotion and brings it out in the open where it can be diffused. If it were a positive emotion, the teacher might actually try to augment the emotion by labeling it. However, once the emotion is labeled, the teacher needs to guide the behavior which stems from that emotion. With adolescents, the most efficient way of doing this is to label the feeling, speculate to the class what might be done about the feeling, and discuss the consequences of that behavior. Telling an adolescent class member that you accept his anger but will have to report him to the office if he takes a punch at someone, seems like a double message but really it is not. You are presenting the cold, hard facts of reality to him or her. The reality of the situation is that the student is angry. However, the reality of the situation is also that the student will be punished if he or she acts upon that feeling in an unacceptable manner. The teacher should not bluff with threats that cannot be invoked. Neither should the teacher pretend that the student's feelings do not exist. If the teacher overtly states the reality of the situation to the student, the student will better understand the reality of the rules of the school.

Rule 4 - Tell Them Your Feelings

Students are not the only people in the room with feelings. Teachers also have feelings! That statement will shock most students, many parents, and even some administrators! Someone in ancient times must have thought it was good teaching style to be unemotional and intimidating. After all, Kingsfield does it on "Paper Chase". A large part of teaching in schools is accomplished not so much by the teacher's words but by his or her actions. Teachers teach by example, by modeling, by being living proof that one can survive the educational system. If the teachers want their class to be unfeeling and unmindful of others, all they have to do is show no feelings themselves and ignore the feelings of those around them. However, if teachers want their students to be feeling human beings who care about the job the teacher is trying to accomplish, teachers must provide an example of such behaviors. The teacher who shares his or her feelings with the class will be less intimidating and may be more vulnerable to attack but will also provide a more human model of behavior to the students and will thwart the student's efforts to dehumanize and make him or her the enemy. This will not work with every student. Some have long histories of being run over by unfeeling adults. At some point in their lives, however, these same students have to learn that, within the rules, there is also room for feelings and caring.

Rule 5 - Get Their Imput to Construct a Solution

Physical pain is a wondrous mechanism. When something is wrong with our body, pain lets us know that there is a problem which we should try to correct. If that works so well for our bodies, why do we ignore the pain on the faces or in the actions of our students? When a student acts out in class, that student is trying to tell the teacher that he or she is in pain and that something is wrong. What is wrong may have little to with the classroom in which he or she sits. It may not even have anything to do with school itself. At the same time, the face of pain is still there. In matters which are not related to the classroom, the teacher can follow the first four rules and help the student see someone (e.g., school counselor or social worker) who might be able to help further. However, when the face of pain has to do with the specific classroom situation over which the teacher has some measure of control, the teacher should listen to the message that is being given and try to see if some accommodations in the classroom situation may be possible. Such changes may not be possible immediately, but changes may be orchestrated so that the same situation does not arise again. If teachers can predict trouble spots and "head them off at the pass" before they blow up, they will be far ahead of the game. Some of the best classroom rules are made with consideration of the student's ideas and wishes. If students have a hand in making some of the rules, they will be more likely to follow them than if they are "handed down from on high". Teachers cannot do that with all the rules but can seek input on some of them. For example, one teacher walked into class on the first day with a list of 20 to 30 rules for the class. She explained that the impetus for all these rules had been her previous students. She proceeded to explain that, during the course of their class, they would have imput in deleting rules and adding needed ones. She also made it clear that rules could be questioned at any point in the semester, either after or before school hours. This teacher was very well-liked and yet had fewer disruptions than any other teacher in the district.

Once the teacher allows input, he or she must know how to interpret it. If the teacher has the luxury of time, he or she can ask other teachers and colleagues what they think of a specific disruptive behavior from a specific adolescent student really means. If the teacher is caught in the middle of a disruptive classroom situation, one of the best things to do is go through the following progression of rules:

(1) "How would I interpret this situation if I were this student?"

(2) "What is the student feeling?"

(3) "How can I change the student's behavior, not necessarily his or her feelings?"

(4) "What am I feeling that will help or hinder the situation?"

A disruptive student may be acting out for a variety of reasons. The teacher should take his or her best guess as to why the student is bidding for attention. The teacher might say, "John, you need attention right now but we're in the middle of class and what you're doing cannot be allowed. Please sit down!" If the behavior continues, the teacher might express his or her feelings about the student's actions. If the behavior still continues, the teacher's strategy may have to be reversed. Remembering the axiom: "Oppositional Behavior, When Opposed, Breeds Oppositional Behavior", the teacher might opt to go in the same direction as the student. Class peer pressure might be utilized by indicating to the class that the disruptive student is in need of attention and directing the class to give that student their undivided attention for the next thirty seconds. The act of removing opposition from the student's bid for attention, together with the peer pressure, will stop most disruptive behaviors. If the behavior persists, the teacher may have to appeal to higher authority. However, even in the case where others have to be called, the effect on the class of seeing the teacher attempt to handle their disruptive classmate with a sense of adult dignity is an important lesson which should prove beneficial to the class in the future.

Rule 6 - Let Go

After the teacher has tried every trick in the book to help a student or teach a class, the teacher has to realize that adolescents have to make up their own minds. They are no longer children who have to be led every step of the way. They are incipient adults or "adults-ready-to-be". Adolescents want information about their lives which will be of immediate benefit. Tomorrow is too long to wait. Teachers have to make their subjects relevant to the student. That does't mean being "trendy" or "giving up on the basics". It does mean making the subject come alive by pointing out its utility. The teacher has an obligation to make a dent on the lives of the students. However, the teacher cannot do it all. After he or she has made input, he or she has to let go. Some lessons cannot be taught in the classroom. They must be learned from life. When the teacher sees a student buying a "one-way ticket to nowhere", the teacher should try to stop him or her, try to teach about alternatives, and try to make the student understand that he or she can be seriously hurt. However, once the teacher tries and the student still is bent upon what the teacher believes to be a self-destructive course of action, all the teacher can do is to find other sources of help or the student fails. Anyone can claim victory in the student that succeeds. It takes a teacher to welcome back the student that fails.

"It is proper to be suspicious of those who say they have the answer, especially before one has asked the question."

Ray C. Rist
Cornell University

# Student Involvement: A Factor in Motivation

Dorothy Christiansen
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Education is an active process. In order to be motivated to do something, people need to see meaning in it for themselves. This meaning gives the activity purpose and provides the starting point for effective instruction. Student involvement has long been recognized as an important factor in learning. Involvement can be as simple as allowing students to choose their own projects, or as complex as having the class plan and carry through an entire unit.

Following is a potpourri of ideas which I and other senior high home economics teachers in Kansas City, Kansas, use to encourage student involvement.

Snapshots and slides are especially effective when teaching a lesson on safety in a foods class. The project, requiring student involvement, is to make a bulletin board entitled "Safety Is No Accident." After students are asked to list kitchen safety rules, they are divided into groups, with each group responsible for demonstrating at least two rules. All rules are written in the affirmative. Students determine how they can best illustrate each rule. After choosing models, background and props, pictures are taken for the bulletin board.

Slides and a related script can be used. Both projects are excellent ways to develop initiative and increase motivation. One "secret" for preventing classroom bedlam while working on this project is to require each student to complete a related written assignment, due at the close of the project.

Co-operate with foreign language classes and teach a unit on the food of that country. Invite Spanish, French, or German classes to join your class for activities within an ethnic foods unit. Begin with a lesson presenting background material on the country such as its history, geography, economic conditions, natural resources, industries, social customs and foods. Committees, including home economics students and the visiting foreign language students, may research and teach using this related material.

In advance, ask students if they know of a relative, neighbor or friend willing to visit the class and share techniques and ideas on the ethnic foods and their preparation. With the help of students, select a menu that the resource person or students can demonstrate. In subsequent lessons, have the students prepare the demonstrated foods and serve them at a buffet meal on the final day of the unit.

To assure that lab work will go more smoothly, use the buddy system. Ask each foods class student to adopt and help a visiting foreign language student. We accommodate approximately fifty students at one time in this manner.

Working with other classes is an excellent way to provide exposure to both departments and assimilate other areas of learning within the field of home economics. It can also serve as a recruiting tool by telling the story of what is included in home economics classes.

Sponsor a money making project using ethnic foods. As a direct spinoff from the foods class unit on ethnic cooking, the home economics department changed its usual bake sale booth at the annual J. C. Harmon High School fine arts festival to a booth using Mexican-American foods. Students prepared tortilla dough, grated cheese, chopped lettuce and refried beans.

For a small fee, patrons at this popular booth had the fun of rolling their own tortillas, browning them in electric skillets, then eating them hot with butter. For an increased price, students would add a measured amount of cheese, lettuce and beans. The crowd enjoyed the activity and openly admired those who could roll the tortillas easily.

In addition to promoting the home economics department, the booth helped to promote the Mexican-American ethnic traditions within our community.

A key to involving students in any unit is to set an exciting, culminating goal. Our unit on cake preparation and decorating emphasizes job-related skills needed in the baking industry. Advanced foods students in one class chose to hold a "Take Pride Day" to culminate this unit. It allowed them to practice and demonstrate these job-related skills and at the same time gave them the opportunity to serve their school in a responsible way as good citizens.

After conferring with school administrators, the students decided that cleaning the school grounds and parking lots was a much needed project suitable for "Take Pride Day." Guests for the after-school clean-up project were to finish the project and then return to the foods room for cake and homemade ice cream served by their hosts and hostesses, the advanced foods students. Individually-issued invitations were extended to all introductory foods class members and to guests chosen from the entire student body.

When guests arrived they were divided into teams, then issued a trash bag and a ticket for refreshments. Teams and their captains were assigned to a certain section of the school grounds and the contest was on! Sheet cakes were decorated with the theme "Take Pride" and were served at the buffet table. Single, decorated cake layers were used as centerpieces at individual tables, then later claimed by members of the winning team.

The "Holiday Showcase" has been a tradition at Washington High School since its origin there by Eda Mae Howard in 1963. Because of the high level of student involvement, it has been used successfully in many schools throughout the years.

The all-day event, held in the gym, features projects and refreshments made by home economics students. Displays include food, clothing, home decorations, ornaments, centerpieces and needlecraft projects. These displays could be arranged in categories and include such special groups as salt-free or low-calorie refreshments or food gifts, decorations made from castoffs, developmental or educational toys for young children and no cost or minimal cost gifts. Video tapes of child care classes could be played, showing ways to care for and entertain children during the busy holiday season. Management tips to be used during the holidays could be demonstrated.

The "Holiday Showcase" not only allows students to display and share their work, but it sparks creativity and challenges resourcefulness.

Stalla Fenn, at Wyandotte High School, involved her students in designing their own personal locker caddies. Stella had been searching for an introductory clothing project for students to make while learning basic sewing skills. The caddy holds such items as combs, brushes, and textbooks. It helps eliminate some of the chaos created by crowded locker conditions. The students were enthusiastic about her idea!

The caddy was designed to hang from loops stitched into its top seam. The loops slipped over the coat hooks in the back of the locker. Made from a firm, cotton fabric the basic caddy was the width of the locker and came to within a food of the bottom of the locker. All four sides were finished and the two ends hemmed. By hemming both ends and inserting 3/8 inch dowel pins in those hems, the caddy hung straight.

Students then personalized their own caddies. Patch pockets were used to hold mirrors, combs, hair brushes, note pads, pencils, pens and cosmetics. Pleated pockets were placed in the middle to hold textbooks. A cased, elastic pocket was used near the bottom to hold gym clothes and tennis shoes.

Students found the locker caddy a most worth-while project as they mastered basic sewing skills. It also demonstrated in a subtle way how organization improves efficiency!

To accentuate the importance of effective communication, Linda Cegelis, at J. C. Harmon High School, had students from her family living classes play a game patterned after the television "Newlywed Game".

Three class members who had been dating someone steadily for at least two months, invited that other person to participate in the day's classroom activities. The class, previous to the game, composed a list of questions. Example: What does your friend say he/she likes to do when not with you? What do you like to do when you are not on a date? What does your friend plan to do after graduating from high school? What do you plan to do after graduating?

On the day of the game the three males representing the couples waited outside the room. The three female students were each asked the set of questions by a class volunteer and their answers were recorded on a transparency, to be compared later with the men's answers. Places were exchanged and the males were questioned. The game proved an interesting and effective way to create an awareness of the need for effective communication skills.

Another activity, based on the television show, "Dating Game," was designed to help Mrs. Cegelis's students formulate ideas about the type of persons they would like to date. Students who were not dating anyone in particular, volunteered to be the contestants asking questions, or participants to be interviewed while seated behind a screen. The class again made up a set of questions. Examples: (A) What are some characteristics you prefer in your date? (B) What would you do if your date was late in arriving? Each contestant, after interviewing three participants of the opposite sex, chooses the one they would prefer and invites that person for an after-school "coke date."

Students felt the activity clarified their ideas on desirable personal characteristics to be developed in themselves and looked for in others.

These are a few suggestions for encouraging student involvement. You will have many ideas of your own. Student involvement does not necessarily make teaching easier or uncomplicated. It will, however, make teaching and learning exciting and challenging for both you and your students.

Success is using knowledge from the failures and keeping your enthusiasm as you climb.

# Back to Basics: Teaching Reading in Home Economics

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In the fall of 1979, Manhattan High School introduced a content area reading program that has gained national recognition. Three home economics teachers were among nearly half of the 100 Manhattan High School teachers who completed the course directed by Ms. Elizabeth Ince, a MHS reading specialist and Dr. Clyde G. Colwell, a university professor. After spending one semester focusing on reading theory and individual projects, the participants implemented reading strategies in their classrooms the following semester. Teachers earned six hours of graduate credit, the cost of which was largely underwritten by the district.

The content area reading class was developed to help teachers improve student attitudes toward reading, improve achievement scores and reinforce remedial and accelerated reading classes within the school. Thus, reading became an integrated process without changing the content area. A wide range of resources was available to assist the teachers, the major one being the reading specialist.

Basic Skills in Home Economics

Reading techniques can be used to teach basic skills effectively in home economics classes. Increased student participation, greater self-confidence, positive attitudes toward reading, increased vocabulary, improvement in study skills, increased comprehension and improved organizational and questioning skills were observed in students after content reading techniques were integrated into the home economics classroom. Because of these student benefits, the home economics teacher concluded that the time and effort necessary for implementation were worthwhile.

Activities Are Adaptable and Varied

The content area reading techniques are easily adapted for home economics classes. Techniques related to assessment, listening skills, vocabulary building and reading assignments can be tailored to fit course material as well as students' varied academic levels.

Assessment. Although there are more sophisticated methods, the Cloze procedure developed by Taylor[1] works well for most teachers. The results of this procedure indicates to the teacher those students who may have trouble handling textbook assignments.

Listening Skills. Content strategies that enhance listening can be as simple as giving the students a skeleton outline to use for taking notes during a class demonstration. The Guided Lecture Procedure from Kelley and Homes[2] provides for increased class interaction.

EXAMPLE OF LESSON PLAN FOR MODIFIED
GUIDED LECTURE PROCEDURE

Topic: Safety Guidelines for Cooking with Fats and Oils

Objectives:

Students will:

- List and organize in outline form, safety guidelines for cooking with fats and oils.
- Score 80 percent or more on a cooking with fats and oils safety test.
- Demonstrate safety rules during a fats and oils laboratory.

Procedure:

1. Students listen to teacher's oral presentation related to safety rules for cooking with fats and oils.
2. Each student lists in writing the main points from teacher's presentation.
3. In small groups, students develop an outline.
4. The outline is checked in relation to the teacher's list of rules.
5. Students complete a safety test.
6. Students participate in a safety laboratory.

Vocabulary Building. Vocabulary and concept development are part of many reading techniques, especially the structured overview from Earle.[3] Sometimes called the graphic organizer, this technique resembles a "chain of command" chart and shows relationships and sequences.

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[1] Taylor, Wilson L. "Cloze Procedure: A New Took for Measuring Readability." Journalism Quarterly, 30, Fall, 1953, 415-433.

[2] Kelley, Brenda, and Homes, Janis. "The Guided Lecture Procedure." Journal of Reading, 2, 1979, 602-605.

Reading Assignments. Texbooks are more likely to be

[3] Earle, Richard A. "Reading and Mathematics: Research in the Classroom." Fusing Reading Skills and Content. Edited by H. Allan Robinson and E. L. Thomas, Newark, DE: International Reading Association, 1969.

REAP (Read, Encode, Annotate, Ponder) developed by Eanet and Manzo[4] helps students build a vocabulary of menu terms. Using a short vocabulary list, students select the definitions they think will apply to menu items, then rewrite these terms in their own words. Finally, they construct a game or puzzle using each of the terms. read if students have a sense of purpose. Cunningham and Shablak's Guide-O-Rama[5] tells students which paragraphs require close reading and which should be skimmed or skipped. Modification of Tierney's three-level study guide directs students to find specific facts, summarize materials, draw conclusions and apply principles in new situations.[6] Manzo's Guided Reading Procedure calls for students to read an assignment, remember as many details as possible, recall information in random fashion and finally work in small groups so that the information can be organized into an outline.[7]

Difficult Material. Reading techniques can also help students master materials that are hard to understand. A modified form of Manzo's[8] ReQuest technique can help students develop questioning skills when learning about varied forms of table service during a meal planning and service unit.

EXAMPLE OF LESSON PLAN FOR MODIFIED REQUEST TECHNIQUE

Topic: Table Service

Objectives:

Students will:

- Formulate questions to facilititate understanding of four types of meal service.
- Give examples of appropriate times and places for given types of meal service.
- Score 75 percent of more on a short meal service test.

[4]Eanet, M. G., and Manzo, Anthony V. "REAP - A Strategy for Improving Reading/Writing/Study Skills." Journal of Reading, 19, 1976, 647-652.

[5]Cunningham, Richard, and Shablak, Scott. "Selective Reading Guide-O-Rama: The Content Teacher's Best Friend." Journal of Reading, 18, 1975.

[6]Tierney, Robert J., Readence, John E., and Dishner, Earnest K. Reading Strategies and Practices: A Guide for Improving Instruction. Boston: Allyn and Bacon, Inc., 1980.

[7]Manzo, Anthony V. "Guided Reading Procedure." Journal of Reading, 18, 1975, 287-291.

[8]Manzo, Anthony V. "Improving Reading Comprehension through Reciprocal Questioning." Unpublished doctoral dissertation, Syracuse University, 1968.

Procedure:

1. Students view a short filmstrip on table setting
2. Teacher displays appropriate flatware for a formal dinner.
3. Students read handout on meal service and table setting then participate in demonstration of ReQuest.
4. The class is divided into four groups; each group is assigned one type of meal service. After each group completes the reading assignment related to one of the four types of meal service, ReQuest is completed with the aid of the teacher or trained teaching aide.
5. Groups rotate until all types of meal service are practiced.
6 Students regroup as a whole for a question and answer session.
7. Students complete a meal service test.

Benefits Shown in Test Results

According to James Rezac, MHS principal,[9] reading comprehension test scores for twelfth grade students have shown the following changes since MHS teachers began using content reading techniques:

Percentile rank, MHS mean score compared to national norm

| | Grade 12 reading comprehension |
|---|---|
| 1978-79 | 68 |
| 1979-80 | 76 |
| 1980-81 | 85 |
| 1981-82 | 90 |
| 1982-83 | 89 |
| 1983-84 | 91 |

Although information related to teaching reading in the content areas is available from many sources, this cooperative program is considered innovative because it combines theory, practice, supervision and sharing. The textbooks used in this program are listed in the bibliography.[6,10]

[9]Rezac, James. Principal's memo to faculty, February 7, 1984.

[10]Vacca, Richard T. Content Area Reading. Boston: Little, Brown & Co., 1981.

Ability to show appreciation is a great talent.

# The Challenge for Clothing Classes in the 1980's

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The study of clothing has traditionally been an integral part of the secondary home economics curriculum. In clothing classes a large proportion of student time is often spent on construction. Many secondary teachers feel most comfortable with structuring their clothing classes in this manner. However, this traditonal approach will no longer suffice. To counteract the declining enrollment trends in clothing classes, there is need to examine present course content and make needed changes. If clothing continues to be taught in the traditional, construction-oriented manner, we shall only perpetuate the stereotypical view of home economics. And, at the same time, we will be continuing to ignore a primary cause for the decline in secondary home economics enrollments.

The Problem with Clothing Classes

Home economics as a field has been the subject of much discussion.[1,2,3,4] Clothing likewise has been reviewed for relevancy and content in the home economics curriculum.[5,6,7] One problem facing home economics in general, and clothing classes in particular, is the substantial decline in enrollment. Tollen[8] found that secondary clothing classes are experiencing a greater decline in enrollment than can be blamed on national trends in student enrollment. Some of the reasons given for this decline are the failure to recognize changing needs and attitudes of students, as well as the effect of the individual home economics teacher on the program. The image presented and enthusiasm (or lack of it) exhibited by the teacher, as well as the originality and innovativeness of presentation were cited as important factors in determining student interest in clothing classes.

Need for Clothing Classes

Throughout history, clothing has been recognized as a primary human need. While clothing does serve a utilitarian protective function, other functions are perhaps even more important. Clothing can help fulfill a variety of social, emotional, and psychological needs common to all of us.[9] Gurel and Beeson suggest that study of the moral and ethical values of groups, levels of technological development, aesthetic considerations, and economic systems affecting clothing behavior can help us to understand how clothing contributes to satisfying the many wants and needs of individuals. Clothing, viewed in this context, becomes a legitimate area of study.

Clothing is of interest to nearly everyone. All we need do is consider the proliferation of books dealing with clothing, such as Molloy's Dress for Success[10] and The Women's Dress for Success Book[11], which testify to the interest in clothing we all share. Clothing offers a means of both communicating and understanding others.[12]

Why, then, is the enrollment in clothing classes declining? Shouldn't those of us teaching home economics

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[1]Horn, M.J. "Home Economics: A Recitation of Definition," Journal of Home Economics, 73 (Spring 1981), 19-23.

[2]Brown, M.M., and Paolucci, B. Home Economics: A Definition. Washington, D.C.: American Home Economics Association, 1979.

[3]Rollins, J. "Secondary Home Economics Curricula Perpetuate a Stereotype," Journal of Home Economics, 73 (Spring 1981), 24-26.

[4]Brown, M.M. "Our Intellectual Ecology: Recitation of Definition," Journal of Home Economics, 73 (Winter 1981), 14-18.

[5]MacCleave-Frazier, A., and Murray, E. Reconceptualizing the Teaching of Clothing in Consumer and Homemaking Programs: Implications for Teacher Preparation. Pennsylvania State University, University Park, Pennsylvania, 1983.

[6]Margerum, B.J. "The Clothing Scene--A Teaching Guide," Journal of Home Economics, 73 (Spring 1981), 45-47.

[7]Young, M. "The Balancing Act in Clothing and Textiles," Forecast, 29 (February 1984), 38-42.

[8]Tollen, P.A. "An Investigation into the Declining Enrollment in Secondary Clothing and Textile Classes." Unpublished master's paper, University of Hawaii, Honolulu, Hawaii, August, 1982.

[9]Gurel, L.M., and Beeson, M.S. Dimensions of Dress and Adornment: A Book of Readings. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1979.

[10]Molloy, J.T. Dress for Success. New York: P.H. Wyden, 1975.

[11]Molloy, J.T. The Woman's Dress for Success Book. Chicago: Follet, 1977.

[12]Young, op. cit.

be able to capitalize on both the interest in and inherent relevancy of clothing?

Redefining Clothing Classes

The task confronting secondary home economics teachers, administrators, and anyone else charged with curriculum development, is to find ways to make the clothing classes presently being offered more relevant, more challenging, and more meaningful. Development of meaningful clothing curricula should be based on recognition of the fact that clothing is an interdisciplinary subject. In providing learning experiences for students, clothing classes need to incorporate study of the physiological, economic, psychological, sociological, historical, and aesthetic considerations which influence clothing choices and consumption. For example, a unit might be developed which explores the various theories of why we wear clothes at all.[13] Likewise, learning experiences could be incorporated into clothing classes which introduce students to the psychological and sociological motivations that influence clothing behavior. These are just a few examples of how clothing classes could be made more meaningful.

Secondly, we need to consider how, as well as how much, clothing construction should be taught in clothing classes. Close examination of present clothing curricula is needed. Does the present heavy emphasis on development of clothing construction skills adequately reflect what students need to know about clothing? What has a student learned through construction of a garment? What is the relevancy of these learnings to the individual in society? Clothing construction can be an opportunity for students to learn decision-making skills in their choices of fabric, pattern, construction processes, etc. Too often, however, the emphasis is on a well-constructed product precluding individual experimentation with alternative approaches to the various processes involved in making a garment.

Construction need not be entirely deleted from the curriculum, however. An example of an alternative teaching approach to basic sewing skills is a set of learning materials available from a major publishing house. These materials are designed to promote career awareness for middle and junior high school students. Students learn basic sewing skills as they set up a company to market and manufacture a product that is sewn in a production line operation. Students learn sewing skills related to operating the machine, working with patterns and fabrics, and evaluating their construction--all under the larger learning experience of forming and operating a profit-oriented business venture. Such an approach to clothing construction promotes decision-making skills by students, while basic sewing skills are also learned. Perhaps sewing skills could be geared more to alterations of ready-to-wear, or making cost-benefit analyses of sewing versus buying ready-to-wear garments. While many home economics teachers do incorporate such learnings into their construction units, many, unfortunately, do not. With the easy availability of ready-to-wear garments in the marketplace, proficiency in sewing is perhaps not the necessary skill that it once was. It would behoove us, as educators, to note this trend and direct our classes accordingly.

Clothing Classes for the 1980's

In conclusion, I would suggest that clothing is a pertinent area of study. There is need to think critically about the present curriculum and begin making clothing experiences in the classroom more meaningful and relevant for students. This may be painful for some of us who are most comfortable with the familiar construction-oriented clothing classes as they have always been taught. However painful, we must be willing to make the needed changes.

How can you begin to examine your clothing classes for their relevancy and evaluate them for needed changes? To begin this process, you might consider the following:

-- Is enrollment in your clothing classes declining? If so, it is time to examine critically the reasons why. Although many factors have contributed to this decline, lack of relevancy of subject matter is one of the most crucial.
-- Are your classes "overloaded" with construction-related learning experiences? Look at how much time is spent on construction in your clothing classes. Consider whether this teaching approach may be contributing to a lack of student interest and resulting declines in enrollment.
-- How many males are in your clothing classes? If the curriculum is relevant to today's youth, there is no reason why clothing classes shouldn't be attracting males.
-- How up-to-date is your knowledge of all aspects of clothing, not just clothing construction? Are you sharing this knowledge with your students in clothing classes you teach? If your knowledge is lacking, perhaps this might be the time to take a course or do some reading that deals with other relevant areas of clothing, e.g., socio-psychological aspects, consumption of textiles and apparel products, etc.

Let's meet the challenge to make clothing classes what they must be -- relevant, meaningful, and interesting!

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[13] Gurel and Beeson, op. cit.

# Nutrient and Fiber Density: Nutrition Education Innovations

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As the food industry has become a multimillion dollar business, its advertising has helped to bring the importance of nutrition to the attention of the American public. Many students receive the bulk of their nutrition information from the food industry as advertising. While the advertisements may provide some useful nutrition information, they often promote the overconsumption of nutrient supplements, refined and processed foods, and calories in the forms of sugar and fat. The concept of nutrient and fiber density is useful in addressing these issues of overconsumption and may be incorporated in an approach that is challenging and fun.

Defining Density

Nutrient and fiber density is a way of simultaneously evaluating the nutrient, fiber and calorie content of a food. It is a comparison of how well a food meets nutrient and fiber needs in relationship to caloric needs. This concept can be explained by a graph (Figure 1, see p. 61) comparing an apple to apple pie. The first bar and dotted line represent the percent of needed (recommended) calories provided by each food. The other bars represent the percent of the recommended amount of eight nutrients and fiber. If a bar for a nutrient and/or fiber goes above the calorie line, the food meets more of the body's need for that nutrient and/or fiber than its need for calories and, therefore, is dense in that nutrient or fiber. As the graphs indicate, an apple is dense in four nutrients and fiber while apple pie is not dense in any of the eight nutrients or fiber. The addition of sweeteners and fats to the apples provides the apple with more calories.

A comparison of an orange and orange juice illustrates another effect of processing on a food's nutrient and fiber density. An orange is dense in eight nutrients and fiber while orange juice is dense in only five nutrients and is not dense in fiber. The process of making orange juice does not add calories, but removing the pulp does affect its nutrient and fiber content, and, therefore, its density.

Betting on Bulk

To assist elementary, middle level, and high school students in learning about nutrient and fiber density, the ABC's of Nutrition Education teaching materials feature Betting on Bulk, a card game which includes a deck of food playing cards with game instructions. These cards photographically depict 100 foods in full color on the back. The Incredible Bulk symbol, located in the upper left space on the card, indicates the food is dense in fiber. The nutrient symbols, located on the right side of the card, indicate the nutrients in which the food is dense. Nutrient symbols with asterisks indicate the food is not only dense in the nutrient but is an extra-rich source of that nutrient. The Taste Bud symbol appears in the lower left corner of all the cards to recognize the importance of taste when making food choices.

Betting On Bulk can be used by itself or in conjunction with The ABC's of Nutrition Education Learning System for Primary and Intermediary Grades. This learning system has been incorporated very successfully into child development, food preparation, and nutrition units in home economics classrooms. The effectiveness of this system is illustrated by the following comments offered by three home economists who have used it:

> The uniqueness in the presentation of this particular nutrition information was exciting to me and my students. They were fascinated by such information as nutrient density on the cards, importance of fiber, and that french fries aren't all bad. They wanted to look up more information after doing the density chart. It was such fun to see them hungry for knowledge.
>
> 8th grade Home Ec. teacher, Augusta KS

I have taught home economics for fifteen years. This is the first year I have had so many students really enjoy learning about nutrition. So many times they moan and groan over nutrition, but not this year.

7th/8th grade Home Ec. teacher, Baldwin, KS

The ABC's of Nutrition learning system is very useful in my classroom. It is very nice to have up-to-date information at your fingertips for classroom use. Students really enjoyed the games as a learning tool.

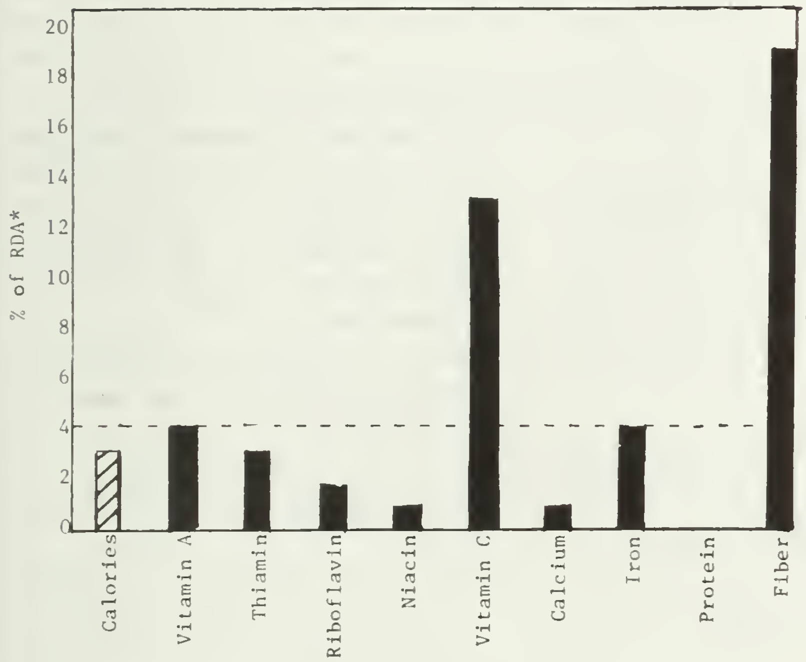
High School Home Economics teacher, Morland, KS

Further information regarding these materials is available from Eunice Bassler, The ABC's of Nutrition Education, Department of Foods and Nutrition, Kansas State University, Manhattan, KS 66506. (Please refer to this article when making inquiries.)

Figure 1

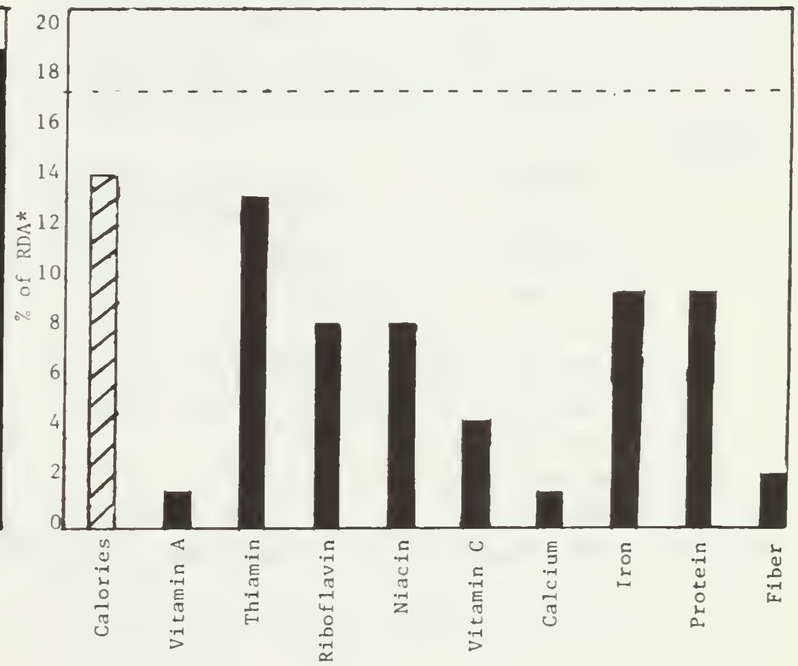
APPLE

1--2 3/4" diam. 138gms
80 calories




APPLE PIE

1/7 of pie 135 gms
345 calories




*Percent of nutrients and calories based on 1980 Recommended Dietary Allowances (RDA) for children 7-10 years.
Percent of fiber based on 20 grams dietary fiber.
Nutrient values based on Nutritive Value of Foods: Home and Garden Bulletin No. 72-1.
Fiber values based on Plant Fiber in Foods, Anderson, James, University of Kentucky, 1980.

# COMMITMENT

without knowledge is like an answer without a question--meaningless.

Archibald MacLeish

can be a motivating and energizing force.

David W. Orr

# All Foods Are Not Created Equal

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Unlike men, all foods are not created equal! Certain foods contain more nutrients than others. Likewise, because of availability, marketing requirements and consumer demand, foods vary in cost.

Unit pricing has given the consumer a guide to cost per serving of foods. Nutrient density has provided us with a tool for comparing the amount of nutrient(s) per calorie contained in foods.[1] But how can we determine which foods are good buys based on nutritional value per cost? The nutrient/cost ratio theory addresses this issue.

Procedure

Step 1) Determine the % Recommended Dietary Allowance (RDA) of a nutrient per serving for the food being explored.

2) Determine the % standard for cost of a serving of the food.

3) Calculate the nutrient/cost ratio by dividing the % nutrient (Step 1) by the % standard for cost (Step 2).

Step 1 can most easily be obtained from the nutrition label. For foods not carrying a nutrition label or for determining % RDA related to the specific sex/age of a person, a nutrient chart should be consulted. Nutritive content indicated in the "Nutritive Value of Foods"[2] must be divided by the RDA for a particular sex/age category to determine % RDA per serving of food.

To establish the % standard for cost of the given food (Step 2), divide the cost per serving of food by the estimated cost for food per day. The source used for this data is the "Cost of Food at Home" from Family Economics Review.[3] The "Cost of Food at Home" chart provides estimates for families/individuals' cost for food per week or month according to sex, age and economic level. To convert these estimates to cost/day, divide the amount given by the appropriate factor.

The nutrient/cost ratio (Step 3) is then calculated by a simple division process: figure in Step 1 (% RDA) by that in Step 2 (% standard for cost). The higher the number, the more nutrients you're getting per cost. In order to classify foods, one could use a nutrient/cost ratio of 1.0 as a minimum standard for quality.

Example

Following is an example for using the nutrient/cost ratio theory to compare ravioli and pork 'n beans for protein content in relationship to cost.

Canned Ravioli

Step 1) 10% RDA per serving for protein

2) $.46 per serving

Cost per day for female, 20-54 years, low cost plan is $18.80/week or $2.69/day.

$$\frac{\$.46 \text{ per serving}}{\$2.69 \text{ per day}} = 17\% \text{ standard for cost}$$

3) $$\frac{10\% \text{ RDA for protein}}{17\% \text{ standard for cost}} = .6 \text{ nutrient/cost ratio}$$

Pork 'n Beans

Step 1) 20% RDA per serving for protein

2) $.23 per serving

Cost per day for female, 20-54 years, low cost plan is $18.80/week or $2.69/day

$$\frac{\$.23 \text{ per serving}}{\$2.69 \text{ per day}} = 9\% \text{ standard for cost}$$

3) $$\frac{20\% \text{ RDA for protein}}{9\% \text{ standard for cost}} = 2.2 \text{ nutrient/cost ratio}$$

Note: "Nutritive Value of Foods" and Family Economics Review can be ordered by writing to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Editor's Note: Another useful reference is Nutrition Labeling: Tools for Its Use. U.S. Dept. of Agriculture, Agricultural Information Bulletin no. 382. Order from Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

[1] McWilliams and Holly Heller, The World of Nutrition. Boston: Ginn and Company, 1984, 313.

[2] "Nutritive Value of Foods," U.S. Dept. of Agriculture, Home and Garden Bulletin Number 72.

[3] "Cost of Food at Home Estimated for Food Plans at Four Cost Levels, October 1983, U.S. Average," Family Economic Review, no. 1 (1984), 31.

Summary of comparison: Pork 'n beans provides about 3½ times as much protein per cost as canned ravioli. Pork 'n beans would be considered a protein/cost high ratio food because it is higher than the standard for quality, which is 1.0. Canned ravioli would be considered low ratio.

Application of Theory

The nutrient/cost ratio theory has been used as a teaching tool for students in nutrition and family finance classes, home economics professionals, the elderly, and patients at a mental health institution. The way it has been used has varied with class size.

When the class is less than 20 and at least an hour can be devoted to the topic, the lecture-lab method works well. After a description of the theory, students are divided into small groups for actual hands-on experience. Each group is given packages of food products with identifying nutritional information and cost. Students in the group are asked to calculate the nutrient/cost ratio of each food given for a specific nutrient. Their findings are then reported to the rest of the class.

With larger classes, a lecture-discussion method can be used. Instead of passing out a collection of food products to compare nutrient/cost ratio, a brief list of foods is given and students are asked to estimate which would have high, medium, or low ratios. Another alternative is to have students rank the list of foods from high to low. In both instances the class is reponding based on their perceived knowledge of the nutrient content and cost of foods. Once their estimated response is given, the calculated values are presented and discussed.

The following worksheet is a helpful tool in working through the nutrient/cost ratio for foods:

The calculations can be made quickly for ratios by using a computer software spreadsheet program. Basically, the spreadsheet is divided into the columns on the previously described worksheet, with the computer programmed to automatically make the calculations for Step 3. The ratios can easily be kept current by entering updated prices in Step 2, Column 2. This is particularly helpful for foods whose prices fluctuate with the season. For example, in Kansas during the winter when tomatoes are expensive, the nutrient/cost ratio for vitamin C may be 4. During the summer when tomatoes are plentiful, thus less expensive, the ratio is 16. Likewise, a price change for a product when it is on sale can be readily calculated via computer software. By taking into account the fluctuation of food prices with this theory, you can teach the principle that some foods are best buys at certain times, while during a sale or different season other foods would be a better purchase.

Evaluation of Theory

The effectiveness of the nutrient/cost ratio theory as a teaching tool can be determined by 1) the reaction of students to the calculated values, and 2) amount of discrepency between student's estimated value and the calculated value of specific foods. Would you have guessed the order for these foods?

| Nutrient | Food | Nutrient/Cost Density |
|---|---|---|
| Calcium | Nonfat dry milk | 7.5 |
| | Evaporated milk | 4.3 |
| | Macaroni & cheese dinner | 1.6 |
| | Ice Cream | 1.3 |

NUTRIENT/COST RATIO

Nutrient_______________

| FOOD | Step 1 | | Step 2 | | | Step 3 |
|---|---|---|---|---|---|---|
| | Col. 1 | Col. 2 | Col. 3 | Col. 4 | Col. 5 | Col. 6 |
| | % RDA per serving | Price | Price/serving= Price (Col. 2) / # of servings | Cost/day = Cost/week / 7 | %Standard for Cost = Price/serving Col. 3) / Cost/day (Col. 4) | Nutrient/Cost Ratio = % RDA/serving (Col. 1) / % Standard for cost (Col. 5) |
| | | | | | | |
| | | | | | | |
| | | | EXAMPLES | | | |
| Canned Ravioli | .10 | $ .91 | $ .91-2 = $ .46 | $18.80-7 = $2.69 | $ .48-$2.69 = $ .17 | .10-.17 = .6 |
| Pork n' Beans | .20 | $ .41 | $ .41-1.75 = $ .23 | $18.80-7 = $2.69 | $ .23-$2.69 = $ .09 | .20-.09 = 2.2 |

| Nutrient | Food | Nutrient/Cost Density |
|---|---|---|
| | Strawberry Yogurt | 1.3 |
| | Milk chocolate candy bar | .5 |
| Iron | Cereal, Maple-flavored flakes | 9.0 |
| | Toaster tarts | 2.5 |
| | Refrigerated biscuits | 1.2 |
| | Raisins | 1.1 |
| | Granola | 1.0 |
| | Frosting | .4 |
| Vitamin C | Cranberry Juice | 11.1 |
| | Fruit-flavored pdw. drink | 10.0 |
| | Sauerkraut | 5.0 |
| | Broccoli, frozen | 4.0 |
| | Peas, canned | 3.3 |
| | Pineapple, canned | .7 |
| Protein | Cottage Cheese | 3.8 |
| | Tuna | 2.6 |
| | Kidney beans | 2.0 |
| | Chicken, canned | 1.7 |
| | Chili with beans | 1.7 |
| | Ravioli, canned | .6 |

Summary

The theory provides an objective and visual approach to food comparisons. It is particularly helpful to those trying to manage on a limited food budget. Just as there are food choices that meet nutritional needs based on calorie budgets, there are food choices that provide sufficient nutrients for the money budget.

While it is not realistic to expect consumers to calculate the nutrient/cost ratio of each food before planning meals or going to the grocery store, exposure to this systematic way of comparing foods based on nutritional value per cost can be an eye opening experience for students, consumers and professionals. This awareness shows that "all foods are not created equal."

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

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BOOK REVIEW

ECONOMIC DECISIONS FOR CONSUMERS

Don R. Leet and Joann Driggers
Wadsworth Publishing Company
Bement, California, 1983

As a text for college level students in economics education or as a resource for the practicing high school teacher, this book achieves the authors' purpose of providing relevant information for decision making in the area of consumer economics. The authors are concerned that "most consumer problems result from poorly made decisions based on insufficient or inaccurate information in an unsystematic way." They have structured the book to alert the reader to those factors that influence consumer behavior while exploring the factors that affect consumers' decisions.

The reader's attention is captured at the beginning of each chapter by a short story illustrating a consumer problem with which they can readily relate as the authors cover the topics of advertising, consumer protection, budgeting, inflation and the use of credit. Interest is added by the "Did you know that..." questions prior to each chapter, while the summaries stress the major topics. The authors "make the material come alive" in some chapters with interactive, enrichment boxes. This concern for relevance and usefulness of the information, is evident throughout as the authors apply the decision making ideas from Chapter 2 to topics such as selecting food and textiles, conserving energy, owning an automobile, owning or renting a home, saving and investing.

Key terms, questions, projects and suggested readings at the conclusion of each chapter provide the reader with additional instructional materials that will facilitate learning. Three informational appendices list common consumer problems and the appropriate agencies to contact for assistance. Statistical information, in the form of graphs, pie charts and tables, is up to date and provides visual representation of the focus of many topics.

The book is a comprehensive text of consumer economics and the authors' emphasis on personal economic decision making makes it meaningful for students and teachers. The authors quoted from a recent study completed for the U.S. Office of Education which maintained "The greatest area of difficulty in general knowledge areas of adults appears to be consumer economics." The use of this book would go some way towards overcoming this concern.

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# The Waiting Game: Prenatal Development

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I often ask students, "What do you remember most from the semester course Parenting/Child Development?" They always answer, "The game about pregnancy." The Waiting Game is a board game for classroom use which guides students to review prenatal development. Students move through the 40 weeks of pregnancy by correctly answering questions related to prenatal development and pregnancy. There is an element of chance in the game because penalty cards and reward cards direct players to move forward or backward for such actions as "You ate the Basic Four" or "You smoked again." The penalty cards particularly make an impression on students. One frequent comment is, "I kept having to move backward because 'I smoked.'"

While students are enjoying the game, they are motivated to learn and review information related to prenatal development and pregnancy. The reference for the content in the game is The Developing Child by Holly E. Brisbane.[1]

The Waiting Game was specifically developed for use in the Parenting/Child Development class, a one semester elective course for high school juniors and seniors. Students play in groups of four during one class period. Each group of four students uses one game with a game board, game cards, and answer sheet. Seven games are used in classes with 28-30 students enrolled. Although it takes time to make the multiple games, students rate it as, "A fun way to learn facts."

THE WAITING GAME

CONSTRUCTION OF THE GAME

A. Game Board
   1. Cut a game board 13½" x 19½" from poster board.
   2. Type information for each of the forty weeks on squares of paper 1½ inch by 1½ inch. Paste these squares around the outside of the game board in numerical order.
   3. Draw or paste an appropriate prenatal picture to decorate the board.

B. Game Cards
   1. Type each question and question number within a 2 by 3 inch rectangle on heavy paper.
   2. Cut into Game Cards.

C. Penalty and Reward Cards
   Type the penalties and rewards listed below on a 2 by 3 inch rectangle of heavy paper. Include these with the Game Cards.

YOU ARE EATING THE BASIC FOUR EVERY DAY. GO AHEAD 2 WEEKS.
YOU WENT TO THE DENTIST. GO AHEAD 2 WEEKS.
YOU VISIT YOUR DOCTOR EVERY MONTH. GO AHEAD 2 WEEKS.
YOU DRINK FOUR GLASSES OF MILK EACH DAY. GO AHEAD 2 WEEKS.
YOU CONTRACTED A VENEREAL DISEASE. GO BACK 2 WEEKS.
YOU SMOKED AGAIN. GO BACK 1 WEEK.
YOU DRANK LIQUOR. GO BACK 2 WEEKS.
ABORTION. GO BACK TO WEEK ONE.

D. Game Card Answer Sheet
   1. Type all questions by number and include acceptable answers. (Suggestions for questions are included. You will need to write additional questions.)

E. Player Pieces
   1. Cut squares 1 by 1 inch from different colors of paper or purchase plastic movers in cake decorating departments or game stores.

F. Directions and Objectives
   1. Type objectives and directions (see below) for players on a separate sheet of paper.

G. Protect and Store Game
   1. Laminate the board, cards, directions and paper players (optional).
   2. Store each game in a box or in a folder by folding game board in half.

OBJECTIVES OF GAME

Define terms related to prenatal development and pregnancy.

[1] Brisbane, Holly E., The Developing Child, Third Edition, Bennett Publishing Company, Illinois, 1980.

Explain facts specifically related to teenage pregnancies.

Show interest in giving correct answers in order to reach the fortieth week and "Birth."

DIRECTIONS FOR PLAYING

1. Provide one board game for each three to four players.
2. One player is designated to check answers with the Game Card Answer Sheet.
3. The object of the game is to progress forty weeks around a game board from "Conception" to Birth."
4. The game cards are shuffled with the penalty and reward cards and turned face down.
5. Each player turns over one Game Card and answers the question.
6. For each correct answer a player moves forward one week.
7. The player follows the directions on the penalty and reward cards.
8. The player who first reaches week 40 is declared the winner. (Knowledge is the major key to arriving at week 40. However, the draw of a reward card will accelerate a move, while the chance of drawing a penalty card will decelerate progress around the board.)

GAME CARD ANSWER SHEET
Suggested Questions

1. Name one (1) sign of pregnancy.
   - A. Missed menstrual period.
   - B. Frequent urination.
   - C. Morning nausea.
   - D. Sore or tender breasts.
2. Define the term prenatal.
   Before birth.
3. Name the hormone produced during pregnancy which determines a positive pregnancy test.
   H C G--Human chorionic gonadtropin.
4. Name the months which make up the first trimester of pregnancy.
   Months 1, 2, and 3.
5. When should a pregnant woman visit a doctor?
   As soon as she thinks she might be pregnant.
6. Define obstetrician.
   A doctor who cares for women during pregnancy and birth.
7. On what day of prenatal development does implantation occur following conception?
   Day 7.
8. On what day of prenatal development does the heart of the embryo begin beating?
   Day 20.
9. Name the week of prenatal development when the developing embryo is called a fetus.
   Beginning of week 9.
10. Name the week of prenatal development when all body parts are present in the embryo.
    The end of week 8.
11. At what week of prenatal development are all major body systems present and beginning to function in the fetus?
    The end of week 12 or the end of the third month (end of 1st trimester).
12. At what month of prenatal development is the most rapid growth spurt of the fetus?
    Fourth month.
13. At what month of prenatal development does a pregnant woman first begin to feel the fetus move?
    4th or 5th month.
14. Why do pregnant women wear maternity clothes?
    As the body expands, maternity clothes also expand and provide needed ease of fit.
15. Define placenta.
    Tissue within the uterus which nourishes the unborn baby.
16. Define amniotic fluid.
    - A. Fluid which surrounds a fetus.
    - B. Fluid inside the amniotic sac.
17. Define lanugo.
    - A. Fine, downlike hair on a fetus.
    - B. Soft hair covering parts of a fetus during prenatal development.
18. Define vernix caseosa.
    White, cheese-like protective coating which covers a fetus during prenatal development.
19. Name one (1) common discomfort of pregnancy.
    - A. Nausea.
    - B. Swelling of feet.
    - C. Constipation, hemorrhoids.
    - D. Indigestion, heartburn.
    - E. Varicose veins.
20. Name one (1) danger signal for which a pregnant woman should see a doctor immediately.
    - A. Blurred vision.
    - B. Swelling of the face.
    - C. Vaginal bleeding.
    - D. Severe, continuous headache.
    - E. Severe vomiting.
    - F. Sudden escape of fluid from vagina.
    - G. Unusual weight gain.
    - H. Fever.

21. What percentage of teenagers become pregnant each year?
    1 in 10 or 10%
22. Why are teenage pregnancies called high risk pregnancies?
    A. Babies born to teen mothers have a high rate of being premature, low birth weight, and birth defects.
    B. Pregnant teenagers have a high rate of toxemia, high blood pressure, and other complications.
23. What drugs or medications can a pregnant woman safely take?
    A. None.
    B. Only those prescribed by her doctor.
24. Define amniocentesis.
    Removing amniotic fluid with a long needle through the abdomen in order to determine certain conditions of the fetus.
25. What kind of X-rays could damage a fetus?
    All X-rays.
26. What happens to a fetus when a pregnant woman smokes? (Name at least four (4) possibilities.)
    A. Increased heartbeat of a fetus.
    B. Reduced breathing movements of a fetus.
    C. Premature birth may occur.
    D. Low birth weight of newborns may occur.
27. What happens to a fetus when a pregnant woman drinks alcoholic beverages? (Give three (3) answers.)
    A. May be born with fetal alcohol syndrome.
    B. May be born drunk.
    C. May be born with poor mental and physical health.
28. What could happen if a woman who is two months pregnant contracted Rubella?
    A high probability that the baby will be born with a birth defect such as blindness, deafness, retardation.
29. What should a pregnant woman eat?
    A. The Basic 4 food groups with additional amounts of protein and dairy products.
    B. Three well balanced meals which include the Basic 4 food groups.
    C. A balanced diet of protein, vitamins, minerals, fats, and carbohydrates, including fiber.
30. What is the name of one type of training used to prepare for childbirth?
    La Maze Prepared Childbirth.
31. What is lightening?
    A fetus moves into the lower pelvis during the ninth month of pregnancy.
32. Name three things an expectant parent needs to have ready for a newborn baby.
    Possible answers: Diapers, receiving blankets, sleepers or stretch suits, crib, crib sheets, and bottles.
33. What two choices does a pregnant woman have concerning feeding a newborn baby?
    A. Breast feeding.
    B. Bottle feeding.
34. What decision must a pregnant woman make before birth in case she delivers a boy?
    Whether or not to have a boy circumcised.
35. Name two (2) expenses which will result from the birth of a baby.
    A. Hospital costs.
    B. Obstetrician's fees.
    C. Baby clothes.
    D. Baby furniture.
    E. Baby formula if not breast feeding.
    F. Diapers.
36. Name one (1) sign of labor.
    A. Water breaks.
    B. Regular contractions which often begin in the lower back.
    C. Discharge of the mucous plug.
37. How much must the cervix dilate before delivery?
    10 centimeters or about 4 inches.
38. What is the average length of a newborn baby?
    20 inches.
39. What is the average weight of a newborn baby?
    7 pounds.
40. How many weeks is an average pregnancy?
    40

Inspiration and hope make every working day an adventure full of excitement.

GAME BOARD SQUARES

| | | | | |
|---|---|---|---|---|
| Conception on day 1.<br>WEEK 1 | Now called a fetus.<br>WEEK 9 | Everyone can see your expanding abdomen.<br>WEEK 17 | Constipation is a normal discomfort.<br>WEEK 25 | Start looking at baby cribs.<br>WEEK 33 |
| Implantation on day 7.<br>WEEK 2 | Feeling sleepy during the day is common.<br>WEEK 10 | Have you been to a dentist lately?<br>WEEK 18 | Vernix caseosa covers the fetus.<br>WEEK 26 | Heavy drinking causes fetal alcohol syndrome.<br>WEEK 34 |
| Embryo's heart beats on 20th day.<br>WEEK 3 | No drugs or medications should be taken.<br>WEEK 11 | The placenta provides nourishment for the fetus.<br>WEEK 19 | Call a doctor if face or hands swell.<br>WEEK 27 | Most obstetricians require full payment before delivery.<br>WEEK 35 |
| Overdue menstrual period may be noted.<br>WEEK 4 | All major body systems are present and functioning.<br>WEEK 12 | You are half way through your pregnancy.<br>WEEK 20 | Eating the Basic Four helps the fetus grow.<br>WEEK 28 | Fetus spends last two months gaining weight.<br>WEEK 36 |
| Sore breasts and frequent urination may be noted.<br>WEEK 5 | Lanugo covers the body.<br>WEEK 13 | Fetus curls into fetal position.<br>WEEK 21 | A fetus may suck his/her thumb.<br>WEEK 29 | Lightening may occur. Baby drops lower.<br>WEEK 37 |
| Contracting Rubella can cause birth defects.<br>WEEK 6 | Protein is necessary for brain growth and development.<br>WEEK 14 | Heavy smokers have smaller babies with more problems.<br>WEEK 22 | Smoking cuts off oxygen to the fetus.<br>WEEK 30 | If premature contractions occur, cancel the delivery room.<br>WEEK 38 |
| Try soda crackers for morning sickness.<br>WEEK 7 | Amniotic fluid protects the fetus.<br>WEEK 15 | Regular visits to a doctor protect mother and baby.<br>WEEK 23 | A fetus sometimes gets the hiccups.<br>WEEK 31 | Only 1 in 10 babies is born on the due date.<br>WEEK 39 |
| All body parts are present by end of 8th week.<br>WEEK 8 | Have you felt the fetus move yet?<br>WEEK 16 | V.D. can be cured by a doctor.<br>WEEK 24 | If vision is blurred, call a doctor immediately.<br>WEEK 32 | BIRTH<br>WEEK 40 |

# Meeting A Post Secondary Challenge in Kansas

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Would you drive nearly one hundred miles to attend a class after an eight-hour work day? In the early evening, could you be "bright-eyed and bushy-tailed" for three hours? Some Kansas food service employees from hospitals and nursing homes do make this journey weekly to attend classes in the Kansas Vocational Food Service Supervision (Dietetic Assistant) Program in Wichita, Kansas.

A pilot program. The Wichita Area Vocational Technical School is the first Kansas location for a 36-week pilot course designed for potential supervisors employed full-time in institutional food service. The course, developed with the assistance of the Kansas Department of Vocational Home Economics Education and members of the Kansas Dietetic Association, is offered as one of six adult level occupational home economics programs in Wichita. The program has recently been approved for vocational schools and two community colleges in Kansas.

STUDENTS

In order to attend these classes, many students drive two or more hours each way from the health care facilities where they are employed. About one-third of the students are employed in hospitals and two-thirds in nursing homes. Although most of the students are classified as supervisors or cook managers, their training has not been adequate. Their employers are supportive of their involvement in this program because employers recognize the benefits of the classroom course when compared to correspondence courses. Each student has concurrent written and "hands-on" learning experiences at his or her place of employment with a staff or consulting dietitian serving as clinical instructor.

MEETING THE NEED

This program, which helps meet the need created by government regulations requiring skilled and intermediate care nursing facilities and hospitals to have a trained food service supervisor in the absence of a full-time dietitian, is approved by the American Dietetic Association. There are more than 350 nursing homes and 100 small hospitals in Kansas that do not employ full-time dietitians.

By enabling experienced employees to be upgraded to supervisory positions, the program contributes to the well-being of the patient or resident through quality food service and nutritional care. Satisfaction with the graduates' performance has been expressed by administrators, dietitians and state health department surveyors for licensure of adult care facilities. They report that dietary deparment management and nutritional care of residents has shown decided improvement where these graduates are employed.

Through these programs many adults have been given the opportunity to upgrade their jobs and assume additional responsibilities. It is believed that this type of vocational program benefits the institution, the patient, and the food service employee who is motivated to work toward mid-management positions.

COURSE CONTENT

Course content, based on the competencies needed by a dietary manager, is identified by a role delineation study conducted by the Hospital, Institution and Educational Food Service Society. Current texts are supplemented by a 500 page student manual which is updated annually. Included in the manual are class outlines and assignments, clinical experience reports, special projects, case studies, and field trip summaries. The course focuses on basics of human relations and supervisory techniques, normal nutrition and modified diets, sanitation, safety, purchasing, cost control and quality food planning, preparation and service. Classroom sessions offer interchange between students from various work situations as well as demonstrations, role playing and audio visual information.

INSTRUCTORS

Part-time classroom instructors are registered dietitians who hold full-time positions as practitioners. The clinical instructors, also registered dietitians, supervise and enrich the student's on-the-job learning experience. Lessons focus on the roles of a supervisor. Additional assignments may be designed by the clinical instructor in accord with the occupational objectives of the adult student and the needs of the health care facility wherein they are employed.

STATEWIDE MODEL CURRICULUM

Because of the success of this pilot program in Wichita, it became a statewide program in 1976. Kansas is one of only nine states with a similar statewide program. In a typical year, over 50 registered dietitians are actively involved as program directors, classroom and clinical instructors, guest lecturers and advisory committee members. In addition, they participate in annual evaluations of the program and revision of the curriculum. This cooperation among dietitians is unusual but typical of Kansas professionals.

Although this class is held late in the day, attendance records are excellent. Students 18 to 60 years of age arrive early, stay late, and are eager to learn more. At the request of these graduates, various workshops, short courses and a dietetic technician associate degree program have been offered. In 1982, Governor John Carlin proclaimed a statewide Kansas Health Care Food Service Employees Week as a result of student projects completed in the program.

[redacted]

ABSTRACT:
Beyond Health Care
Trevor Hancock
<u>The Futurist</u>
Vol XVI, No. 4, August 1982
Pages 4-13

Health Care: A Family Responsibility

"The most immediate and probably most influential factor affecting the health of individuals is the family." This quote is from Beyond Health Care, by Trevor Hancock.

Now why does Hancock say this? He proposes that our state of health is determined in large part by:

(1) life style - personal behavior modified and influenced by a life long process of socialization, and
(2) environment.

The Surgeon General's 1976 breakdown on the figures on mortality support this theory

(1) 50% life style
(2) 20% environmental factors
(3) 10% human biological factors
(4) 20% inadequacies in health care.

Our major health hazards include heart disease, stroke, cancer, accidents and mental health problems with the main contributing factors being diet, alcohol, tobacco, stress and occupational exposure. Referring to the pictorial diagram of Public Health as outlined by Hancock, the family unit is found to be the closest and largest influence on family health. The family unit is in turn influenced by:

(1) human biology
(2) personal behavior
(3) psycho-social behavior
(4) physical environment.

The solution to altering factors that affect health can then be seen as a social issue rather than a medical issue. The present PUBLIC HEALTH POLICY versus a new HEALTHY PUBLIC POLICY provides the contrast between large institutions and multiple small scale solutions: complex technologies and simple preventive measures. This new policy which involves the individual and the local community is summarized as follows:

(1) A focus on prevention rather than cure.
(2) The teaching of basic self-care skills to all.
(3) The development of extensive home-care support programs.
(4) A focus on out-patient rather than in-patient care.
(5) A de-emphasis of the role of physicians, with a corresponding increase in the role of paramedical workers and new health professionals such as community health aides.
(6) The development of community health centers.

This policy has already brought about positive changes in a low income community in the Chicago area, illustrating the interrelationship between energy, employment, economic, agricultural, social and other policies and health while suggesting global implications for a healthier future for humanity.

The whole article is worth reading.

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# Utilizing Genogram Construction in Motivating Adolescents

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In our society we have heard a persistent and increasing outcry about the gross inadequacies and unacceptable behavior of our adolescent population. Mass media, distressed parents and frustrated teachers tend to condemn and shout disdain for the general incompetence and shortcomings of contemporary youth. Condemnation heralds itself on illicit drug use, disregard for authority or parental control, and unacceptable sexual behavior. Our perceptions seem to have settled on blaming adolescents for their deteriorating morality, their apparent recklessness, and their general instability.

It is important to recognize that various factions within our society have developed strategies to improve the quality of life for adolescents. Sporadic efforts have created educational and job opportunities, alternative recreational experiences, planned group activities and sophisticated therapeutic intervention programs. Efforts such as these, though well-intentioned, seem not to have created significant and acceptable change. A change in strategy or a new intervention orientation, directing less blame toward adolescents and ultimately a more satisfying relationship between the generations, is the focus of this article.

<u>Historical Perspective</u>

Counter-cultural and unacceptable behavior of youth has been recorded for centuries. In the early 1700's Solomon Stoddard recommended caution regarding the pride of youth with the fear of creating disobedience, rebellion, conceit and uncontrolled anger. He also suggested that parents and teachers not allow the sexes to be together in evening company which might result in their corruption and general degradation.[1]

Concern for and the condemnation of youth continued throughout the 1800's. In an address to the American Social Sciences Association, Mary Carpenter was quoted as saying that society would be weakened should parents choose to neglect their duty to the young people.[2] In an even more pronounced fashion Burton stated, "It must be confessed that an irreverent, unruly spirit has come to be a prevalent and outrageous evil among the young people of our land."[3]

In 1904, a phenomenon identified as adolescence appeared in an academic publication. The official recognition came in G. Stanley Hall's two-volume work called <u>Adolescence</u>.[4] Not only did our society have an ongoing historical account of problems with youth, but the twentieth century produced a special name for this period of adjustment.

<u>A New Response --The Genogram</u>

In looking at our history we can understand that opportunities were often lost for giving our young population a healthy self-image. Adolescents have struggled with their dependence and independence while engaging in behavior that neither they nor their parents understand. As the adolescents search for a sense of identity, the family system may have organized itself in functional or dysfunctional patterns providing encouragement or discouragement for their development. Thus, it has become necessary to develop a new perspective for adolescents to enable them to develop their full potential while gaining a sense of connection and universality along with a clear sense of their own uniqueness and self-identity. Anne Juhasz suggests that adolescents are developmentally programmed to seek their uniqueness, to try to make a difference in their future, and to have an interest in their history.[5] In this context youth can gain the confidence for decision making and ultimately take charge of their own behavior. This process can be facilitated for youth by constructing family genograms which provide the historical perspective that allows them the motivation to create value and significance in their lives.

<u>Genogram Construction for Adolescents</u>

A genogram is a graphic description of three to four generations of a family, indicating births, deaths, marriages, divorces, adoptions, remarriages, etc. In genogram

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[1]Stoddard, S. <u>Three Sermons Preached Lately at Boston</u>. Boston: 1717.

[2]Abbott, G. <u>The Child and the State</u>. New York: Greenwood Press, 1938.

[3]Burton, W. <u>Helps to Education</u>. Boston: Crosby and Nichols Publishing, 1863.

[4]Hall, G.S. <u>Adolescence</u> (2 vols). New York: Appleton, 1904.

[5]Juhasz, Ann. "Youth Identity and Values: Erickson's Historical Perspective". <u>Adolescence</u>, 17, 1982.

construction the use of certain symbols and configurations is necessary so that the family genogram has universal and consistent application enabling communication with family members, peers and other who may help in creating information from the past as shown in Figure 1.

Once a clear understanding of the symbols has been achieved, genogram construction can begin. It is best to commence with the individual who is attempting to recreate his or her family of origin, and move backward through three or four generations. Most often, help is needed from parents, siblings, grandparents and other relatives or friends in order to completely reconstruct the family history. County and city records and historical societies are valuable sources of information for dates of births, marriages, deaths, etc.

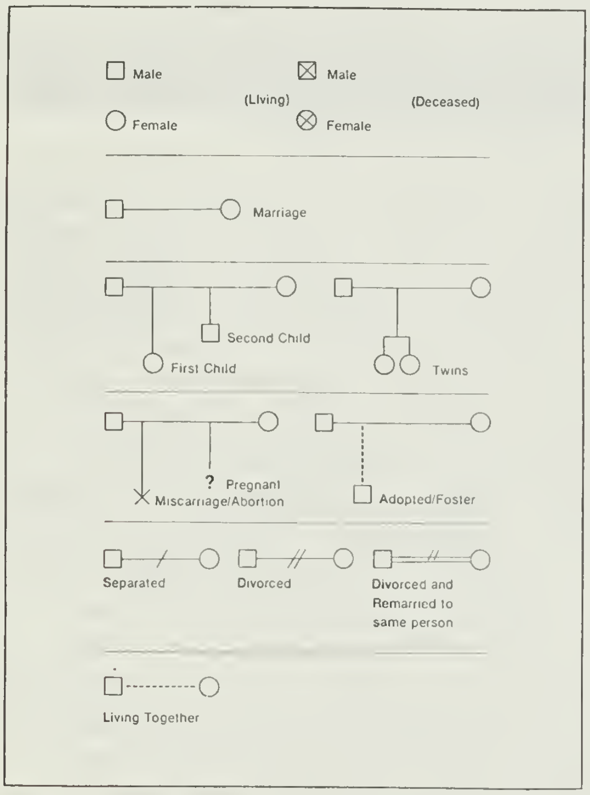
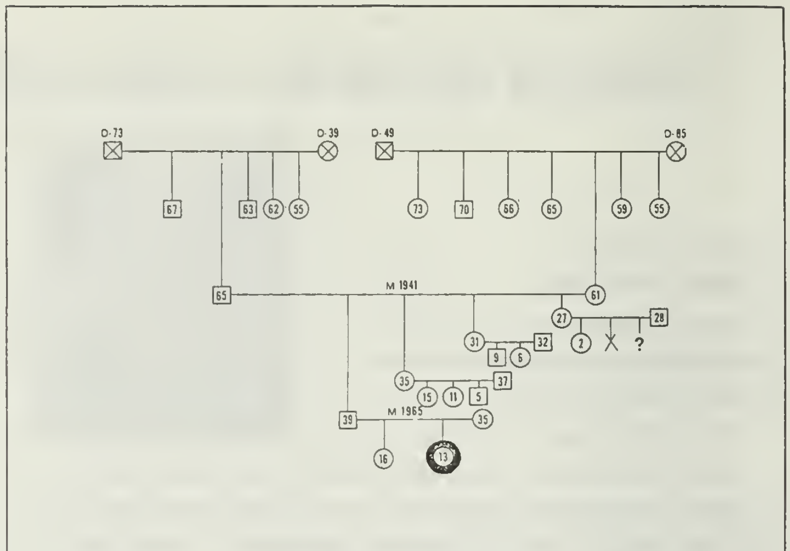



Figure 1

In order to facilitate understanding of the construction process, an example of another person's genogram can prove quite helpful. Figures 2 and 3 represent my youngest daughter's family genograms, with this daughter identified in the larger darkened circles.

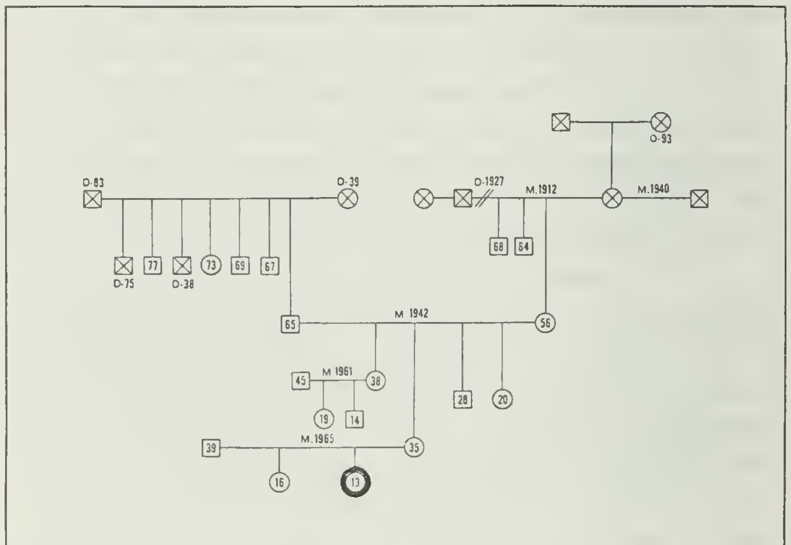
Adolescents who construct genograms gain as a result of initiating communication with family members, being able to visualize family history, and also to gain a sense of "their" place in the family's developing history. The most value, however, is gained when the genogram is used to discover family behavioral themes and patterns over the constructed three to four generations. The following questions can enable the adolescent to discover family themes or patterns.

1. How have male and female roles changed or remained constant over the generations?




[Youngest Daughter - Father's Family]

Figure 2




[Youngest Daughter - Mother's Family]

Figure 3

2. How has the family system organized itself in response to significant life events, such as births, marriages, divorces, and deaths?
3. Have certain behavior patterns developed on the basis of a family member's sibling position?
4. Who are you most like in your family system and who are you most unlike?

To discover the information necessary to respond to these questions, the adolescent constructing the genogram will need to communicate at length and in depth with members of his or her own family. Once a pattern or theme has been discovered in the family system, the key benefit for genogram construction becomes apparent, allowing the adolescent to make choices about his or her own behavior as it may be reflected in the family themes or patterns.

For example, my youngest daughter discovered that, with one exception, all youngest children in her family system were females. After many hours of communication and interactions with family members, she began to focus on question number three. She discovered, with assistance from her parents, that each youngest female had some difficulty leaving home. This discovery was very valuable for her and her parents, due to the fact that she was already experiencing difficulty in leaving home and was not able to understand her dilemma. Her display of irresponsibility in some of her school work suggested need for continuous parental care and supervision, thus keeping the tie or connection between her and her parents very strong. In her social behavior she also discovered that she selected her friends primarily to annoy her parents, resulting in closer supervision, ultimately keeping the enmeshment high.

A second theme was discovered, solely as the work of my youngest daughter. Both themes are stated in the genogram grid found in Figure 4. As Figure 4 suggests, the work of genogram construction requires family

GENOGRAM GRID

| Family Theme or Pattern | "Enables Choice" | | Activities Necessary to Accept Family Theme or Develop New Orientation |
|---|---|---|---|
| | Accept | New Orientation | |
| *Youngest children who are females, have trouble leaving home.* | | ✓ | *-Seek parental attention through responsible behavior rather than irresponsible behavior.*<br>*-Select friends for companionship rather than parental attention.* |
| *Marriage is sacred and a life long commitment* | ✓ | | *-Take marriage and family course in school.*<br>*-When married go to marriage enrichment retreats like my parents did.* |
| | | | |
| | | | |

Figure 4

interaction to discover themes which then can help the adolescent make a choice culminating in selecting activities or behavior to actualize the choice. It is very important that after the adolescent has made a choice, s/he become very specific in selecting the activities or behavior to support the choice.

## Application

Constructing the family genogram is a motivational tool for any age group, but most particularly for adolescents. The opportunities for family genogram construction are limitless.

1. Family genogram construction provides an opportunity for students to study significant dynamics in marriage and family classes. Not only does the experience personalize learning but it provides a skill that can be used for a lifetime (e.g., mate selection, understanding marital conflict, parental issues, etc.).
2. Family genogram construction provides an opportunity for a mini-class series for interested students who may not be enrolled in a marriage and family course.
3. Family genogram construction provides an opportunity for parental involvement in the academic life of their children.
4. Family genogram construction provides an opportunity for the troubled adolescent who tends to be resistant and unmotivated.

Based on my experience, I would say that the construction of the genogram has proven to be a powerful motivator for resistant adolescents.

## Potential for Future Use

Few effective tools exist for persons strategically to explore their individual and collective potential in their own family systems. The construction of the family genogram is a strategy for persons to assume, more assertively, responsibility for their development. We have only begun to estimate the value achieved in studying our own family systems.

## Suggested Readings


Haley, J. Leaving Home! The Therapy of Disturbed Young People. New York: McGraw-Hill Book Company, 1980.

Toman, W. Family Constellation: Its Effect on Personality and Social Behavior. New York: Springer Publishing Company, 1976.


## TEACHING TIPS FOR GENOGRAM CONSTRUCTION

1. Present a brief explanation of the symbols and configurations used in genogram construction. A large visual or overhead facilitates the process.
2. Provide students who are constructing their family genograms with large sheets of newsprint to begin their work. Inform students that several sheets may be needed before sufficient information has been collected.
3. Encourage students to talk with each other about the information they are using for construction. Each student's experience is unique; however, one student's experience often prompts another to search further.
4. It can be quite beneficial for a teacher to share his or her own personal genogram work as an introduction to helping students search for family themes and patterns.
5. Remind students that a final, polished product is not the goal. Genogram construction is a process that can last a lifetime.
6. In special circumstances where an adolescent has been adopted or is in foster care, genogram construction is usually most beneficial when it is completed with the family system which was most significant to the adolescent. Often an adolescent may choose to complete genograms on each family system in which he or she was a member.

# Storytelling: High School Students Captivate and Teach A Preschool Audience

Gretchen Brandt
Home Economics Teacher
Shawnee Mission (KS) East High School

Storytelling is one way of introducing a child to reading. A well told story can fuel a youngster's desire to read. This desire contributes vitally to a child's success in learning to read.

Storytelling: Making Literature Alive

A storytelling unit, part of the Exploring Childhood course at Shawnee Mission East High School enables high school students to tell three-to-five year olds stories that the youngsters enjoy. The unit focuses on storytelling skills and techniques which bring stories to life. The students witness the value of literature first hand, and they acquire knowledge that helps prepare them for parenthood.

The Course and a Problem

The course Exploring Childhood is organized so that students spend two two-hour sessions per week in class studying parenting skills. They spend the other three days applying those skills in a child care center. The storytelling unit was developed after students complained that the children "wouldn't pay attention" during stories and "wouldn't mind" during activities.

Value of Storytelling

On the first day of the unit, students view the film "What's So Great About Books"[1] or the filmstrip "Once Upon A Mind: Using Children's Books for Self-Discovery".[2] This experience serves as a spring board for discussions from which the students can formulate ideas about the value of storytelling.

Selecting Books

On the second day, the school district librarian consultant leads a discussion of the child's developmental stages, pointing out picture books appropriate for the stages through which three-to-five year olds pass. She shows the students books, for example, that capitalize both on a child's early and rapid vocabulary development and on his or her need to cuddle and to share a private time in a highly personalized setting.

Next, the class discusses picture book themes such as sibling rivalry, sexism, divorce, and death as well as the emotions triggered by each theme. Also at this point in the unit, the class examines concepts children can learn from picture books. These concepts include colors, shapes, numbers, the alphabet, and patterns of language.

So that students will recognize quality literature for children, the class examines the characteristics of picture books and the children's literature in award-winning books.

Role Model: Tell Instead of Read

After developing an appreciation of the importance of children's literature and gaining skills related to selecting appropriate books for children, students visit elementary schools where they observe librarians telling stories to kindergarten classes. Students later note how the storytellers:

- brought the children together or set the mood for telling the story;
- managed children in a group and handled distractions;
- developed the story imagery and plot; and
- involved the children with the story.

After observing storytelling role models, students consider the advantage of "telling," rather than merely "reading" a story to children. Criteria for selecting a story to tell are supplied. Using these criteria, students evaluate ten children's books. Books appropriate for children in the respective field sites are selected. Using props and appropriate follow-up activities, students are required to "tell" one story they select.

Storytelling Techniques

The district librarian consultant models methods and suitable follow-up activities for presenting stories to children. Her methods include:

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*The author is indebted to Bev White, Shawnee Mission District Librarian Consultant, for her special interest in this project.

[1]What's So Great About Books? Cypress Films, P.O. Box 4872, Carmel, CA 93921, 1979.

[2]Smith, Chuck. Once Upon A Mind: Using Children's Books for Self-Discovery. Kansas State University Extension.

-tell-and-draw stories;
-flannel board;
-flip cards; and
-character dolls or animals.

Other techniques (and a few to avoid) are presented so that students can choose those that fit their individual styles of storytelling and interaction with children.

Students are shown activities that can be used to follow-up a story. These activities include:
-discussion of characters;
-discussion of the "moral of the story":
-dramatic play;
-drawing or painting; and
-board games and flash cards.

Such activities heighten the enjoyment and enrich the meaning of literature for children. To high school students, these activities offer feedback indicating how effectively they have told stories and how well they have related to the children.

High school student working with letters and pictures to reinforce alphabet concepts taught in her story presentation.

Practice on Peers

The last component of developing storytelling skills is practice. Students tell their stories to peers who listen and critique the presentation. These practice sessions in front of an audience offer a chance to test techniques, and to discover those techniques that do and do not work. Additionally, the sessions allow students to refine their presentations and to observe a variety of teaching techniques utilized by their peers.

Student Reactions

After completing the unit, students find that their storytelling methods carry over into follow-up activities and into the learning activities for various concepts throughout their child care field sites. One student commented:

> "I know that without the experience I'm getting at my field site, I probably wouldn't enjoy the children as much as I do. The storytelling unit helped me not only to understand the benefits of storytelling for children but also to understand why kids behave the way they do. If I hadn't learned it in class, I would often be confused about children's behavior and how to hande it."

Another student summed it up like this:

> "In Exploring Childhood, you learn about preschool aged children and experience them, too! You learn so much about yourself!"

Such experiences enrich the lives of both students and teachers, and instill in preschoolers a hunger for reading.

EVALUATION SHEET
STORYTELLING PRESENTATION

Name of Storyteller________________________ Date______________
Name of Story Presented____________________ Age of Children:______________

Directions: As you are listening to the storyteller, listen or watch for the following:

| | EXCELLENT 5 | 4 | GOOD 3 | 2 | POOR 1 |
|---|---|---|---|---|---|
| Set the mood for storytelling as well as introduced the story being presented (Story Opener) | ____ | ____ | ____ | ____ | ____ |
| Eye contact with audience | ____ | ____ | ____ | ____ | ____ |
| Spoke clearly, distinctly | ____ | ____ | ____ | ____ | ____ |
| Presented the story to match the action in the story | ____ | ____ | ____ | ____ | ____ |
| Had control of the group (Handled distractions well) | ____ | ____ | ____ | ____ | ____ |
| Knew the story well: teller showed that the story had been practiced; did not use filler words, e.g., "Uh," or "you know" etc. | ____ | ____ | ____ | ____ | ____ |
| Props (if used) were well done. Props used or manner of presentation was smooth. Had good command of flannel board, book puppet, etc. | ____ | ____ | ____ | ____ | ____ |
| Quality of props and/or presentation was of a professional level | ____ | ____ | ____ | ____ | ____ |
| Had an effective closing and/or follow-up activity OR EXAMPLES of follow-up questions which could be asked | ____ | ____ | ____ | ____ | ____ |
| Overall evaluation of the story and of the presentation | ____ | ____ | ____ | ____ | ____ |

COMMENTS:

Evaluator's Name________________________

# Encountering the Microcomputer — The Risk Is In The Lighting

Susan M. Quiring
Johnson County Extension Home Economist
Olathe, Kansas

Many people believe that by the 21st Century, computers will be as common in American homes as television sets are today. After we study the expanding market and decide on a computer, our next purchases are accessories, the software, perhaps even a computer table. But let's not overlook one of the most important "extras"--a good lamp. The "new member of the family" calls for some special requirements if everyone is to use it easily and comfortably.

Unlike its cousin, the typewriter, the microcomputer presents some unusual lighting problems. Used with printed material, lighting becomes even more important. And conventional lighting tends to produce the wrong balance between printed material and Video Display Terminal (VDT). Eyes must refocus each time they travel from a self-luminous VDT to the printed material. Yet the two areas require different lighting needs: the computer monitor is more easily read in not-so-bright lighting; printed copy needs strong lighting in an otherwise dimly-lighted room.[1]

More Than Ceiling Lighting Required

This study, which looked at proper lighting at a VDT, found that one lamp was significantly better than the other four lighting possibilities. An approved study lamp, which is a diffused lamp with a slightly slanted, neutral-colored opaque shade located next to the VDT was found to be the preferred choice over an inexpensive clamp-on lamp and the other four locations. Extension agents from across the State of Kansas served as subjects for the experimental research.

Usually we make estimates of lighting locations by trying a lamp in one place, then another, or depend on existing ceiling lights. But it is unlikely that existing light will be satisfactory for the VDT and the printed page together.

[1] A. Cakir, D., J. Hart, and T. F. M. Stewart, Visual Display Terminals: A Manual Covering Ergonomics, Workplace Design, Health and Safety, Task Organization (New York: John Wiley and Sons, Ltd., 1980).

The problem with ceiling lighting is that it is difficult to provide adequate light on a printed page without having too much light on the VDT. Even natural light may create problems. Windows should be perpendicular to the VDT. Bright light sources behind the operator will create reflected glare from the VDT.[2]

The key consideration with task lighting or portable lamps is position; the light source must avoid reflection into the eyes yet not be directly in the operator's line of vision. Additionally, conventional lighting systems are not designed to deal with the vertical, glossy surface of the VDT, a surface on which eyes must frequently adjust to varying brightness and poorly formed letters that may flicker or vary in brightness.[3]

Lamp Selection and Arrangement Important

The ideal amount of room light on the VDT is five to 10 footcandles (fc), just enough light to still have good contrast of characters on the screen yet not enough to cause either glare or faded characters. In contrast, the suggested amount of light on the printed material is 50 to 70 fc.

To maintain this suggested amount of light on the printed page, the approved study lamp was positioned next to (1) the VDT and (2) the user. The inexpensive clamp-on lamp, with its funnel-shaped, opaque shade and exposed bulb, was located in similar positions: next to (3) the VDT, (4) the user, angled toward the printed page, and an additional position, (5) behind and to the left of the user, pointed toward the printed page. (See Figure 1 and 2 on following page.)

In shopping for a good lamp for use with the VDT, select a lamp that has light distribution both up and down to avoid sharp contrasts between the VDT, printed material and surroundings. Look for one with an opaque shade and diffuser bowl to soften the light rays and reduce glare. Translucent shades allowed too much light to hit the screen reducing contrast or causing glare to the point of being almost unreadable. Place the lamp to either side of the VDT, over the printed page. Ideally, the center bulb should be 16 inches from center of screen. An

[2] William J. McGinness, Benjamin Stein, Mechanical and Electrical Equipment for Buildings (New York: John Wiley and Sons, Inc., 1971), 492.

[3] Mark Rea, "Vision and the VDU Work Station," manuscript submitted for publication, 1983.

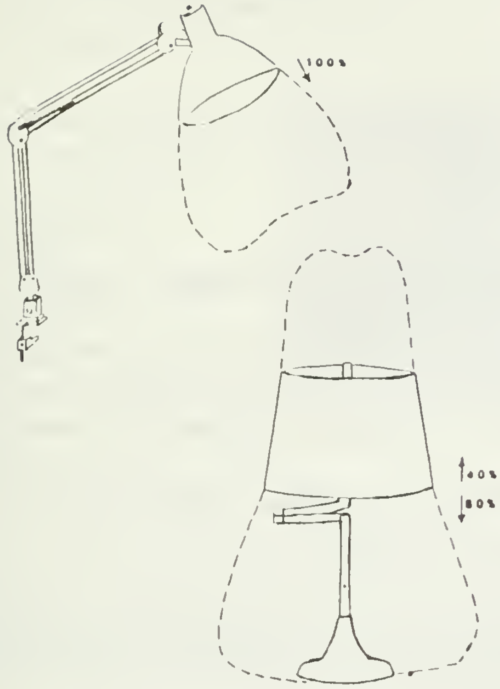

Figure 1. Direct non-diffused and semi-direct diffused lamps and their corresponding light distribution patterns.

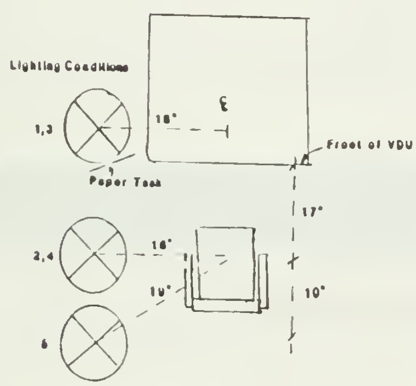


**Figure 2. Lamp positions selected for research (Lighting conditions 1 & 2 are semi-direct diffused lamps, the recommended study lamp. Lighting conditions 3, 4 & 5 are direct non-diffused lamps pointed toward paper task).**

adjustable arm allows for individual differences among family members. Position the bulb two inches behind the front edge of the VDT screen.

A three-way bulb set to provide a maximum of 150 watts gives the 70 fc light level. The study lamp provided a soothing color on the screen, the green phosphor a harsh color. Some individuals may be more comfortable with less light on the printed materials, or they may not be using printed material at all. In such conditions, either a lower bulb setting or an indirect lamp placed so that light shines toward the ceiling or wall are excellent choices.

The inexpensive clamp-on desk lamp was selected for the study because it is one many people buy. It offers good quantity of light; however, the quality isn't good. Having 100 percent downlight produces too much contrast with the surroundings; a spotlight effect results. The preferred location for this lamp was also next to the VDT with the center of the bulb located 16 inches from center screen and pointed toward the printed page.

Eyeglasses And The VDT

Eyestrain among VDT workers is a common complaint. For short periods, eyes may be able to adjust to uncomfortable lighting environment. According to vision specialists, it is not unusual for VDT operators to experience headaches, blurred vision, burning eyes, fatigue, itching eyes, or twitching sensations. Vision stress occurs when an operator's eyes are required to focus and refocus from printed page to VDT for a long time. Reading glasses are usually ground for somewhat closer viewing than is comfortable with a VDT. Standard bifocal glasses are usually unsuitable for terminal work because the bottom part of the lens, which is ground for close vision, is positioned too low in relation to the VDT.[4] Many vision specialists now recommend special prescriptions which are specifically designed for VDT use.

Several firms, such as ORCOLITE, now market special trifocal lenses, which have an intermediate segment of 14mm and twice the standard of ordinary 7mm trifocal segments. The special lenses are more comfortable because eyes do not have to search for a proper vision angle. The intermediate prescription segment is specifically designed to encompass both the keyboard and VDT screen.

The Printed Page

The printed page used in the study had a matte finish. A glossy page such as found in magazines would have glared if used with the inexpensive lamp positioned to the side of the user or behind the user's shoulder (position 4 and 5, Figure 2). With the lamp positioned next to the VDT as well as the printed page at the same vertical angle as the VDT, however, even a glossy page would not have glared into eyes because light would have been reflected upward away from the eyes.

[4]Robert W. Bailey, Human Performance Engineering: A Guide for System Designers (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1982).

Workstation Design

This study indicated that when the VDT was positioned at the recommended 28 inches table height and the printed material and VDT were located at the same vertical angle and distance from the user, head tilt and refocusing problems for bifocal wearers were minimized. Another option, however, for those wearing bifocals is to position the VDT at a 28 inch distance, which brings the VDT almost to infinity. The user then views the screen through the top portion of the glasses. The vertical printed material and unattached keyboard could be viewed easily through the bifocal.

For short durations, we can adjust to most lighting conditions. But for long periods of time, we need a semi-direct lamp with an opaque slanted shade and a diffusing bowl to soften and spread light rays.

People may over-look lighting when they feel fatigued. They may attempt to avoid glare on the equipment by assuming a contorted position. Lighting may seem an insignificant factor when we compare it with the price of the VDT and its software, but lighting may have long-term effects in the ease and comfort of this important and popular appliance.

Check List For Microcomputer Workstation Design

Lighting Needs

Is the recommended 50-70 footcandles (level of light) provided at the printed page and 5-10 footcandles at the VDT?

Does VDT have a non-glare display surface?

To avoid reflection, are windows located perpendicular to user's line of sight?

If overhead lighting is used, is it located parallel or to the side of the line of the user's sight?

Are light sources positioned so they are not directly visible and not reflecting into the eye?

Is the lighting of a quality and quantity to enable user to perform the task efficiently and comfortable for long periods?

If a portable incandescent lamp is used, is the light output distributed both up and down to avoid sharp contrasts around VDT, printed page and surroundings?

Does the portable lamp have a diffusing bowl to soften and spread the light rays which reduces glare?

Does the portable lamp have an opaque shade which shields against reflections on the VDT?

Is the portable lamp positioned in line with VDT and approximately 16 inches from center VDT to center bulb?

Placement of VDT In Relation To User

Is the table adjustable from 26-29" so that the center screen is 20" below the operator's level vision and so that the height of keyboard is 2" below elbow height?

Is the VDT screen approximately 15" to 20" from operator's eyes?

Are holders for the printed page provided and is the viewing angle of the holder the same as the viewing angle of the VDT?

Is the distance from the printed page holder to user adjustable?

There is no substitute for enthusiasm.

Efficiency must give way to effectiveness.

If you believe something is impossible, you'll never achieve it.

Economics is only one factor in decision-making.

Strength is no substitute for brains.

Hearty laughter can lengthen your life.

# The Newest High Tech Challenge for Home Economics

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College of Education
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No time to relax--there's more to be done in this high tech world!

The necessity for teachers to become knowledgeable about the microcomputer has been established. As Pratscher found, the microcomputer is "a tool for instruction that is not only something we can teach with and use for many purposes, but also something we need to teach about."[1] Home economics teachers and teacher educators must consider the computer as a piece of home equipment. Patterson stated that the use of the microcomputer has meant that "not only what is taught but the way in which they teach is going to be forever altered."[2]

Education looks to the future as schools purchase computers, classroom teachers become literate, and teacher pre-service education includes the microcomputer. By building on progress already made, the home economist can address the computer in its newest application--as a component in interactive video.

Interactive Video

Interactive video is a system of instruction which interfaces the best advantages of the microcomputer with those of the video tape or video disk. The microcomputer acts as the "director" of a series of lessons, each taught by the most appropriate method--movie, slide, presentation, lecture, computer, etc. The teacher is able to take advantage of the many resources available for teaching a particular concept by allowing the microcomputer to direct the student through the study at the student's own pace. This union of resources "combines the live action, sound, and color of video with the logic, branching, and text display of computers,"[3] transforming the viewer from a "passive observer to an active participant"[4] offers great value to the classroom teacher. With interactive video, the computer can re-route the student to a given point in any segment of the system based on the student's interest or progress. The microcomputer's capability of skipping over material which already has been learned and returning to work where comprehension needs improvement provides one weapon in the fight against classroom boredom. Interactive video uses this capability of the computer to perfection when coupled with video. In fact, the student's ability "to 'talk' to a television image through interactive video"[5] appears to stretch the capabilities of the microcomputer to improve the educational scene. Keener has stated that this interaction also "provides 'real human' communication between the learner and the person on the television screen."[6]

Practical Applications for Home Economics

Let's look at three examples of utilization of interactive video in home economics subject areas (see Figure 1 on page 38). Throughout these examples, the quickness and branching capabilities of the microcomputer would make it possible to return to any point in the program as needed by the student.

Advantages/Disadvantages

Interactive video is possible with either video disk or video tape. There are several reasons for selection of each. The video disk affords a clear color image, even when freezing the action on one frame.[7] This video is quite expensive, however, and is not correctable.[8] Industry has made wide use of interactive video disks in training of employees and the return on their investment seems worthwhile. Public schools may not find financial

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[1]Pratscher, Sandra, "Training Teachers to Use the Powerful Tool," Computers in Curriculum and Instruction, Association for Supervision and Curriculum Development, 1983, 84.

[2]Patterson, Janice, "Asking and Answering Some Basic Questions About Computers," The Use of Computers in Vocational Instruction, AVA Computers Conference, December 1, 1983, 1.

[3]Tross, Glenn, and Stefano, Mary F., "Interactive Video at Miami-Dade Community College," U.S. Department of Education, 1.

[4]Ibid.

[5]Keener, John R., "Micros and Interactive Videodiscs for Improving Access to Health Education," Health Education, Special Issue, 14, no. 6 (Oct. 1983), 47.

[6]Ibid.

[7]Levenson, Phyllis M., "Interactive Video: A New Dimension in Health Education," Health Education, Special Issue, 14, no. 6 (Oct. 1983), 37.

[8]Keener, op. cit., 49.

resources as readily available as industry, however.

Video tape machines are found in many schools today and, with adaptation, the use of these tapes is an inexpensive utilization of resources already available within the school. Although the quality of video tape may be questioned, especially in comparison to video disk, at this time its use is more feasible for education.

Issues and Concerns

Many of the disadvantages found in the use of microcomputers are concerns with interactive video as well. Questions of ethics, especially with regard to copyright, still needs to be addressed. When is it advisable to copy? What is actually purchased when you pay for a commercially developed program? As these and other issues are resolved for microcomputer use, they may also be solved for interactive video.

The critical evaluation which is necessary to determine the quality of microcomputer programs should be applied to evaluation of each part of an interactive video system. As has been found with the microcomputer, interactive video will not make a poor teacher great!

Keener quotes D. W. Butler as saying that interactive video "will be one of the most revolutionary developments in the history of education."[9] Whether or not this proves true, our obligation remains one of providing students with the best we can offer. It may not be long before home economics teachers are packaging their best video programs the interactive-video way!

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[9] Keener, op. cit., 50.

| Unit | Interactive Plan | Possible Software |
|---|---|---|
| Consumer Education | 1. Overview of Consumer Ed on video | |
| | 2. "Cash vs Credit Buying" from MCE, Inc. | MCE, Inc.<br>157 So. Kalamazoo Malls<br>Kalamazoo, MI 49007 |
| | 3. Evaluation - microcomputer | |
| | 4. "Microcomputer Consumer Series" from Opportunities for Learning Includes: Tips on Buying a Used Car, Reading an Advertisement, Consumerism & You, Shopping in a Comparative Way, Laws on Consumerism, Consumer Fraud, & Consumer Help. | (Address above) |
| | 5. Review using video | |
| | 6. Evaluation utilizing "Grade Storage Diskette" from Educational Activities | Educational Activities<br>P.O. Box 392<br>Freeport, NY 11520 |

| Unit | Interactive Plan | Possible Software |
|---|---|---|
| Foods & Nutrition | 1. Develop an original video tape of your foods labs at work | |
| | 2. "Dinner's On!" - menu planner from Briley Software -route to video | Briley Software<br>P.O. Box 2913<br>Livermore, CA 94550 |
| | 3. Assignment: Part I of "Nutrition and the Four Basic Food Groups" from Orange Juice Software. Includes digestive system, vitamins, minerals, other nutrients, and the four food groups - evaluation | Orange Juice Software<br>222 So. Washington Ave.<br>New Richmond, Wisc 54017 |
| | 4. "Understanding Labels" from Opportunities for Learning, Inc. | Opportunities for Learning, Inc.<br>8950 Lurline Ave., Dept. 1<br>Chatsworth, CA 91311 |
| | 5. Word search for terms | |
| | 6. "Eat Smart" from Pillsbury | Pillsbury Company<br>Pillsbury Center<br>Minneapolis, MN 55402 |
| | 7. Depending on results of Diet analysis, route to:<br>- "Fast Food Micro Guide" - a computerized analysis of your fast food meals<br>- "What Did You Eat Yesterday?" a program to help balance the diet<br>- "Snackmaster" - a nibbler's dilemma | Learning Seed Company<br>21250 Andover<br>Kildeer, IL 60047 |

| Unit | Interactive Plan | Possible Software |
|---|---|---|
| Family Living or Child Development | 1. Identify video tape | |
| | 2. Evaluate using "Create a Quiz" program from CSI | Computer Scholar, Inc.<br>145 Park Street<br>Susanville, CA 96130 |
| | 3. Route to view proper segment dependent upon evaluation | |
| | 4. "Then Relationship Life Dynamic" from Avant-Garde Creations | Avant-Garde Creations<br>P.O. Box 30161<br>Eugene, OR 97403 |
| | 5. Return to video; spot dependent on result of evaluation | |
| | 6. Create crossword puzzle of identified terms using "Crossword Magic" from Opportunities For Learning, Inc. | Opportunities For Learning, Inc.<br>8950 Lurline Ave., Dept. 1<br>Chatsworth, CA 91311 |

Figure 1

# Selecting 'User Friendly' Software

Custer Whiteside
Assistant Professor,
Curriculum and Instruction
College of Education
Kansas State University

The United States is rapidly entering the Computer Age in education, businesses and homes. Home economics educators together with nutritionists, consumer specialists, fashion merchandisers, interior designers, and dietitians are discovering a variety of applications for microcomputers.

In this article six steps for selecting microcomputer programs that are appropriate to home economics and are 'user friendly' are presented. The term 'user friendly' is defined as easy to use and simple with straightforward instructions that are logical in their operation. The six steps are:

1. Become familiar with microcomputer capabilities.
2. Identify your microcomputer software needs.
3. Locate appropriate home economics software.
4. Match your software needs with your budget.
5. Learn how to use your new software.
6. Learn how to enjoy your microcomputer software.

Know Your Microcomputer

The first step involves becoming familiar with what a microcomputer can do. Some local sources of information about microcomputers could include fellow professionals, local computer dealers, and friends who use microcomputers. Try to contact individuals who can communicate the essential capabilities of microcomputers without a lot of technical computer jargon. The term 'user friendly' can be applied to learning about microcomputers as well as software.

There are a variety of magazines and books about microcomputers. Some of the more popular ones which contain articles related to home economics applications are:

Electronic Learning[1] Popular Computing[4]
Family Computing[2] The Computing Teacher[5]
Personal Computing[3]

[1]Electronic Learning, Box 644, Lynhurst, NJ 07071.
[2]Family Computing, P.O. Box 2700, Monroe, OH 45050.
[3]Personal Computing, P.O. Box 2941, Boulder, CO 80321.
[4]Popular Computing, P.O. Box 307, Martinsville, NJ 08836.
[5]The Computing Teacher, Department of Computer & Information Science, University of Oregon, Eugene, OR 97043.

Consumer Reports has published several outstanding guides to family utilization of microcomputers. The publication, Computers at Home,[6] Fall/Winter 1983, is an excellent collection of articles about using computers for household management. They have also published several user's guides for the more popular microcomputers. The Consumer Reports' User's Guide to Commodore 64 and VIC 20[7] is especially well written by an Illinois family and provides many useful hints on how to operate these computers.

Another approach to learning about microcomputers involves hands-on learning. It is helpful to have experienced users available for the first session on a microcomputer. You should operate the computer in their presence to get a feel of the various switches and keys. A very user-friendly introduction to computer operations is provided by the program "Apple Presents Apple" from the Apple Computer Company. This informative and fun program is supplied with all new Apple IIe's.

Identify Your Specific Needs

The second step focuses on identifying your computer software needs. You should generate a list of tasks in which a computer could assist. The focus can be narrowed by looking at tasks which are repetitive, tutorial or review in nature. Computer applications should save teachers time and effort.

You may want to start this step by answering the following questions:

Where would I like some help in introducing new concepts?

Where would I like to have activities for reviewing skills?

Where are my students asking for help?

Where could a computer help me to prepare class lessons?

After you have answered these questions, seek suggestions from fellow educators. Ask other home economics teachers how they are using microcomputers. Discuss computer applications with other educators who have been using microcomputers with their students.

[6]Computers at Home, Consumer Reports, Fall/Winter 1983, Mount Vernon, NY 10550.
[7]Consumer Reports' User's Guide to Commodore 64 and VIC 20, Consumer Reports, 1983, Mount Vernon, NY 10550.

Locate Appropriate Software

The third step involves locating user-friendly software for your parricular needs. Start by requesting specific suggestions from home economics teachers already using computers. Ast for their evaluations of the programs, prices, and suppliers. Next, investigate local dealers' software collections. Ask to look at their software directories. Most popular programs are listed in these directories by title and subject/content. Two fine directories for Apple software are Vanloves'[8] and Swifts'[9] directories. They contain descriptions for hundreds of programs and list their costs and suppliers.

Many of the popular microcomputer magazines publish a few reviews of software each month. Personal Software[10] and Whole Earth Software[11] are dedicated exclusively to reviewing software. Another excellent source of educational software reviews is MicroSift Reviews[12] from the Northwest Regional Educational Laboratory. These reviews are considered among the best available. Recently, several state departments of education have provided state wide subscriptions to MicroSift Reviews.

Meet Your Budget

The next step focuses on matching your identified software needs and your budget. Trying to get the most for your software dollar involves some careful planning. Prioritize your list and select programs that you will be able to use several times throughout the year. The more frequently you use a program, the sooner the software will pay for itself in the time it saves and the information it communicates. Next, try to get free or inexpensive public domain programs. There is a variety of educational organizations which provide some good programs merely for the price of a disk. Another approach involves coordinating your purchases with other educators. This allows you access to a larger number and often more expensive software since the costs are being divided among several educators. Always try to preview software before purchasing. Many companies are allowing 30 day preview periods. Try to get 'user-friendly' software that is easy for you and your students to use. Finally, compare prices and support from local dealers and mail order sources.

Get Acquainted

The fifth step involves learning how to use your new software. Start by carefully reading the documentation that comes with the programs. If possible, ask the salesperson to provide a hands-on demonstration of the software. Give yourself plenty of time to learn to use new programs. Don't try to learn too many programs at the same time. Different commands for various programs can become confusing if you try to learn too many at the same time.

Enjoy!

The last step should be learning to enjoy your microcomputer and softwre. Take each program and have fun exploring the variety of features with your students. Keep operating notes and hints on 3 x 5 cards for later reference. If legal, make back-up copies of your software. Use your back-up copies for classroom instruction and keep your originals as 'insurance'.

Computers are becoming an essential tool in our modern society. By incorporating microcomputers in the classroom, the home economics educator is preparing students for the revolution in business and home operations. To effectively integrate this technology, the home economics educator needs to become familiar with instructional and management applications of microcomputers.

Secondly, and perhaps most critical, is to identify potential software applications through a needs assessment. Following this identification of needs, the educator should review potential software packages that comply with budgetary guidelines. Finally, as with any new technology, take time to learn, explore and enjoy the capabilities of the microcomputer and the software packages you have selected. Be creative in your approach and flexible in your management to generate new and exciting applications. Don't rush this sequence of steps. Careful planning and selection of 'user friendly' home economics software will help to ensure a successful entrance into the computer age.

If It Ain't Broke, Don't Fix It

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[8] Vanloves' Apple Software Directory, Volume III, PC Telemart/VANLOVE'S, 8575 W. 110th St., Suite 108, Overland Park, KS 66210.

[9] Swift's 1983-1984 Educational Software Directory, Apple II Edition, Sterling Swift Publishing Company, 7901 South IH-35, Austin, TX 78744.

[10] Personal Software, P.O. Box 2919, Boulder, CO 80321.

[11] Whole Earth Software Review, P.O. Box 27956, San Digeo, CA 92128.

[12] MicroSift Reviews, Northwest Regional Educational Laboratory, 300 S.W. Sixth Avenue, Portland, OR 97204.

# Teachers As Managers

Marjorie Warta
Associate Professor of Home Economics
Bethel College
North Newton, Kansas

Job descriptions often do not tell the "whole story" concerning the responsibilities of home economics teachers. A few years ago when I was leaving a home economics teaching position I had the opportunity to visit with one of the applicants for my vacated position. This position, she thought, would be "just teaching." Home economics teachers know there are many more responsibilities than "just teaching the subject matter." Additionally, laboratory management, organization sponsorship and committee meetings absorb much of their time and energy. With these additional responsibilities teaching home economics becomes more difficult and complex, making it necessary for teachers to "juggle" time, energy and resources.

The Home Economics Teacher as a Manager

In addition to being competent with subject matter and teaching methods, home economics teachers must consider management of time, energy and resources when coordinating a home economics department. Because many teachers do not consider themselves managers, they do not evaluate their management skills.

A home economics department does not produce a "product" or keep strict tab on "profit and loss," but it can be managed like a business enterprise in some ways with the home economics teacher as the manager. As productivity and accountability become increasingly important, home economics teachers need to redefine themselves as managers of home economics departments (the production facilities) with effective learning as the important product.

Institutions, other than business, do not always speak of management or managers. Drucker explains that many institutions have in common the management function, the management task and the management work. For institutions to perform, specific work is required such as setting objectives, goals and priorities; organizing; staffing; measuring results; and communicating and decision making.[1]

Management skills in business are researched, so what about the management skills in education, the management of a home economics department? Home economics teachers require management skills which in many areas parallel those in business. These skills include setting goals, managing a budget, delegating responsibility, projecting resource need and managing time.

Kansas Teachers Surveyed

Assuming that teachers are managers, 250 vocational teachers in Kansas were asked to identify the management functions they performed and which management functions took the most time. They were:

- Organization and maintenance of a vocational classroom.
- Establishment and maintenance of a student vocational organization.
- Management of equipment and supplies.

The areas which took the largest time commitment were also the areas where these teachers rated themselves as being the most competent. The teachers surveyed also wanted more help in management areas where they spent the most time. This study confirmed the assumption that teachers do perform many of the same management functions as employees in business perform.[2] Thus, home economics teachers should consider themselves managers.

Good Management = Accomplishment of Goals

Because home economics teachers do more, much more, than "just teach", they must think of themselves as managers. Good management brings rewards in the accomplishment of goals. We should consider the skills of a manager as we evaluate our time, money and energy in planning, organizing, leading and monitoring our home economics department. Would you like to rate youself in management skills?

CHECK YOUR MANAGEMENT SKILLS
(Circle your level)

| | Competent | | | | Need Improvement |
|---|---|---|---|---|---|
| Project instructional resource needs | 1 | 2 | 3 | 4 | 5 |
| Manage the budget effectively | 1 | 2 | 3 | 4 | 5 |
| Maintain an organized filing system | 1 | 2 | 3 | 4 | 5 |
| Manage equipment and supplies efficiently | 1 | 2 | 3 | 4 | 5 |

| | Competent | | | Need Improvement | |
|---|---|---|---|---|---|
| Read correspondence and answer it promptly | 1 | 2 | 3 | 4 | 5 |
| Delegate responsibility | 1 | 2 | 3 | 4 | 5 |
| Develop program goals--short and long term | 1 | 2 | 3 | 4 | 5 |
| Prioritize my daily activities | 1 | 2 | 3 | 4 | 5 |
| Know how my time is spent | 1 | 2 | 3 | 4 | 5 |
| Make effective decisions | 1 | 2 | 3 | 4 | 5 |
| Define my areas of competence | 1 | 2 | 3 | 4 | 5 |
| Coordinate a student organization effectively | 1 | 2 | 3 | 4 | 5 |

References

[1]Drucker, Peter F. People and Performance: The Best of Peter Drucker on Management, New York: Harper's College Press, 1977, 11.

[2]Warta, Marjorie Hamon. "Management Functions of Secondary Vocational Teachers in Kansas with Implications for Pre-Service and In-Service Education." Unpublished Ph.D. Dissertation, Kansas State University, 1982.

BOOK REVIEW

Why Don't We Teach as Well as We Know How?

Using What We Know about Teaching, the 1984 ASCD Yearbook, edited by Philip L. Hosford, should be a valuable addition to your professional library. Its 208 pages of plain language (not educationese), by some of the most distinguished leaders of our profession, is interesting and informative reading.

"The skillful use of knowledge is often an enormous step beyond knowing," begins the editor, "but knowledge does give us a better chance" to do our job well.

"There are many ways of knowing," says one of the authors. "In every profession the first way of knowing emerges from the perceptions yielded by experience... Science, a second way of knowing, was born out of human attempts to identify significant perceptions so people could explain, extend the accuracy of, and generalize their predictions... A third way of knowing, usually called intuition,... results from non-deliberate and subconscious (not unconscious) processing of articulate or inarticulate past experience and present perceptions."

"How do we get what we know into common practice?," the authors ask. Teachers often use more research than they realize. Some of the findings of research become common knowledge over time, after the debates, and we may think we're just using common sense. But common sense is often uncommonly held, and we need to know about the research so we can at least reflect upon it.

One of the authors in this yearbook says that "research, in its effort to maintain purity can become sterile so the knowledge yielded is not valid in the 'impure' environment of the classroom," and several of them feel that there should be more teacher involvement in research design, implementation and follow-up so that this won't happen.

One author reminds us of John Dewey's warnings againt dualisms or dichotomies (such as theory vs. practice or art vs. science), with usually one of the concepts ranked of more importance than the other. Continua are usually more useful and allow us to merge concepts and gain from the merger.

"The purpose of this yearbook" says the editor, "is to provide a thoughtful examination of our problems, looking at how we get our knowledge, how we translate that knowledge into practice, and how that practice becomes artistic." They hope that large numbers of educators will become "compulsive" readers of this volume. I believe it would be a good thing if we do!

You may order from the
Association for Supervision
and Curriculum Development
225 N. Washington Street
Alexandria, VA 22314
$12.00

The Editor

# Adding Quality to Substitute Teaching

Mary How Ice
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Most professional educators feel very strongly about whether or not they would assume the role of a substitute teacher. While some individuals feel the situation would be too unstructured to function successfully, others see substitute teaching as a challenge. Of those who decide to become a substitute, there are those who are actively seeking employment and use substituting as a means of "getting a foot in the door," and those who have personal commitments that prevent them from being available to teach on a full time basis.

This article focuses on effective substitute teaching. Guidelines to assist regular classroom teachers in the effective use of substitute teachers are followed by suggestions for those preparing for their roles as substitute teachers.

## PREPARING THE STUDENTS FOR A SUBSTITUTE TEACHER

Students should know how the classroom teacher expects them to behave when a substitute teacher is in charge of the class. The regular classroom teacher should inform the class that substitute teachers are qualified professionals and insist that the students treat them like other teachers. Generally speaking, if the students respect their teacher, this respect is transferred to substitute teachers.

### Preparing Materials for a Substitute Teacher

To aid the substitute teacher in carrying out routine matters, each regular classroom teacher should prepare and have readily accessible a folder containing:

- -A schedule and brief synopsis of each class.
- -Seating charts for each class.
- -A list of procedures for each class, such as taking roll, reporting absences and lunch count, and reading announcements.
- -A summary of school and classroom rules. (For example, when are hallway passes permitted?)
- -The names of two dependable students in each class.
- -The names of teachers in adjacent classrooms.
- -The names of student aides and their privileges and responsibilities.
- -A map of the school which includes the best route to any other rooms wherein the substitute teacher may have classes or duties. (Don't forget the lunch room and teacher's lounge.)
- -The location of keys. (This is especially important for laboratory classes.)
- -Necessary forms including passes and referral forms.

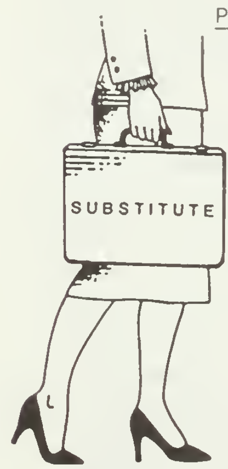
Preparing this information does require time but it is invaluable to the substitute teacher. If kept updated, this folder of materials may be the substitute teacher's best ally.

## PREPARING TO BECOME A SUBSTITUTE TEACHER

During the initial application to substitute, many school districts allow an applicant to choose preferred teaching areas. Prospective substitute teachers should use their best judgment in choosing the areas in which to substitute. Discipline problems tend to occur less frequently when the substitute teacher has expertise in the subject matter.

Students often complain about substitute teachers who have no apparent interest in them. To prevent his, substitute teachers should leave reading the newspaper, grooming and similar action for their personal time. Keeping in touch with the school through the media, bulletin boards and announcements contributes to positive rapport with students.

### Preparing to Enter the Classroom




Occasionally a regular classroom teacher does not leave lesson plans for the substitute teacher. Needless to say, such a situation can become a disaster in more ways than one! In order to avoid the worst possible experience, it is advantageous for substitute teachers to have a series of their own mini lesson plans prepared. Some appropriate home economics related topics for these mini lessons include:

- -Reviewing fractions and decimals for household use
- -Identifying ways to cut down daily energy usage in home and transportation
- -Selecting clothing for employment
- -Completing a job application
- -Planning a family weekend of fun for less than $10
- -Preparing family projects for burglary prevention
- -Choosing nutrient rich refreshments

Preparing a Checklist

Leaving the classroom and equipment in the best condition possible is of utmost importance. The teacher for whom one is substituting certainly appreciates information about the daily activities. It is helpful to the classroom teacher if the following information is provided:

-A list of absences and tardies, listed by class period.

-A copy of the day's announcements.

-A list of accomplishments for each class period.

-Notes about any changes in the lesson plan.

-Brief descriptions of discipline problems.

Unless otherwise instructed, it is best to leave notes in the regular classroom teacher's mailbox. While many schools provide a form for this purpose, a personal note can supply more precise information. Substitute teachers should also remember to leave their names and phone numbers in case the regular teacher wants to request the same substitute teacher in the future.

Finally, remember substituting is just that - filling in for someone else. One should not become discouraged if the first experience as (or with) a substitute isn't perfect. Think back over the day and make mental notes about the things you want to do differently the second time around. After all, learning can be the best part of teaching!

## Consumer Education is Home Economics

Rosemary Jones
Graduate Student from Australia
Home Economics Education, University of Illinois

Editor's Note: The monologue below is a simulation of a conference a Home Economics teacher might have with an administrator to convince him/her that consumer education should be taught by home economists. It was presented by this student in a course in curriculum development in consumer education as an example of assertiveness and a demonstration of information needed to press the case.

"Mr. Sullivan" was in the empty chair across the table and seemed quite real to the "audience" observing the simulation.

Thank you Mr. Sullivan. It is very thoughtful of you to allow me this time to explain my position. Actually, I do understand why Beth Turner may be given the assignment of teaching Consumer Education. Business education has expanded in recent years from the skill area it used to be of typing, shorthand and bookkeeping. On the other hand, you have been following the development of the Home Economics curriculum, too, its integrated approach concerned with everyday living, actually families and everyday living. Do you remember when we first started teaching--you and I have been at it a long time, haven't we?--and the girls used to just cook and sew in Home Economics? I guess you could say that was in the olden days! Haven't we come a long way since then? Those boys last week did a splendid job organizing the Babies Day for their Human Development project. You should have seen Johnny Anders changing diapers! Actually, Johnny and his Dad are coping very well since Johnny's mother died. Home Economics is certainly helping him cope with the problems of everyday living. He is becoming very knowledgeable about food choices. I've noticed he brings a quite adequate brown bag lunch from home these days. All of which brings me to the point of this discussion--I know I haven't given you a chance to get a word in edgewise, and you are being so patient hearing me out.

The whole focus of our Home Economics program is the family--its functions, its improvements, its relationships--not only the relationships among family members but also between the family and the community. Obviously the family, as a unit, is a consumer but individual members are consumers, too. So many decisions consumers make involve others in the making, and in the consequences, too. Home economics develops skills for understanding relationships and clarifying values, when it focuses on the goals of the family. Business education tends to get involved in the red tape of insurance policies, checking accounts and bank statments. I found that relating insurance to a case study of a bereaved family left without insurance money set the students thinking of solutions to the problem and possibly preventative measures.

Yes, Mr. Sullivan, that is a good point: Business education needs this Consumer Education course to make up the teacher's load, but is that a valid reason for not having the course taught in Home Economics? The importance of stressing adjustments in household consumption cannot be overlooked. The economy of the nation depends upon the decisions made by members of the family as they balance their available resources every day. Students tend to think Consumer Education is only about managing money, but you and I know it has much wider implications concerned with every day decision making--an area of expertise of home economists.

Yes, I quite agree. Mike Bates could teach it in his Social Studies classes because of the links between consumer choices and their effect on the environment. Actually, we had a good illustration of that last week during the blizzard. My Home Economics I class did an exercise involving lowering the thermostat to reduce energy consumption in the class. They all came prepared--with wool sweaters. Do you remember? The power lines broke later in the day and our class was able to continue despite the cold! Quite a coincidence really!

Oh, thank you, Mr. Sullivan. No, I'll have no trouble giving you an outline of the proposed course. Yes, we do cover the pros and cons of renting and buying houses--very applicable to families, you know. Yes, women in the work force have changed the patterns of decision making considerably. Goodness, in those "olden" days, no self-respecting husband would allow his wife to work! Changing values, you know. Big area there.

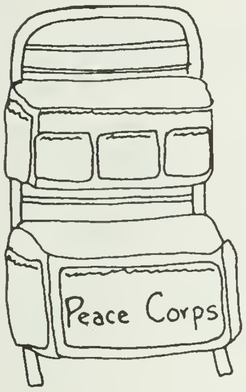
I really am looking forward to teaching this Consumer Education course. Oh, you need some more advice on those curtains you are buying? I think that comes into lesson 3 on Wednesday.

# Home Economics Education Abroad

Monica Klenda
Home Economics Teacher
Cedar Vale High School
Cedar Vale, Kansas

I decided that, before seeking a home economics teaching position in a formal setting, I wanted to do something entirely different--teach home economics in a third world country.

I started this new adventure by applying to the Peace Corps Office, Washington, D.C. Upon completion of interviews and required paperwork, I was told that my home economics education and skills qualified me for a home extension position in Ecuador.




Peace Corps personnel were very helpful in preparing me for entry but there are always those unanswered questions. Where will I be located in Ecuador? Will there be water? Will there be electriciy? What if I cannot master Spanish? My vocabulary was limited to "uno, dos, tres" (one, two, three). What are the people like? What do they eat? One can only imagine all the possible situations that may be encountered. Reading books related to Ecuador helped familiarize me with the country.

Beginning of a Long List of Firsts. This was to be my first time in an airplane, first time to see the Atlantic and Pacific Oceans, first time out of the country, and a first at learning a new language and culture. The list expanded greatly as my adventures grew.

During staging in Miami, I met other prospective Peace Corps volunteers (PCV's) from many parts of the United States. As a group, we left for the three months of extensive training in Costa Rica. Wow! Sudden impact! The change of culture was a shock! I could not communicate and felt completely lost. With the guidance of the training counselors and bilingual friends, we managed.

## Training in Costa Rica

Training began with agricultural practices. We hoed our parcels of land and made seed beds. Each day consisted of 4 to 6 hours of Spanish and 2 to 4 hours of technical training and cross-cultural study. Home extension training included health, nutrition, clothing construction, gardening, poultry and handicrafts. My professional home economics education experience together with a rural background contributed greatly to my competence; therefore; I could devote more time to mastering Spanish.

Each trainee was placed with a Costa Rican family. Because I could speak very little Spanish at first, I depended upon the use of a Spanish dictionary and body language.

## Ecuador - A New Home

What a day of tension release and excitement when we completed training and headed for Ecuador! Costa Rica was really enjoyable with its beautiful people and rich tropical habitat, yet my goal was just beginning to materialize. We left for Ecuador, to a new world and my new home for the coming two years.

Ecuador is a small country about the size of Colorado with three basic geographic regions - the Pacific coast, the Sierran Andes, and the Amazon Basin orient. My group was assigned to the coastal area. My pueblo, Colimes de Pajan, consisted of a dozen bamboo and claystone houses. The people helped me find a place to live and meet the community.

Almost immediately, I organized classes of pattern and clothing construction. I pasted signs and announced the classes to the neighbors. The first day was less successful than anticipated because only two women attended. I soon realized the people were just as nervous as I was. The next day, 20 students, ranging in age from 14 to 62, attended. We started with making a basic skirt pattern, followed by blouses, dresses and slacks. With ideas from old mail order catalogs, the students constructed some beautiful garments. Money was a major problem so funds were acquired by making quilts and raffling them. It was a big success. The money was used for materials and to provide a small fiesta for graduation. The students not only learned how to embroider and assemble quilts but to work together. Cooperative effort was new to these rural Ecuadorians with a traditional individualized work ethic.

## Popular Demand

Before finishing the first class, others petitioned for additional classes. Evening sessions were held. My pueblo was fortunate to have electricity, so a 60 watt bulb guided us during the evenings. Other pueblos wanted the "gringa" (white foreigner) to teach. My work expanded into other communities. The adults expressed an interest in learning new hand work skills after they observed children embroidering quilt blocks, knitting coin purses, and making toys and macrame plant hangers during morning sessions. The adults enjoyed learning to crochet shawls and knit baby garments.

The classes gave the students opportunities to leave their homes to socialize as well as to learn useful skills. They could now make clothing for their families. They sold their handicraft projects for profit and gained self-esteem for learning new skills.

Rewards from Teaching

Teaching the rural people was a pleasure. The people displayed a great deal of interest in what I taught them. Furthermore, they respected me a teacher and friend. We shared and taught each other as I learned to live like a "campesina" (country woman). They laughed when they discovered that the gringa did not know how to wash clothes in the river or cook in their wood burning adobe ovens. They patiently taught and showed me their ways.

Visiting the schools to give presentations and demonstrations related to nutrition, health, physical education, and art were highlights for me. I added variety to my presentations by dressing as a clown. Puppet shows were a favorite among the students as they would talk for weeks about Rebecca the cow who promoted milk for strong bones and teeth or Leon the lion who was strong because of the protein food group.

Adaptation

It wasn't long before Ecuador became my home away from home. My neighbors practically adopted me. When the gas tank to my stove ran out or when I fell ill, they cared for me. Together we would take excursions in the country to gather oranges, caimites, guaves or ciruelas.

Shopping in the open market was always a treat on market day. Food stands displayed fruits and vegetables and sacks of flour, corn, rice and sugar. Below shelves in the food stands were stacks of tuna, oatmeal, catsup, noodles and soap. Freshly butchered beef and chickens hung on hooks and fish were stacked on wheelbarrows. The aroma of freshly baked rolls and empanadas filled the air. Sights and activities of the market included booths of farmer cheese and peanut butter; pop and fruit juice stands; boys peddling fried bananas, tortillas, coconuts and oranges; and dogs picking up discarded food scraps. Constantly trying to promote their products, the venders often called me by name.

Foreign Insights

Ecuador broadened my perspetives. There are so many needs related to home economics in a country like Ecuador. Although change and advancement were slow and not readily seen, I did observe areas wherein the people benefited from my teaching. They began applying their skills and teaching others. One adult who could not read or write quickly mastered several handicrafts and sold them for profit. Increasingly, the idea of working as a group developed into new programs and activities.

We can really learn about outselves and others by living abroad. Many of our basic "necessities" are luxury items to the poor in other countries. For example, the Food & Drug Administration's regulation of food and medicines, plastic wrapped meat and vegetables, electricity, safe running water, transportation, and quality education are not part of the rural Ecuadorian's lifestyle.

While it is difficult to describe the intrinsic rewards that I received from teaching and working with the people of Ecuador, I do realize that I changed during this time. My experience as a Peace Corps Volunteer has expanded my teaching potential and has enriched my home economics education. Now, after being back in the United States for four months, I am ready to engage in another new experience teaching four home economics classes and one Spanish I class in a secondary school setting. (Yes, my Spanish speaking skills acquired as a PCV opened another door for me.) To fellow home economists as well as to future home economists, I encourage you to accept personal challenges and growth opportunities that come your way. Do it!

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Home Economics Addresses Perceived Needs of People

"The American people consider the personal aspects of their lives - their family, health and self-respect, for example - to be far more important than the possession of material goods."

Importance of Social Values
By Age
Considered Very Important

| | 18-19 years | 30-49 years | 50 and older |
|---|---|---|---|
| Family life | 78 | 81 | 85 |
| Good health | 78 | 82 | 83 |
| Self-respect | 77 | 79 | 81 |
| Freedom of choice | 72 | 75 | 70 |
| Achieving potential | 75 | 71 | 70 |
| Interesting job | 75 | 66 | 65 |
| Sense of accomplishment | 63 | 65 | 62 |
| Following God's will | 48 | 59 | 74 |
| Having friends | 50 | 50 | 61 |
| Helping needy | 50 | 52 | 59 |
| Helping better America | 45 | 50 | 56 |
| Stimulating life | 59 | 53 | 44 |
| Heeding moral code | 29 | 47 | 62 |
| Active in church | 29 | 38 | 49 |
| Nice car, home, etc. | 36 | 39 | 43 |
| High income | 38 | 40 | 44 |
| Leisure time | 36 | 36 | 36 |
| Social recognition | 19 | 22 | 24 |

The results reported today are based on personal interviews with 1,483 adults, 18 and older, conducted in more than 300 scientifically-selected localities across the nation during the period Dec. 11-14.

from Gallup Poll 1982 as reported in News-Gazette (Champaign-Urbana, IL) June 1982.

# The Kansas Middle School Swap Shop

Jacqueline Laue
Home Economics Teacher
Manhattan (KS) Middle School

Manhattan Middle School hosted the second Kansas Middle Level Practical Arts Swap Shop. Home economics and industrial arts teachers traveled from all parts of the state to swap their most valuable possessions with one another - ideas! The best part of this Swap Shop was that every participant returned home with a profit.

The original purpose of the Swap Shop was to provide middle level practical arts teachers an opportunity to exchange ideas regarding curriculum, scheduling outlines, lesson plans, projects, activities, classroom management techniques and additional approaches wth which teachers have found success. Because both the first Swap Shop held in Topeka, Kansas, and this Swap Shop have been such rewarding experiences for the participants, annual meetings are being planned.

During the morning, teachers were able to attend three rotating sessions in various subject areas. Home economics meetings included the following: foods and nutrition, clothing and textiles, and child development. Industrial arts teachers attended meetings related to materials and processes, power and energy, and visual communications and construction. During these small group sessions, teachers were encouraged by group leaders to exchange ideas and concerns with one another. Because the meetings were conducted informally, the discussions took off in a variety of directions, serving to focus in on the topics of greatest interest to those present. Many new ideas were born on the spot.

Guest presentations during the afternoon portion of the Swap Shop provided an opportunity for home economics and industrial arts teachers to meet together. Two middle school teachers conducted a session entitled "How To Keep My Sanity: Classroom Organization." A teacher educator from Kansas State University, addressed the topic, "How To Keep My Job: The Future of Practical Arts."

Each teacher in attendance was asked to bring 100 copies of three separate ideas. The day concluded with the distribution of idea packets for each teacher in attendance.

The Swap Shop is unique because it is a conference sponsored by teachers for teachers. As such, expenses are low but value is high. School districts have cooperated by allowing the group to hold their meetings at a school and to use lunch facilities. Community groups, such as the Chamber of Commerce, have been supportive with donations of supplies and organizational aids. The teachers within the host district plan and conduct the Swap Shop.

Teachers have so much to share, not only with their students, but with each other. A Swap Shop is an ideal way for teachers to pool their wealth of knowledge, and at the same time to build, evaluate, and improve local and state programs.

---

A Student Teacher Speaks...

I wanted my students at Eater Junior High School (Rantoul, IL) to be aware of how much sugar they are consuming, so with appropriate references I had them find out how much (in teaspoonsful) was in several common snacks, measure it out into little plastic bags and mount it on posters with the name of the snack and the amount of a serving. They were surprised! These posters mounted on cupboard doors made our display "How much sugar is in your snack?"

The next step is to have them add the caloric value to the poster and calculate how many times they would have to eat that snack to gain 5 lbs--If they didn't use up the energy in exercise. More surprises may be in store.

Audrey Hepner
Student Teacher 1984
Home Economics Education
University of Illinois
(Cooperating Teacher,
Karen Eckhardt)

# Let Your Public Know

Paula A. Patton
Home Economics Teacher
Hesston High School
Hesston, Kansas

"It doesn't matter what other people think as long as you know what you're doing is right!" This emphatic statement is utter nonsense when it comes to protecting your interest in home economis. We should worry! It does matter what other people think! It matters especially what people think about home economis programs and professionals within our respective communities!

As a group, we are energetic professionals with high standards. We are well-prepared and up-to-date, with quality of life information to share with children, youth and adults. Furthermore, most of us like what we're doing, we do a good job, and we are committed to our vocational and professional roles. But who, besides us, knows? Whom have we told about the work we do and the importance of home economics? Does anybody know--or care? Regardless of how hard we work or how well we perform our jobs, if no one is aware of our efforts we might as well resign ourselves to continuing financial crises, declining enrollments, public disdain and apathy for the field of home economics.

Most would agree that too few in the public sector are privileged to have the "secret stuff" of home economics. It's as if some proclamation has deemed it ill-mannered to tout our programs, comment on personal and professional achievement, or even to share program purposes within our communities.

The perception by a portion of the public that home economics means "white sauce, gathered skirts and girls" has been unbelievably damaging to everyone who aspires for professionalism in home economics. Too few people are aware of the broad subject matter of our profession and the diverse clientele we serve. What people don't know about the past 75 years of our professional development is hurting all of us.

If the recent reports on the status of American education can incite us to action, perhaps there is hope! Now is the time for home eocnomists to seek public support for our professional efforts. We must convince this nation that home economics is much more than a "non-essential frill".

The Public Wants to Know

In reality, the public is interested in our work. Just as they want to know how our school, university and extension programs are planned, how dollars are spent, and what is being taught and learned in the formal and informal educational settings, they want to know the powers and limitations of the home economics profession. And no one can tell them better than those of us who are active professionals in the field.

Although you may be excited about telling the public about home economics, you may be wondering where to start. As a beginning, ask yourself what the city news editor and the local pet shop owner know about your work as a home economist. What do the hostesses at the local cafes, the city manager and the family down the street understand to be your primary effort each day? Does your office custodian, downtown retailer or physician's receptionist understand what home economics is all about? These are the people who become the public we must keep informed about home economics. For it is these people who cast the votes for county commissioners, who raise money for bond issues and who affect public policy in a major way.

Our task is to demonstrate that home economics subject matter areas are not frills, but fundamentals of career and family successes throughout the entire life cycle. People need to know that home economics has evolved into a vital force for modern families.

Does your community realize that home economists are among the most skilled researchers and educators in the areas of human sexuality, education for parenthood, consumerism and interpersonal relationships?

Does your public understand the role of home economists in providing skilled child care workers and preschool teachers? Do they make a mental connection between home economics and the attractive institutional meals in schools and hospitals or the easy-care fabrics used in their furnishings and clothing?

Home Economics is Something to Talk About!

We know that home economics provides essential life services and skill training for a broad segment of the population, creating the potential for better families and improved self-sufficiency. You can introduce home economics to people in your community by:

* inviting guests from the community for lunch to update them on programs, research and curriculum,

while soliciting their input.

* developing mini-tours of classes and facilities for businessmen and women, senior citizens, parents and non-parents, or agency professionals who work in related occupations.
* writing regular newspaper columns about the role of home economcs in assisting with stable family life, parenting efforts and child development.
* arranging discussion sessions with bartenders, barbers, beauticians and mailmen--the real community opinion makers! Give them the best information about your work, then enjoy it as they talk positively about home economics in their work places!

While developing ideas and concepts to communicate to community representatives, don't overlook the fact that home economics meets the needs of a broad clientele. Although home economics can be presented as a "basic skill", it can also be complex principles of nutrition as applied to modern health care, adolescent development, and energy-efficiency ratios. Home economics can meet the needs of the gifted, the disadvantaged, the athlete and the handicapped. Home economics can serve young and old, rich and poor in their daily management of their homes, families, communities, and careers.

Too often, home economics in the public school is viewed as a subject matter area for the "marginal" student, while college bound younsters are encouraged to track their coursework into "academic" areas. Yet nothing could be more wrong. Home economics should be one of the first choices for the college bound student. For it is this curricular area alone that integrates science, math, art, social sciences and business principles into practical study and experience.

How can that concept be communicated effectively to students, staff and patrons of school, university and extension programs? You might have some success

...if you host a family night when parents, siblings and the community at large can experience the challenges of working in the textile lab or foods lab.

...if you display student work in a public place, especially when the integration of subject matter areas is obvious.

...if you publicize your interest in the "bright" student by generating interpersonal relationships, providing documentation for debates, and supervising research papers.

...if you sponsor the National Honor Society and if you are active in your own scholastic and professional fraternities, with appropriate news releases on that involvement.

## Public Relations Works Both Directions

To be truly effective, public relations efforts must include networking between a variety of community agencies. Do you make time to serve on advisory boards of business and service agencies? Do you meet on a regular basis with residents and representatives of diverse fields of interest? Are you qualified to be a volunteer presenter for programs, conferences and workshops in your area of expertise? If home economists are to be characterized as active, involved professionals, public relation efforts must go beyond the end of the work day.

By associating with a variety of special interest groups and contributing to a number of educational efforts, home economists convey strong messages to the public that they are knowledgeable, capable, intelligent people with valuable information and skills. Being "seen" in the community, gives us valuable opportunities to "sell" home economics to those around us.

## Base Public Relations Efforts Upon Local Needs

Somewhere along the way in developing a public relations program, it is necessary to evaluate local public opinions. What do people really think? What old-fashioned ideas need to be updated in relation to the new, modern home economics?

If students perceive home economics classes to be "snap" courses and adults view extension education as unnecessary for their lifestyles, something is wrong. Use personal interviews, community surveys or telephone pools to find out why these perceptions exist. Then begin working to change those perceptions. It can be done by:

* publishing a curriculum calendar in the local newspaper, advertising the topic students in certain classes will be studying.
* engaging yourself, students or program participants in the administrative end of a Meals on Wheels type program, the management of child care services or other business interests.
* developing an advisory council and making it a very active link to the community.

Home economists need to work hard at generating, building and administering support for their programs. Whether you are located in a school, a county courthouse or a downtown office building, the people you work with are often the last to understand the valuable services and training that home economics can provide. You could:

* post a sign on the office door welcoming inquiries, greeting associates or otherwise communicating your good will.
* be genuinely interested in what others are doing and see how they reciprocate.
* answer your telephone with enthusiasm and energy and make them glad they asked for <u>you</u>.
* follow up all contacts with associates by acknowledging the exchange of ideas and the importance of their professionalism.

## Conclusion

Those of us who are active home economists are, without a doubt, the only viable means of public relations available for our profession. To be successful, we have to generate self-pride in the skills we have and the educational, research programs we provide.

Frank Manley, a national leader in the development of public relations for community schools, suggested that "everyone involved in a service profession should be highly skilled, well-educated and dedicated to being compassionate and understanding. If not, he continued, I wish you would get out and make room for leaders who have these qualities.[1]

Home economists should take note of Mr. Manley's wisdom. We must all be imaginative and industrious in communicating our professional attributes. It <u>does</u> matter what people think! And we <u>can</u> affect the public perception of home economics if we make public relations a priority.

So, how good are you? Good enough to take a chance on a <u>real</u> public relations effort? Do you really believe in what you're doing and take pride in the positive results of your efforts?

If so, then you're good enough! Now, let your public know!

---

[1]Manley, Frank L. "Good Ideas", <u>Community Education Today</u>, Vol. 10, <u>2</u>, February, 1984, 8.

ABSTRACT:
A Rising Tide
Ron Brandt
Editor, Educational Leadership
Vol. 41, No. 2, Oct. 1983, pg. 3

### LEARN HARDER

Ron Brandt tells the story of seeing a teacher whipping his 9 year old students and asking his driver why. The driver chuckled and replied, "He wants them to learn harder, sir."

Secretary Bell's Commission on Excellence, and Americans generally, want children to LEARN HARDER. Heightened expectations and stiffer requirements for education are suggested by some as a cure-all justified by the relationship between school standards and attitudes and values of a nation. Educators more explicitly want intellectually stimulating programs, creative and well educated teachers, ambitious and hard working students, interested parents and supportive communities.

A major fear is the possible acceptance of the simplest and most authoritarian recommendations without looking further when changes are being made in education.

To foster a dedication to excellence, courses in English, Math, Science and Social Studies will need updated content while teachers learn new creative teaching strategies. A rubber stamp marked "compulsory" does not equal learning harder.

Brandt mentioned a report on 17 High Schools in the ASCD's network on Redefining General Education in American Secondary Schools which outlined 6 provisions focusing on freedom of choice for students, and providing for the involvement of students, parents and community leaders.

(1) "Publish lists of "highly recommended" courses for the <u>advice</u> of students and their parents.
(2) Offer honors diplomas to students completing a specified set of academic courses.
(3) Provide a choice of several ways to satisfy a particular requirement.
(4) Provide ways for students to be excused from a requirement if they demonstrate proficiency.
(5) Provide for some authority to waive a requirement in individual cases when it seems reasonable.
(6) Protect alternative programs, including different requirements, for students and their parents seeking their own conception of excellence."

Brandt noted that the implementation of these new elements is more difficult to administer, but people LEARN HARDER when pursuing goals they have set for themselves. No one is lazy in pursuit of his/her own objectives!

Annabelle Munkittrick
Doctoral Student
Home Economics Education
University of Illinois

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Volume XXVIII, No. 3
January/February 1985

# ILLINOIS TEACHER
## OF HOME ECONOMICS

Home Economics In A Nation At Risk

Families At Risk: What Help Do They Need?



HOME ECONOMICS EDUCATION • UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

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# Foreword

We're off to a brand new year and 1984 is behind us! We survived it, the election is behind us, and we have work to do!

Our nation is still at risk, and as a profession we have important decisions to make, crucial decisions that will have long lasting implications.

We begin this issue of Illinois Teacher with an article by our colleagues at Texas Tech who believe in the promise and potential of home economics. A non-home economist also offers some words of encouragement about "home economics and the future."

Several articles continue this theme and the family life education theme, and you'll find teaching ideas scattered through them.

I am pleased to share my experience of attending the latest conference of home economists world-wide, and I hope we have suggested in the "filler spaces" as well as the articles some food for thought. The new ideas you have as a result of this thought will be the greatest value of the issue.

Happy New Year! And all good wishes for your continuing professional growth and personal satisfaction in your teaching role.

The Editor

YOU ARE INVITED
to the
UNIVERSITY OF ILLINOIS
12th ANNUAL HOME ECONOMICS EDUCATION
ALUMNAE(I) CONFERENCE
March 2, 1985

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

The program includes: Keeping up enthusiasm for teaching, computer applications in home economics, mainstreaming, job opportunities in non-school settings.

The registration fee of $9.00 covers lunch and should be sent to Dr. Hazel Taylor Spitze, 351 Education Building, 1310 S. Sixth St., Champaign, IL 61820, by February 22, 1985.

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Home Economics Education
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# Future Families In A Nation At Risk: The Promise and Potential of Home Economics

Stephen R. Jorgensen, Associate Dean
and
Elizabeth G. Haley, Dean
College of Home Economics
Texas Tech University

As we move rapidly toward the Twenty First Century, people in many segments of society are asking serious questions about our collective futures. Educators and parents are asking about the future of education. Will we be able to maintain a high standard of literacy in our growing population? How successful will we be in preparing youth to assume productive and responsible positions that contribute to the future development of our society? Indeed, a recent evaluation of the current status of public education in the United States has labeled us a "nation at risk."[1] We are at risk of mismanaging and underutilizing our most precious resource--people--to the degree that we fail to provide a meaningful education for them.

Theologians, humanists, and others are also asking questions. They are concerned about moral choices and dilemmas of the future, wondering about the paths that we will decide to take. At stake here are core values on freedom of thought and expression, compassion, equality, individualism, and the morally responsible treatment of one human being by another. Indeed, we are grappling with the very crucial value on human life itself, as the specter of global conflict and nuclear holocaust grows ever larger in our consciousness.

Related both to concerns for the future of education and moral choices are questions about the future of the institution of the family. Will marriage and the family be alive and well in the future, or will they disintegrate and die? How will the family respond to, and how will it be affected by, the various future scenarios possible in the educational and moral realms? What form will the family of the future take? What functions will the future family provide for its members, and what functions will be assumed by other institutions? What will the future hold in terms of marriage and divorce? Parenthood? The treatment of children and aging family members? Economic well-being and economic stress? Equality of male and female family members in society? Sexuality and sexuality education in and out of the family? Alcohol and drug abuse in the family? How will families be affected by diminishing natural resources so crucial for the production of food and energy?

Closely linked to the uncertain futures in the educational, moral, and family realms is the rapid growth of technology that has swept our society over the past two decades, and which is likely to proliferate even further in years to come. We have seen, for example, the development of sophisticated computers for industrial, business, and home use; rapid transportation that links people around the world in a matter of a few hours; communication systems that allow world-wide information exchange in less than a second; nuclear energy, with its tremendous constructive as well as destructive potential; and modern medical technology that has prolonged the average human life span to a level heretofore unknown. These are just some of the technological innovations that are simplifying our lives while at the same time complicating the futures of education, moral choices, and the family institution.

There is no doubt that

**the well-being of society hinges, to a large degree, on the future course and interplay of these four critical domains — education, technology, morality, and the family.**

We are, indeed, a "nation at risk" because of the uncertain future that awaits us in these realms that are so closely related to one another. Because of the obvious risk we are facing, we must commit ourselves to a rational and thorough analysis of possible future scenarios, of the choices we might have, and of the most effective means to engineer a reduction in the risks. The purpose of this paper is to show that

**home economists are in an excellent position to work toward an effective reduction in the risks that families in our nation are facing.**

More than ever before, our society needs home economics to assist in solving the problems and meeting the challenges confronting families of the future.

[1] National Commission on Excellence in Education. "A Nation at Risk: The Imperative for Educational Reform," a report to the nation and the Sec. of Educ., U.S. Department of Education, U.S. Government Printing Office, Washington, D.C. 20402.

HOME ECONOMICS AND ANALYSIS OF THE FUTURE

During the past two years, much ado has been made of "futurism" in the field of home economics. The "megatrends" cited by Naisbitt[2] are relevant to home economists because of their potential implications for the development of individuals and families in a changing physical and social environment. Briefly, these trends are:

(1) A shift from an industrial to an information society;
(2) A shift from forced technology to a system of high technology associated with human responsiveness ("high tech/high touch");
(3) A movement from a national economy to a world economy;
(4) A shift from short term to long term planning in business;
(5) A shift from centralization to decentralization in the political system;
(6) A shift from institutional help to self-help programs;
(7) A shift from representative democracy to participatory democracy;
(8) A movement from communication and decision-making in hierarchies to networking;
(9) A shift in population from North to South and Southwest in the United States;
(10) A movement from either/or choices to multiple options.

By virtue of the significant impact that these and other megatrends may have on the American family in the future, the American Home Economics Association Future Development Committee was charged in 1982 "to involve everyone in future forecasting activities,...(and) to compare the possible long-range outcomes of a variety of decisions and choices that we might make today or within the next five to ten years."[3] In celebration of AHEA's seventy-fifth anniversary, the profession has looked to its proud past and the promising future. However, there are differences of opinion regarding how home economists should approach the future. Most agree that knowledge of the past is important. However, Marilyn J. Horn and Marjorie East strongly recommend futuristic planning, or "anticipatory thinking." Horn and East recommend that home economists engage in the following activities:

1. Goal-centered daydreaming,
2. Extensive reading of the futures literature,
3. Examination of alternative approaches to projecting the future,
4. Risk-taking.

In contrast, Marjorie M. Brown[4] believes that futurism is pseudo-intellectual, irrational, and ahistorical. She argues that futurism will only serve to reinforce existing trends and projections while ignoring important questions of meaning and value. In her view, one cannot practice futuristic planning of the profession while at the same time engaging in reflective, rational thought concerning fundamental beliefs, concepts, and moral choices. Brown states that we must first resolve certain moral and ethical questions regarding the process of intervention, in whose lives we intend to intervene, and for what purpose, before we charge ahead toward program and policy development. If we wish to further the development of individuals, we must first ask, "Toward what goal?" If we wish to further the development of society and families, we must ask, "Toward what kind of society and what type of family system?" Central to this idea is the tendency to foster and justify the status quo of an unjust, corrupt, exploitative, or technologically advanced society by predicting the future from existing social trends as if they were absolute truths and unswervable forces. We cannot fall into the trap of predicting the future as if it were a fait accompli. There are a number of possible futures, any one of which depends in large part on our actions and choices in the present.

We agree that home economists can and should take part in a process of reflective critical thinking and moral reasoning in regard to our mission. We must learn from the lessons of history, and seek to comprehend the facts of current situations and the social realities of individuals and families. We also believe that by doing so, home economists can at the same time assist in shaping a society and family of the future in ways that are "politically and morally justifiable for intervening in the lives of people," and which are "intellectually defensible" because our choices are grounded in truth.[5] Such an effort, however, will first require the identification of possible future scenarios and a careful analysis of which one(s) provide the best fit with our accepted system of ethics and morally defensible choices.

**If we are content to merely react to social trends and our beliefs about what the future inevitably will be like, we will do no better than the person who tries to stop a run-away truck by leaping into its path.**

We, too, would be crushed. More than projecting social

[2] Naisbitt, John, Megatrends. NY, Warner Books, 1982.

[3] Horn, Marilyn J., and Marjorie East, "Hindsight and Foresight: Basis for Choice," Journal of Home Economics, 74, no. 4, 1982, pp. 10-17.

[4] Brown, Marjorie M., "Point and Counterpoint: Response to Hindsight and Foresight: Basis for Choice," Journal of Home Economics, 75, no. 1, 1983, pp. 48-59.

[5] Ibid., p. 58.

trends and envisioning how home economists can fit into the future, we are in a unique position to help shape and re-shape those trends, to be creators of destiny as opposed to being mere reactors to what is perceived as inevitable. However, we can accomplish this only by first engaging in careful and critical thought, reflective analysis, and moral self-examination.

## PROBLEMS OF THE PRESENT AND FAMILIES OF THE FUTURE

There are a number of problems that families of today are facing. These problems are closely related to the domains of education, moral choice, and technology discussed earlier in the paper. Indeed, these problems have established clear trends that will shape the American family of the future. However, it is unclear at this time just how and in what ways the family will be shaped by them. The answer depends to a large degree upon how we, as a society, *respond* to these problems now and in the future. From its inception, home economics has served a unique role relative to other professions, in its focus on the family unit; in its study of the reciprocal influences of individuals, families, and the environment; and in its concern for improving the well-being of families and their individual members. Today, home economists remain in a special position to assist individuals and families in shaping their futures. This will be made possible by our participating fully in the formulation of societal responses to the problems confronting families *in the present*.

There is no intent to make this list of family problems exhaustive. Certainly, other problems could be identified that might be viewed by some as at least equally critical. Rather, these are major issues confronting families of today, documented by research studies, and which are listed here to "prime the pump" for the potential identification of other trends. They are also major issues that home economists are capable of addressing given their focus on individual and family well-being.

1. *Functional Illiteracy and the Family*

   A recent Report of the Texas Select Committee on Public Education studying the quality of education in Texas concluded that approximately 30 percent of the state's population is at or near being functionally illiterate. Unfortunately these deficiencies in the ability of people to read and write, to comprehend the written and spoken language at a level that would allow them to function effectively on a day-to-day basis, hinder the well-being of families and their individual members. Moreover, this problem is not unique to Texas. It exists across the nation, leading to the diagnosis of a "nation at risk." This situation means that nearly one in three may experience serious difficulty in balancing a checkbook; participating in short and long-term family budgeting and financial planning; and reading and interpreting nutritive information on foods, simple instructions for household appliances, warranties, contracts, loan papers and other financial documents (such as income tax forms; unit pricing in the grocery store; and in making sound consumer decisions based on rational comparative buying). Several would have difficulty in determining the correct change from a $20 transaction in the store. Our response to these deficiencies today will have important implications for the ability of families to function in the future.

2. *Violence and Abuse in the Family*

   Owing in part to economic hard times, rates of child abuse and other forms of domestic violence continue to grow. Estimates are that 500 to 700 child deaths occur every year due to abusive behavior of parents; 200,000 to 250,000 children each year are in need of services to protect them from parents; 30,000 to 38,000 children are seriously injured at the hands of parents in each year; 46,000 are threatened with a gun, knife, or other potentially deadly weapon at the hands of parents each year; and in 1975 alone between 1 and 2 million children were kicked, beaten, or punched by a parent.[6] Add to this the number of sexual abuse, spouse abuse, and child neglect cases every year, for which we have no reliable estimates, and the incidence of domestic violence assumes staggering proportions. How is it that the ones we love the most--our own family members--turn out to be the ones many of us hate and hurt the most? How we respond now to this problem of domestic violence will influence the ability of the family to function in the future.

3. *Adolescent Pregnancy*

   Based upon recent trends, it is estimated that close to 1.4 million adolescent girls between the ages of 12 and 19, about one out of every 6, experienced a pregnancy in 1982.[7] This rate is higher than at any time in our history, and continues an upward trend that began over a decade ago. Not only does this situation carry serious physical, social, and psychological consequences in the form of low infant birth weights, premature birth and maternal and

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[6]Gelles, Richard J. "Violence Toward Children in the United States" *American Journal of Orthopsychiatry*, 48, no. 4, 1978, pp. 580-592.

[7]Miller, Brent C., and Stephen R. Jorgensen, "Adolescent Fertility-Related Behaviors: Family Linkages." In D. Klein and J. A. Aldous, eds., *Festschrift for Reuben Hill*, NY: Guilford Press, forthcoming.

infant death, birth-related defects, high divorce rates among pregnant adolescents who marry, and bleak occupational and income projections for adolescents who become parents, but it is costly to society. A Stanford Research Institute study[8] in 1979 estimated that over time the American taxpayer will spend nearly 9 billion dollars in welfare, cash outlays, food stamps, and medical expenses for each year's cohort of adolescent pregnancies. Why is this happening in a supposedly enlightened modern society? It is because adolescents become sexually active in greater proportions every year--nearly two-thirds having had sexual intercourse by age 19--and few of these who become sexually active employ any effective means of contraception. How we respond to this problem of adolescent pregnancy will influence our family system in the future.

Economic and Social Problems of Dual Earner, Single Parent, and Blended Families

Relating directly to the economic realities of our times are the growing number of dual-income households in which both husband and wife, father and mother, are employed outside of the home. There are more than pure economic reasons for this trend, however. Many women in the past two decades have undergone a major transformation in identity, roles, and major life goals. Employment outside the home is now viewed by many as a major avenue to self-fulfillment and contribution, both to family and society. Whatever the underlying reasons, however, we must realize that dual-earner couples, especially those with young dependent children, experience a high level of stress, ambiguous role expectations in marriage, and a complicated pattern of managing and allocating the precious resources of time, energy, and money within the family.

Current estimates are that by the year 1990 nearly 70 percent of all wives and mothers will be working outside the home.[9] In fact, women with small dependent children under the age of 6 have moved into the labor force at the fastest rate over the past decade and a half.[10] This situation highlights the need for quality time of parents who will have less quantity of time to share. It also presents another problem. What happens to the children during the day while parents are at work? Many who are in school become "latch-key" children, left to their own self care and supervision in the hours after school before parents return home. The consequences here can be positive or negative, depending upon the social climate of the home and neighborhood and the maturity level of the child. As for the younger children, we may see a need for affordable high-quality day care programs such as we have never seen before. At present, our system of day care facilities is woefully inadequate to meet the needs of the future.[11] Many facilities are cramped, poorly equipped, and understaffed, and day care workers are poorly paid for their efforts. As a society, we have neglected the need to address this problem as a priority matter, and it is likely to become an even greater problem. This is hard to comprehend in that the care and nurturance of our children--our future--is at stake. How we choose to respond will, without a doubt, shape the ability of the family to function in the future.

Related to changing economic and social conditions over the past two decades has been the unprecedented increase in the divorce rate. One effect has been the creation of a large pool of divorced adults numbering about 3,000,000 each year, and a large number of single parent households. Between 1970 and 1980, the number of children under the age of 18 living with a single parent grew from 7.4 million to 11.3 million, a 53 percent increase.[12] The percentage of all children living under these circumstances grew from 11 to 19 percent. Approximately one-third to one-half of all children born in the 1970's will spend at least some of their childhood in a single parent household.[13] More than 21 percent of all families in 1980, or 5.9 million, were single parent institutions.[14]

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Stanford Research Institute, "An Analysis of Government Expenditures Consequent on Teen-Age Childbirth," Menlo Park, CA, 1979.

Arizona Daily Star, Sept. 25, 1979.

Current Population Reports, Special Studies, Series P-23, No. 100, Feb. 1980, p. 50.

[11]Hofferth, Sandra, "Day Care in the next Decade: 1980-1990," Journal of Marriage and the Family, 41, no. 3, 1979, pp. 649-658.

[12]Payton, Isabelle, "Single-Parent Households: An Alternative Approach," Family Economics Review, Winter 1982.

[13]Glick, Paul C., "Future American Families," The Washington COFO Memo, 2, no. 3, 1979: pp. 2-5.

[14]Thompson, Edward H., and Patricia A. Gongla, "Single-Parent Families: In the Mainstream of American Society." In Eleanor D. Macklin & Roger H. Rubin, eds., Contemporary Families and Alternative Life-styles: Handbook on Research and Theory, Beverly Hills, CA, Sage, 1983, pp. 97-124.

Research has shown that single parent families, particularly those that are black and headed by females, experience severe economic and social hardships. They are over-represented in official poverty statistics and have bleak economic futures. Quality child care is even more of a problem for single parents than dual earner families in that the cost of care consumes a much greater proportion of income.

In spite of the divorce rate increase, marriage continues to be a popular choice among American adults. Nearly 4 in 5 of those who divorce remarry eventually, including those who have children from previous marriages.[15] This signals a major transformation in the traditional American nuclear family model toward a reconstituted, or blended, type composed of remarried adults and their respective dependent children born into previous family situations. The level of stress and strain imposed on such families is, and will continue to be, formidable. Ambiguous or rigid role expectations among step-parents and step-children, uncertain financial conditions, diverse goals and values, and the sheer number and complexity of newly formed interpersonal relationships in blended families are but a few of the sources of stress. How we respond to these emergent family forms now will have a major impact on family functioning in our society in the future.

5. Alcohol and Drug Abuse

A large proportion of our population is alcohol or drug dependent, a fact that has major implications for family functioning. Most often alcoholism is a problem relating to family dynamics which either promote or permit such a problem to develop. It is estimated that 50% of all divorces are alcohol related, while 80% of all cases of domestic violence are alcohol-related.[16] Children raised in the presence of alcoholic parents number in the millions, many of whom may become alcoholics themselves. Alcoholism and drug abuse behavior often begin in adolescence, with roots even earlier in childhood experiences and family relationships. Clearly, our response to this problem will help to shape the future of the family.

6. Ethnic Diversity

Our society is rapidly growing more ethnically and racially diverse as the proportion of Hispanics, blacks, and other minorities increases.[17] Families in these minorities continue to be represented disproportionately in the lower ends of the economic, occupational, and educational strata. The pressures created by this situation will continue to be reflected in fertility rates, family instability, crime, and delinquency rates, all of which are higher for the minority population. Patterns of prejudice and discrimination only exacerbate the problems. Given projections of their continued growth, how we respond today to the plight of ethnic and racial minority families and their members will have profound effects on the family of the future in our society.

7. The Aging of America

As a society, we are growing older every year due to the decline in the birth rate realized in the 1960s and 1970s, as well as a declining death rate owing partly to advances in medical technology. In a 1983 Population Profile released by the U.S. Census Bureau, it was stated that the proportion of elderly Americans has tripled since 1900.[18] One of the fastest-growing age groups is that over 85; more than 2.5 million Americans were 85 or older in 1982. By the year 2025, it is estimated that this number will exceed 7.7 million. This "graying of America" will have a notable effect on the family of the future. A growing number of families will be maintaining continuing relationships with aging kin, especially the "old old" (80 years and older), which will involve both economic and emotional support. Increased stress on families will be realized to the extent that aging members are perceived as economic, psychological or social burdens. Economic stress on the elderly themselves will continue to grow as their numbers increase. The Social Security system shows annual faltering, and those who have relied on Social Security benefits in the past for food and shelter will be forced to look elsewhere for support--probably to the families of their adult children. Doubtlessly, some will find the stress too overwhelming to cope with adequately. Whether or not this problem becomes widespread depends upon how we respond now and plan for this future that soon will be upon us.

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[15] Glick, Paul C., "Marriage, Divorce, and Living Arrangements: Prospective Changes," in Journal of Family Issues, 5, No. 1, 1984, pp. 7-26.

[16] Information in this paragraph from a seminar on alcoholism attended by the first named author.

[17] Jorgensen, Stephen R., "The American Family of the Future: What Choices Will We Have?" in Gutknecht, D. B., E. W. Butler, L. Criswell, and J. Meints, Family, Self and Society, N.Y. Univ. Press of America, 1983, pp. 227-245.

[18] U.S. Bureau of the Census, "America in Transition: An Aging Society" Current Population Reports, Series P-23, No. 128, 1983.

THE PROSPECTS AND POTENTIAL OF HOME ECONOMICS IN A NATION AT RISK

Home economics has always been a future-oriented profession with a primary focus on family well-being, the growth and development of family members, and reciprocal relationships of the family with its environment. As such, we have a professional and moral obligation to seek solutions to the problems impinging on families of today, knowing that those solutions will contribute to family well-being in the future, as measured by the ability of families to function effectively. We must support educational programs that prepare our youth for the complex family situations of today, and the changing family of tomorrow. Home economics programs can help to solve the problems of parenthood and child abuse, of functional illiteracy, adolescent pregnancy, and the stresses of dual earner marriages. Our focus on developing a healthy attitude toward self and others will contribute to a solution of problems related to alcoholism and the aging of our society.

High school home economics programs have always attempted to address societal needs. Utilization of available resources, nutrition and health, parenting and child care, food quality, and environmental studies were important components of secondary programs originally designed to teach domestic skills to girls. These concepts remain important today, but the issues of concern, the form of knowledge delivered, and the audience addressed, are quite different.

**Society cannot afford for male students and the most academically proficient students to be excluded from home economics courses.**

The human race is experiencing the most rapid change in its history. A hurricane of change is sweeping all institutions, upsetting, destroying, and creating more in a generation than was accomplished during centuries or even millennia. The current transition is not a transformation; it is a global crisis, and the next 50 years may be the most crucial of any in history.

**Home economics teachers and other home economics professionals can have a vital role in helping society adapt to change and in shaping future change. The years ahead can be the most rewarding for high school home economics teachers.**

Never before has home economics content been so important to our youth. However, meeting the promise and potential requires careful review:

1. The high school home economics curriculum must be examined thoroughly. All content must be relevant to the future as well as the present. Home Economics subjects must also be taught with rigor to gain respectability in a time when schools are criticized for failure to prepare graduates who are well grounded in basic academic skills. Home economics subjects should be made appealing to all students, including those with the greatest academic potential. Content of courses should examine the symptoms of societal problems and utilize both prevention and intervention approaches. The classroom must be a stimulating environment which involves students in the process rather than the product of learning.
2. Home economics teachers must develop public relations skills. Home economists have failed to interpret home economics programs effectively to parents and the broader community. Constant interpretation through the media and presentations to community groups are needed to help others understand the relevance and promise of home economics programs. Advisory councils should be used to the fullest potential in advocacy roles.

In summary,

**the best for home economics is yet to come.**

Home economists can assist others in adapting to change. As our political, social, economic, and technological systems change, home economists are needed who will promote quality of life for families and individuals. We need to be cognizant of the problems, stresses, and strains as well as the strengths of the American family of today before we can chart where we might be 20 years from now. Whether or not the American family of the future is able to withstand the stress, and to rise to these challenging tasks, depends to a large degree upon actions that professional home economists and our society as a whole take now in planning for the future. We are challenged to speak out and be heard about the needs of families and how we can better meet them in the future than we have in the past.

Some home economists are like the small boy who was trying to lead a large dog. "Where are you taking the dog?" asked a man in passing. "Don't know yet," said the boy, "but when he decides where he wants to go, I'll take him there." By assuming assertive, active leadership roles, home economists can reach a most exciting potential in serving families in a nation at risk. We can help our society to decide where to go.

# How To Get Up Where We Belong*

Jan Wissman
Assistant Professor of Home Economics Education
Kansas State University

Beginning the 1984/85 school year has special significance not just because this is the 75th anniversary for home economics but because 1984 has been used as a benchmark year ever since George Orwell wrote his book titled 1984. Just as we often hear people ask, "Where will you be in the year 2,000," which incidentally is just 16 years away, it has not been unusual in the past for individuals to ask, "What will you be doing in 1984?"

I first remember the book, 1984, in a Senior English class in high school, and, as I recall, the book was a scenario, a bleak scenario of our lives being governed by "Big Brother." The author described a society wherein the government stifled individuals. It was a life wherein limited possibilities, or few options, were available to the citizens.[1]

I am pleased to observe that, contrary to Orwell's predictions, 1984 is not a bleak time. It is an exciting time, a time filled with both challenges and opportunities, a time Naisbitt, in his best seller Megatrends, calls a time of multiple options and a "fantastic time to be alive!"[2]

This is also a fantastic time to be part of a profession that is tied so directly to the society of which Naisbitt speaks, a time when we as professionals have opportunities to achieve so much, a time when we can have extraordinary influence. It is indeed an exciting and challenging time to be home economists in education.

I want to share with you a few thoughts that I think are important, some thoughts that could set the stage for helping us get a clearer direction of the road ahead, some thoughts that could help lift us up to be the kind of leaders we must be, and UP is where home economics education belongs in 1984! My message is entitled "How to get up where we belong!"

In his book, See you at the Top, Ziglar tells a story about a salesman who was selling balloons--balloons of different colors, different sizes, and different prices on the streets of New York City. When business got a little slow, he would release a very large balloon, the most expensive balloon in his hand. As it floated into the air, a few buyers would gather and his business would pick up for a few minutes. After a time, a little boy who had been observing him, tugged on his coat sleeve, looked the balloon salesman in the eye and asked a question, "Mister, if you released a small white balloon that sells for 50 cents rather than a big red balloon that sell for $1.00, would it go up?" The balloon salesman looked at the little boy and said, "Son, it's what's inside those balloons that make them go up."[3]

Yes, the balloon salesman was right, it is what's inside us that will make us go up. And UP is where we have to go if we are going to chart the course for home economics education in this state and in the nation.

My experiences working with people of all ages, reading about successful people and interviewing professionals about their jobs lead me to conclude that those who make things happen--those who have a clear sense of direction, personally and professionally, generally have several characteristics in common. I'd like to focus on two of these characteristics. These individuals have a positive attitude, and they are usually willing to make changes.

## POSITIVE ATTITUDE

It has been said that a great deal more of success is dependent upon attitudes than on technical expertise. If this is true of individual accomplishments, it seems equally applicable to professional accomplishments.

More important to our profession than all of the technical update workshops, are the attitudes we have, individually and collectively, about home economics education. In short, we could say our attitudes are more important than our aptitudes in determining the altitude of home economics education. Furthermore, I am convinced that more important to us and to our profession than the debates over our image (or the discussions relative to the elimination of foods and clothing laboratories) are attitudes

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*A speech presented at the 1984 conference of the Kansas Association of Vocational Home Economics Teachers.

[1]Orwell, George. Nineteen eighty-four, New York: Harcourt, Brace, 1949.

[2]Naisbitt, John. Megatrends, New York, Warner Books, Inc., 1982.

[3]Ziglar, Zig. See You at the Top, Gretna, Louisiana Pelican Publishing Co., 1981, p. 41.

that we have individually and collectively about home economics and the future of home economics education. Let me remind you of the importance of reading positive literature, and of emphasizing positive thinking. We read in the Bible (Galatians 6:7) that "Whatsoever a man soweth that shall he also reap." We must believe that home economics is as important as any subject in the secondary curriculum. If we don't, who will?

I can hear you ask: "How can we be positive when there are so many negative roadblocks right now in 1984, this fantastic year?" Those agency reports, declining enrollment, those "significant others" including counselors, administrators, parents, and even students who don't understand and appreciate our contribution to the educational program within our schools! Let's take those one by one.

Roadblocks to Positive Thinking

First, those reports--The National Commission Report,[4] Adler's Paideia Proposal,[5] Boyer's Carnegie Report,[6] Goodlad's Book[7]--and the list goes on. I suggest that you read those reports or at least the reviews of those reports in our professional journals, then read the article "Yes, our Nation is at Risk, But..." written by Hazel Spitze and published in the summer issue of the Journal of Home Economics.[8] After reading this article, make copies and share them with those "significant others" in your school and community--including advisory committee members and the newspaper personnel. You may be interested in knowing that Dr. Spitze wrote the article at the request of the Board of Directors of the American Home Economics Association. It's up to us to share the article with members of our local communities.

In addition to the numerous published reports, declining enrollment can be a deterrent to positive thinking. It is not easy to be positive when our jobs are threatened. There are many variables contributing to declining enrollment, and many of you have expressed a great deal of frustration toward such "significant others" as principals, counselors, parents and students. They don't seem to understand or appreciate home economics education. Could it be that we spend too little time with them? Could it be that we haven't stopped to explain our programs to them? Could it be that we haven't made an effort to let them know what differences our programs can make in the lives of young people today and in the future?

This year, instead of staying in our classrooms during lunch and planning periods, let's make it a practice to spend more time with our fellow teachers. I recall my first year of teaching when I had 120 students and four different lesson preparations. It seemed that I had so much to do that I began the school year skipping lunch and working in the lab or classroom during lunch and planning periods. Before the end of the first semester, I realized that innovative teaching ideas and plans for team teaching came about through informal socializing with other teachers during those times.

This year let's implement the habit of periodically sitting down with the counselor and administrator for the purpose of explaining our programs. Oh, how I dream that someday, in my professional lifetime, it will not be unusual for superintendents--and principals and counselors--to have backgrounds in home economics education. If the citizens of Kentucky can put a home economics teacher in the governor's mansion, it is possible to place home economists in education in school administrative positions in Kansas.

This year we must communicate to parents and the community the contributions home economics education can make in the lives of their children. Upon his return from "Back to School Night," which he attended while I was teaching off-campus, my husband reported his impressions of our son's seventh grade schedule, specific classes, and teachers. He was most impressed with Scott's home economics teacher because she was "intelligent, articulate, and poised." I suggest that you consider Back to School Night an important opportunity to communicate with parents. And why not have copies of "Yes, Our Nation Is At Risk, But..."[9] to distribute to those visitors who come into your classroom this semester.

Frequently home economics teachers express frustration because students don't seem to appreciate their academic backgrounds. Have you ever had a student ask, "Did you have to go to college to teach home economics?" My suggestion to you for the first day of school this semester is to concentrate on knowing your students, then let them get to know you. Share your impressive credentials with your students. Tell them about the chemistry, biology, social science, textile science, and economics courses you took in college, and let them know

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[4]National Commission on Excellence in Education: A Nation at Risk. Washington, D.C., U.S. Government Printing Office, April 1983.

[5]Adler, Mortimer. The Paideia Proposal: An Educational Manifesto, New York: Macmillan Publishing Co., Inc., 1982.

[6]Boyer, E. High School: A Report on Secondary Education in America. New York: Harper and Row, 1982.

[7]Goodlad, John. A Place Called School. New York: McGraw Hill Book Co., 1984.

[8]Spitze, Hazel. "Yes, Our Nation Is At Risk, But...", Journal of Home Economics, Summer, 1984, pp. 50-52. (Also in Ill. Teacher, Sept./Oct. 1984)

[9]Ibid.

how those courses relate to what you're teaching. (My 12 year old son gained a new appreciation for his music and physical education teachers, and even his English teacher, when he realized what university background they had that enabled them to teach their chosen subjects in the Middle School.)

I really believe the end result of positive attitudes among home economists in education will be a bright future for home economics and a crop of capable new professionals in the field. On the campus, I have opportunities to become involved with majors outside the field of home economics. I am disappointed when I meet engineering students and elementary education students who tell me their mothers are home economics teachers, and that they, too, would have gone into home economics but their mothers discouraged them from doing so. What does that tell you about the attitudes of their home economics teacher mothers? We must be so positive about our field that our children, too, will feel free to choose the same profession!

With a positive attitude, we're almost UP, but remember, too, the willingness to make changes.

CHANGE

According to the dictionary, change is "to make or become different." Change in home economics is both historical and contemporary. Our leaders in the early 1900's adopted this philosophical statement, "If we have unnecessarily complicated a single life by perpetuating useless conventions or by carrying the values of one age over into the next, just so far have we failed."[10]

I recall Naisbitt, in a speech presented at the annual AHEA convention in Milwaukee last year, saying that things will not be better or worse but they are, and will be, different. We in home economics have no choice but to make changes and become different if the society we serve changes and becomes different. That's the number one reason for us to make changes in home economics education.

In a recent issue of U.S. News and World Report, a summary of some forces reshaping America were identified. Six of those forces that have implications for home economics education are:

- Women choosing not to get married are waiting longer before doing so.
- Nearly 2/3 of mothers with children of preschool and school ages are in the work force.
- Nearly 35% of marriages will end in divorce by the 7th year. Many of these divorced men and women remarry and blend families.
- America is becoming an older, more mature society.
- There's an increased interest in health, including nutrition and exercise.
- Computers will continue to play important roles both in the workplace and in the home.[11]

Based upon these and other societal changes, we will choose to behave differently. And as we make changes in our programs and classes, we must be as enthusiastic about the changes as Mary Lou Retton was when she went for the Gold in the 23rd Olympiad in Los Angeles. We, too, must be creative in publicizing student achievement based upon changes we make.

One of the rich experiences the KSU home economics education staff had this past year was serving as guest editors for the November/December 1984 issue of the Illinois Teacher. One of the articles we included was written by Virginia Moxley, a home economist and administrator at Emporia State University. In her article entitled, "Home Economics at Risk," she addresses the issue of promotion: "Too often we have promoted gimmicks such as mock weddings, taffy pulls, and displays of craft items to publicize student achievement. In these days of academic accountability, any rational administrator is going to channel resources into programs of substance. To gain needed publicity, we can promote consumer math experiences, experiments with food that relate to resource use, taste preferences, or nutrition; or experiences in family communications."[12]

If we don't do things differently, if we don't change, others will teach what we can teach better. Business and social studies teachers will teach the consumer education, social studies teachers (many with backgrounds primarily in history and geography) will teach the social-psychological aspects of clothing as well as family relationships, and although they may not have had one course in nutrition, physical education and health teachers will teach nutrition.

In closing, I'd like to quote two Frenchmen, Honoret De Bueil and Marquis Racan who wrote in 1640, "Nothing in the world lasts, save eternal change." We either go forward or backward because we cannot stand still. I challenge you to combine this forward move with a positive attitude and to take home economics education UP where it belongs!

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[10] East, Marjorie. Caroline Hunt: Philosopher for Home Economics. The Pennsylvania State University: Division of Occupational and Vocational Studies, College of Education, p. 51.

[11] ________, "Ten Forces Reshaping America," U.S. News and World Report, March 19, 1984, pp. 40-51.

[12] Moxley, Virginia. "Home Economics at Risk," Illinois Teacher of Home Economics, Vol. XXVIII, No. 2, Nov./Dec. 1984, p. 46-48.

Editor's Note: This strong statement of support for home economics is a personal one of the author.

# Home Economics And The Future

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Home economics is the most important subject in the curriculum today. The real basics in education and life relate to competencies in child growth and development, nutrition, safety, health, environmental issues, self-image, human relationships, decision-making, responsibility, and lifestyles, e.g., voluntary simplicity--topics best addressed in home economics classrooms.

Education of the whole person is a major goal; outstanding home economics programs excel in interweaving the affective and psychomotor domains with the cognitive. The nurturing of caring, warm human beings and parents who can live in harmony with themselves and with nature--a major purpose of home economics--far exceeds the need to graduate youth who receive "A's" in science, English, and math, but who may not have the characteristics we need in political and corporation leaders who can promote equality, protect the environment, and foster positive human relationships.

Not everyone supports this assessment. Those who promote back-to-the-basics, homework, and rigorous academic standards, all outmoded panaceas of a past era, do not agree. This group currently includes some school administrators and teachers of other disciplines, some school board members, and some parents of college-bound students. Recent legislation in a number of states has mandated more math, English, science, and total credits for graduation, but home economics has been neglected, in spite of the value and preeminence that it should hold in the curriculum. Perhaps a major revision and the creation of a new image for the future is in order.

Home economics groups throughout the country have made numerous attempts to correct the image. Conferences, speeches, and workshops have been conducted, university programs have been upgraded and often graduate superior teachers, more boys and more college prep girls have opted for at least one home economics course, and curriculum offerings in many schools have vastly improved. However, the general status of home economics has remained in the realm of a second-class citizen.

It is time to alter significantly the course of events in home economics education. The commitment does not negate the career-long efforts of many persons to create outstanding programs, nor to indicate that all current offerings are not of value. Adult home economics programs in many locations have continued to provide excellent services and learning opportunities for their clients. The past and present, regardless of the strengths and weaknesses, and supportive efforts or overlooked recognition, are no longer the issues; the focus must turn to the future.

Society is moving away from the Industrial Age of the past two hundred years, toward an exciting New Age, away from a consumer toward a conserver environment. Learning may supplant work as the central ethic. As the Twenty-First Century evolves, schools and schooling may disappear like dinosaurs, to be replaced by new learning systems. There will be no departments of English, science, or home economics; knowledge is interrelated, not segmented. Interdependent curriculum and lifelong learning will become realities, not just cliches.

The sixty-four global dilemmas and possibilities will create new societal directions.[1] The coming electronics revolution, the biological revolution, world megafamines, population increases, the have/have-not gap, 50,000 nuclear warheads, deforestation, energy costs, global unemployment, the demise of plant and animal species, air pollution, discoveries in space and in the oceans, brain-mind research, dangerous chemicals and toxic wastes, health care, and value discrepancies are among the many factors that are causing the transition toward the transformation of society.

These same conditions will force schools to change. They are already obsolete, when the world dilemmas are considered, but when viewing 2000 and beyond, current schooling requirements, curriculum approaches, organizational practices, and financial and facility support cannot continue. Home economics cannot wait for the year 2000; home economist must take steps now.

Not every person, school, university, or state needs to change immediately, but waiting for the future to unfold is not appropriate either; the advances should occur on a broken front. Home economics needs more risk-takers, more visionaries; additional leadership must come forth. Research and development centers, programs-within-a-

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[1] Modification of "Forty-One Future Problems," The Futurist, October, 1977, pp. 274-278.

school or district, pilot laboratory research schools, individual teacher and university department commitments, and new marketing techniques must emerge. Scotch tape was not invented and launched without research and development; neither was the first space ship. A few had to pioneer for the many.

There were no more unlikely heroes than Orville and Wilbur Wright, two bicycle shop operators who, without a high school education, spurred on by a model that at first flew only three and one-half seconds, revolutionized transportation, created the Space Age, and changed the world. Needed now are new Wright brothers and sisters to envision and create home economics for the future.

If state legislatures can pass laws for teacher competency tests, more math, science, and graduation requirements, and increase in salaries, they can provide laws, recognition, and support related to home economics. They will not do it with their present attitudes; a concerted offensive is needed. Home Economics organizations must meet with the legislative education leaders, teachers must meet with their own representatives, proposals for home economics must be submitted to sympathetic legislators. Timidity is no longer tolerable.

In meeting with state government officials, crying for more money for the old curriculum will be to no avail; there must be fresh ideas and exciting proposals. The importance of child growth and development, nutrition, health, safety, parenting, child and spouse abuse prevention must be recognized. Other concepts to consider especially are the affective domain, human potential prolongevity, food, water, and shelter. Other basics include Xanadu homes of the future, mothers in the workforce, changing lifestyles, cultural differences, neighbors, and the concepts of wellness and preventive medicine.

The same approach should be taken in meeting with state education administrators' associations, state curriculum associations, and parent-teacher groups. The view of home economics as a holding place for "non-academic girls" cannot be condoned. Home economics educators lament such negative comments annually in their own meetings, but that is not enough. It must be front-page recognition.

Better teacher education has not made that much difference either. Administrators do not understand and school boards do not understand. More importantly, even the students do not understand for they do not stand in line to enroll. Where new teachers have tried to change the programs, they have often been swallowed by the existing system.

Home economics teachers should take the lead in moving toward an interdependent curriculum. In this pursuit, teachers should seek to establish in schools, wherever there is some understanding by the administrators and other staff, team curriculum approaches. An Environmental Center--a merger of science, social science, home economics, and industrial arts, not as separate disciplines under another umbrella, but a true merging of concepts, skills, and knowledges--is an exciting way to begin. Though initially all department members may not join, those who do can volunteer to learn, and then exhibit, how truly to eliminate departmentalization, one of the long-time enemies of curriculum advancement. Merging with or including members from physical education, health, and art make wonderful combinations with home economics, too. One of the keys in such efforts is to interweave the former "academic" subjects with the "non-academic," as well as focusing on those areas which best match curriculum topics.

If other departments will not immediately join, a Center for Interdependent Living at the high school level can merge or network with junior high, community college, and college home economic programs in the vicinity, with sympathetic elementary school staff, and with supportive community organizations. Once underway, home economics instructors can seek those in other departments who are at least flexible enough to allow students to engage in joining individualized curriculum projects, community services, and off-campus activities. Special programs can be created for students by a group of individual teachers who agree to enroll Marie or Earl in class, with the understanding that they will provide for independent options and significant degrees of flexibility. Gradually such efforts can be expanded. If English, science, math, and other subject-oriented teachers will not take the lead, home economics can provide the leadership to innovate boldly, to take risks.

Home economics teachers have already begun by personalizing their own classes. They have asked: How can I help each student as an individual? What are his or her needs, aspirations, goals, strengths, and weaknesses? After personalizing the learning opportunities, the teacher must individualize them for each person. These are not cliches, nor are they impossible under current conditions of budget, staff, and facilities.

Is it possible? The Wilson Campus School of Mankato State University, Minnesota, between 1968 and 1978, proved the potential of home economics. This school, which was described in a number of national journals as the most experimental public school in America, did everything "wrong" or "backward" according to all traditional education folklore and myth. There were no required classes, attendance was optional, programs were personalized, there was no master schedule. The affective domain dominated, there were no special education or gifted labels, facilities were modified. There were no report cards, credits, units or class ranks, no homework, no courses or classes to take, and no graduation requirements. K-12 students were non-graded together with the same teachers, facilities, philosophies, programs, and learning opportunities. Everyone was a learner, everyone was a teacher; the students developed their own curriculum under guidance.

Pre-school and pre-birth programs were added, as well as a master degree sequence, college internships, and a golden age service. The visitor coming to this school would see pre-birth parents, kindergarten-age children, 7th graders, college students, and senior citizens all learning and teaching together.

The personification of this exciting endeavor was the large open facility which was traditionally the home economics area (the sewing machines and ranges were still there), but which had been merged as part of an interdependent center. There were no courses, classes, or schedules. The room was always open for people to come and go, learn and experience whenever they desired, for as long as needed--daily, weekly, monthly, or yearly--individually or in small, self-formed groups. Every student participated at some time during his or her school career: the "straight A" students; the "D" - "F" students; boys and girls--a true cross-section of the enrollment, community, and traditional educational labels. The home economics program perhaps best illustrated the Wilson concepts. It was a beautiful, practical example of what can be accomplished by committed visionaries, by risk-takers who were willing to come out of the closet to experiment with new directions.

Home economics is an excellent vehicle to lead the total school staff in futurizing the curriculum. The majority of the sixty-four global dilemmas interweave with the current responsibilities of the discipline. These need to be taught in an interdependent way. If the other departments will not cooperate, preferring to stay with more conventional curriculum, home economics should restyle its programs, providing a futures-oriented thrust to all the major components and activities, and creating a significantly better image.

John Gardner has stated: "We are drowning in a torrent of talk, but it has only served to raise the noise level." The futures literature often comments that "the changes made thus far in society and education are tantamount to rearranging the deck chairs on the Titanic." It is time for current leaders to heed these calls, to act now to begin the dramatic transition to new thinking and to a New Age. Home economics is so important that it cannot, like the Titanic, be lost, remembered only as a part of history.

Willie Wonka of the "Chocolate Factory" provided a simple inspiration for educators when he said: "We make realities out of dreams, and dreams out of realities: we are the dreamers of the dreams." Needed now are New Age versions of Willie Wonka; educators who will lead the transformation of home economics.

. . .so long as
the nurture of
human mind and
force is best
accomplished
within the four
walls of a **Home**
**Home**
**Home**
**Home**
**Home**
**Home**
**Home**

so long will **Home** stand first
in our title.
**Home**
**Home**
**Home**
**Home**
**Home**
**Home**

Ellen H. Richards, Lake Placid Conference on Home Economics, Proceedings of the Tenth Annual Conference (1908), 24.

# Independent Concepts:
# Democracy and Home Economics*

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> As to the work to be accomplisht, the movement should not be confined merely to matters of food, clothing and shelter, but should cover all that pertains to the general welfare and environment of the home. Recall the results that have already been accomplisht in the regulation of the food problem, tho there is still much to be done. One evil after another yields to wise legislation. Educated public sentiment which results from a study of home economics prepares the public mind to insist on more stringent laws.[1]

Melvil Dewey, an early home economics leader, spoke these words at the Tenth Lake Placid Conference on Thursday, July 9th, 1908 as he covered the topic "The Future of Home Economics." This early home economics concern for public policy formation and the role and power of individual citizens in shaping legislation affecting them was a theme I encountered over and over during my historical research prior to the production of "The Heritage of Home Economics: 1840-1920." Early leaders in the home economics movement were concerned with enabling individuals and families to direct their own destinies. They were particularly concerned that all people have opportunities to develop to their highest potential through control over their environment. This development was hypothesized to take place best in homes which were enlightened, using scientific knowledge to improve all aspects of daily living. Further, early leaders sought to enable individuals and families to participate fully in not only self governance but also governance in the broader sense of country, state and nation. An educated, informed citizenry, developed to its highest potential, capable of striving for and carrying out democracy with its underlying assumption of freedom, was a guiding value of those who gave life to the profession of home economics. Contributing to that informed educated citizenry took the form in home economics of studying 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 . . . . specially of the relation between those two factors."[2]

This exploratory paper traces our intellectual heritage through examining the written records of the Lake Placid Conferences for evidence that the home economics movement was conceived and shaped to operationalize the concepts of democracy and freedom through a concern for developing citizenship and (1) enabling citizens (individuals and families) to gain freedom by exercising control over their environment, through applying knowledge directly to the self-formation of human beings in the home; and (2) enabling citizens to participate in shaping and critiquing public policy directly affecting them.

The concept of democracy rests on the implicit assumption that ultimate authority in political affairs rightfully belongs to the people. Democracy as a form of government depends upon the freely given consent of a majority of the adults governed for the major decisions and/or direction of policy behind the decisions of government. If democracy is to work, the citizenry must <u>be informed</u> in the fullest sense of information and the citizenry must <u>participate</u>. Further, information and participation include the sub-concepts of education and freedom. Citizens must seek out information on issues, relate this to their previous knowledge and set of values and then act upon the information by actively and freely participating in governing--whether at the level of households, cities, states or the nation. Informed participation is the cornerstone of representative democracy. John Stuart Mill (1958) emphasized this participation as he described the best form of government:

> There is no difficulty in showing that the ideally best form of government is that in which the sovereignty, or supreme controlling power in the last resort, is vested in the entire aggregate of the community, every citizen not only having a voice in the exercise of that ultimate sovereignty, but being, at least occasionally, called on to take an actual part in the government by the personal discharge of some public function, local or general.[3]

What specific evidence do we find from the written records of the Lake Placid Conferences that early home

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*A speech presented at the American Home Economics Association, June 25, 1984. Permission to publish given by author and AHEA.

[1] Melvil Dewey. "The Future of Home Economics." <u>Proceedings of the Lake Placid Conference on Home Economics</u>, 1908, p. 156.

[2] <u>Proceedings of the Lake Placid Conference on Home Economics</u>, 1902, p. 70-71.

[3] John Stuart Mill. <u>Considerations on Representative Government</u>, 1958, p. 42.

economics leaders were concerned with developing strong citizens through education in home economics? Ellen Richards highlights this interest in citizenship through statements at the 6th and 7th Lake Placid Conferences:

> The basis of the earliest forms of public education in America was the production of efficient citizens. A citizen was one who could take part in the government of the state . . .[4]
> Subjects and methods which have great social value, which are necessary to the welfare of the community, must be taught in the elementary school where alone all citizens receive an impetus toward individual and civic efficiency.[5]

Henrietta Goodrich reported at the 2nd Lake Placid Conference:

> Dr. John Dewey states that only 5% of the entire school population ever attain to the grade of our high school, which much more than half leave on or before the completion of the fifth year of the elementary grade. The primary grades then must be our country's great training school for citizenship and life, and as much of home economics as can be made an organic part of the child's experience must be forged into tools that he can handle and master, and use to carve out for himself a better citizenship than we have known.[6]

At the 4th Conference a resolution was adopted.

> The time has come when public interest demands the recognition of home economics as a training of the child for efficient citizenship. The National Education Association be asked to consider and create a department of home economics.[7]

At the 5th Conference Mary Hinman Abel in a speech titled "Labor Problems In The Household" again emphasized the importance of citizenship. . . . but we have still to define for the many just what is meant by home economics . . . . It stands for the application to life in the home of the results of exact knowledge in many fields; . . . where the child is prepared for effective citizenship . . .[8]

From examination of these references there can be little doubt of the overall early concern for developing citizenship through the study of home economics.

Let us look now for evidence of the unique home economics contribution to this teaching of citizenship through enabling citizens to gain freedom by exercising control over their environment.

[4]Ellen H. Richards, "Report of Committee on Personal Hygiene." Proceedings of the Lake Placid Conference on Home Economics, 1904, p. 64.

[5]Proceedings of the Lake Placid Conference on Home Economics, 1905, p. 20.

[6]Henrietta I. Goodrich. "Suggestions For a Professional School of Home and Social Economics." Proceedings of the Lake Placid Conference on Home Economics, 1900, p. 29.

[7]Proceedings of the Lake Placid Conference on Home Economics, 1902, p. 100.

[8]Mary Hinman Abel. "Labor Problems In The Household." Proceedings of the Lake Placid Conference on Home Economics, 1903, p. 29.

The Lake Placid Conferences span the years of 1899-1908, important years in the history of our country and the development of the ideals of democracy. World events prior to 1899 shaped the leaders who were to direct the formation of the home economics profession. Our country was expanding its possessions, industrializing its operations and exploiting its children. As industrialism worked its changes in American society with visible evidence of progress in such things as electric lights, there were less visible alterations in the intellectual foundations which supported American life. Control of the environment was one such alteration. Darwin's Origin of the Species published in 1859 set forth the doctrine of natural selection. Darwin reasoned that within any species there are individual animals or plants which differ slightly, and without clear reason, from each other. Some have characteristics which enable them to live in their environments while others perish. This theory came to be known as survival of the fittest. Proponents of this philosophy such as Herbert Spencer and John Fishe were pitted against a growing strong national faith in purposeful activity and self-improvement personified at this time in the writing of Lester Frank Ward. Ward believed that man had always acted upon his environment. He predicted that man would someday recognize that nature was passive and man active and that the environment could be both studied and shaped toward chosen ends. His book Dynamic Sociology was published in 1883 and possibly was read by attendees at the Lake Placid Conferences.

The concept of control over the environment was evident throughout the Lake Placid Conferences. For instance, at the 2nd Conference in 1900:

> Mrs. Richards referred to the need for fundamental work that will touch the lives of all people, and the fact that the only place where this can be done is in the grade schools. The aim should be to develop in a child power to be used over his own environment, his food, clothing and shelter.[9]

Further expression of this concept was evident at the 4th Conference.

> Home economics is the best subject yet found to teach power over things. It is humiliating to be conquered by things; if overcome by some person we accept the simple fact that he is stronger than we, but to be overcome by things--that shows weakness.[10]

Control over one's environment frees human beings. Freedom as a precious concept of democracy found expression in the development of home economics throughout the

[9]Proceedings of the Lake Placid Conference on Home Economics, 1900, p. 13.

[10]Proceedings of the Lake Placid Conference on Home Economics, 1902, p. 23.

Conferences. Caroline Hunt's eloquent paper "Revaluations" delivered at the 3rd Conference best exemplifies this concept.

> The ability to create for oneself an external world corresponding to the world within . . . depends upon freedom: (1) health or freedom from bodily imperfections and weaknesses, (2) efficiency of freedom from unnecessary impediments, (3) opportunity, or freedom of choice.[11] Only when our clothing, our homes and our furniture are planned with direct reference to the needs, the comfort, and the efficiency of the human body considered as the instrument for the expression of the inner life shall we be fully freed thru our mastery of our tools.[12] The final test of the teaching of home economics is freedom. If we have unnecessarily complicated a single life by perpetuating useless conventions or by carrying the values of one age over into the next, just so far have we failed. If we have simplified one life and released in it energy for its own expression, just so far have we succeeded.[13]

Ellen Richards felt strongly about freedom and democracy and at the 4th Conference expressed herself thus:

> Every man likes to be a law unto himself in the first flush of freedom. He thinks that is democracy. But the student finds that true democracy is sacrifice for the sake of the many. In food, not what we like but what is good for the many should be the standard; in dress, houses, furnishings, not always that which we think we like, but that which is healthful and suitable for the children and for efficient life. We too often come against the insane idea that liberty is license.[14]

Certainly the concepts of democracy and freedom were exemplified throughout the Lake Placid Conference Proceedings in support of the theme of enabling citizens to gain freedom by exercising control over their environment, through applying knowledge directly to the self-formation of human beings in the home. Now let us search for evidence of the concern for enabling citizens to participate in shaping and critiquing public policy directly affecting them.

For democracy to work there must be an informed citizenry and citizen participation. Active participation of the citizens in all processes of government is all the more essential as government grows in size and complexity. Lake Placid Conference attendees endorsed this active involvement in the critique and formulation of social goals through numerous examples, for instance, at the second conference as the role of home economics in the high school in developing individual responsibility was explored.

> The role of home economics in such a course should be to give the pupil the broadest possible view, consistent with his age and experience, of the social significance of the home, and of his own responsibility in the social system.[15]

The 3rd Conference presented the Report of the Special Committee on Home Economics in Elementary and Secondary Schools which pointed:

> to the need for home economics study to overcome the ignorance of men and women together in the management of that larger household, the city. Again, if all our citizens, both men and women were alive to the physical and economic evils consequent on bad building, imperfect water supplies, defective disposal of waste, and dirty streets, these things could not exist. No political organization could hoodwink such intelligence into surrender of the right to sanitary surroundings.[16]

This concern with enabling individuals and families to become active participants in the democratic processes was manifest again at the 4th Conference.

> The demand for home economics which will be met in time is of a different kind . . . that home economics must always be regarded in the light of its relation to the general social system, that men and women are alike concerned in understanding the processes, activities, obligations and opportunities which make the home and the family effective parts of the social fabric.[17]

The 6th Conference found Caroline Hunt defining the field of home economics as "the use of social resources, of natural wealth and of human energy by the family group." One of the practical results of home economics was "such knowledge of the consequences of community life as will give a right to vote on questions which come before all citizens.[18]

Full citizen participation is perhaps best exemplified in the example given at the 7th Conference.

> The women of Portland, Oregon, led by the School of Domestic Science, having protested in vain against filthy markets, at last conducted the state food and dairy commissioner on an inspection tour tho he assured them that reports had been much exaggerated and the sale of unwholesome food was rare. They showed him cold storage rooms whose floors were never cleaned, creameries littered with rubbish while nearby was decaying cheese and fish . . . putrid flesh cooked into lard or ground into sausage. The commissioner avowed that his eyes had been opened and he offered to prosecute offenders, but these women demanded an inspector who should enforce cleanliness everyday. The city

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[11] Caroline L. Hunt. "Revaluations." Proceedings of the Lake Placid Conference on Home Economics, 1901, p. 79.
[12] Ibid., p. 86.
[13] Ibid., p. 89.
[14] Proceedings of the Lake Placid Conference on Home Economics, 1902, p. 35.

[15] Proceedings of the Lake Placid Conference on Home Economics, 1900, p. 31.
[16] Proceedings of the Lake Placid Conference on Home Economics, 1901, p. 3.
[17] Proceedings of the Lake Placid Conference on Home Economics, 1902, p. 22.
[18] Proceedings of the Lake Placid Conference on Home Economics, 1904, p. 78.

council found many reasons against the appointment of this new official, but public feeling was too strong and the demand was granted.[19]

A true example of education followed by democratic participation in social change!

These examples and others we could point to give ample evidence of the thesis that the home economics movement was powerfully shaped to give life to the concepts of democracy and freedom through enabling human beings to gain control over their environment, to gain information, and to participate freely in the critique and formulation of social goals. Home Economics has from its inception sought to empower citizens to build a stronger democracy to fulfill Thomas Jefferson's belief that whatever they may be led to do in moments of stress or passion or fear, people have in the long run enough intelligence, enough morality, enough wisdom to govern themselves, not merely passably but well.

> And say, finally, whether peace is best preserved by giving energy to the government, or information to the people. This last is the most certain, and the most legitimate engine of government. Educate and inform the whole mass of people, enable them to see that it is their interest to preserve peace and order, and they will preserve them. And it requires no very high degree of education to convince them of this. They are the only sure reliance for the preservation of our liberty.
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> Jefferson to Madison, December 1787

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[19] Mary Hinman Abel. "Safe Food and How To Get It." Proceedings of the Lake Placid Conference on Home Economics, 1905, pp. 139-140.

# Marketing Home Economics

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There is increasing concern by Home Economics teachers in high schools regarding declining enrollments. With movement toward the concept of 'back to basics' and the many varied offerings in the schools, Home Economics teachers find themselves competing for students.

Home Economics has always emphasized the basics in its curriculum. There is nothing more basic than learning life skills and making decisions in everyday life. It is important that we let others know how basic and relevant the Home Economics curriculum is for all students in the school. It is essential to market Home Economics today. In schools where there is competition for students' time, we need to communicate with the administration, the faculty, the parents and the students in the school to let them know how basic Home Economics education is and how it helps students prepare themselves for facing the "real" world. The effect of the marketing can determine the success or failure of Home Economics in your school.

Relevance Through Student Involvement

If we involve students in the planning and conduct activities that are relevant, meaningful and enjoyable, students are more likely to be "recruiters" for other students. We can often teach a concept and meet objectives while allowing the students to choose the activity. For example, to teach a nutrition lesson on vitamins, the students could plan a lab to make salads. They can choose recipes to meet certain criteria to meet our objectives. Each 'family' group can make a different type of salad and together set up a buffet for a 'taste in'; thus, each student experiences all the different types of salads. Each student could list the food that was eaten and look up the nutrients in each food.

In cultural foods classes, the students can choose which country they wish to study. This stimulates their interest and makes the activities more relevant. Similar concepts can be learned and objectives met regardless of the country studied, but the topics may be more meaningful to the students because they have selected the country. If there is a student in the class who has recently come from a foreign country, this would create more interest for all members of the class.

In child development and parenting classes, students can plan lessons and teach small children while meeting specific objectives which we have set up. They can bring small children into the classroom for a play school. Both male and female students can be given responsibility to care for and teach the children with planned activities. This gives first hand experience in developing parenting skills and provides career education for those planning to work with small children.

When students talk to their friends about their experiences in planning classroom activities, they usually communicate enthusiasm and create interest in home economics classes.

Communication with the Home and Community

Communication between the home and the school takes many forms.

Telephone - Calls to parents can provide positive reinforcement, and report on jobs well done. Calls to students at home when they are ill lets them know we're concerned. Sharing a news item of mutual interest can improve relationships.

School and Community Newspaper - Reporters can be invited to participate in special activities that are happening in Home Economics. Feature articles in the school or community paper create awareness and interest in Home Economics.

A student could be selected in each class as a reporter. S/he could take pictures and write articles to send to the paper to let the community know that Home Economics is "where the action's at."

Parent Newsletters - Letters to parents can keep them informed of classroom 'happenings', report on antics in the classroom, news events, topics being covered and special accomplishments. These will get read by the parents, the students, and probably faculty and administrators as well. There is no news like good news!

Advertisements - There are organizations in the school that provide space in programs for advertisements. Using this space to provide best wishes from the students in Home Economics gives each student a sense of pride and self esteem for taking part in the greeting. It gives Home Economics more exposure.

Show Cases and Bulletin Boards - Information and messages about basic life skills and decision making can be displayed on bulletin boards. Descriptions of courses in Home Economics can be revealed through clever bulletin board messages. Showcases which often are found in school hallways are an excellent place to display student projects. We can boost a student's ego through displaying projects while promoting the activity to other interested students.

Photography - A camera available in the classroom to take pictures of students in action can provide photographs for bulletin boards, the yearbook, and newspaper reports. Students love to see their pictures on display.

Brochures, pamphlets or leaflets for registration - With each course, we can include a description written in an interesting manner, some class activities, some evaluative statements made by students and/or some eye-catching sketches or drawings. These brochures can be distributed to all students in the school or when we visit all the English classes or social studies classes.

In our school, two Home Economics teachers visited 24 English classes for approximately 10 minutes each. We distributed the brochure entitled "Home Economics - Where the Action's At," as well as a letter to the parents. We briefly described each course offering and instructed the students to take the brochures and letters home to their parents.

This personal contact provides the opportunity for the students to meet the Home Economics teachers and to ask any questions they may have regarding the registration or course offerings.

## Service to the School and Community

Many Home Economics vocations are service oriented. Students can have opportunities for first-hand work experiences by providing services both in the school and the community. This service provides more visibility for Home Economics.

Hospitality - The Home Economics department is often requested and/or expected to be responsible for the hospitality needed by the administration of the school. This is an excellent opportunity for students to learn entertaining and social graces as well as to promote a good image for Home Economics. The food needed for the function provides opportunities for students to learn to plan nutritional party foods, and to prepare and serve foods attractively.

Volunteerism - A goal in many Home Economics courses is for students to participate in activities in the community for work or career experiences. These activities do a great deal to promote Home Economics. Providing day care for small children informs the parents of what is happening in the high school. The students can volunteer for services to the senior citizens, in a nursing home, hospital or retirement center. Developing intergenerational relationships through sharing experiences with the teens and the senior citizens promotes good feelings for both ages. Students can assist teachers in kindergarten or elementary schools or assist social workers in family services or the Red Cross. This is another form of communication with those in the community and lets others know that Home Economics is alive and active.

## Communication with Guidance Counselors and Faculty

We invite guidance personnel to visit our classrooms for special activities and provide opportunities for them to share in career related topics. We keep them abreast of the curriculum and the latest 'happenings' in our classes. A slide presentation or other visuals to share with feeder schools can provide awareness of job opportunities and educational opportunities for Home Economics students. The counselors are the guiding voice to students and need to be kept informed.

Faculty members can be invited to visit class and participate in special events, such as a special breakfast or luncheon. We can take the children from our play school to visit other locations in the school (the science department, library, cafeteria, nurse, classrooms, etc.) and increase visibility. We can have contests and invite the faculty to serve as judges. We need to use every opportunity to provide linkages with other departments in the school and open doors for good communication.

## Communication with the Administration

Communicating with the administration is a most important function of the Home Economics teacher. Building a bond and creating an atmosphere of mutual respect provides a means for honest and fair evaluations of needs. When the marketing of Home Economics has been successful and the need for Home Economics courses are proven, the administration will have a basis for implementing the classes. Thus, the need for you as a Home Economics teacher will continue to exist.

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# International Federation of Home Economics

Hazel Taylor Spitze

What does it mean to attend a quadrennial Congress of the International Federation of Home Economics? It means the thrill of being one of a thousand home economists from 53 countries representing five continents. It means the stimulation of a week of speeches from outstanding people in many lands. It means the excitement of seeing a speaker at the podium addressing you in one language and hearing the speech on your headset in another--which you can understand.

The official languages of the XVth Congress in Oslo, Norway, were English, French, and German. The Japanese delegation of 97 and the Norwegians hired their own interpreters for the simultaneous translation booths. Spanish was not included this time as an official language, and I wondered whether that was the reason that no one from Spain or Latin America attended.

Attending the IFHE Congress also means breaks and discussion groups when one can get acquainted with individual delegates from other countries and renew old acquaintances--for me that meant a delegate from Africa and several from Australia and New Zealand. One can also interact with fellow delegates from one's own country and talk about how the message heard in the last speech affects "what we do back home." There were 235 in attendance from the USA.

Looking at the roster of attendees, I found a few surprises--no delegates from countries from which I would have expected several, and several from other countries from which I would have expected few--one from Italy but 10 from Nigeria, 26 from Korea, and 8 from Senegal.

The theme of the Congress was "Technology and Its Effects on Living Conditions," and the keynote plenary session speaker was Dr. Clio Presvelou, a Greek native, now a professor in the Department of Home Economics, University of Agriculture, Wageningen, The Netherlands. She spoke about human meaning and the use of technology in everyday life, and the role of home economics in implementing it. She asked how the family can use technology for a better quality of life and suggested that computers can provide information to help us make a rational decision. They can encourage the sharing of unpaid household work in the family and help the disabled and elderly to be independent. They can be learning devices. She urged us to have a friendly but critical attitude toward household technology and said all consumers should have access to it. She warned against giving its producers too much power and against overemphasizing the fun aspect of computers for that, she felt, lowers the content of the programs. Our purpose as Home Economists, she said, is to make our clients independent, broaden their alternatives, and increase their abilities to help themselves. She emphasized six negative and unintended effects of high technology: (1) It invades our home space, (2) it invades family time, (3) it may recreate sex stratification as it allows people to work at home since women may tend to do this more and continue to assume more than their share of the household responsibilities as well as their paid work, (4) it may heighten the division between the haves and have nots in terms of information and power, (5) it creates impoverishment of language, and (6) it makes the producer of high tech the decision maker.

In an afternoon session on the opening day, a very interesting research symposium was led by Professor Marjorie Norton of the USA. Speakers from the U.S., Finland, England, and Canada directed our attention to the role for Home Economics in technology and family life and the use of technology as a positive force for improving the quality of life. We were told that we must understand needs, modify and adapt or initiate new technology, test new technology and be involved in policy making. Criteria for judging technology were suggested as (1) health, (2) safety, (3) hygiene, (4) economic viability of the household, and (5) social fulfillment. One speaker stressed the ethics of technology and emphasized indirect consequences at second and third levels, and defined quality of life as the extent to which basic needs are met for all. Another speaker noted that technology can lead to waste and that technological change does not always mean progress. Reactors to the speakers were from Indonesia, Poland, and Korea.

The first speaker on the second day was Dr. Anwar Fazal of Malaysia, President of the International Organization of Consumers Unions. The highlight of his presentation, in my view, was his three measures of negative effects of technologies, the extent to which they (1) cause or increase violence, (2) encourage waste, or (3) enable us to be manipulated. His examples were well chosen.

Other speakers included Dr. Kaare R. Norum of the Institute for Nutrition Research, University of Oslo, who is the architect of Norwegian food policy, one feature of which is that the more nutritious foods are often priced lower than less nutritious foods in the supermarket with government subsidies being used to support this practice and also to help Norway's farmers to survive in the presence of adverse natural and economic environments and to encourage their productivity and their dispersion throughout the country, as well as to preserve the rural way of life; Anton Brender, Center of Development Studies and International Information, France; Dr. Ursula Mybes, Welfare Center for Old People, Germany; Dr. Benjamin Schlesinger, Faculty of Social Work, University of Toronto, Canada; and Hilda Richardson, secretary of the International Glaciological Society, England. The latter told us there is good evidence that sea level will be about six feet higher by the year 2100. This will require vast changes, especially in coastal areas throughout the world.

On the last two days the main events were the business meetings, or Congress Assemblies, presided over by Margaret Fitch, the first person from the USA ever to be president of IFHE. New officers were introduced (the next president is Margaret Dalloway from England), reports were received, tributes were given, gifts were received (including a sum obtained from the Book Fair* where members had donated books and other members had bought them, and another sum from a raffle of the book of Kells donated by a member from Ireland). Two resolutions were passed. One was to communicate to international bodies, governmental and non governmental, "the expertise and experience of home economists in appropriate household technology available through the organizational network of IFHE." The other dealt with consumer education and emphasized the need to acquaint appropriate groups with home economists' expertise in that area and to urge that home economics teachers be adequately prepared for this role.

The social events planned by the Norwegian Organizing Committee were significant pleasures, too. With a total population for the country less than that of a major U.S. city, Norway really shone in the work of that Committee! A welcome party on the first evening and a farewell party on the last evening were highlights. In between, the Mayor of Olso invited us all to the magnificent Town Hall for a party, arrangements were made for us to visit our own Embassy one evening, and everyone was invited to a "home party" where individual Norwegian families, usually home economists, entertained us in groups of 12 to 25. The latter is a feature of all IFHE Congresses and is always much appreciated.

Attendance at this XVth IFHE Congress also meant the opportunity to attach a few vacation days to the trip and explore Norway's spectacular fjord country and go to the "top of the world." Nordkapp (North Cape) is on a small island which is a precipitous mountain of rock, reached, for us, by a plane ride from Oslo to Alta, a bus ride from there to Honningsbad, and a half hour ferry ride to the island. Another bus took us to Nordkapp itself to see the midnight sun. On "our night," fog enveloped the area and we didn't actually see it, but our tour guide assured us that it was there, and we believed him because it was light all night! Our presence there was celebrated, as it is for all of the 100,000 visitors to Nordkapp each year, with caviar and champagne, a film about the area in all four seasons, and the presentation to each of us of a signed certificate that we had been there in the land of the midnight sun!

The next Congress will be in July 1988 in the USA! Former AHEA president, Mary Ellen McFarland, is general arrangements chairperson for the meeting in Minneapolis. At Oslo an invitation was extended via an interesting slide show about the University of Minnesota and the accommodations that would be provided for attendees. It's worth saving our money for!



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*Illinois Teacher was there!

# The ABC's of Changing Roles of Family Members*

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Alternate Family Patterns:

Roles change in such diverse family patterns as one-parent families, step families, living-together couples, etc. Over one's lifetime one may move into two or more family styles and the roles change continuously.

Balance in Roles:

What happens today is the need for flexibility and co-operation and balance in the continually changing roles of family members.

Children:

To have or not to have them. Childless families on the increase and delayed parenting (child after age 30) is also increasing. The role of children will change in that they will become a precious part of a family, more wanted, and will not compete as much with other children in the same family.

Dual Career Couples:

In most developed countries the fastest growing role is that of "employed married women." Some of the effects of this shift are more "latchkey" children who come home to an empty house or apartment. The other big concern is the unchanging role of the husband, who does not help very much in home and child care. This unequal "partnership" results in an overload of roles for women. Men will have to wake up and help out more.

Education:

How can we educate family members prior, during and after marriage to appreciate and deal with multi-faceted roles which they will have to assume during their lifetime?

Feminism:

Feminists will have to decide how the family fits into their quest for freedom, individuality and equality and their objection to "male domination." On the other hand, family members will have to accept the changing roles acquired by feminists, who are all members of some family.

Generational Changes:

We are finding elderly parents living longer now, and this has changed the role of the "sandwich generation," the middle age parents. This "sandwich generation" is squeezed between the needs of their elderly parents and their young adult children, married or not. They have obligations in two directions. We shall see much stress in the roles of this "sandwich generation."

Homemakers:

The full-time unpaid homemaker cannot be ignored. For many women, it is still a satisfactory role. However, the homemaker needs outside stimulation and relief from her 75-100 hour week. Opportunities have to be created for her to take educational upgrading and social-recreational periods during her long week. We also have to give more status to the full-time unpaid homemaker and not make her feel like a failure or "fifth wheel" in society.

Institutions:

In many developed countries, institutions and professionals are taking over more and more the roles and functions of family members in the areas of health, education and welfare. We should question this trend strongly. What will be left for families to accomplish and do in their own families? Can these institutions really substitute for the work of family members?

Joy of Family:

In the multiple roles which family members play, let us not forget the joy of living in a family, no matter what type of family. Celebrate family occasions, and see humor as a healthy antidote to doom and gloom.

Kin:

The extended family in some countries is slowly eroding. Little support is available due to mobility, and the fact that many grandparents also are busy and employed. We have to re-examine the importance of the roles which extended family members can play. Children need grand-

*Presented at the 15th Congress of the International Federation for Home Economics, Oslo, Norway, July 22-27, 1984.

parents, and grandparents need contact with grandchildren. Families who are isolated may lack roots, feel lonely and lost. This is where institutions at times have to substitute for the extended family.

Leisure:

The role of leisure in family life is changing continuously. We have in the developed countries more time for leisure with the 5 day work week. What we do with this free time is important. Do we "work" at leisure, or use it constructively?

Marriage:

Are we moving to more egalitarian roles in modern marriages? Marriage is still popular, and expectations of married life are changing daily. Are commitment, trust, respect, communication, loyalty, honesty, and love still valued in marriages today? Are we expecting too much of marriage?

Networks:

Women are beginning to form networks with other women in the area of jobs, education, self-help, etc. In this way they can explore new roles with other women in a non-threatening situation.

Old Age:

In many developed countries the role of the aged has become a curse rather than a cure. The aged are the fastest rising population group. We have to reconsider how they can be incorporated constructively in family life and in society.

Parenting Styles:

We find today that families in many cases are not the primary caretakers of their own children. What will the long-term effect of this trend have on the growing children? Many children will also receive parenting in varied family forms during their life time (two-parent, one-parent, step-parent). What kind of parents will these children become?

Quiet Time:

Families need a quiet, private time in their lives. How much time do families spend together as a family? What privacy is there left to family members?

Research on Family Life:

We need a continuing examination of the changing and fluid roles of modern family members. How do the changing male/female roles affect the functioning of families? How do the roles affect parenting, childrearing, and marriage? Are there social class, ethnic, racial, religious differences in families? How can we best help families cope with rapid role changes? Research can help us find answers.

Support Services:

What type of support servies help families in their own communities without eroding the personal lives of its members? We can foresee more child care services and more homes for the aged as we near the 21st century. Have we really evaluated the effect of "institutional care" on family members? What alternatives do we have?

Technology and Family Life:

We are slowly becoming too enamored of impersonal computers and other technology to solve our personal dilemmas. In increasing the use of technological advances in our homes we are decreasing the interpersonal contacts with family members. We may become slaves to automation, as we become more dependent on machines to do our thinking and decision-making related to our daily lives. We have to examine carefully the effect of technology on our lives.

Unexpected:

In many cases the changing roles of family members bring us the unexpected. In other words many positive changes occur because of the changing female and male roles. We find less rigidity, more concern for each other's individuality, more communication about our feelings, emotions, frustrations and goals. There is excitement in families as mother returns to work and finds fulfillment or father enters a second career which he always wanted to follow and was blocked in pursuing. Children may take on more responsibilities as their adult parents change or add roles.

Variety:

We have to accept that in the 1980's we will be faced with a variety of roles which family members assume. Let us support the new varieties and allow family members to experiment and move into their newly developed roles.

X:

The letter X stands for an "unknown quantity" and a "mysterious factor". Family life in general would follow this definition. We know so little about the personality development of children and adults. We are in awe of how family members survive some of the stresses of the atomic age. The mystery of life is a good part of the adjustment of family members to their new roles. There are many changes which scientific inquiry cannot explain, and maybe should not try to examine.

Young Families:

For many young families today it has become a struggle to combine career and children. The cost of day-by-day living has risen constantly and they find it hard to obtain adequate housing, child care, and other social supports. If we want a future generation which can carry out life in our society in a meaningful way, we have to see to it that social supports are available to the emerging and changing roles of young families. They need to feel that they and their children have a future which includes a peaceful society.

Zeal for Life:

Despite the doom and gloom forecast of the "death of the family," I sense that in the 1980's we have rediscovered the important role which families play in all our lives and in all societies. We have not found a good substitute for the zest which one finds in the imaginative and creative roles played by family members.

Long life to all family members in all their forms and in all their patterns and in all their ages and stages.

## LETITIA WALSH FELLOWSHIPS

Letitia Walsh was the founder of the *Illinois Teacher* and a professor of Home Economics Education in the Department of Vocation and Technical Education, College of Education, at the University of Illinois at Urbana-Champaign from 1944 to 1962. During her tenure on the faculty, Letitia Walsh was strongly committed to scholarship and the achievement of women. She left a sum of money in her will to the University of Illinois College of Education, the income from which she wished to be used for fellowships for women in education.

The Letitia Walsh Fellowships for doctoral study in education are awarded annually. The stipend for the 1982 83 academic year is $4,000. The Fellowships also carry a tuition and fee waiver.

Academic merit, professional experience, and potential contribution to education are the major criteria for selection. Applicants must meet all of the following minimum requirements:

- ★ GPA of 4.0 or higher on a five-point scale in the final 60 semester hours of undergraduate study and 4 5 in subsequent study.
- ★ Test scores, letters of recommendation and other materials which meet the requirements of the admitting department.
- ★ An earned master's degree.
- ★ Commitment to enroll for full-time doctoral study (a minimum of three units) each semester for the academic year.

Prior recipients may re-apply for a second year.

Receipt of the award is contingent upon being admitted to doctoral study in the College of Education at the University of Illinois. To obtain application materials for doctoral study, write to the College of Education, University of Illinois at Urbana-Champaign, 1310 South Sixth Street, Champaign, Illinois 61820, and indicate the area of your interest.

To apply for a Letitia Walsh Fellowship, send a resume, transcripts for all higher education work, three recent letters of reference and a statement of goals to:

Letitia Walsh Fellowship Committee
360 Education Building
University of Illinois at Urbana-Champaign
1310 South Sixth Street
Champaign, Illinois 61820

A cover letter should indicate to which department of the College application for doctoral study has been made or in which the applicant is currently a doctoral student. Applicants are responsible for seeing that all required materials for application are received by February 15 of each year. Awards will be announced by April 1.

Recipients may accept up to a quarter-time assistantship appointment concurrently with the Walsh Fellowship. Recipients may also employ Veteran's Benefits. A scholarship carrying a stipend of not more than $500 per semester may be held concurrently with the Walsh Fellowship.

The University of Illinois at Urbana-Champaign also offers University Fellowships, research and teaching assistantships and tuition and fee waivers. Inquiries should be made to the department at the time of application for admission.

# Latchkey Children:
# Is Anybody Home? Our Responsibility

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As long ago as the Lake Placid conferences, we have been endeavoring to define Home Economics in relation to our present world and its needs. Home economics is "the study of 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 those two factors."[1] Almost every other definition of home economics includes the well-worn phrases that we all use over and over again: "the well-being of families," "the improvement of home life," "the preservation of values significant to the home." It is because of these definitions that I feel we have a very specific responsibility in 1984--that of latchkey children.

"Latchkey" is a term that defines children who are regularly left during some period of the day to supervise themselves, whether during that time they use group recreational programs, play in the street, stay home alone, join a gang, or have care arrangements so loosely made that they are virtually ineffective.[2] It also refers to children who are left in the care of an underage sibling. For our purposes, we shall address the needs of those between the ages of six and thirteen, as they are the largest group. There may be as many as ten million latchkey children nationwide; more precise figures are unavailable, since most are coached by anxious, often guilt-ridden parents to be discreet.[3] If more statistics were known and more of these children were identified, perhaps more community and group efforts could begin to lessen, if not alleviate, the problem. They are called "latchkey" because they must carry their own house keys; and sociologists are studying their plight with growing concern as their numbers increase each year. As set forth in his book, Megatrends, Naisbitt calls upon the American public to seek methods of "networking"--that is, to find ways to meet each other's needs by cutting across boundaries of society to share ideas, information and resources.[4] There are three main reasons for the increase in latchkey children: the rising divorce rate, which has led to more single-parent families in which that parent must work; the increasing number of women in the labor force, whether by choice or necessity, due to the harsh economy; the unavailability of reasonably priced and feasible before and after-school care for children in communities.[5] Most government programs for day care have been geared to the preschool age.

Another factor that is influencing the number of latchkey children today is the post World War II baby boom. According to Long,[6] those children born to "baby boomers" will enter school in 1983-87. It is very unlikely that additional child-care services will have been put into place rapidly enough to accommodate these children.

Let us examine the most common types of latchkey situations:

1) Children who leave for school in the morning, having gotten breakfast, dressed, gathered books, perhaps packed a lunch, maybe even fed the cat without supervision.

These children may not even see a parent before beginning the day. They come home to an empty house, call Mother, take the dog for a walk, fix a snack, watch T.V., do homework and wait for a parent to arrive around 5:30 or 6:00 p.m. Such children are usually at least eight years old, but some may be in kindergarten. However, there is a marked increase in the number of latchkey children per classroom beginning in the third grade. These children are virtually prisoners in their own homes, as they are often not permitted to go outside to play or have friends in to play until the parent gets home. These children often suffer from loneliness and fear, as well as a feeling of isolation. The telephone is their only contact with the outside world, and they may even call their parent several times, in order to connect with them.

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[1] East, Marjorie, Home Economics: Past, Present and Future (Boston: Allyn and Bacon, Inc., 1980), p. 12.

[2] Long, Lynette and Long, Thomas, The Handbook for Latchkey Children and Their Parents (New York: Arbor House, 1983).

[3] Long, Lynette and Long, Thomas, "What to Do when Children are Home Alone," Essence, Vol. 12 (March, 1982), 140-144.

[4] Naisbitt, John, Megatrends (New York: Warner Books, Inc., 1984), p. 215.

[5] Harper, Timothy, "What Life is Like for Latchkey Kids; Seventeen, Vol. 42 (September, 1983), 136-137.

[6] Long and Long (1983) op. cit. p. 25.

As Dr. Jerry Lewis, noted psychiatrist at the Timberlawn Psychiatry Research Foundation in Dallas has stated in his book, How's Your Family?, "isolation is the key to almost every kind of disturbance."[7] Is not this a true issue of concern for us all?

2) Children who have responsibility for younger siblings, may have many other responsibilities around the house.

Perhaps, the oldest will be eleven, another nine, with a preschooler delivered from the child care agency. These children may have instructions to clean the house, wash the breakfast dishes, make the beds, call Mom and do their homework. Quarrels over chores and actual physical fighting may become a problem, as the young ones do not feel that the older ones should be "boss" until Mom gets home. There is some evidence that there is a heightened incidence of sibling abuse and sibling sexual abuse among these children.[8]

Fears may become so intense to these children left alone that they reportedly often hide in the closet, shower, or bathroom. They most usually play the T.V. at high volume in order to cope with the fear of strange noises. Other perils faced by latchkey children are break-ins, weather emergencies, injuries from falls. Anonymous phone calls can be very disturbing to kids.[9]

All these problems sound not only scary but downright disgraceful in a country with as many resources as we have. It is true that the lives of parents of latch key children are less complicated in these types of child care arrangements, and they have help with the household duties. It does save costly day care expenses. On the other hand, parents usually feel guilty and are reluctant to communicate with people in the same boat who might share child-sitting costs; hence, the hidden children in self- care situations. People in industry talk about the 3 o'clock syndrome--a visible slump in productivity among parents whose children are home alone. The parents wait for the call that comes when the child gets home.[10]

How can we, as advocates for improved family living and the nurturing of the home, begin to address this problem? Naturally, publicity is a crucial factor. Many communities are beginning to take responsibility by establishing educational programs and networks which might provide answers for citizens.

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[7]Lewis, Jerry M., M.D., How's Your Family? (New York: Brunner/Mazel, Inc., 1979), p. 134.

[8]Huff, K., "The Lonely Life of Latchkey Children," People Magazine, Vol. 18 (September 20, 1982), p. 83-84.

[9]Ibid.

[10]Long and Long (1983) op. cit.

As a high school family living teacher, I have plans to present this issue to our chapter of Future Homemakers of America. It would certainly serve well as a service project for our community in the following ways:

1) Students could present a proposal to the school administration and Parks and Recreation Department in our community. They might advocate use of individual elementary school facilities before and after school for directed programs of crafts, games, snacks and fun. FHA members could staff these programs, with a nominal fee being paid by the parents to the PARD Departments and administered through them. Students would be employees of the Parks and Recreation Department. Some restrictions on their ages might be made, but most teenagers would welcome a part-time job that also met a desperate need of the community.

2) Students could obtain names of families needing alternatives to latchkey situations through elementary school counselors. They could publicize the FHA's desire to provide after-school care in neighborhood homes. This could be on a rotation basis, with one working mother taking one day every few weeks to supervise in her home. Students enrolled in Child Development classes might be particularly qualified. Publicity for this would be through the elementary schools.

3) Students might offer workshops for families and children in latchkey situations to instruct them in techniques of self care. They could teach children how to use the phone. They might make a packet, including emergency phone numbers and procedures. Students could teach children simple snacks and games they could do themselves at home. Qualified guest speakers to educate parents on their legal responsibilities could be obtained. Students could offer craft ideas to help pass the time, as well as give ideas for rotating with neighborhood children so that they are not home alone every day.

Many communities are aware of this growing problem in our society. Organizations, such as the YMCA have created programs to meet this need. Unfortunately, these programs must operate for some kind of profit and are often expensive. Hotlines for children are becoming part of many communities. Workshops in Survival Skills are growing. Programs incorporating Senior Citizens have also been tried with success. There are so many possibilities that this project could be most exciting and motivating to a local FHA chapter.

The problems of latchkey children are very real. One must not minimize the boredom, fear and isolation of these children. Yet the experience is not totally without positive aspects. These children do often gain respect from others, since they've learned to accept responsibility for self-preservation. They often develop a sense of pride in their ability to handle situations, and a sense of freedom in determining their own actions. We are not here to make "latchkey" a word that draws defensive words and reactions, but rather to point out our joint responsibility as citizens, as well as home economists, to obtain excellence in caring for "man's immediate physical environment and his nature as a social being."

## SUGGESTED GUIDELINES FOR TELEVISION VIEWING FOR CHILDREN AND ADOLESCENTS

By Lloyd P. Campbell and Betty Roether

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While the family, school, and church continue to be important influences in the socialization process of children, the increasing number of hours of television viewing time by children and adolescents has called attention to the fact that television has become one of the most important agents in shaping viewers' lives. With numerous studies indicating that the typical American child watches an average of six hours of television per day, it is little wonder that there is a hue and cry from parents for some specific direction as to their role in supervising such an important and pervasive influence in their children's lives. Therefore, the intent of this article is not to argue the merits or demerits of television. That has been done extensively. It is to accept the point that television does exist, it is not going away, and therefore constructive ideas for its use should be employed.

It is important to recognize that the problem is not a black/white issue; that is, television is neither all bad nor all good. In other words, the problem is not television per se, but how it is utilized. Both administrators and teachers in the public schools have become markedly aware of the research that clearly demonstrates that, while television entertains, it also teaches. In fact, teachers have developed innumerable creative assignments, curriculum revisions, and unique class projects to capitalize on their students' viewing habits.

Teachers' attempts to channel their students' television viewing habits into a positive learning experience are to be highly applauded. Yet, the purpose of this article is to address the increasing need for those in authority in the public schools to provide the parents of their students with appropriate, consistent guidelines for viewing television that will work in tandem with the school to make time spent watching television more educationally productive.

Therefore, the first and most fundamental concept is parental intervention. The parent can dramatically influence what a child learns and retains from viewing television by controlling both the quality and quantity of time spent watching television. To be assured that home supervision results in television viewing habits that are educationally productive for his child/children, the following set of guidelines are suggested as a major step toward viewing television with a purpose:

1. Be clear about television viewing guidelines (limit young children's viewing to that appropriate to their developmental level).
2. The family should review the weekly television schedule and choose specific programs that members will view together.
3. Have children put their choices in writing.
4. Limit viewing time to fewer than ten hours a week.
   a) Some experts advocate no television for preschool children and seven hours per week for older children.
   b) An exception to these suggestions are latch-key or bed-ridden children, as television may fill a temporary void in their lives.
5. Watch television together to make it a learning experience.
   a) Verbally evaluate the content.
   b) Ask questions.
   c) Encourage children to ask questions, make statements, and discuss concepts, ideas, values, etc.
   d) Teach children to be critical viewers. (Content of some television programs can often lead to discussions of topics which might otherwise be neglected or postponed until it is too late. For example, such sensitive topics as rape, teenage pregnancy, and drug usage rarely occur in one's daily life. Viewed on television, they can serve as a springboard for a much needed dialogue).
6. Have children write a review of the shows they watch. This not only cuts down viewing time but also helps develop language and cognitive skills.
7. If your children are in a day-care center, be sure that television viewing habits are within your acceptable range.

### Conclusion

Notwithstanding the suggestions for television viewing contained in the body of this paper, this article would be incomplete without encouraging parents to demand better television programming for children. Television stations are granted a license to operate "in the public interest," and parents have a right and a responsibility to insist upon improved programming for children.

In the final analysis, despite the pervasive nature of television in American homes today, there is no reason for parents to surrender their responsibility regarding the quality of life they desire for their children and themselves. Parents can, should, and must take a firm stand on controlling the influence that television renders in their children's lives. The guidelines suggested in this article are a means to that end.

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# Teaching About Human Sexuality

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Social attitudes that surround the issue of human sexuality and sex education often include embarrassment, uncertainty and secrecy. Sex education has traditionally implied attempts to control sexual behavior through instilling fear in students about possible outcomes. Since outcomes are not within our ability to control as parents or educators, this approach is not effective and may never have been.

Today, as we face changing social and sexual values and attitudes, a more pragmatic approach is called for to equip students better to make informed, responsible sexual decisions.

Parents are generally supportive of sex education in high schools. A recent poll by Gallup revealed 70% of the respondents in favor of high schools teaching sex education.[1] But the agreement ends there. Answers to questions about how, what, when, and who will teach it vary enormously, and many schools teach sex education poorly despite public support. A study by Kirby, Alter, and Scales[2] concluded that very few teenagers receive comprehensive sex education. It is often limited to basic physiology.

Human sexuality involves more than physical functioning. It includes all aspects of being a boy or girl, a man or woman and is subject to lifelong dynamic changes. Sexuality reflects our human character, not solely our genital nature. As a function of the total personality, it is concerned with not only the biological, but also the physiological and the sociological aspects of life.

The study of human sexuality, then, should include information on:

(1) Physiological aspects of being male and female:
(2) Emotional feelings, psychological attitudes, decision-making skills, and communication skills regarding personal and moral values related to sexuality;
(3) Social attitudes about sex roles or man's place and woman's place.

The teacher's first role is establishing a relaxed, non-threatening atmosphere. Following a few guidelines will usually facilitate a willingness by students to participate in group discussions. Including males and females together in the discussion allows them to hear one another's perspectives. Myths and stereotypes fade and self esteem increases as both sexes acquire greater ease talking with each other as friends. Some home economics teachers may find it helpful to team-teach human sexuality with a teacher from the opposite sex, possibly a social studies, health or biology teacher.

If observers are allowed in the group, they may be tagged as outsiders and inhibit discussion. It is also important to avoid putting students on the spot by asking for sensitive personal information or for information that they may not have. Many adults consider today's youth to be much more sophisticated and knowledgeable in the area of human sexuality than they really are. We cannot assume that anyone knows anything. It is difficult for people to admit that they don't know things, especially about sexuality and about themselves.

Physiological aspects. Teaching about the physiological aspect of human sexuality involves teaching about the male and female reproductive systems and their respective roles in the reproductive process. This apsect of human sexuality can be covered adequately through the use of informative films, pamphlets and books. A number of associations, institutes, and foundations develop quality materials useful to educators. These include such groups as the Population Information Program at the Johns Hopkins University, the Sex Information and Education Council of the U.S. (SIECUS), and Planned Parenthood-World Population. Local planned parenthood associations and nurses involved in prenatal care education at local hospitals can also be valuable sources. Although students may not always use correct terminology, they should be encouraged to learn the parts and functions of the male and female reproductive systems.

Since students are often embarrassed to admit that they lack knowledge, they may be hesitant to ask questions during class. Therefore, it may be helpful to have a box somewhere in the room where students can ask their

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[1] Elam, S. M. The Gallup Education Surveys: Impressions of a poll watcher. Phi Delta Kappan. 1983, 65, 26-47.

[2] Kirby, D., Alter, J., & Scales, P. An analysis of U.S. Sex Education Programs and Evaluation Methods. Springfield, VA: National Technical Information Service, 1979.

questions anonymously.

Emotional-psychological aspects. The emotional aspect of human sexuality involves the feeling part of us that responds sexually to physiological or psychological stimuli, whereas the psychological aspect is the thinking, valuing, reasoning aspect involved in making personal and moral decisions about sexual behavior. It includes how our sexual feelings are aroused and controlled.

Values clarification and moral reasoning activities which help students identify and explore their own attitudes, values and feelings about their sexuality are useful in teaching about these aspects of human sexuality. The activity below titled "Know Yourself" helps students consider whether they are self-directed or why they tend to let others make decisions for them in interpersonal relationships.

behavior, what is involved in being sexually responsible, and what is sexual exploitation.

Helping students to understand that feelings and attitudes are a normal part of sexuality is a first step in their being able to clarify their own sexual values. It is also a necessary step in considering how one wishes to deal with strong emotional feelings. Recent research[3] points out that young people get caught up in the social momentum for experimentation and new conquests. They make decisions without regarding their own values and how they arrived at them.

Positive self-esteem is essential to making healthy, ethical, sexual decisions. Units on self concept and personal development are very much a part of human sexuality education.

Social aspects. Our behavior as men and women and

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KNOW YOURSELF

Directions: How much do you know about yourself and your likely reactions in relationships with others? Place an "X" on each line over the number which tells where you feel you rank on this scale.

| | | | | | | |
|---|---|---|---|---|---|---|
| I am easily controlled by others I care for a lot. | 1 | 2 | 3 | 4 | 5 | I am very self-controlled. |
| I am easily led by someone I care for a lot. | 1 | 2 | 3 | 4 | 5 | I make my own decisions. |
| I find it hard to refuse requests from someone I care for a lot. | 1 | 2 | 3 | 4 | 5 | I feel secure about accepting or refusing requests that seem wrong or unreasonable. |
| I try to get others to do things my way. | 1 | 2 | 3 | 4 | 5 | I respect my friends' wishes and right to decide for themselves. |
| I am unsure about what is right and wrong behavior in some situations with someone of the opposite sex. | 1 | 2 | 3 | 4 | 5 | I have clear-cut ideas about right and wrong behavior in situations with someone of the opposite sex. |

Add up your total score __________

A score of 10 or less suggests you should look more closely at your relationships with others. You may want to consider carefully you own attitudes and values and why you are willing to let others make important life-affecting decisions for you.

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Such activities as this require students to rank their feelings. Since students are often sensitive about showing their personal feelings, it may be wise to have them complete activities such as these anonymously. Scores for everyone in the class can be totalled, then shared and discussed without names attached. As students work through these kinds of activities they should be encouraged to explore reasons for feelings and how feelings influence decisions in emotionally charged situations.

A number of imporant issues involving emotions and values can be discussed to help students identify and explore their attitudes and feelings, thus enhancing the chances of responsible decision-making. For example, students might discuss what they believe a sexually mature individual to be, what they consider normal sexual

how that behavior affects and is affected by others is part of the third aspect of human sexuality, the social aspect. It is important that students learn that our views about sex roles (man's place, woman's place) influence sexual attitudes and expectations. Various theories can be used to help explain sex role development and how sex roles are learned. Students should be exposed to perspectives of sex role development purported by various theories.

Psychoanalytical theory suggests that girls learn sex roles passively, copying their mother's behavior and being positively reinforced by fathers, whereas social learning

[3]Zelnick, M., & Kantner, J. F. Sexual activity, contraceptive use, and pregnancy among metropolitan-area teenagers: 1971-1979. Family Planning Perspectives, 1980, 12.

theory suggests that sex typing is the result of parental rewards and punishment. That is to say, boys and girls are rewarded and punished for sex appropriate and sex inappropriate behaviors. Cognitive development theory, on the other hand, promotes the view that sex typing occurs because very early in life children begin organizing their world according to sex role dimensions, from learning sex differentiated labels such as boy, girl, to participating in boy-type or girl-type activities, and finally to modeling after same sex older siblings and adults.

Another way to help students understand social responses to sexuality is to discuss various sexual scripts. Sexual scripts are subtle, or sometimes not-so-subtle labels and social messages about how men and women are expected to behave. Television commercials often carry very blatant sexual scripts. Sexual scripts include messages about such things as when and where certain behavior is expected and by whom. Sexual scripts by definition are different for men and women. The following activity titled "Sexual Scripts: Do they fit?" was adapted from one published in an earlier edition of Illinois Teacher.[4] Such an activity is useful in a study of the social aspects of human sexuality in order to help students consider how labels influence our expectations of, and our behavior toward members of the opposite sex.

Ideally a discussion of sexual scripts would involve both male and female students. The fishbowl technique can be useful in assisting male and female students to see how such labels are viewed by members of the oppcsite sex. Male students might be seated in a circle to discuss how they feel about the sex roles that society attributes to males, giving any advantages or disadvantages they see to the social labels attached to men. Then the female students who have listened can change places with the male students. Next they discuss how they feel about female sex roles and the advantages and disadvantages of sex roles attributed to women in our society. After each group has given its views, questions and reactions can be aired.

In conclusion, a sex education program limited only to the physiological aspect of human sexuality can focus strictly on gaining information and thus short change students. Enhancing decision-making skills and promoting responsible sexual behavior suggest that emotions, feelings, values, personal and social attitudes, and expectations must also be considered. A comprehensive sex education program then covers the physiological, the emotional-psychological, and the social aspects of human sexuality.

## SEXUAL LABELS: DO THEY FIT?

INSTRUCTIONS: Which of the following sexual scripts are most often used to describe women? Which are most often applied to men in their roles? Check ( ) the appropriate column.

| Sexual Labels | Used more often to Describe Women | Used more often to Describe Men |
|---|---|---|
| 1. Sensitive | | |
| 2. Intuitive | | |
| 3. Hysterical | | |
| 4. Weak | | |
| 5. Emotional | | |
| 6. Assertive | | |
| 7. Gentle | | |
| 8. Gossipy | | |
| 9. Independent | | |
| 10. Dependent | | |
| 11. Self-reliant | | |
| 12. Ambitious | | |
| 13. Understanding | | |
| 14. Policymaking-oriented | | |
| 15. Authoritarian | | |
| 16. Career-oriented | | |
| 17. Home-oriented | | |
| 18. Fearful | | |
| 19. Docile | | |
| 20. Athletic | | |
| 21. Adventurous | | |
| 22. Sympathetic | | |
| 23. Affectionate | | |

Review the list of sexual labels again. (1) Mark (+) to the right of each sexual label you consider positive, and (-) next to each one you consider to have negative connotations. Do more male or female characteristics have positive connotations? (2) In the last column check ( ) those labels which you think are appropriate and important for both men and women or boys and girls to develop. Discuss your reasons. (3) Circle the number in front of those characteristics which you think are detrimental to the image of men and/or women.

[4]Brun, J. Educating for Changing Roles. Illinois Teacher of Home Economics. 1975, XIX, 79-88, 90.

Editors' Note: An additional reference teachers may find helpful is Harriman, L. Did You Know? CHEP Publication #304, University of Illinois Cooperative Extension Service, University of Illinois, Urbana, 1976.

# What Do New Fathers Really Think About Babies? Implications for Family Life Courses

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If you were to ask your class which parent was more interested in infants you would probably get some stereotypical responses. "Mothers, because they like caring for little ones and they know what to do." "Mothers, because they get to see the baby and talk to it first." Some students might say that fathers don't know what to do with babies and are more interested in children that can walk and talk. In many ways these ideas are supported by the plethora of books and articles emphasizing the mother-infant relationship. The father is viewed, by some, as the invisible parent who becomes involved when the child enters school.

These popular notions have been questioned in the last few years. Although researchers have continued to describe the phenomenon of mother-infant bonding, some emphasis has been placed on the behaviors of fathers with their newborns. These behaviors have been labeled <u>engrossment</u> and include a strong sense of absorption, preoccupation and interest in their baby. Engrossment is thought to be an important first step in the establishment of later father-child relations.

<u>When does engrossment occur?</u> Greenberg and Morris (1974) found that when early newborn contact was allowed, fathers displayed engrossment by being enthusiastically and intensely involved with their infant. Another researcher (Macfarlane, 1977) concluded that a father who assists his wife throughout pregnancy and labor, participates in the birth, holds his child, and is immediately involved in daily care, is more likely to continue this routine than is a father who is uninvolved in his child's birth.

In an effort to explore further the effects of early father-infant contact a study was conducted in three hospitals in a metropolitan area of the upper midwest. All of the thirty men who participated in the study were first time fathers, attended a prenatal course and were present at the birth of their child. Fathers were asked to complete a questionnaire which included items related to their feelings about fatherhood, preparation for child birth, feelings about their wife's behavior with the child and the importance of various birth-related experiences.

The most important experience in which fathers participated was coaching and witnessing the birth. This was followed by holding the baby after delivery. When these men were asked to rate their paternal feelings, 100% rated themselves as happy to be fathers. Eighty percent felt a bond with their child immediately after birth. Fathers also reported being able to recognize their child visually but had difficulty distinguishing their infant by the way he/she cried. Ninety-three percent of the fathers indicated that they planned to share the responsibility of raising their babies with their wives.

The results of this study indicate that early contact with their infant seems to be associated with characteristics of engrossment in fathers. This study provides additional support for increased opportunities for learning fathering skills and the importance of the father in his child's development. Parenthood training is necessary. A segment of this training should be devoted to the importance of father participation in pregnancy, labor and delivery and to demystifying the birth process and hospital procedures for males. Several methods might be utilized such as visiting a hospital's labor and delivery facilities, including the nursery. Having contact with new infants might help students be more comfortable about holding neonates. Information on the capabilities of the newborn could help students understand the sensory abilities and needs of the infant. To further emphasize the importance of early father-child contact, a panel of participant fathers could be invited to class to answer questions and share their feelings about their child's birth. Finally, students may be interested in interviewing their fathers about their own birth.

Fathering, as a process, begins before the birth of one's child. Experiences designed to enhance fathering should be part of the family life curriculum and should include frequent "real life" experiences.

References

Greenberg, M., & Morris, N. (1974). Engrossment: The newborn's impact upon the father. <u>American Journal of Orthopsychiatry</u>, 44, 520-531.

Macfarlane, A. (1977). <u>The psychology of childbirth</u>. Cambridge, MA: Harvard University Press.

# Toward De-Stigmatizing the Exceptional: A Teacher's Responsibility

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What is your reaction to seeing a person in a wheelchair pushing towards you along a sidewalk? What do you do? You might develop an immediate engrossing interest n "window-shopping", or you might keep on walking, eyes straight ahead and act as though you have not seen the person. What do you say? You ask yourself, should I say hello or just ignore him. What do you feel inside? Pity at seeing someone who cannot walk, who goes through life filled with pain and hardship, superior because you are so fit and agile, or revulsion at seeing a lame and perhaps twisted body. Or, do you just see a person, like yourself?

Although we may not like to admit it, many of us would react with a negative attitude in such a situation. That person is abnormal, a deviate to our sense of able-bodied normality. He does not fit the rules and conventions of normal human physique and behavior.

The words we use to decribe a person who has a disability often reflect our attitudes. A disabled person may be labeled a handicap, a CP, or a mongoloid, not <u>someone</u> who has a disability, nor a <u>person</u> who has cerebral palsy, nor a <u>person</u> with Down's Syndrome. The labels we use stereotype a diverse group of people who may have nothing intrinsic in common.

The words "handicapped" and "disabled," which are used as if they mean the same thing, can and do reflect a negative attitude. Hamilton distinguished between the two words: "A disability is a condition of impairment, physical or mental, having an objective aspect that can be usually described by a physician...A handicap is the cumulative result of the obstacles which disability imposes between the individual and his maximum functional level."[1] Twenty-five years later, Buscaglia stated, "It is society for the most part, that will define the disability as a handicap and it is the individual who will suffer from the definition."[2] Gordon would concur with Buscaglia. Gordon stated that, "Society creates handicaps. While most disabilities are products of birth and accident, the debilitating impact on the person's life results not so much from the 'disability' as from the manner in which others define or treat the person."[3]

The word handicap, which is often wrongly used, was originally used to describe a compensatory disadvantage given to good atheletes. And as stated, a physical or mental disability can be defined medically. Thus, a paraplegic is not handicapped when it comes to writing, a person who is blind is not handicapped when listening. A person in a wheelchair is not handicapped when climbing to the third floor of a building by way of an elevator. Does mankind consider itself handicapped because we cannot fly like a bird?

There is much research on how our negative attitudes toward persons with disabilities are expressed, the words we use to decribe, our reactions to, and the sources of our attitudes. But why is it necessary to conduct these "attitude" experiments? In other words, why are our attitudes toward persons with disabilities any different from our attitudes towards able-bodied persons?

As it is with many of our attitudes, values, prejudices, we learn from our parents. Our parents have attitudes and prejudices which have become entrenched over their life time of experiences; their culture and society places great value on "body-beautiful" and "body-whole." A culture in which, as Buscaglia stated, "what is to be considered normal or beautiful is constantly being defined or redefined."[4] For example, long skirts one year, short the next, men with beards and without, skinny flat-chested women and bosomy exposed women are all fashions that may change from year to year. And forever we must be beautiful: the girls of beauty pageants, the men of marlboro country. In an experiment by Dembo, when subjects were asked to make seven wishes about their fantasized new baby, four out of five mentioned good health.[5] No-one wants a sick baby, and no-one wants to see a skinny man smoking Marlboro or an obese woman advertising skin cream; it wouldn't be normal. Our parents' attitudes are firmly entrenched and "tenaciously

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[1] K. W. Hamilton, <u>Counseling the Handicapped in the Rehabilitation Process</u> (New York: Ronald, 1950), 7.

[2] Leo Buscaglia, <u>The Disabled and Their Parent: A Counseling Challenge</u> (New Jersey: Charles B. Slack Inc., 1975), 11-12.

[3] Sol Gordon, <u>Sexual Rights for the People Who Happen to be Handicapped</u> (Syracuse, New York: Syracuse University, 1974.)

[4] Buscaglia, op. cit., pp. 11-12.

[5] T. Dembo. In B. A. Wright, <u>Physical Disability - A Psychological Approach</u> (New York: Harper and Row, 1960), 257.

(Continued on Pg. 136)

Editor's Note:
This article contains teaching techniques adaptable for any learners.

# Mentally Handicapped Adults: Strengthening Their Thinking Process*

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Designing activities for developmentally disabled adults is a constant challenge. Traditionally, much of their education has involved repeated practice in cleaning, cooking, mending, grooming, and social skills, but handicapped learners should have the opportunity to combine this practice with thinking processes necessary for independent living and gainful employment in a community.

I recently completed a graduate course, "Teaching Strategies", on developing thinking skills in learners. I was initially somewhat skeptical about practical application to my particular classroom.

I work with adults ranging from 18 through 62 years of age who are mildly to severely retarded. They attend our sheltered workshop daily to receive training in living skills and work exprience. These workers learn job skills and attitudes while participating in ceramic production for contract sales and microfilming documents for area agencies and businesses.

As a part of the course, I developed various activites emphasizing thinking processes. To my surprise and delight, the learners reacted to this type of teaching/learning with enthusiasm and excitement. Four of the activities which I have used successfully follow.

Observation Questions

After making some observations of my own, I quickly learned that my students needed their observation skills developed and reinforced. They did not know how to observe details in pictures and demonstrations or physical characteristics of objects. Instead, they wanted to tell how an object or piece of equipment was used, repeat an action demonstrated by a teacher, or state a word or phrase found directly in front of them. Yet, both major activites in our sheltered workshop require sharp observation skills.

I began using questions with a familiar and simple object--a button. The learners passed the button around so each person could see it closely and feel it carefully. I then asked them to describe every detail they noticed by using such statements as: "Look at the button closely. Turn it over and look at each part." I allowed only visual and tactile descriptions; comments involving the use of the button were disregarded. After this, I gave them two additional buttons to examine, and I asked "What do you see? Look at this design. Look at the shape of these two buttons. How are these two buttons alike?"

Building on these skills, I had them follow the same process in observing ceramic mugs produced by our workshop. The learners began by describing color and shape; then they went further to detect flaws:

"The rim of the mug is not even."
"There are cracks in this mug."
"The surface is not smooth."
"The glaze is funny."

With practice, their descriptions became more complete, and they made better comparisons between acceptable and non-acceptable mugs. In a short time, the learners improved their observation skills dramatically. I was amazed! These were the same people who only yesterday felt that products with major imperfections were acceptable for sale.

Impact Chart

After success with observations, I decided to introduce another process involving original thoughts. I wanted my students to think about the consequences of specific job-related behaviors; an impact chart seemed like an appropriate tool to help them visualize associations between ideas and/or behaviors.

I began by describing a behavior--"work slowly"--often cited as a major problem in our workshop setting. So I wrote "work slowly" in the center of the chalk board (see Figure I, p. 126). I asked, "What happens if we work slowly on the job?" At first the learners were thoroughly puzzled and did not know how to respond. After I provided an example ("Time goes slowly"), the learners began to make other associations:

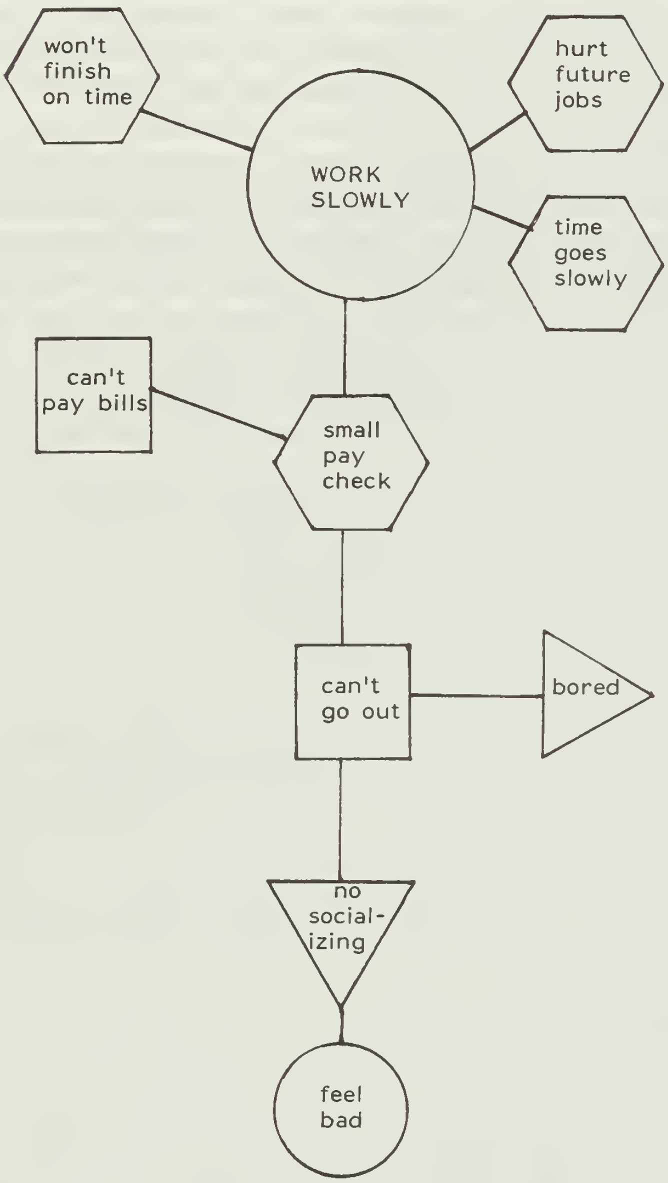
"small pay checks"
"hurt future jobs"
"won't finish on time"

We began to expand the chart by identifying spin-offs of each association, e.g., "can't pay bills" and "can't go

*Though written in the first person singular for emphasis on application, the compiling and writing of this article was a joint effort of both authors.

out." At that point, I could not write fast enough to keep up with them. Just the excitement of seeing the chalk board filled with their own comments inspired them to generate more ideas.

Figure 1 Impact Chart




Another productive topic was "poor grooming". They came up with several good insights. Comments included:

"you will lose friends"

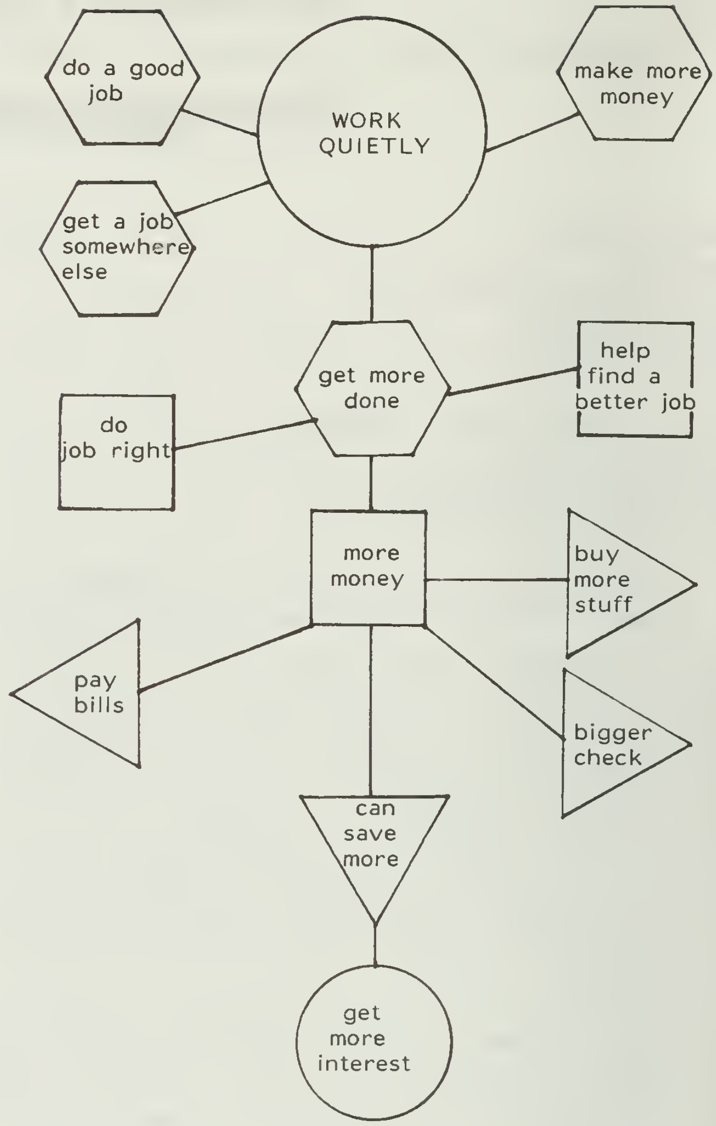
"you might be suspended"

"you might be fired from your job, and then you will have less money to spend"

At first, negative, rather than positive topics were far easier for them. As the learners gained more experience with this way of thinking, they were able to work with positive topics such as "work quietly" (see Figure II, p.126).

The results of the activity reminded me, in a very practical way, of how important it is for students to be actively, rather than passively, involved in learning.

Figure II Impact Chart




## Solving a Puzzling Situation

My students, just like all individuals, are confronted with numerous puzzling situations that cannot be anticipated in advance. Developmentally disabled adults need special help and practice in working out realistic and acceptable solutions to problems which may seem obvious and simple to us. Buy using a variation of Suchman's Inquiry Strategy,[1] I was able to help my learners examine problems they had often overlooked or ignored in the past.

To promote logical thinking and social interaction, we followed two rules:

Rule #1: The learners asked the teacher questions to determine the solution.

Rule #2: Only yes or no questions were allowed.

Preparation for the activity involved using the rules to identify several unfamiliar objects such as a pastry wheel, garlic press, and linen sweeper. After practicing with these concrete objects, the group was better prepared to cope with abstractions such as the problem about

[1]For further information regarding teaching models, see: Joyce, Bruce and Marsha Weil. Models of Teaching. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1980.

grooming.

> Here are two people (show pictures) who attend the workshop. One person has clean hair. The other has dirty, oily looking hair. The second person may be suspended from the workshop because of poor grooming. Both people bathed and washed their hair before attending the workshop. Why is one person's hair dirty?
>
> Solution: Shampoo was not rinsed thoroughly from hair.

I purposely used this topic because our learners' grooming skills, even though we have frequent practice sessions, tend to regress periodically. Using a new approach to a basic skill paid off; this activity increased their interest, thus causing greater retention of some of the finer details connected with grooming.

I was encouraged to see the total involvement of our learners; their excitement rubbed off on me when one individual said to another, "What do you think it is?" Slowly the learners began talking to each other about the solution. In fact, they became so intensely involved during the discussion that it was almost impossible to wrap-up the activity. Getting my learners to talk to each other, instead of just to me, was a major accomplishment!

A related incident that happened in a student's home concerned a potentially dangerous situation. She decided her radio was dirty and needed a bath. After hearing this, I developed a "safety" discussion to promote transfer of classroom subject matter to real life experiences.

> This woman decided to use her electric shaver while she was taking a bath. Fortunately, someone had borrowed it, and she could not. If she had, she might have been badly hurt. Why?
>
> Solution: Electricity can be conducted through water into the human body.

Using Examples/Non-Examples

Another Teaching Model which seemed to have potential for my learners was Bruner's Concept Attainment[2] which requires sorting out examples from non-examples to discover a concept. Even though this strategy involves numerous mental operations (observing, grouping, comparing, contrasting), I felt I could adapt it to my learners by using fewer steps and simple concepts which are an essential part of their lives.

To feel sure the learners understand the process and to clarify the procedures, I used a familiar concept, "Manners" (see Figure III, p.127), for my first attempt. I began by saying "I have an idea in my mind. I am going to write some phrases on the chalkboard. Those labeled yes are examples of the idea I have in my mind. Those labeled no are not examples of the idea in my mind. As you see the phrases labeled yes, think of the idea I have in my mind. Your job is to determine the idea in my mind. Then I made two columns on the chalk board; the example column was labeled "yes", and the non-example, "no". Under the "yes" column, I wrote "Discussion of weekend activities." Then I added, "Would you please cut my food?" The third phrase, "Sneezing on food", was placed in the "no" column. As each example or non-example was presented, the students were asked for their ideas. I wanted them to discover the concept by examining the examples and non-examples. Although they giggled at the blunt and graphic descriptions, I could almost see their minds at work sorting, comparing, and contrasting. It was fun to see them so excited and involved.

Figure III
Concept: Manners

Yes

1. Discussion of weekend activities
3. "Would you please cut my food?"
6. "Waitress, I dropped my fork. Could I please have another one?"
9. Wiping your mouth with a napkin
10. "May I be excused?"
12. Chewing food with mouth closed

No

2. Sneezing on food
4. Putting your hand in your pants during dinner
5. Talking with food in your mouth
7. "I have to hit the can."
8. Placing a used kleenex on the table
11. Reaching over another person's plate to get the vegetables
13. Burping at the table

I found that presenting the examples one at a time allowed the learners to sort with fewer distractions. Placing the phrases in columns labeled yes/no gave structure and concreteness to the activity. When the students identified the concept, I then asked them to state a new example and non-example. As might be expected, this was difficult but it verified to me that the students understood the concept.

I used the same procedure for the concept, "friend". This was much harder for my learners; friendship is difficult to describe and is not easily observable. Additionally, developmentally disabled learners often have an inaccurate idea of what it means to be a friend and thus are easily

[2] Joyce & Weil, op. cit.

exploited. The examples and non examples shown in Figure IV, p.___ helped my students to expand their understanding of what a friend is and is not--a vital concept for all of us.

Figure IV
Concept: Friend

| Yes | No |
|---|---|
| 1. Shares the chores | 3. Hits people |
| 2. Helpful | 5. Asks for money |
| 4. Kind | 7. Criticizes you |
| 6. Someone to share thoughts with | 8. Ignores you |
| 9. Someone to count on | 10. Always want you to do things for them |
| 11. Go out together | 12. Talks and laughs behind your back |
| 13. Know them well | 14. Says mean things to you |

Summary

By using simple concepts, concrete objects, and realistic situations, handicapped learners can and will participate in activities requiring more than rote learning. My learners have begun the process of observing, sorting, associating ideas, and solving puzzling situations--all basic to developing intellectual skills. I discovered they were ready for the challenge of going beyond skill practice to independent living and problem solving.

Heard while visiting a high school family living class . . .

Teacher: Who should avoid wearing tails at a wedding?

Male student: The bride.

What we can learn from this:

Our students can sometimes supply needed humor.

Some of our students are very bright.

Some of our questions are very poor.

Some of our contentis not very well chosen.



**********************************************************

# WHO MAKES YOUR DECISIONS?

**YOUR**

ADMINISTRATION?
HUSBAND?
PARENTS?
CHILDREN?
BANKER?
ATTORNEY?
DOCTOR?
MINISTER OR PRIEST?
FRIENDS?

**Who should?**

**********************************************************

# We Must Remember For Those Who Forget

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Mr. Craig owned his own automobile repair business for 45 years. He retired at the age of 65 and looked forward to a relaxing retirement where he could participate in his favorite hobby, fishing.

Soon, he became aware that his memory was slipping. Initially, he became concerned when he could not remember some of his friends' names. He began to misplace his belongings and on one occasion could not remember where he put the fishing equipment he had purchased the day before. His family assumed, as did Mr. Craig, that the memory loss was due to old age. He became very depressed when he had to ask his son-in-law to put a new battery in his car because he could not remember how to install it.

At 4:00 o'clock one morning the phone rang at his house. His wife answered and the woman at the other end of the line said, "Mrs. Craig, your husband is at our house and he's okay, just a little confused." He had wandered a mile from his home, barefoot, clad only in his pajamas, and in the dark. Mr. Craig did not know where he was or how he had gotten there but felt very embarrassed about his caper. His family realized there was something terribly wrong. After extensive testing and other possibilities ruled out, he was diagnosed to have Alzheimer's Disease.

Mr. Craig is not alone. This true and shattering experience is occurring in U.S. homes, affecting between 1.5 and 2.5 million Americans and encompassing at least half of all cases of senility. However, Alzheimer's Disease is not limited to the elderly. The disease has been diagnosed among people in their late 40's and 50's.[1] Several members of the same family are sometimes affected, suggesting a genetic factor, especially in very early onset cases. There was one rare case in a family involving two out of three siblings who were diagnosed as having Alzheimer's at the age of 27. "A child or sibling of this disease runs a greater than 50% chance of developing the disease by age 90," according to psychiatrist Marshal Fostein of Johns Hopkins.[2]

*The author would like to thank colleague Jeri Craig Hoaldridge for her contribution to this article.

[1]"The Mystery of Alzheimer's Disease," U.S. News and World Report, 95, no. 21 (1983): 82.

What is Altzheimer's Disease?

Alzheimer's Disease is an illness that causes cognitive decline and severe memory loss. It affects the cortex of the brain resulting in the development of plaque and neurofibrillary tangles, and the cause is a mystery to the medical profession. Ironically, scientists were misled in 1906 by German neurologist, Alois Alzheimer, for whom the disease was named. He thought the major cause of senile dementia was hardening of the arteries. Autopsies revealed that this was not the case in the 1960's and research has taken a new direction.[3]

Symptoms of Alzheimer's Disease

Symptoms vary among patients depending on the progression of the illness. Stages have been identified to recognize the progression.[4]

First stage
Forgetful
Disoriented (place and time)
Unable to handle routine tasks
Slow (Less energy, drive, initiative)
Quick to anger
Seeks and prefers the familiar
Shuns the unfamiliar

Second stage
Increasing disorientation and forgetfulness
Wandering and restlessness, especially at night
Repetitive actions
Agitation
Deterioration in personal hygiene
Inability to think abstractly
Inability to attach meaning to sensory perceptions

Third (final) stage
Complete dependency
Speech impairment to complete muteness

[2]Wallis, Claudia, "Slow, Steady and Heartbreaking," Time, 122, no. 2 (1983): 56.
[3]Fischman, Joshua, "The Mystery of Alzheimer's," Psychology Today, 18, no. 1 (1984): 27.
[4]Pajk, Marilyn, "Alzheimer's Disease: Inpatient Care," American Journal of Nursing, 84, no. 2 (1984): 217.

Inability to recognize either themselves or other people

Loss of some or all control of body functions

Impact on the Family

The impact on the family is tremendous. The following areas are of concern to the family members when dementia occurs.

Financial: Medical costs, job termination, and fixed income such as Social Security

Time Management: Constant care, exercise and recreation prescribed for patient

Housing: Relocation to nearer support system, move to long-term care facility

Nutritional needs: Special diets, patient forgets to eat or sometimes gorges, problems with chewing may require softer diet, diet choices become confusing, later stages the patient may be unable to swallow

Emotional needs: Support systems, relief help

These areas of needs are those in which home economists have expertise making us a valuable resource for families that are experiencing this trauma.

Suggestions for home economists:

1. Through adult education we can inform the community about dementia and its effect on the family. Resource persons such as attorneys, nurses, doctors, and other professional personnel can assist by presenting valuable information related to Alzheimer's Disease.
2. FHA members could organize a volunteer day care network. Volunteers would be able to stay with an Alzheimer patient while the family member(s) are given much needed time away.
3. Incorporate into our Home and Family Living curriculum a unit that identifies special problems of the aging.
4. Special inservice programs could be planned to inform educators of special problems of the aging.

Quality of life is important at all stages. We have dealt with one facet concerning the elderly. Through community awareness and education, we can help make the stresses and strains of everyday living more bearable for those who are in need of a support system. We must remember for those who forget.

WHAT IS A GRANDMOTHER?

A grandmother is a lady who has no children of her own, so she likes other people's little girls. A grandfather is a man grandmother. He goes for walks with the boys, and they talk about fishing and tractors and things like that.

Grandmas don't have to do anything except be there. They're old, so they shouldn't play hard or run. It is enough if they drive us to the market where the pretend horse is and have lots of dimes ready.

Or, if they take us for walks, they should slow down past things like pretty leaves or caterpillars. They should never, ever say, "Hurry up."

Usually they are fat, but not too fat to tie kids' shoes. They wear glasses and funny underwear. They can take their teeth and gums off.

It is better if they don't typewrite, or play cards except with us. They don't have to be smart, only answer questions like why dogs hate cats and how come God isn't married. They don't talk baby talk like visitors do, because it is hard to understand. When they read to us, they don't skip or mind if it is the same story again.

Everybody should try to have one, especially if you don't have television, because grandmas are the only grownups who have got time.

Reprinted from "Dear Abby" with permission from Abigail Van Buren, personal letter.

Demand will exceed the projected supply of professionals in home economics and related fields in this decade; the shortage is most acute at the doctoral level.

Source: Coulter, J., & Stanton, M. Graduates of higher education in the food and agricultural sciences: An analysis of supply/demand relationships. Vol. II: Home Eonomics. Washington: Science Educ. Admin. USDA, 1981.

# Organizing A Marketplace For Recycled Merchandise*

Kathleen Faith Mikitka
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"Environmental Shopping" Program Director, Kathleen Mikitka with (right to left) Marilyn Colombo, Executive Director of the San Diego Ecology Centre; Carolyn Baker, representative of the California State Management Board; and Lynn McKinley, graduate research assistant from San Diego State University.

Home economics education is philosophically based on a view of the consumer as part of an ecosystem.[1] Given this perspective, the home economics curriculum incorporates subject content and activities that develop consumer attitudes and practices consistent with conservation. Recently, the ecosystem emphasis in home economics subjects has been extended to encompass such concepts as global ecosystems and circulation of resources.[2]

> As teachers we need to integrate global education into every aspect of our curriculum. If students understand their roles in the local ecosystem, perhaps they can better fit into the global ecosystem.[3]

One of the challenges of this focus of home economics education is to increase student awareness of conservationist consumer habits and stimulate interest in a range of recycling practices. Napier and Buchanan presented recycling as a way to revitalize the United States economy and to improve the quality of life.[4] Home economists can help develop programs to recycle a wide variety of resources. Merchandising systems that encourage produce reuse embody this orientation.

In many communities, a valuable conservation infrastructure exists in the form of the resale marketplace for clothing and other family consumer items. Selling and buying used clothing, for example, can be both frugal and a nonwasteful consumer practice. Consignment or thrift stores can reimburse part of the consumer's original investment and provide garments at a discount.

Two socioeconomic factors have combined to increase the number of people who now patronize resale stores. These factors are economic inflation and a growing sense of ecological awareness on the part of consumers. Many people view shopping for secondhand items as a form of recycling. In a recent study of Goodwill Industries' customers, it was found that approximately one-third of those surveyed reported annual family incomes of less than $5000 and nearly one-third reported incomes over $20,000.[5] This suggests that a wide range of the population would benefit from consumer information about recycled goods.

## A Resellers' Directory[6]

Assisted by home economics students at San Diego State University and other volunteers, I recently produced a directly that organized a county-wide marketplace for secondhand items. The objective of this community service project was to encourage San Diegans to become more resource-conscious consumers. They directly promoted a "buy recycled" attitude. The types of businesses featured in the directory were consignment and thrift stores. The directory contained postal zip-code area maps and con-

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*The author is indebted to Albert Gross and Carolyn Balkwell for their critical reviews of the manuscript, to Bardy Anderson for the graphic art, and to Joe Renteria and Reggie Castro for the photo production. Marilyn Colombo and the San Diego Ecology Centre deserve a special note of appreciation for granting the Illinois Teacher permission to reproduce parts of the Reseller's Directory.

[1] N.C. Hook and B. Paolucci, "The Family as an Ecosystem," Journal of Home Economics, 62, No. 5 (May 1970): 315-318.

[2] G. Frazier, "The Global Importance of Home Economics," Illinois Teacher of Home Economics, 26, No. 5 (May/June 1983): 168-172.

[3] Ibid., p. 172.

[4] G. P. Napier and J. Buchanan, "Can Recycling Help Revitalize the Economy?," Illinois Teacher of Home Economics, 26, No. 3 (January/February 1983): 92-93.

[5] M. Blincoe, R. Gokay, P. Knapick, and L. Viesselman, "What New Information Would Assist Goodwill Industries of Southern California in Assessing Its Retail Operations and in Developing and Implementing Plans for Future Growth?" Research paper completed at the Graduate School of Management, University of California, Los Angeles, 1980, pp. 24-27.

[6] K. Mikitka, ed., The Reseller's Directory (San Diego: San Diego Ecology Centre, 1982).

sumer notes regarding 144 businesses in 39 communities in San Diego County.

To obtain information for the directory, students did field research to locate and investigate stores. Questionnaires were drafted to provide a format to ask merchants about their business operations and practices. The questionnaires were later revised so that a core of consumer information could be presented in chart form.

The San Diego Ecology Centre, a local non-profit community environmental educational organization, published and distributed the directory. Since the distribution of the directory, many individuals in other communities have requested information on how to produce this kind of reference book for their own locales.

The purposes of this article are:

a) to provide guidelines on how home economics students or cooperative extension agents could develop and produce a reseller's directory, and

b) to suggest how the development and production of the directory could be integrated into the educational objectives of a secondary school home economics program or a cooperative extension project.

The suggestions are focused on three subject matter areas:

- Consumer education.
- Clothing reutilization.
- Entrepreneurship and fashion merchandising.

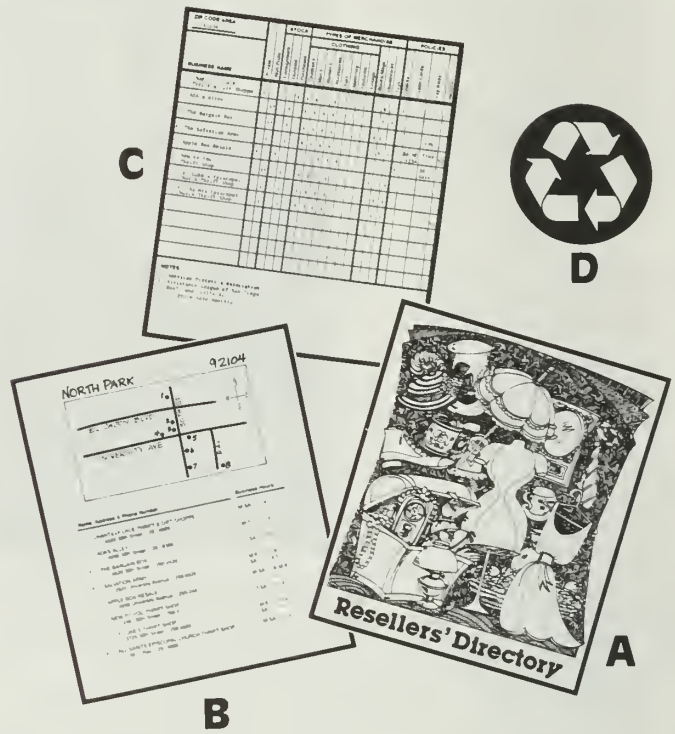
## Producing a Directory

A home economics teacher, Future Homemakers of America (FHA) leader, or cooperative extension agent could supervise the production of a resellers' directory. The idea may be adapted for counties or communities of various sizes. The consumer information could be disseminated in the form of a flyer with a single map, a more inclusive brochure or booklet, or a manual containing a series of maps and related details.

The production supervisor should approach this project with a creative and resourceful spirit. There are several ways to obtain school and community resources and to recruit volunteers for information gathering and production tasks, such as doing artwork, drawing graphics, and typing or typesetting copy. For example:

- Community service organizations may donate funds for the production and distribution costs.
- The county cooperative extention office may reproduce and distribute the directory. Extension homemakers might volunteer to obtain information for the directory.
- The directory could be sold as a fund-raising project for FHA clubs or other organizations.
- A university home economics department might contribute campus graphic and duplicating services.

The principal components that might be included in a directory are shown in Illustrations A, B, and C. Illustration D is a widely used logo that identifies recycled and/or recyclable materials.




(A) Cover Design

- Sponsor an art contest for the design of the directory cover. Reward the winner of the contest with a gift certificate donated by one or several of the merchants to be included in the directory.
- A montage of business cards collected from the merchants can also make an attractive offer.

(B) Merchants: Locations, Telephone Numbers and Business Hours

- Obtain a large city or county map. Local automobile associations and chambers of commerce are usually willing to contribute a map for a community service project.
- Use the Yellow Pages of the local telephone book to identify businesses that recycle consumer merchandise. (Our recycling directory was limited to resale and thrift shops. However, a number of other businesses could be listed as recycling outlets.) Merchants may be listed in categories, such as antique dealers; barter and trade exchanges; clothing, used; furniture dealers, used; secondhand dealers; sporting goods, used; swap meets; and others.
- Mark each business location on the map with a symbol that indicates what type of store it is.

Note the extent, concentration, and types of stores in the community. You may wish to base your decisions about which stores to include in your directory on this overview.

- Prepare a file card for each merchant selected, listing the name of the business, address and telephone number. Cards can be used and sorted for various purposes such as assigning students to investigate the businesses, organizing indexes for the directory and noting key information about the stores (e.g., business days and hours).
- If you have access to a computerized word processor, you can store information about the businesses there. Word processor software exists which can help you produce maps and consumer information charts.
- Prepare area maps (by zip code or other divisions) and indicate the locations of the businesses. The maps are easily and neatly made with press-on graphic tape, as they were in Illustration B. An artistic student, a volunteer from the school's graphic arts department, or a volunteer professional graphic artist could hand letter the words and other symbols on the maps. Below or near the maps, list the names of merchants, addresses, telephone numbers and business hours, keyed by corresponding map numbers.

(C) Consumer Information

- Include a consumer information table near each area map. A sample master worksheet is provided on page . Our charts categorized the shops as non-profit or commercial, indicated how the stock is acquired (by consignment, purchase, donation, etc.), identified the types of merchandise (CLOTHING--children's, men's, women's, accessories, maternity, uniforms, vintage; BOOKS/MAGAZINES, HOUSEWARES, and TOYS) and listed store policies regarding checks, credit cards, lay-away plans, and returns.
- Call and visit the businesses. Explain the project to the proprietors. Ask for their assistance in obtaining information about store policies, merchandise carried and other pertinent information.
- Obtain copies of consignment policies and other documents that could be included in the directory. Such items could also be used as consumer education aids.
- Depending on the size of the community and the number and types of merchants or organizations you include, you may want to index all of the stores in a single alphabetical list. However, you could break the list down by community, zip code, block, types of merchandise, or other characteristics first. It may be more helpful to directory users if you list the stores several different ways.

### Subject Content and Learning Activities

By becoming involved in the recycling system, students learn conservation principles and develop creativity. Student projects in the field of recycling present the clothing sub-system as part of global system. Several recent articles in Illinois Teacher describe projects which may be used in conjunction with the activities outlined in this paper. For example, Frazier,[7] Napier and Buchanan,[8] Sohn,[9] and Spitze[10] all presented instructional content ideas and student activities that pertain to resource circulation in the clothing system.

When we compiled our recycling directory, we found that the proprietors of many of the stores were women. The research experiences involved in developing and producing a directory will provide female students with role models who are female entrepreneurs.

#### Consumer Education

A recycling project creates opportunities to enhance the home economics curriculum. Instruction can be built around the following teaching ideas:

ASK students a VALUES CLARIFICATION QUESTION: Is there a stigma attached to buying used clothes?

DISCUSS the types of stores. For example:

Thrift Stores generally sell utilitarian and family purpose general merchandise, including clothing, housewares and assorted odds and ends. They are usually operated by non-profit charitable organizations and count on donations for their stock of merchandise. The donor gets a tax deduction for the value of the items. Prices are usually lower at thrift stores than at consignment shops, but customers usually must take greater care to select good quality merchandise at the thrift stores.

Consignment Stores usually will accept only

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[7]Frazier, op. cit., p. 171.

[8]Napier and Buchanan, op. cit., p. 93.

[9]M. Sohn, "Saving Energy and Developing Creativity in Recycling Clothing," Illinois Teacher of Home Economics, 22, No. 3 (January/February 1979): 189-192.

[10]H. T. Spitze, "Teaching Resource Conservation in Home Economics," Illinois Teacher of Home Economics, 21, No. 3 (January/February 1978): 111.

clothing that is clean, in good condition and in season. At such stores the sharp-eyed consumer may find such treasures as designer fashions, wardrobe classics and unique vintage accessories. Some stores specialize in clothing from a certain fashion era.

PREPARE A LESSON on consumer information and skills necessary for shopping for used apparel.[11] Emphasize that consumers should:

- Examine clothing carefully. Many stores have no-return policies.
- Understand quality and identify features that originally made a piece of clothing expensive, such as bound buttonholes and covered seams.
- Check for stains, rips, holes, fading colors, broken zippers, missing buttons, and deteriorating fabric.
- Determine whether the garment is repairable.
- Bargain for items. Generally there is a price reduction after an item has been in a store for 30 days. If it's close to markdown time, a garment may be sold for less.
- Make sure consignment contracts spell out the terms of the sale, the proprietor's obligations, and the consignee's rights.

PLAN FIELD TRIPS to various types of resale stores. These might include:

- Assignments to comparison shop at consignment stores, thrift stores, and major department stores to investigate prices of such items as toys, infant and children's clothing, maternity clothing, formal wear, and other items. (A resale shopper's worksheet could be developed to guide the comparisons.)
- Inspection of vintage clothing to learn about design and construction details of previous years.

Clothing Reutilization

PLAN STUDENT PROJECTS designed to extend the life cycle of a garment.

SPONSOR a recycled garment remodeling contest. Require entrants in the contest to submit a record of supplies, cost, and work-time. Have the contestants embroider a recycling logo (Illustration D) in the garment to reinforce the circulation of resource concept.

TEACH a complete unit on recycling apparel, using ideas and worksheets presented in Sohn's Illinois Teacher article.[12] She included:

1. a wardrobe analysis clothing inventory sheet.
2. a recycling cost sheet.
3. a list of criteria for deciding whether to recycle a garment.
4. illustrated garment recycling construction projects.
5. a suggestion that students open an alternation shop in order to learn about conservation, economics, and business skills.

Entrepreneurship and Fashion Merchandising

Greenwood and Callsen outlined how home economics teachers and extension home economists may incorporate entrepreneurial education in areas of the home economics curriculum, such as wardrobe management and clothing alterations.[13] The following learning activities may be used to implement their ideas:

DISCUSS trends that encourage cross-decade fashion ideas.

PLAN FIELD TRIPS to secondhand stores to observe the display, transactions, pricing, and consignment-merchandising procedures.

ENCOURAGE a home economics related occupations (HERO) class to organize and operate an on-campus resale store.

COORDINATE a HERO project to manage the production and marketing of a reseller's directory.

## Summary

By assisting in the production and distribution of a resellers' directory, home economists can contribute to the establishment of local systems that encourage ecologically beneficial consumer transactions. Related teaching and co-curricular activities will stimulate home economics students to learn about community resources, consumer skills, and entrepreneurial and merchandising concepts.

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[11] See for example, "Chic Comes to Second Hand Clothes," Changing Times, 35, No. 2 (February 1981): 79-80; P. A. Dreyfus, "First-Class Secondhand Clothes," Money, 9, No. 12 (December 1980): 63-66; E. Weiss, Second Hand Super Shopper (New York: Evans, 1981), pp. 68-90.

[12] Sohn, op. cit.

[13] K. M. Greenwood and M. Callsen, "Educational Assistance for Entrepreneurs," Illinois Teacher of Home Economics, 25, No. 2 (November/December 1981): 94-97.

# Activities Can Surprise and Motivate

Bette Ruth Grubb
Home Economics Teacher
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What's the difference between a teacher lecture and an activity in which all students are participating? What's the difference between boredom and excitement?

If you observe youngsters in a toy store, don't you see that they like the "hands on" toys and games? Don't you see the fun and laughter generated when the element of surprise and suspense are introduced? Don't they like to be involved, and don't they enjoy scoring points? Don't they want to be the best? Do you ever notice that they don't find learning boring under these circumstances?

Then let's cash in on this. Students, both big and small, love activity. Then let's build it into our teaching!

We don't need to run out and buy a lot of games. That would be expensive and time consuming and they might not fit into or cover our subject area well.

Instead, we must decide what we want the activity to do. Is it to review material for an upcoming test, to get the studnets' interest as we begin a new unit, to be a reward and punishment system? We can decide, then choose wisely, prepare, and enjoy the students' reactions.

If you need a little help getting started, here are a few that worked for me and my colleagues:

1. Skits. Ask for volunteer actors. Secretly tell them you want them to pantomime a situation such as shoplifting. Let the rest of the class figure out what they are doing. Interest will be generated by becoming involved in what classmates are doing, and discussion of the ethics or economics of the situation should follow easily.
2. Change the Room. Move the furniture around or teach from a different position in the room. Bring a rug and let them sit on the floor. Students will wonder what's up or why is it different today? You'll have their attention and be ready for the day's lesson. Or, put a large banner over door area so students have to stoop to enter. On it say something to stimulate interest or get students talking. Banner could say Enter at your Own Risk or Explosive Learning About to Start! Then be sure you have something exciting ready to teach.
3. Team Challenge. Have students form two teams. Let them compete for team points by taking turns answering questions from an assignment or a unit just completed.
4. Creative Bulletin Board. Have materials ready and let students plan how to teach non home economics students some principles of baby sitting safety or money management as they walk by the Home Economics Department. Much talk and student involvement is necessary to reach decisions and create the display.
5. Textile Bingo. (or any other subject). Make individual student or group bingo cards to fit your subject. Write questions on index cards. Student finds correct answer on his/her own card and covers proper space. First one to complete agreed upon line or lines as in regular bingo wins. Teacher will need a master card for a check system.
6. Role Cards. Have students who want to participate, draw role cards, e.g., salesperson, parent, student, policeman, etc. Describe a situation. Ask what he would do or say as that person. Many students speak more freely in an actor role. Include the future in your questioning, e.g., Will he feel this way in five years?
7. Money Toss. For a unit related to money, toss out paper money to class at an unexpected time. Let students gather it up. Have them count it up and pretend it's real. Let each tell how he feels about the situation and how he would use money if he had some. Pose questions to stimulate further thinking. What about the ones who do not get any? Should they be given some? By whom? Does this kind of thing happen in real life? What could help or change the situation?

The list could go on and on. The message is that activities can add sparkle to a class--if selected carefully and used for a specific purpose. Learning may be more fun for students and for the teacher. When there is enjoyment, people want to continue. When objectives are clear, it is easier to select or create suitable activities.

Happy planning!

held and transmitted to the young as much because they are felt to fit with sound and comprehensible beliefs as because of less clear emotional prejudices."[6]

From an early age our parents teach us to look after our bodies with regular teeth brushing, regular bathing, and 8 hours of sleep at night ("a healthy mind in a healthy body). Health is soon regarded as necessary for daily affairs while illness is allied with pain and staying in bed. The child soon learns to associate sickness with evil or punishment. "If you don't brush your teeth, I'll take you to the dentist." "If you eat too much candy you will get sick." "Smoking stunts your growth." Once these attitudes and others are formed they can be associated with physical disabilities. In the eyes of children a disabled person may not appear normal, healthy; and thus negative attitudes may be established at an early age. According to Cohen, "By the age of five or six, most children have acquired many expectations, feelings, beliefs and behavioral tendencies in relation to people."[7] Children may have difficulty in accepting those who are different. By our parents' expectations and our own experiences we have come to expect familiarity in those we meet. An unfamiliar situation or person is affectively and cognitively unstructured. Cohen pointed out that it is a "violation of the expected" and "most of us feel a sense of discomfort and distress"[8] when such a situation occurs. The distress will be unacceptable to many children, for as Heider stated, "the adaptation or change in expectations which is required by meeting the unfamiliar demands energy."[9] If parents have to had the "energy", then their children will react in a similar way. If parents show proclivity to fear and withdrawal towards a disabled person, then their children will follow a similar pattern. According to developmental psychology, parents are the greatest influence on the attitudes and values of their children.

The church, in the past, has played a negative role in its influence regarding disabilities. Some people ascribe suffering to wrong doing; we may often hear the question, "why me"? Studies have shown that parents with diabled children often blame themselves and believe others blame then, with the conviction that having a disabled child implies some sort of wrong doing or mismanagement. Sommers conducted a study of the attitudes of parents of blind children. There were four distinguishable attitudes towards blindness, including (1) "a symbol of punishment: 'what have we done that God should wish this on us.' and (2) a personal disgrace to the parents: 'Our family felt it was a disgrace and were ashamed'."[10] The Old Testament stricktly stated that, "The blind and the lame shall not come into the house." And although not the rule today, Hentig found that a person had to be free from any physical 'infirmities' to be accepted into the priesthood."[11] Although religious dogma and attitudes may have changed since the 1940's, they are nonetheless passed down through the generations, and besides, we have to blame someone so why not God?

Since P.L. 94-142 (The Educaton of All Handicapped Children Act) was passed in 1975, many disabled children are now able to attend regular classes which may have previously been unavailable to them. The fundamental purpose of the Act is "to insure that all disabled children have available to them a free appropriate public education, which emphasizes special education and related services designed to meet their unique needs" [Sec. 601 (c)]. Disabled children are now able to interact with their peers in the regular classroom and are not cut off from the mainstream in a separate room. In separate rooms, disabled and able-bodied children are denied the opportunity to become personally acquainted and to share experiences. Integration will provide opportnities for the development of better understanding and acceptance. Rapier et al. stated that "after integration non-handicapped children developed a more positive attitude toward the orthopedically handicapped." He further stated that the findings "show the importance of providing favorabe interactions...so that non-handicapped children can develop a more positive ad realistic perception of this special population."[12] However, Cohen pointed out that much more than "mainstreaming" was necessary for effective integration and attitude change. She stated that "the conditions under which direct contact will probably lead to more positive attitudes are: cooperative engagement in the pursuit of common objectives, under equal status conditions or as functional equals"[13]. In other words, teachers must be careful to set up activities so that the disabled student can participate fully. (Such arranging demands similar unobtrusive manipulation from the teacher as does everyday classroom management like setting up a

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[6] B. A. Wright, Physical Disability - A Psychological Approach (New York: Harper and Row, 1960), 256.

[7] Shirley Cohen, "Improving Attitudes Toward the Handicapped," The Educational Forum, 42, 1977, 9-12.

[8] Ibid.

[9] F. Heider, The Psychology of Interpersonal Relations (New York: Wiley and Sons, 1958), 194.

[10] V. S. Sommers, The Influence of Parental Attitudes and Social Environment on the Personality Development of the Adolescent Child (New York: American Foundation for the Blind, 1944).

[11] H. Von Hentig, In B. A. Wright, Physical Disability - A Psychological Approach (New York: Harper and Row, 1960), 259.

[12] J. Rapier, R. Adelson, R. Carey, and K. Croke, "Changes in Children's Attitudes Toward the Physically Handicapped," Exceptional Children, 39, 1972, 219-223.

[13] Cohen, op. cit., pp. 9-12.

small group activity so that the two "class clowns," who are best friends, do not sit together.)

Now that P.L. 94-142 is well into effect, it is up to parents, teachers, and other professionals to see that all students are integrated and taught as "functional equals." Conditions in schools should be the same for all students. If able-bodied children have certain programs such as gym, art, and home economics, then disabled children should have these programs also, as long as "reasonable accomodation" is made for their particular disability. Teachers of the mainstreamed classroom must, according to Gleidman "establish a norm of friendly interactions...allow handicapped and able-bodied children to cooperate toward achieving a common goal (and) opportunities for informal interaction between handicapped and able-bodied children must be facilitated."[14]

Several researchers (Higgs,[15] and Donaldson and Martinson[16]) have shown that increased contact with, and information about disabled persons has significant effects on attitudes as measured by the Attitude Toward Disabled Persons Scale (ATDP),[17] a contact rating index and knowledge test about physical disabilities. Higgs found that in groups with high degrees of contact, as information levels increased, attitudes towards disabled persons became more positive.[18] Donaldson and Martinson, who presented a video-tape and a discussion by a panel of disabled individuals, found that this method was "an effective means of facilitating positive attitudes towards disabled persons within a relatively short period of time." Donaldson and Martinson further stated that "educational implications include the possible use of such a panel in regular special education courses."[19]

The implications for us in home economics seem clear. We need to assess our feelings towards the disabled in our classrooms. Do we feel fearful or guilty when we verbalize our feelings? Do we know what to do with these children in our classroom? Do we see our disabled students as children and individuals or do we see, for example, Rufus as a CP? We need to learn about disabilities and the special needs of children. If a child has some sort of muscular-atrophy, can s/he be expected to participate in a strenuous classroom activity? And what can the child do instead, without feeling left out, ashamed, or the class mascot? We need to learn that disabled students, like able-bodied students, are not a homogeneous entity either physically, mentally, or emotionally. No longer can they be lumped into one amorphous group just because they are different. We "must make the classroom a consciously affective one, not just a cognitive one."[20]

The education of children may begin at home, but for many years it takes place in the school. If we, the teachers, can be more positive and adopt a pluralistic model of our disabled children's needs and abilities, then perhaps the generations of fears, prejudices, and negative feelings and attitudes will become more receptive to change.

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[14] John Gliedman and William Roth, The Unexpected Minority (New York: Harcourt Brace Jovanovich, 1980), 230.

[15] R. W. Higgs, "Attitude Formation - Contact or Information," Exceptional Children, 41, 1977, 496-497.

[16] J. Donaldson and M. C. Martinson, "Modifying Attitudes Toward Physically Disabled Persons," Exceptional Children, 43, 1977, 337-31.

[17] H. E. Yurker, J. R. Block and J. H. Young, The Measurement of Atttudes Toward Disabled Persons, (New York: Human Resources Center, 1970).

[18] Higgs, op. cit., pp. 496-497.

[19] Donaldson and Martinson, op. cit., pp. 337-341.

[20] Michael Steer, "Fostering Positive Attitudes Toward the Handicapped," Education Canada, 19, 1979, 36-41.

# ALL TEACHERS ARE NOT CREATED EQUAL.

How do they differ?

- effectiveness
- ability to articulate
- caring
- listening skills
- competence
- flexibility
- questioning skills
- positive feedback skills
- leadership qualities
- thinking skills
- creativity
- problem solving skills
- personal grooming
- mangement skills

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## OF HOME ECONOMICS

Home Economics In A Nation At Risk

At Risk? Let Us Count The Ways



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# Foreword

## Home Economics In A Nation At Risk

At Risk? Let Us Count The Ways

Is our nation at risk because our planet is at risk? Mikitka has one suggestion that may be of help. Is our nation at risk because our people are at risk? Suggestions for decreasing the risks are offered by Dow and Brown, Peterson, and Norris. Are there risks to international understanding? See Dickerson and Fazal. Are our schools at risk? If teachers are weak in subject matter, Murray and Mears will help. If they need help with techniques, aids, and resources, see Maibusch and Jones, Johnson, Gray, McCoskey et al., Smith and Hertzler. Is our profession at risk? See Rucker and look again at the above. If we don't serve the schools well, our profession suffers.

I hope "spring has sprung" where you are and that you're having a good year. The last issue of Illinois Teacher, coming in May, will have an extra removable cover with a form for renewal and a brief questionnaire. We want your comments!

The Editor

Theme for Vol. XXIX, 1985/86:
Excellence in Education:
The Home Economics Contribution

Send us your ideas in articles, letters, paragraphs, or original cartoons. We'll look at how excellence is manifested and how Home Economics helps to achieve it. What would a school without Home Economics be like?! Does excellence require self esteem, health, pride in our school and in our profession, respect for others, depth in our curriculum, general knowledge of our society and our planet? What do you think?

# The Use of a Model to Teach Family Management

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Managing family resources is not a simple process. Similarly, teaching of management is one of the most difficult, yet one of the most important responsibilities of home economics teachers. The variety of types of families and the uniqueness of each, combined with the need to examine the interrelationships among several aspects of the management process, make management appear unnecessarily complicated.

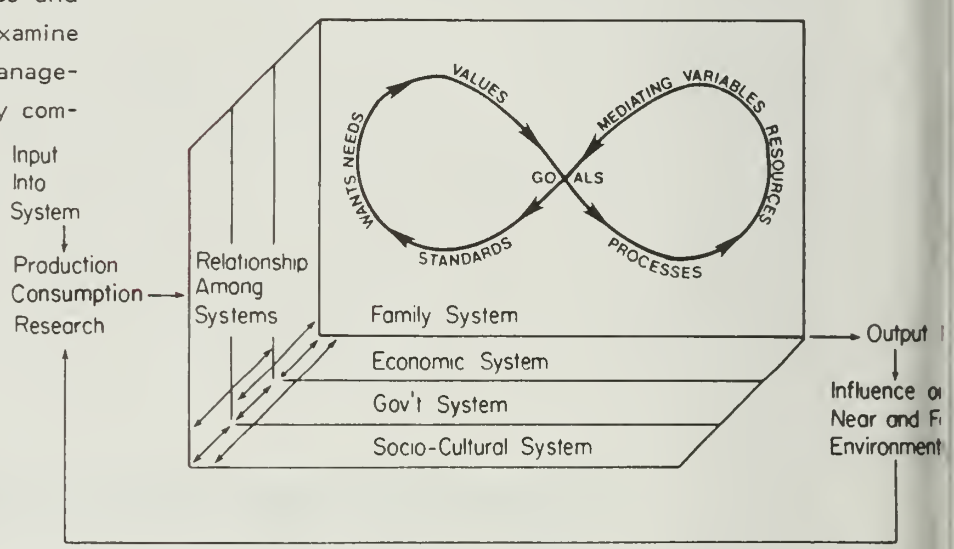
At least two insufficient approaches to the teaching of management result from this complexity. First, particular management concepts are discussed separately without a framework to show their interdependence. This deprives learners of the opportunity to understand the totality of the management process. Second, teachers often integrate important management concepts into other home economics content areas without making them explicit. For example, the decisions made in food laboratories, in child development centers, in group projects all involve many of the same factors as family decision making. However, students may not realize that they are learning management processes even though they are using them. Consequently, the ability to apply management principles to the family is lost or at best obscured.

The purpose of this article is to describe a model for use in teaching management. Models may be used to illustrate or clarify the complexities of a process. Teachers and their students are invited to refine, alter, add to, or change this model in hopes that something emerges that is workable for teaching family management in a particular setting.

The Family Managerial Model

Based upon the standard references in the consumer and management literature,[1] the family management model was developed by the authors (Figure I, below). The model depicts the family managerial process occurring within several interacting systems--the larger socio-cultural systems, the governmental system, the economic system. Input into all these systems includes research, consumption, and production, as well as education, new technology, and advances in science. The output of the economic, political, socio-cultural, and family systems affects the environment both near and far, which of course, feeds back into the system.

Family Managerial Model
FIGURE I




The central figure eight illustrates various management concepts and how they interact in family management. Standards, wants/needs, values, goals, mediating variables, processes, and resources all depend on one another and contribute to the outcomes of managing. Events are postulated as occurring simultaneously and are constantly occurring in management activity. Goals were placed at the interaction of the figure eight because all activities seem to revolve around goals more than other concepts.

A supplement to the model further clarifies mediating variables, resources, processes, and goals (see Figure II, p. 139). Examples provided under each concept in the

[1] Gross, Crandall, and Knoll, 1973 & 1980; Paolucci, Hall, and Axinn, 1977; Deacon and Firebaugh, 1975 & 1981; Nickell, Rice and Tucker, 1976.

supplement should not be viewed as comprehensive; they are representative. Processes are types of actions taken to reach goals. These processes may include directing, delegating, evaluating, organizing, etc. Both human and non-human resources are included with health and fitness being examples of human resources, and environment, community agencies, economic, and temporal examples of non-human resources. Allport et al (1960) were the source of the larger categories of goals; aesthetic, theoretical, political, economic, social, and religious. The authors added the category personal. The work of Corey (1978) provided many of the specific goals under these broader goals.

The mediating variables include things that happen in life which the family may or may not cause directly. For example, the family may not choose their race or certain crisis events that occur, but these do influence how the family may act at certain points in time. On the other hand, the family may choose to live in a certain area of the country or choose a particular lifestyle which in turn affects choices and resources that are used.

It will be necessary for the teacher to clarify these concepts with students before using the model. It may be

FIGURE II: Description of Selected Concepts in the Family Management Model

PROCESSES

COMMUNICATION
CONSERVING
CONSUMING

DELEGATING
DIRECTING
EVALUATING

GOAL SETTING
IMPLEMENTING
MANAGING

PLANNING
PRODUCING
SEQUENCING

UTILIZING

RESOURCES

HUMAN
- Knowledge
- Activities
- Health & Fitness
- People
- Social Support-nonmonetary

ECONOMIC
- Credit
- Fringe Benefits
- Money
- Wealth

NON-HUMAN
- Community Activities
- Environmental
  - Clothing
  - Household
  - Housing & Home Furnishings
  - Physical
  - Space

TEMPORAL
- Past
- Present
- Future

VALUES/GOALS

AESTHETIC
- Appreciation of nature
- Enjoying leisure time

ECONOMIC
- Being financially and materially successful

PERSONAL
- Being challenged & meeting challenges well
- Being productive & achieving
- Compassion
- Competing & winning
- Courage
- Enjoying leisure time
- Having solitude & a private time to think
- Opening up to new experiences
- Risk taking & personal growth
- Security
- Self respect & pride

POLITICAL
- Becoming influential in policy making
- Getting involved in community activities

RELIGIOUS
- A relationship with God

SOCIAL
- Being approved of & liked by others
- Companionship
- Enjoying an intimate relationship
- Family life
- Having a good time & being with others
- Loving others & being loved

THEORETICAL
- Intelligence & a sense of curiosity
- Learning & getting an education

MEDIATING VARIABLES

DEMOGRAPHIC
- Age
- Educational level
- Marital status
- Occupation
- Race

ENVIRONMENT
- Housing
- Location

INDIVIDUAL
- Personality
- Special needs
- Interests

EVENTS & CRISIS
- Births
- Deaths
- Moving
- Weather disasters

SOCIAL UNIT
- Family Life & role stage
- Family size
- Life styles
- Social position

necessary to adapt the model to the age group with which one is working and to change vocabulary or terms that may not be suitable to a particular class.

## Using the Model to Teach Management

Models can be used in a number of ways because they are flexible and creative teaching tools. Thus, the Family Managerial Model can serve a variety of functions in home economics classes. This article describes in detail one strategy for using the model in a senior high home economics class.

Before implementing the simulation described here, it is essential that high school students understand each of the variables depicted in the model. A variety of learning experiences can be used to accomplish this. The following are some suggestions; however, the teacher should use his/her knowledge of the abilities and interests of the students in selecting techniques for a particular class. Some examples might be to have the class listen to a tape recording of a family making a decision after which students would identify the processes used; or interview two families to compare the similarities and differences in mediating variables; or ask a lawyer to explain the impact of laws and governmental policies on the family.

Before proceeding to the simulation, the students discuss questions such as the following:

> What are values?
>
> What are some of my values and my family's values?
>
> What skills do families need to have to manage effectively?
>
> What management processes are used most often in my family and who uses the processes?
>
> What are goals?
>
> How do values, processes, goals, etc. affect family management?
>
> What effects do other systems have on the family?

Perhaps, this discussion might lead into an investigation of issues connected with families.

> What are the moral and ethical concepts inherent in individual and family goals?
>
> How do families affect the near and far environment?
>
> What positive or negative impact do they have?

This examination should clarify students' perceptions of concepts used in the model and make obvious how these influence family life.

After students comprehend concepts in the model, the following simulation assists in analyzing the complexities in the management process. Thus, by understanding management, students will be better able to make positive changes in managing operations within their own lives. The simulation involves three steps: structuring the activity; examining the strategies used by the family; and comparing the results of each family's decision making.

Structuring the Activity. This step divides the class members into groups which simulate family units. These family units represent the variety of forms of the family in society, e.g. single parent, childless couple, extended, parents with two children, etc. Each student in the family assumes a role within his/her family. If the teacher provides descriptive information about each family--occupation of parents, ages of family members, financial data, education, etc.--such a background would be helpful in working with the case study.

When the family units have been established, each family is given the same case study involving a problem to be solved. For example, every family has inherited one thousand dollars and needs to decide ways of using the money.

With each group functioning as a family unit, the students attempt to reach an acceptable decision for the family they represent. Here the teacher stresses the use of the decision making process: (1) definition of the problem, (2) identification of possible alternatives and their implications, (3) selection of a course of action with a rationale for this choice, (4) implementation, and (5) evaluation. The last two steps may not be possible in this simulation, unless one is endowed with great financial support!

Examining Strategies Used. After each family unit has reached a consensus, or at the end of a fixed period of time, the simulated families' behaviors need to be examined in light of the management variables used by the groups.

For this step, the class probes not the decision itself, but how the decision was made. The actual decision will be inspected in the last stage. To investigate the groups' actions the class discusses, in small and/or large groups, questions such as:

> What are the expressed needs/wants of your family members in determining how to use money?
>
> What processes did the family use and what family member used them?
>
> How does the economic, socio-cultural, and/or political systems affect the decisions made?
>
> What resources does the family have and make use of?
>
> What are the mediating variables?
>
> What is important to the family?
>
> What are the possible implications to the larger society of the alternative selected?

This strategy aids students in discerning what management components they are actually implementing and how these components lead to the decision made by the family.

Comparing Results. Here the students scrutinize, compare, and contrast the decisions made by each of the simulated families. To guide this discussion, the following questions may be helpful.

How are decisions similar or different?

Why are they similar or different?

Relate the decisions to variables in the diagram; for example, if one family has a certain mediating variable, how does this influence what is decided?

Are the decisions likely to be effective decisions for that particular family?

Why?

What implications does understanding the management process have for your family--present or future?

How can you make an impact on improving the techniques your family uses in managing?

This learning experience helps students in grasping, clarifying and transferring to their lives the processes involved in management.

This same technique may be used when students work in laboratory groups. In the foods laboratory, a follow-up activity might be investigation of the management strategies used and comparison of results in terms of the model. What are the resources one had to work with? What are the values reflected in each laboratory group? How does the management process affect the different products of the groups? These questions facilitate understanding of management processes. As an additional learning experience, students could develop a picture or diagram depicting what occurs in the classroom or in their home when decisions are made. This picture could then be analyzed in terms of the management concepts.

Thus far, this model has been used to illustrate how groups and families manage. However, teachers and students could adapt these strategies in investigating how individuals manage and how personal management processes impact on groups of people functioning as a family unit.

In conclusion, models can provide a framework for examining variables and aid in scrutinizing the relationships among many factors. They can be adapted for particular situations and students, thus making them creative teaching tools. The use of models to illustrate management principals can be an exciting and motivating learning experience for students.

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**Changing the name of our** profession may gain **next to nothing. Making our** profession **worthy of the name**

**HOME ECONOMICS**

May gain everything we need.

# The Impact of Technology on Human Welfare*

Anwar Fazal, President
International Organization of
Consumers Unions

When I was asked to speak on the topic of the Impact of Technology on Human Welfare I was reminded of a very difficult assignment a very famous science fiction writer was once given. He was asked by a leading magazine to write a thousand word article and to send it urgently by telegram. He sent the thousand word article by telegram and it consisted of two words 'nobody knows' five hundred times!

The task that I have been given appears almost equally immense and one could say in very simple words that the Impact of Technology on Human Welfare is 'Sometimes good and sometimes bad.' I thought I should say a little more about the subject but I cannot give you the whole picture about this vast issue because I have forty minutes and it would take forty years to cover a subject like this.

I thought I would share some perspectives that come from my own experience and work. So it will be a biased view, it will not be a 'balanced view' but a 'balancing view' that I would like to promote so that more of our friends will share these concerns.

You will all have heard about the ten commandments associated with Moses and about the seven wonders of the world. Some of you may know of the six chakras of Hindu philosophy (chakras are the life forces in your body) and some of you may even know the ninety-nine good names of god in the Islamic tradition. I would like to add to your list with two more figures.

Firstly, I would like to share with you the perspectives of what I have labelled the THREE TERRIBLE TECHNOLOGIES, and secondly, I shall also suggest five simple principles that I believe can provide a framework for responsible living. I have labelled this framework THINK FIVE in the tradition of good advertising!

So that no one will say that I did not speak about the really good things of life that technology, used appropriately and responsibly, has brought I say TWO cheers for that technology, whatever it is and wherever it is--but only two cheers. The third cheer I shall reserve, because mankind has repeatedly shown itself incapable of dominating technology. We allow technology to dominate us or, we use it in an abusive way.

The first of the THREE TERRIBLE TECHNOLOGIES is the <u>TECHNOLOGY OF VIOLENCE</u>. Last week I visited Hiroshima in Japan, the city that was horribly devasted by a nuclear bomb. Today there are over 50,000 nuclear weapons all over the world. These weapons have the devastating capacity equivalent to one million Hiroshimas--enough to destroy every single city of the world, not just once but several times over.

It is estimated that 50,000 people die each day from the lack of simple things like clean water and sanitation while every minute the world spends over 1 million U.S. dollars or equivalent on arms, guns, bombs, tanks, missiles and a mass of other killer technology. It has also been estimated that to provide everyone in the world with basic amenities like clean water, education, health and housing would need 17 billion U.S. dollars. What appears to be a staggering sum is the amount that the world spends, every two weeks, on armaments!

The developing countries of the world have become too often the dumping grounds of violent technology and very sadly, sometimes guinea pigs for experiments for violent technology.

It has been estimated in a recent book "Prescriptions for Death" that pharmaceuticals <u>may</u> be responsible for a minimum of ten to fifteen million cases of injury and one million deaths each year among the three billion people in the developing world. Very conservative figures suggest at least 375,000 people in the Third World are seriously poisoned yearly by pesticides and, of them, at least 10,000 die from pesticides that are very often not permitted to be sold in the countries of origin that export these products. Some 60,000 chemicals swirl around the earth, many of them untested and unknown poisons, may of them in countries in the Third World where governments, grappling with the problems of poverty, haven't the capacity to deal with this kind of technology. It is where ignorance, incompetence and indifference persist that this kind of violent technology takes root and takes its toll of life.

To many of you from the developed countries there are many other aspects of this technology. You find this technology of violence in your homes, in the street, in the recreation area and I would like to share with all of you a

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*This was an address at the International Federation of Home Economics Congress in Oslo, Norway, in July 1984. Mr. Fazal is in the Regional Office of IOCU in Malaysia.

report on the ten most hazardous consumer products in the country which leads the world in technology, the United States of America.

The Ten Most Hazardous Consumer Products.

The first on the list is AUTOMOBILES or MOTOR CARS. Every year nearly 50,000 people die and 4,000,000 are injured, with thousands being crippled for life. These statistics are difficult to comprehend but if we imagine it is equivalent to a major airline disaster each day of the year, for 365 days, we get the feeling of the enormity of the problem of this kind of technology. One out of every sixty children born today in the U.S.A. will be killed by an automobile. The economic cost of this kind of technology, this kind of violence, this kind of death is enormous. It is estimated that it costs over 80 billion $US annually, and remember, it would cost the world 17 billion $US to provide basic water, health, education and housing. This technology alone has cost more than this amount.

The second product is CIGARETTES. Cigarettes play a major role in more than 300,000 'premature' deaths each year in the U.S. Smoking not only is a major cause of lung cancer and heart disease, but also contributes to all kinds of other ailments and allergies. It is becoming a major concern that non-smokers, involuntary consumers of smoke, are also facing these problems. If you share an environment in which there are others smoking you may be a smoker of up to ten cigarettes a day! 'Passive smoking,' that is inhaling the smoke of others, has many dangers associated with it. Each year cigarettes are the cause of fires that take their toll in death and loss of property.

ALCOHOL is the third on the list. Thirteen million Americans are addicted to alcohol. This abuse is a major cause of tens of thousands of deaths and millions of injuries occurring in accidents involving automobiles, boats and weapons. Heavy drinking is as important a cause of disease as is cigarette smoking, and I need not tell you of all the horrible things it does, not only to those who drink but to those who carry it in their bodies, especially pregnant women. The economic costs of alcohol abuse are also staggering. Medical bills, time missed from work, property damage and other associated costs of alcohol abuse totalled 100 billion $US in 1982 in the U.S. Alcohol is also a major factor in crime; 86% of homocide cases and 50% of rape cases and 50% of auto accidents involve alcohol.

Fourth on the list, innocent children playing with TOYS. Toys have been causing some 100,000 injuries among young children each year. Most are caused by falls against model toys or caused by projectile toys, especially those made like weapons such as slingshots and toy guns. These projectile toys themselves caused more than 25,000 injuries a year, in spite of the fact that the U.S. has very stringent toy safety regulations. You can imagine what happens in countries that do not have these regulations.

BICYCLES are next, and they have become an increasing problem because millions of children have taken up cycling again. Like automobiles, they are an integral part of our society, and in many cases they have become a new symbol of violence. We see bicycles not as tools for travelling but tools for racing. They involve young people in taking all kinds of risks and they are not designed for these kinds of risks. The braking ability and the ability to withstand force are not very efficient. There could be many improvements to make better and safer bicycles. Thousands and thousands of children all over the world are getting badly injured by these machines. Also, many hospitals, particularly in the Third World, are populated with young people who stay there for long periods because of motorcycle accidents.

Also on the list are POWER SAWS, particularly in the 'do it yourself' homes where people want to have these gadgets they can use to cut.

LAWNMOWERS are associated in the U.S. with 50,000 injuries per year.

HOUSEHOLD CLEANERS, the chemicals we use to keep our kitchens and our upholstery clean, cause 25,000 persons to be injured. Many of these are young children who use the materials in ways that are not intended because of bad packaging or bad management in the home.

STOVES are a major cause of hazards.

The last in the list of ten. Would anyone like to guess?

BATHTUBS and SHOWERS! These involve 100,000 injuries in the U.S. Most of these injuries are bruises or fractures resulting from hitting parts of the body on the bath tub, accidental burning from hot water, electrocution caused by accidental contact with electrical equipment and drowning. The young and the old are particularly vulnerable to bathtub accidents. One of the most horrible accidents involved bathtubs with a suction system to suck out the water where a number of young girls had their hair sucked into the system and were drowned.

So these are the ten. Ten examples of dangerous products that are prevalent in our society. That can give you an idea of the type of problems we can expect in our societies with the kind of technology we now have. It shows you the lack of preparedness, the lack of readiness for this kind of technology. It shows you the way in which our societies are organized and that they are not ready to cope with the technology.

The second Terrible Technology is the TECHNOLOGY OF WASTE. No figures will be enough to describe the wanton destruction and misuse of resources, of processes, of products in our society. We see the destruction of the tropical forests and the waste of meagre incomes by poor people in the Third World on useless, inappropriate products--products they do not need nor can afford. In Bangladesh, it was once said that the bulk of the vitamins bought were purchased by people who did not need them and that they were mostly excreted as urine--vitaminized urine is a luxury that Bangladesh can do without!

We waste energy, we waste food, we waste in packaging, we overuse detergents, we waste water and so on. Someone once said that we have too much production of useless things for more useless people.

The third Terrible Technology is the TECHNOLOGY OF MANIPULATION. We live in a world in which there is too much manipulation. We see in our societies pervasive manipulation through advertising and promotional tactics that build on people's fears, that manipulate through bribery and very often through corruption. In some societies some industries promote and manipulate people's behaviour by working through the professions--professions like the health profession, the pharmaceutical profession and maybe even the home economics profession--by offering bribes to make them instruments of the propaganda.

One example is the substitution of so-called modern technology for breast feeding which has been associated with health problems among 10 million infants a year. James Grant, Director of UNICEF, has said that if we can just protect and promote breast feeding, we can save the lives of one million infants a year. A staggering thought. One million infants a year!

A subject of great interest to you as home economists and to us as consumer advocates is commercial propaganda, and I would like to share with you some thoughts from a study we have recently commissioned on the subject we are discussing this week in Oslo. The study is called 'The Corporate Pied Piper.' You will remember the Pied Piper of Hamlin--this is the 700th anniversary of the story--and how he lured the children away from the village. We don't know for what reason, many believe for evil reasons, but the children never came back.

In our study we are concerned at the global way in which this kind of propaganda so easily infiltrates our education system. It so easily becomes part of our unthinking activity, uncritical thinking activity. How weak we are in allowing this kind of technology to dominate our world, and, in many societies to dominate the battle for our children's minds.

The report starts off with an example of a very insignificant product of limited uses, Q-Tips Cotton Swabs--the Americans here will know what I mean--a little stick with a small piece of cotton at the end of it. The company promotes an art contest for primary school children. They aim at motivating the teachers to enlist themselves by offering the chance of a vacation abroad. Prizes of $40,000 worth of U.S. Savings Bonds are offered for four winners in each grade. Teacher's chances at a sweepstake drawing are increased with each of their students who enters the contest. The winning teacher gets a paid 'art experience' for two in Athens, Florence or Cairo.

Now that is guaranteed to sell Q-Tips. Multiply the number of cotton swabs needed to construct a model car (you need about 400) by the number of students in an art class by the number of schools participating and you begin to have an idea of how products are marketed in ways that have nothing to do with the use of the product.

Students in the U.S. have been the recipients of simulated uranium pellets. Postcards, describing the 'powerful pellet' mounted under plastic, were distributed by an electric utility company to local schools at the time of its proposed construction of a nuclear power plant. Electric utilities, have in fact, initiated very major 'educational' campaigns in other industrial groups as well as in schools. A parent of a fourth grade student wrote to the author of the study in anger and frustration when her local utility company sent a kit to her child's school. Her daughter brought home this comic book, sponsored by the Consumers' Power Company, which presented a very false trade-off between conservation and pollution.

Home economists must become particularly careful of this kind of propaganda. You must evaluate it critically; otherwise children are exploited over and over again by innumerable commercial antics. My own daughter, two weeks ago, brought home from her school, and this is in Malaysia, a coupon for a Kentucky Fried Chicken-type outlet in Malaysia. You would not believe the invasion of fast food chains in S.E. Asia. This coupon was distributed through the school system and this is in the Third World. The coupon says take this home and if your parents take you to this Fried Chicken place they will get a meal free--you pay for one meal, the other is free. In the Third World we also have competitions and treasure hunts that make children from all around the world seek for things that have nothing to do with nutritious food. So food has become a game for children, and they are manipulated to spend money.

We need to make sure that we have a careful oversight and that we have a countervailing system that, if these materials are used, then they are used carefully. We must also have materials that can help children evaluate these things and understand what is being done to them.

Another kind of manipulation involves something that is remote to many of us, but of particular concern in the Third World. It should concern many more of us, because it involves a commodity called SEEDS! In the Third World where the bulk of the people are small farmers, seeds are very important because they provide the life for the next crop.

A recent report to the World Food Council shows a very serious trend in the way in which seeds, at the global level, are being manipulated. Ninety-five percent of human nutrition is derived from just thirty plants, all of which originated in the Third World, and the greatest diversity of genetic raw material for future breeding at the moment remains there. Without regular infusions of gene material all northern crops would gradually decline and ultimately fail. Increasing mono-culture in the South exposes the developing countries to the same kind of vulnerability. With the advent of the 'Green Revolution,' new seeds have replaced the traditional varieties and thus, the world's genetic diversity, i.e., the number of seeds, is gradually disappearing. Many gene banks have been established and, as a result, 75-93% of the world's seed genetic resources are controlled by a few multi-national corporations. These corporations, mainly involved in agro-chemicals, have built up a plant breeding monopoly and future seeds will be increasingly dependent on other agricultural inputs, such as pesticides and fertilisers which the companies themselves develop. So they have a 'package,' the kind of technology that you have to buy, that manipulates one with the other. Developing countries fear that they will therefore be denied access to their own resources as many of the new seeds have been patented by the transnational corporations. Most citizen groups are concerned about the impact this will have on small farmers in the Third World.

You have already heard from the lecture yesterday about the enhanced power, the possibilities of manipulation through new information technology, through micro-chip technology--how your privacy is invaded, how your home is going to be invaded and the inequalities and dependence on this new technology that will be created among those who know and among those who do not. It is particularly old people and those in the Third World countries who do not have access to this kind of technology that will suffer.

These, then, are the Three Terrible Technologies--the Technology of Violence, the Technology of Waste and the Technology of Manipulation. These have become, not just essential elements in the lives of many of us, but unfortunately they have become very profitable for the merchants of death, for the rapists of our earth, and for those who make it a business to gain from manipulating our behaviour, our fears and our desires.

What can we do about this kind of technology, this kind of violence, this kind of waste, this kind of manipulation?

We can do a great deal and there are already citizen groups throughout the world linked in informal networks around these kinds of issues. They are global citizen networks, without formal structure, that have gained new strength by linking up from continent to continent. Such issues as the promotion of breast feeding has the International Baby Food Action Network and the International Breastfeeding Alliance. There are networks around the indiscriminate use of pesticides that have brought together development agencies, farmers' groups and trade unions in what is called the Pesticide Action Network (PAN). There are also groups concerned about the way health is manipulated as a business and an informal network called Health Action International (HAI) has brought together some 200 groups from all over the world. There are also networks around seeds, and the way in which television is abusing children. These networks are increasing and they are a new phenomenon on the world scene and have brought together people from the East, West, North and South. They have brought together women and men in looking at the way in which our societies are operating, not just at the personal level but also at the global level. We have begun to see that the links between the kinds of technology are not purely domestic, that they are massive, that we live in a global village, and that poisons are no respecters of national boundaries anymore than are the multi-national corporations.

I hope that many of you will want to know more about these citizens networks, that you will want to become part of these networks, that you will want to start on the journey to make the world more aware of these kinds of technology, so that we can begin to have the real benefits from appropriate and responsible technology use, and that we fight those who make a profit out of the worst elements of this technology.

I will be happy on behalf of the International Organization of Consumers Unions, which is now operating in some 50 countries of the world in various stages of development, to share in more detail many of the exciting developments of groups that are not only working to fight the Terrible Technologies but are promoting alternate kinds of technology, alternate kinds of consumption in both the developed countries and the developing countries.

Groups that are fighting on the basis of rights that we have as "little people" in the world--organizing themselves against the bureaucracy, when it is overpowering and insensitive to our needs and trying to develop a countervailing power against the commercial system that is dominated by cash register ethics in too many cases. They are trying to develop the third system of people's organizations throughout the world, organizations like the International Organization of Consumers Unions and organizations like you, the International Federation of Home Economics.

I promised that I would not talk to you about just the Three Terrible Technologies but that I would also share with you a framework, a useful framework for active, responsible living. I said that there are five principles easily remembered by the slogan 'THINK FIVE.'

THINK FIVE

The first of these is that we must become critically aware of the way we are consuming, not just consuming voluntarily but also involuntarily, i.e. taking things into our bodies that we don't know about, the things we are forced to take into our bodies. Women are particularly concerned with the heavy medication to which women are subjected, the contraceptive technology that very often is imposed and in many cases forcibly imposed on women. You have not only to ask what products you should use, but you should also ask why you should be consuming this in the first place. That kind of questioning should become part of your personality because many things we are consuming are taken for granted. Start with the basic word WHY in your life, thus the first principle is critical awareness.

The second principle is that we should all develop an action element. If we have asked the question 'Why?' and found that the answer is 'should not,' then we should start to do something about it. Begin with yourself. If you find yourself smoking or breathing someone else's smoke, do something about it. Start with yourself, the people around you, the community, the nation, globally. So ACT! Make that part of your personality, write to the press, organize groups etc. So the second of the THINK FIVE is action.

The third is social responsibility. Each time you are consuming something ask yourself what impact is this having on other human beings? How is society organized, how are other human beings organized in order that you may use and consume this particular product? Has the product been made under conditions which are intolerable or ones which are exploitive? Is this product made in a country where racist policies are prevalent? Are you giving support to these policies by your consumption? You have tremendous power. Exercise that power with some thought, make it part of your responsible life.

The fourth of the THINK FIVE is ecological responsibility. Each time our society is using things, each time we are using things, we should ask: what impact does it have on the environment? What impact does it have on our resources? On our rivers? What impact does it have not just on our local environment but on the globe? Those of you from Scandinavia and Germany know the "acid rain" and the way in which it has travelled from North America and thus linked Scandinavia and North America--as the Vikings linked it once before--but what has come back is "acid rain"! There are many attacks on our society as the results of our consumption that we are unthinking about, so ask yourself about the kind of processes involved in producing the product you are using. That is ecological responsibility.

The fifth is very important in our society, the principle of co-operation, the principle of solidarity. Our societies are organized on the basis of power and if you want to make a change you have to get power. You can make changes by your own individual struggles, but you can be stronger if you organize yourselves into groups, into communities, into organizations and use the strength and power of organizations each time you have a problem.

I invite you to join us, to join millions of people all over the world to create greater awareness about the Three Terrible Technologies, to work towards eliminating some of the violence, some of the waste and some of the manipulation in our society.

And I invite you, in your own living, to THINK FIVE!

Thank you.

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# Health Food Stores: A Lesson Plan

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I. Objectives:
   1. make students aware of the possible harm of health food stores.
   2. have students draw on previous nutrition knowledge when making health related decisions.
   3. have students become aware of some of the unnecessary high costs of health foods.
   4. have students understand the importance of good nutrition.

II. Principles to be taught:
   1. The cost of food in a "health store" is greater than for the same food in a supermarket.
   2. Nutrition knowledge can help one evaluate claims made by salespersons.
   3. Nutrient deficiencies and nutrient excesses are both harmful to the body and sometimes the symptoms are the same.
   4. The body uses nutrients in combination and in certain proporations which are more likely to be found in food than in pills or other supplements.
   5. The U.S. food supply is generally safe.
   6. Some nutrients are reduced by certain kinds of processing and all foods are processed to some extent before marketing.

III. Techniques:
Skit and discussion. Appropriate references need to be available to look up information.

IV. Evaluation:
Write a letter to your Aunt Maude who is "hung up" on health foods and try to increase her understanding without hurting her feelings.

<u>A Visit to the Health Food Store</u>

Clerk: Good afternoon. Today we have a special on Vitamin C. Please try a sample.

Customer: Thank you, this is very good. It tastes like oranges.

Clerk: We have a special on them today. Would you like a jar?

Customer: Well, I'm not sure.

Clerk: It's a super deal. Is there something else I can help you with?

Customer: Yes. I'm interested in becoming healthy. I've heard a lot about health foods and vitamins but I really don't know much about them.

Clerk: Is there anything in particular which you would like some information on?

Customer: Yes. Is it necessary to take vitamins each day and if so, what kind is the best to take?

Clerk: First of all, it is definitely necessary to take daily vitamins. Probably your best bet is to take a multivitamin. Then if you need more of any specific vitamin you can take additional supplements. Some people do need more than the 100% RDA. (Recommended Dietary Allowance)

Customer: Is it possible to get all the needed vitamins by eating balanced meals?

Clerk: Oh no! The most you will get by eating balanced meals is 2% of the RDA.

Customer: I don't understand why. My parents always say you don't need extra vitamins if you eat right.

Clerk: Maybe your parents were able to get their necessary vitamins from regular meals but that's only because of the food they ate. Today with the way food is processed, the vitamins are destroyed.

Customer: Well then, what about canned and packaged foods that say fortified and enriched and list all the vitamins?

Clerk: That doesn't mean anything! The vitamins may be there but they are destroyed when the food is processed. As I said, it is necessary to take at least a multivitamin each day because regular meals only provide a maximum of 2% of the RDA.

Customer: How do I know how much I need?

Clerk: Well that depends. The RDA sets amounts, however it's (RDA) only been around for 5 years so things are constantly changing. A multivitamin is the best way to start off. You can always take separate individual vitamins if you need extras.

Customer: Can it hurt you to get too much? I see this jar has 200% of Vitamin A and 100% of Vitamin D.

Clerk: Yes, in extreme cases it can be harmful to get too much but you don't need to worry about that.

Customer: I see you have a lot of "natural" food. What does that mean and is it really better for you?

Clerk: The natural means there are no preservatives or chemicals added, and the nutrients have not been destroyed. They are much healthier for you.

Customer: You seem to have a wide selection of honey. Is honey better than sugar?

Clerk: Yes, honey is better than sugar because it's easier to digest and it contains a lot of natural vitamins and minerals.

Customer: Is it okay to give to babies?

Clerk: As far as I know it's okay.

Customer: I'd really like to lose weight. Do you have any suggestions?

Clerk: Yes, we have an excellent diet plan. It's guaranteed to make you lose 14 pounds in two weeks. We've sold over 1500 and only two dozen have been returned. Of course, it matters what you eat while on this diet.

Customer: This sounds great but I don't understand how you can lose that much that fast.

Clerk: It's simple. This diet plan contains three kinds of pills. The first one you take before meals with some sort of liquid. It is high in fiber and contains cellulose so you feel full and don't eat much. You also take a multi-vitamin each day to make sure you are getting all the necessary vitamins.

The third pill is the most important. You take it before bed on an empty stomach. It is an energy converter. What I mean is it converts calories into energy instead of fat. Also, another wonderful thing about this pill is it tones your muscles while you sleep so, as you lose weight, your muscles don't become saggy.

Customer: I can't believe how good this sounds.

Clerk: I highly recommend it. I've taken it myself. The thing that's so good is it doesn't contain "speed" like a lot of diet pills do. As I said, it's guaranteed to work. Out of the 1500 sold, only two dozen have come back. Also, it's not expensive - only $24.99.

Customer: You really have been helpful with all the information you have given me. Are you a nutritionist?

Clerk: Yes I am.

Customer: How did you get into this field?

Clerk: I got tired of being sick. I started by reading a lot of material on health foods.

Customer: Did you ever go to school?

Clerk: Yes, I took some classes.

Customer: Well, thank you very much for all your help. I've got a lot to think about. I'm sure I'll be back when I decide exactly what to get.

Clerk: I hope to see you soon. Good-bye.

Questions for discussion after the skit:

1. Is it possible to meet the RDA by eating balanced meals?
2. Does everyone need to have 100% of the RDA? How do we know who does and who doesn't?
3. Is it necessary to take daily vitamins in addition to meals?
4. When was the RDA established? How often does it change?
5. Does processing destroy the nutrients?
6. Is it harmful to get too many vitamins and minerals? If so, which ones? What might result?
7. What are natural foods? Are they really better for one's health?
8. Is honey really healthier than sugar?
9. Is honey good for all ages? Is it dangerous for babies?
10. Will the diet described actually work and is it healthy?
11. If a friend asked for advice on losing weight, what would you recommend?
12. Can a person become a nutritionist without a degree from an accredited college or university?
13. Why do you think only two dozen diet packages were returned?

Additional questions to think about, discuss, or debate:

1. What are the pros and cons of health food stores?
2. Is the food sold in health food stores really healthier than food sold in grocery stores? How does the price compare?
3. Do health food stores take advantage of people who lack knowledge of nutrition?
4. Can health food stores actually be harmful to one's health?
5. Does what one doesn't know ever hurt one?

### Comments to Incorporate into the Discussion

One of my complaints about health food stores is that they often take advantage of people with little or no knowledge of nutrition. Oftentimes when food is labelled

"Healthy" or "Natural," people are fooled into thinking it is really better and therefore are willing to pay high prices.

Another one of my complaints is that vitamins and minerals are sold too freely. Fat-soluble vitamins in particular, have detrimental effects on one's health if too much is consumed since they are stored in the body.

The personnel is another one of my concerns. If the personnel are truly nutritonists, they should be proud of their degrees and, if asked, should inform customers of the institution where the degree was earned. Dietitians do not become dietitians by reading material and taking a few classes.

This project was not meant to completely tear apart health food stores. I only visited one store and others may be different. However, I hope this will make students aware of some of the possible dangers.

Thinking About Thinking: A Follow-up to Mary's Lesson Plan by Rosemary Jones

You probably thought this was a role play and of course, you are right. But the fact is, the conversation actually happened! Two graduate students in the summer session Consumer Education class gathered this crop of falsehoods and semi-truths. They were amazed, unable to believe what they were hearing but managed to contain their astonishment while listening intently.

How can the public believe these distortions? Is it because they want to be slim, healthy and fit and don't know how? Or is it because they are being scared witless into believing they are doomed if they eat supermarket food? How can the public distinguish between fact and fallacy, persuasion and propaganda?

It is to issues such as these that we, as teachers in the consumer education field must address ourselves. New questions must be asked and answered as we design our curricula. What knowledge and skills will be of the most benefit in the future, submerged as we will be, under the avalanche of more and more information? How do people use and evaluate sources of nutrition information - not only nutrition information but that of energy conservation, the quality of clothing, furnishings, household appliances, even the validity of insurance policies?

Knowing about consumer economics and learning how to be an effective consumer will solve only half the problem. (Can you solve half a problem or are you half-solving one problem?!) Could it be that passive recipients of information in schools become passive recipients of propaganda, misinformation, and half-truths in the market place? Are we socializing students to believe in "experts," to become dependent on others to think for them? The achievement of autonomy, Brown1 maintains, signifies liberation from ignorance, partiality and acceptance of popular beliefs - "rationality involves reflection which is contrary to passive reception; and the questioning and validation of claims."

Henry Ford considered thinking to be hard work and that is why so few did it. No one could accuse home economics teachers of being lazy, but have we been intellectually indolent in our classes? Have we taken the rose-petal path of information-giving, avoiding the thorns of thinking involved in developing the use of reason? Knowing about thinking is one thing, teaching thinking is another. Actually, thinking about thinking is hard work!

In 1962/63, the Illinois Teacher (Volume 6, numbers 1-8) featured articles relating to teaching thinking based on Burton, Kimball and Wing[2], Education for Effective Thinking, and other works of that time. In 1983 some eminent educationalists rediscovered thinking skills. Have we, as home economists been leading the way for 20 years, unheralded and unsung? Or did we read the articles, applaud and not apply?

Today sound thinking has become not only a social but a moral obligation. Do we exploit every opportunity for students to practice thinking, to develop their capacity to withstand the onslaught of the new "information age."

Recently the literature on thinking has vacillated between teaching thinking as a separate subject and integrating the teaching of thinking into subject areas. But there is consensus on the necessity for the development of thinking skills. Even the Nation At Risk report[3] notes "many 17 year olds do not possess the higher order intellectual skills we should expect of them."

Thinking and problem solving skills improve with practice. When practice involves real problems, students become highly motivated. Eisner[4] maintains that providing opportunities for students to formulate problems and to make plans for dealing with them, serves to develop intellectual independence while "psuedo-problems" assigned by the teacher do not. Occasions to pursue projects that necessitate independent inquiry for solution are needed.

Are we providing a supportive environment in our classrooms which encourages students to take chances in expressing new ideas, to invent scenarios, to imagine the future? Because many students come from environments or learning situations where intelligent behaviors are not valued, they are often reluctant and uncertain as to how to respond to an invitation to think.

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[1]Brown, Marjorie M. (1984). Needed: A critical science perspective in home economics. Unpublished paper presented at AHEA, June 25, 1984.

[2]Burton, William H., Kimball, Roland B., and Wing, Richard L. (1960). Education for Effective Thinking. New York: Appleton-Century-Crofts.

[3]National Commission on Excellence in Education, U.S. Department of Education (1983). A Nation At Risk: The Imperative for Educational Reform.

[4]Eisner, Elliot (1983). The Schools We Need, in Educational Leadership, October, 1983, p. 53.

Beyer[5] maintains that "teaching thinking skils and content is not an either-or proposition," rather it is equipping students with "the thinking tools they need in order to learn." If students use curricular materials designed to be read, remembered and regurgitated on tests, they become passive receivers of information, not questioning the validity nor seeing the applicability of this knowledge. What customer, experienced in thinking, would not query the diet pill - "the energy converter" to be taken on an empty stomach to convert calories into energy, before going to bed? Questioning and analyzing information, comparing data, evaluating the logic of arguments are teachable skills that practice can improve. The realization that facts do not exist in isolation but as illustrations of more general concepts and principles, helps students acquire knowledge they will find useful in other situations. Understanding the relationship between foods and their function would help the consumer overcome doubts about additional vitamin supplements. Knowledge of the foods which supply nutrients would help solve the problem of health and how to maintain vigor and vitality.

Practiced thinkers make sense of the world around them; they see things more clearly, more broadly, but they still retain their original values for making choices. Do we acknowledge that emotions, values and feelings influence thinking? Do we help students make inferences based on data to avoid jumping to conclusions from insufficient or irrelevant information? Do we provide opportunities for generating alternatives? Do we have students evaluate information for its relevance, completeness, accuracy and reliability?

This visit to the health food store illustrates a blatant example of misinformation, a "fudging" of facts, an attempt to persuade. Rational choices require rational thinking on the part of the consumer. Higher level thinking skills are needed to judge the information received, to evaluate its worth, and to act accordingly. Needless to say, the two graduate students beat a hasty retreat, more determined than ever to teach their students to become informed, skillful and thinking consumers!

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[5]Beyer, Barry K. (1983). Common sense about teaching thinking skills. Educational Leadership, p. 49.

# Book Review

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Pepper, Michael, Gilbert Pratt, and Alice Winnick. Food Service Skills Series. Bennett Publishing, 1984. Five booklets comprise the Food Service Skills Series.

Each booklet focuses on one occupational foods skill development topic: "Menu Planning and Cost Control", "Quantity Food Techniques", "Safety and Sanitation", "Customer Service", and "Fast Foods and Short-Order Cooking". Authors present a comprehensive review of occupational food service work expectations and skill development in a simple direct style. Specifically, the content includes traditional topics, such as equipment use, customer service techniques, and sanitation procedures, as well as some less traditional topics, such as work attitudes, strategies for solving common customer problems, and suggestions for determining food service job role responsibilities (entry level to management). Even though each booklet presents core content on a wide array of important food service topics, the booklets average eighty pages with no chapters longer than six pages. Each chapter includes additional student learner aids, e.g., lists of "things to look for", "critical terms", and "things to remember" to enhance student learning. Because topics are covered in separate booklets, teachers could elect to use all or part of the series and determine the order of topic presentation based on specific course outline needs. In addition, instructors could use booklets for enrichment or remedial student work in individualized learning programs.

The series is written in a manner which could be used directly or expanded by the instructor through related classroom and field based student experiences. Teachers of food service programs at both the secondary and post secondary level may find this series a valuable addition to their instructional resources.

# Role Playing: Using Scenarios to Teach the Interrelatedness of Work and the Family

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Some years ago I saw a movie I can vividly recall today. It was a typical 1960's movie where boy meets girl, both encounter typical teenage/parent problems, and in the end they marry and live happily every after. Some of the scenes are still etched in my mind and I recall the mistakes that were made and how personal and family problems were solved. Perhaps you can remember a movie from your past that made a similar impression on you. Why do we remember these movies after so many years? Movies are a type of simulation that dramatizes real life. Plots are based on situations so close to reality that they become believable. The viewer can easily identify with the characters making the movie easy to remember.

The purpose of this article is to describe how to use another form of simulation, role playing, when studying the interrelatedness of work and the family in consumer and homemaking classes. Following the steps outlined may help teachers to be able to increase the effectiveness of its use.

Appropriate Goals for the Role Playing Model

Expanding a student's awareness and understanding of important social problems is one reason for using this model. It could also be used to improve interpersonal relationship skills by increasing the student's ability to explore feelings, attitudes, and values. Some appropriate objectives for using the role playing model might be:

1. To apply the principles needed to create positive human relationships in the work environment.
2. To explain the changes in male and female roles over a period of time.
3. To solve work-related problems through conflict resolution.

With these or similar objectives in mind, the teacher can select role playing situations which are designed to simulate the relationship between work and the family and meet the objectives for the class.

Selection of Role Playing Scenarios

Scenarios, defined for this purpose as short narratives, describe the setting, circumstances, actions, and dialogue in a situation. One or more of the characters face a dilemma and the "story" ends unresolved. Current issues showing the interrelatedness of work and the family could form the basis of a role playing scenario. Joyce and Weil[1] identify four types of social problems that are amenable to the use of this model.

1. Interpersonal conflicts between employees or between employer and employee or between family members over work-related issues
2. Intergroup relations problems arising from the stereotyping of male and female roles or beliefs held by different racial, ethnic or cultural groups
3. Individual dilemmas regarding career choices and the influence these choices have on family members or work-related issues that bear on individual values and goals
4. Historical or contemporary problems involving how policymakers, judges or political leaders might make decisions, e.g., the issue of child care in today's society

Some additional concerns that might be considered are: achieving a balance in family and work, the effect of work on the family, the effect of family on work, unemployment, the management of economic resources, life cycle influences on decisions regarding work, and the contribution families make toward the productivity of the worker.

Films, short stories or newspaper articles can form the basis for a scenario, e.g., a media story related to the plight of today's farmer and other workers such as the following:

Scenario #1: A Farm Family Scenario

The husband pushes his plate away and says in an agitated way that he likes soft eggs not hard ones, (or a similar complaint). The wife snaps back that he could fix it himself. The silence is deafening for a few moments as they both act very annoyed. The wife then sighs and apologizes. She says she had so much on her mind that she couldn't concentrate on her work. He says that he has had the same feelings and that he has also been extraordinarily upset with her and the children lately for little or no reason. How can they cope with their life when their financial situation is so insecure? He is a farmer and the weather has been so wet, that they may not get a crop this year. Their debts seem insurmount-

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[1] Joyce, B., & Weil, M. (1980). Models of Teaching. Englewood Cliffs, NJ: Prentice-Hall.

able. Also, these summer work days are so long and the work load so heavy they have little time for themselves or the family. They start to discuss what they will do if they don't get a crop and how they can deal with the heavy seasonal work load.

Using the Role Playing Model.

Role playing becomes a dynamic conceptual activity when participants behave in different ways and identify the resulting consequences of their actions.[2] This requires preparing students for the activity, selecting appropriate participants, and carefully planning the discussion and follow-up. The Shaftels[3] identify nine specific phases that insure the effectiveness of the model.

Phase One: Warm Up the Group.

Students are introduced to a problem which is perceived to be important to them. They must understand the educational purpose and how it is relevant to them. Students are encouraged to feel that all beliefs and feelings are acceptable and can be explored. The problem is then expressed through a real or imaginary example in the form of a film, short story, or scenario. The last part of the warm-up is to ask questions which will challenge the students to preduct the outcome of the story. Using the farm family scenario, the following questions might be asked:

"How might this story end?"

"What are some possible solutions for this farming couple?"

Phase Two: Select Participants.

In phase two, students analyze and describe the various characters in the scenario--what they are like, how they feel, and the ways they might behave. The teacher then selects someone who wants to play the role and seems to be interested in the problem or someone who needs to learn how to place him/herself in another person's position. Students should not be cast in their usual life role. Questions may include:

"What is the farmer like? His wife?"

"How do you think he/she feels?"

"What might each person do or say next?"

Phase Three: Set the Stage.

The role players outline the scene, but do not prepare specific dialogue. They describe the setting and what is happening as the action of the scenario is about to begin. The teacher may ask the role players:

"Describe the physical setting."

"What is happening as the role playing is about to start?"

Phase Four: Prepare the Observers.

The observers must become actively involved in order to be able to analyze the "play" effectively later. The teacher will assign tasks to the entire observer group or to individuals within the group and will tell the observer that the play can be reenacted using their ideas. Questions used to prepare the observers might be:

"Look for places in the situation where the action seems real or unreal to you."

"What do yo think the farmer was feeling? His wife?"

"Explain how the actions s/he took were helpful or harmful?"

"Identify ways the characters might act instead of the ways they did act."

Phase Five: Enactment.

The players react spontaneously to the situation. Enactments should be short.[4] It should end when the behavior is clear, a character is developed, a skill has been practiced or a viewpoint has been expressed. A reenactment may be necessary to rework the idea or generate more data for discussion.

Phase Six: Discuss and Evaluate.

The most important part of this phase is to analyze the motivations of the actors and the consequences of each action. Students should be able to answer the questions posed in phase four. Some questions that may help do this are:

"What do you think of the solution demonstrated in the play?"

"How do you suppose each character felt?"

"What other ways might the characters react?"

"How is the family's work affecting the family?"

"How are the family's goals (values, resources) involved in this situation?"

Phase Seven: Reenactment.

If desired, reenactment may take place several times. These new enactments should explore new possibilities for cause and effect and should evolve from the discussion generated in phase six.

Phase Eight: Discuss and Evaluate.

Similar to phase six, students are to identify the consequences of various actions and to compare and contrast this enactment to the first. Questions that might help are:

"How did the change in the farmer's (or farmer's wife's) actions change the result?"

"How did the feelings of the characters change from the first enactment?"

"What are some other ways the situation might be resolved?"

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[2] Ibid.

[3] Shaftel, F. R., & Shaftel, G. (1967). Role playing for social values: Decision-making in social studies. Englewood Cliffs, NJ: Prentice-Hall.

[4] Ibid.

"Did this solution seem real to you? Why or why not?"

Phase Nine: Share Experiences and Generalize.

Some role playing sessions may not lead to the level of generalization, but after expereience with the role playing model, students usually begin to make generalizations about human relationships and to form principles of action they can use in work and family life. In phase nine, the teacher may use questions to verbalize the generalizations they have learned.

"What similar experiences have you heard about?"

"What are some ways families might try to resolve this problem?"

"What are some places families could go to for help with problems similar to these?"

"What additional information might need to be gathered?"

"What ideas have you learned from this role playing situation that you might be able to apply to your life?"

Each time students use the model, they gain experience with identifying feelings and attitudes. They become more comfortable with the model and sharpen their generalizing skills.

According to Fedje and Holcombe,[5] two additional phases are critical to the development of intellectual skills; learners must verbalize feelings about the thinking process as well as the content learned, and must be able to explain how to use this process in everyday life. In order to add these phases, the following questions could be asked:

"What are your reactions to this way of learning?"

"What mental operations were used in this model?"

"How can we do better the next time we use this model?"

"How can you (parents, workers) use this model in your everyday life?"

After using this model with one scenario, the teacher may develop other scenarios that illustrate the interrelatedness of work and the family. One variation in the use of this model might be to have students develop creative writing skills by writing scenarios based on what they see as issues in work and family. Another variation might be to involve the drama class to perform an improvised or rehearsed scenario. Other possible scenarios and the topics they represent are described below:

Scenario #2: Conflict and Decision-Making

The scene opens with the husband at home preparing dinner. The wife comes home from work. As she comes in she is very excited and happy. The husband is excited and happy, too. Both have "big news" to tell. The wife's news is that she has just been given a big promotion that she has wanted for a long time. The husband wants to tell that he has just gotten a job offer after being unemployed and looking for work for some time. It is a good job, but in another city which would mean the wife would not be able to keep her job, but would be able to stay home and take care of household and family responsibilities. The wife is not happy about this. A discussion ensues.

Scenario #3: Combining the Role of Wage Earner and Homemaker.

Husband and wife are arguing over household responsibilities. Both are employed full time. The wife feels she can't be expected to work as a full time homemaker as well as work full time outside the home. The husband argues that he doesn't know how to do the household chores (she does them much better) and besides he takes care of the lawn and car, etc. He feels if she'd manage her time better she could get it all done with time to spare. He may even hint that since he earns more, he is contributing more, and shouldn't be expected to do the household chores. She feels that the household responsibilities including car and yard work are not equally divided among the family members. They do not come to a conclusion.

Summary

Role playing, a type of simulation, can be a very powerful learning tool. It can increase a student's understanding of social problems, and can improve interpersonal relationship skills. Use of this model will also provide students with a safe environment to practice the life skills related to work and the family.

[5] Fedje, C., & Holcombe, M. (1984). Using intellectual skills in home economics teacher education courses. Journal of Vocational Home Economics Education, 2 (2), 64-74.

# Lunch Study Provides Educational Opportunities

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Changes in the school lunch program increase the importance of the support of concerned teachers, parents, students, and others in the community. Since its inception in 1946, the National School Lunch Program has made major contributions to the nutrition of children and adolescents. However, from 1979-1983 nationwide student participation in the program declined from 27 million to 23.1 million. The drop in participation by schools and students was slightly greater than the decrease in the number of schools and students enrolled nationally.[1]

Students increasingly select other lunch options. This situation prompted our concern about the extent to which the nutrient needs of students are being met by various lunch alternatives. Our study, utilizing a university graduate Community Nutrition class, and concurrent and subsequent involvement of high school teachers, students, parents, and other citizens illustrates ways to increase awareness of the school lunch program and improve student lunches. We conducted a study to analyze the cost as well as the calorie and nutrient content of several student lunch alternatives: Type A, a la carte (in the school lunch room), lunches eaten at home, brown bag, fast food, and vending machine.

Method of Study

Three-day food records were collected from 126 local high school students, ages 14-18. Sixty male and 66 female students in two required courses, Physical Education (freshman) and Consumer Education (senior), participated. The three-day records were completed as a required class assignment, and students were not told that the lunch data were of special interest. The cost of purchased lunches was recorded, and other lunch costs were calculated from current local prices. The food records were analyzed for calories and for each of the following nutrients: protein, calcium, iron, and thiamin, riboflavin, niacin, Vitamin C and Vitamin A.

Average calorie and nutrient intakes were compared with the 1980 Recommended Dietary Allowances (RDAs). The RDAs represent standards or "yardsticks" often used in evaluating nutrient intake. The RDAs are recommended for nutrient intake and are not absolute requirements for any given individual. They are considered adequate to meet the known nutritional needs of most healthy people in the United States. While the RDAs cannot be used alone to determine nutrient deficiency, they are useful in evaluating the comparative risk of groups of individuals for nutrient deficiencies. The less of the RDA that is being consumed, the greater the risk of a nutrient deficiency.

Type A Best Bargain

Results of computer nutrient analysis indicated that Type A lunches had the highest nutritive value, a finding consistent with the National Evaluation of School Nutrition Programs[2] and other recent studies. As the typical American meal pattern consists of three meals a day, it is usually recommended that lunch provide approximately one-third of an individual's daily nutrient needs. School Lunch Program regulations specify that Type A lunch provide at least one-third of the RDA for selected nutrients.

The levels of calorie and nutrient intake recommended by the RDAs include a fairly generous "margin of safety" for most individuals in relation to their actual requirements. Due to this "margin of safety", many authorities view calorie and nutrient intake levels of two-thirds the RDA to be consistent with a low risk for nutritional deficiency. Thus, Figure 1 depicts whether the various lunch types examined provided at least two-thirds of the recommended one-third the RDA for lunch (or 22% of the RDA).

Type A lunches contributed the most nutritional value, as calories and all nutrients, except iron, were provided in amounts at least two-thirds of those recommended. Fast food and home lunches ranked next in descending order of nutrient contribution. Vended lunches

[1]"Participation in the National School Lunch Program," The Outlook, October 1984, Food and Nutrition Programs, Illinois State Board of Education, Springfield, IL.

[2]Jack Radzikowski, J., "The Nutritional Evaluation of School Nutrition Programs." School Food Service Journal 36 (6) 72-76, 80, 1983.

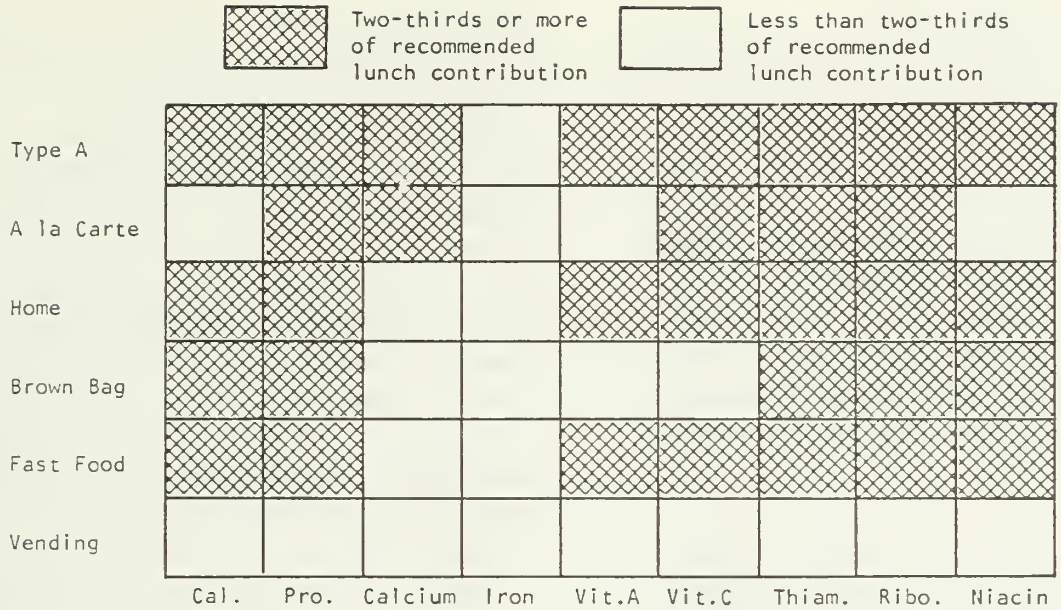


Figure 1. Proportion of recommended lunch contribution (one-third RDA) of calories and nutrients provided by lunch types.

provided the least nutritional value--less than 18% of the RDA for calories and the eight nutrients studied.

No lunch type appeared to provide as much as 22% of the RDA for iron. Fast food lunches provided the most iron, with an average of 21%; Type A followed at 18%. Only Type A and a la carte lunches provided as much as 22% of the RDA for calcium. It also appear that Type A lunches made the greatest contribution to the day's total calorie and nutrient intake, the implications of which are particularly significant for those students whose total daily nutrient intakes are less than recommended. Lunch is important!

When cost is considered, which lunch is the best nutritional buy? Figure 2 (below) illustrates the nutrient contribution per dollar spent for each type of lunch. Not only did the Type A lunch appear to provide the greatest nutritional value, but it also represented the best nutritional value for the money. While fast food lunches provided the second highest nutritional value, they did so at a cost twice that of the Type A lunch. Thus, when compared on a dollar for dollar basis, the nutritional contribution of the fast food lunches was next to the lowest. Home, brown bag, and a la carte lunches certainly provide nutritional and economical alternatives depending on food item selection.

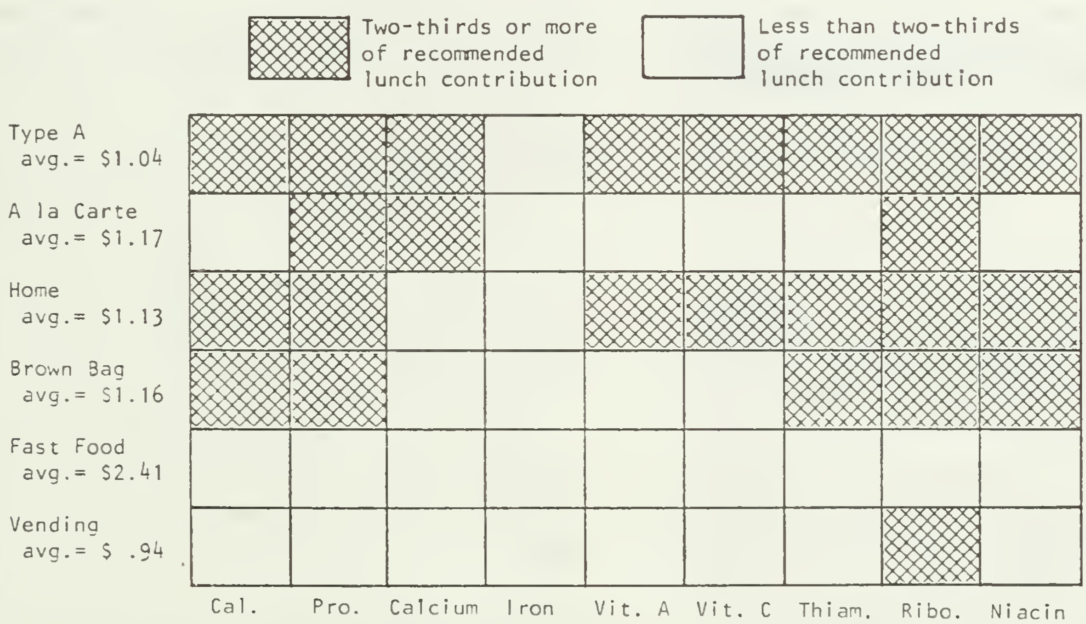


Figure 2. Proportion of recommended lunch contribution (one-third RDA) of calories and nutrients per dollar spent provided by lunch types.

For total nutritional value per dollar spent, vended lunches represented a poor nutritional buy.

Our study had several objectives. In addition to making the nutrient and cost comparisons described, we intended to use study findings to make specific recommendations to improve student lunches. High school students participating in the study received an individualized computer analysis of their reported three-day food records. The university students gained experience in designing and conducting the study. Although this study was done by college students, high school students and teachers could use a modified plan to achieve similar outcomes.

High School Benefits

The project provided a number of direct benefits to the high school. Participating students became more aware of their food intake and the relationship of nutrition to health. The personalized computer printouts helped students to recognize dietary improvements they needed to make. Two page handouts prepared by university students suggested simple, realistic ways to improve dietary intake. A graduate student and the first author discussed the analyses and recommendations with each high school class and teacher. We answered questions and indicated our availability for later personal questions or concerns. The analyses and discussions generated considerable student interest, especially in the freshman classes.

Although the Type A school lunch was highest in nutritive value, all types of student lunches needed improvement. The fast food lunches also were reasonably nutritious, but cost averaged over $2.00 per lunch. As noted, our study showed that student lunches from vending machines were extremely inadequate. After statistical analysis of the data, we submitted reports to the school board, to administrators, and to the school food service manager. We discussed findings and recommendations with those officials, and presented information to various community groups, as well as to the state Food and Nutrition Program.

Community Involvement

Our presentation and discussion with the local School Food Service Advisory Council, as well as subsequent press coverage, stimulated considerable school and community interest. Some controversy was generated about the use of an orange flavored drink in the school lunch. Parents, students, teachers, and others in the community contacted school and food service officials, and also wrote to the newspaper editor, urging that the flavored drink be replaced with juice. The school cited both cost and availability of a juice product as factors. When the next school term began, a juice product did replace the flavored drink. (Each half pint of the 50 percent juice product provided four ounces of pure juice, which meets United States Department of Agriculture [USDA] standards for a serving of fruit.)

High school student representatives on the School Food Service Advisory Council also wanted to improve vending machine choices. School officials stated that the vending machines in the high school would continue to remain open throughout the school day, an option permitted under state and USDA regulations. Therefore, it seemed most practical to add some nutritious items to those already available in vending machines. Student representatives consulted other students and their principal, who requested the vending company to provide some nutrient-dense foods. Additions of granola bars, nuts and dried fruit have proved popular.

Also, we provided recipes and samples of nutrient-dense products utilizing commodities (e.g., granola bars). The food service personnel tested and incorporated some of these and similar items into lunch menus and as extra for lunch room sales.

School and food service officials have been cooperative in attempting to implement recommmendations and requests to the extent possible within fiscal and regulatory constraints. Other improvements include the following: (1) deletion of one lunch menu somewhat low in nutrients, (2) increased efforts to reduce fat in the menus and in preparation, and (3) greater involvement of high school students to reflect student preferences and increase menu variety. Yogurt was added daily, and the salad bar was made available twice a week instead of once. More sandwich choices have been offered. Our study noted that many students buying the Type A school lunch chose only three or four menu items, although they are entitled to five. New posters and signs clearify choices; cafeteria employees now remind students that they are entitled to five components (protein, bread, milk, and two fruit/vegetable).

Nutrition Education

The nutritional inadequacy of all lunch types reported by high school students emphasizes the need for nutrition education. We encouraged high school and junior high school home economics teachers to capitalize on data and interest generated by this study to promote improvement of the nutritive quality of all types of student lunches.

Home economics students and teachers conducted nutrition surveys, made posters, and promoted school lunch and the new vending machine choices. Health classes also were involved. Student council members initiated a nutrition campaign that included features in the school newspaper. Since the school paper is published weekly as a part of the local newspaper, good nutrition and contributions of the school lunch program were emphasized to the community. Home economics classes featured nutrition in the products they prepared and sold in their food service classes. They also provided information to improve the nutritional quality of other types of lunches - bag lunches, lunches eaten at home, and those selected at fast food restaurants.

## How To Become Involved

Although the study described was conducted by university students, high school home economics classes could undertake a similar project. Many schools have computer software to do nutrient analyses. Even a simplified analysis using the Basic Four Food Plan could provide some experience and data. Students who participated and those who analyze the food records should thereby become more aware of comparative nutritional value of various types of student lunches. Once involvement generates awareness and interest, the stage is set for attempts to improve all types of lunches which students eat.

The following suggestions may be helpful:

* Seek support from school administration and food service staff BEFORE beginning study. Developing rapport and cooperating with food service personnel is a basic first step. The purpose of the study should be seen as positive rather than as critical.

* Emphasize important elements of good lunches: nutrition, variety, student preferences, and cost.

* Consider ALL types of lunches eaten by students: types available at school, those brought from home, and those eaten at home or at other places accessible to students.

* Use a system of calorie and nutrient analysis manageable by students who will make the study.

* Involve different classes and teachers--home economics, health, physical education, consumer education, and social studies.

* Involve other groups in the school--Future Homemakers of America, student council, athletes, and coaches.

* Involve parents and others in community. Parent Teachers Associations, School Advisory Councils and possible support groups. Scouts and 4-H clubs might be interested in nutrition, school, and/or community projects.

* Cultivate allies in the school, food service, school board, and elsewhere in the community.

* Work with a Youth Advisory Council for school food service if one exists. If not, consider using a study of this type to help initiate such a council.

* Build on the strengths of school lunch and help promote it. Teachers who avoid school lunch may be more supportive if there are sufficient menu choices. Work with school and food service staff.

* Use the media appropriately and effectively. Include school and local newspapers, radio, television. Letters to the editor can be very effective.

* If vending machines compete with school lunch, consider realistic approaches. If the machines will remain, work to include some nutrient-dense vended items. Promote sale of nutrient-dense foods by home economics classes, FHA, or other school groups.

* Promote good nutrition with a campaign (during National Nutrition Month in March, during School Lunch Week in October, or anytime). Make specific suggestions to improve all types of lunches.

* Involve students as much as possible in all activities.

Reduced participation in school lunch programs and evidence of need for improvement in all types of lunches eaten by students challenge home economists and others interested in good nutrition to become involved. We hope our study and subsequent involvement of students, teachers, parents and others in the school and community will stimulate others to work to improve the nutrition of students.

# Applied Nutrition
# Communicating Information Through Recipes

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Many types of techniques and teaching aids can be used to disseminate information--a lecture to outline ideas or share personal experience, a demonstration to teach skills, or posters and handouts to reinforce ideas. One popular aid that needs study is recipes.

Much of extension programming utilizes recipes for communicating new ideas--how to repair a window blind, how to feed livestock, how to develop leadership skills, or how to start a farmer's market. In this context, recipes are used as a set of instructions to prepare the learner for successfully completing an activity. However, the word recipe usually connotes food preparation. Yet, what do we know about the use of recipes in food and nutrition education programs? What information is communicated through recipes that helps consumers make informed decisions?

Results of a 1965 study[1] of public health nutrition clients indicated that written recipes were a valuable tool with low-income families to make better use of food supplies if the main food preparer had more than nine years of schooling. Findings of other studies[2,3] suggest that families of varying income and educational levels benefit from recipes in community nutrition programs. Little is mentioned about how home economists select recipes for teaching purposes.[4] Recipes can be negative if inaccurate, if they require excessive or expensive food or equipment, or if they lead to nutritionally inadequate food choices. Thus a challenge to Home Economists is how to meet consumers' needs when unreliable sources proliferate the market and major media sources are not available to the local professional to counteract the information.[5,6,7]

As part of program evaluation,[8] a survey of Extension Home Economists was conducted to ascertain how recipes were being used to disseminate food and nutrition information. Questions were asked about teaching formats, purposes, topics and population segments with whom recipes were used. Extension Home Economists also were asked to list criteria used to select recipes.

## Procedure

Virginia Extension home economists in two districts (36 counties) representing rural and urban, mountain and coastal areas, and a variety in occupation, education and income levels, were surveyed.

We learned that all Extension Home Economists used recipes with demonstrations and 89 percent used them as handouts with talks--an indication of the popularity of this teaching aid. In addition, all of the agents noted the use of recipes with some form of media. The lower frequency with which newspaper, radio and television were used is probably due to the fact that these media do not originate in many of the counties surveyed.

We asked: For what purpose(s) do you use recipes in your educational program? The largest response (75% of the home economists) was to illustrate principles or concepts for normal nutrition, food buying, or the use of appliances. Smaller numbers used them to demonstrate new, unfamiliar uses of food, to reinforce teaching concepts, to demonstrate preparation and preservation skills, or as an incentive to attend meetings. The various dietary guidance tools mentioned for teaching nutrition were the Recommended Dietary Allowances, the Dietary Guidelines, and food guides.

Several respondents commented that demonstrations with recipes were used to teach low and middle income homemakers who did not have cookbooks. This is consistent with other findings that report low-income house-

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[1] Kornblueh, M. and Parke, H. D.: Survey of the use of written recipes, J. Am. Diet. Assn. 47:113-115, 1965.
[2] Mahoney, M.: The nutrition story for low-income families, Ext. Serv. Rev. 33(Sept.):188-189, 1962.
[3] Beauchamp, V. D. and Magrabi, F. M.: Nucoin$: Nutrition consumer information system, J. Ntr. Ed. 3(2):64-65, 1971.
[4] Hertzler, A. A.: Recipes and nutrition education, J. Am. Diet. Assn., 83:466-471, 1983.

[5] Hertzler, op. cit.
[6] Hudnall, M.: ACSH Survey: How popular magazines rate on nutrition, ACSH News and Views, 3(1):103, 1982.
[7] Thornburg, J.: The recipe approach, What's New In Home Economics 15(no. 8):1,6, 1982.
[8] Bennett, C.: Analyzing Impacts of Extension Programs, Ext. Ser., USDA, ESC-575, 1977.

holds acquired nutrition information from interpersonal communication in a one-on-one situation much more frequently than from print media sources.[9]

We also asked: With what concepts do you usually include recipes? Nutrition, meal planning, food buying and food preservation were each mentioned by more than two-thirds of the agents. Nutrition, which was listed by every respondent, included such topics as calories, sodium, fat, sugar, and fiber. The 86 percent that mentioned meal planning focused on specific food or nutrient needs or on particular events (snacks, breakfast, and sensible celebrating). Food buying emphasized low-cost and seasonal foods. Topics listed with a frequency of less than 50 percent were specific foods such as bread, dried beans, eggs and sea foods; family-life cycle needs such as children's cooking or carried meals, or information for food program recipients (food stamps or voucher foods). Special interest programs were gifts from the kitchen, international foods and entertaining.

Replies to our questionnaire indicated that agents used recipes with various age groups. Formal adult groups included parent-teacher associations, weight loss groups, extension homemakers clubs, home economics professional groups, and personnel with food services and with child day care centers. Informal adult groups listed were low-income families, food cooperatives, working women, young families, senior citizens and Vietnamese families.

We also asked: What criteria do you use to select recipes?

| Criteria | % of home economists who used |
|---|---|
| availability of food/equipment | 83 |
| example of nutrient extremes | 59 |
| inexpensive ingredients | 55 |
| easy to follow | 45 |
| reinforce subject matter | 24 |
| introduce new way to serve | 21 |
| save energy | 10 |
| alternatives for time and money constraints | 10 |

For the most frequently noted criterion they selected recipes that required ingredients or equipment that was easy to acquire locally. In terms of nutrient extremes, they selected recipes that provided one or more nutrients likely to be deficient in the diet of the clients (e.g., vitamins) or that emphasized reducing nutrient excesses (e.g., fat, sugar, and salt).

In addition, 21 percent noted that one criterion for the use of recipes was that they were tested for accuracy and for reliable results. They considered recipes from USDA and from state food and nutrition specialists as tested recipes. For unreliable, questionable or unknown sources, the extension home economists either tested the recipe or had it tested by an experienced cook, often an extension homemaker club member.

Recipe contests can also be an educational tool to help clientele to use local foods and to identify methods of preparation meaningful to their cultural groups. About one-fourth of the extension home economists were using this tool to promote local commodities in community events such as harvest festivals, county fairs and trade shows. Other replies indicated the recipe contests were also being used to help limited-resource families make more efficient use of their resources (food stamps, vouchers, or money).

## Implications

The results of this survey endorse the idea that recipes are a popular teaching aid for attracting audiences and a common tool for communicating information to clientele at all age and income levels. Many complex factors are considered in selecting recipes for teaching purposes and many types of information are communicated through recipes--nutrition, preparation skills, equipment use, and cost in time, energy, and money. In addition, needs are individualized by age, income, experience, family situations, and an array of home and community resources. Recipes appear to be a way to adapt complex, multifaceted information to local food patterns, nutrition needs, and family resources. Apparently, recipes are useful as a way to simplify instruction and provide clients with practical ways on how to perform tasks and make decisions.

The survey results reinforce the need for program assessment to verify teaching techniques. In order to ascertain reasons for program successes and failures, evaluation also needs to focus on the value of recipes as a tool in changing knowledge, attitudes, skills and practices. Only by identifying practices and program outcomes can we move ahead in impacting clientele needs.

"A <u>learning experience</u> occurs when one acts, undergoes the consequences, and understands the relationship."

The Editor

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Hertzler, op. cit.

# Promoting Recycling: Supermarkets As Environmental Classrooms*

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Recycling helps minimize the economic and environmental consequences of consumer waste. However, while most consumers express positive attitudes toward recycling (85%-95%), few (5%-10%) may be classified as regular recyclers.[1] Unfortunately the general public has tended to be unaware of the effects of waste. One recent observer noted that ". . . people will conserve if it saves them money, but they are still waiting for the 'technological fix' to save the day."[2]

To teach about recycling is an especially challenging educational objective because throw-away attitudes and practices are typical of contemporary home management and business marketing systems. Americans, according to Purcell, are the "word's trashiest people."[3] Administrators of waste management public policy call the situation a "garbage crisis."[4] This term encompasses the widely acknowledged side effects of waste: unnecessary energy and materials consumption, increasing costs for refuse disposal, and environmental deterioration.

Awareness of the serious implications of consumer waste is prompting home economists to teach recycling as an aspect of family resource management through both cognitive and affective learning experiences. Home economics teachers recently rated consumer responsibility and resource conservation among the most important societal topics they teach.[5] Given the prevailing systems, persuasive educational and motivational strategies are needed to induce more consumers and industries to participate in recycling.

Stimulating the demand for both recycled materials and products made from recycled materials is considered one of the most direct ways to accelerate recycling.[6] For that reason, current programs designed to increase recycling emphasize educational and marketing strategies with "environmental shopping," "buy recycled," and "recycling symbol" themes.

My purpose here is to suggest subject matter and learning activities that build upon "Environmental Shopping" themes. These ideas may be used by home economics teachers and cooperative extension agents to plan programs designed to increase the demand for recycled materials. I shall include:

- a program and action research model,
- affective and cognitive consumer education content areas,
- relevant learning activities, and
- public relations ideas.[7]

Three key assumptions derived from educational-marketing program evaluations underpin the recommendations:

1) Social marketing techniques, that is, those designed to modify the attitudes and behaviors of consumers to achieve socially desirable goals, can enhance educational programs.[8]
2) When consumers are made aware of the negative economic and environmental consequences of

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*Many of the ideas presented in this article are based on experiences the author gained as project manager for an educational program emphasizing public relations and marketing techniques. The program was funded by the California Waste Management Board (Grant #SO-363-400LG) and sponsored by the San Diego Ecology Centre. Special notes of appreciation are due Marilyn Colombo for her hlep in co-managing the project; Cheryl Carroll, media and public relations consultant; Nancy Patrick, photography; and Joe Renteria and Reggie Castro, photo reproduction. The author is also indebted to Albert Gross and Carolyn Balkwell for their critical reviews of the article.

[1] Pacific Consulting Group, Inc., Alternative Communication Approaches to Modifying Littering and Recycling Behaviors (Sacramento: California Waste Management Board, 1983), p. 16.

[2] P. Taylor, "Barriers to Recycling," Resource Recycling, 2, No. 1 (March/April 1983): 15.

[3] H. Purcell, "The World's Trashiest People," The Futurist, 15, No. 1 (February 1981): 51-59.

[4] Garbage . . . the Crisis of the 80s (Sacramento, California: Office of Policy and Program Analysis, State Solid Waste Management Board, 1982).

[5] H. T. Spitze and P. Eves, "What Content is Important for High School Home Economics?" Illinois Teacher of Home Economics, 26, No. 4 (March/April 1983): 157.

[6] Solid Waste Management in California: A Status Report (Sacramento: California Solid Waste Management Board 1980), p. 44.

[7] A recent Illinois Teacher article suggested that home economics professionals might enhance their educational programs by putting more emphasis on public relations. See H. T. Spitze, "Curriculum Reform and Home Economcis, or, What Do We Do Now?" Illinois Teacher of Home Economics, 27, No. 1 (September-October 1983): 1-2.

[8] K. F. Fox and P. Kotler, "The Marketing of Social Causes: The First 10 Years," Journal of Marketing, 44, No. 4 (Fall 1980): 24-33.

wasteful consumption, they are willing to support and participate in recycling programs.[9] When provided education and point of purchase information, they favor products made from recycled materials.[10]

3) Program themes incorporating bywords, slogans and symbols reinforce awareness.[11]

Figure 1. Recycling Symbol

<u>Environmental Shopping Program</u>

The California Waste Management Board (CWMB) recently funded a public information and education program that had an "Environmental Shopping" theme.[12] Marketing campaigns developed for the Recycled Paperboard Division of the American Paper Institute helped inspire the program.[13] The project was co-managed by me and Marilyn Colombo, Executive Director of the San Diego Ecology Centre. Home economics students from San Diego State University (SDSU) participated in the project as program assistants and survey researchers.

A primary purpose of the program was to create awareness of a recycling logo. (See Figure 1) This consumer product symbol indicates that the packaging or container has been or may be recycled. Home economics students and community volunteers, including junior women's club members, senior citizens, and pre-school "mothers' helpers," placed hundreds of arrow markers on supermarket shelves to identify products packaged in recycled paperboard and to draw attention to the recycling logo. The shelf markers were aesthetically and functionally compatible with the stores' other fixtures and pricing information. (See Figures 2, 3, 4)


Figure 2. Recycled Packaging Shelf Markers

Figure 3. Recycled Packaging Awareness Campaign (RPAC) Volunteer

"Recycled Packaging Awareness Campaign" (RPAC) was the media slogan for the program. As a result of a well-orchestrated publicity blitz, the program received coverage by major local television, radio, and print media.

<u>Action research</u>. The project managers chose nine supermarkets for participation in the project. The supermarkets represented a cross-section of the local population and communities. Home economics students from SDSU interviewed shoppers to evaluate the program and to ascertain consumers' attitudes toward and knowledge of waste management topics and recycling.

One specific part of the survey measured consumer awareness of the recycling logo. The interviewers showed

Figure 4. Volunteer Mother's Helper

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[9] "Californians Unaware of Garbage Crisis," <u>Environment and the Economy</u>, 7, No. 10 (October 1980): 214.

[10] D. Solem, "Californians Prefer to 'Buy Recycled,' Study Shows," ADWEEK/WEST, January 18, 1982, pp. 42 +46.

[11] Fox and Kotler, op. cit., p. 25.

[12] K. Mikitka and M. Colombo, <u>Final Project Report Re: Education and Information Grant #SO-363-400LG "Environmental Shopping/Solic Waste Awareness Project"</u> (Sacramento: California State Solid Waste Management Board, December 1982).

[13] W. E. Hancock, "Strengthening Communications," <u>Fibre Market News</u>, 39, No. 6 (January 1982): 1, 5.

supermarket shoppers a card with the symbol on it and asked the shoppers if they had ever seen it before. (See Figure 5) They were also asked to indicate what it meant. Approximately half of the shoppers (N=2300) reported that they had seen the symbol (somewhere, sometime). One-fourth of these respondents (i.e., about 12 percent of the whole sample) correctly identified the symbol as a recycling or environmental shopping cue.


Figure 5. Action Research

From our research, we have concluded that some consumers recognize the recycling symbol, but that fewer recognize the symbol than we would desire. If more consumers recognize the symbol, then products that are packaged in recycled or recyclable material could be more readily identified. Since the overwhelming majority of consumers have favorable attitudes toward recycling, we suspect that easier recognition of products with recycled or recyclable packaging would increase consumer demand for those products. We believe that further action research needs to be done. That is, educational and advertising programs to increase recognition of the recycling logo need to be enhanced or established, while the effects of those interventions in the marketplace simultaneously are evaluated.

## Consumer Education: Content

To change standards of mass consumption so that more consumers consider the environmental impact of their purchasing decisions, it is first necessary to inculcate conservationist attitudes. Thus, home economics teachers should consider achievement of environmental affective objectives a prerequisite to learning environmentally beneficial decision-making practices. Gough suggested a relevant values framework for developing environmental ethics based on three essential concepts:

. appreciation of total systems relationships
. realistic assessment of overall quality of life
. belief in conservation.[14]

It is equally important that teachers develop content to provide a cognitive foundation for environmental consumer education. A well-integrated presentation of fundamental environmental and consumer economic principles will help students understand systems relationships that influence the recycling process. This foundation should include two key concepts:

. the nature of circular flow economics,[15] i.e., supply and demand.

. importance of closing the loop, i.e., recycling.

The following learning objectives blend the appropriate affective and cognitive content. By completion of an environmental consumer education unit, students should be able to:

. Define recycling as a waste management system in which resources are transformed for continuous use.

. Present a rationale for recycling (e.g., the "garbage crisis").

. Explain the economic and environmental relationships between solid waste and recycling.

. Discuss the consequences of solid waste (e.g., garbage disposal costs, environmental litter, and neighborhood quality).

### Supply and Demand: The Consumer's Dual Role

The circular flow of resources is perpetuated when economic functions are in synchrony. The household consumer has a dual function in closing the loop. These two functions are home management and consumer decision making.

Home management. On the supply side, households are a primary source of recyclable materials. Recyclables are saved, organized, and exchanged for cash, charity and/or civic responsibility. The consumer is the "defacto producer" of waste that will be reused, the first link in a reverse distribution system.[16]

Consumer decision making. It is as important to buy products packaged in recycled materials as it is to return items for recycling. By purchasing recyclables and/or recycled products, consumers create a demand for reused materials. This keeps prices for recyclables at levels that offer households, organizations, and industries incentives to recycle.

[14] N. P. Gough, "Affective Learning: Environmental Ethics and Human Ecology," Illinois Teacher of Home Economics, 20, No. 5 (May/June 1977): 249-253.

[15] Explanation of the "circular flow of economic activity" concept may be simplified with reference to the model developed by the Joint Council on Economic Education. See for example, concepts for students at various grade levels outlined in W. L. Hansen, G. L. Bach, J. D. Calderwood, and P. Saunders, A Framework for Teaching Economics: Basic Concepts (New York: Joint Council on Economic Education, 1977); also see J. F. Niss, J. S. Brenneke, and J. E. Clow, Strategies for Teaching Economics: Basic Business and Consumer Education (Secondary) (New York: Joint Council on Economic Education, 1979), esp. pp. 1, 407, and 81-95.

[16] W. G. Zikmund and W. J. Stanton, "Recycling Solid Wastes: A Channels-of-Distribution Problem," Journal of Marketing, 35, No. 3 (1971): 35.

. In consumer education units, home economics teachers should explain why shopping for recycled merchandise is important:

Recycling begins with demand. For recycling to work, there must be a demand for products made from recycled materials. When consumers purchase items manufactured with recycled materials they influence a market by motivating manufacturers to use more of those resources.

## RECYCLING SYMBOLS

Effective instruction in environmentally beneficial consumer education should:

- Teach students to identify consumer recycling symbols and to make associations with what they represent.
- Emphasize that the recycling logos illustrates a "total loop," i.e., a process that includes:
  - a perpetual production and consumption cycle,
  - interdependent cycles of resource use, and
  - the circular flow of economic activity.

### Consumer Education: Student Activities

The following consumer education activities teach students the importance and methodology of recycling:

- Require students to prepare a bulletin-board size county or city map that explains the local waste management infrastructure. The map should identify garbage disposal (landfill) areas, places where recyclables may be returned (such as recycling centers, supermarkets, and others) and recycling enterprises. Plan field trips to these sites.

- Encourage students to collect items to contribute to a bulletin board display of products manufactured from recycled wastepaper. These might include molded paper pulp egg cartons and grey-colored cardboard packaging from food items such as mixes, cereals, detergents, pet foods, and tissue products. Other common household items that are made from recycled paper include book covers, flower pots, game boards, puzzles, record jackets, tablet backs, greeting cards, and stationery.

- Assign students to obtain samples from manufacturers of industrial and business materials and products that are made with recycled paper (e.g., cellulose insulation, hydroseeding mulch, horse stable bedding, packing materials, and newsprint).[17]

- Ask students to collect containers and packages that display recycling logos or other environmental messages to consumers. Organize a classroom or bulletin board exhibit of these items.

- Inspire students to write letters to manufacturers encouraging them to use recycled/recyclable packaging materials and to identify such packages with a recycling logo.

[17] Lists of such manufacturers may be obtained from the National Association of Recycling Industries, 330 Madison Avenue, New York, New York, 10017.

### Public Relations

Home economists might enlist the cooperation and help of supermarket managers in implementing one or more of the following environmental shopping projects:

- Recruit a group of volunteers (e.g., FHA-HERO members or extension homemakers) to install shelf markers that identify products packaged in recyled or recyclable materials.[18]

- Organize a supermarket display of various kinds of packaging that may be recycled and/or are made from recycled materials. Obtain volunteers to staff the display. Teach the volunteers to answer questions shoppers may ask about the benefits of recycling and to explain the "total loop" idea.

- Encourage manufacturers to use supermarket packaging such as shopping bags, sides of milk cartons, other dairy product containers, and egg cartons to imprint environmental consumer information. Sponsor an art contest to create a design for an environmental shopping message to be used on one or more of those packages. Reward the winner(s) with an "environmental shopping spree" sponsored by one or more supermarkets and/or manufacturers. The winner of the "spree" would be given several minutes to gather products packaged in recycled/recyclable containers bearing recycling logos.

- Generate publicity for environmental shopping programs by preparing brief press releases and public service announcements for distribution to local newspapers and radio and television stations. Use headlines such as "Supermarket Features Recycled Packaging," "Recycle Symbol Accents Environmental Shopping," "Arrows Point the Way to Recycling," "Born Again Packaging," "Shopping for the Symbol of the 80s." Include media press kits that display recycling logos.[19]

### Summary

Stimulating the market demand for recycled materials can have a major impact on the expansion of recycling. By initiating "ENVIRONMENTAL SHOPPING" projects and promoting "BUY RECYCLED" and "RECYCLING SYMBOL" educational themes, home economics teachers and extension home economists can play an important role in strengthening recycling systems.

[18] Arrows (no charge) are available from the author at San Diego State University, the School of Family Studies and Consumer Sciences, 92182-0282. Send a self-addressed 10 x 12 inches, padded mailing envelope with postage stamps to cover a package weighing two pounds.

[19] An excellent reference for mass media techniques is Chapter 8 ("Communications") in the Handbook for Youth-Centered Leadership: Future Homemakers of America (Reston, Va.: FHA, 1982): pp. 67-85. This manual may be obtained for $14 from the FHA National Headquarters, 1910 Association Drive, Reston, Virginia 22091.

# Teaching the Clothing Consumer To Be a Customer of the World

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Decisions surrounding the purchase of an item of imported clothing can provide the springboard for a stimulating study in international relations. Today's clothing consumer is indeed a customer of the world and should be aware of some of the basic issues in international trade of apparel. At present, few consumers seem to be aware of the raging controversy over the influx of imported textile and apparel items into U. S. markets and the arguments over the extent to which these imports should be limited. Consumers are greatly affected by international trade agreements, yet few are aware of the serious negotiations which have taken place either to facilitate or to limit shipments of imported clothing products.

Today, most U. S. consumers own at least some imported clothing. Many would be surprised by the number of imports which a careful inventory of their wardrobes would uncover. With each purchase, consumers have unconsciously entered into a complicated aspect of global relations, yet they may not be aware of the issues at stake. It is also likely that any publicity they have seen on this topic will have been slanted. Often the information comes from vocal factions, representing specific interests. Because consumers are not organized, their interests may not be equally represented when the pros and cons of imported clothing are debated.

Why should we be concerned?

During the seventies, clothing items (and some textile products) were imported into the United States in increasing volume. Even in 1978, the level of clothing and textile imports accounted for 17 percent (about $4.2 billion) of the U. S. world trade deficit. This was exceeded in the U. S. trade deficit only by oil and autos.[1] In the first nine months of 1984, textile/apparel imports increased 60 percent over the same period in 1983, with all indications that 1984 will have been a record import year.[2] The textile-apparel trade deficit from January to September, 1984, is $12.5 billion, compared to $7.8 billion for the comparable 1983 period. For some clothing categories, the U. S. imports a sizable proportion of the total number of products sold in this country. For example, more than 50 percent of all sweaters are now imported, as are 35 percent of men's woven dress shirts, 33 percent of knit shirts, 25 percent of all trousers, and 25 percent of all men's tailored clothing.[1]

U. S. textile and clothing manufacturers contend that imports are driving them out of business. The combined fiber/textiles/apparel industries are the nation's largest industrial manufacturing employer, providing a livelihood for one out of every eight persons in manufacturing jobs.[3] In many ways, these industries appear to be in serious trouble. This sector has dropped from fifth to sixth in total U. S. employment. The number of workers dropped from 2.5 million to 2.2 million between 1973 and 1978.[4] Unemployment for the apparel industry (but currently not for textiles) is often higher than for other sectors: 11.2 percent for the first nine months of 1981, compared to 7.9 percent for all manufacturing.[5] A study by a Washington, D. C. economics consulting firm commissioned by the American Textiles Manufacturers' Institute concluded that imports have already cost 614,000 American jobs.[6] While it may not be totally fair to say that imports are the only reason the U. S. industry is in difficulty, to the extent that clothing imports replace U. S. products in sales, the domestic industry suffers.

U. S. companies are at a distinct disadvantage in competing against imported clothing. Although workers in the U. S. clothing industry earn less than two-thirds the average wage in all manufacturing in this country, their average pay of $4.50 per hour creates difficulty for domestic manufacturers in competing with imports.[5]

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[1] "Apparel's Last Stand," Business Week, May 14, 1979, 60-63.

[2] "Trade Deficit Soars 64% for Textiles and Apparel," Women's Wear Daily, Nov. 1, 1984, 23.

[3] O'Sullivan, Richard C. "Textiles," U. S. Industrial Outlook 1982, (Washington, D. C.: Government Printing Office, 1982.

[4] U. S. Senate, Committee on Finance, Subcommittee on International Trade. Agreements Being Negotiated on the Multilateral Trade Agreement in Geneva--U. S. International Trade Commission Investigation No. 332-101. MTN Studies, No. 6, Part 5, August, 1979.

[5] McKenna, Laurie. "Apparel," U. S. Industrial Outlook 1982, (Washington, D. C.: Government Printing Office, 1982).

[6] Wightman, Richard. "ATMI Study Shows Imports Cost Mill Jobs," Women's Wear Daily, January 8, 1981, 13.

A great deal of labor is required to manufacture clothing because automation cannot be applied as successfully in this industry as in many others. Limp fabric, the basic item used in apparel production, is difficult to process by automation. Frequent fashion changes also make it difficult to produce goods in the volume needed for efficient automated production. Thus, low cost labor in other countries makes it possible to produce clothing much more cheaply than can the U. S. industries. For example, Hong Kong workers are paid approximately $1.00 per hour. Taiwan and Korean workers are paid 50 cents per hour, and workers in Sri Lanka are paid 25 cents an hour[1]--wages against which American industries cannot compete successfully.

Attempts have been made to limit the quota of imports coming into the U. S. The Multifiber Arrangement (MFA) provides for bilateral trade agreements to limit the volume of imports from about three-fourths of the countries that ship clothing to the U. S. Renewal of the MFA by the end of 1981 involved fierce trade negotiations between exporting and importing nations. Of major consideration was the fact that textile and apparel trade is crucial to exporting nations, many of whom are Third World countries. On the other hand, the U. S. industry opposed and successfully reduced the provision of the MFA which allowed overall annual increases of textile/apparel imports into this country at a rate of six percent while the annual growth rate for the domestic industry is only about one to three percent.[7] Current growth rates range frequently from 0-3 percent, depending upon the product category.

<u>The pros and cons of limiting imported clothing</u>

While the industry has fought for tariffs and other trade agreements to protect it from the influx of imports, most economists say that the U. S. consumer is better off economically not to limit imports. They say that the consumer has a right to be able to buy items as cheaply as possible, and if another country can produce an item for less than the U. S., then one should be able to buy from that country. A retail-sponsored survey (conducted by Dr. William Cline of Brookings Institute) reported that imports of apparel, footwear, and other consumer goods save the U. S. consumers about $2.2 billion annually because they are priced below equivalent domestically produced merchandise.[8] Results show that imported products are an average of 10.8 percent cheaper than domestic products.[9] The study also noted that low income consumers are hurt most by restricting imports, because this socioeconomic group buys more low cost imported goods than any other. According to the report noted above, the savings for the low income consumer may be as much as 13.1 percent.[9]

If imports are not limited, however, and the U. S. industries go out of business, as many fear they will, then many workers will lose their jobs. A large number of these workers are unskilled and will have difficulty in finding other employment. Klopman[11] noted that if the present trend continues, by 1990 apparel imports will capture over 40 percent of the U. S. market. He predicts that 700,000 more Americans employed in the textile and apparel industry will lose their jobs in the next ten years. He further noted that many manufacturing and service businesses that depend on the purchasing power of textile and apparel employees will suffer the loss of 500,000 more jobs.

For the most part, workers in the textile and apparel industries have minimal skills, limited education, and are not mobile. In other words, they have few other employment alternatives if these industries die. Klopman[11] concluded that annual welfare payments and other government subsidies for these displaced workers will cost the American people $8 billion by 1990. Thus, the potential costs to taxpayers for public assistance to a large group of the population may cancel the savings from buying lower cost imports.

The work of producing clothing and textile products is also crucial to the labor force in developing countries where cheap labor makes these low-priced products possible. In many of these countries, there is an abundant work force necessary to start labor-intensive apparel industries, but the capital and technology are not available to start other manufacturing. Thus, these industries are critical to the workers and to the economy of developing countries. If imports to the U. S. from these countries were cut off, it would seriously jeopardize the quality of life and the opportunity for economic development in those nations.

A further issue to consider is that of international relations. The U. S. cannot simply cut off imports from other countries and retain a politically favorable position with those countries. Imposing trade barriers usually results in retaliation by other countries. In addition, many countries must have the dollars from the sale of their

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[7]"The Textile-Apparel Industries," <u>Fairchild Fact File</u> (New York: Fairchild Publications, 1979).

[8]Wightman, Richard. "Survey Says Consumer Saves on Imports," <u>Women's Wear Daily</u>, December 15, 1978, 19.

[9]French, Verrick O. "NRMA Urging Lower Trade Barriers," <u>Stores</u>, Volume 61, no. 3, March, 1979, 54.

[10]Wightman, Richard. "Consumers Save $2 Billion by Buying Imports," <u>Daily News Record</u>, December 15, 1978, 1.

[11]Klopman, W. B. "Call for Protection," <u>Textile Asia</u>, XI, 9, September, 1980, 184-196.

manufactured goods in order to buy U. S. - made products. A good portion of the income from sale of their clothing and textile products goes to purchase other U. S. goods. In fact, these countries often buy large quantities of U. S. textile products to use in manufacturing the clothing later shipped to the U. S.

So, there is not an easy answer for the consumer. On one hand, it seems important to buy U. S. - made clothing to help "save" the domestic industry. The consumer may benefit from low cost imports, yet the costs of unemployment may offset those savings. On the other hand, the meager wages from these industries in developing countries are critical to those workers, too. While there is no easy answer, the consumer should be aware of the different views so as not to be swayed by groups representing only one side of the issue. It also seems important for consumers to be aware of the broader issues so that a choice between a "made in the U. S. A." or "made in X---" label is an informed choice and not one of casual indifference.


Today's student, as a consumer of products from around the world, needs to be aware of this global view. In addition to the great quantity of imports in the apparel field, many other commodity areas are affected. As a Washington Post writer noted, "America has become a melting pot of goods from all over the world."[12] Consumers have been alerted through media coverage to the influx of automobile imports and the resulting effects on the U. S. industry. Examples of other affected areas are footwear and other leather products, electronics, home entertainment equipment, sewing machines, and toys.

Exciting opportunities are possible for the study of the consumer's role in an international perspective. A focus on imported textile and apparel products might be used in a classroom unit on the purchase of clothing. Or, a broader view of several product areas might be considered for a unit in consumer economics. Study in these areas has transfer potential which might be related to students' learning experiences in other subjects such as social studies. Students might focus on a product area for which imports are high. They might look at not only the economic issues involved, but also at the social and political concerns as well. They could consider why those product areas have been imported to the U. S. in great quantities. Students might be asked to examine the impact of imports and the restrictions of those products for both the importing and the exporting nations. Even more specifically, they might consider the position of consumers in specific countries and how those consumers are affected by the free flow or restriction of products.

The potential is great for expanding the perspective of young consumers by looking at the breadth of products available from a world view. This broader focus of the buyer as a customer of the world seems crucial not only from the perspective of being an informed consumer but also from the position of considering oneself a citizen of the world.

[12]Seaberry, Jane. "Imports: America Besieged," The Washington Post, November 22, 1981, F 1, 2.

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## TELLING THE HOME ECONOMICS STORY

Two activities arranged to interpret the Home Economics Education program to the community have been rewarding. In a presentation to the school board, a flip chart was used to explain the course offerings and the time devoted to each area of instruction. Highlights of class activities and accomplishments, resource persons visiting the classes, special projects, information about the vocational conference, in-service meetings for teachers, and the Future Homemakers of America organization were given during the fifteen minutes allotted. Comments such as "I didn't know you did all that in Home Economics" and "Can I come back to school and enroll in a class" were encouraging. Later, our superintendent told me that after I left, one board member said, "I had wondered if Home Economics was a worhtwhile subject; now I know it is."

On another occasion, the Carlisle Altrusa Club, a local women's organization, met in the home economics department. That evening, the home economics students and I presented the program which included a skit written by a student on dating, a demonstration of finger play exercises used by the child development classes when working with children, and modeling of garmnts made in different classes. Refreshments, prepared by the students, were served. The time and effort devoted to these activities, as well as humerous items in the school and local papers, have told the "Home Economics Story" better than in the past.

Joy Buffalo
Carlisle, Arkansas

From *Arkansas Vocational Visitor*
October 1982, Vol 59, No. 1, p. 2.

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# The New Kid on the Block

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There is a new kid on the block. His name may be Apple or Commodore or a variety of other given names but his family name is Microcomputer. The use of the microcomputer can do much to help home economics teachers remain current and effective while adding credibility to our curriculum.

Microcomputers have been found to be challenging in mathematics, science, business, English and music classrooms. The same promise of success can be realized in the home economics classroom while presenting a positive image of our profession.

Phillips has expressed the need for using the computer as a tool in the classroom based in part on a list of the faster growing industries identified by the Department of Labor's Bureau of Labor Statistics. The list includes every field of vocational education.

> Savvy professionals will quickly deduce that this means they must be preparing students to work with computers whether their field is health, trade and industrial, consumer and homemaking, business and office, agriculture or marketing and distribution.[1]

The microcomputer is currently being used successfully to drill, simulate events, correct spelling, store information, retrieve information, motivate, summarize student efforts, provide immediate feedback, and constantly adjust slow learners' abilities.

<u>Computers in the Home Economics Classroom</u>

But what can the computer do in the home economics classroom, specifically? Using the computer to help in the management of the home economics department, the teacher might use its storage capacity to handle that time consuming chore -- the departmental inventory. And for "an inventory within an inventory" it would be possible to have a listing of all items in the freezer, with notations of age and size of item.

Record keeping is another area where the microcomputer shines and many programs of this type are available commercially. The computer is capable of not only figuring scores, averages, and grades at the end of a reporting period, but can give an immediate up-to-date report of any student's standing at any time.

Another time-saver is the commercial program which can find spelling errors. The program contains a listing of correctly spelled words and when a paper (test, handout, report, article) is typed into the computer, any misspelled words are immediately indicated so that corrections can be made. The computer cannot, however, make distinctions between correctly spelled words of different meaning.

<u>Using the Microcomputer to Enhance Instruction</u>

The home economics teacher can use the microcomputer as a tool in the classroom just as an overhead projector, demonstration center, or microwave oven might be used. This medium can be used for initial instruction or as a form of reinforcement. Applying the techniques of computer usage to our unique curriculum produces many examples.

- Drill and Practice

Drill and practice is a method of computer instruction in which the subject matter has been previously introduced and the student is then given an opportunity to practice what has been learned. As with other methods, drill and practice lends itself well to immediate feedback for the student. A big advantage of the computer is its ability to give personal responses. For instance, when a mistake is made it is not unusual to see "Oops" on the display. Or perhaps, "Try again, Tami." When the student does well, encouragement is given with a "That's great, Robin!", "Wow! You did it, Randy", or "Way to go, Brad".

If a student performs the tasks well and exhibits a mastery of the concepts involved, the compuer can be programmed to adjust. After a certain number of appropriate responses the computer can avoid boring the student with repetitious examples by switching to a higher or new concept. For example, after the student has successfully completed the first 20 out of 50, the computer might go directly to the next section, eliminating unnecessary repetition. If the student does not respond correctly to all questions, the program continues to help the student practice, practice, practice.

- Tutorial

Using the microcomputer in a tutorial role usually involves a large amount of reading from the screen. In Child Development, for instance, the computer could provide information about child abuse. The teacher might

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[1]Phillips, Ione. "Editorial," <u>VocEd</u>, 57, no. 3 (April 1982): 25.

choose to augment the information by adding a few brief questions following each concept. By using the computer, information from many resources can be utilized and the immediate feedback which is given can make the task of reading more palatable to a hesitant student.

- Simulation

In home economics more than any other subject area, it is important to deal with situations of the real world. Students are members of real families, some like the Waltons, many not. It is essential that the skills taught be realistic and useful. Through the technique of simulation, the computer is able to bring real-world experiences to the classroom, where students learn to balance a checkbook. Or perhaps in Family Living, where the student is asked to assume a certain role and respond to computer simulations accordingly.

- Problem Solving

The problem solving technique of using a computer in the classroom is one in which the student investigates the alternatives to a given situation and sees the results of each alternative chosen. One experienced teacher found that when students evaluated their intake of nutrients something unusual happened. On seeing the word "inadequate" appear on the screen, students were affected "in a way not possible even with a variety of other activities spanning several days."[2] A number of programs are available commercially for dietary calculations, a boon to similar time-consuming exercises in many Foods and Nutrition classes.

In Family Living the teacher might find case studies handled effectively on the computer. As a student selects one of several alternatives open to a family trying to decide where an elderly grandparent might live, the consequences of each choice becomes apparent.

- Evaluation

The computer can be used for review and evaluation. In Child Development, both a pretest and posttest on homemade toys might be effective. One exciting use of this technique is the formation of a pool of questions in any given area. Over time, a teacher might build a test pool of Housing questions numberimg 75 or 100. Depending on the class, the topics covered, and the relevancy of each question, the teacher can select just those questions which would be appropriate at a given time. Consider: It is Wednesday afternoon and you need to prepare a test for Friday's Housing and Home Furnishings class. You go to your computer and tap the Housing question pool. After determining that questions 9, 14, 15, 21-34, 51-53, 55, and 69-72 are appropriate, the print command is given and the computer prints your 25 question test and you head for the neighborhood swimming pool.* Whatever the method of computerized instruction, remember that its use will not camouflage bad teaching or a failing home economics program. It can, however, be an effective alternative to more traditional techniques.

<u>The Microcomputer as a Topic</u>

As home economics teachers, we have an additional challenge. As the number of computers found in homes increases, the need to address this tool in Home Management and Equipment classes and in Consumer Education classes also increases. Therefore, if you are not soon teaching <u>with</u> computers you will be teaching <u>about</u> them. We have not served our students unless we have given them a chance to use all the tools available to them -- including the microcomputer.[3] Home economics teachers must become knowledgeable about computers, even though we often feel alienated by computer terminology. If a home economics teacher is clever and resourceful, it might be possible to hide from the new technology for a few years, but if we lack computer knowledge we may be less employable in the near future.

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[2]Marshall, Ruth Hope. "Use a Computer to Teach Home Economics," <u>Forecast for Home Economics</u>, January 1981, 47.

*Sauna, aerobics session, FHA meeting, kindergarten car pool, computer programming class, or other appropriate after-school activities may be substituted.

[3]Carr, Colleen M. and Betty A. Clamp in workshop "New Strategies In Teaching Vocational Home Economics Education: The Use of Computers," presented at US Dept. of Education Vocational Home Economics Education Conference, on March 29, 1982.

**"Those who cannot remember the past are condemned to repeat it."**

*–George Santayana*

# Economic Survival Workshop

Beverly McCoskey
Maribelle Mottier
Paulette Roberts
Fran Simmermaker

Home Economics Teachers
Columbus, Indiana

During a summer curriculum workshop the teachers of the 9th Grade Consumer Education classes in Columbus, Indiana, determined the need for improved Home Economics public relations, increasing enrollment, and a practical culminating activity for the semester's work. Out of this discussion evolved the Economic Survival Workshop for 9th graders.

This type of workshop was chosen because:

.... teenagers are active consumers

.... they need basic survival skills in the market place

.... surveys report that teens spend more than $30 billion a year compared to $5 billion 30 years ago[1]

.... informed consumers usually make decisions with more lasting satisfaction

Planning this project was a new experience for all of us. This was the first time all three Junior Highs in Columbus had participated in such a joint venture. It would involve about 180 students and 4 teachers.

The teachers contacted the director of the Courthouse Shopping Center to determine whether the merchants were willing to participate and if the Courthouse Center could be used for such an event. Seventeen merchants agreed to participate. Also approval was sought from appropriate administrators in our school system.

We felt that money would be needed to fund the project for:

.... teacher time to develop study sheets and a survey

.... payment for a nutritious meal

.... transportation

Two avenues were undertaken for the needed money:

.... school system

.... state mini grant

Teachers applied for a consumer and economic education mini grant to pay for these expenses. The grant, however, did not come through. The school system provided transportation and partial payment of some meals.

Meetings were held with participating merchants to determine the format and consumer topics that merchants would discuss.

Students were also given the opportunity through a survey to find out what their consumer interests were in the market place.

The following topics were decided upon:

.... credit
.... advertising
.... warranties
.... comparison shopping
.... catalog buying
.... merchandising
.... ready-to-wear
.... eating out
.... employment

Study sheets were developed and copies were given to the merchants before the workshop so their presentations could be prepared.

The workshop began at 8:30 a.m. with students meeting with the director of the shopping center, who provided them with an overview of the Center, including information regarding leasing of shops, economic impact, and how the Center fits into the general Columbus market place.

The students were then divided into prearranged groups led by a volunteer parent and visited the various stores for a presentation to be given by a merchant. The merchants of the seventeen stores discussed information pertaining to his particular store; for example, three stores answered questions about advertising listed on the study sheet (see p. 170).

A panel question and answer session was held immediately following the group sessions. The panel consisted of five merchants who represented the other merchants in the discussions and answers. Merchants explained how their businesses are operated, the need for public relations, the hiring and firing of personnel, store overhead, leasing of shops, and how they try to prevent shoplifting.

Our students were given the perspective of hearing from large and small store owners during the panel discussion.

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[1] Nichols, Sharon Y., & Claire L. Powell, Consumer Education for Today's Youth, in Journal of Extension Education, Jan./Feb. 1979, p. 14.

Immediately following the panel discussion the students went to the cafeteria for a nutritious meal, after which the workshop adjourned.

Once back in their school, students were asked to express their opinions of the workshop and suggest changes and additions they would make for the next year.

The students who responded to the post-workshop questionnaire were appreciative of and very excited about the venture.

Typical comments:

.... "It was nice to hear merchants speak favorably about teenage buyers."

.... "Comparison shopping does benefit the consumer."

Volunteers and merchants also made very favorable comments toward the workshop. All expressed the desire to participate again.

Some of the concerns the teachers had were the luncheon and control of students immediately following the meal.

The organization and planning of this project needs to be initiated very early in the school year. For example, the study sheets need to be prepared, a chart to facilitate the flow of student traffic and meetings established with the Courthouse Center merchants and manager.

We are looking forward to repeating this project next year, implementing changes on which we have already agreed such as using resource persons from government agencies and emphasis on employability.

An example of a study sheet follows.

ADVERTISING

Words to remember: straight information ads
puffed-up ads
time limit
supply limit
slogan

1. What service does advertising perform?

2. Can advertising be deceptive?

3. Who determines what advertising will be used?

4. Who pays for the advertising?

5. What percentage of the store's expenses is spent on advertising?

6. Name 3 techniques used in advertising? (example: desire for status)

7. Thinking back over this session, what was the most important thing that you learned?

8. Regardless of how you felt about the session, what suggestions would you have for making it more worthwhile for students like yourself?

# Middle/Junior High School Home Economics: Keys to Quality Living

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What is the key to a healthy home economics program? To a strong home economics enrollment at all levels? To a positive image of secondary home economics? We propose that a relevant, significant middle/junior high school home economics program is the key! While it is recognized that many factors including curriculum, budget, teacher effectiveness and facilities all have a mjaor bearing on program quality, a group of teachers in Colorado believe that one of the major keys to a successful home economics delivery system is a viable middle/junior high school pre-vocational program. The middle/junior high school program serves as the student's first exposure to home economics and, therefore, builds the foundation for the total home economics course of study. Success of the program at this level is dependent upon such factors as:

- the teacher's comprehension of the unique characteristics of the emerging adolescent
- a relevant curriculum
- articulation with high school programs

RATIONALE

In a three-day workshop sixty Colorado teachers accepted the challenge to examine these areas in an effort to strengthen the middle/junior high school program as a part of the total home economics delivery system. The rationale they identified for a middle/junior high school home economics program is as follows on page 172.

THE EMERGING ADOLESCENT

The teacher's comprehension of the emerging adolescent student is crucial to the success of a home economics program at this level. It has been a common belief that the 10-14 year old is in a nebulous stage between the elementary and high school years with the middle/junior high school serving as an incubator for the high school. Emerging adolescents are at a critical stage in development requiring a unique educational environment while experiencing rapid physical changes with the level and rate of individual physical maturation extremely varied.

The emerging adolescent is also experiencing a transition in social relationships. Prior to this time, adults are the primary social models and guides. However, during this period, the student's social norms are changing and peers may emerge as the primary social indicators. Consequently, according to Swaim[1], this may be the last time an educator can have a major effect on the child's self concept. What a powerful and challenging statement this is for middle/junior high school teachers!

In addition, the middle/junior high school student has very few social defenses. The student's self-perception is a direct reflection of the feedback provided by others. If told that s/he is talented, the student will unconditionally believe this. Likewise, if told that s/he is a failure, that belief will be accepted and internalized. The 10-14 year old has difficulty in developing a realistic self-perception and therefore is dependent upon others for his/her self image.

An emerging adolescent student is generally a concrete rather than an abstract thinker. Therefore, thought processes center on the present, with limited recognition of the past and a short-sighted view of the future. The emerging adolescent experiences difficulty in hypothesizing and determining options. With limited ability to comprehend complex relationships, the student is most responsive to information and experiences that have an immediate application and purpose.

CURRICULUM: KEYS TO QUALITY LIVING

With the understanding that the emerging adolescent is oriented toward the present in very concrete terms, the challenge to the middle/junior high school teacher is to develop a relevant, activity-oriented curriculum. According to Swaim, the curriculum at this level should reflect six major characteristics. These include:

- exploratory experiences
- skill development

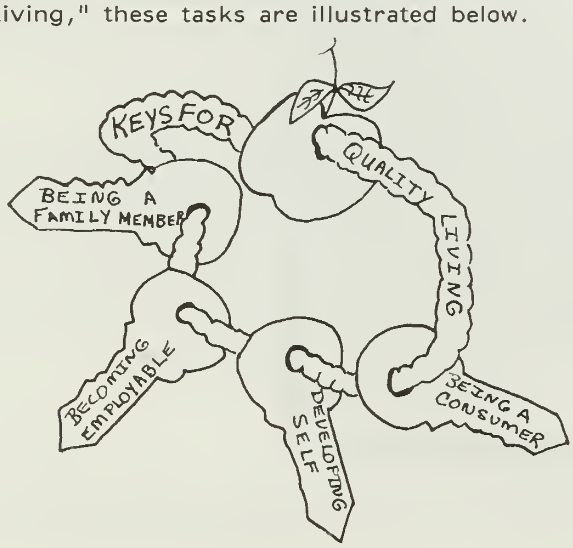
*The authors are indebted to Dr. John H. Swaim, Mrs. Susan Swaim, Dr. Val Sorenson, and the sixty Colorado teachers who participated in this workshop.

[1]Swaim, John H. (1981). "Middle School Curriculum: An Identify Crisis," Contemporary Education, L11, No. 3: 139-141.

| WE BELIEVE | THEREFORE |
|---|---|
| 1. That the concepts and skills learned in home economcs are basic to the quality of life. | 1. Home economics should be a required part of each student's middle school/junior high educational program. |
| 2. That the 10-14 year old student is experiencing rapid changes socially, intellectually, physically, psychologically, and is at a critical stage of self concept development. | 2. Curriculum and learning environment should provide for: *exploratory experiences *skill development and refinement *individualized learning *self concept development *active learning experiences *high interest activities *success oriented experiences |
| 3. That as the family structure is in transition with the middle school/junior high school students often assuming an increasingly significant role in family responsibilities. | 3. Home economics will help provide students with the skills necessary to meet these responsibilities effectively. |
| 4. That home ecomomics applies and reinforces basic educational skills by offering practical, relevant experiences. | 4. The home economics program should reinforce learnings in: *math *science *reading *writing *health *social studies *decision making/ problem solving |
| 5. That the home economics program contributes to and gains from involvement with other disciplines and the community. | 5. The home economics program should be articulated with programs within the school system and should involve parents and other participants from the community. |
| 6. The foundation provided by the middle school/junior high pre-vocational home economics curriculum develops interest and participation in the subsequent high school home economics program. | 6. Articulation of the total home economics program within the school district and throughout the state enhances the quality of programs. |

- individual learning and individualized instruction
- self awareness/self concept development
- activity orientation
- high interest activities

With these six curricular characteristics as their basis, the Colorado home economics teachers identified that the primary objective of home economics at the pre-vocational level is to prepare youth to become well adjusted individuals and successul family members. At this level home economics focuses on helping students in their formative years to grow as healthy individuals and to lay foundation for a quality home life. Four major developmental tasks, being a consumer, developing self, becoming employable and being a family member, are identified as critical for the growing and emerging adolescent. As "Keys for Quality Living," these tasks are illustrated below.




## ARTICULATION

Since the middle/junior high school curriculum lays the foundation for a quality home economics education delivery system, it is essential that articulation of the total home economics program within the school district and throughout the state be implemented. The emerging adolescent is initially introduced to home economics through the middle/junior high school pre-vocational curriculum. It is often through this early exposure that a student develops an interest in and a desire to participate in the vocational home economics program at the high school level.

The articulation process occurs when home economics teachers at all levels recognize the need for establishing continuity within course offerings for the optimum growth and development of each student. The student's total educational program is enhanced when the articulation process occurs within the school and community.

The key to articulation rests with teachers who are committed and dedicated to the total educational process. Articulation needs to be a priority that is exemplified by an ongoing commitment. Through continuous communication and coordination among all home economics teachers within the total delivery system, a solid cohesive program is offered.

## CONCLUSION

A unique challenge faces the middle/junior high school home economics teacher. The challenge centers on providing an introductory program that serves as a solid base

(Continued on page 176)

# Helping Students Build a Personal Identity Through the Use of a Portfolio

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A primary component of many home economics curricula is an experience designed to strengthen students' development of a positive or at least realistic self-concept. Typically, the phenomenon of self-concept/self-awareness is presented as a separate unit or as part of the curriculum on family life education. Many of the activities which comprise this unit focus on values clarification, identification of feelings and attitudes, and understanding the dynamics of interpersonal relationships.[1] Because of the uneven, conflicting, and often lonely process of achieving the roots of a personal identify in adolescence, such clarifying experiences serve an important function in helping adolescents learn what are their present feelings, values, and ways of interacting with themselves and others. Two questions that may be raised with regard to curricular studies emphasizing self-concept are the following: (1) To what extent will these experiences help students prepare for future changes in identify? and (2) How they will contribute to a self-affirmation that will continue to change (though not as dramatically as in the adolescent years) throughout the life-span?

One approach to increasing the potential for further self-development is the incorporation of activities and planned experiences designed to assist students in developing a self-identity portfolio and personal philosophy. A portfolio may be assembled by compiling papers, assignments, pictures, articles, etc., in a notebook, file box, or other container. The construction of a personal philosophy is at best a life-long process and certainly cannot be developed or acquired through the completion of lessons in a classroom. However, students can be helped in this endeavor through the use of specific activities and experiences. Below are presented a number of ways to assist adolescents in beginning this process as part of learning and building an understanding of themselves and others. Started in adolescence, this philosophy as developed by means of the self-identity portfolio can become an important "thread" that continues to grow, change, and reflect the progression of each individual through the complex stages of adult life.

In order to assist students in formulating an awareness of a portfolio and philosophy, activities and experiences are planned in three areas: (1) identifying personal responsibilities; (2) clarifying personal preferences; and (3) compiling personal beliefs. These areas have been selected because they provide ways for students to understand themselves as they live presently, and provide a framework for further developing a sense of self-knowledge. The rationale for guiding students in these areas is based on the assumption that to a large extent personal acceptance and identity comes from being able to know one's own capabilities, values, and beliefs.[2] By providing the opportunities and structure through which self-awareness can be achieved, adolescents will be further capable of living more fulfilled and satisfying lives. The activities presented are personal and private experiences. Comparison with others, display of materials, and objective evaluation may well negate the intent of these exercises which is to assist students in formulating an awareness of their own orientation toward life.

Suggested Activities and Experiences

A. Identifying responsibilities. The aim of this component is to assist students in becoming aware of their responsibilities to themselves in five domains: personal care; social relationships; work (school); household; and finances/decision-making (see p. 174). A suggested teaching technique is the use of a card-sorting strategy: place each item on a card and have students place them in one of three different piles, labeled "I am responsible for these;" "Others (family) are responsible for these;" and "Responsibility for these is shared." A further extension of this exercise would involve asking students if these are appropriate responsibilities, at which time they feel they will be exclusively responsible for these functions, and how they currently could prepare for the assumption of these responsibilities. Each student should keep a set of responsibility cards so they may be used in the future to reevaluate individual responsibilities as they change. The value of this process is the understanding acquired of not

[1] Guerney, B. Jr., and Guerney, L. F. (1981). "Family Life Education as Intervention," Family Relations, 30, 591-598; E. D. Macklin, "Educator for Choice: Implications of Alternatives in Lifestyles of Family Life Education," Family Relations, 30, 567-577.

[2] Allport, G. W. (1961). Pattern and Growth in Personality. New York: Holt, Rinehart, and Winston.

only what the student is responsible for in everyday li but also how much responsibility he/she assumes in specific situations. It is important to make students aware of the conflict that exists between assuming responsibilities necessary for self-sufficienty and over-extending oneself by assuming responsibilities beyond one's limits and capabilities.

B. Clarifying preferences. Similar to values clarification, this activity requires that students keep a scrapbook (or file) of pictures, drawings, cartoons, photographs, illustrations, etc., of things, people, ideas, places, situations, etc., (there is no fixed listing of acceptable items) which depict each student's personal preferences. The purpose of this activity is to provide students an opportunity to select from the myriad of media representations, the images which most closely represent their ideas. Teachers should stress that these preference-pictures are not a collecton of what students think they should collect for someone else's review, but actually represent their personal values, tastes, desires, dreams, and likes. This exercise has the specific goal of assisting students in becoming more familiar with what they like and want as a means of basing decisions more upon personal preferences (knowing what one likes) than on the basis of "what everyone else is doing." Students can determine what content areas they wish to develop, or teachers may establish set criteria such as pictures and/or drawings of objects, people, places, animals, and artistic impressions. These personal-preference scrapbooks may be kept as closed files by each student and should not be subject to comparision or evaluation with other students. The maintenance of student's privacy to collect and save their own "secret" pictures will insure time is spent in getting to know themselves rather than in attempting to meet the expectations of others.

C. Compiling personal beliefs. This final component of the self-identify portfolio is the most signficant. Ideas and thoughts accumulated for this activity may become the foundation for the development of a personal philosophy which continues for many years. This experience requires the collection of writings which have special significance to the individual, for example, quotes, poems, short stories, personal correspondence, old sayings, bits of philosophy, personal observations, diary entries, song lyrics. Students may choose to categorize these under specific headings such as thoughts on love, family, faith, strength, friendship, or may simply begin a collection without specific topics in mind. Some will discover they do not yet know what they believe and will require flexibility in finding ideas which they consider interesting, humorous, insightful, moving, or clarifying regardless of the subject matter. Again the matter of privacy should be maintained in order to provide adequate assurance that the students' feelings, thoughts, and ideas will be kept in confidence.

Summary

The development of personal identify portfolios can provide teachers with a rich opportunity to improve the self-concept and self-development of adolescent students. For many students home economics is the foundation for identifying and consolidating attitudes, beliefs, and values about themselves, and the use of activities such as those presented here can assist students in developing an approach to life that is not only of present-day importance but of future value as well. By exploring responsibilities, coming to understand one's own preferences and values, and laying the foundation for a life-philosophy, adolescents can become more effective in making decisions which directly influence their lives and acquire a more accurate understanding of themselves.

Possible Topics for Personal Responsibilities Activity

Personal Care

| | |
|---|---|
| -Getting physical exercise | -Making medical/dental appointments |
| -Bathing and grooming | -Shopping for clothes |
| -Developing/pursuing personal projects/hobbies | -Dealing with stress |
| | -Maintaining proper diet |

Social Relationships

| | |
|---|---|
| -Calling and keeping in contact with friends | -Planning recreational activities with other people |
| -Giving gifts/cards/remembering correspondence | -Being on time for social events |
| -Ending an unsatisfying relationship | -Asking for help or support |
| | -Openly and honestly expressing feelings |

Work (School)

| | |
|---|---|
| -Being on time | -Asking for help |
| -Confronting problems | -Looking for continued career direction |
| -Reading for pleasure | -Writing reports/papers |
| -Maintaining club/social involvements | -Development work skills |

Household

| | |
|---|---|
| -Daily chores | -Minor home projects/repairs |
| -Paying bills | -Shopping/running errands |
| -Gardening/yard maintenance | -Car maintenance/repairs |

Finances/Decision Making

| | |
|---|---|
| -Budgeting income/expenses | -Paying bills/expenses/taxes |
| -Establishing credit | -Maintaining/savings accounts |
| -Establishing weekly personal goals | -Evaluating personal involvements |
| -Planning future goals/investments | |

# Is Society Flunking Life?

Patricia A. Rucker
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Recently an acquaintance asked, "What do you teach?" and I replied, "Home economics." She exclaimed, "Oh, that's an easy subject!"

A prominent male member of the community, when told that I am getting my Master's degree in home economics, joked, "Now you will have some new recipes!"

"Do you teach cooking or sewing?" is the usual question posed when I tell someone that I am a home economics teacher.

Probably every home economics teacher has had similar questions asked of her/him. How do we respond? Do we laugh lightly as we do a "slow burn" inside? Do we join in the joke about our profession? Or do we respond in a way that will educate these people about the magnitude of our role?

Home economics is not perceived by the public as basic or contributing to the development of academic skills. Home economics is not thought to make a serious impact on the education of the students. But what is more important than education toward the managerial responsibilities that we all have in our families and our day to day living? Our students will not be conjugating verbs, drawing geometric designs, or reciting the names of the bones in the body the rest of their lives, but they will be managing their lives financially through budgeting, the wise use of credit, and competent consumer decisions. The future health and happiness of our children is related to their knowledge of nutrition and food selection, storage, and preparation. Successful relationships with others and successful parenting are essential elements of a stable society. This knowledge and these skills, along with many others, are studied and practiced in home economics classes.

Critics of education say we should go "back to basics," such as math, science, foreign language, and computers. Increased requirements for high school graduation are encouraged, as well as more homework. The study of home economics draws on all academic subjects. Math is an integral part of food purchase and preparation, housing and interior design, home management, and consumerism. Chemistry is involved in food preparation as well as textiles, and biology is fundamental to the study of child development. Opportunities for the application of computer skills in the home are numerous.

East tells us that in 1932, Carmichael described home economics as "emphasizing the importance of critical judgments and attitudes and concerned with teaching one to think on some of the most profound problems that confront society today, which are found in miniature in the primary unit of society...the home."[1] In her 1983 article on curriculum reform, Spitze reminds us that nearly a half-century ago the National Education Association defined the central purpose of education as developing the ability to think. Spitze also quoted Hampel from the May, 1983, Kappan as saying that "research indicates that home economics courses produce better problem-solving ability than do courses in algebra."[2]

In Home Economics: Past, Present, and Future, East says that home economics has been trying to increase the power of thinking by devoting itself to the daily trifles of existence with which everyone must cope. She uses home management as an example, because it involves the process of thinking as applied in families and homes. Because it deals with the daily trifles of life, home economics can teach others sharper thinking skills.[3]

Most of the problems that arise at home or at work, or in any social situation draw on information that is dealt with in home economics classes. Management skills used in the home may be applied at work. Personal appearance, clothing selection and care, and job interview skills are studied and practiced in clothing, home management, and Home Economics Cooperative Education classes. Understanding human behavior and relationships and communication are primary topics in family living and child development classes. FHA/HERO offers opportunities for leadership, competition, and management as students plan and implement activities.

We must inform others through articles in the school and local newspapers, announcements on radio and television, letters to the school board and school administrators, and display cases at school and in shopping

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[1] East, Marjorie, Home Economics: Past, Present, Future, Boston, Allyn and Bacon, Incorporated, 1980, 240.

[2] Spitze, Hazel Taylor, "Curriculum Reform and Home Economics or, What Do We Do Now?", Illinois Teacher of Home Economics, 27, no. 1 (September/October, 1983), 3.

[3] East, op cit p. 242.

centers. Let the public know about our work with Youth Against Cancer, our aid to the elderly and the orphans, and participation in March of Dimes projects. Publicize special projects in consumerism related to foods, clothing, and home furnishings. When child development classes are taken to the obstetrics unit at the hospital, invite a news reporter to accompany the field trip and provide the newspaper with information on the main areas of study and how it relates to the students' futures. If mock marriages and "egg babies" are a part of the family living curriculum, let the public know what classwork leads up to these activities and how this is related to the real life situation. Nutrition projects involving rats could be reported on weekly in the school paper. In the study of energy conservation, students might develop a program to be presented at meetings for Parent-Teacher Associations, the school board, boy and girl scouts, day care centers, elementary schools, and civic organizations. Instead of the traditional cookies and punch refreshments at meetings, the nutrition students could offer heart-saving and/or energy-conserving snacks with accompanying recipes and related information. The clothing class could present a style show to women's groups, junior high home economics classes, or girl scouts on fashions made from energy-conserving used clothing, or suitable dress for job interviews.

Since the passage of the Smith-Hughes Act in 1917, vocational home economics leaders have worked to create new programs for many special populations, adapting the curriculum to meet the needs of millions of people. The needs of the handicapped, elderly, low-income, single-parent families, and dual career families are studied in class and met through programs offered in adult education, FHA/HERO, and Young Homemakers. With the growing diversity in the family, we are seeing the following as "signs of distress" in our society in relation to youth: suicide, declining SAT scores, absenteeism, apathy, teenage parenting, alcoholism and other drug abuse, teenage crimes, youth unemployment, and family violence. Home economics responds with the study of these issues to promote better understanding of the causes and how to solve the problems confronting our families and society as a whole.

In her discussion of home economics educators' marketable skills, Cobe states, "Home economics is the only profession that uses knowledge from all the basic disciplines...sciences, humanities, and the arts...to solve complex problems of families."[4] With the purpose of improving the quality of life for families, the American Home Economics Association was founded in 1909. Since then home economists have helped people to achieve better nutrition, child care, and housing; improved family communications and resource management; and made possible more opportunities for those with special needs to live fulfilling lives. Horn and East believe that home economists help people achieve a home and family life which will further their own development, that of other family members and of the larger society.[5]

Horn notes Toffler's prediction in The Third Wave that there will be a great need for professional life-organizers...people who can help families pull together and structure their daily lives.[6] In discussing the global view of the family, Green suggests that home economists can intervene in population education, preventive health care, resource management, improved status of women, and increased economic resources for the family.[7] According to Horn and East, home economists can "help families regain control over their physical, social, and economic environments; develop patterns of living that will move us toward a sustainable society; handle high technology without sacrificing warm human relationships.[8]

As each of us deals with public misperceptions of home economics, we can cite the profession's excellence and its role in over seven decades of family life. Despite the diversification of the family, family ties remain a central part of American life. Home economics is the only profession that focuses on the family. The family will become increasingly important with the more high technology we have around us. We are in the business of teaching life skills. What is more important and more basic in a society where an escalating number of people seem to be "flunking life"?

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[4] Cobe, Patricia, "From Teaching to Business World: Home Economists Who Made the Big Career Switch," Forecast for Home Economics, 29, no. 8 (May, 1984), 31.

[5] Horn, Marilyn J. and East, Marjorie, "Hindsight and Foresight: Basis for Choice," Journal of Home Economics, 74, no. 4 (Winter, 1981), 10.

[6] Horn, Marilyn J., "Home Economics: A Recitation of Definition," Journal of Home Economics, 73, no. 1 (Spring, 1981), 23.

[7] Green, Kinsey B., "Advocates for the Family: A Global View," Journal of Home Economics, 74, no. 2 (Summer, 1982), 40.

[8] Horn, and East, op. cit.

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(Continued from P. 172)
for the total home economics delivery system. Success is dependent upon the teacher's understanding and appreciation of the unique characteristics of the emerging adolescent and the use of that knowledge to help each student develop to his/her potential. It also concentrates on providing a relevant, viable curriculum that is coordinated within the total school program. Through consistent, on-going articulation among home economics teachers at all levels, a strong, cohesive program is offered. When this challenge is successfully met, the middle/junior high school program truly provides "keys to quality living."

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# ILLINOIS TEACHER
## OF HOME ECONOMICS

Home Economics In A Nation At Risk

Some Philosophy and Human Relationships



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# Foreword

Home Economics In A Nation At Risk
Some Philosophy and Human Relationships

Our nation is at risk. Is it because we're becoming inundated with computers? Or because we're not clear on our philosophy and our values? Or we're not showing each other that we care?

Is our nation at risk because we need help in choosing satisfying careers appropriate for our abilities and talents? Or having found one, we need a mentor? Or we're bored and not doing our job as well as we know how? Or we have too many dissatisfactions and disappointments and don't know how to cope with them?

Perhaps in this issue you'll find help for some of these problems and others. We hope, too, that you will be inspired by the words of some of our state Home Economics Teachers of the Year, and that you will find the Index for this volume a useful tool.

In this issue of Illinois Teacher we are introducing a helper! If you're looking for teaching techniques or lesson plan ideas, this little symbol (see → → →) will be a clue to locating them. Also, I want to remind you that we want to hear about your good ideas for same. We like to hear, too, about what you like and wish for in Illinois Teacher, and we look forward to receiving your renewal subscription, your order for back issues and Innovative Teaching Techniques, and your responses on our brief questionnaire. See the extra cover on this issue.

We're pleased to tell you that if our University's policy on payment with orders is a problem for you, we can send you an invoice in advance if you request it when you renew. We're sorry we had to raise the rate one dollar, and we do value you as a subscriber. Thanks!

The Editor

## AHEA

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An exciting way to grow professionally!
Illinois Teacher will be in the Exhibit Area
See you in Philadelphia!

## HELP!

We need your ideas on evaluation, especially in the clothing and textile areas. What worked for you? What are your criteria for evaluation and how do you record your findings? Send your ideas to the editor.

# Computers in the Classroom: Another Look

Marjorie Inana
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Home economics educators seem to be rushing to jump on the latest educational bandwagon, i.e., computers. The "experts" are at it again! Recent reports from several authors and commissions have recommended that computer literacy be a part of the educational program of every secondary student.[1,2,3] State education agencies are rapidly moving to encourage local education agencies to integrate computer literacy into a variety of subject matter areas. Parents, worried that their children will not have a competitive edge, are pressuring schools to get into the business of training students in the use of computers. Home economics educators judging from the literature and agendas at national professional meetings, are encouraging their colleagues to "keep up to date" by integrating computer activities into classrooms.[4,5,6] If adequate software isn't available, the response has generally been that home economists should jump in head first and start developing software that is.

It's hard to find the voice of reason in all this fervor for computer usage in the classroom. Where are the home economists who are questioning whether the computer is an appropriate tool for home economics educators to use in their classrooms? On the cynical side, one is tempted to speculate that home economics educators who privately hold such doubts are in dire fear of publicly expressing their sentiments for fear of being thought backward and traditional. After all, isn't change the byword of our generation?

To examine the place of computers in home economics educaton, let's look at the experience of one teacher.

[1] National Commission on Excellence in Education, A Nation at Risk. Washington, D..C: U. S. Government Printing Office, April, 1983.

[2] Action for Excellence: A Plan for Improving Education. Denver, Colorado: Education Commission of the States, June, 1983.

[3] Boyer, E. High School A Report on Secondary Education in America. New York: Harper and Row, 1982.

[4] Caldwell, R. "The Computer as a Teaching Tool," Journal of Home Economics, Fall 1982, p. 45-47.

[5] Luckhart, M. "Microcomputers....Bah, Humbug!" Illinois Teacher, Mar/Apr. 1983, p. 149=8-149.

[6] Gray, E. "The Newest High Tech Challenge for Home Economics," Illinois Teacher, Nov/Dec. 1984, p. 79-89.

## MS. JONES' DILEMMA

Ms. Jones has been a secondary home economics teacher for 15 years. Currently, she teaches introductory foods, a clothing class, two sections of child development and a consumer education class. Her school is located in a suburban neighborhood which is racially and ethnically mixed. Ms. Jones has an average of twenty students in each of her classes. She is active in both education and home economics professional associations. Last week, Ms. Jones' department chairperson returned from a meeting with the building principal and announced that the district superintendent of schools had made computer literacy a top priority for the district. Thus, beginning next year, all teachers will be expected to integrate a four week computer component into their curriculum. Ms. Jones' reaction to this is discouraged resignation. It's not that she is opposed to students learning computer skills. She finds her own computer an invaluable aid in developing and analyzing tests, keeping track of grades and developing teaching materials. Rather, Ms. Jones wonders what she will have to eliminate from her curriculum in order to accommodate the latest district mandate.

As Ms. Jones entertains ideas about how best to meet her superintendent's directive, she immediately recognizes several issues which will need to be addressed.

How can Ms. Jones best utilize the computer as a tool for instruction? She is aware that computers can be used as tools for instruction. Various programs are available for home economics which can be used for drill and practice, as tutorials, as simulations and as games. Ms. Jones believes computers can be useful as classroom tools for diet and budget analysis and for analyzing home energy use. But how can she stretch these applications over a four week period in her classroom and where will she find appropriate software to use in her clothing and child development classes for four weeks?

As Ms. Jones entertains her doubts, let's examine some facts about computers as a tool for classroom instruction. Some software which uses a drill and practice format lacks up-to-dateness or accuracy. Objectives are often lacking and descriptions of the software package are frequently scanty. Few software packages provide suggestions for pre- and post- activities. For those that do, activities often look suspiciously like busy work. Drill and practice packages limit student reflection and have limited usage. In home economics, where we deal with a variety of value issues, do we really serve our students' interests by using drill and practice packages?

Some software appropriate for home economics uses a simulation format. Once again documentation is a real problem. Many simulation programs have branching capabilities; thus, students choose from among a variety of options which then result in some consequence which entails another decision and its related consequences. Simulation packages with branching capabilities could be an excellent learning experience; however, most have no capacity to print out the student's string of decisions and related consequences. Thus, what could be an excellent tool for lively small group or class discussion gets limited to one or two students interacting with a terminal.

For those software packages which do provide objectives and pre and post activities, the teacher is faced with a decision about whether to gear the curriculum, unit or lesson to the objectives stated in the software package rather than his/her own objectives. One researcher[7] found that teachers who initially were most enthusiastic and receptive to using the computer in the classroom quickly became disenchanted because the software objectives did not fit into their curriculum.

As to packages using a game or tutorial format, we must ask ourselves if these packages address intellectually important skills or knowledge. Frequently these packages cover isolated bits of information which are not related in any meaningful way to other information or to the students' lives. As with other formats, these packages also may lack documentation.

How can Ms. Jones best manage students in a computer classroom? As she wrestles with one decision, another comes to mind: how will she manage students in a computer-oriented classroom? First, it will be necessary to familiarize students with the operation of the computer. Ms. Jones wonders if it will take students four weeks to learn how to turn the computer on and off, insert and remove discs properly and call up the program. Remembering what she goes through in her clothing classes to teach students how to thread a sewing machine, she has little reason to be optimistic. Given the premise that students will be able adequately to operate the computer, Ms. Jones thinks about teaching strategies she uses most frequently--lecture, demonstration, role play, case studies, and small and large group discussion. Most classroom environments are oriented toward group isntruction. Computers, on the other had, are individualized learning tools with most software designed to be used by one student at a time.[8] Ms. Jones begins to think about how she might be able to promote collaborative learning.

Is curriculum a process or simply content? As Ms. Jones contemplates her superintendent's directive, another issue comes to mind. Computers can function as a teacher when students are involved in drill and practice, tutorial, and in some games and simulations. However, Ms. Jones' goal is to help her students develop decision making abilities, to be able to think critically and to make reasoned judgments. Her teaching philosophy is one of process, encouraging her students to develop higher order thinking skills. For Ms. Jones, subject matter content is needed primarily to help her students develop these higher order process skills. Ms. Jones knows that knowledge changes rapidly and that students will forget isolated bits of information. However, if students develop the ability to analyze, evaluate, compare and contrast, predict, plan, hypothesize and justify, these abilities will serve them well thoughout life. Ms. Jones recognizes that home economics subject matter has the potential to help students answer the hard, but personally meaningful, question of "what should I do about....?" With these questions there is rarely one right answer, but answers are often contextually correct for individuals. Ms. Jones worries that with current software packages, students will be encouraged to come up with the one correct answer. She realizes that in home economics classes where students are engaged in the problems encountered in home and family life there are few instances where answers are absolutely right or wrong.

Indeed, Ms. Jones has a dilemma. As she perceives it, her dilemma is how to adapt her curriculum to meet her superintendent's mandate. All her energy is devoted to figuring out how to accommodate to this new demand. Unfortunately, it never occurs to Ms. Jones, or to any of the rest of us to question or take a stand against this new direction. Instead of figuring out how to modify her curriculum to meet this new demand by the experts, Ms. Jones might do well to ask herself two basic questions: (1) Is it appropriate for home economics curriclum to devote four weeks of class time to develop computer literacy skills? and (2) Wouldn't home economics serve students better if it helped them to critique the role of computers, or other technology for that matter, in their personal lives rather then, by example, promote wholesale adoption of a technology in an uncritical manner?

Noted educators, business people and legislators, among others, have once again thrown out a challenge to

[7] Amarel, M. "Classrooms and Computers as Instructional Settings," Theory Into Practice, Vol. 22, No. 4, p. 260-266.

[8] Dickson, M. and Vareen, M. "Two Students At One Microcomputer," Theory Into Practice, Vol. 22, No. 4, p. 296-300.

educators. Our society is a high technology one, so students must be educated to participate successfully in this world. Experts are often perceived as infallible; thus, rarely do teachers like Ms. Jones take an active stand against the "experts" and assert that they are the real experts in their own classroom. Rarely do teachers take a stand about how much technology they will allow to enter into the student-teacher relationship.[9]

By mindlessly adopting the dictates of experts on computers in the classroom, teachers like Ms. Jones run the risk of becoming more and more removed from the human act of teaching. As Ellul[10] so eloquently stated, "Education will no longer be an unpredictable and exciting adventure in human enlightenment but an exercise in conformity and an apprenticeship to whatever gadgetry is useful in a technological world." As Ms. Jones' dilemma so clearly illustrates, a technological solution to a human problem may only succeed in generating more problems of a higher order. Isn't it time to recognize that individual home economics teachers know their own students better than anyone else? Isn't it time for home economics educators to begin to question whether the computer is an appropriate tool for conveying our body of subject matter and to explain to the "experts" that there may be little relationship between how to operate computers and how to build and maintain a quality home and family life? Can't we recognize that although computers can be useful tools of instruction in some instances, wholesale adoption of them in our classroom is inappropriate?

I venture to guess that if some brave home economics teacher took a stand against the "experts" on the issue of mandated computer usage in all classes s/he would quickly find support from other teachers. As home economics educators we aim to help our students arrive at decisions through reasoned judgments. Thus, isn't it time we practice what we preach with regard to computers in our classrooms?

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[9]Hansgen, R. "The Tyranny of Expertise," The Educational Forum. Summer 1984, p. 459-467.

[10]Ellul, J. The Technological Society. New York: Vintage Books, 1964, p. 349.

## BOOK REVIEW

Steps in Home Living, 3rd ed., by Karen Ament and Florence M. Reiff, Peoria, Illinois, Bennett Publishing Company, 1984. 217 pp. Illustrated, some colored. 12 chapters. Reading level 5½.

This book is attractive, durable, personalized. The writing style is clear and case situations or stories are used to make the content more easily understood. The authors are often prescriptive and judgmental, and rules are abundant, sometimes without explanations. Each chapter contains a list of "words to know" and the pronunciation of these words is shown the first time it is used in the text. Questions to stimulate thinking and brief chapter summaries are included; and activities are suggested. The index is useful. It does not contain a preface or foreword to explain the authors' purposes.

The book would be helpful to slow readers in secondary school since it focuses on their interests while keeping to an elementary reading level. The titles of the chapters may be of assistance to a teacher in assessing its usefulness in particular classes: Learning about you, Getting along with people, Child care, Taking care of yourself, The foods you eat, Preparing food, The clothes you wear, Taking care of your homes, Problem times, Your responsibility outside your home, Consumerism, and Stepping into adulthood.

The Editor

# HOME ECONOMICS TEACHER OF THE YEAR

## 1984 AWARDS

Do Home Economics teachers ever save lives--directly? You may find one who did as you read about these state winners in the competition sponsored by the American Home Economics Association and the Cheseborough Pond Company.

Who are these Teachers of the Year? There were 36 of them in 1984 and 21 (60%) responded to my letter and questionnaire. Hence, I learned that 14 (67%) are married, 2 never married (or not yet married!), 3 widowed, and 2 divorced. Ten had no children, three had one child (or one on the way), two had two children, four had three children and two had four children. In total 22 of the children were adult and the other five were teenagers.

Their experience varied, and over half had taught most of their years in their present school (see Table 1).

Table 1

| Years Taught | Years in Present School |
|---|---|
| 5 | 4 |
| 6 | 6 |
| 8 | 8 |
| 10 | 4 |
| 11 | 9 |
| 11 | 9 |
| 12 | 5 |
| 12 | 12 |
| 12 | 6 |
| 15 | 8 |
| 17 | 17 |
| 18 | 18 |
| 18 | 8 |
| 18 | 18 |
| 18 | 10 |
| 19 | 19 |
| 19 | 7 |
| 22 | 22 |
| 23 | 8 |
| 32 | 32 |
| 34 | 17 |

All had earned a bachelor's degree and 16 of them had at least a master's degree. All but two had taken courses in the last five years.

All of these state awardees worked at least 45 hours per week at their teaching job and one said "about 80 hours." Fifteen of them estimated that they spend 50 or 60 hours each week at school or home on teaching duties.

The total enrollment in their schools ranged from 100 to 3,682 with five over 2,000, six more over 1,000, six additional ones over 500, and three under 500. One did not answer that question. The Home Economics enrollment in two of the smaller schools amounted to 52% of the total enrollment, and seven schools had 15% or less. Seven of the Home Economics departments enrolled 20-35%, two enrolled 42% or 44%, and three did not provide that information.

The number of Home Economics teachers in the awardees' schools ranged from 1 to 10, with four of the winners being the only Home Economics teacher in their school and nine being in two-teacher departments. Five were in three-teacher departments, two in four-teacher groups, and one in a 10-teacher department.

Table II shows who influenced the Teachers of the Year to become Home Economics teachers. Many were influenced by two people.

Table II

| Who influenced you to become a Home Economics teacher? | Number of Teachers of the Year |
|---|---|
| Home Economics teacher | 13 |
| Other teacher | 1 |
| 4-H leader | 3 |
| Family member | 4 |
| Friend | 1 |
| High school or college advisor | 1 |
| Self | 1 |
| No answer | 3 |

I asked these state winners if they did any other work for pay besides teaching Home Economics. Twelve did not, while the other nine taught in adult education, made draperies, managed a business, or served as a waitress, chef, coach, advisor, or computer consultant. Two of these worked 15 to 25 hours a week and the rest usually worked five hours a week or less.

I asked whether they would choose to be a Home Economics teacher if they were deciding on a career all over again, and 16 said Yes, none said No, but five were "not sure."

About half of the Teachers of the Year sponsor an FHA chapter. All but five are teaching in the same state in which they received their bachelor's degree.

All are members of AHEA (necessary for eligibility for the award) and read the Journal of Home Economics. Eleven belong to AVA and nine of these read VocEd "fairly regularly." Six belong to one of the Home Economics honorary societies, and 10 belong to HEEA. Twelve read Illinois Teacher, nine read Today's Education, and eight read Tips & Topics, seven read Forecast and three read What's New in Home Economics. Several other journals are read by one or two of the teachers. Seven of the Teachers of the Year belong to NEA and four to NAVHET.

Sixteen of the teachers considered themselves assertive, one said "yes and no," two said "sometimes" and two did not answer.

Now let's hear these state winners speak for themselves. I asked:

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If you could give new teachers one sentence of advice, what would it be?

---

Said Barbara Porter Hass of Pheonix, Arizona,"Don't let the frustrations and anxieties of your first year turn you off to teaching; you learn from that experience."

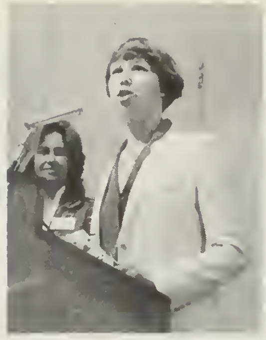
Barbara Porter Hass
Arizona TOY

Lugene Bowden
Arkansas TOY

Lugene Bowden of Everton, Arkansas, said "Your students will sense that you care."

The California TOY from San Pedro, Dottie Hill, said, "In all your dealings with people, look for the good and praise it--the positive approach and the positive attitude are the grease that enables the machinery to work at its best."

Dottie Hill
California TOY



Yvonne Williams
Colorado TOY

Yvonne Williams of Colorado Springs advised, "Be sure you are a teacher because you want to be; the students will know."

Wendell Howard's advice from Macon, Georgia, was, "This moment makes a difference; make it count with dedication, preparation, and compassion.

Wendell Howard
Georgia TOY

Ann Zdanowicz
Maine TOY

The Maine TOY, Ann Zdanowicz says that getting to know the students outside the classroom is worthwhile.

Patricia Wunschel advised from Massachusetts that new teachers should "look into each child and establish his/her individuality and then teach to it." Similarly the New Hampshire TOY, Teresa Wellman, said, "Take the time and energy to make contact with each student as an individual."

Patricia Wunschel
Massachusetts TOY

Teresa Wellman
New Hampshire TOY

Lois Haugerud, Minnesota's TOY said to "have plenty of back up materials, be flexible, keep things interesting, and be enthusiastic."

Lois Haugerud
Minnesota TOY

From Weir, Mississippi, Brenda Oliver said, "Be well prepared and organized, and use a variety of teaching techniques." Barbara Oltmanns, Albuquerque, advised, "Give of yourself and let students know you are concerned about them as people."

3renda Oliver
/lississippi TOY

\nne Genecco, Rushville, IY, said "Be a human being irst, be organized, be ıonest, admit when you need elp, share, and know that ids are great!"

Anne Genecco
New York TOY

arbara Long
orth Carolina TOY

"Your students must assume some responsibility for learning--you provide the opportunities," offered Barbara Long of Wilmington, NC.

"Ask yourself constantly, why am I doing things this way?" suggested Margaret Campbell, State College, Pennsylvania. And the Wisconsin TOY reminds new teachers that "students never interfere with our profession; they ARE our profession."

Margaret Campbell
Pennsylvania TOY

I also asked

---

What do you feel is your most important contribution to society?

---

Gail Coan of Haleyville, Alabama, feels that hers is "imparting to young people the value of homemaking," and the Arizona TOY says "making life better."

Gail Coan
Alabama TOY

Lugene Bowden's greatest contribution is "working with mainstreamed disadvantaged or handicapped." She also says that "it is hard to get bored around teenagers."

Laura Browning Crotchett
Louisiana TOY

Dottie Hill's reply was "enhancement of a positive self concept in each student I teach," and Laura Browning Crotchett's from Houma, Louisiana, was "preparing youth to accept adult responsibilities."

"I feel best about being able to have an impact on my students in human relations, family life, and getting to realize that others are important," said Maryland's TOY, Jan Redinger.

Jan Redinger
Maryland TOY

"I believe that many homes are happier, healthier, and more stable because of my teaching," offered Patricia Wunschel, and Dale Green Lawson of Rochester, Michigan, "teaches her students that each one has a great potential to deal with every-day living and to survive in the world of work."

Dale Green Lawson
Michigan TOY

Lois Haugerud's greatest contribution is "teaching children to think for them-selves and make decisions thoughtfully."

I think Marvella Cole's greatest contribution to society in Billings, Montana, can be best expressed by two anonymous notes from her students about her Family Living class.

Marvella Cole
Montana TOY

Mrs Cole

I would like to thank you. I don't really know who started Family Life or who picks out what you teach but your job has really made a positive change in my life and I thought I ought to take a moment and thank you.

I was helped mainly because of the drugs and alchohol section of the class. Becaus you had us do that extra credit assindment of attending a AA meating. I am now going and trying to get control of my life. I don't know what grade I will get out of this class, I only know that because of this class I won't have to wait till it's to late and I end up dieing to get help. Thank you again and I hope this class goes on forever.

Your truly,

Anonymously

Thank you for the flowers
For the sun and for the breeze
Thank you for those I love
And for those who love me

Thank you for the laughter
For the joys and for the tears
Thank you for my experiences
And for my changing thru the years

I'm full of love
And I want to share
But people are so cold
No one seems to care

Where can I turn?
Who can I see?
I tried to end it...
But you came to me

Thank you

Amen

And I asked these state winners

What did it mean to you to be a Teacher of the Year?

Betty Anne Nutt of Hohenwald, Tennessee, said, "The award was an accolade to all teachers and to receive it was the highest honor I could dream of. I am more confident and even more deliberate about my teaching objectives now." Similarly the Wisconsin TOY said she found herself re-evaluating every lesson.

Betty Ann Nutt
Tennessee TOY

Another question I asked the TOY's was how they keep from getting burned out, bored, and tired?

Barbara Oltmanns said in capital letters, "IT NEVER HAPPENS." She's trying computers now. Anne Genecco feels that supportive family and friends are important, she prays, and she "gets it off her chest" with fellow professionals when necessary. Marilyn Drew Peplau of New Richmond, Wisconsin, "focuses on her students instead of herself."

Marilyn Drew Peplau
Wisconsin TOY

Each year I am inspired by this group of fine teachers and proud to be in the same profession with them. I'm sure that you, too, gain enthusiasm and pride in being a home economist and teacher. I salute you all as you make these important contributions and help our world to be a better place to live.

The Editor

# In Favor of Home Economics: An Undergraduate's Philosophy of Home Economics

Melissa Merola
State University of New York at Plattsburgh

As a prospective Home Economist I have numerous concerns about the profession itself: its image, its strengths, its purpose and its success.

Initially, I face the question of professionalism. One part of the definition of "profession" is a "monopoly on a body of knowledge." In practice this definition brings conflict to the concept of Home Economcis as a profession because Home Economics encompasses so many areas that an exclusive ownership of information is difficult to achieve. A focus for expertise does, however, exist within the field of Home Economics; it involves that of the micro-economy of the home itself. However, the importance of the home in our total environment is greatly underestimated. As a result the Home Economist often lacks clout and respect among professionals in other fields. Consequently, we in Home Economics spend a great deal of time declaring our importance and attempting to defend our image. What is important, I feel, is to use this energy to further our goals rather than to defend them.[1] The worth of Home Economics and what it stands for will carry its own weight, but only if these ideals are actually put to use. I tend to feel our ambitions are off course. In defending our position we've actually redirected our energy away from the goals we're seeking. What we need to do is to take action, to produce and to progress in order to gain the respect we deserve and desire.

I feel that what gives Home Economics strength and distinction is the preventative direction it takes. The behaviors of the individual, whether within a family unit or as a distinct entity, are central to the efficiency of the total economy. As Kinsey Green points out, whereas most "people-oriented" fields deal with picking up the pieces after a fall, Home Economics works to keep it from occurring at all. At the very least we will try to soften the blow. Unfortunately, because the results of Home Economics teachings are disguised by success through preventative instruction, our usefulness is left unrecognized.

Throughout its existence Home Economics has been designed to meet the needs of the family unit. When discussing instructional content, it seems there has always been a debate over the "basicness" of the Home Economics curriculum. Many seem to feel that the basics of homemaking don't need to be taught in the schools, but rather due to their "simplicity" can be picked up in the home itself. Personally, I believe in the relevance of teaching basic homemaking skills and information, especially considering the decreasing opportunity to learn this information in the home. What is necessary, however, is to keep the term "basics" up to date. The basics needed for survival in today's world are much more involved than making muffins and sewing seams. Traditionally, the skills and concepts within Home Economics have been directed at the responsibilities common to most homemakers, and since these responsibilities have changed, so, too, should the concepts taught. The fundamentals of consumer education, family values, decision-making and buying practices are basics in the context of today's consumer-directed society.

There has always been some difficulty in understanding Home Economics because of the stereotypes it projects. There have been times when I have felt strong concern over the "Becky Homecky" image people connect with the field of Home Economics. Ellen Richards, perhaps the most well known and respected of Home Economists, began as a student at MIT in 1870. Although Ms. Richards later became the first president of the American Home Economics Association, during her college years her leadership qualities were less recognized than her homemaking skills. In a man's world, Ms. Richards was asked to perform many such tasks, which she often did without question, and in her diary she writes of her experiences with acceptance and understanding.[2] Ellen Richards merely applied her humanitarian instincts and good will to get along in a new situation. I, too, feel that although we as Home Economists must and can continue to expand and grow we must also fully appreciate and utilize those basic values that are generally attributed to the nature of Home Economics professionals. Already viewed as an accomplished homemaker, our potential is actually doubled. There will always be a demand for the resources we have, therefore

[1]Kinsey B. Green. "Against the Current," Journal of Home Economics, Fall, 1981, p. 16.

[2]Mildred Thurow Tate. Home Economics as a Profession, (New York: McGraw-Hill Book Co., 1973), p. 21.

not only are we masters of our professional field, we simultaneously can master the one environment common to all--the home.

## Other Useful References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2. Hawthorne, Betty E. "Echoes of the Past-Voices of the Future," Journal of Home Economics, Fall 1983.
3. Lightcap, Kenneth R. "It's More Than Kitchen Skills--But Who Knows It." Journal of Home Economics, Fall 1983.
4. Rossman, Marilyn Martin, Parsons, Joanne Hunter and Holman, Deborah. "Career Alternatives for Home Economics Educators," Journal of Home Economics, Spring 1983.


## BOOK REVIEW

Lindsay, Jeanne Warren. Do I Have A Daddy? (1982) Buena Park, CA: Morning Glory Press, 44 pages. $7.95.

This book, written for young children, stems from the author's extensive work with teenage mothers. The first section of the book consists of a well illustrated story portraying a young male child who confronts his single-parent mother with the question of "Do I have a daddy?" The story details the circumstances of his question and her response.

A second section of the book, written for adults, is to help single parents deal with issues of their own feelings about the absent partner, risks of covering-up their own feelings about the absent partner, risks of covering-up information, and the need for male role models, among other issues.

The book can be useful for home economics classes in studying children's literature and in helping teenagers understand issues of single-parenting or alternate family forms from the child's perspective.


Linda Peterat
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University of Illinois at Urbana-Champaign


## BOOK REVIEW

Parents and Their Children by Verdene Ryder. South Holland, IL: Goodheart-Wilcox, 1985. $16.00 (school price, $12.00)

Part One of Parents and Their Children deals with decision making and a decision-making chain for marriage and parenthood. The fundamental critical thinking component of parenting is dealt with effectively. Parenting is presented as a career, complete with job description. The author covers the basic responsibilities and common myths of parenthood.

Part Two deals with the beginning of parenthood. "Planning a Family" explains human reproduction in well written text but lacks illustrations that diagram the male and female body. Family planning is discussed in frank, yet sensitive, terms. Pregnancy is concisely covered without much detail. Nutrition for the pregnant woman is covered in approximately one page and the reasons why certain foods consumed by the mother are essential to proper growth of the fetus are omitted. Complications during pregnancy are well reviewed without accompanying photographs or illustrations.

Growth of children and changes during parenthood are covered from infants through the teen years. This growth is illustrated in charts, drawings and photographs, and the text is particularly thorough. Problems such as enuresis and anorexia nervosa are covered accurately and tastefully.

The final unit covers challenges of parenthood and includes theories and guidelines from well-known child specialists and a variety of authors with a thumbnail sketch of books on various parenting stages. This gives a glimpse of the assistance available to parents and may encourage the student to study further. The next chapters deal with sensitive issues common to parenting such as sibling rivalry, sexuality, honesty, child abuse, and latchkey children. These topics are handled tactfully with plenty of room for class discussion. The last two chapters were particularly timely to the high school student: substitute child care and supervising children's education.

The relationships between parents and their own parents and between their children and the grandparents were not noted.


Marilyn Mastny
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# Projecting A Caring Image for Home Economics

Frances M. Smith
Associate Professor

Peg Dansbury Howe
Graduate Student

Home Economics Education Department
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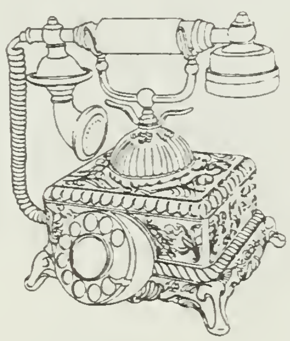
John Goodlad[1], in A Place Called School, says, "The school is to be .... a nurturing, caring place. Parents want their children to be known as individuals, as persons as well as students." Home economics teachers have always known this and operated accordingly. The caring message of home economics teachers has been displayed in a number of ways, e.g., being available and a good listener, having a maximum number of individual student-teacher interactions in the classroom, and presenting learning opportunities related to current concerns of students. To help home economics teachers to further convey to parents the message that they care about their children, three formats of ideas that can be easily adapted to a local situation are shared. The first is a sample call, the other two are letters, one for parents and one for students, sent at specified periods. We would choose language that fits the educational level of the parents, but, of course, not to sound patronizing.

*Phone Calls to Parents*



"Hello, Mrs. Johnson?

This is (insert your name). I am Bill's home economics teacher.

I wanted to tell you how much I have enjoyed having Bill in class this term. He did such a nice job (fill in the blank with the appropriate information, e.g. keeping his daily food record and identifying the nutrients necessary for his diet as an athlete). Has he talked about this at home at all? ...

I hope he will continue his interests in home economics next year. We are offering (fill in the blank with class offered) which would be an opportunity for him to continue in his area of interest. ...

If you have any questions about the home economics program, please call me. Meanwhile thank you for your support of Bill's endeavors." Etc.

Make the phone calls a few at a time. The first ones may be difficult, but they can also be enjoyable. Make some easy ones first and intersperse the difficult ones among the others. Making the phone call will take extra time but it will pay off in how students respond in class. It can give the home economics teacher the reputation in the community as the teacher who cares.

The phone call can give the parent a good feeling about the school and information about the home economics program at your school. The sample phone call shown includes decisions about subjects for the coming academic year and may help build enrollment.

In like manner the first sample letter does two things -- commends a student for fine work and alerts the parent(s) to opportunities for home economics classes in the future. Other ideas await execution by an imaginative and resourceful teacher.


Dear Mr. and Mrs., Mrs., or Mr.

Congratulations on (insert child's name) outstanding achievements in home economics during (insert time frame desired). Your child has shown

[1]Goodlad, J. L. (1984). A place called school. New York: McGraw-Hill.

superior ability in the area of (insert appropriate topic).

I hope your child will select a home economics elective course for next year. Through home economics courses, students acquire experiences which can later be applied in a job. In addition, they develop skills essential to everyday living.

If you have any questions concerning the home economics program, please feel free to contact me at school.*

Again, I commend (insert child's name) on his/her recent accomplishments!

Sincerely,

(insert your name)

Home Economics Teacher

The third example is a sample letter sent to students themselves. This particular letter was designed for juniors in high school. It could be tailored for the first semester seniors suggesting an elective course in home economics for the second semester.

SAMPLE LETTER TO STUDENTS

Dear (insert name of student):

What a pleasure it has been (is) to have you in my (insert name of class). You really seemed to enjoy working with the children, and I know how much they liked having you as one of their teachers.

Soon you will be a senior. What are your career plans? What careers interest you? There are many careers related to child development which you might want to explore. I have information about these careers and would be glad to talk to you about them. Also, you might wish to consider taking Child Development II next year.

Sincerely,

(insert your name)

Home Economics Teacher

The execution of these ideas takes time. If a word processor program for computers or a typewriter with memory is available at your school, sending individualized letters and storing the basic form could be a project that the home economics teacher and her/his students might enjoy. Tailoring the basic form letter to each individual is the frosting on the cake. Perhaps a school already has a program for address labels; if not, this could be a joint project for students and the teacher with help from the office personnel, computer classes or others.

Some teachers find it helpful to have students furnish information, on 3 x 5 cards for easy filing, at the beginning of the year. The minimum information would include the student's name, name of parent or guardian, address and phone number. Other information and comments of use to the teacher could be added or collected as appropriate.

The cost of supplies including postage seems a worthwhile budgeted expense when benefits are considered. The cost effectiveness will be hard to measure, but more visibility for the home economics program, and better relationships with students are a few benefits that come to mind. Increased communication between home and school has the potential for many benefits.

Several authors[2, 3, 4] have written about parental involvement in school decisions and activities. There is a growing body of research that says that children have an added advantage in school when parents encourage and support schooling. It behooves the school to have a parent involvement program. A good parent involvement program includes strategies for keeping less visible parents involved as well as strategies to stimulate and tap the potential of highly visible parents. The ideas here are simply a beginning to a parental involvement program for a home economics department. Parents are often passive recipients; but we can help them to become active participants.

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*You may also offer to send an appropriate flyer with information.

[2]Cervone, B. T. & O'Leary, K. (1982). A conceptual framework for parental involvement. Educational Leadership, 40(2), 48-49.

[3]Epstein, J. L. & Becker, H. J. (1982). Teacher's reported practice of parent involvement: problems and possibilities. The Elementary School Journal, 83, 104-113.

[4]Epstein, J. L. (1984). School policy and parent involvement: research results. Educational Horizons, 62(2), 70-72.

It is, in fact, nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate little plant, aside from stimulation, stands mainly in need of freedom, without this it goes to wrack and ruin without fail.

Albert Einstein

# Dealing With Disappointments

Tommie Lawhon
School of Home Economics
North Texas State University

Do you have trouble dealing with disappointments? Do you suffer when expectations are unmet? Do you feel that you have more than your fair share of heartaches? Would you benefit from having an evaluation technique for personal use and/or for teaching others?

If the answers to any of these questions is Yes, this article should provide assistance in three ways. It aids in pinpointing (1) selected problems believed to be aggravated by or to result from excessive or prolonged disappointments, (2) symptoms that surface when disappointments arise, and (3) ways to cushion the impact of unmet expectations.

DISAPPOINTMENTS

Disappointments are to be expected, and in many cases tolerated, but when they are repeated or compounded, stress results. Within the past few years, medical experts have cautioned that some health problems may be stress-related illnesses. Unhappiness can be stressful and may contribute to mental illness, cancer, heart disease, alcoholism and other drug abuse, lung ailments, accidents, and suicide or suicidal attempts.[1]

Dr. David Brandt, a teacher at the California School of Professional Psychology, reports that repeated dissatisfactions, or stress, can result in headaches, back problems, insomnia, digestive troubles, ulcers, arthritis, and other physical problems[2]. Disappointments may also be reflected through physical abuse, murder, runaways, divorce, disengagement, isolation, and other disruptive or unhealthy reactions.

The results of unmet expectations have an effect upon an individual in the work place. This is reflected by an increase in absenteeism, medical expenses, and diminished productivity.

Dissatisfactions and disappointments in work result from several factors. Some of these factors revolve around salary, work hours, work days, lack of advancement, personality conflicts, and transfers. Lack of meaning in the job and lack of recognition for one's work create feelings of dissatisfactions. An inability to control a situation, limited decision-making power, and a monotonous, mind-numbing routine are disappointing. Some companies have programs, counselors, and activities to aid employees as they deal with unmet expectations and other problems.

THE SYMPTOMS

Being aware of the symptoms that may surface as a result of unmet expectations will aid in recognizing and admitting that a problem does exist. Some symptoms are:

- An attitude of despair or hopelessness.
- Resignation reflected in the body and in the eyes.
- Feelings of being hurt.
- Resentment felt and displayed.
- Increased frequency of illness.
- Displays of anger.
- Diminished accomplishments.
- Fatigue.
- Listlessness.
- Withdrawal.

ARE YOU PREPARED TO DEAL WITH DISAPPOINTMENTS?

There are ways to cushion the impact of unmet expectations. For example, when you are in good health and utilize organizational methods and stress management techniques, you are in a better position to deal with disappointment.

One method of determining personal assets and limitations is to utilize a self-evaluation tool. Measuring your strengths and weaknesses can assist in several ways; first, by creating an awareness of some factors that have an impact upon your coping abilities and second, by pinpointing specific items where improvement would be beneficial.

The check sheet "Are You Prepared to Deal with Disappointment?" contains thirty questions relating to health, skills, and life style. Each question requires a "Yes" or "No" response. These items, positively associated with coping abilities, have been extracted from an extensive review of related literature. This instrument has been useful as a teaching tool with children 14 years of age and older, with university students, and with other adult groups. It has also been helpful in counseling and as a self-evaluation technique.

The self-evaluation technique is helpful because learning becomes personal when participants are convinced that the principles being taught relate to their own health

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[1] Rakstis, T. "Small Business, Big Stress." Kiwanis Magazine. June/July, 1984, pp. 33-36.
[2] U.S. News and World Report. "How to Cope with Disappointment." August 13, 1984, pp. 67-68.

ARE YOU PREPARED TO DEAL WITH DISAPPOINTMENT?

Instructions: Answer each question by placing a check in either the "yes" or "no" column.

| Thirty Ways To Prepare For Disappointment | Yes | No |
|---|---|---|
| DO YOU | | |
| 1. Set goals and priorities? | | |
| 2. Organize your time to accomplish goals? | | |
| 3. Share feelings, concerns, and problems with a loyal friend? | | |
| 4. Allow time for hurts to subside? | | |
| 5. Recognize and acknowledge your successes? | | |
| 6. Communicate with family members? | | |
| 7. Give and receive love and affection on a regular basis? | | |
| 8. Have a network of friends? | | |
| 9. Participate in spiritual activities on a regular basis? | | |
| 10. Schedule 10 to 20 minutes twice daily for reflection, or meditation? | | |
| 11. Divide home management tasks to avoid overload? | | |
| 12. Take short trips and annual vacations? | | |
| 13. Live within your financial means? | | |
| 14. View the building of conflict tolerance as a necessary aspect of living? | | |
| 15. Move on to other areas that provide satisfaction? | | |
| 16. Evaluate the cause of a disappointment and learn from the experience? | | |
| 17. Recognize that every desire, need, or want will not be fulfilled? | | |
| 18. Keep expectations at a realistic level or in line with personal abilities? | | |
| 19. Participate in an organization or another group that aids in meeting your needs and interests? | | |
| 20. Delegate duties? | | |
| 21. Participate in a fun activity weekly? | | |
| 22. Keep in shape by actively exercising 20 to 30 minutes three to four times weekly? | | |
| 23. Utilize good health habits? | | |
| 24. Eat a balanced diet? | | |
| 25. Get adequate sleep and rest? | | |
| 26. Avoid excessive use of alcohol? | | |
| 27. Limit the intake of caffeine? | | |
| 28. Use tobacco seldom or not at all? | | |
| 29. Avoid overeating or undereating? | | |
| 30. Make changes when needed? | | |
| TOTALS | | |

Scoring instructions: total the number of checks in each column. Positive responses indicate strengths. The larger the negative score, the greater the indication that you could be better prepared to deal with disappointments. However, any item receiving a negative response provides an opportunity for improvement. If you feel disappointments are unmanageable or out of control, seek professional help or take other corrective action.

and welfare. Presenting research findings in a check sheet format stimulates the participant and also serves as a helpful outline for a teacher or a counselor.

The self-evaluation instrument has been utilized to (a) determine one's current strengths, (b) find out what remains to be mastered or developed, (c) discover how one feels about each item, (d) evaluate and set personal goals, and (e) measure personal accomplishments against a yardstick.

Individuals who participate in the evaluation process tend to become interested in how they rate on each item and how their results compare to those of others in the group. Most seem to feel a sense of personal responsibility to do something about the findings. One of the values of completing and discussing the form in a group setting or in an individual counseling session is that another can provide positive support. One is more likely to make desirable changes when this support is provided over a period of time.

Teens and adults enjoy learning techniques which may be used to avoid or reduce undue disappointments. The helpful recommendations on the check sheet may be taught at one meeting, or they may be incorporated into a unit. When a unit is developed, resource people including, but not limited to, a family life specialist, nutritionist, physician, time management specialist, or a health education instructor may provide additional information and insight into the items on "Are You Prepared to Deal With Disappointment?"

Case studies can be utilized to introduce or reinforce ideas.[3] For example, behavioral signs, as changes in eating and/or sleeping patterns, putting off work, and isolating self or spending more time alone, may be built into a short narrative. Any of the items on the check sheet can be incorporated into a case study. Additional ideas of how to develop and teach a unit and how to increase the student's ability to cope with situations are found in the reference list.[4,5]

All participants responding to the items on the self-evaluation list may develop a constructive plan to deal more effectively with their own diappointments. Any item receiving a "No" response provides room for improvement. If there are several negative responses one may already be living a stressful life that can be further compounded by unmet expectations.

[3] Inana, M. "Helping Students to Manage Stress." Illinois Teacher. May/June 1982, pp. 231-235.

[4] Hallman, P. "Teaching Family and Individual Health." Tips and Topics. 25(2), Winter, 1984, pp. 1-3.

[5] Hawkins, J. "Coping With Crises." Illinois Teacher. November/December 1982, pp. 54-55.

## CONCLUSION

Disappointments arise from unmet expectations in personal, family, and work life. Some disappointments act as a catalyst by creating a desire for greater achievements, while others result in feelings of frustration or hopelessness. Negative feelings result when something is not obtained or does not fulfill expectations.

Disappointment arises from dissatisfaction or discontent. Dissatisfaction usually results from a specific course, and is often temporary. However, discontentment is more general and deep-rooted.

Recognizing symptoms relating to disappointment and applying techniques to prepare for and deal with unmet expectations are resources which help us survive in the home and on the job. When one feels positive about personal coping abilities, pressures are more easily handled. When one teaches another person healthy coping skills, self-esteem is enhanced for both.

# Fair Teaches Nutrition At Junior Highs in Fargo

Leola M. Olson*
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The planning for a Nutrition Fair in November began with discussion in May and meetings in August. The organization began with main goals and a calendar. The goals were:

1. to help students learn about adequate nutrition,
2. to emphasize certain aspects of nutrition,
3. to use Heart Health resources presently working in the community,
4. to alert the community to the need for various agencies to cooperate on major issues such as nutrition education, and
5. to use and practice social skills from our Share and Care Unit.

City-wide, departmental meetings were held. The fair was set for two consecutive days. All arrangements for the publicity, use of Heart Health resources, assistance of advisory council members and printing of programs and invitations were coordinated by the two schools.

Teachers scouted the library, current publications and the files for up-to-date resources for the students. A resource folder plus reference books and two texts were available to each group. Working out of seven kitchens the 7th and 8th grade students in groups of three prepared a lesson covering topics basic to nutrition. All classes, involving 247 students, used the same format. Topics covered were carbohydrates, fat, vitamins, protein, minerals, salt and sugar.

Each lab group researched its topic to present a three minute lesson; developed a catchy poster and prepared simple snacks or food representative of its nutrition concept and topic. The lesson was presented to the whole class one week early and critiqued at that time for further practice. One day was spent on posters which, later, were graded. The last two days were spent in preparation of the food, storing it so it was available the day of the fair, and, of course, there were many small chores and instructions given for the final presentation.

As visitors attended the Fair, they heard the lessons, saw the poster, munched on food samples, picked up recipes, received Heart Health materials, took a nutrition quiz and evaluated the Fair. The FM Heart Health Program sent a representative and hand-outs. They also aided with ideas for displays and assisted in the introduction of the Nutrition Unit by allowing a dietitian to be the guest speaker for all the classes.

The evaluations brought the following statements:

I learned that...we in the U.S. receive much more protein in a day than we really need; there is much sodium in sugar-free pop; there is a need to be concerned about aging and nutrition.

I was so pleased to see this in the curriculum.

I really liked the displays.

I was surprised to learn about the need for water in the daily food plan.

I was impressed by the enthusiasm of the students.

I feel this is an excellent class for both boys and girls.

I feel this information should be available to all students.

The attendance of several hundred parents, teachers, administrators and friends attested to much interest. Both teachers and students were pleased with their efforts.

Joel Kittleson and Chris Marsden give their nutrition lesson. (grade 8, EBJHS, Fargo, ND)

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*Those who planned and carried out this event were Jean Brosz and Carol Lorentz at Agassiz and Marcene Malusky and Leola Olson at Ben Franklin. Photos were taken by Malusky.)

Monica Foster, registered dietitian of the FM Heart Health Program discusses nutrition with visiting parents. (BFJHS, Fargo, ND)

The use of less fat in the diet is the topic of the lesson given by Angie Flanders and Gretchen Hareland. (grade 8, BFJHS, Fargo, ND)

7th graders - Greg Hoverson, Darren Mund and Bill Fisher present their lesson on the use of less sugar. (BFJHS, Fargo, ND)

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It's Time To Attack The Problem of

# Foodborne Illness

Helen Volkman, Assistant Professor
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One would assume by now, with all the accumulated knowledge about cause and prevention of foodborne illness, that the whole topic could be stamped "completed" and filed away under "job well-done." As a matter of fact, nothing could be farther from the truth and instead of relaxing our guard we must attack the problem with renewed vigor. The question is, "Who will assume responsibility for attacking the problem?" The Home Economics teacher, of course, for who else is adequately prepared to teach the safe and sanitary handling of food. The problem is within the context of our school curricula. We reach too few students and perhaps too early in their lives for the information to be practiced, for its value to be appreciated, much less remembered.

The fact is that the information, for whatever reasons, is not reaching, or not being used by the majority of the homemakers and/or food handlers. In order for the transfer of knowledge to take place, the learners must have an interest in the topic, or an awareness of the need for education and, even more, participate actively in the learning process.[1] Since there is a great deal of information available, we must assume the homemaker and/or food handler is not aware of the need for such information. Perhaps this is one of the reasons why statistics from the Center for Disease Control indicate that reported outbreaks of foodborne illness are steadily increasing year after year. The most recent statistics show 14,432 cases from 568 reported outbreaks; 251 restaurant-related and 131 home-related.[2] The most common cause in bacterial outbreaks was improper holding temperature of food; the next most common factor was personal hygiene, followed by inadequate cooking.

According to knowledgeable researchers, an estimated 2-10 million cases a year are not reported. "The likelihood of an outbreak coming to the attention of health authorities varies considerably depending on consumer and physician awareness, interest, and motivation to report the incident; for example, large outbreaks involving serious illness, hospitalization, or deaths are more likely to come to the attention of the health authorities than cases of mild illness following a family cookout."[3] It is far more likely that the symptoms associated with foodborne illness are mistakenly attributed to a 24 hour virus or intestinal flu.

In a nationwide survey of 2,503 households for the purpose of learning more about the homemakers' knowledge, attitudes and practices regarding food safety, the homemakers were broadly classified into one of four behavior-awareness categories. About 9 percent of the homemakers sampled were categorized as individuals whose knowledge and behavior coincided. These homemakers were knowledgeable about food safety principles and concepts, and this was reflected in the kitchen. Approximately 28 percent of the homemakers did not appear to be aware of or knowledgeable about proper food safety principles, but they also did not practice unsafe methods of preparing, cooking, and handling food. Approximately 13 percent of the homemakers appeared knowledgeable about food safety principles, but proceeded to practice unsafe procedures. The largest group, 50 percent, or an estimated 35 million homemakers, did not appear to be aware of certain food safety principles. This was reflected in the kitchen.[4]

Attitudes and misconceptions of some of the homemakers regarding food handling included:

*the belief that after a meat or poultry item had been cooked, the item was safe left at room temperature
*the failure to realize that foods left at room temperature could become a haven for bacterial growth which could cause food poisoning
*the lack of understanding one's own responsibility for hygienic food preparation
*unawareness of the potential health problems associated with handling raw meat and poultry and that these items, when prepared in conjunction with other foods, could cause cross-contamination

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[1] Monsma, Charles. Educating Consumers: Whose Responsibility? Current History. 214-230. May, 1980.
[2] United States Department of Health & Human Services. Public Health Service. Centers for Disease Control. Foodborne Diseases. Annual Summary 1981. Issued June 1983.

[3] Ibid.
[4] Jones, Judith and Weimer, John P. Food Safety: Homemakers' Attitudes and Practices. Economic Research Services. United States Department of Agriculture. Agricultural Report No. 360. 155 pp. 1977.

*the lack of concern for whether an uncovered cut on the hand came into contact with raw meat or poultry, and the consequent spread of staphylococcus infection

*unrealistic perspective regarding the function or scope of government inspection programs; viewing the inspected product as a sterile product

*unaware of the time-temperature relationship with respect to bacterial growth

*the belief that refrigeration of foods completely stops the growth of harmful bacteria that may cause food poisoning

*the belief that cooked foods should be left out to cool before being put into the refrigerator.

In a question which asked respondents to match four terms relating to foodborne illness: trichinosis, botulism, staph, and salmonella, with four statements describing common sources of contamination, 50% correctly identified all four foodborne illness-related items, 20% identified two correctly, 13% identified one correctly and 17% did not identify any correctly. However, when asked what criteria they would use to determine whether the contents of a suspected can of food were safe to eat, about 30% of the homemakers relied on taste - a disconcerting finding in view of botulism poisoning.

The results of the survey indicated that 63% of the homemakers conducted at least one high-risk practice relating to handling, preparing, and storing selected meat and poultry products. Since the occurrence of foodborne illness is largely the result of apathy, poor judgment, carelessness or inadequate knowledge of the proper way to handle foods, the study concluded a definite need for education existed.

In the 10 years since the study was conducted, information on the topic has proliferated; however, judging by the statistics from the Center for Disease Control, information does not necessarily lead to education. A need for the education must be demonstrated to the food handlers. Home Economics students are a natural conduit for the flow of such information to the food handlers, i.e., homemakers of the community. The topic may seem somewhat less than exciting, but if the students are actively involved in gathering and disseminating the information, they will not only be motivated but the learning will surely be utilized by them for the rest of their lives. A bonus, of course, would be to bring about change in the food handling practices of some current food handlers.

The unit could begin with a discussion of an actual occurrence of food poisoning from a report in a local newspaper or from a magazine. This could lead to the students, working in small groups each responsible for one organism, "researching" the causes and prevention of foodborne illness. After the information is shared in the class, the students, in a class effort, could develop a questionnaire on food handling practices. Each student would be responsible for at least three questionnaire interviews (parents, grandparents, friends, or other food handlers). The anonymous results could then be tabulated and analyzed. The use of a computer, if available, would be an added dimension of interest.

The final step in the project would be to write up and report the results in a variety of ways. Again working in groups, one group could write a "research" article describing need, method, results, conclusions and suggestions for follow-up. Publication of such an article would be very exciting and a sure reinforcement of education. Another group could write up the project for a local newspaper. A third group could write and publish a booklet to give out to parents, perhaps at a parent-teacher association meeting.

Other activities that might be suitable for this topic: (1) develop a special library of information; (2) put together a booklet of news stories that highlight food poisoning outbreaks; (3) invite speakers from county extension, restaurants, school food managers; (4) spotlight a foodborne illness of the month with art works, display case, and literature placed throughout the building; (5) write a mystery story in which the detective unearths clues that implicate a particular organism as the means by which the villain perpetrates the crime; (6) develop a board game wherein safe and sanitary food handling moves forward and poor and risky food handling moves backward or is penalized. Whatever the project is, the class could write about it to the Food Safety and Inspection Service, United States Department of Agriculture, Washington, D.C. 20250.

For resource material write for these free booklets:

1) "The Safe Food Book: Your Kitchen Guide"

United States Department of Agriculture
Food Safety and Inspection Service
Home and Garden Bulletin 241
Washington, D.C. 20250

2) "Information Available from F.S.I.S."

FSIS Publications Office
Room 1163 - South
U.S. Department of Agriculture
Washington, D.C. 20250

3) "Information Available from USDA'S Food Safety and Quality Service"

Food Safety and Quality Service"
FSQS Information Division
Room 3606-5
U.S. Department of Agriculture
Washington, D.C. 20250
Telephone: (202) 447-5223

For the instructor, in-depth information may be obtained in any number of food microbiology or food safety books. Two you may find informative are:

1) Jay, James M., Modern Food Microbiology. D. Van Nostrand Company, New York, 1970.

2) Roberts, Howard R., ed., Food Safety. A Wiley-Interscience Publication. John Wiley & Sons, New York, 1981.

**Bacterial Foodborne Illness: Causes, Symptoms, and Control**

| Name of illness | What causes it | Symptoms | Characteristics of illness | Control measures |
|---|---|---|---|---|
| Salmonellosis . . . | Salmonellae. Bacteria widespread in nature, live and grow in intestinal tracts of human beings and animals. About 1,200 species are known; 1 species causes typhoid fever. Bacteria grow and multiply at temperatures between 44° and 115° F. | Severe headache, followed by vomiting, diarrhea, abdominal cramps, and fever. Infants, elderly, and persons with low resistance are most susceptible. Severe infections cause high fever and may even cause death. | Transmitted by eating contaminated food, or by contact with infected persons or carriers of the infection. Also transmitted by insects, rodents, and pets.<br><br>Onset: Usually within 12 to 36 hours.<br><br>Duration: 2 to 7 days. | Salmonellae in food are destroyed by heating the food to a temperature of 140° F. and holding for 10 minutes or to higher temperatures for less time. Refrigeration at 45° F. inhibits the increase of Salmonellae, but they remain alive in the refrigerator or freezer, and even in dried foods. |
| Perfringens poisoning. | *Clostridium perfringens.* Spore-forming bacteria that grow in the absence of oxygen. Spores can withstand temperatures usually reached in cooking most foods. Surviving bacteria continue to grow in cooked meats, gravies, and meat dishes held without proper refrigeration. | Nausea without vomiting, diarrhea, acute inflammation of stomach and intestines. | Transmitted by eating food contaminated with abnormally large numbers of the bacteria.<br><br>Onset: Usually within 8 to 20 hours.<br><br>Duration: May persist for 24 hours. | To control growth of surviving bacteria on cooked meats that are to be eaten later, cool meats rapidly and refrigerate promptly at 40° F. or below. |
| Staphylococcal poisoning (frequently called staph). | *Staphylococcus aureus.* Bacteria fairly resistant to heat. Bacteria growing in food produce a toxin that is extremely resistant to heat. Bacteria grow profusely with production of toxin at temperatures between 44° and 115° F. | Vomiting, diarrhea, prostration, abdominal cramps. Generally mild and often attributed to other causes. | Transmitted by food handlers who carry the bacteria and by eating food containing the toxin.<br><br>Onset: Usually within 3 to 8 hours.<br><br>Duration: 1 or 2 days. | Growth of bacteria that produce toxin is inhibited by keeping hot foods above 140° F. and cold foods at or below 40° F. Toxin is destroyed by boiling for several hours or heating the food in pressure cooker at 240° F. for 30 minutes. |
| Botulism . . . | *Clostridium botulinum.* Spore-forming organisms that grow and produce toxin in the absence of oxygen, such as in a sealed container. The bacteria can produce a toxin in low-acid foods that have been held in the refrigerator for 2 weeks or longer.<br><br>Spores are extremely heat resistant. Spores are harmless, but the toxin is a deadly poison. | Double vision, inability to swallow, speech difficulty, progressive respiratory paralysis. Fatality rate is high, in the United States about 65 percent. | Transmitted by eating food containing the toxin.<br><br>Onset: Usually within 12 to 36 hours or longer.<br><br>Duration: 3 to 6 days. | Bacterial spores in food are destroyed by high temperatures obtained only in the pressure canner.[1] More than 6 hours is needed to kill the spores at boiling temperature (212° F.).<br><br>The toxin is destroyed by boiling for 10 or 20 minutes; time required depends on kind of food. |

Source: Keeping Food Safe to Eat, A Guide to Homemakers. U.S. Department of Agriculture. Home and Garden Bulletin No. 162.

[1] For processing times in home canning, see Home and Garden Bulletins 8, "Home Canning of Fruits and Vegetables," and 106, "Home Canning of Meat and Poultry."

For the student

## Bacterial Foodborne Illness

Foodborne illness or food poisoning, as it is often called, can be caused by bacteria, viruses, parasites, other miscellaneous organisms, naturally occurring toxins in foods, metal poisoning and unintentional additives. Bacterial pathogens (disease producing organisms) far exceed all the others as a cause of foodborne illness.

The bacteria are naturally occurring. They are on our skin, in our bodies, in animals, in the soil, on vegetables, in eggs, in milk and products made from these foods. Because the bacteria that cause most of the food poisoning cases are everywhere in the environment, contamination of food is universal. This does not mean we must stop eating, but it does mean that we must use the knowledge we have about these organisms to keep them from causing illness, for it has been shown that lack of knowledge and/or carelessness are the main reason these bacteria are permitted to multiply and, in some cases, produce toxins. Prevention becomes a matter of stopping the growth of these bacteria or by killing them at the proper time to prevent their causing food poisoning.

The rules for sanitary food handling are easy to apply.

*Personal hygiene and strict cleanliness in food handling.

Always wash hands with soap and hot water before handling food, and if you stop to blow your nose, go to the bathroom, tie your shoelace, answer the phone, pet the dog, or whatever - wash your hands again!

Keep all work surfaces and utensils clean. Wash with soap and hot water before and after food preparation.

*Time and temperature control in preparation, serving and storage of foods.

Cook foods at proper temperatures to be cooked through, serve them soon after preparation, or cool quickly and refrigerate. Do not allow foods to remain at room temperature. Keep hot foods hot and cold foods cold. Bacteria grow best at temperatures between 40°F and 140°F. Keep refrigerators at 40°F or slightly below, keep freezers at 0°F or below, keep hot foods above 140°F. When reheating foods already cooked, heat through and cook for several minutes. Bring soups and gravies to a boil and cook for several minutes.

*Avoid cross-contamination.

After preparing raw meat, poultry, fish or eggs, thoroughly wash hands, counter, all utensils, and sink with hot sudsy water before handling and preparing other foods. (A good manager has all ingredients, utensils, etc. ready before preparation begins so that there is no need to touch drawers, cupboards, etc. after handling the food.)

*Ill and infected persons should not be permitted to prepare or serve food.

Colds, flu, sore throats and other illnesses can be transmitted from the ill person to others. If one has a sore or wound on the hand, and must prepare food, use throw-away plastic gloves to protect the food from contamination and the wound from infection.

# What's So Foreign About Foreign Foods?

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In the dozen or so reports on education that have been released in the past year or so, nearly all have focused on the basic skills of reading and writing, science and math. Although the call back to basics or the 3-R's is not new, the nation seems intent upon renewing its efforts to achieve excellence in these skills, while totally ignoring the essential fourth "R" relationship to individuals, families, and communities.

George Santayana[1] once said that the great difficulty in education is getting experience out of ideas. With a return to the basics, we are once again witnessing the omission of experience as a shaper of ideas. Santayana reminds us that ideas have little meaning without opportunities to see how they fit with actions and values.

In a recent Kappan article Davis[2] indicates that court cases continue to uphold educators' rights to teach civic values in the classroom. He specifically cites those instrumental values of responsibility, capability, broadmindedness, and intellectuality as being key to the attainment of such terminal values as a sense of accomplishment, self-respect, wisdom, and freedom.

As home economists, we have an important role to play in the development of such values, as Leeper[3] and Girtman[4] pointed out to us in earlier issues of Illinois Teacher. Writing of the need to plan learning activities that allow the learners to associate with others as they learn, Leeper noted that, "The youth has much to learn that can be learned only from and with others as they work, play, and study together." Similarly, Girtman notes that "The appropriate mind-set for relating to students is essential if methods are to become exciting and satisfying."

The following describes the first author's attempt to personalize a foreign foods unit during her student teaching experience at Mount Horeb (WI) High School.

The Mount Horeb area has a strong Norwegian heritage, but is also very much influenced by the close proximity of Madison and the main campus of the University of Wisconsin. The school population is an interesting mixture of rural farm families and suburban professionals, and it is not unusual for students to observe and participate in activities in Madison sponsored by people representative of various world cultures.

One purpose of the two week unit was to examine the variety of foods available in the world and the reasons behind different cultural food choices. An attempt was made to incorporate value clairification principles into the Home Economics curriculum as part of this foreign foods unit.

First, the students, in groups of 3-4, selected and studied a foreign country, and they made comparisons between the culture they had chosen and their own. The project entailed both oral and written presentations along with prrparation of two dishes representative of the culture.

The school library was the starting point for the students' introductory unit into differences in history, geography, resources, food preparation, and equipment. A strong emphasis was placed on the influence of family life in holidays, celebrations and meal patterns.

Before the students began their investigation, an introduction to the value clarification process was given to facilitate the students' progression beyond the awareness level in the affective domain. We hoped that students could reach the level of appreciating the similarities of food patterns between cultures.

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[1] Santayana, G. In Wallis, C.L. (editor), The Treasure Chest. New York: Harper and Row, 1965.
[2] Davis, E.D. "Should the Public Schools Teach Values?" Phi Delta Kappan, January, 1984, pp. 358-360.
[3] Leeper, S.H. "Educating the Whole Person." Illinois Teacher, March/April 1977, pp. 184-185.
[4] Girtman, C.J. "The Human Element in Teaching." Illinois Teacher, November/December 1977, pp. 62-66.

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*Dr. Kelly was at University of Wisconsin, Madison when this article was written.
[5] Raths, L.E., Harmin, M., and Simon, S.B. Values and Teaching. Columbus, Ohio: Charles E. Merrill Publishing Company, 1978, p. 194.

A value continuum[5] was used as an "ice breaker" activity into the affective thought process and as part of a pre/post test to measure attitude change. It was noted that students were unfamiliar and uncomfortable with talking about feelings and values, so the exercise provided a valuable starting point. The testing instrument used an agree/disagree continuum, and the statements ranged from basic preferences to definite cultural differences.

Other values-oriented exercises were completed and discussed in groups. One such activity involved completing open-ended sentences[6] ranging from awareness of food choices to appreciation and voluntary selection of different foods.

The exercises presented are but a sample of the many which could be used in value-oriented teaching. The activities used in this foreign foods unit were set on the base level of awareness of preferences to help student begin thinking of reasons for the variety of food choices in the world.

We feel that home economics teachers have an obligation to help others develop a clear sense of connectedness to a world community of diverse values and customs. This is an opportunity for home economics professionals to lobby actively for the recognition of affective experience as a shaper of ideas.

### VALUES PRE/POST TEST

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| strongly disagree | somewhat disagree | disagree | neutral feelings | agree | somewhat agree | strongly agree |

DIRECTIONS: Fill in the blank in front of the following statements with the number from the continuum above which is closest to your feelings today.

1. _____Many of my activities outside school center around food.
2. _____Octopus is a delicious delicacy.
3. _____Thanksgiving is a real holiday without turkey and dressing.
4. _____I like to eat dinner around 8 or 9 p.m.
5. _____If a country doesn't produce enough grain to feed its people, they should import it no matter what the cost.
6. _____Fresh vegetables are preferable to canned vegetables.
7. _____Often developing countries have been taken advantage of when they sell and export food.
8. _____A microwave is an essential part of every kitchen.
9. ____The most important thing about Christmas is the family getting together.
10. _____A meal is not complete without dessert.
11. _____I like to try new recipes.
12. _____I wouldn't go to a restaurant that didn't offer hamburger on the menu.
13. _____Going to an ethnic or foreign restaurant is an enjoyable experience for me.
14. _____I like to hear about the different kinds of food that other people eat.
15. _____If I were visiting a foreign country, I would welcome the change to try different kinds of food.

### FOREIGN FOODS UNIT - VALUES EXERCISE

DIRECTIONS: Fill in the blanks with the answer that seems best to you at this time.

1. My earliest rememberance of food is ______________.
2. I don't eat ____________ because we do not have it available here.
3. I eat lots of _______ because it is grown around here and is inexpensive.
4. ___________ is a main ingredient in at least 3 of my meals a week.
5. One way I have never prepared food is by ________.
6. Canning food is ______________________________.
7. (Name of a person) has had a big impact on what I eat.
8. It was ___________ reading and finding information about my country for this unit.
9. People eat food because ______________________.
10. Food is an important part of ___(holiday)__________.
11. If my grandparents lived with my family we would change the ________ we eat because _____________.
12. The food I would most like to try is ______________ because________________________________________.
13. If I had a choice of restaurants to eat at I would prefer_______________________________________.
14. The most essential part of any meal is ____________.
15. The one kitchen utensil I could not do without is ___.
16. If I had only $5 for food this week I would mainly buy __________________ because _________________.
17. My favorite ethnic food is ______________________.
18. A significant past occurrence that has influenced my eating habits is ______________________________.
19. If I were making a recipe that called for fresh mushrooms and I did not have any, I would ___________.
20. The most important food a farmer could grow is _______________ because ______________________.
21. If I had to choose between grocery shopping at a large supermarket or several specialty shops (e.g., bakery, meat market, etc.) I would choose ________ because _________________________.
22. Christmas dinner typically includes ______________.
23. My favorite food is ____________ because _________.
24. (researched country)______________ food is generally perceived as ___________; however, ___________.
25. My least favorite food is ____________because _____.

______________

[6] ibid., p. 162.

# An Undergraduate Visits England

Editor's Note: It is a pleasure to share this summer experience Pam had with a group from James Madison University. She was encouraged to submit this account to Illinois Teacher by Dorothy Pomraning of the Home Economics Education faculty and Dorothy Rowe, Chair of the Home Economics Department there.

Pam Westfall
Senior at James Madison University
Harrisburg, VA

Dear Family,

Through my study to prepare those term papers, I learned what a big part culture plays in food-related activities. In addition, and to my surprise, I discovered an England and a London I probably never would have known if I hadn't needed to prepare those papers.

My research began by getting to know London. I saw, tasted, smelled, and heard London. No longer was a cookie a cookie; it was a "biscuit" pronounced with the most charming accent and made with the most delicious ingredients! French fries were called "chips," and chips were called "crisps;" the list goes on and on. Of course, I was a bit apprehensive in the beginning stages of my study, but I plunged right in and probably gained seven pounds doing so (or should I say half a stone)!

I believe what made those first attempts in my study meaningful was the educational background I already had in Home Economics. I had taken courses not only in foods and nutrition, but also Human Shelter, Aspects of Dress, and Contemporary Family. I had also taken psychology and anthropology. In those courses, we studied a variety of cultures and customs of people. This education made me less ethnocentric and more open to different ideas and people.

This openness helped me tremendously because the English people were my most valuable research resource. No matter where I was, I had a reason to strike up a conversation. The English were usually more than willing to talk about their food shopping and health habits. Through these conversations, I learned about different lifestyles and families with their problems, political concerns, economic issues, and many other topics from the English viewpoint. Food seemed to be related to every aspect of life.

One of the special interviews I had was over a long lunch in the suburban home of an English lady who was a graduate of Cambridge University, a housewife and a mother. She was a fascinating person to interview. As a temporarily retired health care worker, she told me of her experiences in educating families about health and nutrition. Her work required her to be sensitive to the backgrounds of individuals and their families, or as she described it, "sensitive to the stubbornness of the English."

Beyond interview information, I needed substantive findings for my papers. I was fortunate enough to discover a government-funded center called The Health Education Resource Center. The Center was just four blocks from my "home," so I frequented it and took advantage of the free information and assistance services offered. The Center had an impressive health oriented and periodical section, free leaflets and reports on current health issues, and a media library used by various health educators. It was evident that the government was putting much money and efforts into health education.

As time passed, I became more familiar with the ways of the English and slowly incorporated their life-style into mine. However, as I observed and tested their lifestyle, I had to remind myself that their patterns were shaped from the past. Many English people, for example, were changing their meal patterns because the women of the house were part of the work force. The once large mid-day meal has dissolved in many families because the cook is just not there.

Today, many London middle-class families start their day with a light breakfast, have a mid-morning coffee or tea break, a light lunch, tea and crumpets at four o'clock (if they have time) and then a late, heavy dinner. Working-class families, however, will start their day with a large breakfast, then a break for tea and biscuits, a filling lunch, and a hearty high tea, overwise called dinner.

Having "tea" was one of the "most favorite" activities of some James Madison University group members. Blessed was the tea table that included the traditional basket of warm scones with strawberry preserves and clotted cream (an extra rich whipped cream) for toppings!

Going out to dinner in London was also a gastronomic adventure. Beyond the usual fish and chips and Shepherd's

Pie, we could choose items from a large number of foreign menus, especially Indian and Greek. Of course, McDonalds and Kentucky Fried Chicken chains were there if we got homesick. With or without American fast food restaurants, London has a very cosmopolitan air, unlike some other parts of England. The city itself is special in many respects. For example, the food shopping habits of the Londoners are different from those in the suburbs and country. Their grocery shopping is less patterned and often is done in gourmet and specialty food shops.

These shopping habits are similar to the habits of the people in the South of England. I learned about these similarities after visiting the South (as well as the North) of England on various JMU and personal weekend trips. It was evident that the South is predominantly populated with managerial and professional classes. Some think it is the South's closeness to the Continent that has helped the people remain open to innovation and receptive to new ideas. Their food choices reflect their lifestyles. Southerners tend to favor few courses, prefer snacks eaten in a hurry, and are generally slim. Many like shopping at a big name supermarket with a wide variety of foods and fast service.

On the other hand, Northern England is predominantly populated by the working class. The range of jobs in the North is narrow and this tends to increase uniformity of tastes and interests. The Northerners tend to favor large meals and prefer sweeter, darker foods. They are less susceptible to foreign influences, and their meals are plainer than those in the South.

Learning about the cultural differences between the Northerners and Southerners gave me inspiration to study more specific regional differences in England. I was in London at the perfect time for this investigation because The Observer, a well-read and respected newspaper, began an eight-week Sunday magazine series on "Food in Britain." Each week, food expert Jane Grigson wrote about the characteristics and food specialties of eight regions in Britain. Each twelve to twenty page magazine included beautiful photographs of the region's land, people and food, as well as unique recipes and food shops in the area. I was overwhelmed with information.

The Observer furthered their involvement in "Food in Britain" by co-sponsoring (with Sainsburys Supermarkets) a Britain Cookery Day at a well-known cooking school in Richmond, England. I was fortunate enough to be able to be a participant. The purpose of the day was to glorify British cookery and to give the participants an opportunity to discover the hidden treasures of Britain. We also got to observe and taste the creations of three famous chefs in England. The dishes they prepared, such as Hot Cider and Onion Soup, Stuffed Saddle of Lamb, and Rhubarb Custard were fabulous. The chefs were lovely people who were proud of the foods from their British heritage. We tasted additional items such as smoked fish, fresh cheeses and tea cakes. I left after a seven hour day feeling very full and very high on British cookery.

The experiences that I had in England heightened my sensitivity to the fact that food is part of the heart and soul of people. The basic reason for food in society is to fulfill a very real physiological need, but it is also used as a vehicle for cultural expression. I never dreamed I would learn so much about the English just by studying their food and food-related activities. With the education, help and support from the faculty at James Madison University, especially those in the Home Economics Department, I experienced a wonderful and "nourishing" semester in London.

Love,

Pam

# Identifying Mentors Through An Adopt-A-Professional/Adopt-A-Student Project

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Mentors are influential people who significantly help protéges reach major life goals. Levinson, et al.[1] stated that the mentor relationship is one of the most developmentally important relationships a person can have. According to Phillips-Jones[2] mentors can assume a variety of educational roles in their protéges' lives and careers. They play a supportive role which has been found to be critically important to the developing professional.[3]

Although the idea of mentoring originated in business circles for the purpose of initiating new members in a practical, and somewhat painless manner, professionals can also be mentors. Those who work with youth organizations are often the first mentors in the lives of the persons they advise. If they do not become mentors in their teacher/ advisor role, these individuals can be instrumental in helping youth identify potential mentors.

To provide an informal avenue for mentoring and networking between students and professionals, the Adopt-a-Professional/Adopt-a-Student Project was initiated by the Penn State chapter of the Student Member section of the American Home Economics Association. This project provided a rewarding, enjoyable, and educational way to identify mentors and develop networks. Students and advisors cooperatively established goals for the project. After these initial goals were established, students assumed the major responsibility for planning and carrying out the project.

A system for matching interests was developed. To provide mentors for students, questionnaires were designed using examples of questions provided by the National Student Member Section. The questionnaires were distributed to faculty, graduate students, and other professionals on campus and in the local area. Professionals identified special interests and the responsibilities of their job. Students completed a similar questionnaire to identify career goals and aspirations.

The next step in the project was selection of a panel to match the students and professionals with similar interests. To provide varied viewpoints, both professionals and students participated in this matching process. Using information from the questionnaires, the panel named potential mentors for each student.

An informal meeting at the University provided the opportunity for students to become acquainted with their potential mentor. Following this meeting, student-professional contacts were arranged on an individual basis with visits during working hours to provide students insight into professional responsibilities. Such communication painted a realistic picture of the time and energy demands of both professional and student roles. Keeping in touch also developed friendships that fostered good times, positive social interaction, and networking contacts.

Time spent together helped both students and professionals realize the value of networks. Students found the professionals to be people they could turn to for encouragement and advice, letters of recommendation, and assistance with class projects. Professionals found that students offered them new ideas and perspectives.

This project prompted professionalism among students and helped the mentors examine their professional identity and philosophy. Students and their adopted professionals planned chapter programs dealing with professional development. These programs provided information about educational opportunities available in home economics, career options, locating and securing a position in the profession of home economics, and managing career responsibilities. Each program was planned to provide both formal and informal interaction between professionals and students.

Students and professionals had this to say about the project:

> This project allows the undergraduate student to talk with and become acquainted with professionals. I feel it can enable the student to have a better understanding of his/her program as it relates to real life situations and people.

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[1] D. Levinson, C. Darrow, E. Klein, M. H. Levinson and B. McKee. The Seasons of a Man's Life, (New York: Ballentine, 1978).

[2] L. Phillips-Jones. Mentors and Protéges, (New York: Arbor House, 1982).

[3] B. Murphy Bova and R. Phillips. "Mentoring as a Learning Experience for Adults." Journal of Teacher Education, 25, 3, (1984): 16-20.

The best things I saw come out of it were students and professionals becoming closer, and seeing each other as human beings. As a student, it helped me to see more members of the faculty as approachable if I had a problem.

The Adopt-a-Professional project was quite successful. It gave us (the students) a chance to meet people--graduate students, present professionals and others in our department--that could tell us what the real world was all about. It was a great way to make new friends.

The project strengthened the Student Member Section and added a positive dimension to professional and pre-professional home economics activities at Penn State. One benefit was increased membership and participation in The Penn State Student Member Section of AHEA. The project has also provided an avenue for unifying local home economics organizations. Very little effort was required to begin and carry out this mentor/student project. Creativity and individuality of the participants maintained and expanded the project. Evaluation of the project provided suggestions for updating the questionnaires, selection process, and chapter activities.

Encouraging personal growth and professionalism is important to all stages of career choice and development. Professionals who are available for help or support can enhance student development at all educational levels. The Adopt-a-Professional project is one method for establishing a network and achieving personal growth. For this reason, this project is appropriate for use with Future Homemakers of America, 4-H Clubs, county home economics associations, or any other home economics organizations.

Tips for Developing an Adopt-a-Professional/ Adopt-a-Student Project:

1. Involve both students and professionals in planning and carrying out the project.
2. Identify groups of professionals who are willing to participate.
3. Obtain adequate information to match professionals and students according to goals and interests.
4. Plan some group activities that include all the professionals and students.
5. Provide suggestons for professionals/student activities.
6. Recognize that the key to a successful program is shared responsibility for student/professional contacts.
7. Provide opportunities for individuals to share their experiences.

# Career Education: It's a Natural for Home Economics

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Home Economics has always concerned itself with preparing students for various forms of work. This concern has been emphasized through decision making, resource management and preparation for family and employment roles. Home economics teachers are able to relate many skills students learn in class to those needed in the job market. Thus, home economics teachers were well prepared in the early 1970's when Sydney P. Marland, Jr., Commissioner of Education, called for the development and implementation of career education programs. As a result of this the role of career education was redefined and broadened within the home economics curriculum. An additional outcome of Marland's concern was a movement to incorporate career education concepts and skills into all existing school subjects at all grade levels with home economics teachers working cooperatively with other educators. Kenneth B. Hoyt[1] pointed out later that career education had been well received with most states, "enacting some form of career education legislation . . . it is apparently an idea that has made good sense to both educators and educational decision-makers."

After the emphasis in the seventies career education became less popular in educational literature. Nevertheless, it is still important for today's students to develop awareness of the world of work and career options. In fact, because women are spending more years in the work force and both males and females are juggling multiple roles, preparation for a variety of lifestyles has become increasingly valuable.

The Education Amendments of 1976 mandated that vocational educators, including home economics teachers, work to eliminate sex bias and stereotyping in educational programs. This charge was re-emphasized in the Carl D. Perkins Vocational Education Act of 1984. According to McClelland,[2] if we are to "maximize the potential of individuals and the nation's work force, males must be free to select, without social sanction, nurturing, creative, and even low-skilled occupations." It is equally vital that females are encouraged to choose from a broader range of employment options. Career education activities which follow can help all young people recognize a wider variety of employment opportunities and make decisions for their own lives.

Children begin to formulate career decisions at relatively young ages. Career education should start in the primary grades where students can acquire general knowledge which helps in making career choices. Developing an awareness of their own interests and abilities and of the world of work is the first step in a lifelong involvement with career education. At this level, relating career education to home economics involves exposing students to the broad range of home economics occupations as well as other types of jobs. The following career awareness activities were developed for home economics teachers to use in career education programs. Activities for exploration and preparation levels are identified later in this article.

AWARENESS LEVEL ACTIVITIES:

1. Your local Future Homemakers of America Chapter (FHA) is a great vehicle for your career education programs. FHA chapter members could plan a day when elementary students and club members share their hobbies or special leisure time interests with each other. Following the "show and tell," they could brainstorm as a group different occupations that center around these special interests, especially emphasizing home economics occupations. They could make a list of the occupations and watch it grow. With assistance from FHA members, elementary students could compose a letter inviting individuals from their community to speak to the class concerning their jobs and how they relate to a particular hobby. The class may decide to do this for several different

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*The authors recognize the contribution of learning activities developed by Virginia Tech home economics education students: Lisa Abercrombie, Barbara Covington, Debra Gill, Karen Knight, Teresa Lutz, Deborah Parrish and Yolonda Tayo.

[1] Kenneth B. Hoyt. "Helping Parents Understand Career Education." Journal of Career Education, 10, no. 4, (1984):219.

[2] Jerry McClelland. "Sex Role Stereotyping and Work: Opportunities for the Home Economics Teacher," Illinois Teacher, 20, no. 4, (1977): p. 165.

occupations and designate a "career awareness" day to be held periodically. As students participate in this activity, they will learn how their leisure world interrelates with the educational and work worlds and what types of roles, settings, and events could result if they allowed a hobby to become an occupation.

2. One way to increase student self-knowledge and interpersonal skills is to set up a model town within an elementary classroom. High school home economics students are responsible for the design, construction, and furnishing of the model town. They will also develop a list of job vacancies the town needs to fill following its completion. The job vacancies are filled by elementary students who role play and perform tasks related to occupations found in their community. Avoid roles that stereotype, and assign students to jobs randomly. Tasks that a police officer performs may be to give tickets for students leaving trash on the floor, while a baker's tasks would be to prepare cookies for the class. The program is designed to allow students to rotate into different occupations within the town at daily or weekly intervals. High school students remain involved by supervising the elementary students while "on the job." Through this awareness activity, elementary students begin developing a personal identification with occupations through their role playing.

The most appropriate career education activities for middle school and junior high students are exploratory activities. At the exploration stage students narrow down broad occupational interests, but do not attempt to make firm occupational decisions. Home economics teachers are actively involved at this level, too. Students in the middle and junior high schools explore occupations in housing and interior design, child care, clothing, food service, and consumer and household management. Through practical lab experience, observation, and class instruction students prepare themselves for work and daily living. Home economics activities help students identify their strengths and interests in a particular occupation.

EXPLORATION LEVEL ACTIVITIES:

1. Students always enjoy parties, so why not hold a "career party" and have your entertainment be guest speakers who work at interesting or unusual jobs? During the planning stage of the party you could divide your class into groups and allow them to choose a career cluster that interests most of the members of their group. Career cluster choices might include child care, clothing, and foods, as well as occupational areas other than home economics. All students then choose an occupation within their job cluster and talk with a person in this career field. Prior to the interviews, the class could discuss appropriate procedures and prepare a list of questions to ask.

   Following their personal interviews, the students could write essays describing the occupations they have chosen, qualifications for a job in this field, and why they like this occupation. Each group could compare the individual essays of its members and then choose a speaker from the essays that they would like to invite to their career party. At the party each invited speaker shares a short demonstration or discussion about his/her own occupation. Students might like to dress in the "uniform" of their chosen speaker to emphasize differences in the career clusters.

   The learning activity involves a great deal of work on the part of the students. Occupations are explored through the project, but planning, preparation, interviewing, and writing are all part of the career education process.

2. The use of learning stations is an excellent activity that further exposes middle school students to occupations or may spark a new job interest. Each learning station introduces a different home economics occupation through career games, reading activities, listening to tapes, or watching a filmstrip. One day a week, time is allotted for students to rotate from station to station participating in the different activities. Following each learning station students complete a form telling the teacher one thing they learned about themselves as a result of this activity. Their reaction might tell whether they enjoyed the activity or include a comment on the job itself. In addition to home economics occupations, at least one learning station should include careers that originate from other subject areas in their educational background. For example, a list of careers that arise from the study of mathematics, a listening tape discussing the work of scientists, and readings on health occupations show a diversity of careers. The students should have some input about what is offered at the stations. If students are interested in occupations that have not been included in the career stations they can submit ideas to the teacher for developing a new occupational learning station.

At both the middle school and high school levels Future Homemakers of America (FHA) and Home Economics Related Occupations Chapters (HERO) offer additional opportunities for exploration within home economics classes. FHA projects emphasize the role of the homemaker and his/her dual career as important functions for both men and women, while HERO projects stress preparation for home economics jobs. Home economics instruction is supplemented by FHA/HERO activities which prepare members for many roles they will have in the future.

Career education at the high school level involves preparing students for many types of work experiences in conjunction with school instruction. It is important for vocational home economics teachers to utilize parents, family, and community members as resources for their career preparation programs. Kenneth B. Hoyt[3] reminds us that as educators we "do not possess all of the skills, expertise, or resources needed to equip today's youth with the general employability skills of career education. Such skills, expertise, and resources are, however, found in many other parts of the broader community." Teachers utilize their communities by involving students in home projects and placing students in cooperative work settings within specific occupational areas. Such active "hands on" involvement increases the students' comprehension of the world of work and further clarifies their occupational choices.

PREPARATION LEVEL ACTIVITIES:

1. Improve communication skills while learning about careers! Have your high school students investigate basic job characteristics in their individual interest areas. Make sure they include in their reports topics such as job description, work environment, entry level wages, educational requirements, and job advancement. The Dictionary of Occupational Titles and the Occupational Outlook Handbook will provide many of the answers. These books and additional sources should be available in your school library as well as your school guidance department. After research on each job is completed, students will develop oral presentations which will be shared with younger students at the middle school level. Both groups of students benefit from this exercise: the high school students acquire additional knowledge about jobs of interest to them and the middle school students broaden their general knowledge of job opportunities. In addition, high school students improve communication skills through their oral and written presentations.
2. Many students graduate from high school having decided on an occupation to pursue, but are poorly prepared for job-hunting. Improving communication and job-hunting skills is an important area that should be included in career education programs.

   The activity begins with students filling out job applications and participating in mock personal interviews which are videotaped. These two tasks are performed without prior knowledge of appropriate answers or personal conduct. Following this a class workshop is held on job-hunting and how to fill out an application. The guidance counselor or business teacher would be good resources to ask as speakers for this topic. They might also be asked to discuss how to dress and what kinds of questions to expect during an interview. Videotapes of earlier student interviews would then be critiqued for possible improvements, followed by a second experience in role playing interviews. Students will also fill out a second application and compare it with the first one.

You may wish to modify the activities to meet your individual situation or share the ideas with other teachers in your school. Some activities might be appropriate for department projects with teachers sharing responsibilities. Students benefit from these activities through increases in motivation and knowledge of work roles.

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Just A Thought!

I hear teachers, over and over, referring to their students as "kitchens," e.g., this kitchen will make potato soup, or kitchen 1 is figuring the cost of the meal.

Questions that come to mind:

(1) Do people like to be called kitchens?
(2) Do administrators have their "cooking and sewing" perception of home economics reinforced by this nomenclature?
(3) What do parents think when they hear their children referred to as kitchens?

What if we referred instead to "lab groups"? Would we sound more like the science we are?

The Editor

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[3]Hoyt, op. cit., 218.

# Public School Sewing Instruction Turns Students Off

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Two important questions which home economics educators might always ask themselves are: How have students' experiences in my classes affected their outlook on this subject matter area? Will the learning experiences in my classes encourage and promote future use of the knowledge and skills gained in my classes? Classroom experiences can greatly influence how students feel about a subject matter area and will influence their future plans for utilizing what they have learned. Results of a study[1] of students' future plans for sewing suggest that instruction in public schools may be, in fact, negatively related. Highlights of that study and implications for teachers are shared in this article.

The study was conducted in a Southeastern state to examine relationships between pre-adolescent girls' and boys' deciding to continue to sew their own clothing and several selected factors. By studying these relationships, some information was gained that could be very beneficial to home economics programs in the schools as well as to the home sewing industry.

Subjects used for this study were from junior high and high schools with grades seven through twelve in three different locations; one rural, one semi-rural, and one city. The final sample included 185 boys and 206 girls.

Results indicated that 3.2 percent of the boys and 55.8 percent of the girls did sew. Because so few boys sewed, their responses were tested for relationship with only a portion of the variables. Of the girls who did sew, the largest number indicated that they first learned to sew from their mothers or the public school and had five or less items in their wardrobe that they had sewn themselves. Of those who did not sew at all, 62.5 percent indicated that lack of time was a factor. The next most popular reason was preference for ready-to-wear.

It was found that the decision to continue sewing was significantly related to their school clothing preferences and the source of instruction. Students who had learned to sew in "school, 4H, or other" were <u>less</u> likely to continue sewing than those who had learned from their mother or another relative. Home Economics teachers may be startled and dismayed over these unflattering results. However unpleasant the message may be, the results have implications for home economics programs in schools.

Students were also asked what would encourage them to learn to sew or do more sewing. The majority of students replied that they would learn when they became a wife or mother and had to watch their money. It seems that home sewing is still saddled with the implication that it is strictly part of the homemaker's duties and reserved for "later in life."

## <u>Implications for Home Economics Teachers</u>

At a time when individual and family finances are strained for many in the United States, there is economic justification for an increased interest in and need for home sewing instruction. Because home economics teachers are a primary source of sewing instruction, they are in a key position to influence the general trend as to whether individuals will choose to sew or not.

In fact, the influence of teachers may very well have a significant impact upon the home sewing industry, particularly as young people are favorably or unfavorably impressed by the instruction they receive.

In 1971, sales were good for the home sewing industry. It was among the nation's fastest growing industries, with students and teenagers accounting for 15 percent of the sales.[2] However, in 1974 sales started sliding for the home sewing industry. Perhaps confusion over dress lengths and styling or lack of new stimulating fashions caused the industry to suffer. It is estimated that 15,000 independent fabric shop owners closed their doors in the period from 1972-1975.[3]

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[1] Koontz, Phyllis M. "Home Sewing by Adolescents: Variables Affecting the Amount of Sewing and the Decision to Continue Sewing." Thesis, M.S., Virginia Polytechnic Institute and State University, 1981.

[2] "Cutting a Growth Pattern," <u>Financial World</u>, December 15, 1971, 6:23.

[3] Slater, J. "Fabri-centers of America Set to Sew up Another Peak Year," <u>Barrons</u>, June 23, 1975, 30.

Predictions were then that the decade of the 80's would show a turnaround for the home sewing industry. There are several areas where public school teachers would play a part. Several positive indicators include: (1) ready-to-wear styles that are easier to copy in sewn garments, (2) industry clean-up that reduced non-profitable outlets, and (3) new products in terms of fabric, notions, and sewing machines introduced to the market.[4]

Because students who learned to sew in schools are less likely to continue sewing, something in the classroom experience must be turning them off. Perhaps teachers need to give students more flexibility in classroom projects. Results of the study indicated that students have a preference for ready-to-wear clothing due to styling. Students desire to look like their classmates and want their clothing to be similar to their peers. Teachers could provide guidance in helping students select patterns that are most like the current ready-to-wear clothing. Students may also need help in fabric selection. If they are choosing fabric that is incompatible with the pattern they have so carefully chosen, this could result in a product with which they are dissatisfied, which means an unhappy sewing experience for the student and one they might not forget quickly.

Since time is an important variable affecting the amount of sewing done, teachers may start to stress short-cuts and "quickie" methods. A great many of the new products that the industry is introducing to the public were designed with the idea of saving valuable time in the sewing process. Students need to be introduced to these new products and shown how to incorporate them in their own sewing. If students can sew an equally nice looking and quality garment in less time, they are more likely to sew.

Besides the actual skills and methods taught, teachers have to be concerned with the atmosphere they are creating. A classroom situation that is rigid and harsh, with nothing less than perfection acceptable, will make the sewing experience distasteful. The classes should be informal and as enjoyable as possible, even though students should be kept "on task" and distractions avoided.

Many students indicated that sewing was a motherly duty performed for the purpose of saving money. If they can be helped to see that it is a money-saving technique that is important to them now as well as a creative outlet that can be used for gifts and making money, interest may pick up even more.

Teachers must remember that teenagers have unique characteristics and special needs that must be understood in order to make sewing a successful venture for them. Appearance is very important to adolescents because it figures prominently in whether or not they will be accepted by the peer group. Teenagers do not want to dress differently from the prevailing fashion for fear of ridicule. This needs to be kept in mind when the teacher plans the next sewing project.

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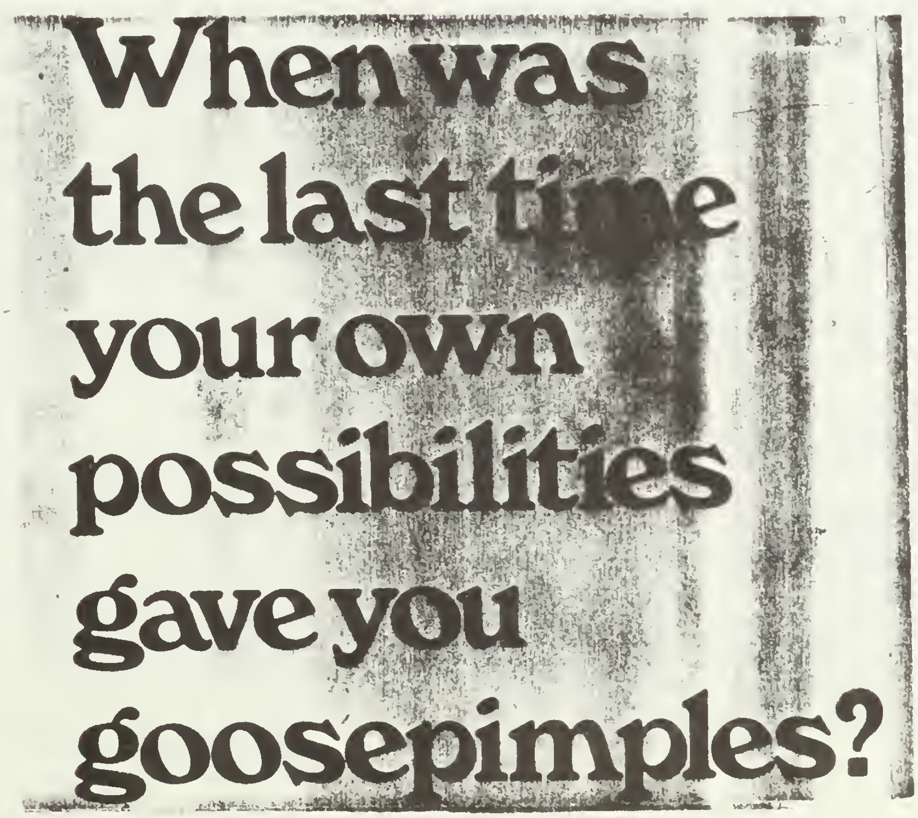
[4] Wilde, O. "Home Sewing News," Women's Wear Daily, June 24, 1980, 17.



# A Multicultural Curriculum Plan for Home Economics

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At the turn of the century, when our profession was in the budding stage, about one-third of the urban population was foreign born. Then, acculturation was the aim and goal of the new immigrants and contributed to the evolution of the melting pot theory. This theory was based on the assumption that a new culture would evolve as people from different backgrounds intermingle.[1] This drive for acculturation has been a great force in the development of home economics. According to East, "we teach the ways of our society to people who want to learn them."[2]

In spite of widespread cultural assimilation, great cultural diversity still exists in the United States.[3] Many minority people live bicultural lives. In their work they adopt the customs of the dominant group but in their family life they retain their ethnic traditions and mores.[4] Thus, the melting pot theory is myth. Ethnicity is in tune with the country's general mood and basic values. Cultural diversity is recognized as a strength rather than a weakness.

In home economics this cultural diversity needs to be celebrated and incorporated into the curriculum. Multicultural concepts and thinking should become the foundation for many units. If such planning is done, students should feel included and valued. They should feel a sense of pride and respect for their own and others' ethnic heritage.[5]

Although all classroom experiences should be rooted in a knowledge base, it is recommended that teachers introduce multicultural concepts from a feeling or affective position.[6] Such an approach should help students develop positive feelings and an openness to a variety of multicultural experiences.

In order to promote multicultural awareness, home economics teachers can: (1) model appropriate behavior and language every day in the classroom. Teachers' real feelings and attitudes toward other human beings are communicated loudly and clearly by their actions and words. Teachers need to use respectful, acceptable names for ethnic groups, such as Blacks, Hispanics and Native Americans. (2) They can design learning experiences that diminish stereotyped thinking, e.g., include contributions of different ethnic groups in class activities throughout the year. A classroom calendar of multicultural events is helpful. (3) And they can initiate discussion based on culturally relevant and accurate facts. It is helpful to focus on broad, general themes like family life, traditions, music, or food. Students are able to discover the contributions of individuals from several different ethnic groups.[7]

These general criteria can be applied to several aspects of the home economics curriculum. Home economics teachers need to develop their own multicultural program considering the ethnic background of the students in their classes. With the influx of new immigrants whose cultural heritage is very different from their American classmates and teachers, home economics teachers will want to expand their awareness of their students' culture-specific practices and attitudes.

A well-designed multicultural program is based on a flexible set of goals and objectives and includes a wide range of activities for varied ability levels.[8] Most importantly, the learning activities should be culturally relevant and significant to the students. The resource materials should be free of racist or sexist illustrations and language. These materials should also be accurate in representing historical and current attitudes and customs of the ethnic groups.[9]

The main problem facing teachers is how to fit multicultural education into an already crowded curriculum.

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1 Blankenship, M. L., and Moerchen, B. D. (1979). Home Economics Education. Boston: Houghton Mifflin Company, 184.
2 East, M. (1980). Home Economics Past, Present, and Future. Boston: Allyn and Bacon, Inc., 65.
3 Naisbitt, J. (1982). Megatrends. Warner Books, Inc., 244.
4 Blankenship, op cit. p. 185.
5 Hendrick, J. (1980). Total Learning for the Whole Child. St. Louis: C.V. Mosby Co., 145.
6 Eliason, C. F., and Jenkins, L. T. (1981). A Practical Guide to Early Childhood Curriculum. St. Louis: C.V. Mosby Co., 3.

7 Tiedt, P. L. and Tiedt, I. M. (1979). Multicultural Teaching: A Handbook of Activities, Information and Resources. Boston: Allyn & Bacon, Inc., 12-18.
8 Ibid, p. 3.
9 Flemming, et al. (1977). Resources for Creative Teaching in Early Childhood Education. New York: Harcourt, Brace & Javonovich, 96.

Generally the infusion method is the most practical way to include new concepts in the curriculum.[10] Teachers in all content areas can change the focus of their curriculum by incorporating multicultural principles, practices, and issues into their courses.

For example, a clothing unit could be designed so that students could examine similarities and differences in the clothing choices of several cultural groups. Teachers may want to divide the class into small groups to study different ethnic clothing and then present their findings in class. Students could collect examples of clothing items for a display or authentic pictures for bulletin board.

Another effective activity is to include guest speakers who model or display representative clothes from their cultures. The speakers could describe the clothing and explain how the clothing relates to special celebrations, holidays or practices typical of the ethnic groups. Pictures of the guests could be taken and used in a departmental display case to promote both home economics and multicultural events. This event could be videotaped and shared with other groups in the school and community.

The same type of planning could take place in housing, family living, child development, foods and consumer management classes. Regardless of the unit, new concepts and vocabulary will expand the students' knowledge and feelings about different cultural groups. Students will begin to recognize the similarities apparent in the cultural groups. For example, many cultural groups have a pancake-like food that surrounds a filling, like the Chinese egg roll, the French crepe, the Italian manicotti, the Jewish blintz, and the Mexican burrito.

From the infusion of multicultural concepts in the classroom, students may be able to transfer their new learnings to others. In a child development class, the students could work in small groups to plan cooperatively the multicultural unit for young children.

Students should be encouraged to find authentic and culturally relevant activities to represent each ethnic group. Any materials students make for children to use should be safe, durable, colorful and age-appropriate.

If arrangements can be made with cooperating teachers, during their laboratory time, students could present their multicultural activities to the children. In their home economics classes they could share and evaluate their experiences. Such a discussion could stimulate more planning, more activities and more experiences for both the high school student and the children.

Another method for incorporating multicultural concepts in a family living curriculum is to design a new unit.

[10]Nies, J. (1981). "Energizing the Home Economics Curriculum," Tips and Topics, XXI, 6-7.

One unit plan structure that has worked well for a variety of student groups is the topical approach. In this plan, the unit has six separate parts.

1) History of the ethnic group in the United States.
2) Contributions of the ethnic group to United States society.
3) Traditions of the culture in terms of housing, celebrations, foods, clothing, arts, crafts, etc.
4) Person of the day or week - Biographical sketch of outstanding person from that culture.
5) Contemporary problems experienced by the group in the United States today.
6) Snack - A food introduced by the ethnic group that has become an accessible, common food such as popcorn from Native Americans, pasta from Italian Americans, egg rolls or rice from Asian Americans, etc.

If teachers do not have six weeks for a multicultural unit, the plan can be condensed to two or three weeks. Teachers may want to divide the class into small groups to research a topic. Oral group reports can be made in class. Guest speakers representing different ethnic groups can be invited to class to reinforce the students' findings. Well-informed speakers usually make the greatest impact on the students. In addition, teachers will want to provide relevant resource materials for students to use in class or in the school library. Some students could construct a window display, interest center or bulletin board depicting a cultural group.

A variation of this theme is to develop a multicultural calendar from this unit plan. The persons-of-the-day or week become real to students when their birthdays are celebrated and their contributions are highlighted. Marking the calendar with significant historical events and holidays for various ethnic groups in the United States is an effective way to emphasize the country's multi-ethnic heritage. The multicultural calendar provides a useful teaching aid and reference that can be displayed in the classroom. Small groups of students, possibly F.H.A. members, may work on reproducing the calendar in a large class book entitled "Multicultural People and Events."[12] The ethnic group notations could be color coded so students could see the many different groups represented on the calendar.

After infusing multicultural concepts into the home economics curriculum, the teacher could follow the suggestions by Nies[10] for providing leadership to infuse energy

[11]McNeill, et al. (1975). Cultural Awareness for Young Children, 9.

[12]Tiedt, P. L., and Tiedt, I. M. op. cit. p. 174-175.

concepts into the total school curriculum. First, teachers can identify other teachers who are already teaching multicultural concepts. These teachers could form a core group representing many grade levels and subject areas. The goal of this group could be to coordinate a multiethnic education program for the school.

During National Brotherhood Week in February, this group of teachers and their students could be highlighted. The media could help promote multicultural happenings throughout the school and community. This week of special events could culminate in a birthday celebration for George Washington.

Home economics teachers can play a major role in multicultural education by drawing attention to and comparing the uniqueness and strengths of various ethnic groups in their classes. If students are included in planning and actively involved in a wide range of varied activities, stereotyped thinking will diminish. Students will begin to appreciate their own ethnic background while understanding other groups and valuing diversity. Thus, the concomitant learning of multicultural education in home economics will have long lasting effects on students and society.

# Clothing Construction, Fibers and Pretreatments

Lorayne Roberts

Home Economics Department
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At times it is difficult to get a point across to students, such as the need for knowledge of fiber content and the necessity for pretreatment of a fabric prior to use in a clothing construction project. The availability of a washing machine and dryer can be an asset for this learning experience.

Early in a clothing construction course, the students are given basic facts about fiber characteristics and the care of garments after construction and wearing. This instruction includes the importance of reading the labels to determine fiber content as well as care instructions. Students are also told about the importance of pretreating fabric prior to garment construction in the same method the garment will be cared for after wearing.

Previously, students were asked to pretreat fabrics at home prior to construction. Long delays resulted and often this instruction was not followed. With the availability of a washing machine and dryer, students may now purchase their fabric and do the pretreatment during class. The fabrics are sorted by color for washing and all students are involved in the washing and drying procedures so they are aware of the methods used. The use of the same pretreatment and post treatment is a necessity and at times it is necessary to stress the fact that detergent plays an important part in the removal of excess dye and that machine drying can cause shrinkage.

When there was some debate about a particular red fabric, it was washed using a white cotton sheet to make a washing machine load. The students learned two things: first, that a "dummy load," in this case the sheet, can be used to prevent wrinkles when a single piece of fabric is being washed, and secondly, the PINK sheet that resulted impressed them with how colors can be transferred during washing, particularly on a first washing when excess dye is removed.

When several pieces of fabric came out of the dryer extremely wrinkled, the students became more aware of how the knowledge of fiber content could influence choice of fabric. What appeared to be two identical pieces of oxford cloth were among the fabrics purchased. One piece was a polyester/cotton blend and required no pressing, while the second piece was 100 percent cotton and required much pressing.

Washable fabrics are required for the student's projects in this course, therefore, washing with detergent and machine drying are the necessary pretreatment procedures. The washing and drying of fabrics by the students reinforce the instruction on fiber selection and the necessity for pretreating fabrics.

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Prepared by Annabelle Munkittrick.

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Textiles and Clothing (con't.)

### Listen and Talk With Your Children

Perhaps the most critical child sexual prevention strategy for parents is good communication with your children. This is not only challenging to every parent but also can be difficult, especially for working parents and parents of adolescents.

☐ Talk to your child every day and take time to really listen and observe. Learn as many details as you can about your child's activities and feelings. Encourage him or her to share concerns and problems with you.

☐ Explain that his or her body belongs only to them alone and that he or she has the right to say no to anyone who might try to touch them.

☐ Tell your child that some adults may try to hurt children and make them do things the child doesn't feel comfortable doing. Often these grownups call what they're doing a secret between themselves and the child.

☐ Explain that some adults may even threaten children by saying that their parents may be hurt or killed if the child ever shares the secret. Emphasize that an adult who does something like this is doing something that is wrong.

☐ Tell your child that adults whom they know, trust and love or someone who might be in a position of authority (like a babysitter, an uncle, a teacher or even a policeman) might try to do something like this. Try not to scare your children—emphasize that the vast majority of grownups never do this and that most adults are deeply concerned about protecting children from harm.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Office of Human Development Services
Administration for Children, Youth and Families
National Center on Child Abuse and Neglect

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# Child Sexual Abuse Prevention

## Tips to Parents

### Choosing a Preschool or Child Care Center

Although the vast majority of this nation's preschools and child care centers are perfectly safe places, recent reports of child sexual abuse in these settings are a source of great concern to parents.

☐ Check to make sure that the program is reputable. State or local licensing agencies, child care information and referral services, and other child care community agencies may be helpful sources of information. Find out whether there have been any past complaints.

☐ Find out as much as you can about the teachers and caregivers. Talk with other parents who have used the program.

☐ Learn about the school or center's hiring policies and practices. Ask how the organization recruits and selects staff. Find out whether they examine references, background checks, and previous employment history before hiring decisions are made.

☐ Ask whether and how parents are involved during the day. Learn whether the center or school welcomes and supports participation. Be sensitive to the attitude and degree of openness about parental participation.

☐ Ensure that you have the right to drop in and visit the program at any time.

☐ Make sure you are informed about every planned outing. Never give the organization blanket permission to take your child off the premises.

☐ Prohibit in writing the release of your child to anyone without your explicit authorization. Make sure that the program knows who will pick up your child on any given day.

### If You Think That Your Child Has Been Abused...

☐ Believe the child. Children rarely lie about sexual abuse.

☐ Commend the child for telling you about the experience.

☐ Convey your support for the child. A child's greatest fear is that he or she is at fault and responsible for the incident. Alleviating this self-blame is of paramount importance.

☐ Temper your own reaction, recognizing that your perspective and acceptance are critical signals to the child. Your greatest challenge may be to not convey your own horror about the abuse.

☐ Do not go to the school or program to talk about your concern. Instead, report the suspected molestation to a social services agency or the police.

☐ Find a specialized agency that evaluates sexual abuse victims—a hospital or a child welfare agency or a community mental health therapy group. Keep asking until you find a group or an individual with appropriate expertise.

☐ Search for a physician with the experience and training to detect and recognize sexual abuse when you seek a special medical examination for your child. Community sexual abuse treatment programs, childrens' hospitals and medical societies may be sources for referrals.

☐ Talk with other parents to ascertain whether there are unusual behavior or physical symptoms in their children.

☐ Remember that taking action is critical because if nothing is done, other children will continue to be at risk. Child sexual abuse is a community interest and concern.

Finally, do not blame yourself. Sexual abuse is a fact in our society. Many individuals who molest children find work through employment and community activities which give them access to children. The vast majority of abuse occurs in situations where the child knows and trusts the adult. Do your homework well, but remember a community and national consciousness is needed before we can stamp out sexual molestation in our society.

We encourage photocopying or reprinting this information

☐ Make sure that your child knows that if someone does something confusing to them, like touching or taking a naked picture or giving them gifts, that you want to be told about it. Reassure the child and explain that he or she will not be blamed for whatever an adult does with the child.

### Observe Physical and Behavioral Signs

Children who may be too frightened to talk about sexual molestation may exhibit a variety of physical and behavioral signals. Any or several of these signs may be significant. Parents should assume responsibility for noticing such symptoms including:

☐ Extreme changes in behavior such as loss of appetite.

☐ Recurrent nightmares or disturbed sleep patterns and fear of the dark.

☐ Regression to more infantile behavior such as bedwetting, thumb sucking, or excessive crying.

☐ Torn or stained underclothing.

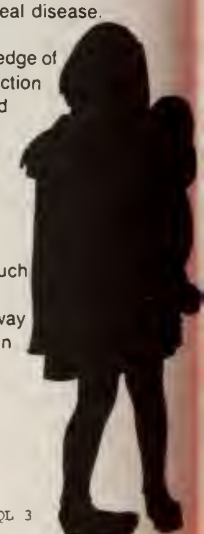
☐ Vaginal or rectal bleeding, pain, itching, swollen genitals, and vaginal discharge.

☐ Vaginal infections or venereal disease.

☐ Unusual interest in or knowledge of sexual matters, expressing affection in ways inappropriate for a child of that age.

☐ Fear of a person or an intense dislike at being left somewhere or with someone.

☐ Other behavioral signals such as aggressive or disruptive behavior, withdrawal, running away or delinquent behavior, failing in school.



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