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Guidance Opportunities for the Teacher of Home Economics Education

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GUIDANCE OPPORTUNITIES FOR
THE TEACHER OF HOME ECONOMICS EDUCATION
(TITLE)

BY

Lucille Carwell

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
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CHAPTER I

INTRODUCTION

How does one rear and educate young people to live in a rapidly changing and troubled world? As educators, how can we help them to live more independent and meaningful lives with a maximum of enjoyment and fulfillment? The schools with assistance from the federal government are currently facing this challenge of meeting the needs of students.

The complexity of the world and the expanding school enrollment has brought about a need to have guidance personnel in the school whose concern is for the student, his problems, his welfare, and his future. However in many of these schools, particularly the smaller ones, the counselor assignment is so extensive that it becomes difficult for him to be available when the student's problems occur.

Are there certain faculty members on the staff with either a natural talent or professional background who could feasibly assist the counselor? The writer proposes that many home economics teachers because of their professional training, subject matter and working environment are capable of performing some of the counseling responsibilities. It is the writer's purpose in this research to show that home economics teachers can assume a guidance role in light of their classroom experiences, subject matter, extra-curricular activities, and home contact.

If given the opportunity for counseling the home economics teacher should work closely with the counselor in meeting the needs of students.

This research project was chosen because of the writer's interest and desire in helping young people. Having taught secondary home economics education for eleven years, the writer has had the opportunity of listening to many of these students discuss problems of various types. Many of the conferences were stimulated by class discussions.

The term teacher-counselor in the following research will refer to the home economics teacher who is teaching and counseling high school students.

Procedure for Study

A survey has been made of the literature in the fields of home economics and guidance. The research includes a comparative study of objectives and philosophies of both fields. The guidance activities under special study in this paper are counseling and child observation.

In order to examine the counseling opportunities of the home economics subject matter, the writer consulted the Illinois curriculum guide, Home Economics Education; Homemaking Aspect, for identity of the major areas of suggested study. Six major areas of concentrations were proposed: (1) Personal and Family Relationships, (2) Child Development, (3) Home Management, (4) Housing and Home Furnishings, (5) Foods and Nutrition, and (6) Clothing and Textiles.

The writer surveyed the literature in these given areas

of home economics and particular attention was given to the counseling aspects of the subject matter. However the length of this paper has placed limitations on the number of counseling illustrations revealed in the research.

The unit on "Personal and Family Relationships" was divided into three levels. These levels correspond to the developing adolescent. This has been done because of the developmental needs and interests distinctive to each level of adolescent development.

In addition to the survey of the two programs, the importance of the classroom atmosphere and home contact by the home economics teacher were discussed in respect to counseling.

The writer formulated an answer to the initial question, "Can a teacher of home economics education assume a guidance role in light of the subject matter she deals with and her classroom activities?" If so, what are the recommendations for her as a part of the total guidance program? The benefits gained from this study, and the writer's recommendations for further study or follow-up terminate the paper.

CHAPTER II

PHILOSOPHIES OF HOME ECONOMICS AND GUIDANCE AND ADOLESCENT PROBLEMS

In making a study of the guidance activities of the teacher of home economics education the writer felt it was necessary to examine the basic philosophies of these two fields. Are these philosophies and objectives very similar? If so, in what respects? What are the problems of adolescents and how do these philosophies relate to their problems?

To clarify in the reader's mind what is meant by the term home economics the following definition is presented:

Home economics is unique in that it draws upon all the other courses in a high school curriculum and applies them to the family. It is an art as it involves skills which are based on certain traditions and qualities that are intangible and undefinable, such as beauty, taste, and values. It is also a science, because it involves the application of knowledge and truths which have been arrived at through scientific processes. Home economics does not try to teach philosophy, math, physics, English, art, music, religion, or chemistry, but it attempts to integrate them all and apply them in the daily process of making a home.¹

Philosophy of Home Economics

The broad purposes of home economics are many and varied. These are the objectives acknowledged by Hall and Paolucci:

- . . . establish values which will give greatest meaning to their personal, family, and community living.
- . . . create a home and community environment conducive

¹Olive Hall and Beatrice Paolucci, Teaching Home Economics (New York: John Wiley & Sons, Inc., 1961). p. 167.

to the healthy growth and development of all the members of the family.

- . . . achieve wholesome and satisfying interpersonal relationships within the school, home, and community.
- . . . use their resources to provide the means for satisfying needs, developing interests, and using capacities to attain the values and goals considered most worthwhile for the individual, the family, and the community.
- . . . develop mutual understanding and appreciation of differing cultures and ways of life and cooperate with people of other cultures who are striving to raise their level of living.¹

Illinois in recent years has undergone considerable research as to the curriculum needs for home economics education. A committee composed of various educators developed a statement of philosophy that is reflective of societal conditions, present-day conditions in family life, present-day teen culture and educational developments.

In home economics education, the two basic aims are to strengthen family life through improving personal, family, and community living and to prepare for employment related to home economics. These aims provide bases for making decisions in developing and evaluating the home economics program.

Belief in the importance of family life is basic to all that is taught in the homemaking aspect of the program. Such programs are based on the conviction that family life may be improved through education.

The developing "employment-education" aspect of the program broadens the contributions of home economics at the secondary level through preparing some students for employment in occupations utilizing knowledges and skills of home economics. Although both boys and girls are served in this aspect of the program, a major concern is to help girls prepare for the dual role of homemaker-employed person.

The democratic ideal provides direction in the educational processes involved in working toward the two broad aims of home economics education. Belief in dignity, worth, and value of each person as an individual; belief in man's willingness and ability to think critically and to use the method of intelligence in solving problems; faith in man's willingness, right, and responsibility to work for common concerns and interests are concepts of the democratic ideal

which are basic in the philosophy of home economics education.¹

In the development of curriculum materials, the following statements of belief served as a guide to the committee:

1. Concept of Psychology of Learning

"Learning may be conceived of as a change, due to experience in the student's ways of thinking, feeling, and acting Education may be regarded as a system of learning experiences which bring about certain desirable changes in students."

- 1.1 Home economics teaching includes functional learnings and should be taught so that students learn to draw generalizations that are applicable to other situations.
- 1.2 Individual differences should be recognized and provided for in classroom procedures.
- 1.3 Home economics should have effective teacher-structured content to provide for logical development and realization of goals through cooperative planning with students.

2. Concept of the Individual

Each individual has a potential contribution to make to society.

- 2.1 A home economics educational program that will reach men, women, boys, and girls of varying abilities and from different cultural, social, and economic groups should be developed.
- 2.2 The home economics curriculum should help individuals make satisfying and socially responsible adjustments in life situations.
- 2.3 The home economics curriculum should help students achieve satisfying and functioning philosophies of life as they relate to personal, family and community living, and the world of work.
- 2.4 The home economics curriculum should help individuals develop wholesome personalities and acquire satisfying human relationships.

¹The Office of Superintendent of Public Instruction, State of Illinois, Home Economics Education: Homemaking Aspect, Subject Field Series-Bulletin D-7, 1966, p. 3.

- 2.5 The home economics curriculum should help individuals acquire the techniques and skills needed to meet successfully the problems of personal, family and community living, and employment situations.

3. Concept of the Role of the School in Society

The home economics program has an important role in the total school program.

- 3.1 The home economics curriculum should be flexible to meet the needs of the school and community as well as the needs of the individual student in the home economics classes.
- 3.2 The home economics curriculum should provide education for related marketable skills.
- 3.3 The home economics curriculum should be coordinated with other curricula within the school system.
- 3.4 Adult education as an integral part of the home economics program should contribute to family and community living and the world of work.

4. Concept of Society

Home economics is taught more effectively when there is an understanding of the relationship between the home and the total social structure.

- 4.1 The teaching of home economics should make an important contribution to education for democratic living.
- 4.2 Home economics should help the student establish values and select goals which give meaning to personal, family and community living, and employment situations.
- 4.3 The home economics curriculum should help the student establish democratic interpersonal relationships within the home, employment situations, school, and community.
- 4.4 The home economics curriculum should help the student make and carry out intelligent decisions regarding the use of personal, family, and community resources.
- 4.5 Consideration in planning the home economics curriculum should be given to various patterns of living, such as: living alone as a single person, living as a couple with children, living as a three-generation family, living as a couple without children, living in foster home situations, or living in broken home situations.

4.6 Major bases for curriculum decisions should include changes in society and family life.

The major functions of home economics educations are to stimulate more effective home and family living in a democratic society, and to prepare students for participation in the world of work through the development of personal traits, understandings, and abilities that foster employability.¹

Philosophy of Guidance

Is there any relationship between the aims and objectives of home economics and guidance? The answer to this question will be found in the various concepts advanced by the following specialists in guidance.

An important aspect of guidance according to Strong and Morris is revealed as follows:

The guidance minded teacher believes in the worth of every individual, whether the individual has one talent or five. He recognizes that excellence is possible to those who work with their hands as well as to those who evolve theories.

Guidance is a process. It helps every individual--not just those with chronic problems--to help himself--to recognize and use his inner resources, to set goals, to make plans, to work out his own problems of development under the most favorable conditions that the home and school provide.²

The theory advanced by Miller states:

Surely one of the first essentials for effective guidance is to achieve an understanding of the individual--his abilities, his ambitions, his values, and his problems. But the individual is inseparable from the world in which he lives, consequently, if we are to understand him, we must understand also his world.³

Twelve principles of guidance set forth by Cox and Duff follow:

¹Ibid., p. 3-5.

²Ruth Strong and Glyn Morris, Guidance in the Classroom (New York: The Macmillan Company, 1964), p. 2.

³Carroll H. Miller, Foundations for Guidance (New York: Harper and Brothers Publishers, 1961), p. 443.

1. Guidance consists in helping pupils to set up objectives that are for them dynamic, reasonable, and worthwhile, and in helping them so far as possible, to attain these objectives.
2. The major fields in which guidance is necessary are health, vocation, avocation, education, and human relations.
3. The idea of guidance is inherent in all efforts to educate.
4. The kind and amount of guidance needed varies greatly with different children and in different situations and at different times.
5. The need for guidance is particularly acute today because of:
 - a. Increased complexity of our social organization.
 - b. Rapidity of change in our social organization.
 - c. The changing character of sanctions as determined by:
 - (1) The home.
 - (2) The community.
 - (3) The church.
 - d. The industrial situation.
 - e. The economic situation.
 - f. The demands of life in a modern democracy.
6. This new concept of guidance is largely a result of democratic tendencies in educational administration. The proper development of a guidance program is dependent on these same tendencies.
7. The major work of guidance must be done by classroom and homeroom teachers.
8. The work of the guidance specialist is:
 - a. To stimulate, guide, and check the guidance activities of the teacher.
 - b. To give specialized expert help where necessary.
9. A research and measurement program is an essential part of successful guidance work.
10. An adequate, accessible, and flexible system of records is necessary for good guidance work.
11. The proper adaptation of curriculum and method to the needs of individual pupils is best promoted through guidance activities of teachers working in a democratically organized school system.
12. Provision for and promotion of guidance activities is a major responsibility of administrative officers.¹

Hamrin and Erickson have developed these concepts on guidance.

Guidance is that continuous, unitary process by which help is systematically afforded to individuals in situations

¹Philip Cox and John C. Duff, Guidance by the Classroom Teacher (New York: Prentice-Hall, Inc., 1938), p. 14.

where adjustment, planning, interpretation, or choice is called for, and by which individual differences and needs are effectively related to the requirements, demands, and opportunities of social situations.

. . . guidance is the methodology by which educators' professed interest in individualization can be effectively translated into practice. It offers methods for diagnosing the abilities, interests, background, and needs of the individual students; it offers methods of relating such findings to the individual's life adjustment; and, finally, it offers methods of selecting, from available curriculums, that individual curriculum most suited for the student. In addition to selecting such an individual curriculum, guidance must follow up the student to see that he makes an adequate adjustment to his training program.

The primary purpose of educational counseling and guidance is to help the pupil to find himself with respect to his interests and abilities and to understand and appreciate the opportunities offered for his development through the school.¹

The final theory on guidance is the one advanced by Peters and Shertzer.

Guidance is a part, hopefully, an inherent part, of the total educational experience of the student. Guidance is considered to be a process by which the student achieves greater self-insight, self-understanding, and stability to enable him to become an intelligent consumer and producer in our society.

Guidance is focused on the inner person, as contrasted with instruction which is focused on material outside of the person. Guidance is based on thoughtful assistance to the individual so that he may understand himself--his abilities, interests and goals.²

In both home economics and guidance philosophies considerable attention has been devoted to the adolescent's problems and needs. The writer believes these problems and/or needs should be identified because of the importance it will

¹Shirley A. Hamrin and Clifford E. Erickson, Guidance in the Secondary School (New York: D. Appleton-Century Company, 1939), p. 17.

²Herman J. Peters and Bruce Shertzer, Guidance: Program Development and Management (Columbus, Ohio: Charles E. Merrill Books Inc., 1963), p. 3.

have on the reader's understanding of the guidance activities in the next chapter.

Adolescent Problems

"The age at which girls begin to enroll in homemaking is when most of their problems of adjusting to a changing social role and to a changing body are most acute."¹ It is a time when identification with a particular group is essential to their development and adjustment. What happens to the girl who finds herself being rejected rather than accepted by her peers?

In an article discussing the adolescent, Fleck and Fernandex describe the adolescent's needs as follows:

A characteristic of this age is a vital need for understanding themselves and others, for further clarifying their sex roles, for satisfying a desire to be popular and socially adequate, for improving skills in boy-girl relationships, and for acquiring an emotional independence from adults. Developing social and ethical standards and qualities for citizenship can also be listed.

A concern is evident for an attractive personal appearance and for clothes approved by their peers. The achievement of some form of economic independence and a consideration of future vocational plans begin to claim their interest. Preparation for marriage and family life is another obvious need.²

Hutson has identified these eleven problems typical of the adolescent.

1. Problems of health and physical development.
2. Problems of scholarship.
3. Financial problems.
4. Problems of family relationships.
5. Sex problems.
6. Religious problems.

¹Doris C. Hodgson, "Teaching Personal Appearance with Examples--Not Texts," Forecast for Home Economists, LXXII, (February 1956), p. 28.

²Henrietta Fleck and Louise Fernandex, "Who Should Be Taught Family Life," Forecast for Home Economists, LXXI, (February 1955), p. 75.

7. Moral and disciplinary problems.
8. Personality difficulties.
9. Social problems.
10. Problems relating to living conditions.
11. Problems of vocational guidance.¹

In a study of 1,300 high school students conducted by Moore it was found that the major problems for students in grades ten through twelve were ranked in this order:

- 1.. Relations with teachers
2. Achievement in school work
3. Administration of school program
4. Educational and vocational future
5. Psychological self acceptance
6. Relations with boys and girls
7. Recreational and social opportunities
8. Finances
9. Religion
10. Moral issues
11. Physical health and fitness
12. Relations with parents
13. Home and family relations
14. Physical appearance²

In another study mentioned by Arbuckle which involved 1,650 high school boys and girls the results were somewhat identical. These students were given a specified problem area check list. It was noted that in both high and low intelligence ranges they were concerned with these areas: (1) concerning myself, (2) health and physical appearance, (3) getting along with boys and girls of my age; school life; and my future. It was further noted that low intelligence students had more problems than those of high intelligence.³

¹Perceival W. Hutson, The Guidance Function in Education (New York: Appleton-Century-Crofts, Inc., 1958), p. 294.

²Dugald S. Arbuckle, Guidance and Counseling in the Classroom (Boston, Massachusetts: Allyn and Bacon Inc., 1957), p. 22.

³Ibid., p. 21.

Summary

Theoretically very similar goals have been expressed by home economics and guidance relative to the philosophical, intellectual, and social growth of the individual. Both areas of concentration are concerned with developing the community's richest resources--its people and the wealth of their potential.

Home economics and guidance are alike in their feeling for the dignity of the individual and what his place will be in a complex and changing social order. A common sense of responsibility is realized in a need for developing an individual who has the ability to think critically and develop sound values and goals. The necessity of preparing individuals with employable characteristics and skills is of vital concern to both fields.

The writer realized two basic differences in the expressed objectives. First, home economics has no testing program, but has access to test results from the guidance department. Second, the objectives of home economics are more directed toward the home and the adults in the home than is guidance.

These studies indicated that the typical adolescent has a strong need for social approval in his relations with his fellow-man. His needs are many and may touch upon areas such as scholastic achievement, personal appearance, moral issues, health, money, religion and many others. These are the needs that guidance and home economics are concerned with in their programs.

CHAPTER III

COUNSELING OPPORTUNITIES IN HOME ECONOMICS

Modern life has been credited for many of the accelerated changes in the familiar pattern of living and working of yesterday. "Margaret Mead has likened the American family to a launching platform from which young people are cast out to live in an anonymous world of impersonal contacts."¹ Today we are constantly reminded that many of the jobs in the next few years are not even known. To further the anxiety, many of the jobs known today will be non-existent in a few years. We are reminded that the average person may have to retrain for his job more than once.

Is it any wonder that there is so much social and political unrest and uncertainty? Young people are bombarded with pressures from the home, school, community, nation, and even international tensions.

It is in this surrounding that the need for counseling services to school pupils has become a reality. The counselor should serve as a compass to the adolescents' questions and he should hopefully direct them into finding their place in the technical world of tomorrow.

¹Selma Lippeat and Helen Brown, Focus and Promise of Home Economics (New York: The Macmillian Company, 1965), p. 27.

Definition of Counseling

"Individual counseling has been called the heart of the guidance program."¹ A number of definitions of the term counseling have been advanced by various authorities in guidance.

Peters and Shertzer quoted Smith's definition of counseling as ". . . essentially a process in which the counselor assists the counselee to make interpretations of facts relating to a choice, plan, or adjustment which he needs to make."² They also quoted Williamson and Polley's definition ". . . as a face-to-face situation in which, by reason of training, skills, or confidence vested in him by the other, one person helps the second person to face, perceive, clarify, solve and resolve adjustment problems."³

Hamrin presents the following definition of counseling and also the expected results from the counseling session.

Within the last few years, we have been hearing a great deal about counseling. Many people believe counseling is merely "talking things over" and at times it is done in just this way. But it also is the process of assisting individuals with their choices. Counseling should provide a situation in which an individual is stimulated (1) to evaluate himself and his opportunities, (2) to choose a feasible course of action, (3) to accept responsibility for his choice, and (4) to initiate a course of action in line with his choice. It should be a most important service to students. However, it must be integrated with the other phases of the guidance program, and its effectiveness will rest to a considerable extent on the adequacy of the various aspects of the guidance work preceding and following the counseling itself.⁴

¹Hamrin and Erickson, op. cit., p. 298.

²Peters and Shertzer, op. cit., p. 139.

³Ibid., p. 139.

⁴Shirley A. Hamrin, Initiating and Administering Guidance Services (Bloomington, Illinois: McKnight and McKnight Publishing Company, 1953), p. 125.

Counseling then is the core of the guidance program. It involves a close relationship between the counselor and the counselee as they become familiar with the real problems and possible courses of action. This mutual trust and understanding may be either in a group situation or an individual one. However, as a result of the counseling session the counselee should have gained skills in his ability to solve similar problems in the future.

Characteristics of Personnel

What professional standards should the home economics teacher maintain as a teacher-counselor? The American College Professional Standards Committee recommended the following attributes for guidance personnel: ". . . (1) social sensitivity; (2) leadership ability; (3) ability to work in harmony with colleagues; (4) warmth in interpersonal relationships; (5) a sense of humor; (6) acceptable personal appearance; (7) loyalty to and an enthusiasm for education; (8) self-respect, and (9) integrity."¹ The writer would like to add emotional and mental stability to this list of attributes.

A similar list of characteristics for teachers was given by Myers and Williams. The listing of the qualities is in random order as follows:

1. Vigorous health
2. Intelligence
3. Liking for study
4. Emotional maturity and balance
5. Love of children
6. Sympathy or social intelligence
7. Interest in and liking for teaching
8. Cheerfulness and sense of humor

¹Peters and Shertzer, op. cit., p. 148.

9. Friendliness
10. Good work habits
11. Co-operativeness
12. Breadth of interest
13. Tolerance
14. Good judgment
15. Sense of justice
16. Good appearance and voice
17. Ability to explain clearly
18. Personality is the total of these traits and others.¹

Guidance and Teaching

Teachers for years have been effective in their teaching and have assumed various guidance responsibilities as a natural part of their teaching load. A difference does exist in teaching and guidance although they are very closely related. "Guidance is focused on the inner person, as contrasted with instruction which is focused on material outside of the person. Guidance is based on thoughtful assistance to the individual so that he may understand himself--abilities, interests, and goals."²

The teacher of home economics education has many opportunities for both guidance and teaching in the subject matter presented in the classroom. Units on social-personal guidance can be ideally presented either within the subject area or through special group conferences. "Social-personal guidance is an organized phase of the total program. It is concerned with the individual's attitudes and feelings of inner-self as well as his relations with others."³ The writer will identify these guidance opportunities in home economics under "Opportunities in Subject Matter" later in this chapter. However, these

¹B. J. Chandler, Education and the Teacher (Toronto, New York: Dodd Mead & Co., 1961), p. 166.

²Ibid., p. 3.

³Ibid., p. 294.

opportunities may never be realized if the climate of the classroom is not conducive or stimulating to a free exchange of ideas.

Atmosphere for Guidance

In what respects does the home economics teacher have an added advantage in counseling that is not typical of other teacher-counselors and in some instances even the counselor? The classroom, the home economics club, and home visits are three specific channels through which she can assume a guidance role.¹

The Classroom

"The homelike atmosphere made possible in home economics departments helps reduce emotional tensions created in pupils by anxieties related to meeting new situations, to being "different," to the fears of being teased or unaccepted."² It is in this atmosphere that the teacher can help the student to realize the meaning of success. The formal and informal classroom experiences can be adapted in an appropriate manner to the students' abilities and interests, so that they maintain a steady record of success.³

The informal nature of the classroom often results in a personalized contact with the adolescent which enables him to understand and solve his own problems.⁴ Home economics educators have realized for some time the informal laboratory periods are conducive to a closer acquaintance of their pupils. This group

¹Hall and Paolucci, op. cit., p. 110.

²Merna A. Samples, "Cultural Differences in the Classroom," Forecast for Home Economists, LXXVII, (January 1961), p. 56.

³Henrietta Fleck and Louise Fernandez, "The Learning Process," Forecast for Home Economists, LXX, (February 1954), p. 29.

⁴Hall and Paolucci, op. cit., p. 110.

contact is an acceptable part of the total program and often is the result of individual contact on project work. This closeness plus the versatile subject matter in all probability explains the problems of adjustive guidance these teachers receive during the school day.¹

"In home economics there are many opportunities for teachers to encourage, to discuss problems, and to open new vistas to students."² Many of these problems are very effectively handled in a group guidance situation. According to Arbuckle, "No school program is complete unless it has some group guidance classes, where, without academic pressure, children can discuss problems. . . ."³

The informal procedure of sharing ideas with the group can give the teacher insight into an individual's home life and his personal development, and frequently provides an opportunity to help a student with an immediate problem. Often the individual is helped to achieve perspective when he discovers that what has been a serious worry for him is shared by others in the group.⁴

Not all problems can be effectively handled in a group situation. It is to this advantage that the home economics teacher can use the conference period which is reserved for her on the typical class schedule. The conference period is a regularly scheduled period that is required by the State. "The conference period provides school time for the teacher to help the pupil with his personal problems."⁵ These conferences may

¹P.W. Hutson, op. cit., p. 233.

²Henrietta Fleck, "Recognition for Excellence," Practical Forecast (May-June 1966), p. 12.

³Arbuckle, op. cit., p. 37.

⁴Henrietta Fleck and Louise Fernandez, "Experiences and Activities for Teaching Family Life," Forecast for Home Economists, LXXI, (November 1955), p. 40.

⁵Hall and Paoluoci, op. cit., p. 108.

originate from classroom activities, referral, or be voluntary on the part of the student.

Another important aspect of the classroom is the ability to observe students in a variety of activities. In home economics there are many opportunities for observing what the child can do with his hands and his ability to work out certain mental concepts. The informal activities such as clothing, foods or home furnishing labs present many different occasions for observing interpersonal relations in the classroom.

The Home Economics Club

The second area of guidance was the departmental club organization known as the Future Homemakers of America. This is an organization of girls who have had at least one year of home economics. This extra-curricular club is affiliated with the state and national Future Homemakers organizations.

In what respects does extra-curricular membership contribute to the guidance program? What are the purposes of extra-curricular activities? Hamrin has expressed the following view on these activities in the school program.

The extra-curricular activities of the school have a significant place on the guidance program. Based on pupil's interest, they provide an understanding of the fundamental drives of each pupil. They are real opportunities for the development of leadership. Teachers, too, have an opportunity to gain new insights into pupil behavior and to find expression for their own interests.¹

As the club sponsor works with the girls toward the common goals and projects of the club a new knowledge and interest is developed in each other. Through club work the sponsor may have the opportunity to help some girl find her peer group.

¹Hamrin and Erickson, op. cit., p. 212.

that will provide for her psychological and social needs.¹ Through this identification the need for "belonging" can be met. Opportunities for leadership and working together are always present in the various activities performed on local and national projects. Many of the projects and activities offer opportunity for building citizenship traits, which hopefully in the end would help to build better communities.

In general then, the extra-curricular activities serve the following purposes in the school program: (1) to stimulate better use of leisure, (2) to acquire academic and intellectual development, (3) to make friends, (4) to increase personal growth, (5) to live in a democracy, (6) to stimulate better pupil-teacher relations, (7) to encourage better school spirit, and (8) to learn the value of co-operation.²

The Home Visit

The third guidance role of the home economics teacher is the information she gains from her home visits. This factual knowledge is shared with others only if the students that are involved are helped by this information. The direct and frequent visits in the homes of boys and girls give the teacher a knowledge of the total student and his environment.³ According to Hamrin, this is essential to the learning process. "Not only is the totality of the pupil to be considered in each learning situation, but the totality of the environment enters as an important

¹Hall and Paolucci, op. cit., p. 111.

²Hamrin and Brickson, op. cit., p. 184.

³Hall and Paolucci, op. cit., p. 111.

element."¹

"Home economics teachers have had real success in establishing closer contact with the home, in helping parents to understand the purposes of the school and to support them."² Preliminary to any planning of class goals and objectives it is wise for the teacher to become well acquainted with how her students live, play, and work, and to identify their needs, interests and problems.³

Through the home visit home economics teachers have the opportunity to become familiar with the community and the home environment of her students. The types of homes and the psychological climate adds to her understanding of the "whole child". Other benefits of the home visits are discussed more thoroughly in the chapter on Child Study.

Three aspects of the guidance opportunities of the home economics teacher have been discussed. However, in her capacity as a counselor, are there certain procedures for conducting an interview?

Many times during the school year, the home economics teacher has the opportunity to work with boys and girls either on a voluntary or referred basis. Due to the importance of the conference what guides should the teacher-counselor employ that would make the interview a successful one? In a discussion of conference periods Hall and Paolucci proposed these guides for the conference session:

¹Harrin, op. cit., p. 38.

²Samples, op. cit., p. 15.

³Henrietta Fleck, "Home Experiences." Practical Forecast, XI, (April 1966), p. 11.

1. Provide an atmosphere for the interview that is private, comfortable, warm, and informal.
2. Be friendly, personal, relaxed, and natural.
3. Do something to put the person at ease. If he finds it difficult during the beginning conversation, introduce a topic of mutual interest or discuss something of pride and accomplishment.
4. Exhibit a keen interest in the student and what he has to say. Find out what he considers important. Give him ample opportunity to tell his own story.
5. Help him to see his own problem. Try to help him focus these problems in proper perspective. Help him to become more objective about his statements.
6. Inquire regarding the steps he has already taken in attempting to solve his difficulties. Determine, if possible, how much interest he has in wanting to find better solutions.
7. Judge his actions objectively, if they have to be judged at all. Relate these attitudes to the student's standards and welfare.
8. Keep a friendly, sympathetic, and helpful relationship, but don't assume the responsibility for finding solutions to the student's problems.
9. Lead the individual to develop a definite plan of action for himself. When appropriate, suggest some possible next steps. Assist him to choose those plans that may prove most helpful, but leave the final decision to him. It is his life and he should have freedom to make his own choice. You can help him foresee the consequences of particular action steps.
10. Mention by title and location such books and other printed materials as might be helpful.
11. Curb the desire to preach, to moralize, to judge, or to make decisions.
12. Stimulate the student to think for himself and to develop his own plans.¹

Subject Matter and the Student

What is taught in home economics education at the secondary level? In what respects is the opportunity for counseling present? The Illinois curriculum guide, Home Economics Education: Homemaking Aspect identified six areas of concentration to be taught in the secondary school. These areas are as follows:

(1) Personal and Family Relationships, (2) Child Development, (3) Home Management, (4) Housing and Home Furnishings, (5) Foods

¹Hall and Paolucci, op. cit., p. 109.

and Nutrition, and (6) Clothing and Textiles. A careful examination of this literature for counseling possibilities has been made and will be revealed to the reader under these unit headings.

Personal and Family Relations

"There was never a time in the history of Home Economics when the teaching of family life could be so important. The future of the world may well hang on the stability of families."¹ If one has not had the opportunity to develop an understanding of the impact of family relations on an individual's growth and group behavior, he cannot claim all of the elements of a truly liberal education.² Our basic attitudes and the way we act toward others are often rooted in family experiences. The way we see ourselves and our feelings of adequacy or inadequacy are similarly rooted in family experiences.³

The discussion of personal and family relationships is in accordance with the developmental needs of the adolescent. These needs and the counseling opportunities will begin with the early stages of adolescence and progress to the later stages of the young adult.

Early Adolescence

The early adolescent has been described as being:

Physically active, gullible, not too clean, emotionally unstable at times, and possessed of a short interest span.

¹Henrietta Fleck and Louise Fernander, "Teaching of Family Life," Forecast for Home Economists, XXI, (February 1955), p. 14.

²Ernest Osborne, "Family Centered Home Economics," Forecast for Home Economists, LXIX, (October 1953), p. 16.

³Ibid.

During the latter part of this period, individuals indicate such traits as hero worship, boundless energy, self-consciousness about sex, over confidence, a know-it-all attitude, and unevenness in reactions--elated one day and depressed the next.¹

With emphasis on adolescent development, home economics is in an excellent position to contribute to the understanding of the growing-up process. Young people need to understand that their bodies are in a state of accelerated growth. Nearly all boys and girls of this age grow rapidly, some as much as six inches a year.² However, because of the variations in the rate of growth some young people have difficulty in accepting their bodies. "The short, the tall, the fat, the thin, the mature and immature are all represented."³ One must help the adolescent to understand that his restless, fatiguing, twisting nature and general emotional strain is a normal expectation for one of accelerated growth.⁴ Rapid physical growth often results in awkwardness, due to serious lack of balance between the bones, muscles, heart and lungs.⁵

The following illustration might help the awkward teenager to realize that he is not so different.

¹Henrietta Fleck and Louise Fernandez, "Who Should Be Taught Family Life," p. 75.

²"Behavior Patterns of Early Adolescents," Illinois Teacher, III, No. 4, (n.d.), p. 157.

³Henrietta Fleck and Louise Fernandez, "Who Should Be Taught Family Life," p. 75.

⁴Illinois Teacher, III, No. 4, p. 161.

⁵Mary L. Hurt, "Characteristics and Needs of Adolescents Related to Education for Improved Family Living," Illinois Teacher, II, No. 11, (n.d.), p. 7.

Recently, a high school counselor complained that in the course of a week, he had five high school pupils referred to his office because they had knocked books from their desks to the floor. He said, "They really didn't understand what all of the fuss was all about. If only adults would realize that a lot of these fast-growing youngsters can't control their new bodies! The pattern goes like this: Johnny swings around and knocks something to the floor with a thud, everyone laughs in exaggerated response to the situation (and this is typical adolescent behavior); the adult scolds; Johnny says he couldn't help it and becomes defiant; Johnny ends up in my office! We could do a lot to help teen-agers accept and learn to use their changing bodies if only we would calmly accept their awkwardness as part and parcel of this stage of their development.¹

To help the adolescent gain understanding of himself, this situation, typical of his age and one in which he may have been a part of at one time, makes an ideal group discussion question. Why was Johnny sent to the counselor by an apparently unhappy teacher? Why did everyone laugh? How did he feel when they laughed? How might the situation have been handled differently on the part of the students, Johnny, and the teacher? A teacher-counselor can guide the class into experiences which would show that patience and understanding are needed for success and that there are ways of facing disappointment and failure without an exaggerated emotional response as illustrated in literature, movies, or some television program.

Sex education is another area where home economics can help the adolescent develop proper emotional attitudes. In regard to sex education, Hamrin feels the school should do at least three things to aid the adolescents's growth.

1. It can assist the pupil to secure more accurate information about sex.

¹Ibid... p. 9.

2. It can teach such information in a more natural way, taking a more matter-of-fact attitude toward the subject than is frequently taken.
3. It can help adolescents develop skills in getting along with the other sex.¹

Through units on "Approaching Parenthood", "Prenatal Care", or "Dating Standards and Boy-Girl Relations", the home economics teacher can incorporate sex education.

Middle Adolescence

The middle adolescent's home may be marked with turmoil and conflict; one writer likened it to a civil war. In his remarks on "Parent Child Conflicts," Hornick stated:

Many parents of adolescents live under a stage of siege. Not since their youngsters entered the Terrible Twos--that age of active protest and rebellion--have these parents felt so wide open to attack from their offspring. And I am certain that most adolescents will agree that they, in turn, have never had such a sticky time getting along with parents.²

Middle adolescence is characterized by a marked interest in dating and a strong attachment to peer groups. These steps in achieving greater independence from their parents frequently create communication barriers between the two. "True, an adolescent does, in effect, give a parent a clout behind the ear. But what lends the blow its shattering force is that it usually occurs when a mother and father are facing middlescence--the age of crisis of the 40s and 50s. . . ."³

While the adolescent is flailing about him in search of his own identity, his middlesex parents are scrambling to hold on to the identity they feel is slipping from them.

¹Hamrin and Erickson, p. 68.

²Edward Hornick, "Adolescence VS Middlescence," Family Circle, (August 1967), p. 56.

³Ibid.

What lies at the heart of the conflict between the adolescence and middlescence is not merely the exuberance of the one or the rigidity of the other but the interaction of the two age periods.¹

In what manner can these young people be given assistance with their problems? The teacher-counselor can do a number of things such as being an understanding listener; establish social situations involving the students and their parents; also plan pupil-parent panels to discuss problems of mutual interest that can be beneficial to both parents and students.

What of the dating and other social problems that these boys and girls encounter? The home economics teacher is in an ideal position to meet these needs in the discussions of boy-girl relations. She is in an ideal position to work with boys and girls on the problems of dating because this is a typical part of a family relations unit. Opportunities for solving problems of a personal nature are possible for the student in either the text or the class discussion. The knowledge of correct social behavior will be of value to most dating couples.

Later Adolescence or the Young Adult

This is an age of decision making. Decisions such as the following confront the older adolescent on the threshold to adult living:

The selection of a husband or wife is a vital matter affecting as it does an individual's entire future. Related to this are marital adjustments, assuming the role of parent, and planning and managing a home. Of equal concern are the establishment of a vocation or a profession, and the assumption of a civic and social role. Finding and making friends and identification with groups of individuals with somewhat compatible outlooks are important too. The

¹Ibid.

emergence of a satisfactory philosophy of life is desirable.¹

Decisions made during this time require clear thinking. Their future happiness depends upon it. "Is this too much responsibility for them? It is estimated that as many as five to 30% are not satisfied with their marriage."² Home economics has a great challenge in helping these young people to wisely select a mate and establish homes reflective of success. "Everyone will agree with the statement that good homes are reflected in the welfare of the nation. A home economics teacher in her daily instruction helps individuals directly or indirectly to live better."³

The following paragraphs show some of the guidance activities of a Family Living class in preparing the young adult for marriage.

Most of the great events of life are centered in the family: birth, marriage, death. These events, within themselves, indicate that the family is subjected to stress and strain. Many relationships suffer when there is unusual stress--yet, we expect the family to go on and on in spite of such strain.

Practically everything that a person does regardless of time in his life, is guided and affected by the relationships within the family.

As world conditions have changed, family structure has changed, and it continues to change. Many years ago the pattern for family make-up was a father who was the sole provider, the religious leader, the ruler, and the protector. But changes have been rapid. Present day families decide

¹Henrietta Fleck and Louise Fernandez, "Who Should Be Taught Family Life," p. 75.

²"Looking into the Future," Tips and Topics, Texas Tech, I. No. 1, (Fall 1960).

³Henrietta Fleck, "Home Economics and the Future," Forecast for Home Economics, LXXIV, (June 1958), p. 13.

issues together; young parents try to develop a democratic family in which there is sharing, demonstration of affection, mutual confiding, and rather rapid growth of children into acceptance of adult responsibilities.

.....

Each family changes with time. This means that individual members must change their own ways. The family moves, the father gets a different job, the mother takes a job outside the home, there is sickness and possibly death, there are additions to the family group. Complex? What could be more so?

Probably no career is as complex and as difficult as that of being a family member and homemaker. Yet, how extensive and adequate is the preparation for this difficult job? People are not natural-born good husbands, wives, mothers, fathers, brothers, and sisters. A person does not go into marriage as a "newly-hatched chicken", but he takes with him a history of experiences which color his life. To make "a go" of a family, the members must have certain skills and attitudes. They must be able to adapt to each other. They must be able to work out mutual problems. They must be willing to give and take, and work for harmony. Their thoughts must be for each other rather than for themselves. Within the family there must be sincerity, loyalty, unselfishness, respect, kindness, humor, and courtesy between all family members.¹

How effective is the teaching of family life in the eyes of the students? The results in one high school to a questionnaire sent to one hundred and thirty students the day following graduation were:

1. The greatest personal values in the course were?

What sex is all about.

Learning and practicing democratic processes.

Learning how to think.

Learning how to get the facts and the facts behind the facts.

Understanding and appreciating the opposite sex's viewpoint.

2. How may you think or live differently as a result of the course?

Greater respect for the opposite sex and their problems.

¹"Education for Family Living." Tips and Topics, Texas Tech, IV, No. 2, (December 1963).

Greater respect for the individual.
 Greater degree of cooperation.
 Greater appreciation for the democratic process.
 More wholesome sex attitudes.
 More active part in community affairs.¹

Of the questionnaires sent, one hundred and twenty-three were returned two days later. Of the returns, "76 described the course as being most effective--meaningful, worthwhile, meeting their needs, interests, concerns--of all courses they had in high school. Thirty-nine others listed it as one of the three best."²

Child Development

"In our crowded world, techniques for improving interpersonal relations are becoming increasingly important."³ Can units on child development be a technique for improving these relationships? The writer feels that this is a medium for helping adolescents to develop a better understanding of themselves as well as younger brothers and sisters.

All aspects of growth and development are studied in child development classes. High school pupils through child development units should gain insight into children's growth and behavior and by extension, their own. With guidance these boys and girls can learn to recognize their own feelings and see how these feelings affect other people."⁴

¹Dale L. Womble, "Careful Groundwork Assures Success of Family Life Course," Forecast for Home Economists, LXII, (September 1956), p. 88.

²Ibid.

³Henrietta Fleck, "Diagnosis of Personal Differences," Forecast for Home Economists, XII, (November 1966), p. 9.

⁴Mollie Smart, "Teaching Child Development According to Age," Forecast for Home Economists, LXXIV, (September 1958), p. 58.

A graphic picture showing some of the results one might expect from certain family practices includes:

IF A CHILD LIVES	HE LEARNS
with criticism	to condemn
with hostility	to fight
with fear	to be apprehensive
with pity	to feel sorry for himself
with jealousy	to feel resentment and/or suspicion
with encouragement	to be confident
with tolerance	to be patient
with praise	to be appreciative
with acceptance	to love
with approval	to like himself
with recognition	to have a goal
with fairness	what justice is
with honesty	what truth is
with security	to have faith in himself
with friendliness	that the world is a nice place to live. ¹

Child development classes should help boys and girls in assuming their future roles as parents more wisely. A greater understanding of the child and his related patterns of growth and behavior should alleviate some of the anxiety surrounding the responsibilities of parenthood.

Home Management

What is home management? Paolucci and O'Brien have defined home management "As a series of decisions which form a goal-directed process; this in turn serves as a vehicle for helping families to channel their resources toward achievement of goals."² To use the management process one must follow steps of planning, controlling and evaluating. Or, said another way:

One must select those wants and desires (goals) which seem

¹"If a Child Lives," Tips and Topics, XI No. 1, (Fall 1961).

²"Continuing a New Service," Tips and Topics, I No. 2, (Spring 1961).

most important to him.

One must appraise and choose the means (resources) he will use to get what he wants.

One must decide how to use those resources after considering the consequences of the various alternatives (plan).

One must follow his plan (practice).

One must decide at progressive stages (evaluate) whether or not it is necessary to adjust his plan (change goals or resources).

At each step of the management process, one must make decisions -- Is this or that the best course of action to take? Shall I use my energy in this way or that way or some other way? Shall I spend my money for this or for that? What do I need to know in order to make the best choice? What skills do I need in order to get the job done in the best way, for me or for my family?¹

Management teaches principles and techniques in these areas affecting family life: time, money, energy, routine, skills, material goods, community resources, attitudes and knowledge of the family members. In view of the increasing numbers of employed homemakers the ability to manage these resources are more important than they were previously.

The need for units on management is revealed in a study comparing the full-time and the part-time homemakers.

The city full-time homemaker averaged a work day of 8.1 hours, of which 7.4 hours was used for homemaking activities; and the employed homemaker had a work day of 11.5 hours, of which only 4.1 hours were homemaking time; the employed homemaker spent 1.9 hours in food preparation and dish washing. The part-time homemaker averaged less time for sleeping and resting, for personal care and for community and other leisure activities than did the other two groups mentioned.²

Units on money management are needed by the teen population as well as the adult population. The following facts present a strong need for information regarding the expenditure of money:

¹Ibid.

²Elizabeth Crandall, "Home Management," Forecast for Home Economists, LXXIV, (June 1959), p. 35.

During the '60's teen-agers will spend ten billion dollars for non-durable goods. It is estimated that the average American family is exposed to one thousand, five hundred and ninety-eight selling messages every day, over television and radio, on billboards along highways, in magazines and newspapers, in daily mail deliveries, in ads on busses, and even over the telephone. Women spend eighty-five per cent of the family income and influence the spending of the remainder. Today there are eight thousand new food products on the market which were not even in existence ten years ago. The average grocery store will stock 1500 more items in 1970 than in 1958. Families are spending five times as much on installment buying as they spent in 1957. They now owe about 56 billion dollars on their installment purchases and charge accounts. By 1970 families will be in debt for more than one hundred billion dollars. Credit cards for gasoline, telephone calls, meals, hotel expenses, gifts, and other items are owned by about 20 million Americans. It is estimated that seventy-five per cent of all American families save trading stamps. In 1960 stamps were redeemed for merchandise valued at six hundred and seventy-five million dollars.¹

Home economics must now, for the welfare of the family and the nation, help families plan and use their income wisely and resist the temptations of easy buying, especially when it is beyond their means. "Home economists are aware of the potential dangers of mass media despite diversity of cultures and background. We must develop individual perspective that would prevent mass acceptance of the ideas consistently before the public."²

Housing and Home Furnishings

"With many of our students marrying either in high school or soon after graduation from high school, housing for the newly married couple becomes of great concern. Where do young couples live? How many of them live in small, compact apartments or house trailers?" Should they rent or buy a house? What consumer

¹Dorothy S. Lawson, "Is There a New Purpose in Home Economics Education?" A New Look at the Vocational Purposes of Home Economics, (U. of I. Division of Home Economics, May 1963), p. 81.

²Harry S. Broudy, "Home Economics as General Education," Contemporary Issues, (University of Illinois, May 9-13, p. 33.

facts should they be aware of in selecting large and small appliances? Are they able to select wisely and to co-ordinate other home furnishings to meet the needs of a family?

Housing units in home economics can perform many guidance activities for the young adult about to establish his first home. A knowledge of interior decorating and consumer facts may enable him to furnish and decorate a home with a reasonable degree of assurance and wisdom. Also, various types of homes can be discussed in respect to physical features, choice of homesite, job, family interests, needs, services, and financial means of the family. Advising services can be brought into the classroom through resource people such as real estate agents, bankers, insurance agents and lawyers. In this manner the students can be given information regarding the financial, legal, and liability aspects of home ownership.

Foods and Nutrition

In home economics we are concerned with the cooking of food, but our concerns are so much greater than this! Our primary purpose is to improve the health of our students by the improvements of their eating habits.

As students plan, prepare, serve and clean up from meals they should use good organizational habits of work. They should work in an orderly manner, be relaxed, work with a purpose, enjoy the job at hand and use their resources of knowledge, skill, energy, etc. to the best advantage. They should consciously base choices on values, goals, and resources (using scientific decision-making processes).

We hope that they buy food wisely and care for the food in such a way to safeguard health and not be wasteful. We hope that they understand sound nutritional facts and that they use these in their daily lives. We hope that they learn scientific principles of food preparation so that they are not always dependent upon a recipe..

We hope that our students see family meals and food as tools all families might use in developing appreciation

of people who are different than they are, appreciation of our nation's natural resources of beauty, of family unity, and of fun of enjoying good wholesome food.¹

The fact that our students are adolescents and the fact that we know adolescent characteristics typical of the period lends many guidance activities in the nutrition class. The following characteristics are some of the examples and the implications for our teaching:

The adolescent develops rapidly and at uneven rates.

This may lead to skin troubles, weight problems and frustrations. Any guidance that the Food and Nutrition teacher can give to help the adolescent solve some of these problems will probably be of interest and serve as motivation.²

Dr. S. L. Hammar of the University of Washington School of medicine says that many obese adolescents exhibit an extremely passive and dependent relationship with their parents. Often, mothers are overprotective and tend to meet all their needs. Overweight teens often have difficulty making friends, are insecure and unhappy. Eating is a way out. . . . obesity can affect a person's social relationships, school performance and emotional adjustment. The adverse psychological effects can be damaging to young boys' and girls' personalities.³

The adolescent is interested in the opposite sex.

Interest in entertaining friends, behaving correctly at social events, and learning table manners can lead to worthwhile learning experiences.

The adolescent has poor food habits.

Attention should be given to selection of food as well as preparation techniques and both approached from a personal standpoint.

¹"Goals for Food and Nutrition Units", Tips and Topics, III No. 1 (Fall 1962).

²"What Are Students Like?", Ibid.

³"What to Do about Teenage Overweight," What's New in Home Economics (September 1966), p. 105.

The adolescent's interest in food is limited by family custom and experience.

New things (new foods and new methods) should be tried in class. False information should be identified as such.¹

It can be said that food as related to one's health determines how successful the individual might be socially and intellectually. Food plays a part in helping the individual establish sound emotional stability and health.

It would be the expectation that a foods and nutrition unit would alert the students to the importance of proper dietary habits. A good motivating aspect of nutrition is found in the relationship between good nutrition and beauty. This is effective because of the value placed on beauty by the adolescent. The opportunity is present to guide the individual who is overweight or underweight that desires help with his problem.

Aspects of consumer buying, budgeting, planning, and skills of meal management should contribute to better adjusted homemakers.

Clothing and Textiles

What are the opportunities for guidance in a clothing and textiles class? How important is good grooming to the individual? These guidance activities are indicated in the following goals for a clothing and textiles class.

Why do we teach Clothing and Textiles in the home economics program? The reasons seem to be relatively simple and "down to earth." We want our students (adults and teenagers) to be more attractive individuals and to accomplish this result within the family income. That is why they need to know how to groom themselves, select suitable and attractive clothes, keep clothes looking neat. It is not that they need to know weaves and fiber characteristics for the sake of knowing weaves and fiber characteristics. Such

¹"What Are Students Like?", op. cit.

knowledge is needed in order that clothes are washed or cleaned or stored properly so that they look better and last longer!

In order to look better, many students need new learnings. They need to know how to use art principles effectively for varying effects in dress. They need to know the social, psychological and health effects of clothing. They need to realize the importance of good grooming and find ways to accomplish desired appearance.

Everyone should be concerned with making the "best" buy--so they should know what fabrics to buy, what is available on the market and which of these will give greatest satisfaction.

They need to know how to care for their clothes so that clothes "last" and look well. This includes problems all of the way from how to properly hang clothes in the closet to how to wash and dry-clean, whether we hand wash, use a washing machine in a washateria or clean at a "coin" dry-cleaner.

If the wearer is to look her best, clothes must "fit". What is a good fit in both ready-mades or made-at-homes, and how is this effect achieved?

Our goal is not to develop better seamstresses. Our goal is to develop better people who select personal and family goals appropriate to values which give meaning to living.¹

Today, with competition so keen, it would be hard to exaggerate the importance of being well dressed and well groomed. With the older student in mind, special attention should be given to grooming as related to the job, whether she plans to be a secretary, waitress, or a homemaker.

Opportunities for group guidance are possible as a means of reaching those students who do not measure up to the normal expectations of personal appearance or grooming.

Matters of personal appearance, grooming, manners, or other areas in which some pupils have not had adequate home

¹"Goals for Clothing and Textiles Units", Tips and Topics, III No. 2, (Spring 1963).

training may be brought up impersonally and objectively with the whole group. A knowledge of good standards is thus disseminated in such fashion that the various members can become aware of their deficiencies without experiencing individual detraction.¹

Summary

The term counseling has varied definitions depending upon the particular author. Counseling has been defined as a very close and intimate face to face situation in which the counselor guides the client toward better adjustment.

The characteristics of counseling personnel was compared to that suggested for good teachers and was found to be very similar.

From the research the writer identified these opportunities for the home economics teacher to assume a guidance role: the classroom and subject matter; the home economics club; and the home contact through the home visit. Six areas of the subject matter were identified as assuming a guidance role and are as follows: (1) Personal and Family Relations; (2) Child Development; (3) Home Management; (4) Housing and Home Furnishings; (5) Foods and Nutrition; and (6) Clothing and Textiles.

¹Hutson, op. cit., p. 292.

CHAPTER IV

CHILD STUDY

If educators are to base instruction upon the needs of the students, techniques must be utilized to identify these needs and better understand our students.

This chapter will reveal the attitudes of various authors toward child study. Also some techniques of Child Study are proposed that are within the ability of all teachers interested in students as individuals. The writer will identify the opportunities which home economics teachers have for observation of student needs and values.

"Psychologists have often stated that an effective learning situation is impossible until the teacher is intimately acquainted with the pupils."¹ In spite of this statement many of our schools are organized on an impersonal basis. Hamrin and Erickson further pointed out the following relative to Child Study:

No teacher can adapt his work to the individuals in his class or effectively stimulate pupils until he knows the background, interests, needs, abilities, and opportunities for each of his pupils. The guidance program is built upon the premise that this knowledge is a first essential.

To appreciate an individual at any particular time, it is necessary to have at least two pictures of him rather clearly in mind. One may be called the developmental or the longitudinal view, with detailed records of the individual's past growth and a history of the changes which have taken place within him. The other picture may be thought of as the

¹Hamrin and Erickson, op. cit., p. 413.

cross-sectional one, in which attention is directed toward all areas of the individual's life at the present. Physical and mental health, social relationships, emotional adjustment, family associations-----all of these and more must be studied if one is to have a complete picture of the "whole person". Thus for an understanding of an individual and his problems, both a record of his past and a complete picture of the varied aspects of his present life are necessary.¹

In the comments of Cox and Duff on observation of students we find still further means for the educator to employ as he endeavors to study his pupils. These suggestions are as follows:

In the midst of these varied activities the adviser is watching and studying his pupils. He has their cumulative report cards, their test records, and the lists of their physical defects. He knows their home conditions. He singles out those who lack confidence, those who seem sullen, those who daydream, and those who get into disciplinary difficulties. For them he plans many small successes, looking toward larger ones. He gets them to help him prepare a record or make a drawing or lift a plant box. He engages them in conversation and discovers their enthusiasms, their knowledges of games, stamps, music, or stories. He finds out about their relations with previous teachers and principals, their out-of-school companionships with children and adults, and their educational, vocational and leisure time interests and ambitions.²

According to Hutson, to be the best qualified in his work of advisement the teacher must know his pupils. This knowledge covers various aspects of home background, environment, curricular and extra-curricular experiences, results of tests and other information kept on the personal record of the student.³

¹Ibid., p. 43.

²Cox and Duff, op. cit., p. 83.

³Hutson, op. cit., p. 291.

Pupil Study

Of value to the teacher studying his pupils Hamrin and Erickson suggests the following means:

1. An adequate record system
2. An individual guidance record
3. A physical examination
4. Observation
5. A survey of study habits
6. Autobiographical sketches
7. Anecdotal records
8. A record of pupil's daily schedule
9. A testing program¹

From the suggested list the teacher is able to formulate some concepts regarding the general health, scholastic achievement, interests and activities, personality and character ratings of the individual student. The picture is further supplemented by various test records and the comments written by teachers or other professional personnel that may appear in the student's folder. The autobiographical sketch can be requested in any class by the teacher. This essay can reveal or suggest various needs of the student.

Personal Analysis and Observation

Direct observation should complement tests and other objective devices used by the teacher. The following suggestions should guide the teacher in making his observations.

1. Be sure your own sense organs are efficient. Many teachers fail to note defects in others because they are not conscious of their own defects.
2. Attend to things at definite times. During a study period watch the reading habits of pupils. Note how they hold their books. When pupils enter in the morning, note signs of rashes or any unusual changes in appearance. To check on the social behavior of students, it is very helpful to observe them at some free time such as before or after school.

¹Hamrin and Erickson, op. cit., p. 74.

3. Strive to improve your ability to make accurate estimates and by so doing to make your observations more valuable. Practice in this area, as in others, tends to improve these abilities.
4. Do not spend a great deal of time interpreting what you see until you have had ample time for observation.

It is always helpful to separate the observation and interpretation of that which was observed. Many times an observer jumps to conclusions before he has observed all that is transpiring. When teachers first begin to record their observations, they are likely to write too much of their own interpretations and not enough of what they have actually seen or heard.

5. Select and define that which you wish to observe. Frequently a good observer makes a general survey first, or a "finding observation" as some call it. At such a time he merely surveys a total situation. Later he directs his observation to certain items ignoring all others.¹

To further assist the teacher in making student observations there are check lists available to guide him in this activity. The writer has included some of these check lists to clarify the involvement of observation on the part of the teacher. The following are some pupil characteristics that might be noted by the teacher.

1. Desire to get attention and recognition or approval from associates
2. Tendency toward mastery or submission
3. Display of rivalry, teasing, curiosity, or desire to play
4. Desire to co-operate in class and to participate in discussion
5. Habits of study
6. Speed of reading and/or completing special assignment
7. Quality of expression in answering question
8. Social adaptability
9. Leadership qualities
10. Kind and number of questions asked
11. Extent of interest in school work
12. Speech difficulties or other physical difficulties
13. Attempts at cheating
14. Promptness in coming to attention

¹Hamrin and Erickson, op. cit., p. 87.

²Crow and Crow, op. cit., p. 110.

TEACHER CHECK-LISTS OF DIRECTED OBSERVATION OF MANNERS¹PART I. Parties and dances

Answer: always, usually, sometimes, seldom, or never

1. Does the pupil present an appearance of neatness and cleanliness?
 - a. Are shoes shined?
 - b. Is hair combed?
 - c. Boy wears necktie?
 - d. Girl wears light-weight clothing?
2. Does the pupil congregate with a group in one part of the room?
3. Does the girl leave a boy to join other girls?
4. Does the boy lead his partner off the floor at the end of the dance?
5. Does the child welcome teachers or visitors at parties or dances?
 - a. Does he introduce himself?
 - b. Does he attempt conversation?
 - c. Does he shy away?
6. Does the child sit out of the activity going on and not attempt to enter in?
7. Does the committee member make teachers comfortable?
 - a. Thank them for coming?
 - b. Wish them a pleasant time?
 - c. See that they have seats?
 - d. Offer to be of any service?
8. Does the child show dissatisfaction of activities of the party by refusing to join in them?
9. Does the child try to rush out after being served refreshments?
10. Does the pupil standing out of an activity point to certain pupils in the activity and laugh at them?

PART 2. Table manners

Answer: always, usually, sometimes, seldom, or never

1. Does the child clean up before meals?
2. Does he push others in the cafeteria line?

¹Hamrin and Erickson, op. cit., pages 265-268.

3. Is he noisy in the cafeteria?
 - a. Does he talk loudly?
 - b. Does he rattle dishes and trays?
 - c. Does he laugh boisterously?
4. Does the child eat pleasantly?
 - a. Bolt down his food hurriedly?
 - b. Start to eat before seated?
 - c. Chat happily with others at table?
5. Does the child rough-house in cafeteria?
 - a. Move chairs or table where he wants them?
 - b. Throw napkins or food around?
 - c. Play with condiment containers?
6. Does he use toothpicks or put fingers in mouth?
7. Does he make fun of mistakes made at table?
 - a. Laugh at noisy eating?
 - b. Laugh over spilled food?
 - c. Call others attention to dropped eating utensils?
8. Does he keep elbows, wraps, and books on table?
9. Does child complain about food?
 - a. Doesn't like what is offered?
 - b. Doesn't like the way food is cooked?
 - c. Doesn't like amount of serving?
10. Does the child leave a mess of crumbs and spilled food at his place at the table?

PART 3. Assemblies

Answer: always, usually, sometimes, seldom, or never

1. Is child attentive during assembly?
 - a. Doesn't talk during program?
 - b. Doesn't read in books or write?
2. Does child show appreciation by applauding courteously?
3. Does child's face reflect interest?
 - a. Look bored--yawn, sigh, move restlessly in seat?
 - b. Smile--happy?
 - c. Keep eyes on entertainer or speaker?
4. Does child keep quiet at mistakes of fellow-students in program?
5. Does child have to be called to order several times in beginning or have to be waited for to give attention?
6. Does he volunteer to be part of program?

7. Does he eat or chew during program?
8. Does he sing so as to make the general effect a delight?
9. Does he try to get attention himself?
 - a. Wave to some one on stage or in audience?
 - b. Pass notes?
 - c. Make noises to attract attention (whistle, oall, hiss, snap fingers)?
10. Does the child put feet on seat in front of him?

PART 4. School visitors

Answer: always, usually, sometimes, seldom, or never

1. Does child ask to bring parent to school?
2. Does child ask teachers to visit his home?
3. Does child contradict statements parents and teachers make while talking?
4. Does child introduce parents to teachers when occasion arises?
5. Does child interrupt when teacher is talking to a visitor?
6. Does child offer chair or book to visitor in room?
7. Does pupil rise when an older person who is standing begins to talk to him?
8. Does child step aside to let visitors pass?
9. Does child escorting visitors through building open doors for them?
10. Does child volunteer to be host or escort to visitors?

PART 5. Conversation

Answer: always, usually, sometimes, seldom, or never

1. Does child talk while another child is presenting a paper?
2. Does child make derogatory remarks about the person talking?
3. Does child have to be urged to take part in discussion?
4. Is child fair and kind in his criticism of others?

5. Does child try to help others express thoughts by making interesting suggestions?
6. Does child try to monopolize the discussion?
7. Does the child "wave hands" while another pupil is reciting?
8. Does pupil speak distinctly so that every one in room can hear?
9. Does child show a good sense of humor?
 - a. Laugh at own mistakes?
 - b. Enjoy "horseplay"?
 - c. Giggle at something not shared by group?
 - d. Keep jokes appropriate and for proper time?
 - e. Regain poise soon after laughter?
10. Does child thank teacher or pupils for their criticisms and suggestions?

PART 6. In public

Answer: Always, usually, sometimes, seldom, or never

1. Does child chew gum or eat while walking in public places?
2. Is child noisy in public so as to attract attention?
3. Does child use handkerchief when necessary or sniffle?
4. Does child dress appropriately for field trips?
5. Does child make fun of peculiar things he sees?
 - a. People
 - b. Houses
 - c. Advertisements
6. Does child join with others to occupy a certain space?
 - a. Crowd the walk?
 - b. Seat in car?
 - c. In front of windows?
7. Does girl "make up" in public?
8. Does child point with finger to something he wishes to indicate?
9. Does boy offer his seat to girls?
10. Does child get a seat for the teacher?

What Every Teacher Should Know about the Physical Condition of Her Pupils¹

General:

- General impression of physique (age, race, and heredity into consideration)
- Vigor or weakness
- Alert or listlessness
- Good or bad color
- Cleanliness or uncleanness

Face and lips:

- Cleanliness
- Pallor
- Cyanosis or pallor of lips
- Flush of fever
- Signs of skin disease

Hair and scalp:

- Cleanliness and neatness
- Signs of vermin or other disease

Eyes and vision:

- Frequent errors in reading words or numbers
- Complaints of headache, pain, blurred vision
- Holding book too close
- Evidence of difficulty in seeing at a distance
- Congested eyes
- Red or crusted lids
- Test with Snellen letters

Ears and hearing:

- Dullness and slow response
- Presence of discharge from ear
- Special test with audiometer, watch, or voice

Nose:

- Inability to breathe freely with mouth closed

Throat:

- Signs of inflammation
- Diseased tonsils
- Obstruoting tonsils
- History of rheumatism

¹Hamrin and Erickson, op. cit. pp. 58-59.

Teeth:

Decayed permanent teeth
Need of adjustment
Diseased gums
Uncleanliness

Neck:

Enlarged lymphatic glands
Enlarged thyroid glands
Wry neck

Chest:

Deformity
Rapid breathing, especially after slight exertion
Small expansion
Unequal expansion
Cough

Back:

Round shoulders
Stoop
Projection backward of spine
Unequal height of shoulders
Unequal height of hips
Projection of one shoulder blade

Arms:

Signs of skin disease
Coldness or bluish appearance

Legs:

A limp
Unequal length or other deformity

Feet:

Deformities
Shoes and stockings--shape, size, and condition

Nervous disorders:

Speech defects
Involuntary movements

Other conditions:

Restlessness
Frequent requests to leave room

The personalized contact just described would seem to be a must on the part of teachers or guidance personnel to work most effectively with young people. It is evident that to be effective one must observe the student in a variety of situations in and out of the classroom. Teachers who have opportunities of observing and working with students in various social settings and noting the interpersonal relationships in the community and in the home have greater insight of their student's problems and needs. Rapport between teacher or counselor and the student is strengthened through the personalized contacts and shared interests of the two. It is through many of these contacts that a close relationship is built.

Opportunities in Home Economics

What are the opportunities in home economics for "child study"? The answer to this question is found in an article "Projective Techniques", written by a home economics teacher. In this article written by Rubye Hill she states that most home economics teachers study their pupils in one of these three ways:

1. What the student tells us about himself--we may use questionnaires, biographies, profiles, etc.
2. The impression the student makes on others--through conferences with fellow co-workers, parents, counselors, or others who come in contact with him.
3. Personal observation--we observe and evaluate how the student performs or reacts in relationship with others.¹

Many excellent opportunities for observing and listening to the student are present in the typical home economics program. She has the opportunity to observe the student in the more formal discussion periods as one would have in a "family relations" unit

¹Rubye Hill, "Projective Techniques", Illinois Vocational Progress, XXV, (September 1967), p. 9.

and again later in the course in a more informal classroom. In an informal classroom such as clothing and foods labs the teacher has the occasion to observe the student as an individual and as a member of a group. It is through these personalized contacts that one can learn the talents, interests, needs, and even the social life of his students. Also the opportunity to study the individual's work habits, attitudes, values and interpersonal relationships with other students is found in the classroom discussing foods and nutrition, clothing labs, home furnishings, and family relations.

Another effective means for pupil study is through group discussion. "A good discussion involves group interaction in which students express themselves, listen to the opinions of others, and then pools the best ideas and judgments."¹

In the field of home economics, discussions are often in very touchy areas. Problems may be discussed that are personal and many times touch the core of strongly established values and concepts one has developed in his or her family or environment. Often students hesitate to discuss freely for fear that their concepts may be in conflict with those held by the teacher or the majority of the class members.

In this situation, projective techniques may serve to help students lose some of their self-consciousness. Actually the device serves as a medium for problem presentation. First, it helps students to reveal their ideas, attitudes and aspirations, fears or worries to themselves as well as others without self-consciousness. Second, it enables the shy or reserved child to give expression to his problems and ideas without being identified with the problem. Third, it enables students to express their true feeling without censure or ego damage.²

¹Ibid.

²Ibid.

A number of projective devices can be used to stimulate discussions which reveal personal values and attitudes. One way to achieve this type of discussion is to present a picture displaying some family scene followed by a lead question. For example, a picture might be used which illustrates the family enjoying a game. This could be followed by the lead question, "Does this portray the way the typical family spends their evening?"

A second device is the use of open-end sentences or stories. The teacher may use case studies or stories to provide a common experience for her students. These stories are most effective in the areas of family relations, family finances, child growth and development, or housing. "Students may analyze the case study for evidences of values and beliefs, or poor or logical thinking, and of errors or competency in making decisions."¹ The following case study will illustrate a typical situation that could be used in class.

Mary and her boy friend went to a movie with another couple. Mary told her mother that they would be home about an hour after the movie, thinking they would only go to the drive-in for a snack after the movie and go home. To Mary's dismay the couple announced they were going to a friend's house to catch the end of a house party. Mary.²

Other good discussion questions are possible with such controversial issues as follows:

Working mothers.
 Birth control information should
 Father's role is

¹Henrietta Fleck, Louise Fernandez, and Elizabeth Munves, Living with Your Family-Teacher's Guide (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 7.

²Ruby Hill, op. cit. p. 11.

Another effective device for observations is through the medium of dramatizations such as role playing, pantomime, skits, or puppets.

This method provides an opportunity for students to give role interpretations or to show how they would solve problems. An appreciation of the importance of communications in relationships may be highlighted. Role playing is a spontaneous portrayal of people in a defined situation. The situation may be an actual or an imaginary one. The student may play himself or some other character such as his mother (known as role reversal). This dramatic technique is especially effective in gaining insight into human and family relations. It serves as a projective technique for dealing with a problem close to the group. Performance in handling specific problems may be evaluated. A tape recording made of such a session and played back by the individuals participating may be valuable to them.

Pantomime helps students to appreciate the importance of silent language, gestures, facial expressions, posture, and the like in the transmission of feelings and ideas. This method is very good in the areas of child development, family relations, nutrition, and the management of resources. Skits or playlets, either available or originated by the students, can be useful to emphasize certain points, to clarify concepts, or to arouse interest. The use of masks, puppets, or marionettes provides an opportunity for students to talk through a medium. They are often less shy and frequently reveal important values and beliefs which provide insights to the teacher.¹

The home economics teacher normally is expected to sponsor a departmental club known as the Future Homemakers of America. This is another excellent medium for child study. It is through this opportunity that she is able to meet and work with the students in a variety of social functions and activities reflective of the club interests.

The visits to the student's homes made regularly by the home economics teacher can be an enriching experience for one interested in child study. On repeated visits the teacher becomes

¹Fleek, Fernandez, and Munves, op. cit., p. 8.

familiar with the following aspects of the child's home:

What are the sources of family income?
 What percentage of mothers are gainfully employed outside of the home?
 What are the principal industries in the community?
 Economically, how does the community compare with the nation as a whole?
 What values are revealed in the spending of money?
 What kind of homes are found in the community?
 What appliances and conveniences are generally used?
 What values about homes are indicated?
 How much space in the home is usually allocated to the student?
 What are the opportunities for privacy in a home?
 What is the ethnic, religious, racial, and social background of the families?
 What are the evidences of social class?
 Are there serious conflicts?
 Who are the power groups?
 How are families organized?
 How are the roles of family members interpreted?
 What are the evidences of stability?
 What are the family customs and traditions?
 What are the family values?
 What are the shopping facilities of the community?
 What can be determined about food habits?
 How wisely do families shop?
 To what extent are facilities outside of the community utilized?
 What are the major types of recreation? Is it family-centered?
 What kind of recreation takes place in homes?
 What are the facilities for recreation?
 What is the place of education in community values?
 How is personal and family living education rated?¹

The opportunity is present for parents to relay information to the school which would further its understanding of their child. According to Hamrin, "Parents have a background of experience in family life and a knowledge of their own children that are indispensable to the school staff."² This could bring about a more co-operative relationship between the school and the home, thus benefiting the child.

¹Ibid., p. 4-5.

²Hamrin, Guidance in the Secondary School, p. 214.

Summary

In conclusion, it can be said that if the schools are to do their most effective work in developing young people, the teachers need to observe and identify the needs of their students. We must think of and respond to the "whole child".

Those working with young people need to develop skills in observing students in and out of the classroom. Numerous devices are available to assist the teacher in making observations.

Home economics teachers have many opportunities for child study. The subject matter and the classroom atmosphere lends itself ideally for child study. Also her work with the Future Homemakers of America offers many opportunities to see the student in a setting different from the classroom. Finally her contact with the home and community adds considerably to her overall understanding of her students.

CHAPTER V

SUMMARY

Upon having completed a careful survey of the literature in guidance and home economics, the writer has formulated an answer to the initial question: "Can a teacher of home economics education assume a guidance role in light of the subject matter she deals with and through her classroom activities?" This research revealed that the philosophies, objectives, goals, and personnel characteristics of the two fields were very similar. It was noted that in comparing the two occupations both were concerned and worked toward better pupil adjustment. Guidance is focused on the personal understanding of one's self, the inner you, mental and physical learning. Whereas, home economics stresses subject matter as a means to better pupil adjustment.

Home economics and guidance were found to be alike in their feelings for the dignity of the individual and what his place will be in a complex and changing social order. A common sense of responsibility is realized in a need for developing an individual who has the ability to think critically and develop sound values and goals. The necessity of preparing individuals with employable characteristics and skills is of vital concern to both areas in education.

Opportunities were found where the home economics teacher could assume a guidance role in her subject matter, the classroom,

the home economics club, and the home visit. The relaxed, informal, and homelike atmosphere which characterizes home economics develops a closeness between the teacher and her pupils that creates greater understanding and pupil insight. Home visits give her an opportunity to see the child in his home environment and the student's needs are clarified by this knowledge of home conditions. The home economics program has many opportunities for child study.

Opportunities for guidance in home economics subject matter were confined to six areas. The guidance roles performed by these different units are as follows:

1. "Personal and Family Relations" units assist the student in understanding herself and improving her interpersonal relations with her peer group and the adult group.

2. "Child Development" units enable the student to develop a better understanding of younger children and, by extension, they learn to recognize their own feelings. Also this can add much to the harmony of adult living. Girls are assuming dual and triple roles in life today. They should know how to be effective managers in maintaining and operating a home.

3. "Housing and Home Furnishings" units guide the young adults in establishing and furnishing their home. Consumer facts aid the young adult financially and emotionally.

5. "Foods and Nutrition" units are a medium for improving the health of the students and their future children. Health is of prime importance in our ability to succeed socially, intellectually, and emotionally. Counseling helps the adolescent conquer the nutritional problems typical of his age.

6. "Clothing and Textiles" units are the tools used by the teacher for improving the appearance of boys and girls. True, the skills of sewing and clothing buying are taught, but the knowledge of proper grooming is important and should not be overlooked. Concepts are gained by the student in selecting the proper dress as to design, color, and texture for her as an individual. These are important for a more attractive appearance which makes girls happy.

In respect to the initial question, research indicates that home economics teachers are in a position to assume a guidance role. This role beyond the classroom should be assumed only in a co-operative effort with the school counselor and the administration. She can contribute to the student's folder such information that would add greater insight to others working with the student. The writer would further recommend that in a school employing a male counselor or a part time counselor, that the home economics teacher could be of service as a teacher-counselor to the students.

A better America could be the product of the combined efforts of these two fields as they share and work toward similar goals and objectives for their students.

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