AN ABSTRACT OF THE THESIS OF

Nancy Jo Buckovic for the degree of Master of Science

in Education presented on July 26, 1977

Title: IDENTIFICATION OF REALISTIC LEARNING ACTIVITIES FOR ATTAINING FHA/HERO GOALS IN HOME ECONOMICS CLASSROOMS

Abstract approved: Redacted for Privacy

Sharon A. Wallace

The purpose of this study was to identify learning activities that were both Future Homemakers of America/Home Economics Related Occupations goal-related and realistic for use in the home economics classroom. The hypothesis tested was: there is no significant difference between mean scores of individual learning activities related to FHA/HERO goals as rated by 1975-76 FHA/HERO State Advisors or persons responsible for FHA/HERO at the state level, 1975/76 FHA/HERO State Presidents, and 1975-76 FHA/HERO Oregon Chapter Advisors.

Specifically, the objectives were to: 1) develop an instrument for assessing selected learning activities which were believed to be related to the eight goals of FHA/HERO; 2) determine learning activities that would enable students to accomplish FHA/HERO goals within the home economics classroom as suggested by FHA/HERO

State Advisors or persons responsible for FHA/HERO at the state level, 1975-76 FHA/HERO State Presidents, and Oregon FHA/HERO Chapter Advisors; 3) determine learning activities that are most realistic for an appropriate unit of study in home economics classrooms as suggested by FHA/HERO State Advisors or persons responsible for FHA/HERO at the state level, 1975-76 FHA/HERO State Presidents, and Oregon FHA/HERO Chapter Advisors; 4) compile a list of realistic learning activities related to FHA/HERO goals; and 5) make recommendations and suggestions for further study.

The Procedures

A mail survey containing 78 learning activities grouped according to the eight FHA/HERO goals was used to gather data. A five point Likert scale was used to identify the degree to which a learning activity was related to a designated FHA/HERO goal, and a "yes," "no," "undecided" categorical response was used to determine whether or not the learning activity was realistic for classroom use.

The sample consisted of three population groups: 23 Oregon Chapter Advisors; 37 FHA/HERO State Advisors; and 29 1975-76 State Presidents in the United States, Puerto Rico and the Virgin Islands (n = 89).

The F-statistic tested the hypothesis for identifying differences between opinions of the three groups for goal-relatedness of each learning activity. A Least Significant Difference follow-up test identified where differences existed. Total mean scores for each learning activity were calculated. Categorical responses relating the realistic use of learning activities in the home economics program were analyzed by calculating percentages.

Selected Findings and Conclusions

Seven of the 78 learning activities rejected the null hypothesis which tested for a difference between group opinions for goal-relatedness. Generally, respondents held similar opinions for the goal-relatedness of learning activities. Thirty-four of the 78 learning activities had mean scores below 4.00 indicating a low opinion of goal-relatedness for these learning activities. Forty-nine of the 78 learning activities had percentage ratings of 75 or higher and thus were rated as being realistic. Using the F-statistic, mean scores and percentages concurrently, there were 32, or 41 percent, of the 78 learning activities in the final list identified as being both FHA/HERO goal-related and realistic for use in home economics classrooms.

Identification of Realistic Learning Activities for Attaining FHA/HERO Goals in Home Economics Classrooms

by

Nancy Jo Buckovic

A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Master of Science

Completed July 1977

Commencement June 1978

APPROVED:

Redacted for Privacy

Assistant Professor of Home Economics Education
in charge of major

Redacted for Privacy

Dean of School of Education

Redacted for Privacy

Dean of Graduate School

Date thesis is presented July 26, 1977

Typed by Mary Jo Stratton for Nancy Jo Buckovic

ACKNOWLEDGEMENTS

The writer wishes to express her appreciation to all participants who made this study possible.

A special thank you to Dr. Sharon Wallace, Assistant Professor Home Economics Education, for her encouragement, time, effort and inspiration in serving as Major Professor.

The writer would also like to express sincere appreciation to Dr. Josephine Turner and Dr. Sylvia Lee for their assistance in serving as committee members.

Gratitude is extended to Dr. Wayne Courtney and Mr. Dave Niess for their help in the statistical analysis. Also, thanks to Mrs. Catherine Barnett for assistance in identifying Oregon FHA/HERO history.

Most sincere thanks are extended to my family and friends for their support and encouragement in completing this research.

TABLE OF CONTENTS

Table of Contents (Continued)

LIST OF TABLES

LIST OF FIGURES

IDENTIFICATION OF REALISTIC LEARNING ACTIVITIES FOR ATTAINING FHA/HERO GOALS IN HOME ECONOMICS CLASSROOMS

CHAPTER I

INTRODUCTION

Today, students are making decisions about problems, issues, and concerns that were not present in the past. Both public and private school systems are attempting to assist students in developing decision-making skills for current and future needs. As one aspect of secondary school curriculum, home economics helps prepare students for making decisions about present-day concerns such as ecology, drug abuse, urban crisis, race relations, parenting, the changing roles of men and women in society, changing life styles, the elderly, job preparation, and consumerism.

In 1976, the United States Congress defined home economics:

> . . . educational programs in consumer and homemaking consist of instructional programs, services, and activities for occupations of homemaking. Programs for the occupations of homemaking include (but are not limited to: 1) consumer education; 2) food and nutrition; 3) family living and parenthood education; 4) child development and guidance; 5) housing and home management (including resource management); and 6) clothing and textiles (Education Amendments of 1976, p. 2196).

The quality of life of an individual student can be improved by directing home economics curriculum toward identifying and discussing

student concerns. Some factors leading to a quality of life include: satisfying individual and family relationships; good health; respect for legal and civil rights; educational opportunities; enjoyment of leisure time; adequate goods and services; and a pollution free environment.

Home economics programs can help students contend with individual concerns via the vocational student organization, Future Homemakers of America/Home Economics Related Occupations (FHA/HERO). The overall objective of FHA/HERO is to "help youth assume their roles in society through home economics education in areas of personal growth, family life, job preparation and community involvement" (Future Homemakers of America, 1974a, p. 2). This major objective is reinforced by each of the eight FHA/HERO goals. The eight goals include: 1) self-development; 2) strengthening families; 3) democracy and cooperation; 4) world-wide brotherhood; 5) youth-adult relationships; 6) decision-making and assuming responsibility; 7) roles of men and women in society; and 8) career choice. These FHA/HERO goals are directly related to concerns facing students today. Through cooperative curriculum planning, home economics teachers can pursue student concerns both within and beyond the confines of the classroom. The National FHA/HERO Advisory Committee on Teacher Education (Future Homemakers of America, 1975b) suggests that:

> . . . acceptance of the stated goal and definitions of home economics means that the organization of the Future Homemakers of America (FHA and HERO chapters) is a co-curricular activity. As such, FHA/HERO has a definite part in the curriculum through in-class and extended class activities and is the challenge and responsibility of home economics educators (p. 2).

The National Advisory Council on Vocational Education endorses the FHA/HERO organization as a co-curricular activity. Reel, FHA/HERO Executive Director, supported the co-curricular concept by stating "FHA can strengthen the home economics program in the secondary school and give new opportunities to students and advisors" (1974, p. 22). Further support of FHA/HERO was demonstrated in a 1974 policy statement issued by the United States Office of Education (Bell and Trotter, 1974):

> . . . United States Office of Education maintains a close relationship with the six vocational student organizations and welcomes their cooperation and support in strengthening our programs of vocational and technical education. Recognizing that the past performance and demonstrated potential of these six organizations are compatible with the overall purposes and objectives of education today, the United States Office of Education strongly endorses their objectives and seeks to involve their thinking in the development of our policies and plans (p. 1).

The policy statement gives further support for FHA/HERO objectives in today's educational process since it "recognizes the concept of total student development as being necessary for all vocational-technical education students to enter the labor market and to assume

successful roles in society" (p. 1). This statement relates to all eight goals of FHA/HERO, but specifically to the following three:

1. to provide opportunities for self-development and preparation for family and community living and for employment;
2. to become aware of the multiple roles of men and women in today's society; and
3. to develop interest in home economics, home economics careers and related occupations (Future Homemakers of America, 1974, p. 2).

Statement of the Problem

On the local level, the draft of the Elementary-Secondary Guide for Oregon Schools (1977) identifies a quality home economics program as having "provision for youth leadership development as in integral part of the homemaking program (i.e. FHA/HERO)" (p. 54). Yet, many Oregon schools do not provide opportunities for students to build leadership skills through FHA/HERO. Junior or senior high schools having home economics programs can affiliate with the National FHA/HERO Organization. Of the 404 Oregon schools with home economics programs in 1975-76, 53 home economics programs had affiliated FHA/HERO chapters. This is approximately 13 percent of all home economics programs in the state. There are 222 high schools in Oregon offering home economics programs and 46, or 21 percent, of these had affiliated FHA/HERO chapters in 1975-76. Investigation of the 182 junior high schools with

home economics programs during 1975-76 revealed seven affiliated chapters, or approximately four percent of the schools. In 1975-76, the Oregon Department of Education listed 53 affiliated chapters with a total of 1,036 members. These data indicate that a number of home economics programs in Oregon currently do not have FHA/HERO chapters. In 1967-68 there were 122 affiliated chapters in Oregon. The greatest number of recorded members was 4,479 in 1956-57. Thus, the number of students being offered the opportunity to participate in the FHA/HERO organization is currently limited. During the 1976 Oregon FHA/HERO State Meeting, Chapter Advisors were asked, "What was the greatest, most exciting, creative or fantastic activity or project your chapter has done?" Most responses to the question related to socialization and money-making ends. The 38 responses revealed 20 aimed primarily at socialization and nine directed toward money-making. A need to identify learning activities that expand beyond the goals of socialization and money-making became evident. By identifying goal-related learning activities, chapter advisors can better assist students in selecting integral home economics projects which relate student concerns and FHA/HERO goals.

The draft of the Elementary-Secondary Guide for Oregon Schools (1977), the United States Office of Education (1974) and the National FHA/HERO Advisory Committee on Teacher Education (1975) view FHA/HERO as a co-curricular organization. Co-curricular

may be defined as the use of FHA/HERO activities as an integral part of the teaching/learning process in the home economics classroom which extends beyond the confines of the classroom. Identification of learning activities that are realistic for an appropriate unit of study in home economics permits teachers' use of the identified activities in the teaching/learning process as a means of focusing on student concerns.

Recently, two processes developed by the National FHA/HERO Organization aid teachers and students in using FHA/HERO as a co-curricular vehicle for identifying individual and chapter projects (Future Homemakers of America, 1971, 1973b). "Encounter--Personal Growth through Future Homemakers of America" (1971), known as Encounter, is a flexible booklet which provides a framework for individual growth and development. Encounter aids students in analyzing personal values and concerns; evaluating and setting goals; answering questions such as "Who am I?", "What do I believe?", "How do I feel about it?", "When would I want to change?"; and guides students through the decision-making steps of another FHA/HERO process, "Program Action Impact" (1973b).

"Program Action Impact" (1973b), or Impact, leads students through the decision-making process involved in project planning. Impact begins with the concept that although each person is unique, certain interests and concerns are common to all youth. There are

seven steps to the Impact process: 1) brainstorm to identify concerns; 2) explore resources to narrow concerns; 3) determine what the project is to accomplish; 4) decide what needs to be done and when; 5) form a plan; 6) act on the plan; and 7) analyze the project. Analysis can be carried out at any point in the process, and other steps mentioned may be substituted or repeated in the process.

In a recent article, Reel (1974) states that home economics teachers and students must first understand that FHA is part of the home economics program before chapter action can enter the classroom. The possibility exists that Oregon teachers experience difficulty using Encounter and Impact within the classroom. Identification of learning activities for use in the classroom permits teachers to have a better comprehension of projects that relate student concerns to the goals of FHA/HERO, and facilitates utilization within present curricula. Identifying learning activities in this study is not the only method of relating a particular concern to a designated goal, but is meant to generate ideas and trigger thoughts that help teachers and students in the project planning process. Once teachers can help students identify projects related to student concerns, FHA/HERO will be one avenue of preparing youth for their future roles in society.

Purposes and Objectives of the Study

The overall purpose of this study is to ascertain realistic learning activities that will enable students to reach FHA/HERO goals within the home economics classroom.

The specific objectives of the study are:

1. To develop an instrument for assessing selected learning activities, compiled by the writer, which are believed to be related to the eight goals of FHA/HERO.
2. To determine learning activities that enable students to accomplish FHA/HERO goals within the home economics classroom as suggested by FHA/HERO State Advisors or persons responsible for FHA/HERO at the state level, 1975-76 FHA/HERO State Presidents and Oregon FHA/HERO Chapter Advisors.
3. To determine realistic learning activities for an appropriate unit of study in a home economics program as suggested by FHA/HERO State Advisors or persons responsible for FHA/HERO at the state level, 1975-76 FHA/HERO State Presidents and Oregon FHA/HERO Chapter Advisors.
4. To compile a list of learning activities that will assist teachers and students in reaching FHA/HERO goals within the home economics program.

5. To make recommendations and suggestions for further study.

Hypothesis

The null hypothesis for this study is:

H_o: There is no significant difference between mean scores of individual learning activities related to FHA/HERO goals as rated by 1975-76 FHA/HERO State Advisors or persons responsible for FHA/HERO at the state level, 1975-76 FHA/HERO State Presidents, and 1975-76 Oregon FHA/HERO Chapter Advisors.

Limitations

1. It was assumed that the respondent accepted the learning activity as being FHA/HERO goal-related if the hypothesis was not rejected for that particular learning activity.
2. Using the Likert scale rating of 1-5, it was assumed that the respondents viewed the difference between the intervals as equidistant interval scale data.

Definition of Terms

Chapter: The local group of FHA/HERO at the junior or senior high school level.

Chapter Advisor: Home Economics teachers in junior or senior high schools who sponsor, advise, and lead students in FHA/HERO.

Co-Curricular: The processes of FHA/HERO are used as an integral part of the teaching/learning process and as an extension beyond the confines of the classroom.

Encounter: A process developed by the National Organization that aids students in individual growth and development.

FHA: Future Homemakers of America. An organization for students enrolled or having had one semester in regular home economics classes (known as FHA/HERO, 1971).

FHA/HERO Goals: The eight aims of the organization which prepare students for their future roles in society.

Goal-related: The relationship between the FHA/HERO goal and the suggested learning activity.

HERO: Home Economics Related Occupations. An organization for students in occupational classes related to home economics (known as FHA/HERO, 1971). In Oregon, this includes classes in child care services, clothing services and food services.

Impact: Program Action Impact. A flexible project planning process developed to assist students in identifying and seeking solutions to concerns.

National Organization: The national group of FHA/HERO.

Realistic Activity: An activity that is feasible for use in an appropriate unit that is being studied in home economics and that is pertinent in today's society.

State Advisors: Persons at the state level who are responsible for coordinating national and state activities and policies with the local chapters and for giving leadership to the state association.

State Presidents: Students who were state presidents of FHA/HERO in 1975-76.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Are there learning activities that are both realistic in nature and related to the FHA/HERO goals that can be used as an integral part of home economics classroom instruction? In answer to this question, four areas of literature were reviewed. They were: 1) student activities; 2) FHA/HERO national history; 3) FHA/HERO Oregon history; and 4) integration of FHA/HERO into the home economics curriculum.

Student Activities

Much discussion among administrators, teachers and parents about the role of clubs and other extracurricular activities within the total school program has taken place in recent years. Primarily, discussions have been related to resource costs in terms of time, energy, money, and the reciprocal benefits received from the use of these resources. Benefits of these organizations are evidenced in personal qualities such as student leadership skills, knowledge of self, job preparation, and socialization of individuals.

One must examine the overall role that formal education plays in the life of the student. Theorists have suggested various approaches to curriculum. According to Tyler (1970), the progressivist

emphasizes the importance of studying the child, basing education on his or her interests, the problems that he or she may encounter and the purposes that a child might have for the future while the essentialist bases education on cultural heritage or the body of knowledge collected over many years. The latter theory is expanded upon to recognize the value of beginning with present student interests, but suggests that when interests are undesirable, narrow or limited, they need to be expanded or redirected if the student is to receive preparation for his/her role in society. Neither theory can stand alone as a basis for selecting educational aims; a combination of the two theories would permit use of student interests and teacher direction when developing curricula.

It is not the role of the school to meet needs of individuals which are being met outside the school setting, but to build knowledge and skills needed for future roles in society. Youth organizations can have a part in filling these needs. A report from the National Advisory Council on Vocational Education (1972) to the Department of Health, Education and Welfare suggests that more needs to be done in supporting youth organizations as an "integral functional part of the curriculum" (p. 4). The report contended that "student clubs often operate in an atmosphere of 'grudging intolerance or kindly contempt' and that some school officials consider their activities disruptive" (p. 4). Just prior to this report, Marland, a former United

States Commissioner of Education, affirmed his support for vocational youth organizations by encouraging the use of federal and state monies to support leadership development and curriculum related to vocational youth organizations. He stated that the United States Office of Education desires to strengthen the quality of vocational education and further the development of well rounded youth. Marland's statement was expanded upon in the Advisory Council report when the authors issued the following statement:

> . . . the work of these organizations is integral to career education. They are by no means frivolous and optional extracurricular activities. Students are deeply involved at every stage. The organizations provide an indispensible emphasis on career and civic awareness, social competence and leadership ability. Few who have witnessed the work of these organizations at first hand question their value as essential instruments in career education. Their activities are characterized by a contagious kind of zest and enthusiasm all too rare in educational endeavors (National Council on Vocational Education, 1972, p. 6).

One study by Drake and Morgan (1973) of Alabama superintendents and principals points out the support of vocational youth organizations by administrators from one state. Of the factors agreed upon by the superintendents and principals, two are most relevant to this study. First, the importance of preparing teachers for advising responsibilities, and secondly, the feeling that youth organizations should be considered an integral part of the high school vocational program. In this study, FHA was rated as the most effective vocational youth organization.

An educational system along with integrated vocational youth organizations can assist students in meeting unfilled needs. Alexander (1968) summarizes the co-curricular concept by suggesting that non-credit activities such as clubs, athletics, student publications and social affairs are as important in the school curriculum as are elective and required classes.

FHA/HERO National History

Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) is a national vocational youth organization of over half a million students in home economics classes and home economics related occupations classes, grades six through twelve. Its membership includes boys and girls from all races, religions, socio-economic and geographic backgrounds, from the inner city to the small town; from the suburbs to the rural areas. Future Homemakers of America/Home Economics Related Occupations is jointly sponsored by the American Home Economics Association and the United States Office of Education (Future Homemakers of America, 1974b).

The organization, Future Homemakers of America, was founded in Chicago, June 11, 1945. Until that time, various home economics clubs existed across the United States. Once founded, many of these

home economics clubs became affiliated with FHA. The constitution was ratified at the first national meeting held in 1948.

The eight purposes or goals set forth by the original organizing committee were:

1. To promote a growing appreciation of the joys and satisfactions of homemaking.
2. To emphasize the importance of worthy home membership.
3. To encourage democracy in the home and the community.
4. To work toward good home and family life for all.
5. To promote international good will.
6. To foster the development of creative leadership in home and community life.
7. To provide individual and group recreation.
8. To further interest in home economics (Future Homemakers of America, 1968, p. 2).

As a means of recognizing individual member's growth toward reaching these goals, degrees of achievement were awarded. There were three main degrees: the junior homemaker degree, the chapter homemaker degree, and in some states, the state homemaker degree. The junior homemaker degree was designed to acquaint the members with the purpose, constitution and symbol, while the chapter homemaker degree gave students a chance to interpret FHA to others. Both of these degrees also included identification and completion of a specified number of individual goals. The state homemaker degree requirements varied from state to state with the same overall purpose as the other two degrees--to provide for personal growth.

There is mention of a national homemaker degree although the review of literature did not specify guidelines for this degree. A revised guide for degrees, "Encounter--Personal Growth through Future Homemakers of America," was developed in 1971. This booklet was designed to provide flexibility in students' growth by enabling students to progress at their own rate and set their own goals toward self-development.

Teen Times, the national FHA magazine was first printed in 1945. Two years later, the first Program of Work based upon the eight goals or purposes of the organization appeared in Teen Times. In 1969, the Program of Work was expanded into a four year resource booklet with suggested goals and activities for individual clubs to follow in planning projects. Another revision of the Program of Work occurred in 1973 when a flexible kit known as "Program Action Impact" was developed. Impact enables students to carry out in-depth projects based upon their concerns and interests while using symbols representing the decision-making process.

An update in the bylaws occurred in 1973, with the overall goal of the organization being "to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement" (Future Homemakers of America, 1973a, part 2). The purposes, or goals, were revised in 1974 to read:

1. To provide opportunities for self-development and preparation for family and community living and for employment.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and the community.
4. To encourage individual and group involvement in helping achieve world-wide brotherhood.
5. To institute programs promoting greater understanding between youth and adults.
6. To provide opportunities for decision-making and for assuming responsibilities.
7. To become aware of the multiple roles of men and women in today's society.
8. To develop interest in home economics, home economics related careers and related occupations (Future Homemakers of America, 1974, part 2).

Membership in FHA has increased through the years. In 1965, the New Homemakers of America, a separate organization for Black home economics students in the South, merged officially with FHA to combine efforts and similar goals. In 1971, HERO chapters were organized as an extension of FHA for occupational classes. During the first two years, HERO chapters expanded rapidly and as the year drew to an end, there were 350 chapters in 28 states (Volungis, 1974). With the inclusion of HERO chapters and coed classes, the first male national officer was installed in 1973 (Future Homemakers of America, 1975). The 1945 membership numbered 92, 516 (Varseveld, 1953, p. 10). Membership in the organization as of 1975 included

over 450,000 youth with 25,000 of these being HERO members and 9,000 male members (Future Homemakers of America, 1975).

A brief summary of the national history points out some of the changes that have taken place through the years. Membership has increased in numbers; FHA includes both males and females and includes students in HERO or occupational classes. The bylaws update reflects these membership changes as well as changes in goals and the overall objective of the organization. Development of two processes, Encounter and Impact, provides a method for individual growth and project planning. Both processes aim at accomplishing the overall objective of preparing students for future roles in society.

FHA/HERO Oregon History

The Oregon Association of Future Homemakers of America began unofficially in 1945, and was chartered in 1946. The state was divided into seven districts and plans for district meetings were made. In 1954-55 the first meeting for district chairpersons was held. The meetings were a step toward broadening the leadership skills of FHA members as district chairpersons. Each year, a state meeting has been held on the Oregon State University campus, with the exception of four years when other plans were made due to weather. A Fall Leadership Conference was held in 1975-76 with over 300 members and advisors in attendance for the purpose of

strengthening leadership skills. The 1975-76 state officers recommended that the Fall Leadership Conference be held every other year.

During the organization's second year, a state scholarship fund was established to aid a former FHA member majoring in home economics at the college level. The first scholarship was awarded at the 1948 state meeting. Honorary members were first initiated in 1946-47.

In accordance with the degree program, eight state homemaker degrees were awarded in 1948-49. In 1951-52, a state degree committee was established and a "Guide for Chapters" was compiled. The guide contained suggestions for activities based on the purposes of FHA. Also during this year, an "FHA Handbook" including descriptive information about the state organization, such as creed and color, was published with a grant from Sears Roebuck and Company. The largest number of members to receive the state homemaker degree was 56 in 1958-59. In 1966-67, qualifications for the junior and chapter homemaker degrees were revised to include three distinct steps for each degree. With the introduction of Encounter in 1971, the state homemaker degree was no longer reinforced by the Oregon Association FHA. The junior and chapter degrees were left up to the discretion of the individual chapter.

In 1948-49 goals for the Program of Work were established. The Program of Work appeared in calendar form in 1954 for the first

time and was referred to as the "POW Calendar." During the second year of the organization, the newsletter, "Chapter Chatter," was distributed to chapters. In 1949-50, the newsletter name was changed to "Beaver Bulletin."

During the first year of FHA there were 48 affiliated chapters with 2,045 members. The largest membership in the Oregon Association FHA was recorded in 1956-57, with 4,479 members in 114 chapters. The 1966-67 year marked a new record in Oregon FHA history with 122 affiliated chapters. The first HERO chapters became affiliated with the Oregon Association of FHA/HERO in 1974-1975. As of April 30, 1976, there were 53 affiliated FHA/HERO chapters in the state with the majotiry located in the Willamette Valley and northeastern Oregon as indicated in Figure 1.

Integration of FHA/HERO into the Home Economics Curriculum

Volungis (1974) identified integrating FHA into the home economics program as a major problem area. Yet, the following groups or individuals view FHA/HERO as being co-curricular: the former Commissioner of Education (1971), the National Council on Vocational Education (1972), Drake and Morgan (1973), the FHA/HERO Advisory Committee (1975) and the Elementary-Secondary Guide for Oregon Schools, Part II (1977). Reel (1974),

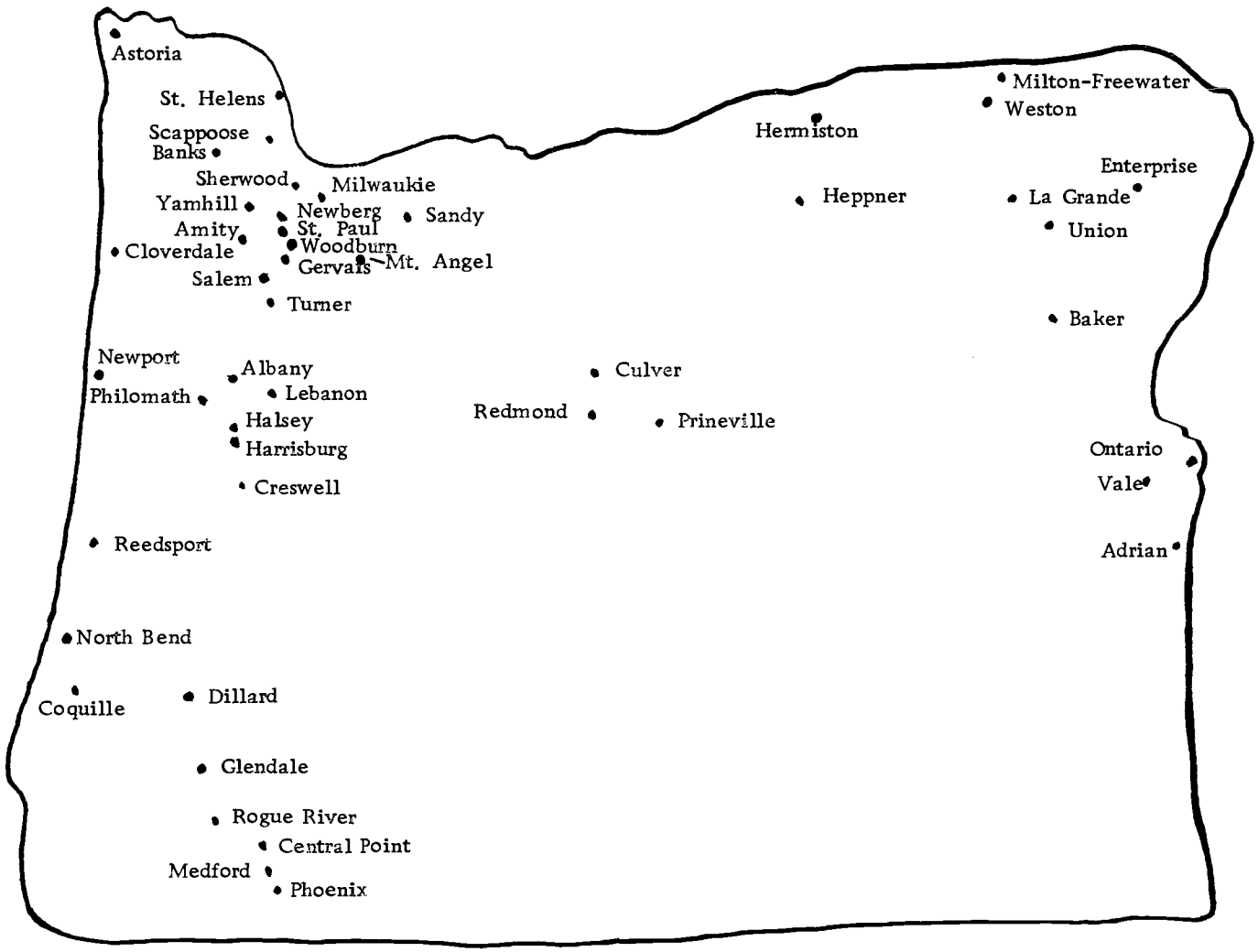

Figure 1. Locations of 1975-76 Oregon FHA/HERO chapters.

Executive Director of FHA/HERO suggests that FHA can strengthen the home economics program in the following ways:

1. Its openness and informality provides for freedom of expression, sharing thoughts and a closer teacher-student relationship.
2. It provides an opportunity for youth to plan and work with other youth, developing action programs around their own needs and interests.
3. It offers a new role for the teacher. She becomes an advisor, a facilitator, a counselor--helping youth discover their own potential.
4. It is a laboratory for learning how to get things accomplished through group action and for learning the importance of being both a leader and a follower.
5. It adds new impetus to what you do in class and broadens the horizon of home economics.
6. It provides opportunities for youth to work with youth and adults beyond the confines of the local school.
7. Youth may participate at state and national levels, thus expanding their horizons in relation to themselves, their families, the community, society and to the world at large (p. 19-20).

Reel (1974) states that FHA/HERO, as an integral part of the home economics program, can encourage self-growth in youth in a variety of ways. Reel has stated that the organization helps youth "to understand that growth does not happen in isolation--it comes through working with others" (p. 19). Boyd (1972) identified positive benefits of individual membership in FHA/HERO as follows: teenagers felt the organization helped them gain self-confidence, understanding of others, and develop leadership qualities as well as provide a way of meeting people with the same concerns. Other students mentioned

that FHA reinforced their home economics courses and that the goals and objectives of FHA were relevant and important in preserving family life.

Davidson (1974) suggests a positive relationship between the FHA Program of Work and the self-development of students for the future. The correlation between the Program of Work and the development of students for their future roles in society suggests the need for developing FHA/HERO chapters into a co-curricular activity by integrating FHA/HERO goal-related learning activities into the classroom.

In another study, Ronning (1974) found a high level of significance between participation in FHA and personal growth, attitudes toward homemaking careers and community involvement as well as anticipated community involvement. Ronning's study suggests that FHA/HERO is preparing students for their future roles in society through involvement in FHA.

In 1970, the FHA organization set forth "Priorities for the Seventies." One of the priorities relates directly to this study: to see that FHA is really an integral part of the home economics program and that it is treated as such through preservice and inservice preparation of teachers" (FHA wants. . ., 1971, p. 30). Storm's (1975) research on educational preparation of teachers for their role as an advisor points out the need for preservice and inservice

training by stating that "the effectiveness of the organization depends upon the preparation and instruction of the home economics teacher for her role as FHA/HERO advisor" (p. 85). It is evident that advisors need assistance in the process of being adept at the integration of FHA/HERO into the teaching/learning process.

Davidson (1974) included suggestions and recommendations that could be used for making FHA an integral part of the home economics program. Suggestions relevant to this study are:

1. Relate FHA goals to individual goals chosen for home experience work.
2. Use Encounter in the classroom to strengthen the home experience programs.
3. Consider FHA purposes when teaching all areas of home economics.
4. FHA must be stressed by the teachers and made relevant to the students' needs and daily life.
5. Integrate objectives from the program of work with class units of study, making a point of tying them to interests and concerns of that area of study.
6. Plan the year's work ahead of time (June), integrating activities of the classroom into plans.
7. Integrating FHA units of study within more effective involvement of all persons involved, advisors and members as well.
8. When FHA activities are incorporated with units of study in the classroom, students become interested and involved in the organization.
9. Since out-of-school programs usually involve only a small number of girls, we need to improve and enlarge the number of classroom experiences.
10. Chapter meeting programs would be related to areas being studied in class.

11. FHA should be included in state curriculum guides as a 'must' in planning classwork. This would result in having all teachers involved in considering FHA projects as effective learning experiences.
12. Including all members of classes as FHA members with only those paying dues being given the special privileges, such as attending area and state meetings, being an officer, could result in all students benefitting from the FHA Program of Work.
13. Treat each class as a mini-class chapter, elect class officers, plan programs in keeping with curriculum plans for the year (p. 110-111).

Frick (1977) cites a Purdue University workshop consisting of advisors, graduate students, teacher educators, national consultants and FHA/HERO members where participants identified concerns related to integrating FHA/HERO into the classroom. Concerns were categorized according to four areas: organizational, structural, philosophical and curricular. In addition, participants developed curriculum modules consisting of learning activities related to various areas of home economics for possible FHA/HERO activities to be used in the classroom.

There is a need to help teachers and students with the integration process by assisting with the use of Encounter and Impact. Identification of realistic learning activities related to FHA/HERO goals is one method of triggering ideas for projects to meet student concerns both within and beyond the confines of the classroom.

CHAPTER III

DESIGN OF THE STUDY

The purpose of this study was to identify learning activities that would enable FHA/HERO members to reach specific organizational goals which are realistic for the home economics classroom. Sections included in the design of the study are: 1) development of the instrument; 2) selection of the sample; 3) collection of the data; and 4) statistical design.

Development of the Instrument

The instrument used in this study was a mailed questionnaire consisting of learning activities that related to each of the eight FHA/HERO goals. In developing the instrument, the writer identified learning activities which could both help the student attain FHA/HERO goals as well as be usable in the home economics classroom. Learning activities met the following criteria:

1. Appropriate as either an individual or group project.
2. Be an integral part of the classroom learning and possibly extend to extracurricular learning.
3. Relate to contemporary issues in today's society.
4. Relate to one of the FHA/HERO goals.

A review of various curriculum guides and FHA/HERO publications was undertaken to generate ideas for learning activities. In addition, the writer used practical experience as a source. Twenty learning activities were identified for each of the eight FHA/HERO goals, resulting in 160 learning activities.

A jury of 15 subject matter experts was chosen to critique the original learning activities in order to arrive at instrument validity. Validity refers to both subject matter or content validity of the learning activities, and face validity or terminology and format of the survey (Anastasi, 1954, p. 121-123). Five teacher educators in Oregon, five 1975-76 Oregon FHA/HERO state officers and five Washington state Chapter Advisors comprised the jury. The latter were recommended by the State Advisor in Washington as having integrated FHA/HERO chapters. In identifying the state officers, their names were first placed in alphabetical order (except the State President) and then every fifth one selected until five were identified. All home economics teacher educators in the state were jurors.

Jurors were contacted in person, by phone or by letter as to their willingness to participate in the study. Each juror was sent the 160 item survey and asked to rate individual larning activities on two bases: FHA/HERO goal-relatedness, and realistic use in the home economics classroom. A Likert scale of one (least) to five (highly) realistic or goal-related was used. The Likert scale is one method

of evaluating opinions through equal-appearing intervals, usually on a one to five scale (Edwards, 1957). A follow-up procedure was initiated at the end of the second week. Of the 15 jurors, 11 returned the survey. A mean summary was compiled on individual learning activities. Those learning activities with means above 3.5 for both goal-relatedness and realistic use in the classroom were included in the final survey.

The final survey contained 78 learning activities. A five point Likert scale with response choices ranging from 5 (highly related) to 1 (not related) was used for responding to the degree of relationship between the learning activity and the FHA/HERO goal. With the Likert scale, one assumes an underlying continuity between response possibilities (Courtney and Hardin, 1975). By making this assumption, the data can be considered interval scale data. The realistic use of each learning activity was to be rated with a "yes," "no," or "undecided" response. The final instrument appears in Appendix A.

Selection of the Sample

The sample for this survey included three groups: 1) all FHA/HERO State Advisors or persons responsible at the state level for FHA/HERO programs in the United States, Puerto Rico, and the Virgin Islands (n = 52); 2) all 1975-76 FHA/HERO State Presidents in the United States, Puerto Rico, and the Virgin Islands (Colorado has

separate FHA and HERO State Presidents (n = 53); and 3) all 1975-76 affiliated Oregon Chapter Advisors (n = 53). Names and addresses for persons responsible for FHA/HERO at the state level and state presidents were obtained from the National Headquarters. Names and addresses of Oregon Chapter Advisors were obtained from the Oregon Executive Secretary of Future Homemakers of America.

These three groups were chosen because of their professional involvement with FHA/HERO. Students (represented by State Presidents) benefit directly from organizational interaction. The Chapter Advisors are facilitators of student involvement in the organization. The State Advisor coordinates the state FHA/HERO organization and gives leadership to local advisors.

Collection of Data

A survey and explanatory letter were mailed to the identified participants. It was requested that all surveys be returned whether or not completed. If a respondent did not wish to complete the survey there was a space to be checked. To facilitate ease of return, stamps and the return address were placed on the survey. A numbered code was placed on each survey and checked off a master list when returned. Three weeks after the initial mailing, a follow-up postcard was sent to those who had not responded. Returned surveys

were checked for completeness before coding for computer computation.

Of the 158 surveys mailed, 92 were returned. Three of the latter were returned uncompleted. Eighty-nine surveys were complete and were used in the final analysis. Of these, 23 were from State Presidents; 29 from Chapter Advisors; and 37 from State Advisors. The 89 usable surveys represented a 57 percent return rate.

Statistical Design

The null hypothesis tested in this study was:

H_o: There is no significant difference between mean scores of individual learning activities related to FHA/HERO goals as rated by 1975-76 FHA/HERO State Advisors or persons responsible for FHA/HERO at the state level, 1975-76 FHA/HERO State Presidents, and 1975-76 Oregon FHA/HERO Chapter Advisors.

The data for this hypothesis were gathered through the use of a five point Likert scale. By making the assumption of underlying continuity, the data were considered interval scale. Analysis of variance was used to test the goal-relatedness of the learning activities. The F-statistic at the 0.05 level of significance was used to determine whether differences existed between the total mean scores of the three samples. The F-statistic is a "robust" tool,

meaning that the data may deviate from one assumption for use of the F-statistic and the results will still be valid (Courtney and Sedgwick, 1973i). Assumptions to be met for use of the F-statistic include: 1) a normally distributed dependent variable; 2) variances are common or equal; and 3) a randomly drawn sample (Courtney and Sedgwick, 1973i).

The one-way analysis of variance (ANOVA) was used for testing the hypothesis in this study as follows:

F-statistic: one-way ANOVA (fixed design); unequal cell size:

State Advisors	State Presidents	Oregon Chapter Advisors
n = 52	n = 53	n = 53

For each item on the instrument:

Source of Variance	df	SS	MS	F
Between groups	2	A	A/2	MS between/
Within groups	155	B	B/155	MS error
Total	157	C		

As a follow-up to the F-statistic, the Least Significant Difference (LSD) is one tool that may be used to assess differences among individual means between the three groups (Courtney and Sedgwick, 1973d). The LSD tool was conducted as an a priori hypothesis comparing the mean scores as follows:

$$M_3 = M_1$$

$$M_3 = M_2$$

where:

M_1 = the mean score of 1975-76 State Presidents;

M_2 = the mean score of Oregon Chapter Advisors; and

M_3 = the mean score of 1975-76 State Advisors.

Data for realistic use of the learning activities in the home economics classroom were obtained on a "yes," "no," "undecided" scale. Percentages were calculated to determine the number of respondents who rated each learning activity as realistic for use in the classroom.

CHAPTER IV

RESULTS OF THE STUDY

The purpose of this study was to identify learning activities that were related to the eight goals of FHA/HERO for realistic use as an integral part of the home economics classroom. This chapter presents the data obtained from the statistical analysis of the survey and tests the hypothesis cited in Chapter III. The results of this study are presented in four sections: 1) the analysis of variance; 2) mean score results; 3) percentage results; and 4) a summary of the findings.

The Analysis of Variance

The analysis of variance was used to test the null hypothesis:

H_o: There is no significant difference between mean scores of individual learning activities related to FHA/HERO goals as rated by 1975-76 FHA/HERO State Advisors or persons responsible for FHA/HERO at the state level; 1975-76 FHA/HERO State Presidents; and 1976-76 Oregon FHA/HERO Chapter Advisors.

Mean scores were derived utilizing the one to five rating scale for each of the three population groups. It was assumed the resulting data would yield a monotonically increasing function of the five point variable due to the large percent return (Courtney and Sedgwick, 1973c). The

F-statistic at the 0.05 level of significance was used to determine if differences in mean scores existed between the three groups. The Least Significant Difference (LSD) test was used to determine where differences existed between mean scores of the groups when a learning activity was significant.

The computed F value was significant for seven learning activities. Table 1 indicates the F ratio of each individual learning activity listed under the respective goal.

Table 2 shows the results of the Least Significant Difference test. Under Goal I, learning activity number four was significant. The LSD found that the mean for group three (State Advisors) equaled that of group two (Chapter Advisors). The difference lies between group two (Chapter Advisors) and group one (State Presidents) with the mean for group two being significantly greater than that of group one.

Goal II did not indicate any significant differences between the State Presidents, Chapter Advisors, or State Advisors. All learning activities retained the null hypothesis.

The null hypothesis was rejected for learning activity six under Goal III. The LSD test indicated that groups two (Chapter Advisors) and three (State Advisors) did not differ significantly at the 0.05 level. The significant difference occurred between group one (State Presidents) and group two (Chapter Advisors).

Table 1. Results of analysis of variance for each learning activity grouped by FHA/HERO goal.

Goal no.	Item no.	Learning activity	Means: State President	Means: Chapter Advisor	Means: State Advisor	Means: Total	F ratio	Null hypothesis
I	1	choose a foreign country that represents his or her family heritage and study life styles, housing, food and clothing traditions. Compare and contrast with family traditions of other class members.	3.31	3.45	3.06	3.24	0.865	N.S.
	2	adopt a "grandparent" in either a nursing home or a private home. Plan community strategies for interacting and assist them with shopping or other daily activities.	4.28	4.04	4.32	4.28	1.005	N.S.
	3	compile a collage of pictures that represent his or her personality and share with the class the influence that these personal characteristics have upon job choice. Review at the end of the school year.	4.17	4.43	4.16	4.24	0.557	N.S.
	4	teach nutrition to elementary or preschool children.	3.48	4.08	4.51	4.07	9.069	Sig.
	5	list five personal goals toward self-development that may be accomplished through community service projects. Make plans for accomplishing them. Seal a copy of the plans in an envelope to be reviewed for progress at the end of the year.	4.62	4.18	4.57	4.49	2.529	N.S.
	6	make plans for an hour debate each month where an issue of concern to youth would be discussed in depth. Students might spend class time in preparing for the debate, i.e., value clarification, changing roles in society, etc.	3.62	4.04	3.57	3.71	1.181	N.S.
	7	compile and distribute or post a list of sources of information about jobs for youth in the community.	4.00	3.61	4.27	4.01	2.412	N.S.
	8	identify personality characteristics expressed in clothing by analyzing the clothing that he or she is wearing.	2.69	3.17	2.61	2.78	1.579	N.S.
	9	identify five personal traits that would aid in personal development. Evaluate his or her self to discover which traits he or she possess and set goals for attaining others.	4.17	4.43	4.10	4.21	0.905	N.S.
	10	conduct a job interview workshop where students practice interviewing in various situations.	4.45	4.00	4.62	4.40	2.604	N.S.
II	1	compile a list of responsibilities in the home that help your family accomplish daily living. Identify the family member that is responsible for each task and record the amount of time that is necessary to complete it. Estimate the monetary value of each member's responsibility.	4.03	4.22	4.06	4.09	0.222	N.S.
	2	identify crisis situations that may affect family living and role play or discuss actions that will help family members cope with the crisis.	4.52	4.52	4.46	4.49	0.059	N.S.

(Continued on next page)

Table 1. (Continued)

Goal no.	Item no.	Learning activity	Means: State President	Means: Chapter Advisor	Means: State Advisor	Means: Total	F ratio	Null hypothesis
II	3	describe to the class aspects of one's family that makes it special, unique, or different including such factors as cultural heritage, beliefs, etc. Identify aspects that enable families to work together in accomplishing goals for improving society.	3.97	3.96	4.11	4.02	0.214	N.S.
	4	analyze the amount of time spent with various family members and with the total family. Discuss implications for their present and future lives and methods for strengthening individual and family interaction.	4.31	4.13	4.00	4.13	0.762	N.S.
	5	identify factors leading to communication patterns between people, including information on personal space, non-verbal communication, listening skills, etc., and discuss these factors in relation to family communication.	4.20	4.26	4.06	4.16	0.353	N.S.
	6	compile a list of responsibilities for each family member at home. Plan a division of work based on time, energy, interests, and abilities for each member. Pay particular attention to sex role stereotypes.	3.72	3.91	3.89	3.84	0.206	N.S.
	7	investigate current costs of raising a child, including time, energy, emotional and monetary costs. Discuss the importance of weighing all aspects when considering family planning.	4.37	4.26	4.03	4.20	0.920	N.S.
	8	conduct a school survey to determine factors that students view as needs and responsibilities of themselves and their parents. Discuss the need for parents and children to work in a reciprocal relationship in order to strengthen the family unit.	4.03	3.82	4.25	4.07	1.002	N.S.
	9	identify components of technology such as television, radio, transportation, material goods, etc., that have affected the family. Discuss adaptions that enable families to cope with these changes in order to keep the family a viable unit.	3.97	4.09	4.36	4.16	1.368	N.S.
	10	interview single-parent families. Compare the division of responsibility between single and two-parent family structures.	4.17	4.17	4.11	4.15	0.041	N.S.
	11	explore the various kinds of family structures throughout the world and analyze factors that led to the evolution of the nuclear family in the United States.	3.32	2.91	3.19	3.16	0.565	N.S.
	12	research the current changes in the family structure and identify the implications in terms of child rearing practices.	4.00	4.22	4.11	4.10	0.261	N.S.
	13	sponsor a guest speaker to discuss child abuse causes and preventions.	4.34	4.70	4.24	4.39	1.839	N.S.

(Continued on next page)

Table 1. (Continued)

Goal no.	Item no.	Learning activity	Means: State President	Means: Chapter Advisor	Means: State Advisor	Means: Total	F ratio	Null hypothesis
III	1	compile a list of community resources, both people and places (list by specialty), to be given to new students or families in the community.	3.90	3.74	3.54	3.71	0.632	N.S.
	2	sponsor a series of meetings on current issues such as alcoholism, drug abuse, etc., for the community.	4.14	3.48	4.11	3.96	2.558	N.S.
	3	visit a courtroom to further knowledge about our legal system in relation to adoption, family dissolution, etc.	4.10	4.48	3.89	4.11	2.186	N.S.
	4	sponsor a "community shop" that would enable individuals and families to sell homemade items.	3.34	3.09	3.03	3.15	0.499	N.S.
	5	contribute to the design and construction of a quilt to be made in cooperation with elderly in the community, to be given to a needy family or individual.	3.62	3.57	3.17	3.42	1.158	N.S.
	6	construct household items such as room accessories, clothing, etc. that would be given to economically deprived children or elderly.	4.10	3.29	3.29	3.56	3.792	Sig.
IV	1	sponsor films on current worldwide issues to be shown at various times throughout the year.	3.50	4.17	3.95	3.86	2.972	N.S.
	2	study factors that led to food habits in various cultures throughout the world and trace them to present day food habits in the United States.	3.17	3.13	3.30	3.21	0.147	N.S.
	3	research the origin of children's games in the United States and identify new games from foreign countries that could be used as a part of a preschool.	3.31	3.13	3.59	3.38	0.905	N.S.
	4	arrange a picture display of babies from other cultures, with a brief summary of how babies and children are cared for, that will enable students to understand the variety of child care practices throughout the world.	3.52	4.00	3.92	3.80	1.468	N.S.
	5	research and conduct a debate on worldwide issues in the news, i.e., aging, family planning, etc.	3.76	3.74	3.76	3.75	0.002	N.S.
	6	discuss customs and mores of other countries and relate them to the impact they have on the future lives of all people.	3.79	3.61	3.97	3.82	0.600	N.S.
	7	research the percentage of the dollar used for food purchasing in countries throughout the world. Compare to the United States and discuss the issue of an individual's inalienable rights to food, clothing and shelter.	3.34	3.43	3.43	3.40	0.041	N.S.
	8	explore various cultures in relation to their use of leisure time and compare with class members leisure time activities. Identify a game or craft from another country to learn, and teach it to class members.	3.65	3.74	3.62	3.66	0.065	N.S.

(Continued on next page)

Table 1. (Continued)

Goal no.	Item no.	Learning activity	Means: State President	Means: Chapter Advisor	Means: State Advisor	Total	F ratio	Null hypothesis
IV	9	identify the types of family structures throughout the world. Compare and contrast the various structures.	3.59	3.64	3.94	3.75	0.795	N.S.
	10	devise a "holiday calendar" for holidays celebrated throughout the world.	3.00	3.22	2.94	3.03	0.307	N.S.
	11	invite a culturally diverse individual to class to share his or her dress, food habits, customs, laws, etc.	4.24	4.61	4.30	4.36	1.317	N.S.
	12	investigate social service agencies. Sponsor a child or family in the United States or another country.	4.28	3.57	4.17	4.05	2.559	N.S.
V	1	interact with elderly on contemporary community issues. Identify agreements and disagreements and if there are possible reasons for differences in attitude.	4.07	3.52	4.29	4.01	3.240	Sig.
	2	discuss with a panel of parents the traits desired in a responsible babysitter.	3.45	3.96	4.03	3.82	1.804	N.S.
	3	study selected pictures of youth and adults depicting various communication problems. Suggest factors leading to the problem and methods for alleviating the communication gap.	3.86	4.09	4.03	3.99	0.289	N.S.
	4	initiate a parent-student rap session on current issues.	4.20	3.78	4.38	4.17	2.206	N.S.
	5	identify the needs of various disadvantaged and/or handicapped groups. Sponsor an appropriate activity for one of those groups including both children and parents.	3.97	3.65	4.31	4.02	2.373	N.S.
	6	invite parents and/or grandparents to the classroom to demonstrate various home economics related talents.	3.45	4.30	4.14	3.96	4.161	Sig.
	7	send a gift subscription of Teen Times to a congressman or administrator.	3.90	2.96	3.57	3.52	2.706	N.S.
	8	role play family situations involving parental decision making regarding their child. Include the influence of children on parental decision making.	3.86	4.00	4.30	4.08	1.353	N.S.
VI	1	develop a big brother-big sister program in the community for children who need the friendship and guidance of an older adult.	4.45	4.13	4.36	4.33	0.738	N.S.
	2	set up a babysitting service for parents in the community with a description of the sitter such as: name, phone number, times available, age group liked best, etc.	4.17	3.96	3.94	4.02	0.359	N.S.
	3	role play problem situations on such topics as early marriage, further education, a new car, etc. and identify factors which influence choices.	4.17	4.00	4.14	4.11	0.174	N.S.
	4	conduct the shopping for shut-ins and/or elderly in the community.	4.00	4.17	4.11	4.09	0.170	N.S.
	5	arrange for and check out items from a department store to study quality in relation to cost.	3.76	3.70	3.91	3.80	0.254	N.S.

(Continued on next page)

Table 1. (Continued)

Goal no.	Item no.	Learning activity	Means: State President	Means: Chapter Advisor	Means: State Advisor	Means: Total	F ratio	Null hypothesis
VI	7	implement a plan to inform the community of the home economics program.	3.52	3.52	3.89	3.67	0.846	N.S.
	8	sponsor an ecology day to clean up the town and/or community.	3.66	3.91	3.89	3.82	0.384	N.S.
VII	1	identify characteristics that lead to sex role stereotyping on television and in other media. Suggest methods of alleviating the discrimination, such as writing to producers, publishers, etc.	4.24	3.96	4.14	4.12	0.351	N.S.
	2	discuss the various roles of family members by comparing one-parent and two-parent families, the mother and father roles, and the home-maker and wage earner roles, etc.	4.66	4.13	4.43	4.43	2.294	N.S.
	3	identify values that influence the decision for both members in a marriage to work full time; what trade-offs are made when only the husband and wife are involved; when the children are involved.	4.14	4.96	4.42	4.38	1.798	N.S.
	4	invite a man in a traditionally female occupation or a woman in a traditionally male occupation to discuss personality traits or characteristics needed for the job and factors they have had to cope with in being in such a position.	4.56	4.65	4.39	4.51	0.870	N.S.
	5	evaluate children's books for role discrimination and role models. Communicate findings to editors.	3.76	3.83	3.97	3.86	0.218	N.S.
	6	survey fathers of classmates to ascertain the types of home responsibilities they are assuming. Determine if this varies with age of children, wife working, hours husband works, season of the year, etc.	3.83	4.00	4.36	4.09	2.099	N.S.
	7	identify toys that are traditionally male or female. Observe children and identify any patterns of use that might indicate sex-role stereotyping.	4.00	4.22	4.06	4.08	0.231	N.S.
	8	visit an elementary school and have children draw or describe a picture of a mailman, a nurse, a school teacher, a fireman, etc. Discuss implications for sex role stereotyping.	4.25	3.91	3.78	3.97	1.226	N.S.
	9	identify traits that are traditionally thought to be feminine or masculine in our society and compare with those of other cultures in the world.	3.79	4.39	3.97	4.02	1.881	N.S.
	10	trace the influences of history, including the impact of technology, on the roles of men and women in today's society.	4.03	3.87	3.78	3.89	0.361	N.S.
	11	identify women who have attained "firsts" in various jobs or careers. Suggest goals needed to reach their position in society.	4.14	3.65	3.67	3.82	1.265	N.S.
	12	follow a person through the performance of various roles during a day, and compare with the roles found by other classmates.	3.38	3.35	3.49	3.41	0.089	N.S.

(Continued on next page)

Table 1. (Continued)

Goal no.	Item no.	Learning activity	Means: State President	Means: Chapter Advisor	Means: State Advisor	Means: Total	F ratio	Null hypothesis
VIII	1	interview various persons in home economics or related occupations (salespersons, alternationist, extension agent, nutritionist, nursery school teacher, etc.) to ascertain educational and personal qualifications for each position and compile a card file on each.	4.31	4.30	4.69	4.47	2.157	N.S.
	2	explore media to expand perspective of a "homemaker" and "home economics."	4.41	3.64	4.11	4.09	3.195	Sig.
	3	explain the purposes of FHA/HERO through posters and display in the school or community.	4.48	4.17	4.61	4.45	1.890	N.S.
	4	develop a display and/or posters which inform other students about home economics class content.	4.66	4.09	4.67	4.51	4.385	Sig.
	5	construct a display of projects completed throughout the year in home economics classes to be used for public relations in the community.	4.48	4.39	4.44	4.44	0.070	N.S.
	6	visit a college or university and investigate courses that relate to careers in home economics.	4.59	4.48	4.50	4.52	0.117	N.S.
	7	explore the wage-earner and homemaker roles through a panel of working mothers and/or fathers, and various films, etc.	4.21	4.04	4.28	4.19	0.372	N.S.
	8	investigate extracurricular activities in the school. Compare the purposes of each activity with the purposes of FHA/HERO.	3.52	3.22	3.08	3.62	0.737	N.S.
	9	set up a "publicity board" for FHA/HERO where projects and events can be publicized.	4.45	4.22	4.56	4.43	1.041	N.S.

Table 2. Least Significant Difference test results for learning activities found significant in Table 1.

Goal no.	Item no.	Ranked mean scores	Difference	Computed L.S.D.*	Interpretation
I	4	4.5405 (3) 4.0870 (2) 3.4828 (1)	.45 .60*	.5333	$M_3 = M_2$ $M_2 > M_1$
III	6	4.1034 (1) 3.2857 (2) 3.2857 (3)	.82* .00	.7164	$M_1 > M_2$ $M_2 = M_3$
V	1	4.2941 (3) 4.0690 (1) 3.5217 (2)	.23 .55	.6121	$M_3 = M_1$ $M_1 = M_2$
V	6	4.3043 (2) 4.1351 (3) 3.4483 (1)	.17 .69*	.6230	$M_2 = M_3$ $M_3 > M_1$
VI	6	3.9730 (3) 3.5652 (2) 2.6207 (1)	.41 .94*	.6714	$M_3 = M_2$ $M_2 > M_1$
VIII	2	4.4138 (1) 4.1111 (3) 3.6364 (2)	.30 .47	.5896	$M_1 = M_3$ $M_3 = M_2$
VIII	4	4.6667 (3) 4.6552 (1) 4.0870 (2)	.01 .57*	.4270	$M_3 = M_1$ $M_1 > M_2$

(1) = 1975-76 State Presidents; (2) = 1975-76 Oregon Chapter Advisors; (3) = 1975-76 State Advisors.

*Represents a significant difference at the 0.05 level of significance.

Learning activities in the fourth goal retained the null hypothesis. No significant differences were found between groups.

Goal V, learning activity number one, showed a significant difference at the 0.05 level. The LSD showed that means for groups three and one (State Advisors and State Presidents respectively) were equal as well as for groups one and two (State Presidents and Chapter Advisors respectively) at the 0.05 level. The comparison limitations for use of LSD test did not allow a comparison between means of groups three and two (State Advisors and State Presidents respectively); the assumption can be made that the difference lies here (Courtney and Sedgwick, 1973e). The other significant learning activity in Goal V was number six. Upon completion of the LSD, group two (Chapter Advisors) and three (State Advisors) did not differ significantly. The significant difference occurred between group three (State Advisors) and group one (State Presidents).

Except for learning activity six, no significance was found under Goal VI. The LSD computation indicated that the significant difference occurred between group two (Chapter Advisors) and group one (State Presidents).

All learning activities for Goal VII retained the null hypothesis. There was no significant difference between group means.

In Goal VIII, two learning activities were significant. Number two indicated a significant difference in opinions of the three groups.

Upon computation of LSD at the 0.05 level, the significant difference was not identified, although it can be assumed that the difference is between group one (State Presidents) and group two (Chapter Advisors) since the LSD did not test this combination (Courtney and Sedgwick, 1973e). Learning activity number four showed a significant difference between opinions of group one (State Presidents) and two (Chapter Advisors).

In summary, the null hypothesis was rejected (significance was found) for seven learning activities at the 0.05 level of significance using the F-statistic. Of the seven learning activities, one under Goal I and one under Goal VII had significant F probability levels but did not reveal where the significance occurred in group means upon computation of the Least Significant Difference Test. The limitations of the LSD do not allow a comparison of the highest and lowest ranked group. It is assumed that the difference lies between these two groups when the LSD does not show a difference. Learning activity number six of Goal V showed a significant difference between group three (State Advisors) and group one (State Presidents). The remaining four learning activities (number four, Goal I; number six, Goal III; number six, Goal VI; and number four, Goal VIII) showed a significant difference between State Presidents and Chapter Advisors.

Mean Score Results

The purpose for comparing mean scores was to identify learning activities that were rated 4.00 or higher by respondents. Total mean scores ranged from 2.78 to 4.52. Table 1 indicates total means for each learning activity.

Of the 78 learning activities, 44 had means of 4.00 or above. Goal I had seven (numbers 2, 3, 4, 5, 7, 8, 10) with means 4.00 or higher. Goal II included 11 (numbers 1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 13) of the 13 learning activities. Only one learning activity (3) in Goal III rated 4.00 or higher. Goal IV included two (numbers 11 and 12). Goal V contained four (numbers 1, 4, 5, 8) with means of 4.00 or higher. Goal VI included eight learning activities, four (numbers 1, 2, 3, 4) having means of 4.00 or higher. Seven learning activities (numbers 1, 2, 3, 4, 6, 7, 9) had means 4.00 or higher in Goal VII. Goal VIII included nine learning activities, eight (numbers 1, 2, 3, 4, 5, 6, 7, 9) of which had means greater or equal to 4.00.

Percentage Results

The learning activities were rated as "yes," "no," or "undecided" according to their realistic use for an appropriate unit of study in the home economics classroom. Seventy-five percent was chosen as the cut-off for being realistic, thus leaving a high quality of

realistic learning activities, with all FHA/HERO goals having one or more learning activities in the final list. Table 3 illustrates the percent results for each learning activity.

In Goal I, learning activities 1, 6, 7 and 8 were not perceived as being realistic for classroom use. Four learning activities (1, 6, 8, 11) under Goal II were not perceived as realistic for use in the classroom. In Goal III, four learning activities (1, 4, 5, 6) were not perceived as realistic. Learning activities numbered 1, 2, 3, 7, 8, 10 and 12 under Goal IV were perceived unrealistic for classroom use. The fifth goal contained two unrealistically perceived learning activities, numbers 5 and 7. Goal VI revealed learning activities 1, 2, 4 and 6 as being perceived unrealistic. Of the learning activities in Goal VI, three (5, 11, 12) were not perceived as realistic for use in the classroom. With the exception of number eight, all learning activities in Goal VIII were perceived as realistic.

In summary, 29 learning activities were below the 75 percent criteria as being realistic for use in a home economics classroom. Four, 4, 4, 7, 2, 4, 3 and 8 learning activities were retained by the eight goals respectively.

Summary of the Findings

This chapter presented data obtained from the study and identified learning activities that retained or rejected the null hypothesis set

Table 3. Percent results for learning activities grouped by FHA/HERO goal.

Goal no.	Item no.	Learning activity	State Presidents						Chapter Advisors						State Advisors						Total					
			Response			%			Response			%			Response			%			Response			%		
			Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U
I	1	choose a foreign country that represents his or her family heritage and study life styles, housing, food and clothing traditions. Compare and contrast with family traditions of other class members.	26	3	0	90	10	0	13	7	2	59	32	9	24	9	2	68	26	6	63	19	4	73	22	5
	2	adopt a "grandparent" in either a nursing home or a private home. Plan community strategies for interacting and assist them with shopping or other daily activities.	21	5	3	73	17	10	13	8	2	57	35	8	32	3	1	89	8	3	66	16	6	75	18	7
	3	compile a collage of pictures that represent his or her personality and share with the class the influence that these personal characteristics have upon job choice. Review at the end of the school year.	23	4	1	82	14	4	20	2	1	87	9	4	35	1	1	94	3	3	78	7	3	89	8	3
	4	teach nutrition to elementary or pre-school children.	22	6	1	76	21	4	17	6	0	74	26	0	34	2	1	92	5	3	73	14	2	82	16	2
	5	list five personal goals toward self-development that may be accomplished through community service projects. Make plans for accomplishing them. Seal a copy of the plans in an envelope to be reviewed for progress at the end of the year.	25	2	2	86	7	7	15	4	3	68	18	14	35	2	0	95	5	0	75	8	5	85	9	6
	6	make plans for an hour debate each month where an issue of concern to youth would be discussed in depth. Students might spend class time in preparing for the debate, i.e., value clarification, changing roles in society, etc.	23	3	3	79	10.5	10.5	15	5	3	65	22	13	26	8	2	72	22	6	64	16	8	73	18	9
	7	compile and distribute or post a list of sources of information about jobs for youth in the community.	19	6	4	66	21	13	14	5	3	64	22	14	31	3	3	84	8	8	64	14	10	73	16	11
	8	identify personality characteristics expressed in clothing by analyzing the clothing that he or she is wearing.	12	14	3	42	48	10	16	5	1	73	22	5	24	8	4	67	22	11	52	27	8	60	31	9
	9	identify five personal traits that would aid in personal development. Evaluate his or her self to discover which traits he or she possess and set goals for attaining others.	23	1	5	79	4	17	21	2	0	92	8	0	33	1	3	89	3	8	77	4	8	87	4	9
	10	conduct a job interview workshop where students practice interviewing in various situations.	25	1	3	86	4	10	16	6	1	70	26	4	36	1	0	97	3	0	77	8	4	87	9	4

(Continued on next page)

Table 3. (Continued)

Goal no.	Item no.	Learning activity	State Presidents Response Yes	No	U	% Yes	No	U	Chapter Advisors Response Yes	No	U	% Yes	No	U	State Advisors Response Yes	No	U	% Yes	No	U	Total Response Yes	No	U	% Yes	No	U
II	1	compile a list of responsibilities in the home that help your family accomplish daily living. Identify the family member that is responsible for each task and record the amount of time that is necessary to complete it. Estimate the monetary value of each member's responsibility.	18	7	4	62	24	14	18	3	2	78	13	9	30	4	3	81	11	8	66	14	9	74	16	10
	2	identify crisis situations that may affect family living and role play or discuss actions that will help family members cope with the crisis.	26	1	2	90	3	7	22	0	1	96	0	4	35	2	0	95	5	0	83	3	3	93	3.5	3.5
	3	describe to the class aspects of one's family that makes it special, unique, or different including such factors as cultural heritage, beliefs, etc. Identify aspects that enable families to work together in accomplishing goals for improving society.	25	4	0	86	14	0	15	5	3	65	22	13	30	4	3	81	11	8	70	13	6	79	14	7
	4	analyze the amount of time spent with various family members and with the total family. Discuss implications for their present and future lives and methods for strengthening individual and family interaction.	26	2	1	90	7	3	14	1	7	64	4	32	31	4	2	84	11	5	71	7	10	81	8	11
	5	identify factors leading to communication patterns between people, including information on personal space, non-verbal communication, listening skills, etc., and discuss these factors in relation to family communication.	22	4	3	76	14	10	19	3	1	83	13	4	30	4	3	81	11	8	71	11	7	80	12	8
	6	compile a list of responsibilities for each family member at home. Plan a division of work based on time, energy, interests, and abilities for each member. Pay particular attention to sex role stereotypes.	15	12	2	52	41	7	19	3	1	83	13	4	31	5	0	86	14	0	65	20	3	74	23	3
	7	investigate current costs of raising a child, including time, energy, emotional and monetary costs. Discuss the importance of weighing all aspects when considering family planning.	27	1	1	93	3.5	3.5	20	2	1	87	9	4	33	4	0	89	11	0	80	7	2	90	8	2
	8	conduct a school survey to determine factors that students view as needs and responsibilities of themselves and their parents. Discuss the need for parents and children to work in a reciprocal relationship in order to strengthen the family unit.	18	7	4	62	24	14	15	8	0	65	35	0	32	2	3	87	5	8	65	17	7	73	19	8

(Continued on next page)

Table 3. (Continued)

Goal no.	Item no.	Learning activity	State Presidents						Chapter Advisors						State Advisors						Total					
			Response			%			Response			%			Response			%			Response			%		
			Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U
II	9	identify components of technology such as television, radio, transportation, material goods, etc., that have affected the family. Discuss adaptions that enable families to cope with these changes in order to keep the family a viable unit.	21	5	3	73	17	10	19	2	2	82	9	9	34	1	2	92	3	5	74	8	7	83	9	8
	10	interview single-parent families. Compare the division of responsibility between single and two-parent family structure.	22	2	5	76	7	17	16	2	5	69	9	22	30	4	2	83	11	6	68	8	12	77	9	14
	11	explore the various kinds of family structures throughout the world and analyze factors that led to the evolution of the nuclear family in the United States.	15	7	6	54	25	21	10	9	4	44	39	17	25	7	4	70	19	11	50	23	14	57	27	16
	12	research the current changes in the family structure and identify the implications in terms of child rearing practices.	23	2	4	79	7	14	20	1	2	87	4	9	34	1	1	94	3	3	77	4	7	81	4	8
	13	sponsor a guest speaker to discuss child abuse causes and preventions.	27	1	1	93	3.5	3.5	22	0	1	96	0	4	35	2	0	95	5	0	84	3	2	95	3	2
III	1	compile a list of community resources, both people and places (list by specialty), to be given to new students or families in the community.	18	7	4	62	24	14	14	8	1	61	35	4	28	7	2	76	19	5	60	22	7	67	25	8
	2	sponsor a series of meetings on current issues such as alcoholism, drug abuse, etc., for the community.	21	5	3	73	17	10	8	14	1	35	61	4	33	2	2	90	5	5	62	21	6	70	23	7
	3	visit a courtroom to further knowledge about our legal system in relation to adoption, family dissolution, etc.	25	1	3	86	4	10	19	2	2	83	8.5	8.5	33	2	2	90	5	5	77	5	7	86	6	8
	4	sponsor a "community shop" that would enable individuals and families to sell homemade items.	14	11	4	48	38	14	9	13	1	39	57	4	18	17	2	49	46	5	41	41	7	46	46	8
	5	contribute to the design and construction of a quilt to be made in cooperation with elderly in the community, to be given to a needy family or individual.	21	4	4	72	14	14	12	8	3	52	35	13	26	9	2	71	24	5	59	21	9	66	24	10
	6	construct household items such as room accessories, clothing, etc. that would be given to economically deprived children or elderly.	24	2	3	83	7	10	7	10	4	33	48	19	23	8	4	66	23	11	54	20	11	64	24	12

(Continued on next page)

Table 3. (Continued)

Goal no.	Item no.	Learning activity	State Presidents						Chapter Advisors						State Advisors						Total					
			Response			%			Response			%			Response			%			Response			%		
			Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U
IV	1	sponsor films on current worldwide issues to be shown at various times throughout the year.	21	7	1	72	24	4	19	2	2	83	8.5	8.5	26	6	5	70	16	14	66	15	8	74	17	9
	2	study factors that led to food habits in various cultures throughout the world and trace them to present day food habits in the United States.	17	7	5	59	24	17	14	6	3	61	26	13	28	6	3	76	16	8	59	19	11	66	22	12
	3	research the origin of children's games in the United States and identify new games from foreign countries that could be used as a part of a preschool.	18	9	2	62	31	7	14	8	1	61	35	4	27	4	6	73	11	16	59	21	9	66	24	10
	4	arrange a picture display of babies from other cultures, with a brief summary of how babies and children are cared for, that will enable students to understand the variety of child care practices throughout the world.	23	4	2	79	14	7	19	2	2	83	8.5	8.5	32	3	2	87	8	5	74	9	6	83	10	7
	5	research and conduct a debate on worldwide issues in the news, i.e., aging, family planning, etc.	23	5	1	79	17	4	17	5	1	74	22	4	27	9	1	73	24	3	67	19	3	76	21	3
	6	discuss customs and mores of other countries and relate them to the impact they have on the future lives of all people.	23	3	3	79	10.5	10.5	15	6	2	65	26	9	30	6	1	81	16	3	68	15	6	76	17	7
	7	research the percentage of the dollar used for food purchasing in countries throughout the world. Compare to the United States and discuss the issue of an individual's inalienable rights to food, clothing and shelter.	20	6	3	69	21	10	14	8	1	61	35	4	26	5	5	72	14	14	60	19	9	68	22	10
	8	explore various cultures in relation to their use of leisure time and compare with class members' leisure time activities. Identify a game or craft from another country to learn, and teach it to class members.	22	4	3	76	14	10	14	7	2	61	31	9	29	3	4	81	8	11	65	14	9	74	16	10
	9	identify the types of family structures throughout the world. Compare and contrast the various structures.	20	4	5	69	14	17	15	5	2	68	23	9	31	3	3	84	8	8	66	12	10	75	14	11
	10	devise a "holiday calendar" for holidays celebrated throughout the world.	17	10	2	59	34	7	13	9	1	57	39	4	21	9	6	58	24	17	51	28	9	58	32	10
	11	invite a culturally diverse individual to class to share his or her dress, food habits, customs, laws, etc.	25	3	1	86	10	4	23	0	0	100	0	0	35	1	1	94	3	3	83	4	2	93	5	2
	12	investigate social service agencies. Sponsor a child or family in the United States or another country.	24	2	3	83	7	10	10	10	3	43.5	43.5	13	28	4	4	78	11	11	62	16	10	71	18	11

(Continued on next page)

Table 3. (Continued)

Goal no.	Item no.	Learning activity	State Presidents Response Yes	No	U	% Yes	No	U	Chapter Advisors Response Yes	No	U	% Yes	No	U	State Advisors Response Yes	No	U	% Yes	No	U	Total Response Yes	No	U	% Yes	No	U
V	1	interact with elderly on contemporary community issues. Identify agreements and disagreements and if there are possible reasons for differences in attitude.	23	2	4	79	7	14	15	3	5	65	13	22	29	3	2	85	9	6	67	8	11	78	9	13
	2	discuss with a panel of parents the traits in a responsible babysitter.	20	8	1	69	27	4	19	2	2	82	9	9	33	2	2	90	5	5	72	12	5	81	13	6
	3	study selected pictures of youth and adults depicting various communication problems. Suggest factors leading to the problem and methods for alleviating the communication gap.	23	4	2	79	14	7	20	1	2	87	4	9	31	3	3	84	8	8	74	8	7	83	9	8
	4	initiate a parent-student rap session on current issues.	26	2	1	89	7	4	16	3	4	70	13	17	34	1	2	92	3	5	76	6	7	85	7	8
	5	identify the needs of various disadvantaged and/or handicapped groups. Sponsor an appropriate activity for one of those groups including both children and parents.	21	4	4	72	14	14	14	4	5	61	17	22	29	4	4	78	11	11	64	12	13	72	13	15
	6	invite parents and/or grandparents to the classroom to demonstrate various home economics related talents.	24	3	2	83	10	7	20	3	0	87	13	0	35	1	0	98	2	0	79	7	2	90	8	2
	7	send a gift subscription of Teen Times to a congressman or administrator.	18	6	5	62	21	17	8	11	4	35	48	17	19	7	11	51	19	30	45	24	20	51	27	22
	8	role play family situations involving parental decision making regarding their child. Include the influence of children on parental decision making.	19	5	4	68	18	14	20	1	2	87	4	9	34	1	2	92	2	6	73	7	8	83	8	9
VI	1	develop a big brother-big sister program in the community for children who need the friendship and guidance of an older adult.	24	4	1	83	14	3	14	5	4	61	22	17	27	7	3	73	19	8	65	16	8	73	18	9
	2	set up a babysitting service for parents in the community with a description of the sitter such as: name, phone number, times available, age group liked best, etc.	22	5	2	76	17	7	14	8	1	61	35	4	25	10	2	68	27	5	61	23	5	69	26	5
	3	role play problem situations on such topics as early marriage, further education, a new car, etc. and identify factors which influence choices.	23	5	1	79	17	4	19	4	0	83	17	0	35	1	1	94	3	3	77	10	2	87	11	2
	4	conduct the shopping for shut-ins and/or elderly in the community.	19	6	4	65	21	14	12	8	3	52	35	13	28	5	4	76	13	11	59	19	11	66	21	13

(Continued on next page)

Table 3. (Continued)

Goal no.	Item no.	Learning activity	State Presidents						Chapter Advisors						State Advisors						Total					
			Response			%			Response			%			Response			%			Response			%		
			Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U
VI	5	arrange for and check out items from a department store to study quality in relation to cost.	20	6	3	69	21	10	16	5	2	70	21	9	30	2	4	83	6	11	66	13	9	75	15	10
	6	analyze advertisements on television. Write letters of congratulations or criticism to the sponsoring companies.	12	12	5	41	41	18	19	4	0	83	17	0	32	3	2	86	8	6	63	19	7	71	21	8
	7	implement a plan to inform the community of the home economics program.	22	4	3	76	14	10	18	3	2	78	13	9	32	4	1	86	11	3	72	11	6	81	12	7
	8	sponsor an ecology day to clean up the town and/or community.	23	5	1	79	17	4	14	3	6	61	13	26	29	5	2	81	14	5	66	13	9	75	15	10
VII	1	identify characteristics that lead to sex role stereotyping on television and in other media. Suggest methods of alleviating the discrimination, such as writing to producers, publishers, etc.	23	5	1	79	17	4	19	2	2	83	8.5	8.5	28	6	3	76	16	8	70	13	6	79	14	7
	2	discuss the various roles of family members by comparing one-parent and two-parent families, the mother and father roles, and the homemaker and wage-earner roles, etc.	27	2	0	93	7	0	20	2	1	87	9	4	32	3	2	87	8	5	79	7	3	89	8	3
	3	identify values that influence the decision for both members in a marriage to work full time; what trade-offs are made when only the husband and wife are involved; when the children are involved.	23	1	5	79	4	17	23	0	0	100	0	0	33	1	2	92	3	5	79	2	7	90	2	8
	4	invite a man in a traditionally female occupation or a woman in a traditionally male occupation to discuss personality traits or characteristics needed for the job and factors they have had to cope with in being in such a position.	27	1	1	92	4	4	22	1	0	96	4	0	34	1	0	97	3	0	83	3	1	95	4	1
	5	evaluate children's books for role discrimination and role models. Communicate findings to editor.	21	7	1	72	24	4	15	4	4	65	17.5	17.5	25	6	4	71	17	12	61	17	9	70	20	10
	6	survey fathers of classmates to ascertain the types of home responsibilities they are assuming. Determine if this varies with age of children, wife working, hours husband works, season of the year, etc.	21	3	5	72	10	18	17	3	2	77	14	9	32	3	1	89	8	3	70	9	8	81	10	9
	7	identify toys that are traditionally male or female. Observe children and identify any patterns of use that might indicate sex-role stereotyping.	22	4	2	79	14	7	21	1	1	91	4.5	4.5	31	4	1	86	11	3	74	9	4	85	10	5

(Continued on next page)

Table 3. (Continued)

Goal no.	Item no.	Learning activity	State Presidents						Chapter Advisors						State Advisors						Total					
			Response			%			Response			%			Response			%			Response			%		
			Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U	Yes	No	U
VII	8	visit an elementary school and have children draw or describe a picture of a mailman, a nurse, a school teacher, a fireman, etc. Discuss implications for sex role stereotyping.	22	1	6	76	3	21	16	5	2	70	21	9	28	4	4	78	11	11	66	10	12	75	11	14
	9	identify traits that are traditionally thought to be feminine or masculine in our society and compare with those of other cultures in the world.	21	5	3	73	17	10	22	0	1	96	0	4	29	4	3	81	11	8	72	9	7	82	10	8
	10	trace the influences of history, including the impact of technology, on the roles of men and women in today's society.	24	2	3	83	7	10	16	4	3	70	17	13	28	3	4	80	9	11	68	9	10	78	10	12
	11	identify women who have attained "firsts" in various jobs or careers. Suggest goals needed to reach their position in society.	25	3	1	87	10	3	13	6	4	57	26	17	25	7	4	69	20	11	63	16	9	72	18	10
	12	follow a person through the performance of various roles during a day, and compare with the roles found by other classmates.	17	8	4	59	27	14	14	6	3	61	26	13	23	5	8	64	14	22	54	19	15	61	22	17
VIII	1	interview various persons in home economics or related occupations (salespersons, alterationist, extension agent, nutritionist, nursery school teacher, etc.) to ascertain educational and personal qualifications for each position and compile a card file on each.	26	2	1	90	7	3	16	5	2	70	21	9	35	1	0	97	3	0	77	8	3	86	9	4
	2	explore media to expand perspectives of a "Homemaker" and "home economics."	24	4	1	83	14	3	14	7	1	64	32	4	28	1	7	78	3	19	66	12	9	76	14	10
	3	explain the purposes of FHA/HERO through posters and display in the school or community.	26	2	1	90	7	3	16	6	1	70	26	4	33	3	0	92	8	0	75	11	2	85	13	2
	4	develop a display and/or posters which inform other students about home economics class content.	28	1	0	97	3	0	18	3	1	82	14	4	30	0	0	100	0	0	82	4	1	94	5	1
	5	construct a display of projects completed throughout the year in home economics classes to be used for public relations in the community.	26	2	0	93	7	0	21	2	0	91	9	0	34	1	1	94	3	3	81	5	1	93	6	1
	6	visit a college or university and investigate courses that relate to careers in home economics.	27	1	1	94	3	3	18	4	1	78	17	4	31	3	2	86	8	6	76	8	4	86	9	5
	7	explore the wage-earner and homemaker roles through a panel of working mothers and/or fathers, and various films, etc.	25	2	2	86	6.5	6.5	18	3	2	78	13	9	33	2	1	92	5	3	76	7	5	86	8	6
	8	investigate extracurricular activities in the school. Compare the purposes of each activity with the purposes of FHA/HERO.	16	6	7	55	21	24	12	9	2	52	39	9	17	13	6	47	36	17	45	28	15	51	32	17
	9	set up a "publicity board" for FHA/HERO where projects and events can be publicized.	26	1	2	90	3	7	18	4	1	78	17	5	32	2	2	89	5.5	5.5	76	7	5	86	8	6

forth in Chapter III as well as those perceived as being unrealistic for classroom use. The hypothesis dealt with the FHA/HERO goal-relatedness of the learning activity and was tested with the F-statistic (Least Significant Difference follow-up test) and a total mean score rating of 4.00 or greater. A 75 percent rating standard was used to test the realistic use of a learning activity under an appropriate unit of study in home economics.

Seventy-eight learning activities were tested using the F-statistic with 71 retaining the null hypothesis (Table 1). Forty-four of the 78 learning activities indicated a total mean score of 4.00 or greater when rated for goal-relatedness. Percentage results indicated 49 of the 78 learning activities were perceived as being realistic.

Using the results of the F-statistic, mean scores of 4.00 or greater, and a percentage standard of 75 concurrently with the learning activities, 32 or 41 percent of the total 78 learning activities remained as being both goal-related and perceived by the three groups as being realistic. Five, 9, 1, 1, 2, 1, 7, and 6 learning activities were retained respectively under Goals I, II, III, IV, V, VI, VII, and VIII as indicated by asterisks in the last column of Table 4.

By examining each of the three groups, it is evident that the State Advisors rated learning activities slightly higher in goal-relatedness. State Advisors also rated realistic use of learning

Table 4. Final results of learning activities which are goal-related and realistic.

Goal no.	Item no.	Learning activity	Goal-related: Total mean ≥ 4.00	Goal-related: F ratio N.S.	Realistic: Percentage N.S.	Realistic and goal-related
I	1	choose a foreign country that represents his or her family heritage and study life styles, housing, food and clothing traditions. Compare and contrast with family traditions of other class members.		*		
	2	adopt a "grandparent" in either a nursing home or a private home. Plan community strategies for interacting and assist them with shopping or other daily activities.	*	*	*	*
	3	compile a collage of pictures that represent his or her personality and share with the class the influence that these personal characteristics have upon job choice. Review at the end of the school year.	*	*	*	*
	4	teach nutrition to elementary or preschool children.	*		*	
	5	list five personal goals toward self-development that may be accomplished through community service projects. Make plans for accomplishing them. Seal a copy of the plans in an envelope to be reviewed for progress at the end of the year.	*	*	*	*
	6	make plans for an hour debate each month where an issue of concern to youth would be discussed in depth. Students might spend class time in preparing for the debate, i.e., value clarification, changing roles in society, etc.		*		
	7	compile and distribute or post a list of sources of information about jobs for youth in the community.	*	*		
	8	identify personality characteristics expressed in clothing by analyzing the clothing that he or she is wearing.		*		
	9	identify five personal traits that would aid in personal development. Evaluate his or her self to discover which traits he or she possess and set goals for attaining others.	*	*	*	*

(Continued on next page)

Table 4. (Continued)

Goal no.	Item no.	Learning activity	Goal-related: Total mean ≥ 4.00	Goal-related: F ratio N.S.	Realistic: Percentage N.S.	Realistic and goal-related
I	10	conduct a job interview workshop where students practice interviewing in various situations.	*	*	*	*
II	1	compile a list of responsibilities in the home that help your family accomplish daily living. Identify the family member that is responsible for each task and record the amount of time that is necessary to complete it. Estimate the monetary value of each member's responsibility.	*	*		
	2	identify crisis situations that may affect family living and role play or discuss actions that will help family members cope with the crisis.	*	*	*	*
	3	describe to the class aspects of one's family that makes it special, unique, or different including such factors as cultural heritage, beliefs, etc. Identify aspects that enable families to work together in accomplishing goals for improving society.	*	*	*	*
	4	analyze the amount of time spent with various family members and with the total family. Discuss implications for their present and future lives and methods for strengthening individual and family interaction.	*	*	*	*
	5	identify factors leading to communication patterns between people, including information on personal space, non-verbal communication, listening skills, etc., and discuss these factors in relation to family communication.	*	*	*	*
	6	compile a list of responsibilities for each family member at home. Plan a division of work based on time, energy, interests, and abilities for each member. Pay particular attention to sex role stereotypes.		*		
	7	investigate current costs of raising a child, including time, energy, emotional and monetary costs. Discuss the importance of weighing all aspects when considering family planning.	*	*	*	*

(Continued on next page)

Table 4. (Continued)

Goal no.	Item no.	Learning activity	Goal-related: Total mean ≥ 4.00	Goal-related: F ratio N.S.	Realistic: Percentage N.S.	Realistic and
	8	conduct a school survey to determine factors that students view as needs and responsibilities of themselves and their parents. Discuss the need for parents and children to work in a reciprocal relationship in order to strengthen the family unit.	*	*		
	9	identify components of technology such as television, radio, transportation, material goods, etc., that have affected the family. Discuss adaptions that enable families to cope with these changes in order to keep the family a viable unit.	*	*	*	*
	10	interview single-parent families. Compare the division of responsibility between single and two-parent family structures.	*	*	*	*
	11	explore the various kinds of family structures throughout the world and analyze factors that led to the evolution of the nuclear family in the United States		*		
	12	research the current changes in the family structure and identify the implications in terms of child rearing practices.	*	*	*	*
	13	sponsor a guest speaker to discuss child abuse causes and preventions.	*	*	*	*
III	1	compile a list of community resources, both people and places (list by specialty), to be given to new students or families in the community.		*		
	2	sponsor a series of meetings on current issues such as alcoholism, drug abuse, etc., for the community.		*	*	
	3	visit a courtroom to further knowledge about our legal system in relation to adoption, family dissolution, etc.	*	*	*	*
	4	sponsor a "community shop" that would enable individuals and families to sell homemade items.		*		

(Continued on next page)

Table 4. (Continued)

Goal no.	Item no.	Learning activity	Goal-related: Total mean ≥ 4.00	Goal-related: F ratio N.S.	Realistic: Percentage N.S.	Realistic and goal-related
III	5	contribute to the design and construction of a quilt to be made in cooperation with elderly in the community, to be given to a needy family or individual.		*		
	6	construct household items such as room accessories, clothing, etc. that would be given to economically deprived children or elderly.				
IV	1	sponsor films on current worldwide issues to be shown at various times throughout the year.		*		
	2	study factors that led to food habits in various cultures throughout the world and trace them to present day food habits in the United States.		*		
	3	research the origin of children's games in the United States and identify new games from foreign countries that could be used as a part of a preschool.		*		
	4	arrange a picture display of babies from other cultures, with a brief summary of how babies and children are cared for, that will enable students to understand the variety of child care practices throughout the world.		*	*	
	5	research and conduct a debate on worldwide issues in the news, i.e., aging, family planning, etc.		*	*	
	6	discuss customs and mores of other countries and relate them to the impact they have on the future lives of all people.		*	*	
	7	research the percentage of the dollar used for food purchasing in countries throughout the world. Compare to the United States and discuss the issue of an individual's inalienable rights to food, clothing and shelter.		*		
	8	explore various cultures in relation to their use of leisure time and compare with class member' leisure time activities. Identify a game or craft from another country to learn, and teach it to class members.		*		

(Continued on next page)

Table 4. (Continued)

Goal no.	Item no.	Learning activity	Goal-related		Realistic	Realistic and goal-related
			Total mean ≥ 4.00	F ratio N.S.	Percentage N.S.	
IV	9	identify the types of family structures throughout the world. Compare and contrast the various structures.		*	*	
	10	devise a "holiday calendar" for holidays celebrated throughout the world.		*		
	11	invite a culturally diverse individual to class to share his or her dress, food habits, customs, laws, etc.	*	*	*	*
	12	investigate social service agencies. Sponsor a child or family in the United States or another country.	*	*		
V	1	interact with elderly on contemporary community issues. Identify agreements and disagreements and if there are possible reasons for differences in attitude.	*		*	
	2	discuss with a panel of parents the traits desired in a responsible babysitter.		*	*	
	3	study selected pictures of youth and adults depicting various communication problems. Suggest factors leading to the problem and methods for alleviating the communication gap.		*	*	
	4	initiate a parent-student rap session on current issues.	*	*	*	*
	5	identify the needs of various disadvantaged and/or handicapped groups. Sponsor an appropriate activity for one of those groups including both children and parents.	*	*		
	6	invite parents and/or grandparents to the classroom to demonstrate various home economics related talents.			*	
	7	send a gift subscription of Teen Times to a congressman or administrator.		*		
	8	role play family situations involving parental decision making regarding their child. Include the influence of children on parental decision making.	*	*	*	*

(Continued on next page)

Table 4. (Continued)

Goal no.	Item no.	Learning activity	Goal-related: Total mean ≥ 4.00	Goal-related: F ratio N.S.	Realistic: Percentage N.S.	Realistic and goal-related
VI	1	develop a big brother-big sister program in the community for children who need the friendship and guidance of an older adult.	*	*		
	2	set up a babysitting service for parents in the community with a description of the sitter such as: name, phone number, times available, age group liked best, etc.	*	*		
	3	role play problem situations on such topics as early marriage, further education, a new car, etc. and identify factors which influence choices.	*	*	*	*
	4	conduct the shopping for shut-ins and/or elderly in the community.	*	*		
	5	arrange for and check out items from a department store to study quality in relation to cost.		*	*	
	6	analyze advertisements on television. Write letters of congratulations or criticism to the sponsoring companies.				
	7	implement a plan to inform the community of the home economics program.		*	*	
	8	sponsor an ecology day to clean up the town and/or community.		*	*	
VII	1	identify characteristics that lead to sex role stereotyping on television and in other media. Suggest methods of alleviating the discrimination, such as writing to producers, publishers, etc.	*	*	*	*
	2	discuss the various roles of family members by comparing one-parent and two-parent families, the mother and father roles, and the homemaker and wage-earner roles, etc.	*	*	*	*
	3	identify values that influence the decision for both members in a marriage to work full time; what trade-offs are made when only the husband and wife are involved; when the children are involved.	*	*	*	*

(Continued on next page)

Table 4. (Continued)

Goal no.	Item no.	Learning activity	Goal-related: Total mean ≥ 4.00	Goal-related: F ratio N.S.	Realistic: Percentage N.S.	Realistic and goal-related
VII	4	invite a man in a traditionally female occupation or a woman in a traditionally male occupation to discuss personality traits or characteristics needed for the job and factors thay have had to cope with in being in such a position.	*	*	*	*
	5	evaluate children's books for role discrimination and role models. Communicate findings to editors.		*		
	6	survey fathers of classmates to ascertain the types of home responsibilities they are assuming. Determine if this varies with age of children, wife working, hours husband works, season of the year, etc.	*	*	*	*
	7	identify toys that are traditionally male or female. Observe children and identify any patterns of use that might indicate sex-role stereotyping.	*	*	*	*
	8	visit an elementary school and have children draw or describe a picture of a mailman, a nurse, a school teacher, a fireman, etc. Discuss implications for sex role stereotyping.		*	*	
	9	identify traits that are traditionally thought to be feminine or masculine in our society and compare with those of other cultures in the world.	*	*	*	*
	10	trace the influences of history, including the impact of technology, on the roles of men and women in today's society.		*	*	
	11	identify women who have attained "firsts" in various jobs or careers. Suggest goals needed to reach their position in society.		*		
	12	follow a person through the performance of various roles during a day, and compare with the roles found by other classmates.		*		

(Continued on next page)

Table 4. (Continued)

Goal no.	Item no.	Learning activity	Goal-related: Total mean ≥ 4.00	Goal-related: F ratio N.S.	Realistic: Percentage N.S.	Realistic and goal-related
VIII	1	interview various persons in home economics or related occupations (salespersons, alterationist, extension agent, nutritionist, nursery school teacher, etc.) to ascertain educational and personal qualifications for each position and compile a card file on each.	*	*	*	*
	2	explore media to expand perspectives of a "homemaker" and "home economics."	*		*	
	3	explain the purposes of FHA/HERO through posters and display in the school or community.	*	*	*	*
	4	develop a display and/or posters which inform other students about home economics class content.	*		*	
	5	construct a display of projects completed throughout the year in home economics classes to be used for public relations in the community.	*	*	*	*
	6	visit a college or university and investigate courses that relate to careers in home economics.	*	*	*	*
	7	explore the wage-earner and homemaker roles through a panel of working mothers and/or fathers, and various films, etc.	*	*	*	*
	8	investigate extracurricular activities in the school. Compare the purposes of each activity with the purposes of FHA/HERO.		*		
	9	set up a "publicity board" for FHA/HERO where projects and events can be publicized.	*	*	*	*

*Indicates learning activities meeting standards for goal-relatedness and/or realism.

activities much higher than the other two groups, with Chapter Advisors rating somewhat lower than State Presidents.

In addition to the above learning activities, there are four additional learning activities that need to be examined for being both goal-related and realistic: Goal I, learning activity four; Goal V, learning activity one; and Goal VIII, learning activities two and four. These learning activities had means higher than 4.00 and were rated above the 75 percent criteria as being realistic. The F-statistic showed a significant difference in the way their goal-relatedness was perceived by the three groups. Goal V, learning activity one showed a difference between State Advisors and Chapter Advisors; the other three learning activities reported showed a difference between State Presidents and Chapter Advisors.

CHAPTER V

SUMMARY, CONCLUSIONS AND SUGGESTIONS

This chapter contains a summary of 1) the purpose, 2) the design of the study, 3) conclusions, and 4) suggestions for further study.

The Purpose

The purpose of this study was to ascertain learning activities that were: 1) related to a designated FHA/HERO goal; and 2) realistic for an appropriate unit of study in home economics.

The specific objectives of the study were:

1. To develop an instrument for assessing selected learning activities which were believed to be related to the eight goals of FHA/HERO.
2. To determine learning activities that:
   a) enable students to accomplish FHA/HERO goals within the home economics classroom as suggested by FHA/HERO State Advisors or persons responsible for FHA/HERO at the state level; 1975-76 State Presidents; and Oregon Chapter Advisors; and,
   b) are realistic for an appropriate unit of study in a home economics program as suggested by FHA/HERO State

Advisors or persons responsible for FHA/HERO at the state level; 1975-76 State Presidents; and Oregon Chapter Advisors.

3. To compile a list of learning activities that will assist students and teachers in reaching FHA/HERO goals within the home economics classroom.

4. To make recommendations for further study.

The following hypothesis was tested:

H_o: There is no significant difference between mean scores of individual learning activities related to FHA/HERO goals as rated by 1975-76 FHA/HERO State Advisors or persons responsible for FHA/HERO at the state level, 1975-76 FHA/HERO State Presidents, and 1975-76 Oregon FHA/HERO Chapter Advisors.

The Design of the Study

The review of related literature reinforced the need for FHA/HERO as an integral part of the home economics program. Marland (1971), former commissioner for the United States Office of Education; the National Advisory Council on Vocational Education (1972); the National FHA/HERO Advisory Committee on Teacher Education (1975), Mildred Reel, Executive Director for FHA/HERO; and the Elementary-Secondary Guide for Oregon Schools (1977) have all made

statements related to the need for vocational youth organizations as an integral part of the classroom.

For the purpose of gathering data, potential learning activities were identified by the writer and grouped under each of the appropriate eight FHA/HERO goals. A panel of 15 judges was identified to validate the thesis survey. They consisted of students who were 1975-76 Oregon state FHA/HERO officers except the president (n = 5), Washington chapter advisors recommended by their State Advisor (n = 5), and all Oregon college and university home economics teacher educators (n = 5).

A mail survey containing 78 learning activities was used to gather the data. The survey requested the respondent to: 1) select activities which related to a designated FHA/HERO goal by using a 1 (not related) to 5 (highly related) Likert scale, and 2) determine the realistic use of the same activities for the home economics classroom with a "yes," "no," or "undecided" response.

Three groups comprised the population: 1) all 1975-76 FHA/HERO State Presidents (n = 29), 2) all 1975-76 Oregon Chapter Advisors (n = 23), and 3) all 1975-76 FHA/HERO State Advisors or persons responsible for FHA/HERO at the state level (n = 37). The population consisted of 89 respondents from a potential population of 159, resulting in a 57 percent return of usable surveys. Information

from each usable survey was checked, coded and key punched on computer cards.

Data analysis was based on the previously stated hypothesis. Analysis of variance was run on the data to determine whether groups differed in mean scores as to the goal-relatedness of the activity. The Least Significant Difference test was used as a follow-up test to show where the differences occurred between the three groups. Seven learning activities showed a significant difference (Table 2). The differences for four of the learning activities occurred between State Presidents and Chapter Advisors; two learning activities had differences occurring between Chapter Advisors and State Advisors; and one showed a difference between State Presidents and Chapter Advisors. Total mean scores were calculated and those learning activities of 4.00 or higher were identified as being goal-related. The overall goal-relatedness for learning activities with mean scores of 4.00 or higher and those with no significant difference in the F-statistic are shown in Table 4 with an asterisk in the respective column. The realistic use of a learning activity for an appropriate unit of study in home economics was reported by percent in Table 3. Those learning activities with percentages 75 and above were noted in the appropriate column of Table 4. The final column of Table 4 includes asterisks indicating learning activities that were determined to be both

goal-related and realistic. A final list of these learning activities appears in Appendix D.

There were four additional learning activities considered and included in the final list: Goal I, number four; Goal V, number one; and Goal VIII, numbers two and four. These learning activities met the criteria for percent and mean score, but showed a significant difference between two groups when using the F-statistic.

Conclusions

There are a number of conclusions to be drawn from this study relating opinions of FHA/HERO State Presidents, Chapter Advisors and State Advisors toward learning activities for integrating FHA/HERO into the classroom.

1. Students (State Presidents), Chapter Advisors, and State Advisors agree in opinions about the type of learning activities that are goal-related. Of the 78 learning activities, respondents held similar opinions about the learning activity being goal-related for 71 of the activities. State Advisors rated activities slightly higher (more goal-related) than the other two groups.
2. Of the seven learning activities showing a significant difference in response for goal-relatedness, four items showed differences occurring between students and Chapter Advisors. One learning activity showed a significant difference in response between students and State Advisors. Two learning activities did not

indicate where the difference in opinions occurred, but it can be assumed that they occurred between the combination of groups not tested (Courtney and Sedgwick, 1973e). State Presidents and Chapter Advisors differed in opinions for a greater number of learning activities.

3. The use of a 4.00 or higher total mean score for each item revealed 44 of the 78 learning activities as being goal-related. The 4.00 total mean level may have been high. This statistical elimination method proved to remove the greatest number of learning activities from the final list. Had a 3.5 level been used, 66 learning activities would have remained; a 3.00 level would have retained all but eight learning activities. The writer felt that a 4.00 level identified strong learning activities to be used for integrating FHA/HERO into the classroom.
4. State Advisors rated learning activities higher than State Presidents or Chapter Advisors for realistic use in the classroom. Forty-nine of the 78 learning activities were perceived as being realistic by the three groups with Chapter Advisors generally rating realism lower than State Presidents. The 75 percent criteria for realism of learning activities was identified in order to include strong activities for integrating FHA/HERO into the classroom. It also left at least one learning activity per goal in the final list.

5. This survey is based upon the respondent's interpretation of FHA/HERO goals. A significant difference in opinions could occur due to goal interpretation. Goals III, IV and VI have one learning activity remaining after statistical testing, due mainly to goal-relatedness. It is possible that either 1) the goal is difficult to understand or 2) learning activities are difficult to identify that would enable classes to carry out concerns related to these goals.
6. Of the 78 learning activities, Goal VIII--develop interest in home economics/careers and related occupations--had the greatest number of high total mean scores. Six of the learning activities ranged from 4.43 to 4.52. It is possible that learning activities for this goal are used as an integral part of the classroom in a greater number of schools due to today's emphasis on career education. Learning activities may be rated with high total means due to respondents' familiarity of the activity or the traditional ties of the learning activity.
7. The assumption of underlying continuity for the Likert scale may be a limitation of the study due to the fact that respondents may perceive the one to five units differently, although this type of scale is fully accepted by the behavioral scientist.

Suggestions for Further Study

Based upon the results of this study, the following suggestions are made for further investigation:

1. Identification of additional learning activities related to each goal, to the areas of home economics, or to student concerns that will enable home economics teachers to integrate FHA/HERO into classroom learning.
2. Identification of additional teaching/learning strategies for learning activities that would aid in their integration of FHA/HERO into the classroom.
3. Additional research on goal interpretation to ascertain any significant differences between students, Chapter Advisors and State Advisors particularly relating to Goals III, IV and VI.
4. Gather data directly from individual chapter members rather than State Presidents, as well as Chapter Advisors across the United States.
5. Testing the effectiveness of learning activities in the classroom for their goal-relatedness and realistic use.

BIBLIOGRAPHY

Ahmann, J.S. and M.D. Glock. 1967. Evaluating Pupil Growth: Principles of Tests and Measurement. Allyn and Bacun, Boston, Massachusetts. 605 p.

Alexander, W.M. 1968. The High School of the Future. Merrill, Columbus, Ohio. 263 p.

Anastasi, A. 1954. Psychological Testing. Macmillan, New York. 682 p.

Bell, T.H. and V. Trotter. 1974. Policy of the United States Office of Education for Vocational Student Organizations. Department of Health, Education and Welfare, Washington, D.C. September. 3 p.

Boyd, J. 1972. How does youth envision the 1984 family? Journal of Home Economics 64:29-24. November.

Courtney, E.W. and P. Hardin. 1975 (copyright). Individualized curriculum for research and statistics: introduction to scales: nominal, ordinal, equidistant interval. Slide/tape series. Oregon State University, Corvallis, Oregon.

Courtney, E.W. and L.K. Sedgwick. 1973a. Individualized curriculum for research and statistics: Computing F (one-way analysis of variance). Oregon State University Department of Printing, Corvallis, Oregon. 15 p.

_____. 1973b. Individualized curriculum for research and statistics: Computing L.S.D. Oregon State University Department of Printing, Corvallis, Oregon. 6 p.

_____. 1973c. Individualized curriculum for research and statistics: Equidistant interval scale data. Oregon State University Department of Printing, Corvallis, Oregon. 9 p.

_____. 1973d. Individualized curriculum for research and statistics: Interpreting F values. Oregon State University Department of Printing, Corvallis, Oregon. 9 p.

_____. 1973e. Individualized curriculum for research and statistics: Interpreting L.S.D. values. Oregon State University Department of Printing, Corvallis, Oregon. 8 p.

Courtney, E.W. and L.K. Sedgwick. 1973f. Individualized curriculum for research and statistics: Ordinal scale data. Oregon State University Department of Printing, Corvallis, Oregon. 9 p.

_____. 1973g. Individualized curriculum for research and statistics: Reading the F table. Oregon State University Department of Printing, Corvallis, Oregon. 16 p.

_____. 1973h. Individualized curriculum for research and statistics: The statistical hypothesis. Oregon State University Department of Printing, Corvallis, Oregon. 11 p.

_____. 1973i. Individualized curriculum for research and statistics: Use of the F-statistic. Oregon State University Department of Printing, Corvallis, Oregon. 12 p.

Cronbach, L.J. 1960. Essentials of Psychological Testing. Harper and Brothers, New York. 650 p.

Davidson, J.S. 1974. The relation of Future Homemakers of America program of work and curriculum planning for secondary home economics education. Unpublished Doctoral Thesis. Texas Women's University, Denton, Texas. 161 p.

Drake, J. and A.S. Morgan. 1973. Perceptions of Alabama superintendents and principals of vocational youth organizations. Occupational Research and Development Unit, Department of Vocational Adult Education, School of Education, Auburn University, Auburn, Alabama. 62 p. (Research and Development Report No. 16, microfiche)

Edwards, A.L. 1957. Techniques of attitude scale construction. Appleton-Century-Crofts, New York. 256 p.

Education Amendments of 1976. 1976. 90 Statute. p. 2169.

Eggland, S.A. 1974. How to make the student group truly co-curricular. American Vocational Journal 49:57-58. April.

Elementary-Secondary Guide for Oregon Schools, Part II. Recommendations and Resources. Draft 1977. Oregon State Department of Education, Instructional Division, Career and Vocational Section. Salem, Oregon. 191 p.

FHA Mini-clubs Enrich Classroom Learning. 1973. What's New in Home Economics 65:5. October.

FHA Wants a Piece of the Action. 1971. American Vocational Journal 46:27-30. September.

Frick, L. 1977. Integrating FHA/HERO into the classroom. American Vocational Journal 52:51-53. April.

Future Homemakers of America. 1968. Official guide for Future Homemakers of America. United States Department of Health, Education and Welfare, Office of Education, Washington, D.C. 22 p.

_____. 1971. Encounter--personal growth through Future Homemakers of America. United States Department of Health, Education and Welfare, Office of Education, Washington, D.C. 39 p.

_____. 1973a. Bylaws update. Teen Times 29:14-15. November/December.

_____. 1973b. Program action impact. United States Department of Health, Education and Welfare, Office of Education, Washington, D.C. 29 p.

_____. 1974a. Basics of organizing. United States Department of Health, Education and Welfare, Office of Education, Washington, D.C. 7 p.

_____. 1974b. Fact sheet. United States Department of Health, Education and Welfare, Office of Education, Washington, D.C. 1 p.

_____. 1975a. Future Homemakers of America teacher education advisory committee position statement: Future Homemakers of America in home economics education. United States Department of Health, Education and Welfare, Office of Education, Washington, D.C. 7 p.

_____. 1975b. National history. Teen Times 30:11. March/April.

Grisham, D. 1972. Youth organizations can help. American Vocational Journal 47:120-124. November.

Johnson, L.W. 1973. Out to rekindle the American spirit: vocational youth organizations accept the president's challenge. American Vocational Journal 48:44-46. January.

Marland, S.P., Jr. 1971. Commissioner of Education speaks out in support of vocational youth groups. American Vocational Journal 46:22-23. September.

National Advisory Council on Vocational Education. 1972. Vocational Student Organizations, 7th report. Department of Health, Education and Welfare, Washington, D.C. 6 p.

Oregon Association Future Homemakers of America State Historical File. 1976. Oregon State Department of Education, Salem, Oregon. 51 p.

Reel, M. 1974. Relating FHA to the classroom. Journal of Home Economics 66:19-27. February.

Ronning, D.C. 1974. Future Homemakers of America: present and anticipated community involvement of former members of the vocational student organization. Unpublished Masters Thesis. Iowa State University, Ames, Iowa. 90 p.

Shear, T.M. 1957. Oregon Future Homemakers of America program for degrees of achievement. Unpublished Masters Thesis. Oregon State College, Corvallis, Oregon. 114 p.

Spooner, K. 1974. Vocational youth organizations: are they needed? Colorado Research Coordinating Unit, Fort Collins, Colorado. State Board for Community Colleges and Occupational Education, Denver, Colorado. 85 p.

Storm, S.K. 1975. Judgments of FHA/HERO advisors for the role of advisor. Unpublished Masters Thesis. Oklahoma State University, Stillwater, Oklahoma. 111 p.

Student Vo-Ed Club Role Praised. 1973. School Shop 32:40. February.

Taba, H. 1962. Curriculum Development, Theory and Practice. Harcourt, Brace and World, New York. 526 p.

Thomas, V.F. and D.R. Halbrook. 1976. Preparedness for multiple roles: FHA/HERO makes an impact. Illinois Teacher 10:62-65. November/December.

Tyler, R.W. 1970. Basic Principles of Curriculum and Instruction. The University of Chicago Press, Chicago, Illinois. 128 p.

Varseveld, A.L. 1953. An appraisal of Oregon's Future Homemakers of America organization based on judgments of members. Unpublished Masters Thesis, Oregon State College, Corvallis, Oregon. 106 p.

Volungis, M.S. 1974. Development and future direction of FHA/HERO programs in the state of Delaware. Unpublished Masters Thesis, University of Delaware, Newark, Delaware. 106 p.

Ziemer, B.J. 1966. Identifying values gained by 65 former state officers of the Oregon Association of Future Homemakers of America. Unpublished Masters Paper. Oregon State University, Corvallis, Oregon. 66 p.

APPENDIX A

LETTER SENT TO POPULATION

School of Education Oregon State University Corvallis, Oregon 97331 (503) 754-1661

June 8, 1976

Home Economics Education, Room 20
Oregon State University
Corvallis, Oregon 97331

Dear FHA/HERO state presidents:

There is a need to identify learning experiences that are related to the eight FHA/HERO goals and to ascertain whether or not these learning experiences are realistic for use in an appropriate unit of study in home economics. You can help by completing the attached survey that will take you about twenty minutes. Participating in this study are FHA/HERO state advisors or persons responsible for FHA/HERO programs at the state level, 1975-76 FHA/HERO state presidents and Oregon FHA/HERO chapter advisors.

The study is conducted as a part of my Masters program under the guidance of Dr. Sharon A. Wallace, Assistant Professor, Home Economics Education, Oregon State University. If you should have an questions about the study, please contact Dr. Wallace.

Upon completion, please refold the survey so the address label is on the outside, staple and return by July 23, 1976. The number at the top of the page is coded for identification purposes only; all responses will be treated confidentially. Your time and cooperation will be greatly appreciated.

Sincerely,

Redacted for Privacy

Nancy Jo Buckovic
Graduate Assistant
Home Economics Education
Oregon State University

If you do not wish to participate in this study, please check the following box and return the survey. ☐

THESIS SURVEY

INSTRUCTIONS:

There are eight sections to this survey, relating to each of the eight goals of FHA/HERO. Each section includes 6 to 12 learning activities. You are to make TWO judgements for each activity:

First--how well you feel the activity would help an individual or group achieve the identified FHA/HERO goal;

Second--is the learning activity realistic for use in an appropriate unit of study in home economics?

Circle the number (5 4 3 2 1) on the left-hand side that identifies the extent you feel the learning activity is related to the FHA/HERO goal listed at the beginning of the section. Use the following descriptors as a guide:

5 = HIGHLY related to the goal
4 = MODERATELY related to the goal
3 = UNDECIDED
2 = SLIGHTLY related to the goal
1 = NOT related to the goal.

On the right-hand side, circle (YES NO UNDECIDED) the answer which indicates whether or not you feel the learning activity is realistic for use in an appropriate unit of study in home economics:

YES = The statement is realistic for classroom use.
NO = The statement is not realistic for classroom use.
U = Undecided.

EXAMPLE:

GOAL 6: TO PROVIDE OPPORTUNITIES FOR DECISION MAKING AND FOR ASSUMING RESPONSIBILITY.

GOAL RELATED:		The student will:	REALISTIC FOR APPROPRIATE UNIT:
Highly Moderately Undecided Slightly Not			
5 (4) 3 2 1	1.	sponsor a nutritious snack booth in the school and at ball games.	YES (NO) U

This person, in circling the "4", feels that the learning activity is moderately related to the goal; and by circling "NO" feels that even though the learning activity is moderately goal-related, that it is not realistic for use in an appropriate unit of study in home economics.

GOAL RELATED:		The student will:	REALISTIC FOR APPROPRIATE UNIT:
Highly Moderately Undecided Slightly Not			
5 4 3 2 1			YES NO U

GOAL 1: TO PROVIDE OPPORTUNITIES FOR SELF-DEVELOPMENT AND PREPARATION FOR FAMILY AND COMMUNITY LIVING AND FOR EMPLOYMENT.

5 4 3 2 1	1.	choose a foreign country that represents his or her family heritage and study life styles, housing, food and clothing traditions. Compare and contrast with family traditions of other class members.	YES NO U

GOAL RELATED:						The student will:	REALISTIC FOR APPROPRIATE UNIT:		
Highly	*Moderately*	*Undecided*	*Slightly*	*Not*					
5	4	3	2	1			YES	NO	U
GOAL 1 CONTINUED:									
5	4	3	2	1	2.	adopt a "grandparent" in either a nursing home or a private home. Plan community strategies for interacting and assist them with shopping or other daily activities.	YES	NO	U
5	4	3	2	1	3.	compile a collage of pictures that represent his or her personality and share with the class the influence that these personal characteristics have upon job choice. Review at the end of the school year.	YES	NO	U
5	4	3	2	1	4.	teach nutrition to elementary or preschool children.	YES	NO	U
5	4	3	2	1	5.	list five personal goals toward self-development that may be accomplished through community service projects. Make plans for accomplishing them. Seal a copy of the plans in an envelope to be reviewed for progress at the end of the year.	YES	NO	U
5	4	3	2	1	6.	make plans for an hour debate each month where an issue of concern to youth would be discussed in depth. Students might spend class time in preparing for the debate, i.e., value clarification, changing roles in society, etc.	YES	NO	U
5	4	3	2	1	7.	compile and distribute or post a list of sources of information about jobs for youth in the community.	YES	NO	U
5	4	3	2	1	8.	identify personality characteristics expressed in clothing by analyzing the clothing that he or she is wearing.	YES	NO	U
5	4	3	2	1	9.	identify five personal traits that would aid in personal development. Evaluate his or her self to discover which traits he or she possess and set goals for attaining others.	YES	NO	U
5	4	3	2	1	10.	conduct a job interview workshop where students practice interviewing in various situations.	YES	NO	U
GOAL 2: TO STRENGTHEN THE FUNCTION OF THE FAMILY AS A BASIC UNIT OF SOCIETY.									
5	4	3	2	1	1.	compile a list of responsibilities in the home that help your family accomplish daily living. Identify the family member that is responsible for each task and record the amount of time that is necessary to complete it. Estimate the monetary value of each member's responsibility.	YES	NO	U
5	4	3	2	1	2.	identify crisis situations that may affect family living and role play or discuss actions that will help family members cope with the crisis.	YES	NO	U
5	4	3	2	1	3.	describe to the class aspects of one's family that makes it special, unique, or different including such factors as cultural heritage, beliefs, etc. Identify aspects that enable families to work together in accomplishing goals for improving society.	YES	NO	U
5	4	3	2	1	4.	analyze the amount of time spent with various family members and with the total family. Discuss implications for their present and future lives and methods for strengthening individual and family interaction.	YES	NO	U

GOAL RELATED: (Highly 5 · Moderately 4 · Undecided 3 · Slightly 2 · Not 1)		The student will:	REALISTIC FOR APPROPRIATE UNIT:
			YES NO U
GOAL 2 CONTINUED:			
5 4 3 2 1	5.	identify factors leading to communication patterns between people, including information on personal space, non-verbal communication, listening skills, etc., and discuss these factors in relation to family communication.	YES NO U
5 4 3 2 1	6.	compile a list of responsibilities for each family member at home. Plan a division of work based on time, energy, interests, and abilities for each member. Pay particular attention to sex role stereotypes.	YES NO U
5 4 3 2 1	7.	investigate current costs of raising a child, including time, energy emotional and monetary costs. Discuss the importance of weighing all aspects when considering family planning.	YES NO U
5 4 3 2 1	8.	conduct a school survey to determine factors that students view as needs and responsibilities of themselves and their parents. Discuss the need for parents and children to work in a reciprocal relationship in order to strengthen the family unit.	YES NO U
5 4 3 2 1	9.	identify components of technology such as television, radio, transportation, material goods, etc., that have affected the family. Discuss adaptions that enable families to cope with these changes in order to keep the family a viable unit.	YES NO U
5 4 3 2 1	10.	interview single-parent families. Compare the division of responsibility between single and two-parent family structures.	YES NO U
5 4 3 2 1	11.	explore the various kinds of family structures throughout the world and analyze factors that led to the evolution of the nuclear family in the United States.	YES NO U
5 4 3 2 1	12.	research the current changes in the family structure and identify the implications in terms of child rearing practices.	YES NO U
5 4 3 2 1	13.	sponsor a guest speaker to discuss child abuse causes and preventions.	YES NO U
GOAL 3: TO ENCOURAGE DEMOCRACY THROUGH COOPERATIVE ACTION IN THE HOME AND THE COMMUNITY.			
5 4 3 2 1	1.	compile a list of community resources, both people and places (list by speciality), to be given to new students or families in the community.	YES NO U
5 4 3 2 1	2.	sponsor a series of meetings on current issues such as alcoholism, drug abuse, etc., for the community.	YES NO U
5 4 3 2 1	3.	visit a courtroom to further knowledge about our legal system in relation to adoption, family dissolution, etc.	YES NO U
5 4 3 2 1	4.	sponsor a "community shop" that would enable individuals and families to sell homemade items.	YES NO U
5 4 3 2 1	5.	contribute to the design and construction of a quilt to be made in cooperation with elderly in the community, to be given to a needy family or individual.	YES NO U

GOAL RELATED:						The student will:	REALISTIC FOR APPROPRIATE UNIT:		
Highly	*Moderately*	*Undecided*	*Slightly*	*Not*					
5	4	3	2	1			YES	NO	U
GOAL 3 CONTINUED:									
5	4	3	2	1	6.	construct household items such as room accessories, clothing, etc. that would be given to economically deprived children or elderly.	YES	NO	U
GOAL 4: TO ENCOURAGE INDIVIDUAL AND GROUP INVOLVEMENT IN HELPING ACHIEVE WORLDWIDE BROTHERHOOD.									
5	4	3	2	1	1.	sponsor films on current worldwide issues to be shown at various times throughout the year.	YES	NO	U
5	4	3	2	1	2.	study factors that led to food habits in various cultures throughout the world and trace them to present day food habits in the United States.	YES	NO	U
5	4	3	2	1	3.	research the origin of childrens' games in the United States and identify new games from foreign countires that could be used as a part of a preschool.	YES	NO	U
5	4	3	2	1	4.	arrange a picture display of babies from other cultures, with a brief summary of how babies and children are cared for, that will enable students to understand the variety of child care practices throughout the world.	YES	NO	U
5	4	3	2	1	5.	research and conduct a debate on worldwide issues in the news, i. e., aging, family planning, etc.	YES	NO	U
5	4	3	2	1	6.	discuss customs and mores of other countries and relate them to the impact they have on the future lives of all people.	YES	NO	U
5	4	3	2	1	7.	research the percentage of the dollar used for food purchasing in countries throughout the world. Compare to the United States and discuss the issue of an individuals inalienable rights to food, clothing and shelter.	YES	NO	U
5	4	3	2	1	8.	explore various cultures in relation to their use of leisure time and compare with class members leisure time activities. Identify a game or craft from another country to learn, and teach it to class members.	YES	NO	U
5	4	3	2	1	9.	identify the types of family structures throughout the world. Compare and contrast the various structures.	YES	NO	U
5	4	3	2	1	10.	devise a "holiday calendar" for holidays celebrated throughout the world.	YES	NO	U
5	4	3	2	1	11.	invite a culturally diverse individual to class to share his or her dress, food habits, customs, laws, etc.	YES	NO	U
5	4	3	2	1	12.	investigate social service agencies. Sponsor a child or family in the United States or another country.	YES	NO	U
GOAL 5: TO INSTITUTE PROGRAMS PROMOTING GREATER UNDERSTANDING BETWEEN YOUTH AND ADULTS.									
5	4	3	2	1	1.	interact with elderly on contemporary community issues. Identify agreements and disagreements and if there are possible reasons for differences in attitude.	YES	NO	U

GOAL RELATED: (Highly 5 · Moderately 4 · Undecided 3 · Slightly 2 · Not 1)						The student will:	REALISTIC FOR APPROPRIATE UNIT:		
							YES	NO	U
GOAL 5 CONTINUED:									
5	4	3	2	1	2.	discuss with a panel of parents the traits desired in a responsible babysitter.	YES	NO	U
5	4	3	2	1	3.	study selected pictures of youth and adults depicting various communication problems. Suggest factors leading to the problem and methods for alleviating the communication gap.	YES	NO	U
5	4	3	2	1	4.	initiate a parent-student rap session on current issues.	YES	NO	U
5	4	3	2	1	5.	identify the needs of various disadvantaged and/or handicapped groups. Sponsor an appropriate activity for one of those groups including both children and parents.	YES	NO	U
5	4	3	2	1	6.	invite parents and/or grandparents to the classroom to demonstrate various home economics related talents.	YES	NO	U
5	4	3	2	1	7.	send a gift subscription of Teen Times to a congressman or administrator.	YES	NO	U
5	4	3	2	1	8.	role play family situations involving parental decision making regarding their child. Include the influence of children on parental decision making.	YES	NO	U
GOAL 6: TO PROVIDE OPPORTUNITIES FOR DECISION MAKING AND FOR ASSUMING RESPONSIBILITY.									
5	4	3	2	1	1.	develop a big brother-big sister program in the community for children who need the friendship and guidance of an older adult.	YES	NO	U
5	4	3	2	1	2.	set up a babysitting service for parents in the community with a description of the sitter such as: name, phone number, times available, age group liked best, etc.	YES	NO	U
5	4	3	2	1	3.	role play problem situations on such topics as early marriage, further education, a new car, etc. and identify factors which influence choices.	YES	NO	U
5	4	3	2	1	4.	conduct the shopping for shut-ins and/or elderly in the community.	YES	NO	U
5	4	3	2	1	5.	arrange for and check out items from a department store to study quality in relation to cost.	YES	NO	U
5	4	3	2	1	6.	analyze advertisements on television. Write letters of congratulations or criticism to the sponsoring companies.	YES	NO	U
5	4	3	2	1	7.	implement a plan to inform the community of the home economics program.	YES	NO	U
5	4	3	2	1	8.	sponsor an ecology day to clean up the town and/or community.	YES	NO	U
GOAL 7: TO BECOME AWARE OF THE MULTIPLE ROLES OF MEN AND WOMEN IN TODAY'S SOCIETY.									
5	4	3	2	1	1.	identify characteristics that lead to sex role stereotyping on television and in other media. Suggest methods of alleviating the discrimination, such as writing to producers, publishers, etc.	YES	NO	U
5	4	3	2	1	2.	discuss the various roles of family members by comparing one-parent and two-parent families, the mother and father roles, and the homemaker and wage-earner roles, etc.	YES	NO	U

GOAL RELATED:						The student will:	REALISTIC FOR APPROPRIATE UNIT:		
Highly	*Moderately*	*Undecided*	*Slightly*	*Not*					
5	4	3	2	1			YES	NO	U
GOAL 7 CONTINUED:									
5	4	3	2	1	3.	identify values that influence the decision for both members in a marriage to work full time; what trade-offs are made when only the husband and wife are involved; when the children are involved.	YES	NO	U
5	4	3	2	1	4.	invite a man in a traditionally female occupation or a woman in a traditionally male occupation to discuss personality traits or characteristics needed for the job and factors they have had to cope with in being in such a position.	YES	NO	U
5	4	3	2	1	5.	evaluate children's books for role discrimination and role models. Communicate findings to editors.	YES	NO	U
5	4	3	2	1	6.	survey fathers of classmates to ascertain the types of home responsibilities they are assuming. Determine if this varies with age of children, wife working, hours husband works, season of the year, etc.	YES	NO	U
5	4	3	2	1	7.	identify toys that are traditionally male or female. Observe children and identify any patterns of use that might indicate sex-role stereotyping.	YES	NO	U
5	4	3	2	1	8.	visit an elementary school and have children draw or describe a picture of a mailman, a nurse, a school teacher, a fireman, etc. Discuss implications for sex role stereotyping.	YES	NO	U
5	4	3	2	1	9.	identify traits that are traditionally thought to be feminine or masculine in our society and compare with those of other cultures in the world.	YES	NO	U
5	4	3	2	1	10.	trace the influences of history, including the impact of technology, on the roles of men and women in todays society.	YES	NO	U
5	4	3	2	1	11.	identify women who have attained "firsts" in various jobs or careers. Suggest goals needed to reach their position in society.	YES	NO	U
5	4	3	2	1	12.	follow a person through the performance of various roles during a day, and compare with the roles found by other classmates.	YES	NO	U
GOAL 8: TO DEVELOP INTEREST IN HOME ECONOMICS, HOME ECONOMICS CAREERS, AND RELATED OCCUPATIONS.									
5	4	3	2	1	1.	interview various persons in home economics or related occupations (salespersons, alterationist, extension agent, nutritionist, nursery school teacher, etc.) to ascertain educational and personal qualifications for each position and compile a cardfile on each.	YES	NO	U
5	4	3	2	1	2.	explore media to expand perspectives of a "homemaker" and "home economics".	YES	NO	U
5	4	3	2	1	3.	explain the purposes of FHA/HERO through posters and display in the school or community.	YES	NO	U
5	4	3	2	1	4.	develop a display and/or posters which inform other students about home economics class content.	YES	NO	U
5	4	3	2	1	5.	construct a display of projects completed throughout the year in home economics classes to be used for public relations in the community.	YES	NO	U

GOAL RELATED: Highly	Moderately	Undecided	Slightly	Not		The student will:	REALISTIC FOR APPROPRIATE UNIT:		
5	4	3	2	1			YES	NO	U
GOAL 8 CONTINUED:									
5	4	3	2	1	6.	visit a college or university and investigate courses that relate to careers in home economics.	YES	NO	U
5	4	3	2	1	7.	explore the wage-earner and homemaker roles through a panel of working mothers and/or fathers, and various films, etc.	YES	NO	U
5	4	3	2	1	8.	investigate extracurricular activities in the school. Compare the purposes of each activity with the purposes of FHA/HERO.	YES	NO	U
5	4	3	2	1	9.	set up a "publicity board" for FHA/HERO where projects and events can be publicized.	YES	NO	U

Return address on reverse side of thesis survey.

Nancy Jo Buckovic
Graduate Assistant
Home Economics Education
Oregon State University
Corvallis, OR 97331

APPENDIX C

FOLLOW-UP POSTCARD

July 9, 1976

Dear Participator:

Three weeks ago you received a survey related to FHA/HERO. Your participation is needed in this study. Although many of you are on vacation, please take time to complete and return the survey if you have not done so. Thanks!

Sincerely,

Redacted for Privacy

Nancy Buckovic

APPENDIX D

FINAL LIST OF GOAL-RELATED, REALISTIC LEARNING ACTIVITIES

GOAL I: To provide opportunities for self-development and preparation for family and community living and for employment.

Learning activities: The student will

1. adopt a "grandparent" in either a nursing home or a private home. Plan community strategies for interacting and assist them with shopping or other daily activities.

2. compile a collage of pictures that represent his or her personality and share with the class the influence that these personal characteristics have upon job choice. Review at the end of the school year.

3. list five personal goals toward self-development that may be accomplished through community service projects. Make plans for accomplishing them. Seal a copy of the plans in an envelope to be reviewed for progress at the end of the year.

4. teach nutrition to elementary or preschool children.

5. identify five personal traits that would aid in personal development. Evaluate his or her self to discover which traits he or she possess and set goals for attaining others.

6. conduct a job interview workshop where students practice interviewing in various situations.

GOAL II: To strengthen the function of the family as a basic unit of society.

Learning activities: The student will

1. identify crisis situations that may affect family living and role play or discuss actions that will help family members cope with the crisis.

Goal II. (Continued)

Learning activities: The student will

2. describe to the class aspects of one's family that makes it special, unique, or different including such factors as cultural heritage, beliefs, etc. Identify aspects that enable families to work together in accomplishing goals for improving society.

3. analyze the amount of time spent with various family members and with the total family. Discuss implications for their present and future lives and methods for strengthening individual and family interaction.

4. identify factors leading to communication patterns between people, including information on personal space, non-verbal communication, listening skills, etc., and discuss these factors in relation to family communication.

5. identify components of technology such as television, radio, transportation, material goods, etc., that have affected the family. Discuss adaptions that enable families to cope with these changes in order to keep the family a viable unit.

6. interview single-parent families. Compare the division of responsibility between single and two-parent family structures.

7. research the current changes in the family structure and identify the implications in terms of child rearing practices.

8. sponsor a guest speaker to discuss child abuse causes and preventions.

9. investigate current costs of raising a child, including time, energy, emotional and monetary costs. Discuss the importance of weighing all aspects when considering family planning.

GOAL III: To encourage democracy through cooperative action in the home and the community.

Learning activities: The student will

1. visit a courtroom to further knowledge about our legal system in relation to adoption, family dissolution, etc.

GOAL IV: To encourage individual and group involvement in helping achieve worldwide brotherhood.

Learning activities: The student will

1. arrange a picture display of babies from other cultures, with a brief summary of how babies and children are cared for, that will enable students to understand the variety of child care practices throughout the world.

2. invite a culturally diverse individual to class to share his or her dress, food habits, customs, laws, etc.

GOAL V: To institute programs promoting greater understanding between youth and adults.

Learning activities: The student will

1. initiate a parent-student rap session on current issues.

2. role play family situations involving parental decision making regarding their child. Include the influence of children on parental decision making.

3. interact with elderly on contemporary community issues. Identify agreements and disagreements and if there are possible reasons for differences in attitude.

GOAL VI: To provide opportunities for decision making and for assuming responsibility.

Learning activities: The student will

1. role play problem situations on such topics as early marriage, further education, a new car, etc., and identify factors which influence choices.

GOAL VII: To become aware of the multiple roles of men and women in today's society.

Learning activities: The student will

1. identify characteristics that lead to sex role stereotyping on television and in other media. Suggest methods of alleviating the discrimination, such as writing to producers, publishers, etc.

GOAL VII. (continued)

Learning activities: The student will

2. discuss the various roles of family members by comparing one-parent and two-parent families, the mother and father roles, and the homemaker and wage-earner roles, etc.

3. identify values that influence the decision for both members in a marriage to work full time; what trade-offs are made when only the husband and wife are involved; when the children are involved.

4. invite a man in a traditionally female occupation or a woman in a traditionally male occupation to discuss personality traits or characteristics needed for the job and factors they have had to cope with in being in such a position.

5. survey fathers of classmates to ascertain the types of home responsibilities they are assuming. Determine if this varies with age of children, wife working, hours husband works, season of the year, etc.

6. identify toys that are traditionally male or female. Observe children and identify any patterns of use that might indicate sex-role stereotyping.

7. identify traits that are traditionally thought to be feminine or masculine in our society and compare with those of other cultures in the world.

GOAL VIII: To develop interest in home economics, home economics careers, and related occupations.

Learning activities: The student will

1. interview various persons in home economics or related occupations (salespersons, alternationist, extension agent, nutritionist, nursery school teacher, etc.) to ascertain educational and personal qualifications for each position and compile a card file on each.

2. explain the purposes of FHA/HERO through posters and display in the school or community.

GOAL VIII. (continued)

Learning activities: The student will

3. construct a display of projects completed throughout the year in home economics classes to be used for public relations in the community.

4. visit a college or university and investigate courses that relate to careers in home economics.

5. explore the wage-earner and homemaker roles through a panel of working mothers and/or fathers, and various films, etc.

6. set up a "publicity board" for FHA/HERO where projects and events can be publicized.

7. explore media to expand perspectives of a "homemaker" and "home economics."

8. develop a display and/or posters which inform other students about home economics class content.