

1976

Home economics education students' attitudes toward the Future Homemakers of America

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1976

Home economics education students' attitudes toward
the Future Homemakers of America

by

Diane Christine Ronning Halbrook

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CHAPTER 1. INTRODUCTION

Within a society characterized by rapid social and technological change, the educational processes of teaching and learning are extremely complex. In today's transitional age, youth are involved with more advanced kinds of thinking, analysis, and valuing than any other known group in history (Jacobson and Drier, 1973, p. 29). This is an age of change that requires new and rapid adjustment. Change is a basic factor determining the need for education for all people (Moffitt, 1963, pp. 6-7).

Lippitt (1975) identified the following items as needs of society and education due to this change:

1. There is great need to find ways to personalize or individualize instruction.
2. Youth need to feel useful and influential.
3. Teachers need to find ways to motivate students to learn.
4. Teachers and students, parents and children, alike, need to find ways in which the olders and youngers can appreciate each other more and reduce the communication gap between the ages.
5. Society has needs too, if it is to exist much longer. One is to learn techniques of cooperation rather than competition (pp. 7-9).

Moffitt (1963, p. 7) identified the impact of change on education as an ongoing challenge. Based on speeches and writings for educational reform Somers and Little (1971, pp. 16-17) identified four major aims of instructional change. The authors encourage all school systems to pursue the following educational aims energetically:

1. Stress teaching the structure of a discipline rather than facts in the content areas of the curriculum at all levels and to all students.
2. Teach methods of inquiry or problem solving thinking as those methods are employed in gaining new knowledge within a given curricular area.
3. Teach competence in independent study so that all pupils become capable of planning and conducting their own learning activities much if not most of the time.
4. Set standards of excellence or mastery and hold all students to levels of accomplishment corresponding to those standards in whatever they study and individualize the instruction by providing each student with a program of study that is tailored to his or her learning needs and capabilities while striving to meet the established standards.

The field of Home Economics Education acts as an agent to help students cope with change in every day life. According to the American Home Economics Association statement issued in *New Directions II*:

Home economics views the family as the major source of nurturance, protection, and renewal for the individual. As an educational force, the family significantly contributes to the qualitative development of its individual members and has the potential to prepare them for effective productivity for self and society (Fitch, 1975, p. 26).

In vocational education, the United States House of Representatives Bill 3037 of the 95th Congress defines home economics as "such programs, services, and activities that are designed to help individuals and families improve home environment, the quality of personal and family life, and to prepare youth and adults for employment in home economics occupations" (Perkins, 1975, p. 1). From both the legislative and professional perspective home economics can be seen as the field of study that concerns itself with the development of individuals and families in an ever changing society.

As an integral part of home economics education, the Future Homemakers of America (FHA/HERO) (see definition on page 12), vocational student organization for students in consumer and homemaking and home economics related occupations with FHA and HERO chapters, strives to help youth cope with change through opportunities and leadership, decision making, and involvement in relevant educational activities. The vocational student

organization for home economics students pursues the goal to help individuals assume their roles in society through home economics education in the areas of personal growth, family life, vocational preparation and community involvement (Future Homemakers of America, Inc., 1973). As a co-curricular part of the home economics program, FHA/HERO has a definite part of the education curriculum through in-class and extended-class activities and consequently is both a challenge to and a responsibility of home economics teachers, curriculum leaders and teacher educators. According to Reel (1974) an FHA/HERO chapter offers opportunities to strengthen the home economics program in the secondary school in the following ways:

- It provides, through openness and informality, a climate for freedom of expression, sharing of thoughts, and close teacher-student relationships.
- It provides an opportunity for youth to plan and work with other youth, developing action programs around their own needs and interests.
- It challenges the teacher to assume the role as advisor, facilitator, and counselor in helping each youth discover his/her own potential.
- It provides a laboratory where students can be involved in group action and in learning the significance of the leader as well as other members of a group.
- It motivates students to plan and to participate in class, home, and community experiences that have meaning to them, and it broadens the horizons of home economics.

-It provides opportunities for youth to work with youth and adults beyond the confines of the local school. Youth may participate at regional, state and national levels, thus expanding their horizons in relations to themselves, their families, the community, society and to the world at large (pp. 19-22).

To support the role of the Future Homemakers of America in the home economics education program, the United States Office of Education in the 1974 Position Statement on Vocational Student Organizations recognized the concept of student development as highly significant. Participation in the vocational student organization aids students as they prepare to enter the labor market and to assume successfully their roles in society. Federal and state grant funds for vocational education may be used by the states to give leadership and support to vocational student organizations and to activities directly related to established vocational education instructional programs at all levels under provisions of approved state plans for vocational education (Bell and Trotter, 1974, p. 1).

The National Board of Directors met in January, 1975 at the headquarters of Future Homemakers of America in Washington, D.C. They identified where and how they would like the FHA/HERO chapters to be functioning as a part of Home Economics Education by 1980.

Where: At all levels persons concerned would have a unified philosophy regarding the integration of FHA/HERO into home economics programs.

How: 1. Improve teacher and administrators self-concept concerning FHA/HERO so they are proud to be involved.

2. Involvement of students, families, and community members in all facets of the FHA/HERO program.
3. A more positive approach by state and teacher education leaders in pre-service and in-service activities.

Where: Programs in home economics education. . .

- How:
1. Total integration with identification. . .
 2. State and local policy requiring FHA/HERO to be an integral part of the home economics programs and curriculum that identifies it as such (Morris, 1975, p. 5).

An advisory committee to the National Board of Directors (Appendix A) emphasized that the FHA/HERO program was a significant contributor to the secondary school through integration into the home economics classroom. As a result of the advisory committee's policy statement was issued concerning the Future Homemakers of America in the publication, "Future Homemakers of America in Home Economics Education: A Policy Statement" (1975).

With the support of the United States Office of Education for the Future Homemakers of America program as an integral part of vocational home economics, an effort was made to improve the educational quality of the FHA/HERO program within the local chapter. Ronning (1974) identified the effectiveness of the FHA/HERO organization as dependent

on the preparation and instruction of the home economics teacher in practical methods of conducting the program of the Future Homemakers of America, Vocational Student Organization.

As a segment of the series of research projects promoted by the National Board of Directors, the present study evolved as the result of the Teacher Education Advisory Committee Meeting which was held in Washington, D.C. on October 22, 1974.

In an effort to assist further teacher educators in the presentation of the FHA/HERO program and philosophy, a second teacher education committee met in January, 1975, at the national headquarters of the Future Homemakers of America in Washington, D.C. This group of teacher educators (see Appendix B) identified six major areas of emphasis for the Future Homemakers of America, as identified by the Teacher Education Committee, were as follows:

- A. Introduction, History and Philosophy
- B. Terminology
- C. Role of Advisor
- D. Program planning and integration of FHA/HERO into the home economics curriculum
- E. Chapter management
- F. Resources, materials and publications

Based upon these areas of emphasis contributed by teacher educators and the national FHA/HERO staff, materials which incorporated the six identified areas were developed for use in presenting the program of the Future Homemakers of America in Home Economics Teacher Education

programs. The result of this proposal was funding of the present research project to be conducted during the 1975-76 school year for the study of pre-service teacher education and the attitudes of home economics teacher education students.

Need for the Study

The present research examined the following topics as they pertain to home economics education: 1) The extent to which home economics student teachers are prepared to accept advisorship responsibilities for FHA/HERO. 2) The home economics teacher education programs presentation of appropriate information concerning the vocational student organization. 3) The attitudes of student teachers toward the Future Homemakers of America prior to their student teaching experience. In order to prepare better student teachers it will be helpful for teachers, teacher educators, and professional staff members of the preparation institutions to know the present status of the student teachers' attitudes toward Future Homemakers of America.

A need for this study grows out of the development and availability of new FHA/HERO resource materials. Classroom teachers and advisors of FHA/HERO are expected to use newly developed materials for the organization and further promotion of their FHA/HERO programs. Before the learning experiences suggested in the materials can be implemented, it is imperative that educators be made aware of their value as resources

and references for teaching.

Scope of the Study

Many problems need to be investigated that pertain to the Future Homemakers of America. The National Board of Directors for this vocational student organization identify the following areas of emphasis for educational research:

1. Demographic information about FHA/HERO members
2. Extent of youth involvement in program development
3. Teacher/advisor preparation
4. Integration of FHA/HERO into home economics instructional programs

The focus of this study was limited, however, to an assessment of the attitudes of student teachers toward the Future Homemakers of America in selected home economics teacher preparation institutions. With the data from this study, teacher educators, the National Board of Directors, and the National Staff of the Future Homemakers of America will have an accurate description of programs as they exist. Data resulting from this study may serve as a basis for making decisions about pre-service and in-service home economics education programs.

The investigation was concerned only with the current status of attitudes of prospective home economics teachers toward the Future Homemakers of America in the selected institutions of home economics education during the fall term, 1975. No attempt was made to determine the quality, effectiveness, or other aspects of the teacher education

programs at the randomly selected schools.

Purposes

The primary purpose of this study was to identify the attitudes of home economics education methods class students toward the Future Homemakers of America as they prepare for the student-teaching experience. Materials need to be developed to assist student teachers as they explore the roles and responsibilities of the FHA/HERO advisors. These materials must include an exploration of philosophy, terminology, program planning, management, and the available FHA/HERO resources and publications.

More specifically the study was designed to accomplish these objectives:

1. To develop teaching materials to be used as a guide by teacher educators in the presentation of the FHA/HERO organization at the pre-service level in teacher education programs.
2. To identify the attitudes of home economics education methods class students toward the Future Homemakers of America at randomly selected institutions during the fall term, 1975.
3. To determine the relationship between the type of FHA/HERO presentation in methods classes and the attitudes of the prospective home economics teachers.

Hypotheses

In order to provide for analysis of the data collected for the study, the following hypotheses were derived:

1. There is no significant attitudinal difference between those students who received the experimental treatment and those students who did not receive the treatment.
2. There is no significant attitudinal difference between those students who took the pre-test and those students who did not take the pre-test.
3. There is no significant interaction effect between having taken the pre-test and having received the experimental treatment.
4. There is no significant difference between the pre-test scores of the control and experimental groups.

In addition to the above statistical tests of hypotheses, answers were sought for the following questions regarding home economics teacher education programs:

1. What were the methods and activities used to present the FHA/HERO program to the methods class students?
2. How did the students discuss the FHA/HERO philosophy as it relates to home economics?
3. Was the concept of integration of FHA/HERO chapter activities into the home economics curriculum explored by the students?
4. Were the resources and publications of the Future Homemakers of America presented to the students?
5. Were students encouraged to explore their future role as advisors of Future Homemakers of America?

6. How would the teacher educator describe the attitudes of the students toward the program of the Future Homemakers of America?

Definition of Terms

For the purpose of clarity in this research study, the following terms are defined:

Future Homemakers of America--The national vocational student organization of secondary students in consumer and homemaking and home economics related occupations courses in the United States, Puerto Rico, the Virgin Islands, and American schools overseas. The organization is co-sponsored by the American Home Economics Association and the U.S. Office of Education.

FHA--Those chapters which explore the multiple roles of men and women as an integral part of consumer and homemaking education.

HERO--Those chapters which place major emphasis on the preparation of students for jobs and careers related to home economics with the recognition that individuals also fill the multiple roles of homemaker, wage-earner, and community leader. HERO is an acronym for Home Economics Related Occupations.

FHA/HERO--The official initials of the national organization of the Future Homemakers of America. The terms FHA/HERO and Future Homemakers of America are used interchangeably.

Organization--Refers to the Future Homemakers of America program at the national level.

Association--Refers to the Future Homemakers of America program at the state level.

Local Chapter--Refers to FHA/HERO membership within a junior or senior high school composed of students who have been or are presently enrolled in a home economics course and who have paid the local, state and national dues.

Curriculum--A plan for providing sets of learning opportunities to achieve broad goals and related specific objectives for an identifiable population served by the single school center (Alexander and Saylor, 1974, p. 57).

Program--A plan to be followed which includes projects, activities and possible resources to achieve the specific objectives of the local chapter in relation to the overall purposes of the FHA/HERO organization.

Advisor--Refers to the supervision or sponsorship of FHA/HERO in the local school as assumed by one or more of the home economics teachers who are known as the local FHA/HERO chapter advisor.

Pre-service Preparation--The undergraduate college education pursued by home economics teachers prior to their first teaching position.

Teacher Educator--Those persons responsible for providing the pre-service preparation of teachers at undergraduate college teacher preparation institutions.

Integration--Refers to a working relationship between Homemakers of America chapters and the home economics education activities that will result in unity of the total home economics program. The Future Homemakers of America organization as an integral part of the home economics program provides opportunities for enriching learning (Davidson, 1974, p. 7).

Assumptions and Limitations

The study was conducted within the framework of the following assumptions:

Assumption I: The sample of schools and home economics teachers selected for this study were representative of all home economics teacher education institutions in this country.

Assumption II: In determining the attitudes of student teachers toward the Future Homemakers of America, many factors have an influence on the potential advisor.

Assumption III: Teacher educators understand the philosophy and program of the Future Homemakers of America as an integral part of the Home Economics curriculum.

The study was conducted under the following limitations:

1. The current research, based upon a random sample of schools and teacher educators rather than the entire population, is subject to sampling errors.

2. The effectiveness of the process of data collection, a questionnaire, depends on the quality and accuracy of the communications between the researcher and the respondents.

3. The results of this study will be applicable only to home economics teacher education programs; conclusions cannot be drawn for any other population.

According to Combs, Avila, and Purkey:

An advisor's concepts of the goals he/she is seeking to accomplish have definite effects upon the individual's behavior. This will be true whether he/she is clearly aware of them or not. Even dimly held conceptions have their effects upon what advisors try to do.

Goals and purposes determine action. Vaguely held goals are like sailing through fog: with luck, one can sometimes make harbor. When purposes are confused or inconsistent the situation is much worse.

People are far too precious to be dealt with in such a fashion. Persons who enter the role of advisor automatically assume the responsibility for making certain that what they do will more than likely contribute positively to the lives of students. This cannot be a maybe question. Helping must be as predictable a process as the helpers can make it. It is important that persons in training for the profession develop clear, accurate concepts concerning the goals and purposes of the profession. This requires that the advisor's goals and purposes be (a) supported by basic psychological thought, (b) internally consistent among themselves and (c) demonstrably effective when applied to practice (1973, pp. 165-6).

The Future Homemakers of America views the advisor's role and responsibility as that of initiating, organizing, and sponsoring a local

chapter and of seeing that the chapter is affiliated with the state and national organizations. The advisor's understanding of the organization, along with the ability to guide the chapter, school, and the community toward an understanding of the organization largely determines the success of the chapter (Future Homemakers of America, Inc., 1966, p. 23).

It is the intent of this research to assist teacher educators as they prepare student teachers for the role of advisor to the Future Homemakers of America. Only with knowledgeable, interested advisors will the program continue to provide home economics students with the opportunities for leadership, decision-making, and exploration of the multiple roles for men and women in today's rapidly changing society.

CHAPTER 2. REVIEW OF LITERATURE

The constant condition of change in American society is forcing the real concerns of youth into the classroom. Social forces are moving educational institutions toward programs of involvement education (Mackey, 1972, p. 14). Educators must cope with those problems caused by change and accept the challenge for relevant education. The youth of today require education that will successfully prepare them for their adult roles in tomorrow's society.

Implications for Education Change

In response to the need for relevant education, the Smith-Hughes Act of 1917 provided federal support for vocational education in the high schools. In 1918, the Committee on Reorganization of Secondary Education emphasized the importance of vocational efficiency in the seven cardinal principles. Other principles included in the Seven Cardinal Principles of Secondary Education were health, command of fundamental processes, worthy home-membership, citizenship, worthy use of leisure time, and ethical character (Bureau of Education, 1937, p. 15).

Atkinson and Maleska (1965) stated that throughout the history of American education change and experimentation have been the key words. In a dynamic and democratic society, people are never complacent but always conducting a restless search for something better. This desire to explore untraveled territory is linked with the pioneering heritage

of the American people, their relative freedom from restraint, and their penchant for self-criticism. Educators in the United States have always reflected the questing spirit and they have often been in the vanguard in finding new avenues of approach or rising to meet the challenge of the day (p. 391).

Wheaton (1966) indicated that in education:

Growth requires a willingness to accept change-- change in the social order; change in business activity; change in public services; change in political values. To the extent that the public does not believe in the future and is unwilling to accept change and its costs, we face serious impediments to growth (p. 142).

According to Tyler (1967, p. 33) the previous statement implies a need for educational programs oriented to the future. Boulding (1966) in his article entitled "Expecting the Unexpected," stated simply:

One thing we can say about a man's future with a good deal of confidence is that it will be more or less surprising. This phenomenon of surprise is not something which arises merely out of man's ignorance, though ignorance can contribute to what might be called unnecessary surprises. There is, however, something fundamental in the nature of an evolutionary system which makes exact foreknowledge about it impossible, and as social systems are in a large measure evolutionary in character, they participate in the property of containing uneradicable surprise (p. 199).

Thus, the goals of education for a predictable, relatively unchanging future are much easier to identify and the education they imply can

strongly emphasize fixed habits, memorization of important facts, and the development of specific skills. However, the goals of education appropriate for a future that will include many surprises will include strong emphasis upon problem solving, learning how to meet new situations, development of the skills of observation, analysis and communication, and upon the development of appropriate attitudes toward change (Tyler, 1967, 36).

A 1944 report on Education for All American Youth was jointly presented by the Policies Commission of the National Education Association of School Administrators and emphasized the need for relevant education. Spears (1969) cited the commonalities of society's youth and their educational needs. These findings served as the basis of the following purposes and goals of the school:

All American youth are citizens now; all (or nearly all) will be qualified voters in the future; all require education for civic responsibility and competence.

All American youth (or nearly all) are members of family groups in the future; all require understanding of family relationships.

All American youth are now living in the American culture and all (or nearly all) will continue to do so in the future; all require understanding of the main element in that culture.

All American youth need to maintain their mental and physical health now and in the future; all require instruction to develop habits of healthful living, understanding of conditions which foster health, and

knowledge of ways of preventing disease, avoiding injuries, and using medical services.

All American youth have the capacity to think rationally; all need to develop this capacity, and with it, an appreciation of the significance of truth as arrived at by the rational process.

All American youth must make decisions and take actions which involve choices of values; all, therefore, need insight into ethical values. Particularly do they need to grow in understanding the tenet of democracy--that the individual human being is of surpassing worth (p. 410).

Woodring (1965) reported that in 1955 the White House Conference on Education was held to restate and clarify the nation's educational objectives. The following statement was issued as a directive to the local school on educational responsibilities:

It is the consensus of these groups that the schools should continue to develop:

1. The fundamental skills of communication--reading, writing, spelling, as well as other elements of effective oral and written expression; the arithmetical skills, including problem solving. . .
2. Appreciation of our democratic heritage.
3. Civic rights and responsibilities and knowledge of American institutions.
4. Respect and appreciation for human values and for the beliefs of others.
5. Ability to think and evaluate constructively and creatively.
6. Effective work habits and self-discipline.
7. Social competency as a contributing member of his family and community.
8. Ethical behavior based on a sense of moral and spiritual values.

9. Intellectual curiosity and eagerness for life-long learning.
10. Esthetic appreciation and self-expression in the arts.
11. Physical and mental health.
12. Wise use of time, including constructive leisure pursuits.
13. Understanding of the physical world and man's relation to it as represented through basic knowledge of the sciences.
14. Awareness of our relationship with the world community (Woodring, 1975, p. 39).

The National Education Association Project on Instruction (1963)

established a set of priorities for the schools:

Priorities for the schools are the teaching of skills in reading, composition, listening, speaking (both native and foreign languages), and computation. . .ways of creative and disciplined thinking, including methods of inquiry and application of knowledge. . .competence in self-instruction and independent learning. . .fundamental understanding of the humanities and the arts, the social and natural sciences, and mathematics. . .appreciation of a discriminating taste in literature, music, and the visual arts. . .instruction in health and physical education.

Responsibilities best met by joint efforts of the school and other social agencies include: development of values and ideals. . .social and civic competence. . .vocational preparation.

The decision to include or exclude particular school subjects or outside-of-class activities should be based on: (1) the priorities assigned to the school and to other agencies; (2) data about learners and society, and developments in the academic disciplines; (3) the human and material resources available in the school and community (National Education Association, 1963).

As expressed by some educators (Smith, Krouse, and Atkinson, 1961), programs of youth organizations are thought to contribute to the education of youth. Effective programs give students an opportunity to follow up interests that have been developed through classroom study, to gain the satisfaction of rendering genuine, worthwhile service to others, and serve to broaden the scope and activities provided (p. 36).

Taba (1962) emphasized that educational objectives are related to the universal wants or needs of man. If programs relate to the activities of life, then education will become more functional and dynamic (p. 13).

In 1964, nine imperatives in education were identified by a commission appointed by the American Association of School Administrators. Educators were encouraged to use the imperatives to revise and re-direct the educational programs to enable their students to better meet the needs of society. The educational imperatives were:

1. To make urban life rewarding and satisfying
2. To prepare people for the world of work
3. To discover and nurture creative talent
4. To strengthen the moral fabric of society
5. To deal constructively with psychological tensions
6. To keep democracy working
7. To make intelligent use of natural resources
8. To make the best use of leisure time
9. To work with other people of the world for human betterment (American Association of School Administrators, 1966, p. 2).

Gibbons (1970) suggested individuals working on their own and the individual working with a community of associates are complementary modes of education. The following principles were directed toward educational change:

1. Programs and instruction throughout the schools must be put in a more practiced perspective.
2. To be independent in education, students must learn to perform many of the functions presently practiced by teachers and administrators--examine alternatives; formulate personal curricula; pursue study, experience, and and productive activity on their own; evaluate their performance; determine the next sequence and so on.
3. In addition to self-direction individual education, students need to give and take of groups for feed-back about the quality of their learning, for personal development, for mastering the skills of discussion, and for socialization by interaction rather than instruction.
4. Opportunities for discussion and seminars between students and parents or other adults in the community will help to close the generation gap by reducing their isolation from each other, and will balance group deliberations by confronting adults with student idealism and students with harsher realities of adult life (pp. 350-351).

While it is not likely that all people would agree on the specific subject matter to be taught in the schools today, the Council of Chief State School Officers stated that most people would agree on the importance of the basic, inherent, educational purposes. The Council identified these purposes in Career Education: A Position Statement

(Jesser, 1975) and emphasized that the educational process should provide every learner with the opportunities:

1. To acquire the basic skills essential to all other learning;
2. To develop the ability to think in a rational manner;
3. To be able to understand how wise choices or decisions are made; and
4. To develop those attitudes essential to a productive, rewarding, and satisfying life (p. 4).

According to Thelen (1968, p. 73) instruction occurs within the classroom and the effectiveness of that instruction depends mainly upon the teacher. The teacher guides instruction by what he/she says and does; by the ideas, wishes, attitudes, feelings, and values he/she communicates to the class. The quality of learning by the class is determined, to a large extent, by the classroom performance of the teacher. The effective classroom performance is a continuous production task that is affected by fatigue, skill, imagination, attitude, insight, anxiety, possibilities of reward, personal needs, and many other factors. The primary fact is that the attitude of teachers often determines the success or failure of programs within their classrooms.

Tyler (1967) reiterated that the most important objective of education is to teach students how to learn. With the rapid acquisition of new knowledge, it is no longer possible to give the student in school an adequate command of the facts in each major subject that will serve him

or her throughout their lifetime. The school can only start the individual on a lifelong career of continued learning. An important aim today is to teach students to learn and to develop in them a strong interest in continued study together with the motivation and skills required to keep on with their learning after graduation. Thus, to help the student acquire and use the important intellectual tools is a new educational aim (p. 39).

Educational Needs of Youth

The educational needs of youth of secondary school age were summarized by the National Association of Secondary School Principals in 1947. The needs, as established by this group are as follows:

1. Youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life.
2. Youth need to develop and maintain good health and physical fitness.
3. Youth need to understand rights and duties of a citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state, nation and of the world.
4. Youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.
5. Youth need to know how to purchase and use goods and services intelligently.
6. Youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and man.

7. Youth need to have opportunities to develop their capacities to appreciate beauty in literature, art, music and nature.
8. Youth need to develop respect for other persons, to grow in their insight into ethical values and principles and to be able to live and work cooperatively with others.
9. Youth need to grow in the moral and spiritual values of life.
10. Youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding (p. 2).

Hand (1948) listed nine of the principal goals of a democratic society as follows:

1. To provide opportunities for the population to make a living.
2. To provide physical security.
3. To keep the population healthy and vigorous.
4. To conserve and utilize natural resources wisely.
5. To rear and educate the young.
6. To enable the population to realize esthetic and spiritual values.
7. To provide wholesome and adequate recreation.
8. To provide a sufficient body of commonly held beliefs and aspirations to guarantee social integration.
9. To organize and govern in harmony with these beliefs and aspirations (p. 6).

The implementation of the principles would be an educational program that would help each student acquire abilities, appreciations, knowledge, and skills that would also help the democratic society reach its goals.

Douglas (1964, p. 45) expressed the needs of youth in a rapidly changing society as:

1. Developing independence and individuality
2. Craving for attractive physical appearance
3. Desire for peer recognition
4. Desire to be able to earn a good living
5. Develop a basic philosophy and set of values
6. Finding opportunities for expression

The concept of developmental tasks has been used as a basis for planning programs relative to human growth and development.

According to Havighurst (1971), a developmental task is:

A task which arises at or about a certain period of life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks (p. 86).

Youth is a period of preparation for life, and a period of rapid human development, of vitality, or richness, or creativity in personal growth. Youth need to be equipped to face the reality of the times in which they live. Youth need to be encouraged to recognize that this

period of time holds promise and great hope and inspiration, of fantastic dreams, or deep anxiety and fear; and to recognize that each of these challenges the capacities of all ages (Moore, 1962, p. 12).

At the Regional Workshop for the follow-up of the 1960 White House Conference on Children and Youth, Moore (1962) emphasized the fact that youth is a period of preparation for the future but it is also a part of life itself. Stressing the need for relevant experiences, Moore identified the importance of youth activities which develop imagination, creativity, thoughtfulness, dignity, integrity, and an appreciation of beauty, from what they have learned (p. 17). However, if youth have been limited in experience, have known only monotony and deprivation, they will bring mature society sterility and stagnation (p. 23).

Tyler (1971) reported that:

It is essential to see that education provides opportunities for the student to enter actively into, and to deal whole-heartedly with, the things which interest him, and in which he is deeply involved, and to learn particularly how to carry on such activities effectively (p. 52).

Tyler also noted that one of the primary functions of education is to broaden and deepen the student's interest in order that he will continue his or her education long after the individual has ended the formal school training. When actual life situations are similar and the student is given practice in seeking illustrations in personal life outside of

school for application of things learned in school, the realistic educational goals of the students were considered to have been established (p. 86).

In an attempt to discover the needs of youth, Ahmann and Glock (1963) recommended: 1) the identification of the present status of the democratic society in which the individual lives; and 2) the identification of the goals the society is striving to reach (p. 40). The differences between the present position and the desired goals represent the needs of society and thus the needs of youth.

Krug (1960) stated that the idea postulated by the developmental tasks also takes into account the responsibilities individuals must assume in relation to other people (p. 49). In addition, developmental tasks also consider the wishes, feelings, and felt needs of the individuals. Havighurst (1971) suggested that the developmental tasks concept has two important implications for education: 1) in discovering and stating the purposes of education in the school; and 2) the timing of the educational efforts.

Havighurst identified the developmental tasks of adolescence as:

1. Achieving new and more mature relations with age mates of both sexes
2. Achieving a masculine and feminine social role
3. Accepting one's physique and using the body effectively

4. Achieving emotional independence of parents and other adults

Additional tasks identified by Havighurst are:

5. Achieving assurance of economic independence
6. Selecting and preparing for an occupation
7. Preparing for marriage and family life
8. Developing intellectual skills and concepts necessary for civic competence
9. Desiring and achieving socially responsible behavior
10. Acquiring a set of values and ethical system as a guide to behavior (p. 63).

Curriculum Development

In an effort to meet the needs of youth in an ever changing society, Alexander (1968) expressed the belief that the curriculum for the future should provide three kinds of experiences for the students:

1. General education which would be focused on the personal, personal-social, social-civic, economic and political problems of youth and society.
2. Active participation in community (local, state, national, and international) affairs and in the solution of emerging problems.
3. Vocational preparation which would include vocational guidance, work experience preparation for college, and training in a technical skill for students who are terminal (p. 27).

In response to the call for educational reform, Hoyt (1974) identified some of the sources of dissatisfaction within the American populace.

These sources included students, parents, business, labor, industry, the professional community, and the general public. Special segments of the population including the economically disadvantaged, minorities, the handicapped, and the gifted persons have also expressed deep dissatisfaction with both the appropriateness and the adequacy of educational opportunities that are made available to them. While the specific concerns vary, all seem to agree that American education is in need of major reform (p. 1).

During the White House Conference on Children and Youth in 1970, the need for modifying the present educational system to meet the needs of the individual in today's society through humanized, child-centered learning was reinforced (AHEA, 1971). Members of the American Home Economics Association who participated in this conference reported that the discussions emphasized the need for the acceptance of diversity and plurality in life styles of today's culture in order that individuals may have the potential of developing a quality in living.

Rouner (1970) explored the new roles that are being assigned to the contemporary teacher. Change requires the teacher to become the agent for change in the curriculum with the students. The author stated that research supports the principles that learning is related to classroom relationships with regard to the degree of rapport between teacher and students (p. 11). Act (1970) reaffirmed the necessity of helping

students discover who they are and what they believe, and why they feel as they do (p. 650).

Thelen (1968) discusses the following basic assumptions about classroom learning:

1. The purpose of the classroom is to change people as a result of their own experiences.
2. Experiencing is an active process of working with others for common goals. In the classroom these goals are related to school achievement.
3. Experience is educative to the extent that it involves thinking about what one is doing, why he is doing it, and the general significance, usefulness, and applicability of the methods he is using in doing it.
4. The control of learning is through the use of consciousness. While all experiences may produce changes in a student, the part that is educative is the part that is understood through conscious thought processes.
5. Utilization of consciousness to guide experience, and to improve the constructiveness of subsequent experience, requires that experience be seen as inquiry; and this includes such functions as explanation, experimentation, and test of the consequences of behavior.
6. The guidance of education requires that teachers strive at all times for the needed and therefore appropriate distribution of energy into these objectives: the defined and required school achievement, cooperation within the group, and the formulation of individualized meanings of experiences. Inquiry is directed to all three of these objectives (p. 67).

Toffler (1970) asserted that the present-day educational system is constantly undergoing a rapid change. Thus, the prime objective of

education must be to adapt to continual change with great speed and economy. Cognitive and affective skills that the people of tomorrow will need to survive will depend upon their ability to generate assumptions regarding:

The kinds of jobs, professions, and vocations that may be needed twenty to fifty years in the future; assumptions about the kind of family forms and human relationships that will prevail; the kinds of ethical and moral problems that will arise; the kinds of technology that will surround us and the organizational structure with which we must mesh (p. 36).

Mackey (1972) stated that teachers need to provide activities that involve students in decision making because social change has challenged society's existing values. Community centered action projects provide opportunities for youth to analyze and be involved in serious social issues.

Metcalf and Hunt (1970) encouraged the involvement of youth in the study of problems of the larger culture in which many of their personal problems have their origin. This involvement contributes to increased opportunities for learning to occur. These researchers proposed that if a curriculum is to be relevant, the program must assist youth in an examination of their basic assumptions about society and methods for society's improvement (p. 359).

According to Marquis (1973) the basic premises for involvement of students in curriculum matters revealed that students have the ability and the right to make significant decisions concerning their own learning. However, students can accept this responsibility for their learning only if they are provided with appropriate leadership (p. 130).

In 1970, Ack contended that the essential characteristics of effective learning situations for youth are often almost totally ignored by teachers. In order for effective learning to take place, educational leaders must be concerned with the following characteristics:

- For learning to occur, it should be relevant.
- For learning to occur, the learner should be active.
- For learning to occur, the activity should be pleasurable.
- For learning to occur, it should involve effects as well as cognition.
- For learning to occur, a significant human relationship should exist.
- For learning to occur, the learner should feel respected (p. 48).

In regard to student activities and the curriculum, Frederick stated that everything that happens to youth is education and that all the activities which crowd the student's day have educative value and are thus a part of the total activities and stated that the activities included in this way could be called the "third Curriculum" (1959, p. 87).

Home Economics Education

Home economics education is concerned with developing those abilities and understandings needed by youth to help them assume their multiple roles in society. The areas of personal growth, family life,

vocational preparation, and community involvement are emphasized. As changes occur in society, teachers of all subjects in secondary schools examine their curriculums and the contributions being made to the lives of their students (Davidson, 1974, p. 32). If home economists are to play a significant role in improving American life, then education must prepare them to do so (McGrath and Johnson, 1968, p. 41).

Williamson and Lyle (1961) emphasized that when home economics curriculum is defined as those experiences in personal and home living for which the school accepts responsibility and provides guidance, the organization of the Future Homemakers of America becomes an extra-class rather than an extra-curricular activity and as such has a definite place in the curriculum and is the responsibility of the home economics teacher (p. 7).

Rumpf (1972) stated that "Vocational educational youth groups are on the threshold of a truly significant role in the American educational system. Today's youth have expressed the belief that the basic aims of education must be redefined and that there must be comprehensive acquisition of skills" (p. 54). According to Ginzberg (1960) the challenge lies in how educators can most effectively promote the opportunities that will enable youth to develop their full potentialities for a creative life in freedom and dignity (p. 36). Reel (1971) stated that the day is long past when we as educators can plan priorities, programs, and curriculum

without the active involvement of youth (p. 23).

McGrath and Johnson challenged home economists in 1968 to respond to forces of change by expanding their traditional ideals and goals as well as means for achieving them, if only to keep pace with changing needs and opportunities. Home economics as a subject in the nation's schools and colleges has been reshaped by the social, economic, and educational changes that have occurred. Economic affluence has given rise to concern with consumer needs, family finances, consumer education, and protection. Organization has been accompanied by an increasing proportion of men and women who combine homemaking with careers outside the home. Both men and women are enjoying a wider selection of job opportunities than ever before and the range of occupations open to home economists will unquestionably keep pace with this trend (p. 317).

Hurt (1972) stated that if home economics curricula are to be effective they must relate to the students they serve and to the society for which those students are being prepared. Objectives for such a curriculum should be drawn from a combination of the following:

The developmental characteristics, interests and felt needs of students, and their readiness for learning the concepts to be included in the curriculum.

The conditions in society affecting students and their families and the conditions affecting the occupational areas students plan to enter.

The competencies expected by society of the homemaker or of the workers in home economics-related occupational areas.

The concepts and generalizations from the subject matter content of home economics (p. 29).

Societal conditions and changes in family life now point to two vocational functions of home economics: Preparation for the vocation of homemaking and preparation for employment. Basic aims in home economics education are to strengthen family life through improving personal, family, and community living and to prepare for employment related to home economics areas. According to a summary from the United States Department of Health, Education and Welfare in 1973, home economics education programs have progressed in their two-pronged purpose--to prepare for the occupation of homemaking and for family life, and in training personnel in home economics related occupations (Hurt and King, 1973).

In 1970, Byrd defined home economics as the study of the human and material forces affecting homes and families and the utilization of this knowledge for the benefit of mankind (p. 414).

Then in 1973, Hurt reminded educators that the major goal to be achieved in home economics programs is an increasing number of stable homes where:

The homemaker and other family members assume their roles to the satisfaction of all;

Children are assured of a good start;

Those in the work force have acquired the basic attitudes and habits needed for success; and

Family members gain the support and security needed to live in this complex world (p. 12).

A statement of philosophy and objective of the American Home

Economics Association was issued in 1975. From the historical perspective, home economics has been defined as:

The study of the laws, conditions, principles, and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand, with his nature as a social being and is the study especially of the relation between these two factors (Fitch, 1975, p. 26).

Although the nature of the field has evolved, the basic mission of home economics remains essentially the same today. According to New Directions II, a statement of philosophy of the American Home Economics Association, "Home Economics views the family as a major source of nurturance, protection and renewal for the individual. As an educational force, the family significantly contributes to the qualitative development of its individual members and has the potential to prepare them for effective productivity for self and society" (p. 26).

As a result of this statement the American Home Economics Association has identified five challenges for home economics. The new priorities are as follows:

1. **Futuristic Thinking and Planning.** Envision alternative designs of everyday living and critically evaluates and interprets the cost/benefits of these. For example:
 - reshaping values
 - assuring optimum human development and viable environments
 - recognizing the relationship of private and public decisions.

2. **Public Policy Formation.** Achieves greater input into decisions made in the public realm that impact on families. For example:
 - providing empirical data that identifies consequences of procedures, programs, and policies
 - serving as an advocate for the family
 - using commensurate political techniques to bring about change.

3. **Creative Adaptation to Uncertainty and Change.** Views the opportunities inherent in change and is willing to assume risks in directing change affecting families. For example:
 - taking a stand on controversial issues in one's professional role
 - accepting conflict as an effective mode for clarifying values
 - pioneering new professional dimensions in response to change.

4. **Redistribution of Resources.** Recognizes the interdependence of resource availability and the development of human potentials, and initiates actions that lead to a more equitable resource distribution. For example:
 - developing programs on population education
 - examining effects of resource limitations on human behavior.

5. **Interrelatedness of the Professional and Paraprofessional.** Distinguishes between the competencies of the professional and the paraprofessional and acknowledges the contributions of each to families. For example:
 - identifying the competencies required and education needed for each role

-matching the role to the needs (Fitch, 1975, pp. 26-27).

For these priorities to become a part of the home economics program, professionals must be creative and innovative in accepting the challenges that new priorities require new structure, programs, and responsibilities (p. 27).

At present, home economics serves a vital function as an integral part of vocational education. The following statement was issued to reiterate the positions of the American Home Economics Association, American Vocational Association, and the Home Economics Educational Association and reaffirms the unity of the professional organizations concerned with Vocational Home Economics Education.

Home Economics is a vocational education program. The major purposes of Vocational Home Economics Education are to prepare for the occupation of homemaking and for employment in occupations utilizing home economics concepts and skills. Vocational Home Economics Education is composed of two types of programs:

1. Consumer and Homemaking Education consists of instructional programs, services and activities at all educational levels for the occupation of homemaking including, but not limited to, consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home furnishings, home management, and clothing and textiles.
2. Occupational Home Economics Education consists of instructional programs, services and activities for preparation for employment in occupations utilizing the knowledge and skills of home economics from the areas identified in Consumer and Homemaking Education (AHEA, 1976, p. 2).

According to the statement on Legislative Aspects of Vocational Home Economics Education, the following are emphases of Consumer and Homemaking Education:

1. Give greater consideration to economics, social and cultural conditions and needs of all persons including special audiences such as teenage parents, older Americans, ethnic groups, mentally and/or physically handicapped, institutionalized individuals, and persons in economically depressed areas;
2. Prepare individuals for professional leadership;
3. Design programs to prepare males and females for combining the roles of homemaker and wage earner;
4. Include consumer education, management of resources, promotion of nutritional knowledge and food use, and parenthood education to meet the current societal needs;
5. Design programs for males and females who have entered, or are preparing to enter, the occupation of homemaking;
6. Provide for ancillary services, activities and other means of assuring quality in all Consumer and Homemaking Education programs (AHEA, 1976, p. 3).

Future Homemakers of America

As an integral part of the home economics program, the Future Homemakers of America, vocational student organization, provides opportunities for enriched learning. Within the home economics curriculum, the Future Homemakers of America offers two types of chapters for the two types of home economics programs. FHA chapters extend classroom learning in the consumer and homemaking programs whereas the HERO

chapters operate as an integral part of the Home Economics Related Occupations programs in the secondary schools.

Both FHA and HERO chapters carry out youth directed activities that enhance home economics classroom learning. The ultimate goal of the Future Homemakers of America is to help youth assume their roles in society through home economics education in areas of personal growth, familylife, vocational preparation, and community involvement (FHA/HERO, 1973). Organized instruction related to the goal is a part of the home economics education programs in the school. The purposes of the FHA/HERO organization are as follows:

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 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 responsibility.
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 careers, and related occupations (FHA/HERO, 1973).

Since the organization's founding in 1945, the Future Homemakers of America has been co-sponsored by the American Home Economics Association and the Office of Education, Vocational and Technical Division of the United States Department of Health, Education and Welfare. FHA/HERO is recognized as an important part of the home economics curriculum.

The Future Homemakers of America consists of 450,000 FHA/HERO chapter members and provides opportunities for each member to identify his/her personal concerns, and to plan action around these concerns, thus experiencing personal growth within the context of the home economics curriculum.

When the program of the Future Homemakers of America is integrated into the home economics curriculum FHA/HERO activities: provide opportunities for youth participation in curriculum planning; expand home economics experiences; serve as a method of teaching; and develop youth leadership skills within the class structure.

Ronning (1974) conducted an extensive review pertaining to the literature and historical background of the Future Homemakers of America. The present summary shall direct itself to a review of literature related to the pre-service preparation of home economics teachers for the advisorship role of an FHA/HERO chapter.

Advisor Preparation

Pre-service education that focuses on the FHA/HERO program is recognized as one of the most important factors influencing the advisory role of the home economics teacher. The data obtained by Jones (1965) indicated that the FHA/HERO chapter advisors would have preferred more experience in many phases of the over all program while they were in college. Home economics teachers expressed a need for information about the relationship of FHA/HERO to the total home economics program. A conclusion derived from the study by Jones revealed that the instruction received about FHA/HERO in the methods class decreased as the age of the advisor increased. Jones thought that this may have indicated that more instruction was being presented in the methods class as the knowledge of the FHA/HERO organization increased.

Jung (1966) cited research in which approximately half of the 1255 teachers who responded to the questionnaire indicated that the correlation of FHA/HERO activities and class work was somewhat or very difficult. Use of class time for FHA/HERO activities was a practice of only a few advisors. However, a majority of the advisors considered FHA/HERO to be of some value to the total home economics program.

Jackson (1969) explored the effectiveness of leadership training in the Texas Association of the Future Homemakers. According to the data, the following factors were identified as being most significant to

the success of the FHA/HERO program: advisor's interest; program activities; and opportunities for youth leadership.

Balsbaugh (1969) reported that a Future Homemakers of America handbook was prepared to aid beginning teachers and to strengthen the contributions made by the organization within the home economics program. A need for the handbook was determined through the research which resulted in the development of the handbook compiled for use by teacher/advisors in the state of South Dakota.

Smith (1970) state director of vocational and technical education in California emphasized the need for development of proficiency on the part of the FHA/HERO advisor as being significantly important to the success of the program. This director stressed that advisor capabilities must be developed at the pre-service and in-service levels. Smith also emphasized that home economics educators must be given an opportunity to develop potential ability in the management of the Future Homemakers of America program (p. 2).

Rickel (1970) explored those factors that effect the security of the student teacher prior to the student teaching experience. The purposes of this study were: to identify aspects of the student-teaching experience associated with feelings of security; and to indicate areas of home economics teacher education possibly needing modification. The research sample was comprised of ninety-one pre-student teachers from five land

grant univerisites. In response to the study, the subjects indicating security in their ability to work with a high school FHA/HERO chapter had participated in FHA/HERO during high school.

Volungis (1974) conducted a regional study within the state of Delaware which was designed to analyze the present program and give direction for the future of FHA/HERO in the state. Of the 149 home economics teachers within the state, 104 responded to the questionnaire. The findings indicated that the majority of the teachers were educated in colleges in the mid-Atlantic region. Less than half of the teachers had been introduced to FHA/HERO during the pre-service teacher preparation, and less than half of the teachers belonged to the American Home Economics Association. The teachers expressed ambivalent attitudes toward the Future Homemakers of America. The age, marital status, and years of experience of the teachers were directly related to the teachers' attitudes toward FHA/HERO. Volungis recommended that: the prospective home economics teacher be afforded the opportunity to learn about FHA/HERO; financial support for the association should be sought; joint research relating to the integrating of activities into the curriculum should be conducted with other voacational student organizations; and workshops for in-service education should be provided for home economics teachers.

Ronning (1974) stated that the effectiveness of the FHA/HERO organization depends on the preparation and instruction of the home economics teacher in practical methods of conducting programs for the Future Homemakers of America. Recommendations for teacher education curricula were proposed for consideration and they were as follows:

1. The sophomore student be encouraged to study an independent learning module or video-tape presentation which is designed to expose the student to the philosophy of the FHA organization, purposes, goals, and the FHA program as an integral part of the home economics curricula.
2. At the junior level, students from the varied education disciplines enrolled in general education methods courses should be required to explore the role of
 - (a) student organizations in the secondary school and
 - (b) the student organization for which they are likely to assume the responsibility for leadership. Therefore, those students majoring in home economics would have the opportunity to explore the role of the advisor to the Future Homemakers of America organization.
3. During the senior year in home economics education, students will be required to:
 - a. develop a unit of instruction which incorporates FHA chapter activities that are designed to enhance the classroom learning in home economics;
 - b. assume an active role as advisor to the local FHA chapter during the student teaching experience. . . ;
 - c. attend a district and/or FHA meeting.

Davidson (1974) in the study, *The Relationship of Future Homemakers of America Program of Work and Curriculum Planning for Secondary Home Economics Education*, explored the extent to which the FHA/HERO

program of work was being related to the curriculum planning for secondary home economics. Responses were obtained from 156 Texas homemaking teachers/advisors, 401 Texas homemaking students/members, and 36 teacher educators from 5 southwestern states. The teacher educator responses revealed that much emphasis was being given to consideration of FHA/HERO concepts in the pre-service training of the home economics teacher. Over all responses from all three groups, student/members, teachers/advisors, and teacher educators supported making FHA/HERO an integral part of the home economics instruction.

Storm (1975) conducted an investigation of the attitudes of first, third, and fifth year teachers in Oklahoma. The results indicated an increased need for quality in the pre-service and in-service education related to the FHA/HERO organization. Recommendations were made to state department staffs of vocational education, teacher preparation institutions, and the national FHA/HERO staff.

Teacher educators have responsibility for cooperatively developing and implementing the pre-service program that is instrumental in helping students develop the necessary competencies for teaching, including those competencies of the FHA/HERO advisor (Future Homemakers of America Advisory Committee on Teacher Education, 1975, p. 3).

In-service programs for teachers/advisors may be primarily the role of the city or state or other designated supervisor although college

teacher educators and state home economics education staff also have significant roles. Pre-service and in-service programs should involve competencies in working through FHA/HERO chapters to achieve the objectives of the home economics education program. Selected competencies and criteria have been developed to assist the teacher educator in integrating the Future Homemakers of America into the total home economics program. The format for the competency development was founded on Competency Based Professional Education in Home Economics: Selected Competencies and Criteria, American Home Economics Association, 1974. The Future Homemakers of America Advisory Committee on Teacher Education (see Appendix A) identified the following series of competencies:

- Competency A: The participant will demonstrate the ability to relate the structure and function of the Future Homemakers of America organization to home economics education as an integral part of the curriculum.
- Competency B: The participant will demonstrate ability to use a variety of resources available to FHA/HERO members and advisor.
- Competency C: The participant will demonstrate the ability to involve individuals and/or groups in cooperative planning.

Competency D: The participant will analyze the role of the Future Homemakers of America organization in society (Future Homemakers of America Advisory Committee on Teacher Education, 1975, pp. 4-5).

The Future Homemakers of America was recognized as an important part of home economics education by the American Vocational Association when they adopted the following resolution:

. . . be it resolved, that the Future Homemakers of America be acclaimed by the Home Economics Division of American Vocational Association as the national organization to serve home economics students in both consumer and homemaking and home economics occupational programs (Future Homemakers of America, 1976).

In establishing priorities for this decade, Reel (1971) expressed concern that FHA/HERO become an integral part of home economics and be treated as such through pre-service and in-service preparation of teachers (p. 20). Home economics curriculums must remain flexible and open to change in order to be relevant to the students. Contributing to the goal of an increasing number of stable homes, home economics focuses on education that will strengthen the multiple roles to be assumed by each family member. Impetus for this task can be achieved through forceful, dynamic, and relevant educational programs in home economics.

Attitudes toward Advisorship

Thurstone, a leader in the field of attitude tests and measurement, defined the word attitude as ". . .the degree of positive or negative affect associated with some psychological object" (Thurstone, 1946, p. 39). The psychological object that Thurstone identified in his definition may be any phrase, symbol, person, organization, or idea toward which people may have positive or negative feelings. Thus, the term affect is synonymous with positive or negative feelings and applies to the favorable or unfavorable feelings toward a specific psychological object.

A comprehensive definition of the meaning of the term attitude is essential to this study and Allport (1935) identified an attitude as a mental and neural state of readiness organized through experiences, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (p. 810).

If attitudes are an essential factor in shaping the actions of individuals and groups, as indicated by the social psychologists, then any data pertaining to those attitudes held by home economics education methods class students toward the FHA/HERO program could contribute significantly to an understanding of advisors, and the FHA/HERO programs they are responsible for implementing within home economics education.

CHAPTER 3. METHOD OF PROCEDURE

The over all purpose of the present national study in home economics teacher education was to assess the attitudes of methods class students during the 1975 fall term in regards to the Future Homemakers of America with FHA and HERO chapters. To assist teachers to prepare for their role as advisors to local chapters of the Future Homemakers of America, the study was designed to accomplish these more specific objectives:

1. To develop teaching materials to be used as a guide by teacher educators in the presentation of the FHA/HERO organization at the pre-service level in teacher education programs.
2. To identify the attitudes of home economics education methods class students toward the Future Homemakers of America at randomly selected institutions during the fall term 1975.
3. To determine the relationship between the type of FHA/HERO presentation in methods classes and the attitudes of the prospective home economics teachers.

The intent of this study was to test the following hypotheses:

1. There is no significant attitudinal difference between those students who received the experimental treatment and those students who did not receive treatment.
2. There is no significant attitudinal difference between those students who took the pre-test and those students who did not receive the treatment.
3. There is no significant interaction effect between having taken the pre-test and having received the experimental treatment.

4. There is no significant difference between the pre-test scores.

Development of Materials

During the initial phases of the research project, several guidelines were developed to assist in determining the instructional techniques and format to be implemented.

1. Materials should be programmed as much as possible for use in either an individual study program or by an instructor in the methods class.
2. Materials should stimulate the interest of the student teacher.
3. Materials should provide for active participation in the form of discussion stimulators, guidelines for working with students, and self-administered written exercises.
4. Instructional materials should be planned with the most effective media possible (within cost limitations).

Therefore, project materials included a student teacher's guidebook, some audio tapes supported by guidebook materials, some reading materials, educational references, and publications, plus instructions for the teacher educator.

Before the specific topics for inclusion in the materials were selected, the researcher reviewed projects, articles, textbooks, state plans, curriculum guidelines, and research studies to discover specific areas of importance relating the FHA/HERO program and teacher education. Several studies were examined for patterns of organization, design and to

select available information that would be adaptable to this study. At the time the present research was designed, Storm (1975) was completing an investigation at Okalahoma State University which dealt with the attitudes toward the Future Homemakers of America of first-, third-, and fifth-year home economics teachers in Okalahoma. Storm's study served as a guide in the development of pre-test and post-test items related to the attitudes of student teachers toward the FHA/HERO program.

During the spring term 1975, teacher education materials were developed. The following guidelines were identified as the advantages for a materials approach to integrating the program of the Future Homemakers of America into the teacher education curriculum:

- a. Provide instruction in an efficient, effective way.
- b. Enhance the textbook theory and instructor lectures.
- c. Provide a visual as well as an audio method of instruction.
- d. Encourage individual learning.
- e. Provide a variety in learning methods.
- f. Serve as a resource for future reference.

The researcher worked closely with the national staff of the Future Homemakers of America and home economics teacher educators in the development of content and format of these materials.

Project materials and field test

The student teacher's guide of materials was developed with eight chapters. Suggested readings, activities, and resource materials were grouped according to similar content. The workbook was entitled "The Classroom Comes Alive or the Student Teacher's Guide to the Future Homemakers of America" and the eight chapters of the book were:

So you are going to be a home economist
 What it is and what it does
 But where do I fit into the picture
Impact--A program for action
 Grow with an encounter
 FHA/HERO and the home economics class--integrate
 Publications
 Methods

A copy of "The Classroom Comes Alive" is in Appendix F .

The "Are You Ready" pre-test and the "Growth Indicator" post-tests were developed and the instruments were divided into two parts for the pre-test and three parts for the post-test. Part I of both instruments was intended to gather information about the respondents' attitudes toward their preparation for advisorship of the Future Homemakers of America. A Likert-type scale was developed into a questionnaire which asked the individuals to express an attitude toward their preparation for advisorship ranging from adequate to inadequate concerning a series of statements about the Future Homemakers of America. Items included philosophy and facts, use of publications, goals and purposes

and integration of FHA/HERO into the home economics curriculum.

Part II of both the pre-test and post-test consisted of items that focused on the student teachers' attitudes toward the Future Homemakers of America. A five-response Likert-type scale questionnaire allowed the student teachers to express the degree to which they agreed or disagreed with the selected statements.

Part III of the post-test was a free response section that allowed the respondent an opportunity to express in his/her own words personal feeling related to the Future Homemakers of America.

Each section of the instruments included a brief explanation concerning the purpose of the content and directions for the respondent to follow in the completion of the questionnaire.

So that the responses could be tabulated by computer, the questionnaires were submitted to a statistical advisor who recommended an organization for the responses to form a continuum. The pre- and post-tests were pre-coded for expediency in tabulating the results. The final instruments each included 55 items. A copy of the pre-test is in Appendix D and a copy of the post-test is in Appendix E.

Two stages of field testing were built into the research plan:

(1) preliminary field testing, and (2) classroom field testing. In the preliminary field test the national staff and teacher educators at selected institutions reviewed the materials for accuracy, quality, content, and

effectiveness in conveying the ideas. The obvious inconsistencies were revised immediately.

The classroom testing of the pre-test, post-test and guidebook materials was conducted by the researcher during the summer 1975. The materials were used in both graduate and undergraduate courses with approximately 95 participants responding to the materials, organization, and administration of the Future Homemakers of America programs. The participants were in classes at Oklahoma State University, University of Nebraska, State University of New York at Buffalo, and Purdue University and represented a variety of people with home economics background such as middle school, junior high and high school teachers, teacher educators, graduate students, and state supervisors.

The class groups were asked to point out errors, identify areas that were not clear, and suggest additions or deletions. The instructors were asked to make suggestions for revisions affecting content, quality of presentation, and effectiveness for instruction. All the suggestions were carefully reviewed and formed the basis for corrections and revisions made during the summer 1975.

Following the preliminary field test, the materials were revised, although in many cases the revisions were minor ones. The final materials developed for use in this study were:

- Pre-test, "Are You Ready"
- Audiotape, "The Year 2000"
- Student teacher guidebook "The Classroom Comes Alive"
- Teacher Education Packet of FHA/HERO resource materials which included the following:
 - Program Action Impact
 - Encounter--a guide for personal growth
 - Chapter Guides
 - Basic of Organizing
 - Impacting with Home Economics
 - Project Action Series
 - Up Membership Workbook
 - Fact Sheet
 - Statement on Growth: A Philosophy
- "Methods," teacher education newsletter
- Post-test, "Growth Indicator"

The Experimental Design

To measure the attitudes of methods class students toward the program of the Future Homemakers of America, a Solomon 4-group experimental design was selected. The Solomon 4-group commonly cited as a 2 X 2 factorial design, measures the effect of an experimental treatment of a total group of subjects. The subjects are randomly selected and assigned to four groups which vary as follows: (1) only a post-test is administered to the first group (2) a pre-test and the post-test but not the experimental treatment is administered to the second group (3) an experimental treatment and the post-test but not the pre-test is administered to the third group and (4) the pre-test, the experimental treatment and the

post-test is administered to the fourth group. Although the experimental treatment is not administered to Groups One and Two, Groups One and Two could receive other forms of instruction related to the subject. For treatment distribution of the Solomon 4-group design for the present study see Figure 1.

Group	Solomon 4-group experimental design		
	Pre-test	Treatment	Post-test
1			X
2	X		X
3		X	X
4	X	X	X

Figure 1. Distribution of treatment in Solomon 4-group experimental design

Selection of Sample

From the American Home Economics Association a copy of the publication Home Economics in Institutions Granting Bachelors or Higher Degrees 1972-1973 (1974) was obtained. Listed in the booklet were names and addresses of the higher education institutions offering baccalaureate degrees in home economics. At the same time of the present research sample selection the 1974 edition was the most current information available concerning the home economics education degree granting institutions. Specialists in sampling techniques at Iowa State University

were consulted to ascertain the size and type of sample needed. Approximately 40 schools were suggested as a total sample size with 10 schools assigned to each of the four treatment groups. A table of random numbers found in *Statistical Methods in Education and Psychology* by Gene V. Glass and Julian C. Stanley (1970) was used in the final selection of the participating schools. All of the institutions in the AHEA list were placed in numerical order by states according to alphabetical order. This numbering system was then used in the random selection. Each randomly selected institution was then randomly assigned to one of the four experimental groups.

In May, 1975, a letter signed by the National Executive Director of the Future Homemakers of America was sent to the chairperson of each of the randomly selected institutions. The letter requested that the fall term pre-student teaching methods class participate in the national study. The chairperson was provided a response sheet on which he/she indicated the predicted fall enrollments of the pre-student teaching methods class and a self-addressed return envelope.

A follow-up letter was sent to each non-responding institution on July 1, 1975. Because the quota of 40 participating institutions was not obtained after the first mailings, additional schools were randomly selected and requested to participate in the study.

With the cooperation of the randomly selected institutions the final design was established and schools were assigned to the four experimental groups. Group One, post-test only, consisted of the following schools:

Auburn University, Auburn, Alabama
 Harding College, Searcy, Arkansas
 University of Idaho, Moscow, Idaho
 Indiana State University, Terre Haute, Indiana
 Mississippi State University, State College, Mississippi
 Union College, Lincoln, Nebraska
 North Carolina Agriculture and Technical College, Greensboro,
 North Carolina
 Oregon State University, Corvallis, Oregon
 University of Tennessee, Knoxville, Tennessee
 Central Washington State College, Ellensburg, Washington

Group Two, the pre-test post-test only group consisted of the following institutions:

University of Alabama, University, Alabama
 California State University--Fresno, Fresno, California
 Eastern Illinois University, Charleston, Illinois
 Northeast Louisiana University, Monroe, Louisiana
 Mississippi University for Women, Columbus, Mississippi
 Douglas College, Rutgers University, New Brunswick, New Jersey
 Winthrop College, Rock Hill, South Carolina
 University of Texas--Austin, Austin, Texas
 Madison College, Harrisonburg, Virginia

Group Three, the experimental treatment and post-test group consisted of the following institutions:

University of Arizona, Tucson, Arizona
 Clark College, Atlanta, Georgia
 Western Illinois University, Macomb, Illinois
 University of Maryland, College Park, Maryland
 University of Missouri, Columbia, Missouri

State University College of New York, Buffalo, New York
University of Oklahoma, Norman, Oklahoma
South Carolina State College, Orangeburg, South Carolina
Baylor University, Waco, Texas
Washington State University, Pullman, Washington

Group Four, the pre-test, experimental treatment, and post-test

group consisted of the following institutions:

University of Arkansas, Fayetteville, Arkansas
University of Georgia, Athens, Georgia
Purdue University, West Lafayette, Indiana
Central Michigan University, Mt. Pleasant, Michigan
Northwest Missouri State University, Maryville, Missouri
State University College of New York, Plattsburg, New York
Oklahoma State University, Stillwater, Oklahoma
South Dakota State University, Brookings, South Dakota
Lamar University, Beaumont, Texas
Iowa State University, Ames, Iowa

Administration of the Materials

Materials and letters of instruction were sent to the teacher-educators at the selected institutions.

The teacher-educators participating in Group One were sent the following:

Letter of instruction for Group One
Return postcard indicating arrival of packet
Post-tests with return envelope
Return postcard indicating cost of return postage of post-tests

Those participating in Group Two were sent the following information:

Letter of instruction for Group Two
Return postcard indicating arrival of packet
Pre-tests with return envelope

Return postcard indicating cost of return postage of pre-tests
 Post-tests with return envelopes
 Return postcard indicating cost of return postage of post-tests

The teacher-educators participating in Group Three were sent the following:

Letter of instruction for Group Three
 Return postcard indicating the arrival of the materials
 Copies of "The Classroom Comes Alive" for each student
 Packet of teacher education materials
 Audiotape, "The Year 2000"
 Post-tests with return envelopes
 Return postcard indicating the cost of return postage for the post-tests

Those participating in Group Four were sent the following:

Letter of instruction for Group Four
 Return postcard indicating the arrival of the materials
 Pre-tests with return envelopes
 Return postcard indicating the cost of return postage for the pre-tests
 Copies of "The Classroom Comes Alive" for each student
 Packet of teacher education materials
 Audiotape, "The Year 2000"
 Post-tests with return envelopes
 Return postcard indicating the cost of return postage for the post-tests

A sample copy of the materials is found in Appendix C.

On January 10, 1976, a follow-up letter, checks to cover postage costs, and a teacher education questionnaire with self-addressed, stamped return envelope were sent to each of the chairpersons of the participating 40 institutions .

Treatment of Data

The data were prepared for statistical analysis by dividing the questionnaires into two groups, pre-tests and post-tests. The results were computed by assigning a numerical value for each of the responses and recording this information onto two sheets of 80 column flow charts.

The following coding procedures were used:

Column	page 1
1	- 1, 2, 3 or 4 indicating experimental design group
2 & 3	- 01 through 10 indicating school number with the experimental design group
4 & 5	- 01 through 99 indicating the student identification number within the school
6	- 1 indicating pre-test or 2 indicating post-test
7-78	recorded the individual responses
79-80	indicated page 1 of the coding sheets
	page 2
1	- 1, 2, 3 or 4 indicated experimental design group
2 & 3	- 01 through 10 indicated school number within the school
4 & 5	- 01 through 99 indicated the student number within the school
6	- 1 indicated pre-test or 2 indicated post-test
7-41	recorded the individual responses
42-78	Blank

79-80 02 indicated page 2 of the coding sheets

Numerical values were assigned to each response. In Part I of the pre-test and post-test instruments each response was coded with the student selected response weight which ranged from 1 indicating inadequate to 11 indicating a very adequate preparation for the role of FHA/HERO advisor.

In Part II the attitudes were weighted as follows for items 42, 43, 53 and 54: SD = 7, D = 5, U = 4, A = 3, and SA = 1. These items were weighted negatively because the appropriate response was stated in the negative. For items 41, 44, 45, 46, 47, 48, 49, 50, 51, 52, and 55 the weighting is as follows: SA = 7, A = 5, U = 4, D = 3, SD = 1. These items were weighted positively because the appropriate response was stated in the positive. Since respondents tend to make greater use of the middle than the ends of a response scale, it was considered desirable to assign a contrasting weight for the responses at the extreme ends of the scale.

The data were analyzed to determine the relationship between the methods class presentation and the student teachers' attitudes and knowledge of the Future Homemakers of America. Computations were performed by the computer service at Iowa State University. The results of the data computations are presented and discussed in the findings chapter.

Investigations of the instrument's reliability are reported. The reliability coefficients derived from the split-half method for Part I and II range from $+ .97$ to $+ .94$. The Alpha coefficient for the total instrument was $+ .98$.

CHAPTER 4. FINDINGS

The Findings chapter contains a presentation of the analysis of data collected for the present study of home economics education students' attitudes toward the Future Homemakers of America. The findings were organized into three parts. First, the results of the analysis of variance performed on the Likert scale sections of the pre-test and post-test instruments are reported. In the second part, a summary of free responses given to the open-ended item, "Here is what FHA/HERO seems to me to be about. . ." are reported. The third section contains a presentation of teacher educators responses to the post-treatment questionnaire.

Analysis of Variance Findings

To measure the attitudes of home economics education students toward the program of the Future Homemakers of America, a Solomon 4-group experimental design was selected. The Solomon 4-group, commonly cited as a 2 X 2 factorial design measures the effect of an experimental treatment on a total group of subjects. For this study, each

subject consisted of the mean scores for the methods class at each randomly selected home economics education institution. Enrollment within the 38 institutions varied from 4 to 56 persons with a total of 571 participants, however, all institutions were treated as equal subjects. The subjects for this study were randomly assigned to four groups which varied as follows:

- (1) only a post-test was administered to the first group;
- (2) a pre-test and the post-test but not the experimental treatment was administered to the second group;
- (3) an experimental treatment and the post-test but not the pre-test was administered to the third group and
- (4) the pre-test, the experimental treatment and the post-test was administered to the fourth group.

Although the experimental treatment was not administered to Groups One and Two, these groups could have received other forms of instruction related to the subject.

For the purpose of this study, all tests for significance were conducted at the .05 level. However, significance probabilities calculated to the third decimal place are presented in all tables.

The data were summarized according to treatment groups.

Table 1a records the control and experimental group means. The impact of the experimental treatment is identified by the difference between mean scores. The treatment means are summed to produce the grand mean scores (see Table 1a).

Table 1a. Group means for control and experimental groups

	Treatment	No-treatment	
No pre-test	7.761	6.410	7.086
Pre-test	7.700	6.660	6.180
	7.731	6.535	7.133

Table 1b presents a description of the subpopulations (participating institutions) according to the control or experimental treatment group (see Table 1b). The data includes the summation of total scores for each institution, the mean score for each school, the standard deviation, variance, and the total number of respondents for each of the participating home economics education institutions. These findings are reported in Table 1a and Table 1b.

Overall Analysis of Variance

The first analysis of variance consisted of a test for the overall effect of the experimental treatment on the participants enrolled in the methods classes at selected home economics education institutions

Table 1b. Description of subpopulations according to treatment group

Variable	Code	Sum	Mean	Std Dev	Variance	N
Treatment -						
Post-test only		788.408	6.410	1.910	3.646	(123)
School	1.	69.246	8.656	0.443	0.196	(8)
School	2.	122.524	7.207	1.182	1.398	(17)
School	3.	29.541	7.385	1.311	1.719	(4)
School	4.	142.262	6.466	1.504	2.262	(22)
School	5.	73.656	8.184	0.928	0.861	(9)
School	6.	29.508	7.377	0.823	0.677	(4)
School	7.	97.115	6.070	1.501	2.254	(16)
School	8.	57.934	6.437	1.491	2.223	(9)
School	9.	125.115	6.256	1.277	1.630	(20)
School	10.	41.508	2.965	1.282	1.644	(14)
Treatment-						
Pre-test, post-test only		812.523	6.660	2.101	4.415	(122)
School	1.	81.639	4.082	1.847	3.410	(20)
School	3.	237.278	7.415	1.599	2.558	(32)
School	4.	38.607	6.434	1.219	1.487	(6)
School	5.	64.033	8.004	0.997	0.994	(8)
School	6.	130.180	8.136	1.016	1.032	(16)
School	8.	131.000	7.278	1.195	1.429	(18)
School	9	86.984	7.908	0.787	0.619	(11)
School	10.	42.803	3.891	1.438	2.069	(11)

Table 1b. continued.

Treatment-						
Experimental treat-						
ment and post-test						
		1047.670	7.761	1.208	1.459	(135)
School	1.	64.443	7.160	1.471	2.163	(9)
School	2.	46.049	7.675	0.496	0.246	(6)
School	3.	98.475	7.575	1.432	2.050	(13)
School	4.	43.328	6.190	2.403	5.774	(7)
School	5.	133.016	7.824	0.483	0.233	(17)
School	6.	132.033	7.335	1.225	1.501	(18)
School	7.	176.229	8.392	0.979	0.958	(21)
School	8.	139.131	8.184	0.900	0.810	(17)
School	9.	123.344	7.709	1.030	1.061	(16)
School	10.	91.623	8.329	0.321	0.103	(11)
Treatment -						
Pre-test, experimental						
treatment and post-						
test						
		1470.686	7.700	0.960	0.922	(191)
School	1.	71.098	7.900	0.293	0.086	(9)
School	2.	127.197	8.480	0.608	0.370	(15)
School	3.	230.311	7.942	0.343	0.117	(29)
School	4.	149.492	6.795	1.020	1.041	(22)
School	5.	170.262	8.108	0.593	0.352	(21)
School	6.	208.492	7.189	1.174	1.379	(29)
School	7.	118.164	8.440	0.632	0.399	(14)
School	8.	156.688	7.834	0.860	0.739	(20)
School	9.	81.000	8.100	1.016	1.032	(10)
School	10.	157.983	7.181	0.820	0.672	(22)

during the fall term, 1975. The researcher assumed additivity of responses over all 55 items within the instruments. For the 571 participants that completed the questionnaire, the responses were totaled and means for each institution were calculated. These means were used to compute the analysis of variance results which are reported in Table 2.

The findings in Table 2 indicate that the materials treatment (materials used in the experimental treatment are found in Appendix F) had a significant effect upon the attitudes of the methods class students during the treatment period. Table 2 also shows that the pre-test treatment (pre-test instrument is found in Appendix D) had no significant effect on the attitudes of the methods class students. Interaction between the materials treatment and the pre-test treatment were not significant at the .05 level. The results of this overall analysis of variance indicates that the experimental treatment had a significant effect on the attitudes of the home economics education methods class students toward the Future Homemakers of America (see Table 2).

Analysis of Pre-Test Treatment

A single analysis of variance was computed based on data obtained from those institutions that administered the pre-test treatment. The results are shown in Table 3 (see Table 3). These data indicate that there was no significant difference among the institution mean scores at the beginning of the experimental treatment.

Table 2. Overall analysis of variance

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	10.046	10.046	6.855	0.013
Test	1	0.040	0.040	.027	0.999
Interaction	1	0.125	0.125	.085	0.999
Residual	34	49.825	1.464		
Total	37	60.137			

Table 3. Analysis of variance for the pre-test scores

Source	df	Sum of squares	Mean squares	F-ratio	F Prob
Between groups	1	0.0017	0.0017	0.003	0.478
Within groups	17	11.1099	0.6535		
Total	18	11.1116			

Analysis of Variance for Attitudes Toward Program Implementation

The analysis of variance results contained in Table 4 represent items 1 through 50 of the post-test instrument and deal with the attitudes of methods class students toward program implementation of the Future Homemakers of America. For the computation of this analysis of variance, the researcher assumed additivity across instrument items 1 through 40 and that the means used to compute the analysis represents the total response in items 1 through 40 (see Table 4).

The results reported in Table 4 indicate that the Materials Treatment had a significant effect on the attitudes of the methods class students toward the Future Homemakers of America at the .05 level. Table 4 also indicates that the pre-test treatment had no significant effect on the student attitudes toward FHA/HERO. The data also reports that the interaction between materials treatment and pre-test treatment was not significant at the .05 level. The results of the analysis of variance of attitudes toward program implementation identify the materials treatment as having a significant effect upon the student attitudes toward FHA/HERO program implementation.

Analysis of Variance for Attitudes toward Advisorship

The analysis of variance results shown in Table 5 represent instrument items 41 through 55 and deal with the attitudes of methods class students toward FHA/HERO advisorship. In the analysis of the

Table 4. Analysis of variance for attitudes toward program implementation (items 1 through 40)

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	16.245	16.245	7.219	0.011
Test	1	0.015	0.015	0.007	0.999
Interaction	1	0.109	0.109	0.048	0.999
Residual	34	76.515	2.250		
Total	37	92.989			

data for Table 5 the researcher assumed additivity across items 41 through 55 and that the means used to compute the analysis of variance represents the total response to items 41 through 55 (see Table 5).

The results reported in Table 5 show that the materials treatment had no significant effect on the attitudes of the methods class students toward the Future Homemakers of America at the .05 level. Table 5 also indicates that the pre-test treatment and the interaction between the materials treatment and the pre-test treatment had no significant effect on the students' attitudes toward FHA/HERO at the .05 level. The results of the analysis of variance for attitudes toward advisorship indicated that the materials treatment had no significant effect upon the student attitudes toward FHA/HERO advisorship.

Selected Items for Analysis of Variance

As reported in Table 6, the analysis of variance for item 3 indicates that the materials treatment had a significant effect on the students' attitudes toward the integration of FHA/HERO into the total home economics program at the .05 level. The data also indicates that the pre-test treatment and the interaction between the pre-test treatment and the materials treatment had no significant effect upon the students' attitudes at the .05 level (see Table 6).

Table 5. Analysis of variance for attitudes toward the role of
FHA/HERO advisorship (items 41 through 55)

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	0.281	0.281	1.752	0.192
Test	1	0.194	0.194	1.213	0.278
Interaction	1	0.179	0.179	1.119	0.298
Residual	34	5.449	0.160		
Total	37	6.131			

Table 6. Analysis of variance for item 3: FHA/HERO integration
into the total home economics program

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	14.456	14.456	7.156	0.011
Test	1	0.057	0.057	0.028	0.999
Interaction	1	0.618	0.618	0.306	0.999
Residual	34	68.687	2.020		
Total	37	83.762			

Table 7 indicates that the materials treatment did not have a significant impact on defining goals and purposes of home economics by students in home economics methods classes. The pre-test treatment and interaction between the materials and pre-test treatments were not significant at the .05 level (see Table 7).

The materials treatment did have a significant impact on the use of a variety of techniques to identify concepts which relate the chapter activities to the total goals of home economics programs, as shown in Table 8. However, the pre-test treatment and interaction between treatments were not significant at the .05 level. Tables 7 and 8 indicate that although the materials treatment was helpful to students for defining the goals and purposes of home economics, it did not help the students identify a variety of techniques which relate FHA/HERO chapter activities to the total goals of the home economics program (see Table 8).

Table 9 indicates that the materials treatment was not a significant influence toward understanding the goals and purposes of FHA/HERO. The pre-test treatment and interaction between the materials treatment and the pre-test treatment were also not significant at the .05 level (see Table 9).

The materials treatment was significant at the .05 level for item 14, as shown in Table 10. This item dealt with understanding the program

Table 7. Analysis of variance for item 4: defining the goals and purposes of home economics

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	1.341	1.341	2.143	0.149
Test	1	0.024	0.024	0.039	0.999
Interaction	1	0.301	0.301	0.481	0.999
Residual	34	21.274	0.626		
Total	37	22.925			

Table 8. Analysis of variance for item 6: using a variety of techniques to identify concepts which relate the chapter activities to the total goals of home economics program

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	18.857	18.857	11.091	0.002
Test	1	0.012	0.012	0.007	0.999
Interaction	1	0.080	0.080	0.047	0.999
Residual	3	18.954	6.318		
Total	37	76.760			

Table 9. Analysis of variance for item 11: understanding the
goal and purposes of the Future Homemakers of America

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	7.065	7.065	2.988	0.089
Test	1	0.228	0.228	0.097	0.999
Interaction	1	0.037	0.037	0.016	0.999
Residual	34	80.379	2.364		
Total	37	87.590			

planning process and use of Program Action Impact. The pre-test treatment and interaction were again not significant at the .05 level (see Table 10).

Table 11 indicates that the materials treatment had a significant impact on the students' knowledge of Teen Times in the FHA/HERO and home economics programs. Identifying knowledge of and use of various resources for program planning and implementation was the aim of instrument items 25, 31, 32, and 39. As shown in Tables 12, 13, 14, and 15, the materials treatment had a significant effect on the students' knowledge of these resources except for State Guides (Table 15). In all cases, the pre-test treatment and interaction between treatments were not significant at the .05 level (see Tables 11-15).

Tables 16 through 30 deal with instrument items 41 through 55, which try to assess attitudes of students in home economics methods classes toward advisorship of an FHA/HERO chapter. The general result is that neither the materials treatment nor the pre-test treatment had a significant impact on attitudes toward advisorship (see Table 16).

Item 41 states that if the Future Homemakers of America is used as a method of teaching, the curriculum in home economics would change considerably. Table 16 shows that the materials treatment, pre-test treatment, and the interaction all had a significant impact on responses

Table 10. Analysis of variance for item 14: understanding the program planning process and use of PROGRAM ACTION IMPACT

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	15.157	15.157	4.269	0.044
Test	1	1.165	1.165	0.328	0.999
Interaction	1	4.669	4.669	1.315	0.258
Residual	34	120.705	3.550		
Total	37	141.278			

Table 11. Analysis of variance for item 17: using TEEN TIMES in a variety of ways in FHA/HERO and the home economics program

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	9.057	9.057	5.105	0.029
Test	1	0.040	0.040	0.023	0.999
Interaction	1	0.232	0.232	0.131	0.999
Residual	34	60.328	1.774		
Total	37	69.619			

Table 12. Analysis of variance for item 25: identifying and using local resources

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	9.057	9.057	5.105	0.029
Test	1	0.040	0.040	0.023	0.999
Interaction	1	0.232	0.232	0.131	0.999
Residual	34	60.328	1.774		
Total	37	69.619			

Table 13. Analysis of variance for item 31: FHA chapter or HERO chapter, the basics of organizing

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	18.487	18.487	4.910	0.032
Test	1	0.061	0.061	0.016	0.999
Interaction	1	2.237	2.237	.594	0.999
Residual	34	128.011	3.765		
Total	37	148.735			

Table 14. Analysis of variance for item 32: chapter guides

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	18.598	18.598	5.321	0.026
Test	1	0.597	0.597	0.171	0.999
Interaction	1	0.002	0.002	0.001	0.999
Residual	34	118.841	3.495		
Total	37	137.726			

Table 15. Analysis of variance for item 39: state guide

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	11.735	11.735	3.456	0.068
Test	1	0.721	0.721	0.212	0.999
Interaction	1	0.324	0.324	0.096	0.999
Residual	34	115.458	3.396		
Total	37	127.953			

Table 16. Analysis of variance for item 41: if the Future Homemakers of America is used as a method of teaching, the curriculum in home economics would change considerably

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	7.947	7.947	20.408	0.001
Test	1	4.675	4.675	12.007	0.002
Interaction	1	1.686	1.686	4.329	0.043
Residual	34	13.239	0.389		
Total	37	28.266			

to this question. To further illustrate this interaction, Figure 1 identifies the mean scores for the materials treatment and the pre-test treatment. As the researcher investigated the interaction, it was identified as being caused by a misinterpretation of the item.

	Treatment 1	Treatment 2
Test 1	4.770	4.437
Test 2	4.336	3.285

Figure 2. Treatment means for item 41

As students read the statement there was some question as to the role and impact of the FHA/HERO program on the curriculum of home economics. Some students felt that by integrating FHA/HERO into the home economics curriculum the focus of home economics would change drastically. Other respondents indicated that the FHA/HERO program would have no effect on the home economics curriculum.

Instrument items 42 through 45 deal with attitudes toward integration of the FHA/HERO program into classroom activities. As shown in Tables 17 through 20, neither materials treatment, pre-test treatment, nor the interaction between the treatments proved to significantly influence response to these items (see Tables 17-20).

Table 21 indicates that both treatments and interaction between treatments do not have a significant impact on responses to item 46. This item states that the overall goals of FHA/HERO and home economics are basically the same (see Table 21).

Table 17. Analysis of variance for item 42: many schools have homemaking students who are not members of the organization; therefore, it is unfair to discuss FHA/HERO chapter issues concerns in those classes

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	0.193	0.193	0.503	0.999
Test	1	0.613	0.613	1.595	0.213
Interaction	1	0.908	0.908	2.364	0.130
Residual	34	13.063	0.384		
Total	37	14.742			

Table 18. Analysis of variance for item 43: there is no relationship between FHA/HERO activities and classroom learning

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	0.061	0.061	0.205	0.999
Test	1	0.252	0.252	0.842	0.999
Interaction	1	0.391	0.391	1.309	0.260
Residual	34	10.171	0.299		
Total	37	10.862			

Table 19. Analysis of variance for item 44: the program of the Future Homemakers of America is designed in such a way as to be a part of the home economics education curriculum

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	0.107	0.107	0.431	0.999
Test	1	0.316	0.316	1.268	0.267
Interaction	1	0.039	0.039	0.157	0.999
Residual	34	8.468	0.249		
Total	37	8.952			

Table 20. Analysis of variance for item 45: integrating the FHA/HERO organization and classroom activities may be accomplished by holding chapter meetings and activities during the regular class period

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	0.312	0.312	0.485	0.999
Test	1	0.061	0.061	0.164	0.999
Interaction	1	0.239	0.239	0.646	0.999
Residual	34	12.557	0.369		
Total	37	13.153			

Table 21. Analysis of variance for item 46: the overall goals of this organization and home economics are basically the same

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	51.945	51.945	0.973	0.999
Test	1	50.907	50.907	0.953	0.999
Interaction	1	46.163	36.163	1.052	0.313
Residual	34	1815.713	53.403		
Total	37	1980.778			

Item 47 deals with extended learning experiences. Table 22 shows that neither materials treatment, pre-test treatment, nor interaction were significant at the .05 level for this item. Item 48 also deals with expanded learning experiences. As shown in Table 23, the results parallel those given for item 47 (see Tables 22 and 23).

Table 24 shows that the materials treatment did have a significant impact on attitudes for use of the encounter program as an integral part of the family living curriculum. The pre-test treatment and interaction were not significant at the .05 level (see Table 24).

Item 50 states that a portion of the first unit of the home economics curriculum may well be given to learning about the FHA/HERO organization and its program. The results of analysis of variance on this item reported in Table 25 indicate that the materials treatment and interaction did not have a significant impact on response to these items. However, the pre-test treatment was significant at the .05 level (see Table 25).

Table 26 gives the analysis of variance results for item 51. This item states that the FHA/HERO organization exists to help students experience the decision making process. Table 26 shows that neither materials treatment, the pre-test treatment, nor interaction were significant for this item at the .05 level (see Table 26).

Table 22. Analysis of variance for item 47: homemaking classes, FHA/HERO chapter activities, and extended learning experiences should all interact to provide educational opportunities for working toward the improvement of personal, family, and community living

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	0.082	0.082	0.365	0.999
Test	1	0.180	0.180	0.802	0.999
Interaction	1	0.051	0.051	0.228	0.999
Residual	34	7.608	0.224		
Total	37	7.908			

Table 23. Analysis of variance for item 48: the FHA or HERO chapter activity should be expanded within and beyond the classroom to enrich learning

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	0.223	0.223	0.588	0.999
Test	1	0.001	0.001	0.003	0.999
Interaction	1	0.002	0.002	0.006	0.999
Residual	34	12.871	0.379		
Total	37	13.096			

Table 24. Analysis of variance for item 49: the encounter program may become an integral part of the family living curriculum

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	2.274	2.274	11.983	0.002
Test	1	0.001	0.001	0.003	0.999
Interaction	1	0.023	0.023	0.124	0.999
Residual	34	6.453	0.190	0.124	0.999
Total	37	8.762			

Table 25. Analysis of variance for item 50: a portion of the first unit in the home economics curriculum may well be given to learning about the Future Homemakers of America organization and its program

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	0.000	0.000	0.001	0.999
Test	1	1.564	1.564	5.946	0.019
Interaction	1	0.051	0.051	0.192	0.999
Residual	34	8.944	0.263		
Total	37	10.566			

Table 26. Analysis of variance for item 51: the Future Home-makers of America organization exists to help students experience the decision-making process

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	0.010	0.010	0.058	0.999
Test	1	0.001	0.001	0.004	0.999
Interaction	1	0.480	0.480	2.689	0.107
Residual	34	6.072	0.179		
Total	37	6.564			

Item 52 states that FHA/HERO support and enhance the learning experience of students. Table 27 indicates that neither treatments nor interaction had a significant impact on responses to this item (see Table 27).

Table 28 gives the results of the analysis of variance on responses to item 53. This item states that the new, inexperienced teacher should become adept at planning lessons from the regular subject matter content before attempting to include FHA and HERO chapter material and activities. The results of the analysis of variance shows that neither treatment had a significant impact on responses to this item. However, the interaction between the material and pre-test treatments was significant at the .05 level. The interaction for item 53 is shown in Figure 3. From

	Treatment 1	Treatment 2
Test 1	4.241	3.711
Test 2	3.713	4.154

Figure 3. Treatment means for item 53

this diagram it can be seen that the treatment had a negative effect upon the attitudes of the students toward the FHA/HERO program. The interaction is attributed to the fact that the materials and experimental treatment prepared the student teachers for the volume of organizational activities necessary for the successful advisorship of an FHA/HERO chapter (see Table 28).

Item 54 states that the home economics teacher has enough to do without having the responsibility for an FHA/HERO chapter as well.

Table 27. Analysis of variance for item 52: the Future Homemakers of America organization supports and enhances the learning experiences of students

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	0.282	0.282	1.103	0.302
Test	1	0.035	0.035	0.139	0.999
Interaction	1	0.001	0.001	0.005	0.999
Residual	34	8.684	0.255		
Total	37	8.992			

Table 28. Analysis of variance for item 53: the new, inexperienced teacher should become adept at planning lessons from the regular subject matter content before attempting to include FHA and HERO chapter materials and activities

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	0.039	0.039	0.109	0.999
Test	1	0.363	0.363	1.011	0.323
Interaction	1	2.696	2.696	7.514	0.009
Residual	34	12.200	0.359		
Total	37	15.313			

Table 29 indicates that the treatments and interaction between the treatments did not have a significant effect on the responses to this item.

Item 55 states that, "I feel that I am well prepared to assume the role of advisor for the Future Homemakers of America, national student organization in the field of home economics education." The results of the analysis of variance on responses to this item are given in Table 30.

The results show that the materials treatment did have a significant impact on responses to this item. The pre-test treatment and the interaction were not significant at the .05 level (see Tables 29 and 30).

Test of Hypotheses

The statistical analysis of data was computed by the F-test of significance for the analysis of variance. Of the four null hypotheses, one was rejected and three failed to be rejected.

Null hypothesis 1 stated: There was no significant attitudinal difference between those students who received the experimental treatment and those students who did not receive the treatment. Based on the F-test of significance at the .05 level of significance, the hypothesis is rejected.

Table 29. Analysis of variance for item 54: the home economics teacher has enough to do without having the responsibility for an FHA/HERO chapter as well

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	0.038	0.038	0.093	0.999
Test	1	0.110	0.110	0.271	0.999
Interaction	1	0.282	0.282	0.696	0.999
Residual	34	13.759	0.405		
Total	37	14.195			

Table 30. Analysis of variance for item 55: I feel that I am well prepared to assume the role of advisor for the Future Homemakers of America, national vocational student organization, in the field of home economics education

Source of variation	df	Sum of squares	Mean squares	F-test	
				Computed F-value	Prob
Treatment	1	4.099	4.099	11.543	0.002
Test	1	1.257	1.257	3.539	0.065
Interaction	1	0.195	0.195	0.550	0.999
Residual	34	12.075	0.355		
Total	37	17.896			

Table 31. Computed F-value for hypotheses 1 through 4

<u>Hypotheses</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
F-value	.013 ^a	.999 ^b	.999 ^c	.478 ^d

^aSee test for Treatment in Table 2

^bSee test for Test in Table 2

^cSee test for Interaction in Table 2

^dSee test for Pre-Test in Table 3

Null hypothesis 2 stated: There was no significant attitudinal difference between those students who took the pre-test and those students who did not take the pre-test. From the statistical analysis of data, hypothesis 2 failed to be rejected at the .05 level of significance.

Hypothesis 3 stated: There was no significant interaction effect between having taken the pre-test and having received the experimental treatment. Hypothesis 4 stated: There was no significant difference between the pre-test scores of the control groups. Both of these hypotheses failed to be rejected at the .05 level of significance.

Based on the findings of this study, the materials were found to be significantly meaningful for future development of programs for home economics teacher education.

Student teachers and the home economics teacher educators emphasized the need for reference materials and publications that relate the FHA/HERO program to the home economics curricula. Student teachers strongly recommended that FHA/HERO advisors be provided with specific directions for program implementation in local chapters of the Future Homemakers of America.

The findings of this study are consistent with previous findings (Storm, 1975; Davidson, 1974; Ronning, 1974; and Volungis, 1974) which stated that the preparation of the home economics teacher in the roles and responsibilities of the FHA/HERO advisor is paramount to the success of the chapter. Positive attitudes toward the program of the Future Homemakers of America are essential if a teacher is to adequately direct and coordinate the FHA/HERO chapter activities with the home economics curriculum.

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The favorable response of the student teachers who experienced the experimental materials indicates that the materials were useful in helping student teachers develop positive attitudes toward implementation of the FHA/HERO program.

Therefore, the conclusion reached by the investigator was that the use of the experimental FHA/HERO materials in the home economics education methods class produced positive attitudes toward the program of the Future Homemakers of America. Since teacher preparation is a continuous process, teacher educators ought to explore the roles and responsibilities of chapter advisors and provide as many FHA/HERO related learning experiences as possible during the preparation program.

Student Free Response Findings

The third section of the post-test instrument, "Part III-- Here's what FHA/HERO seems to me to be about. . .," provided the respondent with an opportunity to express personal opinions and feelings about the program of the Future Homemakers of America. The free responses included personal comments, suggestions for improvement, advice, questions in relation to program relevance, and general statements. The following are examples:

Personal comments included items such as, "FHA/HERO helps young people develop leadership and increase their understanding of home economics."

The suggestions for improvement indicated that, "FHA/HERO must be a vital and important part of each home economics curriculum and not just another social club."

One student offered the following advice, "FHA/HERO is an organization that prepares individuals for life in society. Students learn to work effectively with others and through involvement, stimulate interest in the home economics program."

Some students questioned the relevance of the FHA/HERO program by asking, "I really don't remember much about it. Is it still the social club for girls?"

Still another student responded by stating that, "FHA/HERO helps students to learn about themselves, the community, and society. These programs are designed to help individuals understand the role of home-maker, consumer and wage-earner. I believe these programs are very important since they relate to the world of work. I believe teachers and leaders of FHA/HERO should donate more time to helping these worthwhile programs."

The complete text of the free responses are presented in categories according to the name of the home economics education

institution and are listed in Appendix H.

Responses of Teacher Educators

In addition to the statistical tests of hypotheses, answers were sought from participating teacher educators for the following questions regarding the home economics teacher education programs at the cooperating institutions:

1. What were the methods and activities used to present the FHA/HERO program to the methods class students?
2. How did the students discuss the FHA/HERO philosophy as it relates to home economics?
3. Was the concept of integration of FHA/HERO chapter activities into the home economics curriculum explored by the students?
4. Were the resources and publications of the Future Homemakers of America presented to the students?
5. Were students encouraged to explore their future role as advisors of Future Homemakers of America chapters?
6. How would the teacher educator describe the attitudes of the students toward the program of the Future Homemakers of America?

The responses included an explanation of the manner in which the experimental treatments were administered and/or how the control group discussed the topic of FHA/HERO. The participating teacher educators provided the researcher with suggestions for improving the

experimental materials, suggested learning activities, and supplemental resource materials relating to the FHA/HERO program.

The responses for these items were collated according to question number and are listed in Appendix I.

Summary of Findings

The findings of this study were reported in four sections: a) analysis of variance findings; b) test of hypotheses; c) student free responses; and d) responses of teacher educators.

The attitudes of home economics education methods class students toward program implementation and advisorship roles as related to the Future Homemakers of America were reported. The sample consisted of 571 students enrolled in the home economics education methods classes at randomly selected institutions during the fall term, 1975.

Home economics teacher educators enthusiastically participated in the research project for the Future Homemakers of America. Both teacher educators and student teachers expressed support for the concept of the FHA/HERO program as an integral part of the home economics curricula.

The findings indicated that the experimental treatment had a significant effect upon the attitudes of the student teachers toward the

program of the Future Homemakers of America. However, the responses also indicated that the student teachers were apprehensive about the role of FHA/HERO chapter advisor.

CHAPTER 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Involvement of students has been recognized by many educators as a vital aspect in the plans for relevant teaching and learning. The Future Homemakers of America organization (with FHA and HERO chapters) offers an ideal method for both involvement and relevancy. The FHA/HERO program goals and activities focus on the needs, concerns, and interests of students as they relate to the curriculum of home economics education. This program is based on the students' view of their homes and society and gives credence to the belief that home economics is a discipline that will teach people to live in a constantly changing world.

The present study was undertaken to explore the attitudes of methods class students toward the program of the Future Homemakers of America. The extent of their attitudes was determined by analyzing responses to questionnaires that were administered to students at randomly selected home economics teacher education institutions.

The development of program materials and the survey of home economics education methods class students was a segment of a long range project promoted by the National FHA/HERO Headquarters Staff. The primary purpose of this study was to identify the attitudes of home economics education methods class students toward the Future Homemakers of America as they prepare for the student-teaching experience.

As the students explored the roles and responsibilities of the FHA/HERO advisor, materials needed to be developed to assist them with the exploration of philosophy, terminology, program planning, management, and the available resources and publications.

More specifically the study was designed to accomplish these objectives:

1. To develop teaching materials to be used as a guide by teacher educators in the presentation of the FHA/HERO organization at the pre-service level in teacher education programs.
2. To identify the attitudes of home economics education methods class students toward the Future Homemakers of America at randomly selected institutions during the fall term, 1975.
3. To determine the relationship between the type of FHA/HERO presentation in methods classes and the attitudes of the prospective home economics teachers.

Compilation of such information was believed to be a sound basis for further promotion of the FHA/HERO program as an integral part of home economics teacher education. However, the major aspect of the study was to test the following hypotheses:

1. There was no significant attitudinal difference between those students who received the experimental treatment and those students who did not receive the treatment.
2. There was no significant attitudinal difference between those students who took the pre-test and those students who did not take the pre-test.

3. There was no significant interaction effect between having taken the pre-test and having received the experimental treatment.
4. There was no significant difference between the pre-test scores.

A student teacher's guide of materials entitled "The Classroom Comes Alive" was developed with suggested readings, activities, and resource materials. Attitudinal instruments using a Likert-type scale were developed into a pre-test and post-test. All materials were field tested by the researcher at four home economics teacher education institutions during the summer of 1975. From the American Home Economics Association publication, "Home Economics in Institutions Granting Bachelors or Higher Degrees 1972-1973," a random sample of 40 institutions was obtained. Each randomly selected institution was then randomly assigned to one of four experimental groups for the two by two factorial design frequently cited as the Solomon 4-group treatment which varied as follows: (1) only a post-test is administered to the first group, (2) a pre-test and the post-test but not the experimental treatment is administered to the second group, (3) an experimental treatment and the post-test but not the pre-test is administered to the third group, and (4) the pre-test, the experimental treatment and the post-test is administered to the fourth group. Data were secured from 38 of the 40 selected institutions. Western Carolina State College was unable to participate in the study due to a scheduling conflict and no response was received from California

State University--Fresno. Results from the pre-test and post-test instruments were processed by the computer.

The Solomon 4-group analysis of variance technique was used to analyze the data. This two-way design allowed the researcher to test for the significance of the materials treatment, the pre-test treatment, and the interaction between the two factors.

The findings of the study indicated that the materials treatment had a significant effect on the attitudes of the methods class students toward the FHA/HERO program, as suggested by the rejection at the .05 level of significance for the null hypothesis one: There was no significant attitudinal difference between those students who received the experimental treatment and those students who did not receive the treatment.

For the second hypothesis, stating there was no significant attitudinal difference between those students who took the pre-test and those students who did not take the pre-test, the study indicates that the hypothesis failed to be rejected at the .05 level. The failure to reject the null hypotheses at the .05 level also applies to the third and fourth hypotheses, which were stated, There was no significant interaction effect between having taken the pre-test and having received the experimental treatment, and, There was no significant difference between the pre-test scores.

In summary, students enrolled in methods classes have positive attitudes toward advisorship of the vocational student organization when they are provided with appropriate instructional materials. Based on the findings of the study, the following educational implications were concluded for continual program development.

1. The Future Homemakers of America should be recognized as an integral part of the total Vocational Home Economics Education program.
2. Educators should recognize that the student organization of FHA/HERO can provide opportunities for strengthening classroom learning experiences through youth planned and directed activities that relate the classroom learning to the needs and demands of family life.
3. Teacher educators serve a very basic and essential role that is necessary for the formulation and maintenance of a successful vocational student organization in home economics by preparing teachers for the role of FHA/HERO advisors.
4. The teacher educator serves as the catalytic agent with implementation concepts and new ideas for the integration of the FHA/HERO organization into home economics education programs.
5. Teacher educators have an opportunity to identify and develop curriculum materials and supportive instructional resources that are designed to aid teachers/advisors as they integrate the FHA/HERO program into the home economics curriculum.
6. As a result of this study, it was concluded that the national FHA/HERO headquarters staff should provide teacher educators with program materials that are suitable for use in the teacher preparation programs.

Conclusions and Recommendations

The results of this study seem to indicate student teachers, when exposed to information about the Future Homemakers of America, have positive attitudes towards program implementation of FHA/HERO. However, as indicated by the statistical analysis of the data, the student teachers did not express positive attitudes about the role of the chapter advisor. From this information, the researcher must conclude that within the testing period of one school term, the student teachers acquired information about the program which was reflected in the positive attitudes of the student teachers toward the FHA/HERO program. At the same time, the student teachers did not acquire adequate exposure to the program of the Future Homemakers of America as illustrated in the less positive attitudes toward the role of FHA/HERO advisorship. In conclusion, positive attitudes toward advisorship cannot be developed in the limited amount of time allocated to the study of the Future Homemakers of America during the methods class prior to the student teaching experience. Positive attitudes should be a developmental process. Students in home economics education should be exposed to the FHA/HERO program and concepts throughout the entire preparation program.

Since the effectiveness of the FHA/HERO organization depends on the preparation and instruction of the home economics teacher, emphasis should be placed on the methods of advising a local chapter

in the program of the Future Homemakers of America. Organizational operation within the home economics classroom is designed to enhance the curriculum and can succeed only if the adult leaders comprehend the organization as a technique or method of teaching.

It is recognized that the teacher education curricula appear to be incorporating the maximum aspects of the home economics teaching position and there is a very limited amount of time that can be designated for exposure to directing FHA/HERO chapter activities. Nevertheless, the following recommendations are proposed for consideration.

1. Develop a program that provides students with an overview of vocational home economics education and FHA/HERO with emphasis on philosophy, leadership, and curriculum development.
2. Develop a program designed as a FHA/HERO methods class that would provide participatory training in the procedure and administrative processes of the organization, record keeping, program activities, and advisor roles and responsibilities.
3. Conduct in-service programs that are designed to provide teachers with competence in the specifics of advisorship for the FHA/HERO organization. This in-service program may be included as a certification requirement.
4. A teacher education committee ought to be formed as a permanent part of the national FHA/HERO governance to provide a means of communication between home economics teacher educators and the Future Homemakers of America organization.

Teacher educators should consider themselves as the central vehicle for research to support OR reject the usefulness and contributions

of the Future Homemakers of America. Research should be considered an essential key to improved communications between the national organization and teacher education.

Educators in home economics have access to facilities, resources, and the necessary skills to direct research, and report research results effectively. Thus, research may lend considerable support to the future direction and program implementation of FHA/HERO. The Future Homemakers of America must actively support and participate in research activities related to the various aspects of FHA/HERO.

After completing the study and analyzing the data, recommendations for future research regarding advisor preparation are made.

1. Conduct similar studies to identify teacher educators' attitudes toward advisorship of the Future Homemakers of America.
2. Identify the FHA/HERO educational needs of the senior home economics education student after the student teaching experience.
3. Determine effective means of dissemination and implementation of publications and resources from the national organization and state association to the local chapter.
4. Repeat the present study (after altering items 41 and 53 on the questionnaire to determine unsuspected defects in item construction) with a randomized sample of first year teachers.

The Future Homemakers of America is a vocational organization that provides students of home economics with an opportunity to prepare themselves for the multiple roles they will assume as adults in a

constantly changing society. With strong adult leadership and relevant, meaningful programs that are based on the needs of youth, the Future Homemakers of America will continue to make home economics a vital part of our educational program.

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ACKNOWLEDGEMENTS

As the present study is being completed, I am especially aware of the assistance and support of those people who made this endeavor possible. I wish to thank and extend sincere appreciation to the following:

Dr. George Kizer, advisor and major professor, for his competent guidance, support, and encouragement throughout my graduate program;

Dr. Irene Beavers, Dr. Milton Brown, Dr. Ross Engle, Dr. Sharon Redick, and Dr. Virginia Thomas for their support, interest, and willingness to serve as committee members;

Dr. Anton Netusil and James Helvick for their help with the statistical analysis involved in the study and for their patience in providing me with explanations of the statistical processes.

Special acknowledgements of appreciation are extended to the participating teacher educators and student teachers for their willingness to explore the FHA/HERO program as a part of this research project and for their cooperative efforts in the collection of the data.

I am grateful to Colette Chase for her untiring efforts and flexibility in the typing of this study.

Special appreciation is extended to my fifth grade teacher, Miss Margaret Halstead, for her persistence in helping me to focus on my potential.

Without the constant support and skillful guidance of my parents, John and Leila Ronning, this study would have been impossible. Their broad vision, value of education, and immeasurable love has served as a constant source of inspiration throughout my life.

Most of all, a special thank you goes to my husband, Steve, for his patience, understanding, criticism, love, and support in all that I do. Sharing this adventure in graduate school has been a very special experience. I know that without Steve's encouragement along the way this goal could not have become a memory.

APPENDIX A. TEACHER EDUCATION ADVISORY COMMITTEE

Dr. Camille Bell, Chairman
Head, Home Economics Education
Technological University
Lubbock, Texas 79409

Ms. Charlotte Carr
Home Economics Teacher Education
Illinois State University
Normal, Illinois 61761

Dr. Alberta D. Hill, Head
Home Economics Teacher Education
College of Education
210 White Hall
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Ms. Marilyn Osborn
State Teacher Educator
Homemaking Education
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Home Economics Education
Sarah Hamilton Fleischmann School of Home Economics
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Ms. Diane C. Ronning
Program Consultant
Future Homemakers of America
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Ms. Mary A. Warren
School of Home Economics
University of Oklahoma
610 Elm Avenue, Room 101
Norman, Oklahoma 73069

APPENDIX B. TEACHER EDUCATION PROGRAM ADVISORY COMMITTEE

- Dr. Josephine Foster
Apalacha State College
- Ms. Marilyn Osborn
University of Vermont
- Dr. Sharon Redick
Iowa State University
- Ms. Diane C. Ronning
Program Consultant
Future Homemakers of America
- Ms. Ardis Young
South Dakota State University

APPENDIX C. CORRESPONDENCE

FHA-HERO¹¹⁸

Dear Home Economics Teacher Educator:

The Future Homemakers of America, vocational student organization, with FHA and HERO chapters finds its place as an important part of the Home Economics program. Through chapter activities, students explore their roles as individuals, family members, community citizens, and wage earners with jobs and careers.

If an FHA/HERO program is to be effective the home economics teacher--chapter adviser needs to know much about the program and activities of the organization and how the objectives of this program may be reached through experiences related to the home economics curriculum. To help future teachers develop concepts related to FHA and HERO, materials are being compiled for use in home economics education methods classes.

To obtain a picture of the home economics methods classes, your assistance is needed. Your institution of teacher education has been randomly selected from the AHEA 1974 issue of "Home Economics in Institutions Granting Bachelor's or Higher Degrees 1972-1973." We would like your Fall 1975 methods class (pre-student teaching) to participate in a national study which will explore the integration of the FHA/HERO program into the teacher education methods class. The staff member who teaches the methods class will be asked to either administer the pre- and post- tests without altering the methods class instruction, or incorporate the newly developed packet of teaching materials into the methods class instruction and administer the pre- and post- tests. If your school is selected to administer the new materials, this may involve a maximum of 3 to 5 class hours during the Fall 1975 quarter or semester (For most of the suggested activities, only a portion of a class period will be required, probably 15-30 minutes).

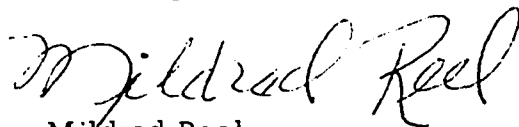
Please return the enclosed form indicating your willingness to participate in this study. A self-addressed envelope is enclosed for your reply. We would appreciate receiving this information by July 1, 1975.

We realize that this may be an additional task for your teacher education program. Nevertheless, the information we obtain from your students will help improve the adult leadership programs and materials of the Future Homemakers of America.

This study is being conducted by Diane C. Ronning, a graduate student at Iowa State University, in conjunction with the National Office of the Future Homemakers of America.

Your assistance will be greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Mildred Reel". The signature is written in black ink and is positioned above the typed name and title.

Mildred Reel
Executive Director
Future Homemakers of America
Washington, D.C.

Participation Form:

Please print or type the following information --

NAME OF COLLEGE OR UNIVERSITY _____

_____ Our pre-student teaching methods class will be happy to participate in this study during the Fall semester or quarter 1975.

_____ At this time we do not feel that we can participate in this study because

If you have indicated a willingness to participate in this study, please provide the following information.

Name of the staff person who will be instructing the methods class during the Fall, 1975:

Address: _____

This institution is on the _____ QUARTER _____ SEMESTER system.

Our anticipated enrollment for the Fall methods course is _____ students.

Our school term for Fall 1975 begins on _____ and ends on _____.

Please return this form by July 1, 1975 to:

Diane C. Ronning
2639 Knapp Street, Apartment 5
Ames, IA 50010

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FHA-HERO

Dear Teacher Educator:

Recently you were sent a letter and form asking for your participation in a study of Home Economics Education students. We realize that you may have been away from school this summer and even though the deadline has passed, we are still very much interested in having your pre-student teaching methods class participate in this study during the Fall, 1975.

As stated in the earlier letter, your students will be asked to complete a questionnaire or use some of the FHA/HERO materials in the methods class and complete a questionnaire during the pre-student teaching methods class.

We realize that this might be an additional task to place on an already full curriculum, but the entire time spent during the quarter or semester will amount to 3 to 5 class periods during which 15 to 30 minutes will be used in exploring the FHA/HERO program.

Please use the participation form and the self-addressed stamped envelope to send your reply.

We would appreciate receiving your response by July 15th so that the materials could be sent to you before classes start in the fall.

This study is being conducted by Diane C. Ronning, a graduate student at Iowa State University, in conjunction with the National Headquarters of the Future Homemakers of America.



Mildred Reel
Executive Director
Future Homemakers of America
Washington, DC

Participation Form:

Please print or type the following information --

NAME OF COLLEGE OR UNIVERSITY _____

_____ Our pre-student teaching methods class will be happy to participate in this study during the Fall semester or quarter 1975.

_____ At this time we do not feel that we can participate in this study because

If you have indicated a willingness to participate in this study, please provide the following information.

Name of the staff person who will be instructing the methods class during the Fall, 1975:

Address:

This institution is on the _____ QUARTER _____ SEMESTER system.

Our anticipated enrollment for the Fall methods course is _____ students.

Our school term for Fall 1975 begins on _____ and ends on _____.

Please return this form by July 15, 1975 to:

Diane C. Ronning
2639 Knapp Street, Apartment 5
Ames, IA 50010

FHA-HERO¹²³

August 14, 1975

Dear Teacher Evaluator --

On behalf of the Future Homemakers of America, I want to thank you for your willingness to participate in this national study on teacher education.

Your institution has been randomly assigned to a control group. During the fall term 1975 please do the following:

- 1) Return the post card when the package of materials arrives at your institution.
- 2) Teach your methods class as usual. If you teach any of the FHA/HERO concepts, continue to teach them as you have in the past.
- 3) Administer the GROWTH INDICATOR (the green questionnaire) at the completion of the methods class.
- 4) Please return the GROWTH INDICATOR questionnaires in the envelope provided.

Because the postal rates are in question, please send me a bill for the postage and I will reimburse you for the expense.

If you have any questions or are in need of additional questionnaires, please contact me.

Diane C. Ronning
2639 Knapp Street, Apartment 5
Ames, IA 50010
515/292-2274

I look forward to receiving this information from your Home Economics Education institution.

Sincerely,

Diane C. Ronning
Program Consultant
FUTURE HOMEMAKERS OF AMERICA

124

FHA-HERO

August 14, 1975

Dear Teacher Evaluator --

On behalf of the Future Homemakers of America, I want to thank you for your willingness to participate in this national study on teacher education.

Your institution has been randomly assigned to a control group. During the fall term 1975 please do the following:

- 1) Return the postcard when the package of materials arrives at your institution.
- 2) Administer the ARE YOU READY (yellow) questionnaires to the methods class students at the beginning of the methods class this fall.
- 3) Return the ARE YOU READY questionnaires in the envelope provided.*
- 4) Teach your methods class as usual. If you teach any of the FHA/HERO concepts, continue to teach them as you have in the past.
- 5) Administer the GROWTH INDICATOR (green) questionnaire to the methods class students at the completion of the methods class.
- 6) Please return the GROWTH INDICATOR questionnaires in the envelope provided.*

*Because the postal rates are in question, please send me a bill for the postage and I will reimburse you for the expense.

If you have any questions or are in need of additional questionnaires, please contact me.

Diane C. Ronning
2639 Knapp Street, Apartment 5
Ames, IA 50010
515/292-2274

page two
August 14, 1975

125

I look forward to receiving this information from your Home Economics Education institution.

Sincerely,

A handwritten signature in black ink that reads "Diane C. Ronning". The signature is written in a cursive style with a large, looped initial "D".

Diane C. Ronning
Program Consultant
FUTURE HOMEMAKERS OF AMERICA

126

FHA-HERO

August 14, 1975

Dear Teacher Educator --

On behalf of the Future Homemakers of America, I want to thank you for your willingness to participate in this national study on teacher education.

Your institution has been randomly assigned to an experimental group. Under separate cover you will receive: 1) a Teacher Education packet of FHA/HERO materials compliments of the National Headquarters. (If you already have these materials, return the packet at the end of this experiment.); 2) A copy of a workbook THE CLASSROOM COMES ALIVE for each student in your methods class; and 3) the GROWTH INDICATOR questionnaire.

During the fall term 1975 please do the following:

- 1) Return the post card when the package of materials arrives at your institution.
- 2) Distribute THE CLASSROOM COMES ALIVE to each student in the methods class and encourage the students to use the booklet during the methods class.
- 3) Encourage the students to explore the role of the FHA/HERO adviser.
- 4) Discuss the relationship between the FHA/HERO philosophy and the goals and purposes of Home Economics Education.
- 5) Discuss the IMPACT process and FHA/HERO project planning as it relates to the Home Economics curriculum (see pp. 23-34 and 41-52 of THE CLASSROOM COMES ALIVE).
- 6) Encourage the students in your methods classes to study and use the FHA/HERO publications and materials as they develop units, modules, and/or lesson plans for home economics.
- 7) Administer the GROWTH INDICATOR (green) questionnaire to the students in the methods class at the completion of the methods class.

8) Please return the GROWTH INDICATOR questionnaires in the envelope provided.*

*Because the postal rates are in question, please send me a bill for the postage and I will reimburse you for the expense.

If you have any questions or are in need of additional questionnaires or workbooks, please contact me.

Diane C. Ronning
2639 Knapp Street, Apartment 5
Ames, IA 50010

515/292-2274

I look forward to receiving this information from your Home Economics Education institution.

Sincerely,



Diane C. Ronning
Program Consultant
FUTURE HOMEMAKERS OF AMERICA

FHA-HERO

August 14, 1975

Dear Teacher Educator --

On behalf of the Future Homemakers of America, I want to thank you for your willingness to participate in this national study on teacher education.

Your institution has been randomly assigned to an experimental group. Under separate cover you will receive: 1) a Teacher Education packet of FHA/HERO materials compliments of the National Headquarters. (If you already have these materials, please return the packet at the end of the experiment.); 2) a copy of THE CLASSROOM COMES ALIVE workbook for each student in your methods class; 3) the ARE YOU READY (yellow) pre-test questionnaires; and 4) the GROWTH INDICATOR (green) post-test questionnaires.

During the fall term 1975 please do the following:

- 1) Return the post card when the package of materials arrives at your institution.
- 2) Administer the ARE YOU READY (yellow) questionnaire at the beginning of the fall term.
- 3) Return the ARE YOU READY questionnaires in the envelope provided.*
- 4) Distribute THE CLASSROOM COMES ALIVE to each student in the methods class and encourage the students to use the booklet during the methods class.
- 5) Encourage the students to explore the role of the FHA/HERO adviser.
- 6) Discuss the relationship between the FHA/HERO philosophy and the goals and purposes of Home Economics Education.
- 7) Discuss the IMPACT process and FHA/HERO project planning as it relates to the Home Economics curriculum (see pp. 23-34 and 41-52 of THE CLASSROOM COMES ALIVE).

- 8) Encourage the students in your methods classes to study and use the FHA/HERO publications and materials as they develop units, modules, and/or lesson plans for home economics.
- 9) Administer the GROWTH INDICATOR (green) questionnaire to the students in the methods class at the completion of the methods class.
- 10) Please return the GROWTH INDICATOR questionnaires in the envelope provided.*

*Because the postal rates are in question, please send me a bill for the postage and I will reimburse you for the expense.

If you have any questions or are in need of additional questionnaires or workbooks, please contact me.

Diane C. Ronning
2639 Knapp Street, Apartment 5
Ames, IA 50010

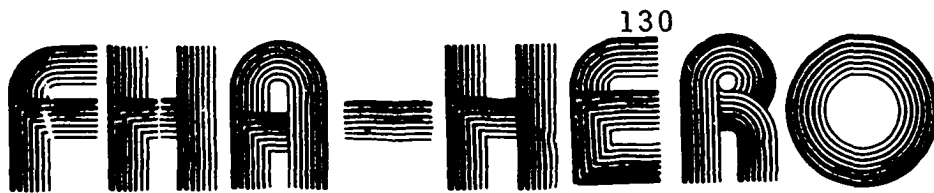
515/292-2274

I look forward to receiving this information from your Home Economics Education institution.

Sincerely,



Diane C. Ronning
Program Consultant
FUTURE HOMEMAKERS OF AMERICA



August 14, 1975

Dear State Supervisor,

A national study on FHA/HERO adviser preparation is currently being conducted. In order to keep you informed of the happenings within your state, this letter is to inform you that the following home economics teacher education institutions are participating in this study:

We appreciate your support and interest in FHA/HERO as we strive to provide our teacher educators with useful information and materials that are so vital to the successful preparation of future FHA/HERO advisers.

I will look forward to sharing the findings of this study with you.

Sincerely,

A handwritten signature in black ink that reads 'Diane C. Ronning'. The signature is written in a cursive style with a large, looping 'D' and 'R'.

Diane C. Ronning
Program Consultant
FUTURE HOMEMAKERS OF AMERICA

FHA-HERO

Dear Teacher Educator:

On behalf of the Future Homemakers of America, I want to thank you for your willingness to participate in our teacher education research project.

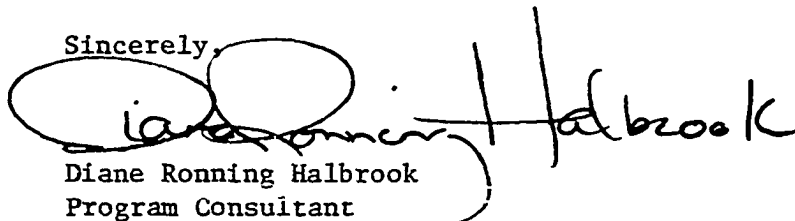
As we complete this activity a few items need further attention. To help me understand how the FHA/HERO materials or the FHA/HERO programs were presented to your students, please complete the enclosed questionnaire and return it to me by January 20, 1976.

Also, I have enclosed check # _____ for _____ to cover your postage expenses.

Thank you for your interest in the Future Homemakers of America. With your support, our program will continue to promote leadership among home economics education students.

May you have a very happy new year.

Sincerely,



Diane Ronning Halbrook
Program Consultant
Future Homemakers of America

DRH:smw

Enclosure

APPENDIX D. PRE-TEST INSTRUMENT



Name _____

School _____

Date _____

ARE YOU READY?

As a Home Economics teacher you may have an opportunity to serve as an adviser to a local chapter of the Future Homemakers of America. Are you ready for that responsibility?

PART I. Based on your current knowledge and experiences with FHA/HERO, read the following statements and indicate:

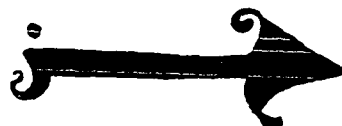
- (a) If you believe that your preparation is definitely adequate, write 11 in the blank.
- (b) If you believe that your preparation is definitely not adequate, write 1 in the blank.
- (c) If you are uncertain about a statement write 6 in the blank.
- (d) Use the numbers 2 to 5 and 7 to 10 to indicate other levels of the adequacy of your preparation.

Definitely not 1 2 3 4 5 6 7 8 9 10 11 Definitely Adequate
 Adequate Uncertain

- _____ 1. Future Homemakers of America
 - _____ (a) Facts
 - _____ (b) Philosophies
 - _____ (c) Policies
- _____ 2. FHA/HERO resources and publications
- _____ 3. FHA/HERO integration into the total home economics program.
- _____ 4. Defining the goals and purposes of Home Economics.
- _____ 5. Using a variety of techniques to identify concepts which relate the chapter activities and the total home economics program.
- _____ 6. Using a variety of techniques to identify concerns of FHA/HERO members that relate chapter activities to the total goals of the home economics program.
- _____ 7. Using a variety of techniques to identify appropriate learning and growth experiences which relate FHA/HERO activities and the total home economics program.
- _____ 8. Dealing with positive feedback from students in ways that could produce individual and group growth in the chapter.



- _____ 9. Dealing with negative feedback from membership in ways that could produce individual and group growth in the chapter.
- _____ 10. Effectively communicating the goals and purposes of FHA/HERO with:
 _____ (a) Parents
 _____ (b) Administration
 _____ (c) Community
 _____ (d) Advisory Committee
 _____ (e) Prospective members
- _____ 11. Understanding the goal and purposes of the Future Homemakers of America.
- _____ 12. Using available and appropriate resources to stimulate individual and group growth through FHA/HERO activities.
- _____ 13. Using a variety of FHA/HERO resources in a simulated or real situation.
- _____ 14. Understanding the program planning process and use of PROGRAM ACTION IMPACT.
- _____ 15. Application of the "in-depth" project concept of all the project areas of PROGRAM ACTION IMPACT.
- _____ 16. Ways of incorporating the publication PULSE in teacher-student cooperative planning for the home economics program.
- _____ 17. Using TEEN TIMES in a variety of ways in FHA/HERO and the home economics program.
- _____ 18. Using encounter to promote personal growth in FHA/HERO and the home economics program.
- _____ 19. Developing public relations materials for the FHA/HERO chapter.
- _____ 20. Identifying the difference between FHA chapters and HERO chapters.
- _____ 21. Carrying out your roles and responsibilities as the chapter advisor.
- _____ 22. Integrating the FHA/HERO program into the home economics classroom.
- _____ 23. Using a variety of techniques for presenting the FHA/HERO program at the local, state, and national levels.
- _____ 24. Working with an FHA/HERO Advisory Committee.
- _____ 25. Identifying and using local resources.
- _____ 26. Chapter management.



Use of the following publications:

____ 27. PROGRAM ACTION IMPACT

____ 28. HERO PAK IMPACT

____ 29. ENCOUNTER

____ 30. TEEN TIMES

____ 31. FHA CHAPTER or HERO CHAPTER, THE BASICS OF ORGANIZING

____ 32. CHAPTER GUIDES

____ 33. PULSE - TURN ON YOUR TEACHING WITH WITH FHA

____ 34. FHA IN LARGE CITY SCHOOLS

____ 35. TRIP OUT - TRY EDUCATION

____ 36. FHA/HERO ACTION

____ 37. UP MEMBERSHIP

____ 38. FACT SHEET

____ 39. STATE GUIDE

____ 40. WE BELIEVE, A Statement on Growth



PART II.

Directions: Please read each statement and then rate them as follows:

Circle SD if you Strongly Disagree

Circle D if you Disagree

Circle U if you are Undecided

Circle A if you Agree

Circle SA if you Strongly Agree

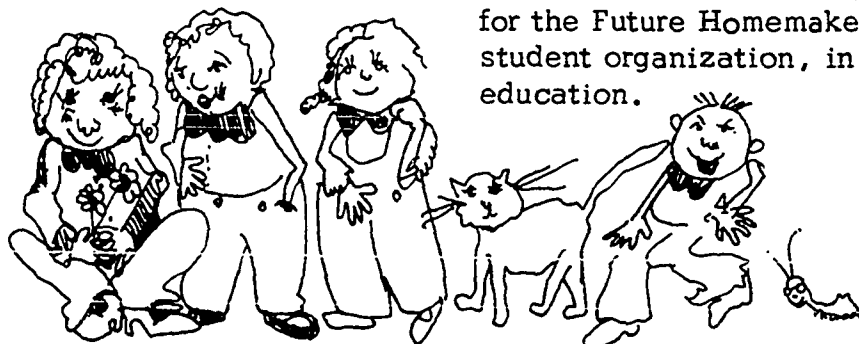
41. SD D U A SA If the Future Homemakers of America is used as a method of teaching, the curriculum in home economics would change considerably.

42. SD D U A SA Many schools have homemaking students who are not members of the organization; therefore, it is unfair to discuss FHA/HERO chapter issues and concerns in those classes.





43. SD D U A SA There is no relationship between FHA/HERO activities and classroom learning.
44. SD D U A SA The program of the Future Homemakers of America is designed in such a way as to be a part of the home economics education curriculum.
45. SD D U A SA Integrating the FHA/HERO organization and classroom activities may be accomplished by holding chapter meetings and activities during the regular class period.
46. SD D U A SA The overall goals of this organization and home economics are basically the same.
47. SD D U A SA Homemaking classes, FHA/HERO chapter activities, and extended learning experiences should all interact to provide educational opportunities for working toward the improvement of personal, family, and community living.
48. SD D U A SA The FHA or HERO chapter activity should be expanded within and beyond the classroom to enrich learning.
49. SD D U A SA The Encounter program may become an integral part of the Family Living curriculum.
50. SD D U A SA A portion of the first unit in the home economics curriculum may well be given to learning about the Future Homemakers of America organization and its program.
51. SD D U A SA The Future Homemakers of America organization exists to help students experience the decision-making process.
52. SD D U A SA The Future Homemakers of America organization supports and enhances the learning experiences of students.
53. SD D U A SA The new, inexperienced teacher should become adept at planning lessons from the regular subject matter content before attempting to include FHA and HERO chapter materials and activities.
54. SD D U A SA The home economics teacher has enough to do without having the responsibility for an FHA/HERO chapter as well.
55. SD D U A SA I feel that I am well prepared to assume the role of adviser for the Future Homemakers of America, national vocational student organization, in the field of home economics education.



APPENDIX E. POST-TEST INSTRUMENT



Name _____

School _____

Date _____

GROWTH INDICATOR

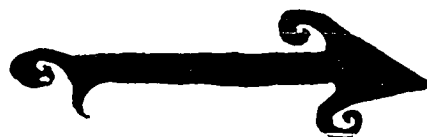
Very shortly you may have an opportunity to serve as an adviser to a local chapter of the Future Homemakers of America.

PART I. Based on your current knowledge and experiences with FHA/HERO, read the following statements and indicate:

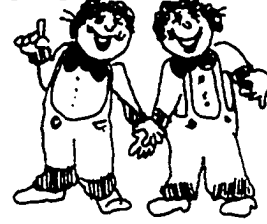
- (a) If you believe that your preparation is definitely adequate, write 11 in the blank.
- (b) If you believe that your preparation is definitely not adequate, write 1 in the blank.
- (c) If you are uncertain about a statement write 6 in the blank.
- (d) Use the number 2 to 5 and 7 to 10 to indicate other levels of the adequacy of your preparation.

Definitely not 1 2 3 4 5 6 7 8 9 10 11 Adequately
 Adequate _____ Uncertain _____

- _____ 1. Future Homemakers of America
 - _____ (a) Facts
 - _____ (b) Philosophies
 - _____ (c) Policies
- _____ 2. FHA/HERO resources and publications
- _____ 3. FHA/HERO integration into the total home economics program.
- _____ 4. Defining the goals and purposes of Home Economics.
- _____ 5. Using a variety of techniques to identify concepts which relate the chapter activities and the total home economics program.
- _____ 6. Using a variety of techniques to identify concerns of FHA/HERO members that relate chapter activities to the total goals of the home economics program.
- _____ 7. Using a variety of techniques to identify appropriate learning and growth experiences which relate FHA/HERO activities and the total home economics program.
- _____ 8. Dealing with positive feedback from students in ways that could produce individual and group growth in the chapter.



- _____ 9. Dealing with negative feedback from membership in ways that could produce individual and group growth in the chapter.
- _____ 10. Effectively communicating the goals and purposes of FHA/HERO with:
 _____ (a) Parents
 _____ (b) Administration
 _____ (c) Community
 _____ (d) Advisory Committee
 _____ (e) Prospective members
- _____ 11. Understanding the goal and purposes of the Future Homemakers of America.
- _____ 12. Using available and appropriate resources to stimulate individual and group growth through FHA/HERO activities.
- _____ 13. Using a variety of FHA/HERO resources in a simulated or real situation.
- _____ 14. Understanding the program planning process and use of PROGRAM ACTION IMPACT.
- _____ 15. Application of the "in-depth" project concept of all the project areas of PROGRAM ACTION IMPACT.
- _____ 16. Ways of incorporating the publication PULSE in teacher-student cooperative planning for the home economics program.
- _____ 17. Using TEEN TIMES in a variety of ways in FHA/HERO and the home economics program.
- _____ 18. Using encounter to promote personal growth in FHA/HERO and the home economics program.
- _____ 19. Developing public relations materials for the FHA/HERO Chapter.
- _____ 20. Identifying the difference between FHA chapters and HERO chapters.
- _____ 21. Carrying out your roles and responsibilities as the chapter advisor.
- _____ 22. Integrating the FHA/HERO program into the home economics classroom.
- _____ 23. Using a variety of techniques for presenting the FHA/HERO program at the local, state, and national levels.
- _____ 24. Working with an FHA/HERO Advisory Committee.
- _____ 25. Identifying and using local resources.
- _____ 26. Chapter management.



Use of the following publications:

___ 27. PROGRAM ACTION IMPACT

___ 28. HERO PAK IMPACT

___ 29. ENCOUNTER

___ 30. TEEN TIMES

___ 31. FHA CHAPTER or HERO CHAPTER, THE BASICS OF ORGANIZING

___ 32. CHAPTER GUIDES

___ 33. PULSE - TURN ON YOUR TEACHING WITH FHA

___ 34. FHA IN LARGE CITY SCHOOLS

___ 35. TRIP OUT - TRY EDUCATION

___ 36. FHA/HERO ACTION

___ 37. UP MEMBERSHIP

___ 38. FACT SHEET

___ 39. STATE GUIDE

___ 40. WE BELIEVE, A Statement on Growth



PART II.

Directions: Please read each statement and then rate them as follows:

Circle SD if you Strongly Disagree

Circle D if you Disagree

Circle U if you are Undecided

Circle A if you Agree

Circle SA if you Strongly Agree

41. SD D U A SA If the Future Homemakers of America is used as a method of teaching, the curriculum in home economics would change considerably.

42. SD D U A SA Many schools have homemaking students who are not members of the organization; therefore, it is unfair to discuss FHA/HERO chapter issues and concerns in those classes.



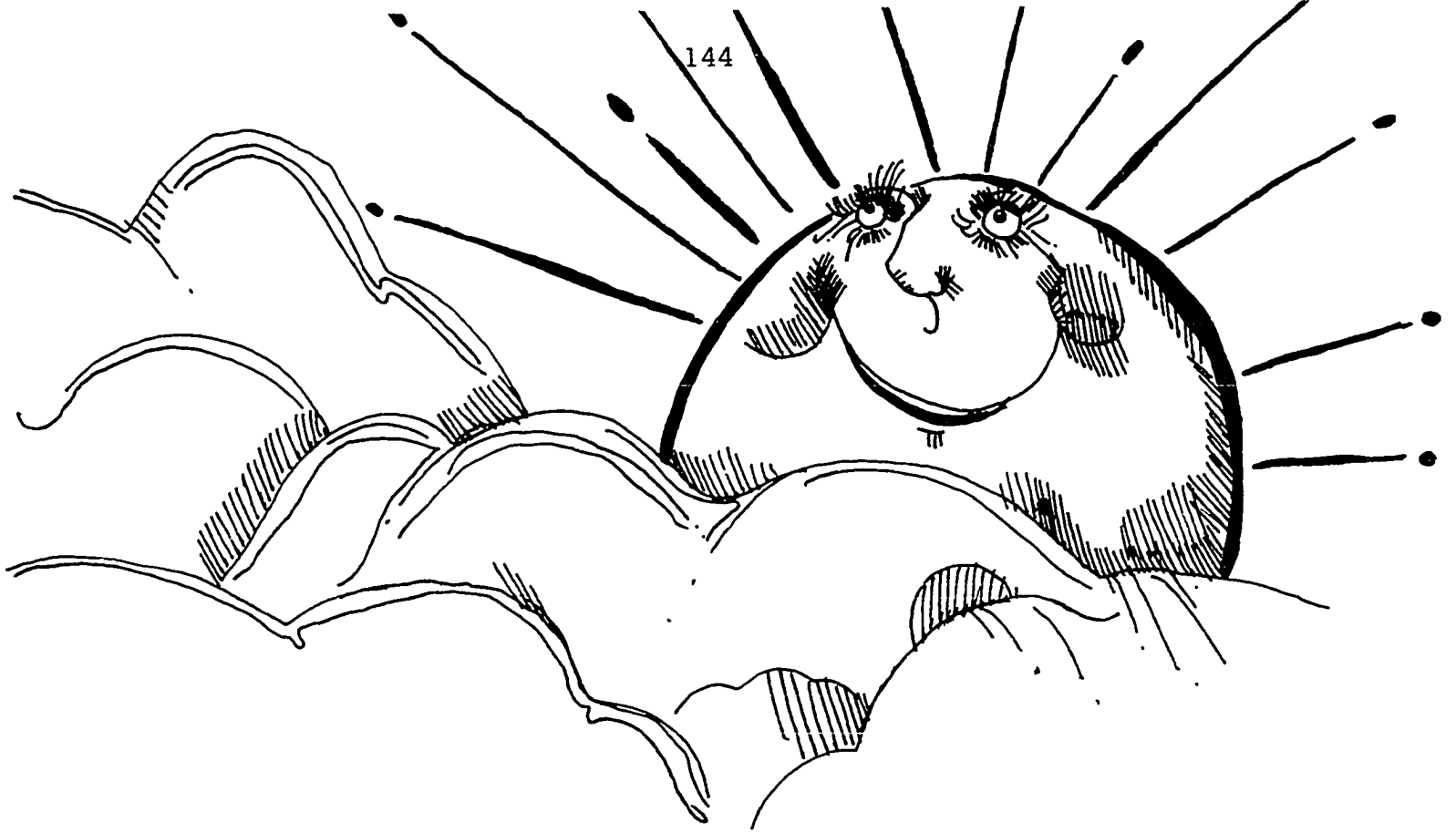
43. SD D U A SA There is no relationship between FHA/HERO activities and classroom learning.
44. SD D U A SA The program of the Future Homemakers of America is designed in such a way as to be a part of the home economics education curriculum.
45. SD D U A SA Integrating the FHA/HERO organization and classroom activities may be accomplished by holding chapter meetings and activities during the regular class period.
46. SD D U A SA The overall goals of this organization and home economics are basically the same.
47. SD D U A SA Homemaking classes, FHA/HERO chapter activities, and extended learning experiences should all interact to provide educational opportunities for working toward the improvement of personal, family, and community living.
48. SD D U A SA The FHA or HERO chapter activity should be expanded within and beyond the classroom to enrich learning.
49. SD D U A SA The Encounter program may become an integral part of the Family Living curriculum.
50. SD D U A SA A portion of the first unit in the home economics curriculum may well be given to learning about the Future Homemakers of America organization and its program.
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55. SD D U A SA I feel that I am well prepared to assume the role of adviser for the Future Homemakers of America, national vocational student organization, in the field of home economics education.



Part III. Here's what FHA/HERO seems to me to be about. . .



APPENDIX F. EXPERIMENTAL TREATMENT MATERIALS



The Classroom Comes Alive

or

The student teacher's guide to
the future Homemakers of America



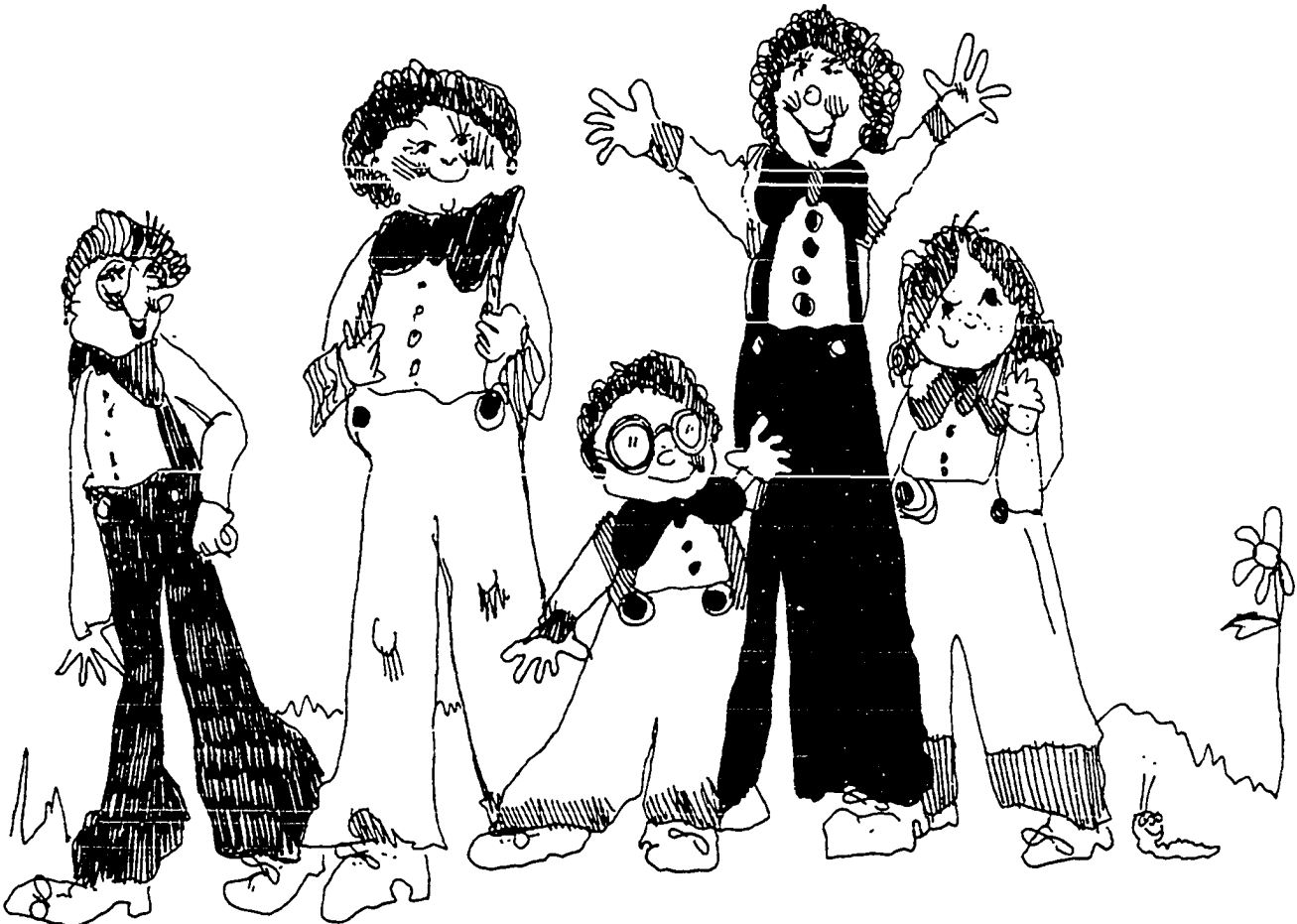
Compiled by:

Diane C. Ronning

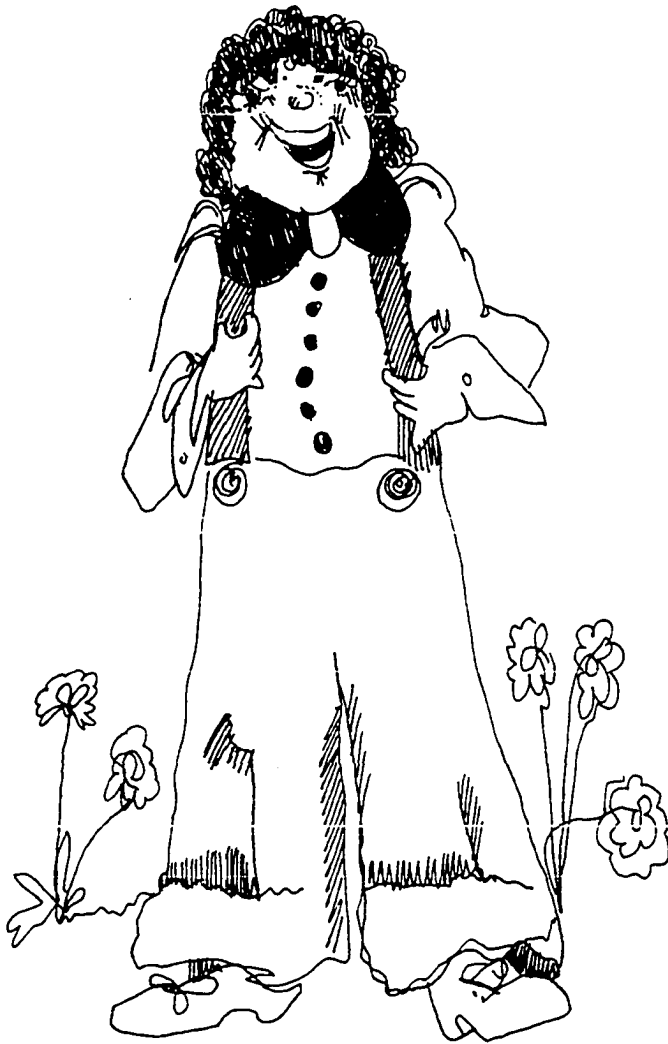
Future Homemakers of America
2010 Massachusetts Ave. N.W.
Washington, D.C. 20036
202/833-1925

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So You Are Going to be
a Home Economist!



SO YOU ARE GOING TO BE A HOME ECONOMIST -----

Hey, What is a Home Economist? _____

What do you see as the Goals of Home Economics Education? _____

Read the following definitions of home economics from New Directions II.¹

Historical Perspective

The founders of the profession defined the field thus:

"Home Economics in its most comprehensive sense is the study of the laws, conditions, principles, and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand, with his nature as a social being, and is the study especially of the relations between these two factors. . .

Although the nature of the field has evolved, its basic mission remains essentially the same today.

Statement of Purpose

The focus of home economics is family in its various forms. Family is defined as a unit of intimate, transacting, and interdependent persons who share some values and goals, resources, responsibility for decisions, and have commitment to one another over time.

HOME ECONOMICS views the family as a major source of nurturance, protection, and renewal for the individual. As an educational force, the family significantly contributes to the qualitative development of its individual members and has the potential to prepare them for effective productivity for self and society .

Can you define HOME ECONOMICS in your own words? _____

Turn the page and read the article, "How does youth envision the 1984 Family?"²

¹ Home Economics, New Directions II, Journal of Home Economics May 1975, p. 26.

² How does youth envision the 1984 Family?" Journal of Home Economics November 1972, pp. 20-24.

How Does Youth Envision¹⁴⁹ the 1984 Family?



FHA is a vocational education youth organization for students in home economics and related occupations courses, grades six through twelve. Its half-million members include young men and women from all races, religions, and socioeconomic and geographical backgrounds—inner city, small town, suburbs and rural areas. FHA is jointly sponsored by AHEA and the U.S. Office of Education through the home economics education program in the Division of Vocational and Technical Education.

Every generation wonders what will become of the next generation. Persons over the age of 30 with a little worldly experience become concerned about the "irresponsibility and idealism" of youth. How will they possibly handle the problems of the world when they face them?

Society's problems are becoming even more complex with additional worry over pollution, overpopulation, malnutrition, inflation, disintegrating families, the changing roles of men and women. Yet a cross-section survey of female Future Homemakers of America members revealed that this group of teenagers is concerned about these very issues.

Survey respondents were 75 members of the national FHA public relations committee. They represented all states including the District of Columbia, Puerto Rico, and the Virgin Islands. The replies to the questionnaire indicate that these girls are concerned about how world issues will affect them and their families—and are wondering how to deal with the problems of the future. Some girls predicted life styles for themselves at variance with their parents'.

The poll found that these FHA members are responsible, are concerned about the breaking up of the family unit, and see the need for family planning. They want to develop personally and professionally and to become good homemakers, mothers, and wives. The girls expressed a belief in the need for understanding and communication between family members. They also saw FHA as a major influence in developing an understanding of themselves, world problems, and the importance of the family unit.

The FHA questionnaire asked these four questions:

1. When you have your own home, how do you see your role as a homemaker differing from that of your mother?

"I believe that the family is the most basic part of our society . . . and if it collapses, everything else in turn will collapse, too."

3

2. Have your home economics courses helped to make these decisions? Explain.
3. What is your main concern with regard to family life today?
4. In what ways has being an FHA member helped you?

In response to the first question, most girls were satisfied with the way their mothers have run their homes and felt that they have had a good family life. Yet most qualified their answers, realizing that they will have to cope with problems that their parents did not. The three areas of difference discussed most were family planning, understanding children, and the role men play in a family.

A Planned Family

Family planning as a population control was almost unanimously mentioned. Some of their statements were quite emphatic, as were these decisions: "My mother contributed more than her fair share to the population explosion. I plan to bear no children as I feel there are too many unwanted babies brought into the world and I can better help in other ways than through motherhood."

"... where my mother was not faced with the serious problem of overpopulation, I will be. For me to have six or seven children is to add to a pressing social problem."

Many mentioned adoption as a solution and indicated that couples should have only as many children as they can afford.

"As for my family, I want several children. I plan to only have two and then adopt as many more as possible. Why have several children when the world is already overpopulated? Why not adopt those who are so unfortunate as to not have a family?"

Others felt it was important to develop a good relationship with their husbands before children were brought into the family.

"My mother knew nothing about birth control or the importance of spacing children, health-wise or population-wise. To me this is important because I feel very strongly that the husband and wife relationship should come before that of the children."

Equal Partnerships

Husband-wife relationships were discussed in another light, too. Although all expected to marry, many expected the role of the husband in the family to change. They made reference to



“Why have several children when the world is already overpopulated?”



understand that raising the children will be an equally shared responsibility.”

“I believe my role will differ from my mother’s in that I plan to have a career of my own—not necessarily for the money, but for my own personal satisfaction. Therefore, I will want my husband to take a more active part in the rearing of the children and help me with the household chores.”

These future homemakers planned to help support their families: “When I am a homemaker the role of a man will not be mainly ‘bread-winner’ for the family. Men will take a much more active part in family life.”

Some felt that women’s liberation would indirectly affect family life—and the roles of men and women.

“If Women’s Lib becomes stronger and wins more support of homemakers across the country, the role of women will greatly change in tomorrow’s family.” And, “I like to think of myself as a liberated woman, or should I say girl. At any rate, I feel that the task of transforming a house into a home is one that should be shared fifty-fifty between husband and wife.”

equal-status marriages—where the wife as well as the husband would have a career, and where the husband would be equally responsible for running the home (including household chores) and would be especially involved with rearing the children. A few still want their partners to be the head of the household.

“When I become a homemaker I think the fast pace of living will be stepped up even more than it is today. . . . There will have to be a closer cooperation within the family bonds, and my husband especially will have to



“I like to think of myself as a liberated woman . . .”



The Battle of the Generation Gap

Next in importance to family planning—or perhaps because of it—FHA members thought rearing children was a big responsibility. Most indicated that they wanted to understand their children and would work constantly to communicate with them. (“I want to listen and be understanding.”) They believed that this would be “half the battle of the so-called generation gap.”

“I feel that I will be better able to communicate with my children in understanding them than my own parents sometimes communicated with me.”

“Understanding children has been and will always be a vital role of a mother.”

“The children should feel they are equals. . . . I want to raise *individuals* with something to contribute.”

Many speculated about the future and the stresses their children might have to cope with. For this reason they desired stable homes free of anxiety and tension.

“How will I react to some of the strange things my children might want to do? What will attitudes about sex, marriage, drugs, race relations, etc., be twenty years from now and



will I tackle problems sensibly? . . . Being a parent isn't easy now, and in the future, I don't think it will get any easier."

"I also think that my generation will be far more conservative than my parents' . . . I get scared to think that my children will be as free willed and independent as I was."

"Understanding my children will be very important to me. It seems like the world is getting more complicated as time goes on. So I think my children are going to need all the help, guidance, and understanding that I can give them."

Others had doubts: "The question that still lies unanswered is: How are we to teach our children responsibility and values—when we don't even understand these practices?"

Tight Schedules and Budgets

Because many of the girls want to have careers, they were concerned about organizing their time and budgets. They see inflation continuing as a problem—demanding that they be wise consumers. Although they feel it will be necessary to use more convenience foods and appliances, they still want to prepare nutritious meals for their family.

These teenagers felt they need to be—and will be—better educated on the many facets of family living than their parents were. Most of this self-confidence is attributed to home economics courses—which was evident in their answers to question 2.

"My home economics courses have really helped me to become more aware of every phase of homemaking."

" . . . they [home economics courses] helped me to gain newer awareness of how homelife is

directly or indirectly connected with every aspect of living."

" . . . family living can be an excellent class for any age male or female if taught right. In my class we have hit every aspect of marriage, preparing for marriage, the life of a single person, family planning, sex and premarital sex, etc."

Many felt that home economics courses have helped them define their values and opinions and their future roles as homemakers. They were drawn to the more psychological aspects of family living—knowing themselves and their values, communicating with others, rearing children, improving marital relationships. They credited their courses with making them aware of the heavy responsibility of marriage and children.

"Too much time has been given to learning furniture styles, setting the table or making a flat-felled seam. The importance needs to be placed on the homelife structure. . . ."

"Consumer education, I feel, is the most important class anyone can take and it should be mandatory for all students. . . ." "I know a family relations class would be a big help to me now as a senior. I wish it were offered in my school."

Their main concern about family life, in answer to question 4, was retention of the family unit. They stressed strengthening the family through better marital relationships, better parent-child relationships, more togetherness, and improved communications. And they seemed to be calling on everyone to realize the importance of the family unit.

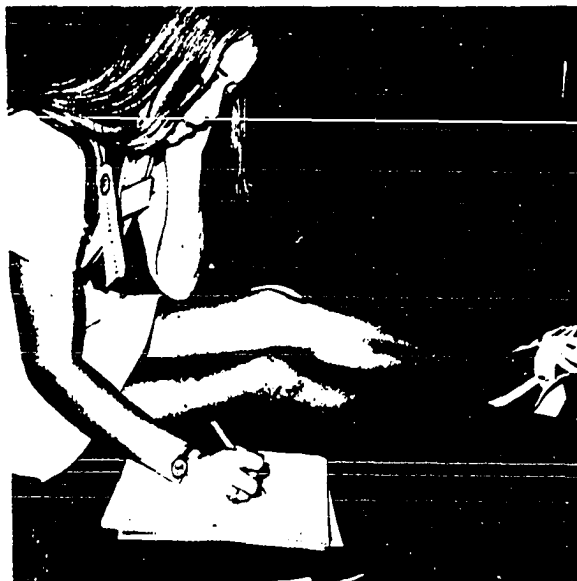
"I believe that the family is the most basic and integral part of our society and government,

“Children, I feel, should be one of the most important considerations of today’s society.”

and if it collapses, everything else in turn will collapse, too.”

“Because our homes do influence our communities, it is important for people to realize how important a stable and happy home life really is. . . .” “The family should become a more close knit block for the community to build on.”

Although most of them saw themselves in a busy career life, they complained that today’s fast-paced living was part of the reason for dwindling family unity. (“I hope our most noble institution won’t be put in second place by a busily society.”) What solutions did they offer? Again, they suggested more communication, making time with their families count, more understanding between family members.



Save the Children

Concern for their children’s futures once again came through: “Look what kind of world we’re leaving for them. A world full of drugs, pollution, wars, hunger. . . .”

“[I am concerned about] the marriage institution itself. It is crumbling. Divorce rates are climbing and children are suffering because of it.” “Children, I feel, should be one of the most important considerations of today’s society.”

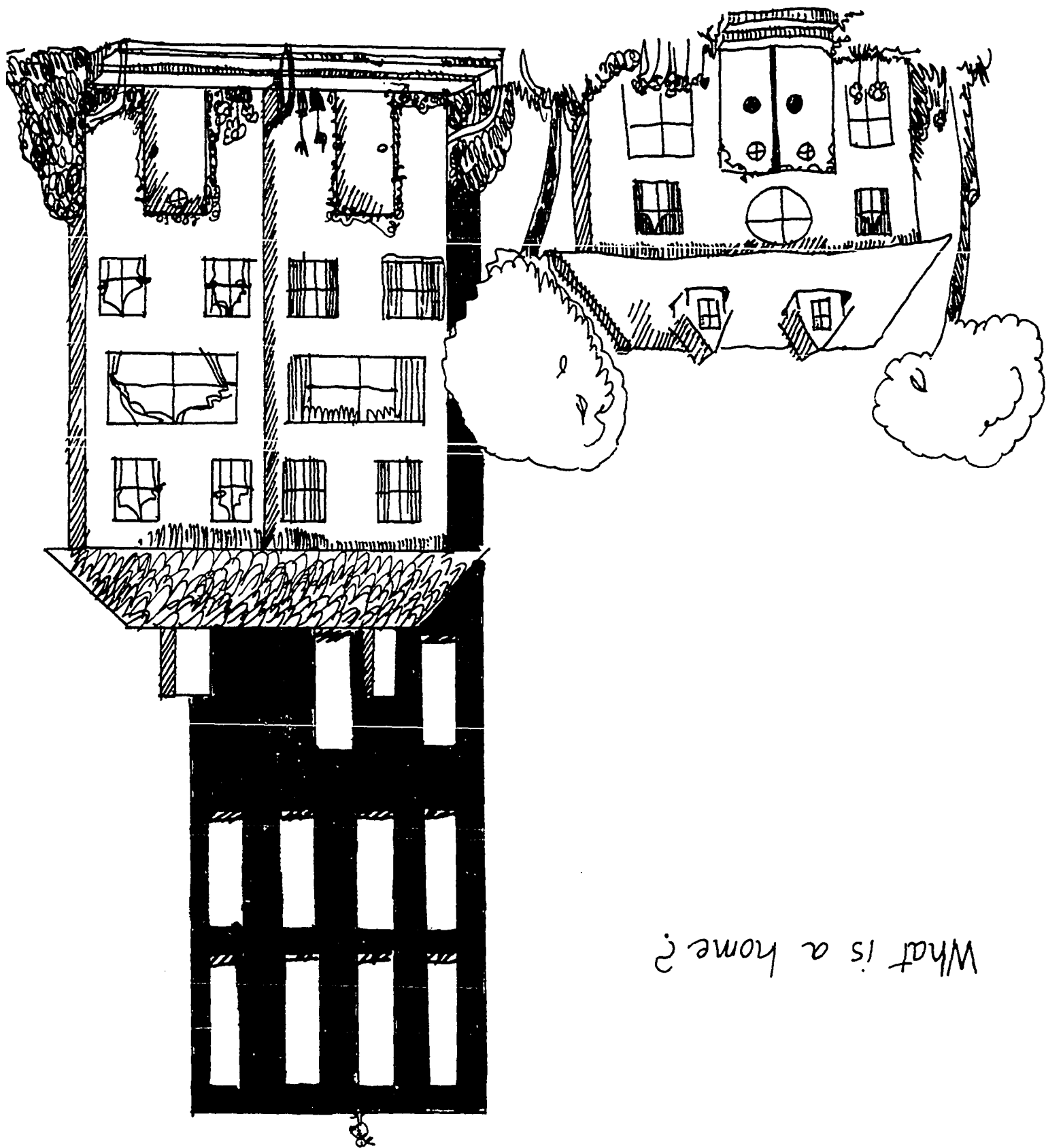
Some mentioned that they believed religion held their families together and intended to retain it. Generally, they pleaded for love, tolerance, respect.

“I feel the family is losing its place as a basic unit of society. There is not enough love and concern shown.” “I feel there is not enough love in the family.”

Social Concern Through FHA

As members of FHA, the teenagers felt the organization helped them to gain self-confidence, understand others, and develop leadership qualities. FHA proved to be a way of meeting people with the same concerns. Many also mentioned the fact that FHA reinforced their home economics courses and that the goals and objectives of FHA were relevant and important in preserving family life. “The category in our Program of Work entitled *Stable Home—Stable Life* has a particular significance to me now. I believe now, more than ever before, that the home is the key factor in preserving our democratic way of life. . . . FHA and its goals and purposes are among the most important that a nation could seek.”

In summary, FHA members who participated in the study expect to marry, to hold jobs, and to have children. They expect the husband’s role to include housework and child care. They expect to do a better job of budgeting their time and money than their mothers. They plan to limit the size of their families or to adopt—and all promise to work at understanding their children. They are confident that they will be better at meal planning and preparation and will be more selective consumers than past generations.

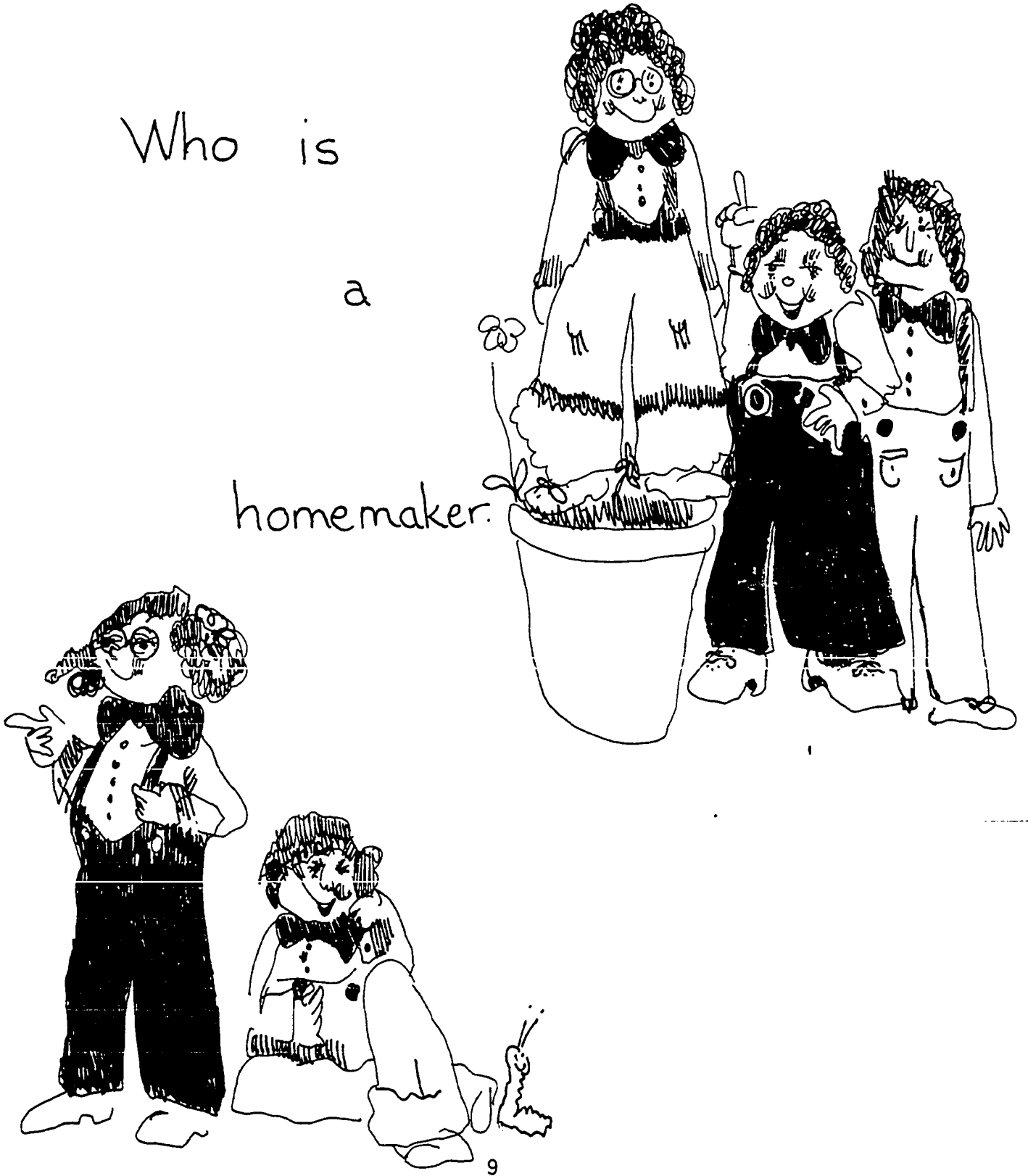


What is a home?

Who is

a

homemaker.



What are these youth saying about their future? _____

Can you identify 5 areas of concern, as expressed by the youth in the article?

1. _____

2. _____

3. _____

4. _____

5. _____

Describe yourself as the teacher YOU want to be _____

How FUTURE oriented do you feel? _____

Listen to the tape "The Year 2000?" How old will you be in the year 2000? _____

How old will some of your students be in the year 2000? _____ What types of activities and learning experiences will you want to present to your students so that they will be ready to make wise decisions in the year 2000?

Who is a HOMEMAKER? _____

How will you help your students prepare for their roles as homemakers in a society that is filled with change?

What does the name "FUTURE HOMEMAKERS OF AMERICA" mean to you? _____

WHAT IT IS ----- WHAT IT DOES

Future Homemakers of America, a non-profit organization which functions through public and private secondary school systems in the United States, Puerto Rico, and American schools overseas. FHA/HERO function as an integral part of the Home Economics Educational Program and enrich classroom learning.

FHA and HERO Chapters

The organization was founded June 11, 1945. FHA/HERO is sponsored by the U.S. Office of Education and by The American Home Economics Association. National officers are elected annually by the voting delegates at the national meeting. The National Board of Directors is composed of adults in Home Economics Education plus two FHA members. Any student who is taking, or has taken, a course in home economics is eligible for membership. Currently, there are over half-a-million members coming from 12,000 chapters. There are two types of chapters. FHA chapters are for students enrolled in consumer and homemaking courses, while HERO chapters are for students enrolled in occupational programs.

The major goal of the organization is to help youth assume roles in society through Home Economics Education in areas of personal growth, family life, vocational preparation and community involvement. Eight specific purposes have been named:

To provide opportunities for self-development and preparation for family and community living and for employment

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

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

To encourage individual and group involvement in helping achieve world-wide brotherhood.

To institute programs promoting greater understanding between youth and adults.

To provide opportunities for decision making and for assuming responsibility.

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

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

TEEN TIMES is the official magazine of Future Homemakers of America; it is published four times each school year.

Unique features of FHA/HERO are:

FHA/HERO is an integral part of the Home Economics Education curriculum that operates through the school system.

FHA/HERO provides opportunities at national, state, and local levels for student initiative and directive in planning and carrying out individual and chapter projects.

FHA/HERO emphasizes personal growth and the individual's desire to work toward a symbol of recognition, award or a status.

FHA/HERO is supported by membership dues.

Since FHA/HERO is an integral part of home economics education, every homemaking teacher is responsible for working with youth in the organization. Advising a chapter of Future Homemakers of America is a part of the challenge one experiences in teaching homemaking. Teachers have listed the following values in working in the program:

FHA provides the opportunity to extend learning beyond the classroom.

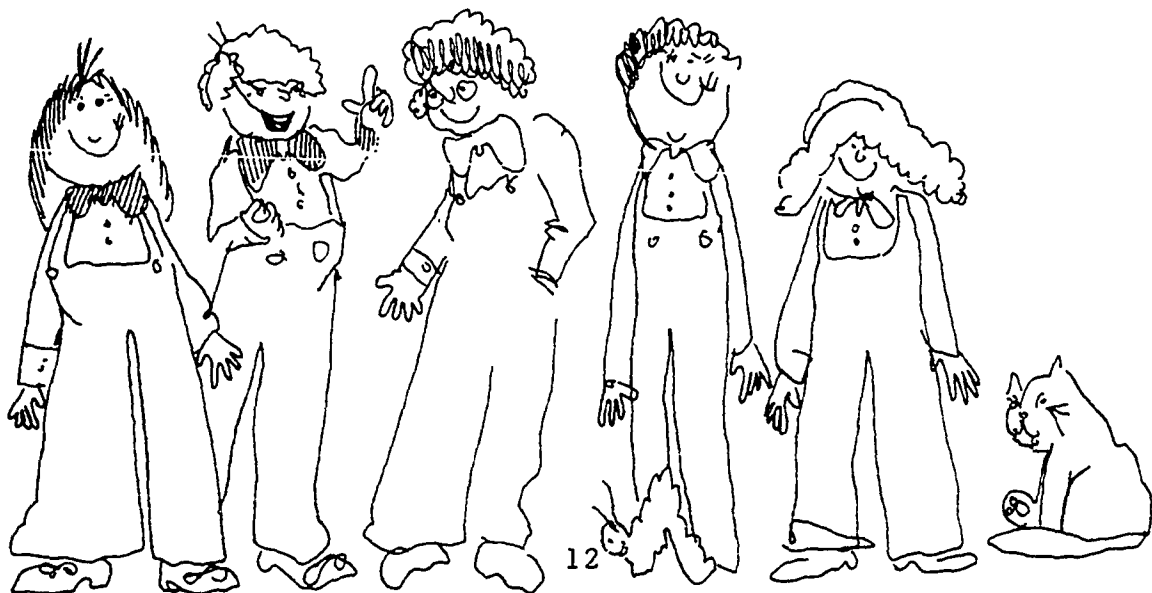
FHA brings credit to the school and provides an atmosphere in which individual growth and a cooperative spirit are encouraged.

FHA fosters an openness and collaborative relationship between the student and teacher, each making his contribution without dominance of the other.

FHA and home economics education strive toward a common objective: improvement of personal, family, and community living.

FHA richly rewards the teacher through the satisfactions of guiding youth toward establishing their own values and attitudes, in learning to make their own decisions, and in watching them grow in confidence and maturity.

National, state, and area meetings are held annually, while chapter meetings are planned at the discretion of the local group. Local programs are planned around the national program "Impact." The individual growth program is "Encounter."



FUTURE HOMEMAKERS OF AMERICA, INC.

FHA Chapters
HERO Chapters

Mildred Reel, Executive Director

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STRUCTURE

Future Homemakers of America was founded June 11, 1945. Twelve National Officers elected annually by the voting delegates to the National Meeting and three HERO Representatives make up the National Executive Council.

The National Board of Directors is composed of adult representatives in Home Economics Education plus two National Officers (youth). State Associations and local chapters elect their own youth officers. State programs come under the direction of the Home Economics Education Staff, State Department of Education. Chapter advisers are home economics teachers.

SPONSORS

Future Homemakers of America is sponsored by the U.S. Office of Education through the Home Economics Education program (Division of Vocational and Technical Education) and The American Home Economics Association.

Cooperating groups are: Division of Home Economics, American Vocational Association and the Home Economics Education Association of the National Education Association.

PROGRAM DEVELOPMENT

PROGRAM ACTION
IMPACT, a multi media, self-help kit, is a method for FHA and HERO members to design and carry through in-depth projects based on their concerns and interests.

who is taking or has taken a course in home economics or related occupations is eligible. There are two types of chapters: FHA chapters place major emphasis on consumer education, homemaking and family life education combined with exploration of jobs and careers.

HERO chapters place major emphasis on preparation for jobs and careers with recognition that workers also fill multiple roles as homemakers and community leaders.

OBJECTIVE

To help youth assume their roles in society through Home Economics Education in areas of personal growth, family life, vocational preparation and community involvement.

NATIONAL STAFF

The National Staff located in Washington, D.C. serves FHA and HERO members and adults in Home Economics Education through program development.

NATIONAL PUBLICATIONS

TEEN TIMES the official magazine of Future Homemakers of America is published 4 times during the school year. FHA publishes other resource materials for FHA and HERO members and adults involved in Home Economics Education. (Free catalog available)

MEMBERSHIP

Future Homemakers of America has a national membership of half-a-million young men & women in 12,000 chapters located in all fifty states, the District of Columbia, Puerto Rico, the Virgin Islands and American schools overseas. Any student

UNIQUE FEATURES

—FHA is an integral part of the Home Economics Education curriculum that operates through the school system.

—FHA provides opportunities at national, state and local levels for student initiative and directive in planning and carrying out individual and chapter projects.

—FHA emphasizes personal growth and the individual's desire to work toward change rather than toward a symbol of recognition, award or a status.

—FHA is supported by membership dues.

BELONGING TO THE NATIONAL FHA/HERO ORGANIZATION MEANS . . .

1. As a FHA or HERO chapter member, students are helping to focus attention on the work of approximately 450,000 other members who are working on a common goal of strengthening family life and developing individual potentials.
2. Students belong to the largest vocational student organization in the secondary school.
3. Students are helping others in the nation recognize FHA and HERO as Home Economics and that these programs provide educational opportunities for students.
4. A national organization demands attention at a national level and gains support of legislators and others which helps make possible the continuation of Home Economics and FHA and HERO programs at the state and local levels.
5. There is national recognition for FHA as a national organization. Students help support FHA just as other youth support DECA, FFA, FBLA, 4-H, Girl Scouts, Boy Scouts, VICA or other youth groups. Thus the vision of Home Economics and FHA is constantly a part of the national scene and help provide the views and concerns of young people on which national attention focuses.



What you receive as a member

Participation and involvement is up to you. FHA is what you make it--the frame work for involvement is up to you. What you receive for your dollar depends on you. Opportunity awaits!

1. Your students can have a voice in the movement and direction taken by FHA.
2. Your students can have the opportunity to vote, to hold office, to serve on committees, attend state and national meetings.
3. Your students have the opportunity to help plan and participate in their own chapter activities in school and community--and to reach beyond to become involved in state--national organizations.
4. The national organization is an avenue for getting recognition for your students, your chapter and school as you succeed in working with your chapter. For example, as a member your students can prepare articles, write poems, or create "shareables" to be submitted to TEEN TIMES. Your students may even want to submit materials to be considered for publication in other national magazines such as SEVENTEEN, WHAT'S NEW IN HOME ECONOMICS, CO-ED, FORECAST, or others!
5. Your students' dues help make it possible for your chapter to receive four copies of TEEN TIMES year. You have access to this publication and can help your chapter make full use of it.
6. As affiliated members your students receive a membership card as full proof of your membership rights.
7. You help make it possible for your chapter to receive new resource materials from the state association and the National Headquarters. A new Program Action Guide for your chapter's use is sent free of charge every two or three years. Other resources are also sent without charge, while still others are made available at a nominal cost.
8. Your students, along with National Officers and Committee Members, may have the opportunity to represent FHA on state and national levels at meetings and conferences of other organizations.

"Let's Take a Look"

You may want to look through the FHA/HERO publications for the answers to some of these questions.

HOME ECONOMICS IS _____

THE GOAL OF FHA/HERO IS _____

Three unique features of the FHA/HERO program are:

1. _____

2. _____

3. _____

The National sponsors of the Future Homemakers of America are _____

and _____

To be a member of the Future Homemakers of America, a student must meet the following qualifications _____

FHA chapters are for students in _____ while

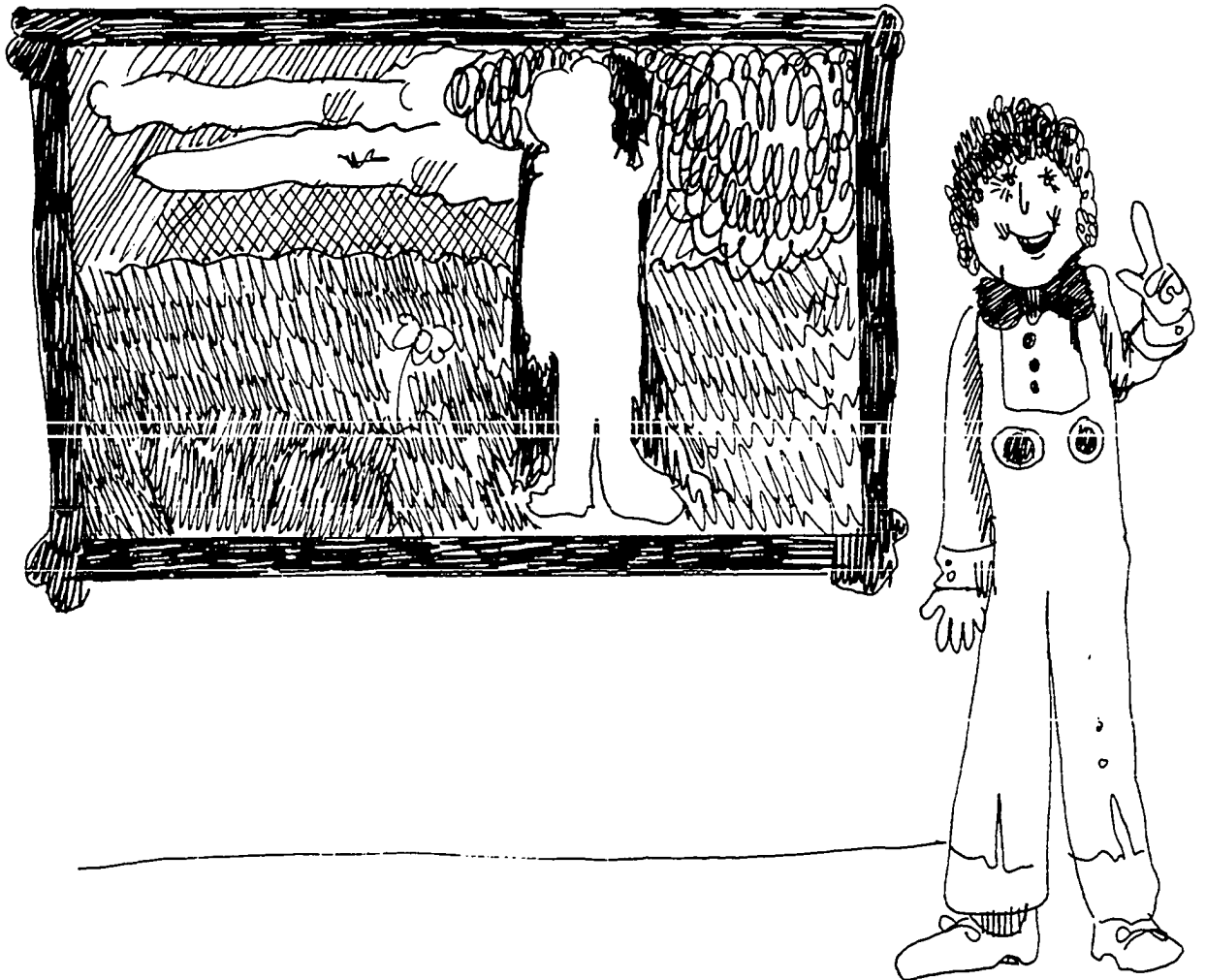
HERO chapters are for students in _____.

The organization operates on three levels.

These levels are : _____

How does the Future Homemakers of America organization relate to the home economics program? _____

But where do I fit into
the picture?



YOU are the person who makes the whole FHA/HERO program possible.

Read "FHA is YOU"

How do you think students would describe Mrs. Sagama in terms of qualities they admire in an adviser?

Have you ever stopped to think--WHAT IS AN ADVISER?

Are there any differences between the role of a teacher and the role of an adviser?

FHA IS YOU

!SHE

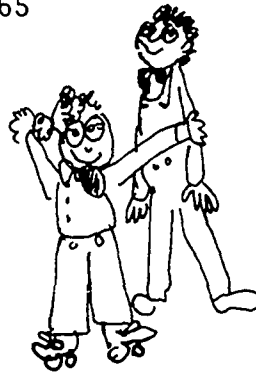
The adviser is an important person! She is the key one to make or break the FHA chapter. She needs to be informed, enthusiastic and dedicated. What better organization to give teachers much satisfaction than our own FHA!

Oh yes, I've heard all the excuses! But I say this to them:

First, being uninformed is inexcusable! There are many sources from which you may benefit. Seek the direction and suggestions from your state adviser. Seek information from the older girls in your chapter; they would be most eager to assist.

If you are a new teacher or a student-teacher, you should expect assistance from the older, more experienced teachers. In your first days you may feel very confident and resent suggestions; however, later on you may regret it more if the other teacher let you "sink" with the "sink or swim" idea. The older teacher should expect to share her information and ideas and guide the newer teacher into using them in her own style and flair.

The national headquarters has a wonderful supply of publication materials to answer some of your immediate organizational needs as well as future plans. Just take the time to write for them!



Ah yes, that old excuse "never enough time for FHA." Well, it's a poor excuse because good and early planning will certainly eliminate most of that problem.

This helps all the teachers in the department also as we cooperate in advance to plan our involvement in the activities as well as the carry over into our classroom lessons. Department cooperation among home economics teachers should be expected, but it does come only with good advanced planning together.

By the way, excusing yourself because you may have a "lemon" for a president, I will not buy, because every lemon makes a good "lemonade." There is a place for everyone; each one has a contribution to

make. You may have to search in new directions to get what they are. This may be a good time to try a different type of leadership setup; perhaps along the lines of a "center leadership" group where no specific titles are used and everyone contributes. Work out details to complement the members' suggestions and your own school situation.

Another often heard excuse for non-involvement in FHA is that "my administrator doesn't back me." This means that you have got to get in there pitching early. It is the responsibility of the adviser to see that the members always keep the goals of the FHA in the forefront of planning. We also like to keep them in front of our administrator. As soon as the planning for the year is complete, I send the girls as FHA ambassadors to review our plans with him. They have won him over to FHA and he often attends our activities.

Now, how does all this relate back to the classroom. I would like to give a few ideas of our activities that have been a part of our classroom studies. FHA is a wonderful way to complete the total picture of home economics.

In the area of child development, our members held a nursery school for children for a week before, during and after the home economics class period. They are responsible for teaching, feeding and/or care of the children.

My twelve active and lively freshmen boys this year in the foods class planned and researched the demonstration of a

small appliance. Each then made a foods product using the appliance. In quantity cookery students will learn to make chili or barbecue then use their products at an FHA sponsored chili supper for families.

In the family relations unit, girls have planned and assumed roles of laundress, home manager, etc. in the home for a week. Their evaluations were part of the class discussions. During a class discussion of bettering family relations, the idea for family fun nights appeared and the students decided to carry their ideas into a school talent show. Well, I nearly turned gray over night, but the members took everything in hand and planned it with much participation by other departments (music, physical education, etc.). And how the families enjoyed it! Now it's a tradition!

Personal relationships saw us studying special diets; students made diabetic fruit baskets as a result and delivered them to the nursing home. The personal contacts of the students and patients was an important experience.

Clothing and textiles brings about the idea of the traditional style show. But ours took on a new look one year when we developed a home economics careers theme. Students made the fashions in class; researched the careers and as they modeled their creations they were interviewed about the home economics career they were interested in and that their style of clothing reflected.

Whether you know it or not the FHA-ers are always watching you and use your qualities as guidelines. Your enthusiasm, your participation in FHA and your teaching in the classroom come through to them.

So, no excuses! There is a way to overcome all problem situations. I know. I have lived through many, and I know that as home economics teachers you'll find too that in spite of them FHA is you!

WHO ME?

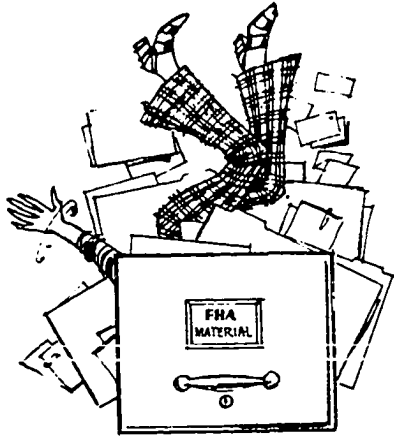


Me? Mess with all that FHA stuff? You must think I'm crazy! Why, it's a waste of my precious time!"

As badly as I hate to admit it, these were my feelings at one time . . . a long time ago and fortunately for me they didn't hang around long. My first step in shaking this "crummy attitude" was attendance at our state meeting. As our school's new FHA adviser I was to accompany our delegates and am I ever glad that I did! Inspired from the work of all these FHAers I headed into my classroom ready to set the world on fire when . . .

I suddenly realized that I really didn't know beans about the FHA organization; I simply had a "feeling" for it. I specially knew I didn't know anything when it came time to fill out reports describing the Program of Work projects! That really blew my "organized confusion." So the next step, advisers, to the files . . .

One Saturday I decided was the time to hit those drawers-full of information about FHA, crammed to the hilt, in fact! Guess what? I felt like I was looking for a needle in a haystack. I had no idea what to read first or where to begin—so, you guessed it, I didn't. Instead I shoved it back into



the drawer and went shopping. So there!

As it really turned out (and to show the importance of good advisers in another way), I learned from other advisers. Many teachers in our area, fortunately, know just about all there is to know about FHA and *all* of them have been vital "learning files" for me.

From these "learning files," let me share some things I feel are especially important. First, an absolute must for FHA is a chapter adviser who is concerned and interested in the personal growth progresses of her students. From you FHA will get its direction . . . growth or status quo?

My "learning files" directed me back to the FHA publications for official and definite answers to a lot of my questions. People will continually ask what FHA is. You can easily give them a good answer if you have given it some forethought. FHA's new publication "Future Homemakers of America/An Avenue of Learning" is a tremendous help here.

The Program of Work planned by FHAers for FHAers will be your right arm, not only for FHA meetings outside the classroom but as a curriculum guide for you inside the classroom.

Your local chapter members will determine their own needs and interests with projects planned with the help from the Program of Work. Follow up their planning by incorporating their ideas into your lesson plans.

One more thought; one I am sure is crossing your mind. For me to say that FHA doesn't involve a little extra effort and time would honestly be a "big fat lie." I have heard lots of teachers say that their kids were not interested in FHA so why piddle around with it. Hey, come on, who's kidding who? Students are and will become involved in anything that has answers to problems, is organized and forward moving. When you show them that FHA and home economics share their concerns and goals they will want it. Often it takes just a little push from an adviser who cares and shows she cares.

I personally have grown leaps and bounds because of my involvement in the FHA and home economics

**Mrs. Johnnie
Hatfield,
a four-year
adviser/teacher
from
Midlothian,
Texas**



program. I have never felt more satisfied or spent time more wisely than I have with FHA. Who me . . . as an FHA adviser?! You betcha!

After reading "WHO ME?" what do you think was at the heart of the commitment that this teacher made to FHA/HERO? _____

Now, tap your memory to recall experiences you may have had as an FHA member OR consider the pre-image of FHA you may have formulated without experience through the reports of others. On the basis of this, compare what you feel FHA was then and what FHA/HERO is NOW.

The following is a list of FHA/HERO activities. Rank item in the order of importance you would place on them. If you are unsure what some of the activities are, talk with other students and look at the FHA/HERO publications. ** After you have finished ranking the items, discuss your priority order with other members of your class. Do you all agree, or does the order need to be changed?

- _____ Mother-Daughter Tea
- _____ TEEN TIMES
- _____ Money Making Projects
- _____ Bake Sale
- _____ Integrating FHA into the classroom
- _____ Community Involvement
- _____ Daddy Date Night
- _____ Encounter
- _____ Impact
- _____ In-depth Projects



"FHA has helped me to set my goals in life. It has been a guide to me year by year. As I've become more involved in FHA, its basic beliefs, the programs and activities, I have developed a greater insight into myself and other people. These FHA influences will affect me for the rest of my life."

"FHA has strengthened for me the aspect of homemaking one can not learn in a class. As a member I have learned leadership, appreciation of individual worth, how to organize and how to get along with others. This organization has made me realize the importance of good relations and communications in the family."

"In helping to plan worthwhile Future Homemakers of America activities, I analyzed my environment and tried to determine what needed to be done and how I could help to do it. To me this awareness and desire to help improve conditions are the greatest assets I've received as a member of FHA/HERO."

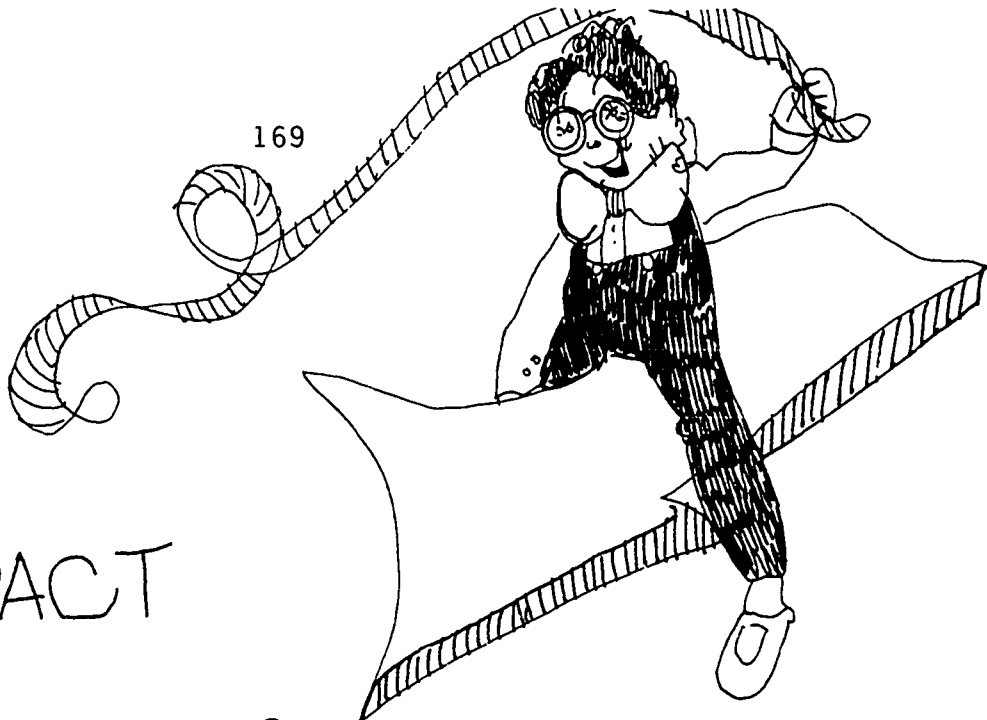
These are expressions of feelings about FHA/HERO from young people. What are they saying to you--The TEACHER????

Could you help these young people achieve the goals they are talking about? _____

Are you ready to Make HOME ECONOMICS EDUCATION COME ALIVE??? _____

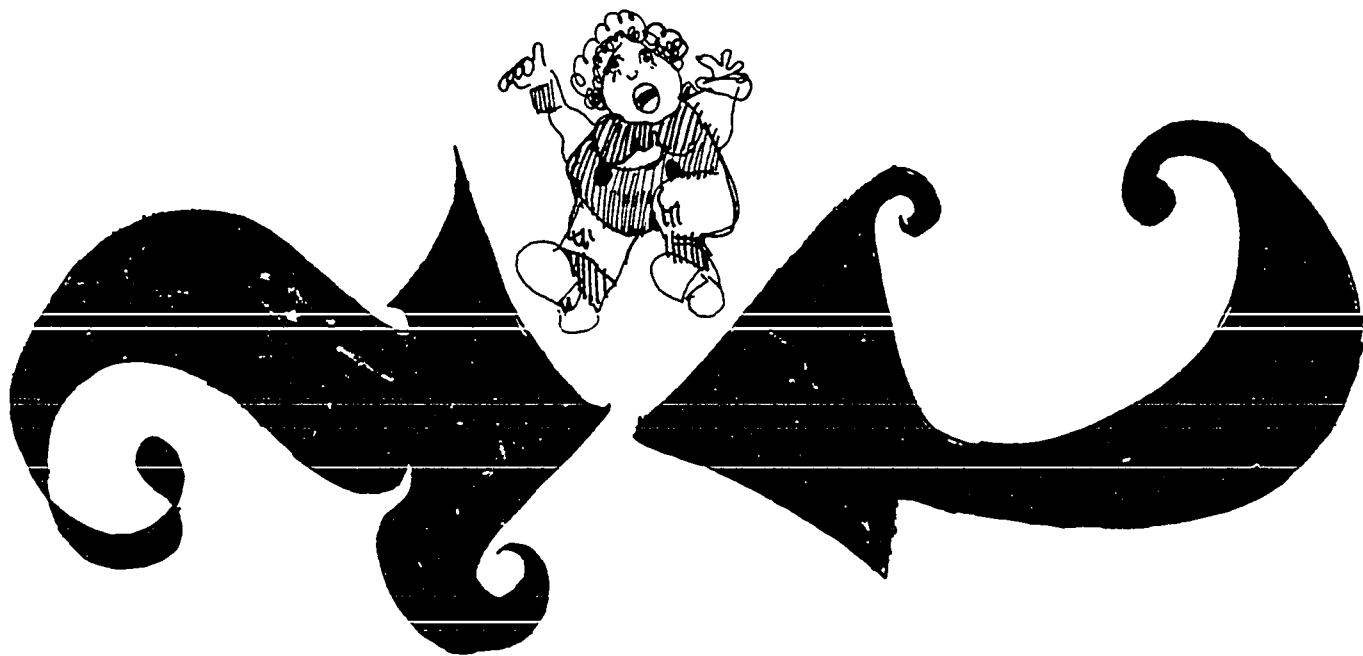
If you would need some help, where would you go? _____





IMPACT

A Program for Action



the national program.

a student/teacher RESOURCE kit.

believes YOUTH can lead YOUTH in action.

designed to help YOU

help YOURSELF.

involves EVERYONE

not just the officers or the advisers.

allows

FLEXIBILITY.

means on-going results instead of temporary results.

a PROCESS
for LIVING

will function IN

side and OUT

side

of class.

emphasizes "real" YOUTH CONCERNS
creative use of RESOURCES
in depth ACTION
continuous ANALYSIS

GETS
IN
DEEP in MEANINGFUL chapter action.

PROGRAM ACTION IMPACT

The New National Program Plan

from Michigan Newsletter,
condensed

FHA and HERO chapters cannot function without some organized guidelines to follow. At the same time, highly structured goals and activities, as recommended in the past National Program of Work, do not entirely meet the individual needs of FHA and HERO chapters across the country. With this dichotomy in mind the 1973 National FHA Officers along with the National FHA Staff developed a new dynamic National Program Plan called PROGRAM ACTION IMPACT to replace the old National Program of Work.

IMPACT is:

IMPACT is unique in its ability to provide organized guidelines for chapters to follow in planning their own projects known as in-depth projects.

IMPACT is a process for planning meaningful in-depth chapter projects. The process consists of seven basic steps that may be pursued in any order and repeated as often as needed within an in-depth project.

IMPACT is fluid, flexible and open for additions. The IMPACT kit is contained within a folder so that additional parts can be added. Watch for examples of in-depth projects and ideas in up-coming issues of TEEN TIMES to add to the IMPACT folder.

IMPACT is not meant to last a specific period of time such as two, three or four years; but it will continue to grow, expand and change over time to strengthen the seven-step process of IMPACT.

IMPACT is a process for planning and a process for living.

IMPACT will give direction to each chapter members' involvement through in-depth projects. With IMPACT every member has a part in planning and carrying out an in-depth project, not just the executive council. Members are interested only to the extent they are involved.

IMPACT is a method that allows youth to lead youth into action. Youth leadership is the instrumental factor in carrying out successful in-depth projects.

IMPACT is designed to focus on concerns of individuals and positive projects to reflect members' concerns. IMPACT enables youth to work with people rather than for people. Working with people is a two-way learning experience.

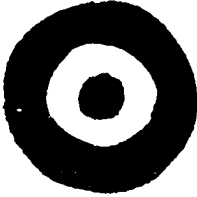
IMPACT is geared to help all chapters in the process of planning in-depth projects, whether they be FHA or HERO chapters, small or large chapters, rural or urban chapters.

IMPACT is meant to be used in the home economics classroom and extended into FHA and HERO.

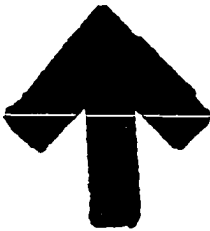
These are the STEPS TO THE IMPACT PROCESS:



1. BRAINSTORM to identify concerns and issues related to individuals, families, job/careers, or community.



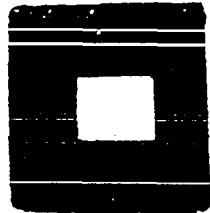
2. NARROW CONCERNS by exploring resources that can help develop them into an in-depth project.



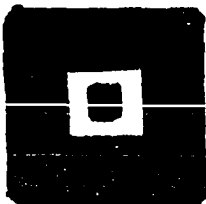
3. DETERMINE what the project is to ACCOMPLISH.



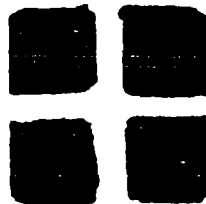
4. DECIDE what needs to be done and when.



5. FORM A PLAN for carrying out the activities.



6. ACT on the plan.



7. ANALYZE what happened.

DEFINITION OF TERMS FOR IMPACT:

- CASE STUDY - A description of an event, a story of a happening, a record of an event such as a doctor's case history of a patient. Case studies are included in the IMPACT kit as five examples of in-depth projects. These case studies are on spirit masters for reproduction to help members see the process or procedure of in-depth projects.
- CONCERNS - Topics, issues, or problems that face individuals, families, or communities. Giving high priority for finding solutions to the "problem" at hand. Eliciting concerns of chapter members through various techniques is the first step of the IMPACT process.
- IMPACT - The National Program Plan that has replaced the old National Program of Work or POW. Program of Work and POW are now obsolete terms. IMPACT is a process for developing chapter in-depth projects.
- IN-DEPTH PROJECT - Doing something to show concern for other people, a chapter planned project that meets the needs of the members in their community, a project carried out over a period of time (6 months, 1 year, 2 years etc.) rather than a one shot experience. A year around project rather than a special day project.
- RESOURCES - Human skills and non-human materials available in the school, home, or community that may help in carrying out an in-depth project. Human resources may be panel members, speakers, or advice from knowledgeable people in the area of the in-depth project. Non-human resources may be printed brochures, local newspapers, films, books, magazines, community organizations, etc.

TIPS FOR USING IMPACT

- Have the Chapter Leaders introduce IMPACT and its steps to the chapter members.
- Develop various techniques for chapter members to air their concerns. Examples: fruit technique; giving each member a paper bag to write concerns and place in bag; browsing in current magazines; each member bring a picture from a newspaper, TEEN TIMES, etc. and describe it in terms of concerns evident; use of open ended questions.
- Involve the FHA purposes in planning in-depth projects to reevaluate their relevance to the FHA/HERO philosophy.
- Preparation and planning are important for a successful in-depth project. The IMPACT process does require planning.
- If a chapter finds itself in a slump, or up against a barrier which prevents the completion of a project, begin the IMPACT process again to achieve a workable and gratifying experience.

- While the chapter is planning an in-depth project, seek the support of school administration, the chapter adviser, and community. Their encouragement will be a tremendous advantage and a real boost towards success
- Keep permanent records of the planning process for the in-depth project so other members to follow will have momentum to carry on.
- Combine IMPACT and ENCOUNTER. Experience may be developed from a small part of the over-all in-depth project. ENCOUNTER may be the solution in eliminating and narrowing concerns of members by using the following questions:
 - Is this my concern? (ENCOUNTER)
 - Is this a chapter concern? (IMPACT)
- Additional factors that will help narrow the members concerns-priorities on what is most important; community concerns, time factor, cooperation available, community resources.
- An in-depth project does not need to be completed in one year but do enough to allow senior members a feeling of accomplishment.
- Hitch on to moving resources that are already doing something to unite our goals such as March of Dimes or BICEP etc.

CHARACTERISTICS OF AN IN-DEPTH PROJECT:

- Arises from a community concern
- Follows the FHA purposes
- Relates to Home Economics
- Involves planning, carrying out and evaluating
- All members are involved
- Involves commitment of participation
- Carries on for a period of time

ADVISERS ROLE IN IMPACT:

- * Be knowledgeable of program
- * Act as a guide
- * Give suggestions
- * Keep communication open
- * Show cooperation and support
- * Be enthusiastic

TO OBTAIN IMPACT KIT:

Each chapter affiliated with the National FHA Organization automatically received a complimentary copy of IMPACT from the National Office in fall of 1973.

New chapters not yet affiliated with the National Organization may send for copies of IMPACT by writing the National Office at the following address:
FUTURE HOMEMAKERS OF AMERICA, 2010 Massachusetts Ave., NW, Washington, DC 20036.



STEPS FOR THE IMPACT PROCESS

BRAINSTORM TO IDENTIFY CONCERNS AND ISSUES RELATED TO:

- Individual
- Family
- Job/Career
- Community

You might try bringing out concerns by using open-ended questions for a chapter meeting or a home economics class. (Such as: My community needs _____.) Have each person jot down whatever comes to mind. Try making around ten questions on large sheets of paper and put them on walls of the room. Give ten to fifteen minutes to answer them, depending on the size of your group.

NARROW DOWN THE IDENTIFIED CONCERNS AND ISSUES BY EXPLORING RESOURCES THAT CAN HELP DEVELOP THEM INTO A PROJECT

Continuing with the use of open-ended questions (or brainstorming) you might want to use magazine and newspaper headlines and pictures to help narrow down concerns and identify resources. You might have a stack of cut (or uncut) items for members to scotch tape up next to concerns, and then have each member explain the relationship between the two. This will help both narrow down concerns and identify resources. Suit this to your own needs. This is a great use of old newspapers and magazines, such as TEEN TIMES.

DETERMINE WHAT THE PROJECT IS TO ACCOMPLISH

Educate? Change? Add to the present situation? NOTE: It might be helpful to use the six FHA action brochures throughout planning. They have great ideas which have already been put to use.

DECIDE WHAT NEEDS TO BE DONE AND WHEN

- contacting resources
- taking surveys
- sending out publicity
- forming committees
- checking along the way



NOTE: Another good FHA/HERO resource to keep handy during project planning is ENCOUNTER. It not only helps in relation to personal involvement and growth, but also in relation to family, community, and job/career growth.

FORM A PLAN FOR CARRYING OUT THE ACTIVITIES

Who - What - When - Where -Why - & How ???

ACT ON THE PLAN

Follow through on plan (May want to evaluate after sections of plan completed.)

ANALYZE WHAT HAPPENED

Relate happenings to what you want the project to accomplish.

This "evaluation" should be taking place throughout your project. It's good to sit back every now and then to determine just how your project is coming.

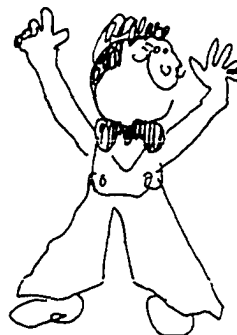
IDEA: IMPACT "POP" SESSION

It might be helpful and fun to take a bit of time (regularly, or just once in awhile - you decide) to really talk about project progress. Why not find some of your favorite short quotes and maybe put them around a lolly-pop or other good tasting morsel. Then share your quote with the group and talk about their meanings in relation to your project. This is a fun and tasty way to add pizzazz to evaluation. Look in books, magazines, newspapers, for others. You might want to start a chapter collection!

OTHER IDEAS:

- You might want to take slides of your action project progress and later put them to music or write your own narration. This is a real public relations help when it comes to reporting to classes, PTA, chapter, and community.

- You might try using REACTION cards at your chapter meeting, when you introduce IMPACT or other important action plans. At the end of the meeting give each person two 3 x 5 cards. At the top of each have them write and then fill in below their personal reaction and/or plans that they felt and/or hope to carry out in relation to what was done at the session. They fill both cards in the same, keep one for a reminder for themselves, and give one to the group leader as an evaluation.



IMPACT REACTOR

Narrowing down concerns into workable action requires?

In working with FHA/HERO members how can you help them discover and use available resources?

How will using this process enable youth to become involved in in-depth project action?

How can the process for FHA/HERO chapter action begin in class?

How can the process be used in planning class curriculum?

In the process of planning and carrying out project activities why may modifications be needed?

What role does evaluation play in this process?

Youth can lead youth into action if:

Another way of getting at member concerns might be:

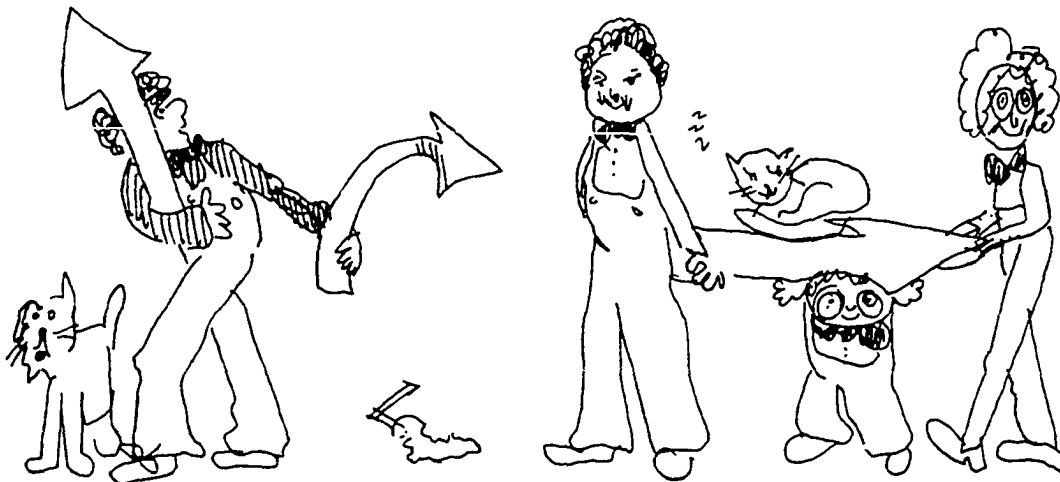
The use of resources in program planning enhances FHA/HERO chapter class action by:

The advantage of developing FHA/HERO chapter & class action around youth concerns is:

The adviser's role in helping youth plan is:

This process of planning may meet the needs of more chapter members by:

An advantage of the brainstorming technique is:



Program Action IMPACT
In-depth Project Planning Worksheet

Brainstorm to identify concerns:

Narrow identified concerns:

Determine what project is to accomplish:

Decide what needs to be done:

Form a plan:

Act on plan:

Analyze what happened:

Let's take a look at the IMPACT KIT -----



Folder:

Collage:

Spirit Masters:

Transparency:

Resources:

Pictures:

Symbols:

Areas for projects:

Program Planning Process:

Other:

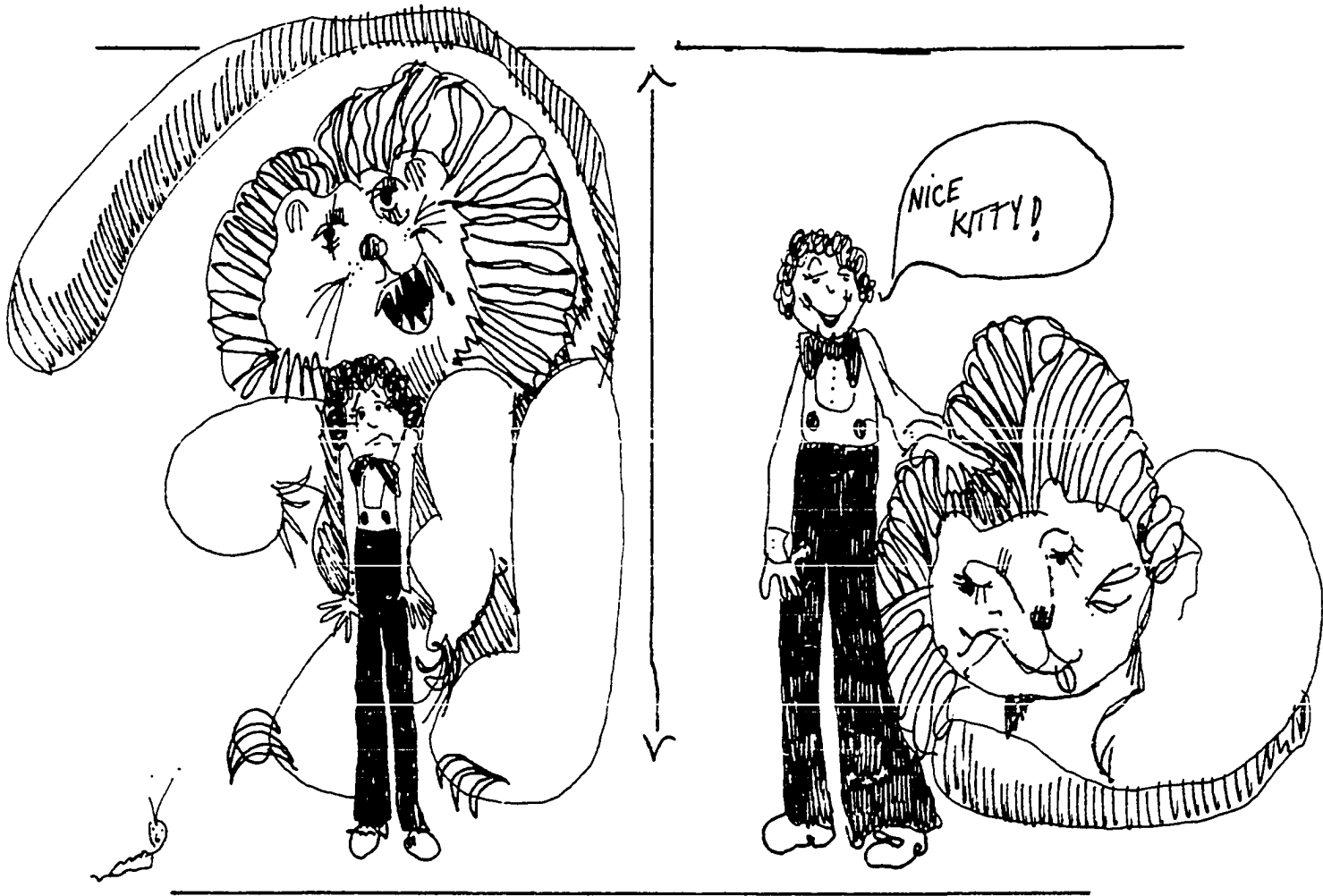


How might you use the IMPACT process with your students?

Find a group of high school students. WHERE? during your student teaching, in church, in the park, in micro-teaching, while you are observing a class, anywhere. Sit down with them and try using the IMPACT process to plan an activity. Use this sheet to record some of your reactions.

How do you feel about students participating in the planning of activities and learning experiences? _____

Grow with an Encounter.



. . . that the emphasis in measuring growth must be on how the individual feels about his or her accomplishments, rather than on the evidences-- such as scrapbooks, written essays, contests, etc.

. . . that it is the quality of the not the quantity of the activity that is measured in the end.

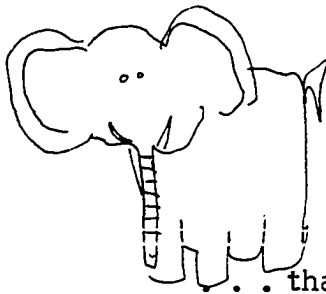


. . . that trust is of the first order in a growth encounter and that it is the commitment that one makes to herself or himself that is important, not a written pledge.

. . . that the special thing about growth is not that only a few can ever hope to achieve it, but that everyone can experience it and know its satisfactions. In FHA/HERO we must guarantee a climate in which this can happen.



. . . that there are no boundaries to growth, no sequence required for everyone. Individuals must start where they are and where they feel the need.



. . . that growth is always unfinished; it is continuous. It is best measured in stages and may be recognized along the way, but it will lead to new growth.

. . . that measurement of growth is important, but that there is more than one way and many acceptable means to give evidence of it. Judgment of growth can be made only by the individual, helped and guided by others.



. . . that each individual's potentials and capabilities are different and they should not be judged in relation to another's.

FHA/HERO offers an optional, individual growth program for its members called Encounter. The program allows individuals to set goals and work toward them for personal improvement. Encounter is a teaching tool for the teacher. It correlates very well with Home and Family units and should be introduced in the Homemaking I, or Home and Family Living unit.

Encounter is the publication from Future Homemakers of America with a new approach to personal growth. Designed with the individual in mind, it has no boundaries, no commitments (except those made by the individual), and it is flexible. Encounter is a book designed to help one grow as an individual, an FHA'er, a family member, a community, a citizen. Preparing for adulthood is also part of its program

Requirements for the program may be set by the individual or by the chapter. There are several reasons for the book's not imposing limits. There is no limit to the amount an individual may experience in a certain time period. Change may take place over a long or a short period depending on the individual. Each individual may set his own goals, work toward them with whatever resources are available, and present his achievement in whatever manner is most appropriate. The report may be written in any form the candidate feels will best express his experiences. The evaluation may be oral before an evaluation committee set up by the FHA/HERO chapter.

SUGGESTIONS FOR USE OF ENCOUNTER

Step 1. Read the Encounter booklet several times, studying it carefully.

Step 2. Individuals who chose to participate in the program should evaluate themselves. The homemaking teacher will need to provide a variety of devices for help in self-evaluation.

Step 3. After members have studied their evaluations they should choose areas in which they feel they need improvement. These areas may then be related to one of the three of Encounter.

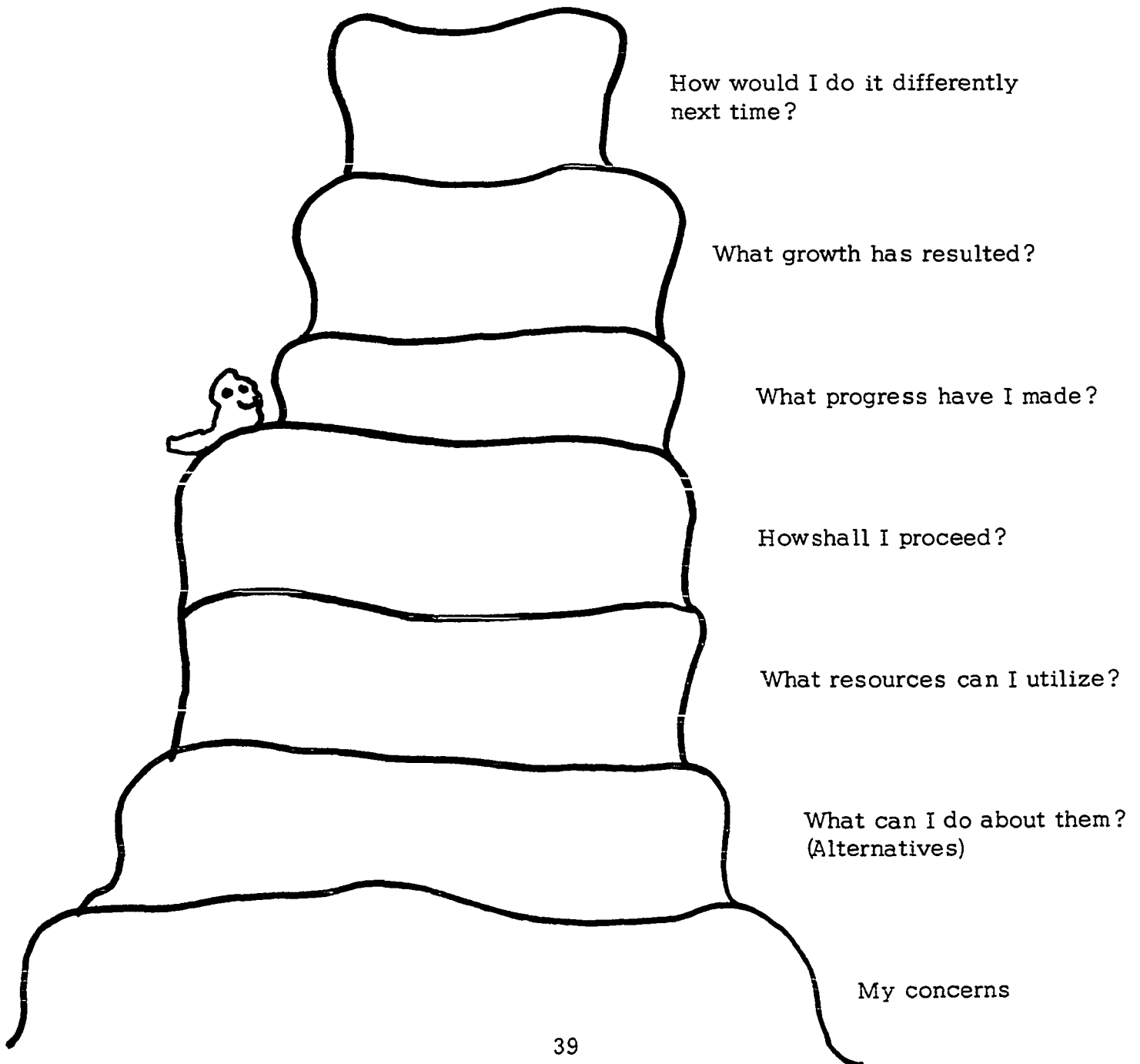
Step 4. Each individual should work up a plan of action. Then, a time limit, suitable to the plans, should be set. This may be a yearly project or perhaps just one that lasts a few months. A plan of action should include the involvement and support of family members, friends, teachers, advisers, other adults, FHA'ers, and others. Other resources may be books, talks, places, experiences, and group.



DISCOVER "ENCOUNTER"

Your concerns may fit into any one of the three parts of the "Encounter" booklet:

- 1) Growth Toward Knowing myself and FHA
- 2) Growth Toward Involvement in Family, School, and Community Life
- 3) Growth Toward Preparation for Adulthood



ENCOUNTERING
IMPACT

The "Steps for planning" of PROGRAM ACTION IMPACT can be applied by an individual planning his/her ENCOUNTER project(s).

As an example, a HERO member might begin in the "preparation for Adulthood" section (p. 37) of planning to determine a career goal, find out requirements needed and try on-the-job training in this area. Through this ENCOUNTER project, he/she might decide on another ENCOUNTER project, under the "personal" section (p. 29), about dealing with his/her anger on the job. Which might in turn inspire the class to plan an IMPACT project dealing with attitudes on the job.

The following is how one person sees the correlation between IMPACT and ENCOUNTER.

- p. 10 areas of concerns for me to consider
- p. 12 some concerns others have had

- p. 9 myself as a resource to my project
- p. 11 other resources to consider
- p. 20 human resources to include in my plan
- p. 13 narrowing down concerns

- p. 14 defining what a goal is
- p. 15 3 case studies to discuss in relation
- 16 to my ENCOUNTER goal. Similar to IMPACT
- 17 spirit masters. Ask, "What is this person's experience saying to me? How can it help me plan to reach my goal?"
- p. 19 write down my goal; (maybe even keep a record of how it changes and why).

- p. 21 developing an open attitude to planning and decision making. Ties in with the arc example of planning in IMPACT.

- p. 22 planning for my evaluation of my project

- p. 29 action plan for personal concern about self
- p. 33 action plan for concern about family and community life
- p. 37 action plan for concern about adulthood or future

- act on the plan using the ENCOUNTER book to record my responses, evaluations and inspirations within its green flexible spine.

FHA Hero and the Home Economics Class

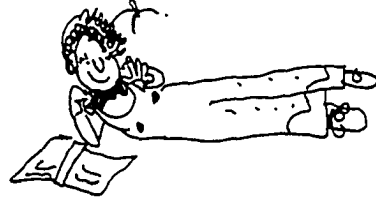
integrate



IMPACTING with HOME ECONOMICS

home economics
Choose a curriculum area _____

What are the current societal issues or concerns that are related to that area of the curriculum (list as many as you can think of)



Can you put these into a priority order and narrow down to one priority concern?

What resources do I have available to help me with this area of concern?

people resources

material resources

community resources

_____	_____	_____
_____	_____	_____
_____	_____	_____

Now, what am I going to do about this concern? Can I plan a project around this concern? If so, what needs to be done, and when? _____

What will be covered in my Home Economics class?

What will be done as a chapter activity outside of class?

_____	_____
_____	_____
_____	_____

CORRELATING FHA AND CLASSROOM ACTIVITY

The basic purposes of home economics education and Future Homemakers of America are the same. As an integral part of home economics secondary education, FHA and HERO chapters provide youth with an opportunity to branch out in a variety of directions for self-growth. FHA can add new impetus to what happens in the class and can broaden the horizons of home economics. The role of the homemaking teacher is to coordinate class and chapter experiences in order that they complement and enrich each other.

Techniques for integrating FHA into the classroom include the use of the national program, PROGRAM ACTION IMPACT. Impact begins with the concept that although each person is an individual, youth have certain interests and concerns common to them as a group. Thus, Impact leads youth and adviser in working together to focus on common concerns and to develop a step-by-step plan of action. The teacher should analyze FHA and think of ways the organization can be used as a teaching tool. Teacher and students together may determine what home economics classes are working to accomplish and how FHA goals relate. A simple technique for involving everyone is clipping statements, pictures, quotes, etc., from TEEN TIMES. Give one to each student. Ask the students to define what their clipping tells about FHA. Stimulate their thinking about the role of the organization and how FHA is a part of home economics. Then, analyze with them the value they see in an FHA chapter and how that value ties with home economics classwork. Lead them into thinking about the benefits they gain from being a member of a large national organization. Once each class understands that FHA is a part of the home economics profession, the teacher is ready to plug FHA chapter action into the class.

Let us assume that family relations is being taught. First, student concerns should be elicited. Various techniques may be used to obtain a list of concerns. Once identified, the class is ready for the process of defining concerns on which they wish to work. Next the group is ready to set up action steps. To develop an awareness of using the seven planning steps of Impact, divide the students into groups of seven members each. Give each group a set of the symbols and have them arrange them on the floor in the manner that is logical to them. Analyze with them why they arranged the steps as they did and why the sequences varied from group to group. Once they understand that the steps in planning are to help them proceed with action based on their concerns, they are ready to use their family concerns to develop plans for action as a part of class and beyond.

Another part of the FHA program that ties into classwork is the Encounter program. Personal growth is particularly relevant to home economics units in family living. In addition, home experiences may be chosen from work necessary to reach goals set for Encounter or perhaps for FHA responsibilities. Impact in-depth projects, Encounter activities, home experiences, and classwork can be used interchangeably to reach home economics education goals.

What do you do with 17 eighth grade girls who have the following characteristics: enthusiastic, ambitious, blessed with leaders as well as followers, enrolled in Jr-High Home Economics for only two or three class periods per week all year, and interested in something different???

How about trying "In-Class FHA." With very little prior knowledge, with approval of the administration, and with determination--we did. Notice, I say, "we" did. It is a venture for both instructor and students, and much mutual planning and organizing is involved. We jumped head over heels into the idea and all students voted "yes" to try it during the coming year.

The idea was presented at the first class meeting last August, and with a little guidance, things started happening. Through the Impact process, the group decided a few officers were needed: President, Vice-President, Treasurer, Parliamentarian, and Secretary. The first major goal was established: to inform the class and to incorporate "Parliamentary Procedure"--which by the way really helps out in preparing potential Senior High FHA'ers. The goal was accomplished, with the aide of the Encyclopedia Britannica, sound-filmstrips, and several rap sessions. Rules were established. The second goal was determined: to find out about FHA, and to find out how to become affiliated and full-fledged "FHA'ers" (which was no problem--all were very excited about the idea that they could become FHA members). The next objective was to raise money to pay state and national dues. The class organized a bake sale and garage sale--which was a complete success. A lot of the baking was completed in class as well as during free periods. The group without knowing it directly were accomplishing several curriculum objectives: food preparation and management, group interaction, personal relations, publicity, and management of time and energy as well as money.

The "In-Class" part was beneficial in many ways. Several of the class members could not be involved in after school activities or night activities, so the time element really helped those who probably could not join any other outside group or activity. Since the group raised their own dues money, this really helped out those who might not have joined if it meant digging out of their own pockets or pockets of parents.

Dues were paid and several In-Class FHA'ers attended District FHA Convention. As the year went on, much organization and group work, as well as individual evaluation took place. Committees, and brainstorming groups entered the scene often. Programs of work were established by the group for areas of clothing and family relations. The members were great in establishing ideas for speakers and special learning situations (field trip to fabric shop, demonstrator from community on application of types of zippers, rap sessions, role-playing, learning skits and demonstrations given by teams and individuals).

During the dead of winter the In-Class FHA decided to do something socially--so, one evening we all went swimming at the YWCA. It was fun, of course, but really seemed to link them even more as a group. In April, the class decided to

do "a project." A local project was decided upon--it just so happened that Palmyra was tearing down the old depot, and saving what lumber they could to build a shelter house in the park. Work was to be done by volunteers . . . and oh, what volunteers we had. Despite the rain the group worked for several hours on a Friday evening, pulling nails, hauling boards, etc. During the last week of school, the In-Class group had a social hour of Pizza and Fun after school to celebrate a successful year.

Other activities during the year were: involvement in FHA Week (making publicity posters), and presenting a skit at the annual FHA Activity Night (the skit followed a unit on family relations--so the group composed their own play concerned with the relationships and communication of the future family).

That is what happened on the surface in the In-Class FHA. The year passed swiftly, and I must admit that it took us forever to get through the clothing unit (but I guess it takes a long time even in a traditional class). Anyone who takes on this challenge, must be willing to Guide and not dominate by lecturing, must be willing to accept ideas from the bubbling members (even though you might say your students aren't "bubbling"--who knows what is occurring under that "standard listening to lecture" face), and must be willing to ask themselves--"How can we transform this into learning situations??" It does take stamina to stand back a bit and let the students contribute, but I think you will feel it's worth it. I was really encouraged when several of the "non-involved, quiet, average or below, students" dug right into resource material, books, films, etc. in order to help out in the program of work.

Time was, of course, a problem. And it was difficult at times to Guide them and help redirect them. Many ideas were brainstormed but many times didn't make it to the "Action" stage. Definite changes should be made--more in-depth in-class action, and more involvement of individuals.

"Flexibility" is a key concept with the In-Class FHA. Encounter and Impact and countless other resources can easily be integrated into the In-Class set-up. Even though most of the year was directly In-Class FHA, one unit was presented in a more traditional manner--Home Furnishings. The members didn't seem to mind; after all, eighth graders are great adaptors, it seems. I do think any Home Economics Instructor would be amazed to see and feel the feedback from an In-Class FHA possibility.

What do I do with 15 next-year 8th graders???

---Try In-Class FHA. Sure, I'll revise and change, but I feel it's a plus for the department.



Nancy LaMay
Home Economics Instructor
District Or-1 Schools
Palmyra, Nebraska

Guidelines for Organizing FHA Through the classroom Structure

Integrating FHA and HERO chapters into the Home Economics Program requires:

1. That FHA or HERO be presented as part of the total Home Economics program to students, parents and administrators.
2. There be orientation into each class so that everyone understands what FHA or HERO is, its relationship to class--and how FHA or HERO as an organization functions through class to expand learnings and develop the leadership potentials of members.
3. Members in class who do not want to pay dues to join FHA or HERO understand chapter learning experiences are also Home Economics and that there is a common goal. At the same time members who do not pay dues understand that only FHA or HERO members have privileges which they do not have.
4. A structure for electing officers within a class will need to be formulated --depending on the way and extent to which chapter and class actions are correlated.
5. Some provision for participation in FHA or HERO may be made for eligible members who are not in class, keeping in mind that everyone who is eligible doesn't belong even now due to many circumstances. Therefore, an analyzation of how to reach the greater percentage of those eligible may be important.
6. Each chapter has to analyze its own school situation and devise a plan unique to that Home Economics program and school situations.
7. That FHA or HERO maintains its identity as an organization while at the same time functioning as a part of Home Economics education.



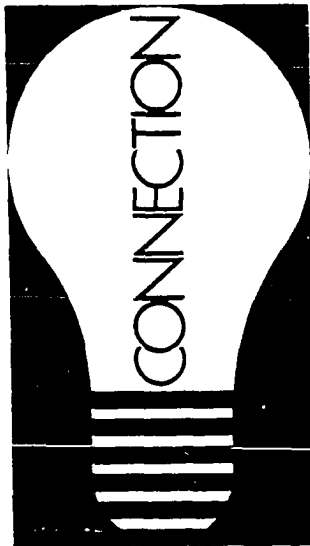
Relating FHA to the Classroom

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Many secondary schools throughout the nation are experimenting with new approaches to education based on freedom with responsibility or on independent study. In some cases, schools are going so far as to work out "plan your own curriculum" programs.

Today, as formal education is being seriously questioned, the open-classroom concept has come to the fore. Those of us in the teaching field who have been involved with the Future Homemakers of America (FHA) organization realize that this concept is exactly what FHA and HERO chapters have been trying to bring into home economics teaching over the years—a free atmosphere in which to learn through a student/adviser approach. By following this concept, FHA can enhance the school's home economics program and expand learning and participation in and beyond the classroom.

In a report on vocational youth organizations to the Secretary of the U.S. Department of Health, Education, and Welfare last year, the National Advisory Council on Vocational Education stated in part: "We are in the process in America of freeing ourselves from some paralyzing myths about the educational process. One such myth, the one that thwarts the marvelous potential of vocational youth organizations, is the prehistoric notion that



By Mildred Reel
Executive Director
Future Homemakers of
America

Future Homemakers of America is a vocational education youth organization with FHA and HERO (Home Economics Related Occupations) chapters. Its members are students in home economics and related occupations—courses—grades six through twelve. FHA is jointly sponsored by AHA and the U.S. Office of Education.

education is what happens in the classrooms—and nothing else. We must free ourselves of that ancient superstition."

FHA and HERO (Home Economics Related Occupations) chapters provide an exciting growing and learning experience for half a million boys and girls through planned youth activities. FHA and its programs are open to all teachers of home economics or home economics related occupations. All students enrolled in these classes, and those who have been home economics students may become members.

As an integral part of home economics secondary education, FHA and HERO chapters encourage youth to branch out in a variety of directions for self-growth. They help youth to understand that growth does not happen in isolation—it comes through working with others. As an adviser you can capitalize on this in your teaching.

I hope that my presentation of some of FHA's concepts and a few of the techniques will serve to stimulate those of you who wish to increase FHA and HERO chapter involvement and to expand your understanding of the organization.

FHA Strengthens Home Economics

FHA can strengthen the home economics



program in the secondary school and give new opportunities to students and advisers in these ways:

- Its openness and informality provides for freedom of expression, sharing of thoughts, and a closer teacher-student relationship.
- It provides an opportunity for youth to plan and work with other youth, developing action programs around their own needs and interests.
- It offers a new role for the teacher. She becomes an adviser, a facilitator, a counselor—helping youth discover their own potential.
- 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.
- It adds new impetus to what you do in class and broadens the horizons of home economics.
- It provides opportunities for youth to work with youth and adults beyond the confines of the local school. 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.

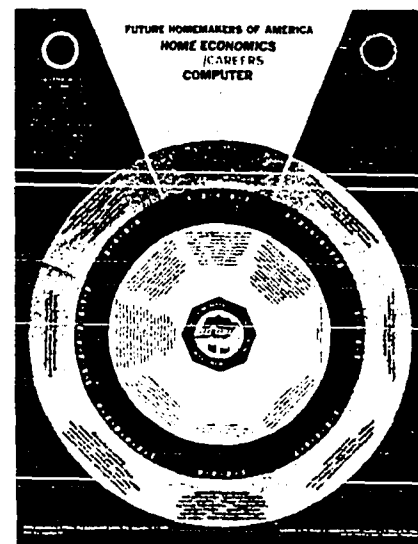
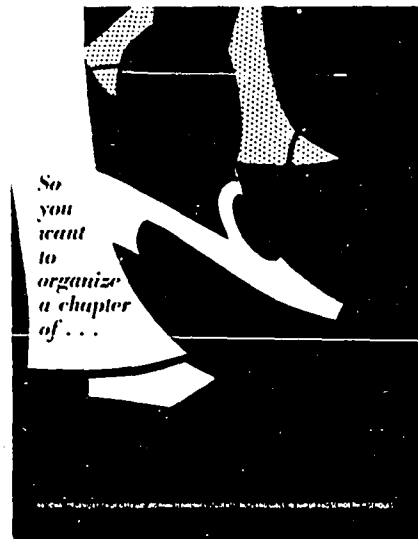
“Program Action Impact”

Following are some techniques for integrating FHA into the classroom. This year we have introduced a new Program Action Impact kit, a “how-to” guide that allows youth to discover their own concerns and plan their actions.

It begins with the concept that although each person is an individual, youth have certain interests and concerns common to them as a group. Thus, Impact leads youth and adviser in working together to focus on common concerns and to develop a step-by-step plan of action.

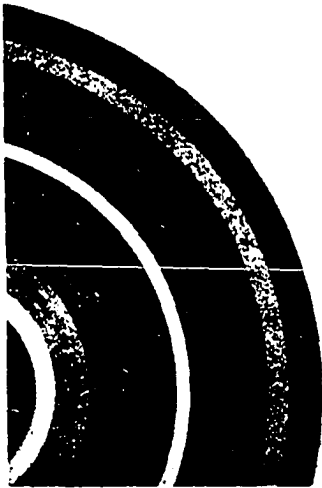
How should we begin this process? Analyze for yourself what FHA is and think of ways the organization can be used as a teaching tool in your class. Explore methods by which you can help students determine what home economics classes are working to accomplish and how FHA goals relate.

A simple technique for involving everyone is



Two Future Homemakers of America members, left, look over an issue of Teen Times, national magazine for FHA and HERO members. Above are some recent FHA publications such as Teen Times and items from “Program Action Impact,” “Pulse,” and “Encounter.”

teenimes



MAKING FOR THE FUTURE HOMEMAKERS OF AMERICA



to clip statements, pictures, quotes, or other items from *Teen Times* or other FHA and HERO publications. Give one clipping to each student. Ask the students to define what their clipping tells them about FHA. Stimulate their thinking about the role of the organization and how FHA is part of home economics.

Then, analyze with them the value they see in an FHA or HERO chapter and how that value ties in with home economics classwork. Lead them into thinking about the benefits they gain from being a member of a large national organization and why a dues structure is necessary to support national programs. Once each class understands that FHA is a part of the home economics profession, you are ready to plug FHA and HERO chapter action into the class.

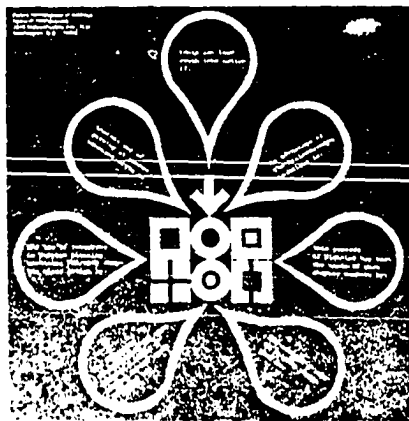
Relating "Impact" to Concerns

Let us assume that you are teaching family relations. Begin by eliciting student concerns. One simple technique to do this so that students do not have to reveal their own concerns to the rest of the class is to give each a paper bag containing a piece of paper. Have each student write down three concerns they have about families, replace the paper in the bag, and pass the bags around so that no one has his own. Then, as each reads aloud what is written on the paper in the bag, the concerns are recorded on the board or written on a flip chart so all can see.

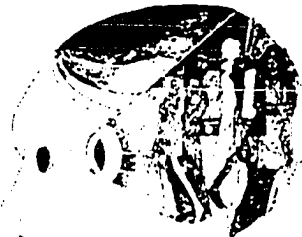
Now they are ready for the process of defining and identifying those concerns of most interest to themselves and on which they want to begin work. Once two or three major areas of concerns are determined, the group is ready to set up action steps.

To develop an awareness of using the seven planning steps in Program Action Impact, roll back the desk, take out the chairs, and divide the students into groups of seven members each. Give each member of the group one of the seven symbols identifying the seven steps for planning: brainstorm, narrow concerns, determine accomplishments, decide what to do, form a plan, act, and analyze. Each group member will have a different symbol.

Have each group arrange the symbols on the



measure him right



floor in a manner that is logical to them, as if they were planning a project around the concern selected. Analyze with them why they arranged the steps as they did and why the sequences varied from group to group. Once they understand that the steps in planning are to help them proceed with action based on their concerns, they are ready to use their family concerns to develop plans for action as a part of class and beyond.

Analyzing Growth

Another exciting part of the FHA program that ties in with Program Action Impact is the Encounter Growth program centered around individual growth and development. This program is described in a booklet, "Encounter Growth Through Future Homemakers of America." The booklet offers no answers but provides a framework for youth to take a look at themselves by asking such questions as, "Who am I?" "Who Influences My Growth?" "What Are My Values?" It leads students into analyzing what growth is. It gives them an opportunity, as individuals, to look at a goal, determine how to set goals, and how to use the seven steps in Program Action Impact to achieve their goals.

These two procedures for planning FHA and HERO into classwork can project FHA and home economics into the community through the process of youth leading youth into action. Those FHA and HERO members not enrolled in class can often arrange to come to class on chapter meeting dates and can participate in chapter action in a variety of ways.

The Teachers Comment

Here are just a few excerpts from the many letters we have received from enthusiastic teachers who are advisers to FHA or HERO chapters about integrating FHA into their classes.

A Nebraska teacher: "I'm so excited. . . . It actually works! This is a new, turned-on group of kids."

From a **Texas HERO adviser:** "As students are involved in educational field trips, planned presentations by qualified resource persons, and in community-related projects, they are

"FHA can strengthen the home economics program in the secondary school and give new opportunities to students and advisers."

exposed to a curriculum that is realistically related to their needs."

A Florida adviser: "... participation in chapter projects results in a more positive attitude toward learning and can be a motivating factor in keeping students in school."

From a **Georgia adviser:** "This project brought a closeness to the members; some who had difficulty getting along together ended up working together and helping each other. It was a great learning experience in human relations."

From a **Pennsylvania adviser:** "Members involved in home economics classes have found that many of their experiences have broadened their involvement in family living units. The project has also developed interest in nursing as a career, local hospital work, and part-time jobs at the county nursing home."

A Minnesota adviser: "... if one is flexible in scheduling unit work and imaginative in adapting student ideas, many problems of classroom motivation can be overcome. We have found that most of the students respond very well when given a share in the responsibility of planning their own course of study."

Youth in Future Homemakers of America are concerned with such issues as ecology, the elderly, consumerism, children, parenting, urban crisis, race relationships, nutrition, energy crisis, family life, marriage, the role of men and women in society, changing life styles, health and safety, working mothers, and corruption in government.

FHA and HERO provide an opportunity for youth to look at these concerns realistically and, through their action, become a part of the solution. The organization gives the home economics teacher an opportunity to funnel these concerns through the classroom and the FHA or HERO chapter into meaningful action and thus have a potent influence on society.

For further information on how to organize an FHA or HERO chapter, for FHA publications order forms, or other materials and information write to: FHA National Headquarters, 2010 Massachusetts Ave. NW, Washington, D.C. 20036.

In order that FHA and HERO chapters be organized and members understand what it is all about it is important that _____

The success of a HERO or FHA chapter depends upon an adviser who _____

I feel we can make FHA or HERO chapter less time consuming by _____

In one semester situations I think we can accomplish _____

To help FHA or HERO members determine a project and plan it the adviser _____

Some ways in which to interest and involve eligible FHA or HERO members not in class may be to _____

In order to turn kids "on" with an FHA or HERO chapter you start by _____

When an FHA or HERO chapter is incorporated into each class section some ways to unify the total class groups are _____

As an adviser one way I can help develop leadership among the FHA or HERO member is _____

In a situation where there are several Home Economics teachers they can best work together as a team with FHA or HERO by _____

To help members understand "why dues" you could _____

Areas of Concern						
Family Living						
Consumer Management						
Nutrition and Foods						
Child Development						
Textiles Clothing						

With students identify concern as related to each of the subject areas .

Publications.



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FHA/HERO NATIONAL PUBLICATIONS

Listed below are some materials that are helpful in keeping your chapter informed and involved so they can tell others about the benefits of belonging to FHA and HERO chapters.

- PROGRAM ACTION IMPACT - Helps chapter members plan and carry out its activities and projects.
- HERO PAK IMPACT - Focuses project planning on concerns related to getting and keeping a job, job skills and personal relationships.
- ENCOUNTER, Personal Growth Through Future Homemakers of America - Guides each member to "do his/her own thing" through a personal project or activity.
- ENCOUNTER SLIDES - page by page exploration of ENCOUNTER book for working with groups in class, in workshops, and in meetings.
- TEEN TIMES - Aids members and adviser in putting together unique, interesting and educational chapter experiences. The chapter receives one copy of the magazine for every five affiliated members.
- JOB/CAREER COMPUTER - Illustrates jobs and careers available through the study of home economics.
- BASICS OF ORGANIZING - Outlines philosophy, program and organizing of a chapter.
- CHAPTER GUIDES, Bylaws - Rules and regulations governing membership and functioning of the Future Homemakers of America organization.
- FACT 'N FIGURES, (section 2 of the CHAPTER GUIDES) - Answers the many questions asked by reporters, parents, and non-members about what it is and what do you do?
- PULSE, Turn On YOUR TEACHING WITH FHA! - Explores how making an FHA chapter part of the class enhances the home economics curriculum. Contains a game, picture pak, cassette of "Youth Concerns" and statements of belief in the organization useful for a membership campaign or introductory unit on FHA. (Published before HERO chapters were formed and before IMPACT was published.)
- FHA IN LARGE CITY SCHOOLS - Filmstrip, cassette tape and booklet explaining how to start a chapter system involving several classes in one school.
- TRIP OUT TRY EDUCATION - Filmstrip, cassette and booklet explores the dilemma of job, junior college, vocational school or four-year college after graduation from high school.

For a list of all current publications and their prices, write to:

FHA/HERO Publications Catalog
National Headquarters
2010 Massachusetts Ave. NW
Washington, DC 20036

TEEN TIMES

TEEN TIMES is the official magazine for the Future Homemakers of America organization. Each nationally affiliated FHA and HERO chapter receives one free TEEN TIMES per every five members. The magazine highlights in-depth projects, leadership techniques, group warm-ups, personal growth experiences and how-to articles. It's a cut-up, tear-out, hang-it-up, write-in magazine. Let it help you carry out your membership campaigns.

Hang It Up

With scissors, glue, thread, dowels and a bit of imagination, convert TEEN TIMES into an eye-catching inexpensive membership mobile. Hang it up in a prominent place in your school.

Blow It Up

Make blow-up posters of TEEN TIMES covers or other artwork to use for bulletin board displays and FHA/HERO week exhibits.

Show It Off

Give TEEN TIMES gift subscriptions to school administrators, employers and government officials. Community support can be a big boost to your membership campaign.

Take It To Parties

Use TEEN TIMES to design invitations, decorations, hand-outs and name tags for a membership party that will be both fun and educational.

Pack It Up

Make a portable folder from lightweight but sturdy poster board with an arrangement of articles, artwork and photos cut from TEEN TIMES. The folder makes an ever-ready school display, it's great for introducing new members to FHA/HERO and makes a good supplement for speeches and presentations.

Corner It

Set up your own TEEN TIMES corner in the home economics classroom or library. Keep on hand current and back issues highlighting articles that you think are particularly interesting. Decorate the area with posters, mobiles, and collages made from TEEN TIMES. It's a great attention getter for your chapter.

Recycle It

Use the artwork from TEEN TIMES to make greeting cards, placemats, mod podge jewelry, tree ornaments and collages. Sell them as a way to help pay for members' dues.

Book It

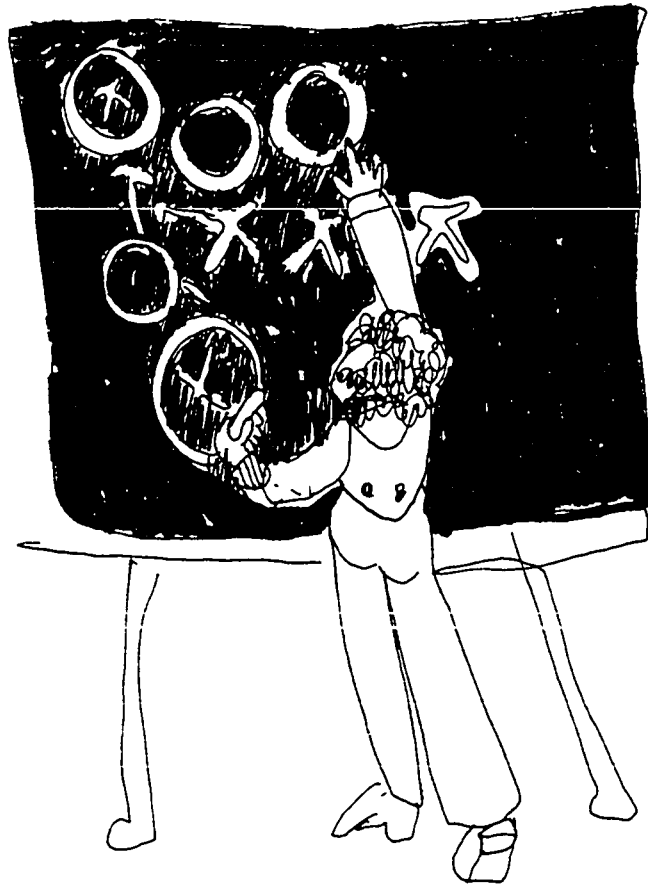
Remove the Career Corner section of TEEN TIMES and start a resource book on jobs/careers related to home economics. Offer it as a school service--a good way for non-members to see what home economics is all about.



Let's use those publications!

1. Your community thinks HERO is a person who runs around on a football field. Using TEEN TIMES make a traveling display to take with you on community presentations to show what HERO stands for.
2. You've been chosen as a member of a task force that will travel to Jr. High Schools in your area to recruit FHA members. Using TEEN TIMES make a traveling display to take with you.
3. The students in your schools think home economists are cooking teachers. Using TEEN TIMES make a Bulletin Board display on the job/career possibilities related to home economics.
4. Using TEEN TIMES make a mobile advertizing FHA/HERO week.
5. You've been asked to attend a workshop with representatives from the other 5 Vocational Student Organizations and to bring with you a poster showing the Uniqueness of FHA/HERO.
6. Using TEEN TIMES and other publications make a mobile to encourage young men to join FHA or HERO.
7. Using artwork, sayings, clippings, etc. from TEEN TIMES and other publications
 1. Devise a workshop warm-up (an ice-breaker)
 2. Devise a way to break down a large group into smaller groups
 3. Devise a way to evaluate a workshop or discussion.
8. You're on the planning committee for a membership party that's to be both fun and educational to help new members learn facts, figures, and philosophies about the organization. Using TEEN TIMES and other publications to design brochures for the students.

METHODS .



Develop a plan for establishing a new FHA/HERO chapter.

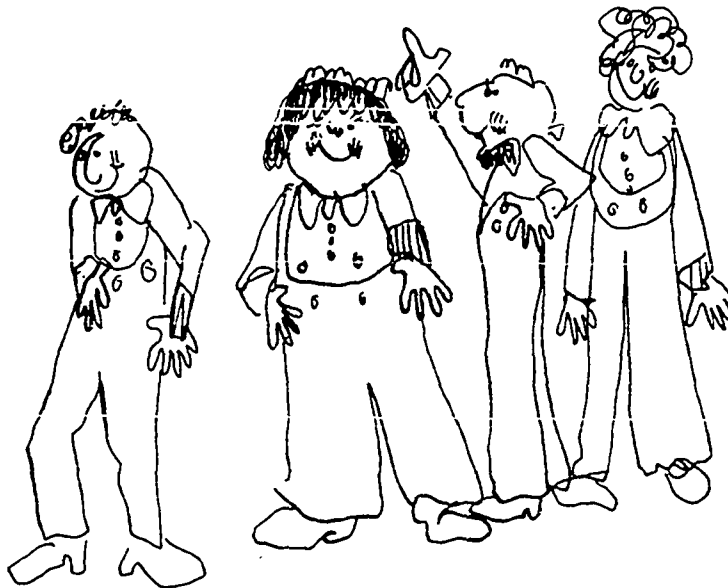
Develop a method for introducing FHA/HERO into the home economics classes.

Identify teacher-adviser responsibilities which are necessary to make FHA/HERO function as a part of the class structure.

Plan for the involvement of the school administration in structuring FHA/HERO as part of the classroom.

Design ways to maintain FHA/HERO identity as an organization when it functions as part of the class structure.

Set up an officer/leadership structure.



MAKE Your Classroom Come Alive !



APPENDIX G. TEACHER EDUCATORS' POST-TREATMENT QUESTIONNAIRE

Please return to Diane Ronning Halbrook
2639 Knapp St. #5
Ames, Iowa 50010

by January 20, 1976

School _____

During the 1975 fall term, our Home Economics Education Students were exposed to the program of the Future Homemakers of America.

Please describe the methods and activities used to present the FHA/HERO program to your students.

Students discussed the FHA/HERO philosophy and how it related to Home Economics. Yes _____ No _____ If yes, how was this done?

Students explored the concept of integrating chapter activities into the Home Economics curriculum. Yes _____ No _____ If yes, how was this done?

The students explored the resources and publications of the Future Homemakers of America. Yes _____ No _____ If yes, how was this done?

During the course, students explored their role as an adviser of the Future Homemakers of America? Yes _____ No _____ If yes, how was this done?

How would you describe the attitudes of your students toward the program of the Future Homemakers of America?

How do you feel we could improve our teacher education pre-service program?

Please make any additional comments regarding your participation in this study.

APPENDIX H. STUDENT TEACHERS' FREE RESPONSES

Here's What FHA/HERO Seems to Me to be About . . .

Auburn University, Auburn, Alabama

Preparing individuals for their roles in life by stressing personal growth in community living, vocational desires and preparation, family life and personal relationships in general. FHA is concerned with consumer homemaking. HERO is concerned with occupational home economics.

It is an enrichment program in home economics. If used properly it will support learning and increase the desire to learn in the classroom. It makes the student feel like there is more to home economics than just sitting in a classroom one hour each day. The student can be proud of his accomplishments in FHA. When you are proud and see benefits, then you are further motivated. The community can also benefit from FHA producing civic recognition and acceptance. These two goals, individual development and civic benefit are FHA's main purposes.

FHA/HERO seems to me to be the integral factor in home economics. FHA/HERO is the expanded learnings of the home economics classes. FHA/HERO is an opportunity for students to know themselves and helps them to develop their values. It gives students an opportunity to seek leadership and to develop their potentials.

FHA/HERO is an integral part of home economics. FHA is for any student who has had home economics or is taking home economics. FHA/HERO is an organization designed to help students better prepare themselves in home life, family situations, community life, etc.

To me, FHA/HERO helps the student to apply what she has learned in class. It helps her with individual growth, improve her family life, increase her education, and get involved with the community.

FHA/HERO is a vital and very important part of each and every home economics curriculum. They provide each member with experiences in the community and at home to better their community and enhance their personal growth toward a better homemaker as well as citizen.

Giving students a chance to develop personal growth through a home economics program outside the classroom.

FHA/HERO is a means of showing purpose to the things the students have learned in class by giving them practical experiences to back them up. As an organization it allows an opportunity for personal growth and development.

Harding College, Searcy, Arkansas

It seeks to help the individual improve self, home, and community. It provides practical learning experiences for the students, leadership and organization, and interaction with students with like ambitions. *It should be noted that I have had no previous information on FHA before this fall, as most girls have.

I'm very familiar with the old FHA but the new concept is still not clear. I think the FHA/HERO has something to do with including occupational learning and experience along with the regular program of FHA. The old concept is familiar because I had it so much and was involved in high school.

FHA/HERO is an organization in which students can grow in leadership ability and in learning to get along with and relate to others. It is the place for students to express themselves and to put to use the classroom learning. It is about helping the self-conscious, socially unprepared student to become self-confident and at ease in social activities. It is providing a proper outlet for energies. A means for improving bad situations in a school or community. It's through my action with FHA that I have become to feel self-confident.

FHA means to me working with girls to help them be better prepared in their community lives with people. HERO and IMPACT are very new to me and I don't fully understand how to use them to benefit students. I think that they are great in many ways. It helps the students to help you prepare a year of work, lets the students in on the decision making process. I really think it means giving the girls leadership, education, vocational preparation, and community involvement and all in all gives them a better way of life to live.

FHA/HERO are practical applications of all the theory and skills studied in the classroom. In doing numerous projects, weak areas in the curriculum are shown up and can be corrected. It also gives a taste of belonging to a professional organization. It gives prestige and confidence. It is not just social, but a real learning experience. Getting along and working well with others is emphasized. It brings out the giving part of a person and molds them into a caring, responsible individual.

FHA/HERO is important because it expands the home economics class as such. It gives the girls experiences in leadership, planning, service projects, social activities, etc., as well as supplementing their education. It is a definite must in the school.

It is to help the students to come to terms with themselves about this world they're living in. They have to become involved if they want to see a change in any aspect of this world of ours.

Girls interacting and learning the basics of a woman's life and activities through a common goal and group.

Learning to be a better person and helping you grow in many areas.

The enrichment of the likes of students and those they come in contact with through experiences in family life, community life, school activities, and practical experiences with FHA and classroom activities.

This club is an extra activity to involve girls not only in book learning and study, but actual experience in home economics. It is an extension of classroom learning and should be an enriching experience for all girls who are actively involved. It's a means of extending the home economics program and interrelating it with our families and the community around us.

It is an organization designed to help the students relate what they have been taught in the classroom to their community and society; often however, it is nothing more than a social club, another thing to put under the senior pictures. It can be used in many ways to enhance and reinforce what is being taught in the high school curriculum, but I don't think it is a good idea to have the meetings in the classroom-- my opinion on this may change once I get out of college and begin to teach but I don't think it will. FHA/HERO is very important to the home economics department, but it has to have its own place.

It helps prepare more girls for their futures as homemakers and as workers in the community. They prepare for jobs as well.

It is a way of stimulating interest through group action (peer groups) in home economics, its philosophies, and goals.

Indiana State University, Terre Haute, Indiana

Future Homemakers of America is an organization that deals with psychological as well as action activities of a community. It's an organization to help students become more aware of the facts of the field of Home Economics. Many FHA organizations seem to spend a great deal of time helping the student to understand and find themselves along with important aspects of the community.

First, I feel it is important to say that as a high school student, I was not in home economics classes, therefore, I know very little about the club. I think it seems like a very worthwhile organization, yet I don't feel that it should be specifically tied in with classes unless all students are members. Talking about the organization, or referring to it is not pertinent to those students who are non-members. I would think that they would tire of hearing it, and turn it off entirely. I think the organization has fine goals and these goals are very worthwhile. To me, the program tries to include extra learning experiences in a club situation, therefore, making the learning seem more like fun. I think that it is especially good to call in other resource people, they seem to add new light to the club. I think the impact-encounter division is very good. I was very impressed with them and their goals. To sum up, I think that the club theory is excellent (what I know) and hope that if I were associated with a club I could achieve these goals.

It is an organization for the students to help them better use their understanding of home economics in the school and the community. It helps them learn the responsibility of leadership, working with others and seeing how a national organization helps smaller clubs. If used as a learning experience with a well prepared sponsor the lessons and materials prepared by the head office can be used to help students in personal, social and cognitive development. This program can help students prepare for working when out of school and in many other areas which sometimes are aren't touched on in the classroom.

Enriching the field of and adding additional learning experiences to home economics. I belonged to FHA in high school and always enjoyed the activities. Some type of learning always took place. Through FHA they stressed the unlimited opportunities in the field of Home Economics, and normally had some resource people available to talk to. FHA is a great way to involve the community and school administration in the Home Economics Program. FHA is a good way to become very actively involved in the Home Economics Program. FHA/HERO to me is very worthwhile.

Growing in many ways and learning not only about homemaking, but also in other areas.

Helping a member to understand himself and his needs and desires. Once this goal is accomplished, the individual will be able to direct his interests and his efforts toward meaningful experiences that will enhance and improve his life as well as the lives of others.

FHA/HERO is an organization designed to further extend knowledge, interest, and enthusiasm of the student in the areas of home economics related to future homemaking and occupations related to home economics. Both organizations work together in relation to classroom teaching to further our improvement of personal, family, and community living.

It is an organization for the students which should promote their growth in home economics. The chapter will only mean to the students and advisor what they put in it. To have a successful chapter it is very important to have an active advisor with positive thoughts of the organization and then the students' interest will grow, which will result in a better and growing chapter.

Better preparing myself as an individual in society. Learning to work effectively with others. To stimulate interest in the home economics program for home use or further educational goals.

It is an organization developed for those students in home economics or who have taken home economics. It should teach organization, socialization, and leadership among its members.

FHA/HERO seems to me to be a means of helping students (high school and junior high) to learn not only homemaking tasks, but also to learn new and varied ways of functioning in society (e.g. interpersonal relationships, how to communicate with others, experience belonging to a specific group).

FHA is an organization to help prepare girls to get into the role of homemakers. It is a place for socialization and for leadership activities to take place. HERO--this program is for the JOB oriented people. I don't feel I am very adequate in this area. I don't feel one gets enough training in this part, before student teaching anyway.

Helping students prepare themselves in organizational and socialization into the home economics program and society.

Providing educational opportunities for the members in working toward improvement of personal, family, and community living.

It would seem that these organizations are working to actively involve students with their near and far environments, encountering worthwhile problem, life situations and making decisions about them.

FHA/HERO provide a learning experience to enhance students' personal growth, community and family life.

FHA/HERO program is an organization that helps students to develop leadership roles and responsibilities and to help socialization of students that many students may not get otherwise. I think it is important and can help to promote home economics in the school as well as the community. It helps stimulate career interests in the field of home economics.

The home economics field is so broad and includes a wide variety of careers. FHA/HERO, in order to communicate to everyone must also be broad enough to include them. So much literature has been written for these organizations in order to better our understanding in all the fields, learn to communicate, widen our knowledge and serve also as a socialization tool.

FHA/HERO is an organization to enhance the learning of all areas of home economics and "life." It is learning how to get along with others, organize, participate in meetings and run them, improve one's self, school, family and community, and plan one's future.

From high school I knew FHA as a social organization with a home economics basis required for membership. I feel I have a very basic understanding of what FHA is really supposed to be.

FHA/HERO is a chance for home economics students or anyone with one semester of home economics to experience new personal, family and community activities. Students develop leadership and are able to function better socially.

Improving home economics education.

Mississippi State University, State College, Mississippi

FHA/HERO is a program designed to help the student to accept responsibility in working and living in society. The HERO program prepares the student to work in fields related to home economics. FHA is basically used to help the student grow aware of his place in society.

I feel that FHA is a group of combined interests striving continually to improve and educate. Through this organization you stay up-to-date on not only local happenings but also on state and national events. You take responsibility and learn to follow up, plan, and organize. You

experience different views and meet the various people with whom you go to school with. You feel proud of your organization and want to stay active, interested, and enthusiastic.

As Future Homemakers of America we should be interested and know more about the FHA program, because it helps young girls to gain helpful knowledge and abilities.

FHA/HERO seems to be about personal commitment, involvement, and growth through real experiences. Persons have an opportunity to explore their own values and ambitions as well as fears and limitations. The persons in FHA/HERO programs are to be given deeper understandings of themselves and others by searching issues and relationships that exist in their world.

It is an organization for helping its members to improve within their self, with the community, with their family, etc. It's helping them grow and mature into an adult world.

FHA/HERO is adaptable to each individual's needs and wants. FHA/HERO can broaden the horizon for anyone. It is to help the members become first of all better people and then to reach out and offer help to the school, the community and the world. FHA/HERO can make the world a better place in which to live.

Helping young students develop to their full potential in all areas of life in order to cope with society, their occupations and future decisions.

It is an organization that helps young girls grow in knowledge and wisdom. It helps them to mature. It shows them what life is all about.

Helping girls and guys develop total self. It gives them opportunities to be creative, to be leaders, to understand themselves, to develop self control, and to go places. They can compete, work together, or work alone all at the same time in different areas. FHA/HERO goes into depth on many things that may be touched on in home economics class.

Union College, Lincoln, Nebraska

A program to help students become more involved in the community and projects as a means of self betterment.

Helping students to make decisions and accepting responsibilities while learning about community problems and community resources.

Helping others to serve a better part in the community. Helps students to better relate to each other and learn how to participate in organizations.

Home economics related extracurricular activities.

North Carolina Agriculture and Technical College, Greensboro, North Carolina

Seems to be preparing young students for the decision-making part of the home. It seems to inform the students of the professional part of home economics as well.

I was in FHA in high school in the 9th grade. It was so long ago. I really don't remember much about it.

It seems to be activities designed to prepare the students for future roles as homemakers and/or professional home economists. It gives one the opportunity to explore the ideas of others and to be actively involved in a national organization.

It is an organization of the Home Economics Department which is used to strengthen the knowledge of the classroom experiences.

FHA/HERO is an organization that is an extension of the home economics curriculum.

FHA can be to help students be better persons and better leaders. It could be a part of the home economics program or a service club. Singing Christmas carols at Christmas time or setting out plants to make the school look beautiful could be FHA-HERO. Other things include:

- Christmas trees decorated for school and nearby hospitals.
- Field trips.
- Having district rallies.
- Getting students into candy stripes in the hospital.

Helping youth to assume their roles and responsibility in society through home economics in the various subject matter areas. Family

life, personal growth, child development, foods and nutrition, housing, with the preparation of human involvement. This FHA/HERO helps the student to develop the self in the class and everyday living. I believe this is a beautiful program that helps the students to become aware of some of the problems in everyday living.

Integrating home economics classes with FHA/HERO in order that students' experiences be broader. Much is to be learned and gained. Students' personalities are enriched and growth of members of a society.

Helping people.

Those people who are happy and enjoying what they are doing or getting out of life.

Gives a student and teacher a better understanding about the FHA chapter.

Boys and girls, men and women, working together to provide a better school, home and community environment for everyone.

Bettering students in human development, an active member in society. Bettering students in home and community membership. Bettering students in the role of homemaking.

Helping young people develop leadership and increase their understanding of home economics.

Oregon State University, Corvallis, Oregon

A way for students to develop leadership abilities and find out their capabilities and skills. I see the program as a way of giving the students a chance to further develop their total self and find out what they can do. I like it because it gives every student a chance to become involved and there is something for everyone in FHA/HERO to do. Also helps students become more aware of future job possibilities and opportunities.

Opportunity for students to become involved in an enriching experience, at least partially outside the classroom. Personal growth is a main goal, achieved through interaction with peers, assuming leadership roles, service projects, attending workshops.

It is a way of bringing realism into the classroom, by providing opportunities to function outside the classroom. This program can provide growth and personal development to the students as well as making students aware of others' individual characteristics. FHA/HERO also gives the students a chance to accept responsibility and experience leadership as well as membership roles.

It means learning to make decisions and just plain learning. It is extending home economics to experiences beyond the classroom as well as within the classroom. FHA means growing and learning about yourself. FHA means fun times mixes with learning. FHA is meeting people.

Not having been involved in either of the programs before now, I am not very familiar with them. However, they seem to be two excellent programs (depending upon how they are utilized) for students to become acquainted with and involved in their environment. They would help the student to become knowledgeable of important areas of concern--help the students to grow and become involved citizens--working with and for people.

I am not totally sure. It has dealt with: decision making, personal growth, and community services.

An occupational cluster in food service.

University of Tennessee, Knoxville, Tennessee

FHA/HERO chapters are very important in providing students with activities that enhance concepts being presented both in class and in FHA/HERO chapter meetings. These activities provide learning situations that reinforce classroom work.

I would like to learn a little bit more about FHA/HERO before I say what I think it means to me. I am undecided.

Formally organizing ways for students to become involved in developing individual, group, and family life.

A learning-development experience that not only helps you grow but helps you in the future to help your family grow.

A teaching method enriching and supplementing the classroom, but allowing more youth involvement and youth direction. However, it is often either inappropriately stressed or carried out.

FHA/HERO seems to be a learning process through decision-making incorporated into the home economics curriculum.

Teaching young students to grow in the areas of personal, family, and community living. Learning, decision-making, and though practices in the growth process. P.S. I do not feel that I would be responsible as an FHA advisor until I have completed all methods courses and finished my student teaching.

FHA/HERO seems to extend beyond the classroom and to reach to the individual in ways to provide improvement in the family, community, and personal living. It seems also to be of great concern for the individual which is important to everyone.

To carry activities and learning experiences past the classroom. Being involved in activities to serve others and the community--for instance, a group project for patients in a nursing home.

The growth process of FHA and HERO members and the aids that advisors should be able to help the students with their planning and preparing their programs. GROWTH!

FHA/HERO members enrich their lives through learning experiences and activities.

Individual growth and understanding.

Setting appropriate goals; carrying them out and developing individually. I'm sold on FHA, but I realize that others may not be so enthusiastic! I need to learn about HERO.

An important program which should be initiated within the home economics department, to enrich learning of all secondary students who are interested in such a program.

I have never ever been a part of an FHA program.

Helping students to learn about themselves, the community and society. These programs are designed to help individuals to understand the role of homemaker, consumer, and wage-earner. I believe these programs are very important since they relate to world of work. I believe teachers and leaders of FHA/HERO should donate more time to helping these worthwhile programs.

FHA/HERO is a way of preparing students for their life as a homemaker, a consumer, and an employee in the world of work. It helps prepare them to make decisions.

FHA/HERO are supposed to enhance the home economics program by allowing students to come in contact with other students and people in the community.

Central Washington State College, Ellensburg, Washington

Helping those students who wish help in growing within their family, community and school.

Very little. I don't have enough information or background.

I don't know what HERO is. FHA is a home economics club for girls.

Really don't know except to say they are interested in home economics and individual growth.

Eastern Illinois University, Charleston, Illinois

FHA/HERO is the involvement of students to help one relate to the family life, local community, state, and national level. This organization is and can be an enrichment to a person's life and should continue throughout one's life. To me this means you will actually be doing a part if not all of these things every day of your life, even if one isn't part of this organization.

FHA/HERO program is designed to be a part of the home economics curriculum. Its purposes coincide with the philosophies of home economics. I think one of the major goals of FHA/HERO is to enrich the learning of students within the classroom and outside the class to get them to learn and grow. FHA has a strong purpose of increasing family goals, values and ties. HERO aids in the development of

students in a vocational home economics program to become more aware of career opportunities, increase their skills, and help them with their jobs and in working with others on the job.

An organization that enables students to define and attempt to achieve their own goals through projects that will enrich their learning as well as help others better understand what they are striving for as well as to help others.

An organization through the school system where students are able to grasp more knowledge and practical experiences than are found in the ordinary classroom situation.

It is a way of providing educational opportunities for working toward the improvement of personal, family, and community living. I feel that it is very much needed in the classroom for the benefit of the students.

Preparation for a life where one can attain satisfactory accomplishments yet still have the ambition and desire to explore unknown areas. FHA/HERO helps one identify ideals, standards, and goals.

FHA/HERO is an over all program which is incorporated into the home economics curriculum as a whole. It covers the many facets of home economics, in particular, homemaking as well as occupational. For this reason, the program applies to everyone in home economics courses, whether they are interested in homemaking skills and/or an occupational program. By integrating the program into home economics classes, all the students can be involved and actively participating in FHA/HERO.

A new type of learning experience for the students. It helps them grow by making decisions on their own and lets them study and learn in areas they are really interested in. It is also helpful because when the students share their experiences that they have had then the others learn something too. I feel that it is very meaningful and helpful to the students.

FHA/HERO helps students realize that homemaking is very relevant to many areas of living. It integrates classroom learning with learning from experiences outside the classroom. FHA/HERO members are encouraged to get involved in their community. It is a self-improvement program helping students to gain some self esteem.

A method of involving students in activities related to home economics and thus helping them to better understand and relate goals to home economics.

FHA/HERO is an organization which enhances the growth of the individual. As in all organizations, it has rules, bylaws, and procedures to follow, but the over all concept is to help the individual grow and become more aware of the world in which he lives. Through this he/she can contribute and become productive members of our society.

Teaching students through various learning experiences to be better homemakers, citizens, employees, and all around active, informed people. It is to teach them how to live better today so that the tomorrows will be even better. It includes many facets of one's life: family members, workers, citizens, and many others. As far as being an advisor of FHA/HERO, I feel I would enjoy it. I just need some practical experience and some more reading. Hopefully, I will get some experience in my student teaching.

FHA/HERO includes all aspects of helping home economics students grow. Through decision making and projects, students expand their ideas and their ideas are developed as they help others. Many projects stem from FHA/HERO so, therefore, many learning opportunities are available. FHA/HERO helps students become involved in projects and helps guide them through their lives.

An organization through which home economics students can learn and grow in family, community, and world living. It offers many techniques for stimulating this growth within the classroom as well as in an organization outside the classroom.

FHA/HERO seems to be an organization to develop leadership. Students learn by becoming involved in the organization and being responsible for certain things. The advisor only acts as a guide to help the students, but it is pretty much up to the individuals to decide. This organization is a learning experience.

FHA/HERO seems to be there to help prepare the students for jobs within the home and outside the home. If you have an occupation outside the home you are still a homemaker when you get home. FHA/HERO helps prepare you for these two jobs at one time. Helps you become an integral part of your work, your community, and your home.

An extended learning experience for high school students to become involved in. In FHA/HERO students can further see home economics and its dimensions. In HERO programs, the student can become aware of all the job opportunities available to him and maybe experience a portion of this job in some way such as having dinners, and etc. All in all, I feel the organization is a furthering experience for the student and involves things which can't always be done in the classroom.

FHA/HERO is designed to give the students real life experiences in the form of a club. It's good for the kids who can't stay after school. All in all--FHA/HERO seems to me to be a nationalized effort to introduce fun learning, current concepts, and topics of concern, social, emotional and intellectual development to the home economics classrooms across the nation (compared to one or two classes). FHA/HERO serves a centralized curriculum directors in the sense that it provides a theoretical framework for the home economics teacher to work within.

An organization providing further opportunities for students in home economics and HERO programs for improvement of home, work situations, and community living and for improved leadership capabilities.

An extracurricular activity held during school hours to unite students with similar interests so that they can work together on projects, etc. Also may expose students to professionalism.

To help the students to become more aware of living in the family situation in harmony. The students can learn leadership by being involved in these activities and can receive more from the organization than just a little membership card. The student is able to expand upon her learnings from the classroom and explore further into the investigation of what might seem to interest her most. The organization learns to mold activities and projects together for the betterment of themselves and of their community.

It's a way for those home economics students to relate to the school and community. It is a supplementary educational program. It provides activities.

Can't answer--don't know much about FHA/HERO. Took methods as an elective--am a family service major and at the present don't know if and when I'll be teaching home economics.

Helping students to be able to help themselves in family and community living. Aspects of family life are brought in as well as management and consumerism. Since not everyone in a classroom is involved with FHA the ideas should be presented so the students are aware. To me home economics is a very useful and practical study. FHA/HERO tried to emphasize this practicality. I think it's great. I only wish I would have been involved in it in my high school. I also wish that many other students (home economics or not) could see how much they could learn by being in this organization. When I go out to teach, I hope to have a successful program.

FHA/HERO seems to me to be about increasing the home economics field. Home economics is really a service to the public and by having FHA/HERO a lot more things can be offered to the community. Personally I do not feel that FHA/HERO should be brought into the classroom. I feel that the students should decide whether to belong or not.

FHA/HERO are two organizations that help prepare students for life. These organizations help students learn about the needs, responsibilities, and duties of family, friends and community. In short, students are preparing for their roles as adults.

FHA/HERO to me seems to definitely be a way of working toward the improvement of personal, family and community living for everyone, especially relating to community.

FHA/HERO is an organization which students can belong to. The activities bring the subject material of home economics closer to the occupational uses. The girls learn not just material out of a book, but also take part in learning experiences which work toward the improvement of their community, family life, and personal objectives.

Northeast Louisiana University, Monroe, Louisiana

Applying what is learned in home economics.

I feel that FHA helped me quite a bit in my life. I was a member of FHA 1969-1973. I feel it helped me grow as a person as well as helping me to help others. I do feel that FHA should be kept only as that. Not to be changed to FHA/HERO. I do not feel that this is necessary.

Mississippi University for Women, Columbus, Mississippi

To help students assume their roles in society. It helps them assume roles in personal, family life, vocational preparation, community involvement.

Students being exposed to new ideas, new interests, etc. Finding themselves, learning their talents, developing their leadership qualities, developing their skills, having a chance to express themselves, having fun.

FHA/HERO is a great way to bring students out and develop leadership and character.

Togetherness.

A great way for young people to grow and develop--themselves, their nation, everything around them.

It is an integral part of the instructional programs in developing leadership, skills, and personal development.

It is a national organization promoting the same ideas as home economics. It is for home economics students (present or past). Personal and family growth are its main concerns. This organization is not just for home economics but also for home economics related occupations.

Douglas College, Rutgers University, New Brunswick, New Jersey

FHA seems to be a helpful organization to all. It seems to prepare home economics students properly to be better home economists.

Helping young people to gain responsibility, to grow, to become involved and to prepare for adult life. Giving students leadership opportunities. All of these learning experiences can be carried out within the home economics curriculum where I think it best fits.

Helping the kids to learn about leadership and helping other people in different situations, and just learning what life and other people are all about and taking care of them. Learning to love other people because of their insides and not their outside appearances. Learning how to cope with outside situations, out of high school before actually having to do it.

To prepare students and help them to assume their roles in society. This is done through personal, family, and community awareness and developing one as an individual.

Helping students plan and enact programs of their choosing in groups. Leadership training. Extending horizons of students within their communities through programs based on human relationships and involving them in programs emphasizing family life and community involvement. Good citizenship through home economics. Awareness of job and career potentials of home economics and related fields.

The teaching and practical application of a values system of the discipline called home economics, in vocations inside and outside of the home/family. What it boils down to is people, singly and in groups, and how we are interacting with our environment and with each other. FHA/HERO is an organized method for sharing/teaching this value system to young people, and is providing an open, hospitable space in which one may explore and develop personal values.

It provides for a free atmosphere in which to learn through a student/advisor approach, meaning that students take on the responsibility of leadership. This is a great idea for self growth and awareness. I feel that it is a program that strengthens home economics. It offers a variety of alternatives. It helps students to discover their own potential, how to work in groups. All in all I think it is a great program and should be an integral part of every home economics curriculum from 7th through 12th grade.

Learning through doing fun things. Growing through meeting people. Finding and knowing yourself through these experiences. Serving others as well.

People caring and helping others: giving of yourself to help others and receiving in return as well as a feeling of worth, responsibility and love.

Developing a sense of commitment, values, goals, and leadership in youth to enhance themselves, their families, communities, and world.

A program designed to help students become more aware of and make use of their potential through planning and carrying out projects that are home economics related (and showing them this means life-related). It can be a boost to in-class teaching as well as out and should help students in later careers.

Winthrop College, Rock Hill, South Carolina

An organization consisting of interested members with involvement of personal growth and relations, family life, nutrition and health, textiles and related arts. (HERO is more involved with career occupational orientation in areas of home economics.)

An organization for students interested in home economics. This gives them a chance to practice and learn the goals of home economics.

A way to involve students in extracurricular activities to not only learn leadership--but also self-development through the home economics curriculum itself. FHA/HERO can be used to make the students more interested in the subject matter of the curriculum.

To help the student to have a better attitude toward personal, family, and community affairs.

FHA/HERO seems to be an extension of the home economics courses for the students; however, the emphasis is placed on the students since this is the students' club. It gives them a chance to go and discover what they want to learn and help them in their future.

To help students develop a better attitude toward family, community and self.

It seems to be an enrichment process that promotes learning experiences for students. This group serves as a resource for home economics to show relationships between the academic and realistic home activities and school activities.

FHA/HERO is an organization that adds and extends learning experiences from classroom into the community and vice versa.

FHA/HERO are organizations designed for secondary home economics students and also home economics related occupational students to promote through the club's meetings and activities, individual growth, responsibilities, and leadership. FHA/HERO is an integral part of the home economics education program; activities encourage student growth with individual, family, and community resources. The goals of FHA/HERO and home economics are basically the same, in that, learning experiences are designed to enable the students to identify with their roles in society and learn skills, knowledge, etc., that will

enable them to best fulfill those roles, whether they are parental, job, community, etc. oriented.

FHA/HERO means that it is an organization that helps students as a group to learn more about home economics and occupational opportunities. FHA plans for home economics generally. HERO plans generally and occupationally.

It is a way of relating home economics learning and activities in club form to a large group. It provides students with experiences other than classroom that can be beneficial.

FHA/HERO gives students a chance to do in-depth studies of areas that are of particular interest to them. They are also involved in the decision-making and management process and they are better able to assimilate these sometimes vague concepts by applying them to "real, every day" situations in their lives.

Involving students to a greater degree in family and community activities. Helping students to learn how to better make decisions in today's world.

It is a way to get students more involved with school and the community. It also helps them to become more mature because of the responsibilities given to them. It helps in getting them more interested in home economics and FHA/HERO. This may lead them to a career in this field.

Growth and research in all areas related to home economics. Career education for students to Home Economics related careers.

University of Texas at Austin, Austin, Texas

An individual's chance to learn more about home economics and to broaden their view.

An opportunity to let the students be the teachers.

Involving and putting into practice learning experiences through outside employment.

HERO means coordinating work and classwork. Classwork being to make the student more knowledgeable of his work which is related to the home economics subjects. FHA should provide experiences and learning to improve family, community and personal living. I believe that FHA/HERO means improving personal, family and community living through experiences concerning the individual's every day life including work. FHA/HERO means experiences and learning in family, personal, and community living in all aspects of life which includes the individual in a working environment.

Learning about activities related to home economics and how they may be used.

Experiencing some of the learning activities of home economics.
Relating oneself to the world.

Boys and girls--learning and growing.

Individual and group growth.

FHA and HERO are both very important parts of the Future Homemakers of America program. They are both there to help the students grow and to help them gain valuable experiences from many activities.

Motivating students beyond the regular call of classroom participation to enhance learning experiences that they will be faced with now or in the future.

Putting the teachings and philosophies of home economics into action.
A useful growing experience of working with others.

Madison College, Harrisonburg, Virginia

I still know very little about FHA/HERO. Can't say.

An organization to help spread home economics into the life of teenagers. It can relate community activities with classroom work.

University of Arizona, Tucson, Arizona

Helping the student become self-actualized to help him get a job, experience, and in the home, and as a consumer. Helping the student to help out his community and become a responsible, contributing citizen.

FHA is a program dealing with Home Economics as it relates more to the home. The focus is on own growth and development and community betterment. HERO relates to the job aspect of students in home economics, i.e. letting students have actual experience in jobs along with classroom instruction to either help the student clarify his/her own career goals, or if the student already knows what he/she wants to do--give them first hand experience in the job. Both FHA and HERO seem to me to have their place in the classroom. Some of the programs like IMPACT and ENCOUNTER seemed to just be made for a class where one needs to engage in value clarification.

FHA is on a general basis to meet common home and family needs and problems. To carry on projects that will improve the home and family life of people in general. Membership should take all people in general. HERO is more for the individual to meet personal career choices in home economics and related occupations. Should limit to those members that could be placed in a job. Limit projects to availability of jobs in community.

An additional activity and club for students to learn leadership abilities. To help the student grow in his own self, in coping with the community and the over all growth of the individual. To help the student become aware of the home economics curriculum and possibilities for his use in careers or just application in life.

A reinforcement and extension of classroom learning (FHA). An opportunity for the students to take responsibility in the management of student activities and chapter meetings. HERO seems to prepare students for the beginning levels of home economics related occupations.

FHA/HERO are not really the same thing. They both help in student learning and achievement but have somewhat different goals. FHA/HERO help students to grow!

FHA can provide an individual with an opportunity to become more informed and aware. I feel that the impact and encounter can really help a person toward self-actualization. HERO gives opportunity for students to know about home economics related occupations. Gets students involved in the world of business. It is a growing experience for the individual opening new paths for self-development.

I don't know what FHA/HERO is about, not really, I was never a member of any of these organizations, up until this year I had only heard of HERO. I feel more knowledgeable in HERO. It is home economics related fields and is a good opportunity for students who have no intentions of continuing in higher learning. FHA seems to me to be mostly home economics but with the added objective of more self-awareness and group interaction.

It is a chance for social interaction and involvement. It provides opportunity for personal and group growth and evaluation. It involves extra time and effort for self-maturation. It seems very worthwhile as long as those who do not want to be involved do not feel forced to be there!

Western Illinois University, Macomb, Illinois

To extend learning experiences beyond the "club activity period" into the classroom and out into the community and family. Working toward change in the future.

It is a learning process that happens in a real life situation. This real life situation makes it worthwhile and relevant to today's society.

Getting students involved in activities where they will develop leadership as well as have educational opportunities to improve self, family, and community life. The use of interaction is very important in FHA/HERO as it is in all home economics.

Interaction between school, home, and working world of home economics principles which will better our lifestyles and loves.

It is an organization which helps students in the Home Economics field to have a chance to work together in an atmosphere outside what is learned in the classroom and yet it pulls together everything learned in that classroom.

FHA/HERO is a student oriented organization geared to student needs in individual and group development. The stress is on a dual role of homemaking and careers. It is put up by the students for their enrichment and should be flexible enough to fit all students' needs.

FHA-consumer and homemaking HERO-students in occupational programs a student oriented organization for their development to help them assume roles in society through home economics in areas of personal growth, family life, vocational preparation and community involvement.

As I have never been in FHA I was interested in finding out as much as possible; from the material in this guide booklet I was able to understand the purpose of FHA/HERO. I feel it is for personal growth as well as allowing the student an opportunity to related and work in a group situation. It also provides the young person an opportunity to feel that they too have a responsibility to the community.

Providing opportunities. Developing interest in home economics. Getting to know others. Helping others. Learning about home economics.

University of Maryland, College Park, Maryland

It sounds like a good organization. However, I do not feel it should be a part of the curriculum inside the home economics classroom. It's fine for an extracurricular activity.

University of Missouri, Columbia, Missouri

Providing activities for the improvement of personal, family and community life.

FHA unites the students to work toward a meaningful mean. It keeps a student continually growing. It helps students to accept leadership roles and to identify their personal goals.

I feel FHA/HERO are vital to a working and effective home economics department. Nowhere else can students experience the self insight and personal discovery that FHA can provide. I feel the curriculum and FHA activities can be closely related and can furnish superior learning experiences. The purpose or basis of FHA is the family-- its purposes, effects, and influences.

Giving high school youth the opportunity to learn more about home economics, themselves, and working with others.

Growing to maturity, adapting to learning experiences by learning to take responsibilities and learn to make decisions. Helps home economics be more meaningful.

A worthwhile organization, but I see no way to fit it into the classroom. Just don't see how it would be possible.

An organization which gets students involved in projects related to home economics, family, community and friends.

FHA/HERO is the incorporation of the classroom and club in a unified effort to further the student in his personal growth within his total environment.

Growing in many ways but growth occurring for the individual and the group. FHA/HERO brings students together to aid them in socializing and maturing in many ways. It is a discovery of self, others and the world around self. It's all working for a concern or goal. It's helping others helping themselves.

FHA/HERO providing for the students an opportunity to expand their knowledge and growth in home economics and themselves.

It is an organization designed for junior and senior high school boys and girls who are taking or have taken a course in home economics. It also encourages creativity in the organizational structure at the local level to provide for better communication.

I think it's an extension of home economics and is a good organization. If it is actively held at the local level it is worthwhile and beneficial. Otherwise it's not worth the trouble and the students don't learn or accomplish anything.

I have a pretty good FHA background because of my high school experience.

An organization to help students learn more about organization, themselves, and individuals, and families at home and in the community.

I don't really think I know what FHA/HERO is all about. It hasn't been explained very well, in my opinion, and I'm very undecided about topics concerning it.

State University College of New York, Buffalo, New York

The total outlook of all personal goals and forms of life that are pertinent to each individual in society.

FHA is enjoyable learning experience, sharing educational opportunities as well as sharing opportunities to improve personal, family, and community living.

FHA/HERO interacts with homemaking classes and extended learning experiences to provide educational opportunities for working toward the improvement and better understanding of personal, family, and community living.

An organized form of home economics club, which hopefully will be more than just "something to do" after school. Its purpose is to enrich and expand on classroom learnings. Even girls and boys who have not had a lot of experience in home economics can benefit, for we all have to "live" (regardless of our occupations) in a home and community.

An extension of home economics classes for those who are willing and interested in going further.

An organization to promote the underlying aspects of home economics to our environment and surroundings.

They are organizations to familiarize young people with home economics and the role home economics plays in society.

Helping the student to integrate their school learnings into home situations.

Growing in knowledge and in skills. It helps the individual to have experiences early in life that they may encounter later when they are older.

I feel that some students could really benefit from an FHA club. Home economics is a much more individual learning experience than I had thought. Students need volunteer work in the community as part-time jobs are at a premium and adolescents are searching for a feeling of accomplishment. I found out that many of my students did volunteer

work at a handicapped home and were interested in making clothes for infants and grandmother. This is an indication of their real need to explore their talents. . . communicate ideas outside of the classroom. . . set goals for themselves that they want to attain.

Oklahoma University, Norman, Oklahoma

The purposes of home economics education and FHA and how they relate are difficult to separate in my opinion. The purpose of home economics education is to help youth assume their roles in society through education in the areas of personal growth, family life, consumer education, vocational preparation, and community involvement. FHA is an integral part of the high school home economics program. Membership is available to students who are or who have been previously enrolled in home economics. The over all goal of FHA is to help individuals improve personal, family, and community living. Local, state, and national projects enable students to develop leadership abilities and qualities necessary for responsible citizenship. I see the goals and purposes of FHA and home economics education closely tied together--each supporting and giving meaning to the other. It is as though the classroom presents and provides an educational base upon which to work and FHA offers a place and opportunity to actually carry out these concepts. The information provided in the classroom comes alive in my first exposure to FHA/HERO organizations. As a vocational home economics teacher I will be responsible for advising these groups. With this background and the information presented by Ms. Warren, I feel that I am ready to become an FHA advisor. Of course, there are still many things I will need to discover, but now I know where to go for help and how to use the information published for this purpose.

FHA/HERO organizations cannot be studied separately; they are very much interrelated. They prepare individuals for future living and to improve the quality of their family living. It helps them in understanding people and their problems, improving their decision-making capacities, working with people on projects, and improving their imagination and creating innovative ideas. I feel it is an integral part of growing up and learning many new concepts and ideas.

A program set up to promote the growth of the students personally and socially and to add growth to their learning.

FHA/HERO is students and advisor/teachers working together for the improvement of family living through several ways. Vocational preparation is an important concept that I feel needs to be stressed. Through FHA/HERO, but FHA mainly, I feel students should become more aware of careers for home economists in business and in education. FHA/HERO is a learning experience for the teacher as well as the student. Benefits from the FHA/HERO programs will be only what the teacher and student put into it.

The youth today and their concerns and their personal growth. FHA/HERO strives to help improve personal and family living and community life. Through local, state, and national programs, members acquire leadership qualities necessary to become an active community leader. FHA/HERO are about people and helping them assume roles in society.

A little something extra to enhance your classroom and related fields to bring about a purpose or decision-making; setting goals for your girls.

To enrich classroom learning and offer opportunities for putting this training into action in the home and community. It also serves to create an interest in the world around the student on the personal, local, state, national, and international levels.

Extending classroom experiences; helping the community; growing; having fun, working together.

These two organizations were formed to enhance the learning of students in home economics related education. They provide for personal and family growth, community action, vocational training and above all the organizations provide the members an opportunity to be a member of a group with a purpose (and in this case--purposes). The integration of these two organizations into the classroom is good news to me. I think the group work and leadership necessary for the organization's survival is what is also necessary for survival as an adult. The students learn how to work cooperatively with others and this makes learning fun. When the students have a chance to put some of their own ideas into action in the curriculum they learn more because they are doing something they want to do. This is what FHA/HERO is all about to me--giving the student a chance to explore and assume responsibility for his learning in an enthusiastic setting.

FHA/HERO is the opportunity to learn and experience being a leader or decision maker and having the opportunity to carry out plans and work with others towards a mutual goal. Because of the experiences gained outside the classroom, the student has more opportunities to grow into a well informed and well rounded young adult. FHA/HERO is concerned about its members and how they function; therefore, the members know they are part of an organization with pride. This teaches them to be proud of themselves and their works, and gives the self assurance they need.

FHA/HERO is an integral part of the total home economics program. I feel that it is very important to integrate FHA/HERO in the classroom because FHA/HERO can be used to extend the classroom.

Wow! It's a whole lifestyle in itself and much of this is so new to me. The high school students today are ready and eager for this sort of program they are prepared to meet challenges and to carry them through until the end. The FHA/HERO is living and growing and using the multiple talents that boys and girls are eager to use. FHA/HERO can be just as rewarding as the people participating want to make it in relation to their lives. Living not existing.

FHA/HERO are an important part to the home economics program. It will help enhance learning and student participation. They are both good motivating tools. In my high school we had FHA, but it was not active. After learning a little more about it I am excited and ready to get involved and make it work for my students.

An organization that functions to fully develop the home economics students in the area of self-improvement and leadership in order to improve the family unit.

An organization that reinforces all the material learned in your home economics class. The students learn to take more responsibility and develop their leadership ability. You can't separate your home economics material from FHA projects. The students learn to work together as a group and learn more about their community as a result. They become more well-balanced individuals.

The goal of FHA/HERO is to help students prepare themselves for living in our society. Future Homemakers of America includes learning experiences in family living whereas home economics related occupations deals with vocational training. Both of these organizations

prepare the student for being able "to make it" in our society. I think it's great to involve FHA into the classroom because there are so many activities which are fun and a real learning experience for the student!

FHA/HERO is a growth experience for everyone concerned. It enables the advisor to grow and develop and also gives students, their parents, and families, their friends, and the community an opportunity to share in this growth. I think it must meet their needs in order to provide this growth. Impact and Encounter can become real and useful in their everyday life and expand through family, peer and community use. I basically feel I'm prepared but the true test will be decided when it is used in the classroom.

FHA/HERO chapters, to me, are important because they can add meaningful experiences for students outside and throughout the classroom. Home economics teachers have the chance to further enhance their students' learning through these programs alone and through integration of these programs into their classroom curriculum. The chapters present opportunity to do things that a classroom could not or would have trouble doing if more time outside of class was not available.

FHA and HERO go hand in hand with home economics program planning for the classroom. They are two organizations that develop to a greater extent the curriculum in the classroom by providing more learning experiences for the students so that they will broaden their knowledge and skills of home economics. It also is an effective tool in broadening the scope of home economics. These are two very needed organizations. I would like to be an FHA advisor.

I question the validity of this program in large urban schools. Youth today seem caught up in so many other areas of interest, especially one of non-conformity. I feel that a teacher would have to be dynamic in order to have a program that would attract students. Integrating FHA into the classroom might overcome some of their apathy and their unwillingness to spend after-school hours in school related activities.

Putting the goals of home economics into action. The goals of home economics and FHA/HERO are so similar, the integration helps students see relevant use for what they learn.

It is to help students be aware of themselves and learn to understand themselves. It is to promote good family relationships and help the members to understand others. To be most beneficial there should be interaction between FHA/HERO, the classroom, the entire school and the entire community. It involves in-depth projects planned and evaluated by the Impact process.

South Carolina State College, Orangeberg, South Carolina

FHA/HERO seems to be a program geared toward the total development of youth. These programs help students to develop decision-making skills and it also develops them as leaders. These programs are very future oriented. The HERO program helps to develop youth and prepare them for Home Economics related careers.

FHA/HERO seems to be an integral part of the home economics program. FHA/HERO is involved in teaching students to assume family and personal responsibilities which involve the decision-making process. FHA/HERO provides a way of establishing human relationships among students by working and planning together with advisor.

FHA/HERO chapters are designed to give the students a variety of learning experiences. The purpose of the chapter is to stimulate learning and to make the students aware of the community needs and the resources that are available. Students that are involved in FHA/HERO chapters develop a deeper understanding of the project and mature during the process. FHA/HERO chapters aid the students in finding themselves, learning the available resources, and help them grow to be productive homemakers of the future.

FHA/HERO seems to be about improving life for students and their families. The FHA program is geared toward preparing students for performance after high school is completed. The program is to deal with activities that the students are interested in at that particular time. HERO is more of a vocational program where students learn skills that they can use in later life. To me both of the programs are important and both should be a part of the home economics program.

FHA/HERO seems to be about integrating home economics into classrooms, so that students can use and apply it to everyday living. It deals with ways of getting others interested and involved, even though they are not members of these organizations. FHA/HERO is also organized to include the community. These organizations try to plan projects to involve all members and non-members.

FHA/HERO seems to be about the integrating of FHA/HERO into the home economics classroom. Making the students aware of what FHA/HERO is really all about, and how the students are involved in every aspect of FHA/HERO chapter, from planning to the action of carrying out each plan.

FHA/HERO--FHA enhances the lives of students, their families, and the community by helping them to grow through leadership and responsibility. HERO helps to prepare young students for home economics related occupations by giving them a specific skill in home economics.

FHA/HERO helps individuals to assume personal, family, and community responsibilities. The HERO can help individuals to obtain the roles in home economics related occupations.

FHA/HERO seems to be about the broadening of students' experiences in the home and community. It uses a variety of techniques and concepts to try and achieve a particular goal. It also helps the students perceive their role in making decisions and participating in certain activities.

FHA/HERO organization seems to strengthen the home economics program inside and outside the classroom. It enables students to participate in projects that help or strengthen the family and community life. It also enables students to become aware of their environment. This organization encourages students to make decisions on their own.

Helping students use and apply knowledge gained in home economics classes. To further home economics and present it into the community. Helping students to help themselves as well as others. To help students attain leadership qualities. To further family life and to help students take a realistic grip on their world.

FHA/HERO to me means an integrated part of home economics to enrich the lives of students by allowing them to participate in local, state, and national affairs to enrich their learning experiences. These chapters allow students to use their own creativity in planning activities best suited to fit their personal and community needs. The focus of these chapters lie within the classroom setting of home economics, and by becoming members, students actually experience and learn from these experiences.

The organization FHA/HERO seems to me about the total involvement of the student to the relating interest of the family and group cooperation. FHA/HERO gives the student more input in responsibility of decision-making, more awareness of the world of people. To me a student should gain some type of interest in the society he or she lives in, interest of the future.

To me FHA/HERO are organizations of home economics designed to suit the student level. Both encourage self development through Encounter. In our society, it is most essential that students find out who they are in order to improve themselves and develop their potentials to their fullest capacity. The organizations also stress in-depth projects. This is somewhat a necessity in student learning because if they learn now how to work with projects, in years to come such will be no obstacle for them. Helping others has always been a part of home economics and is really nothing new. However, with this organization reinforcing it, it may cause even more enthusiasm.

FHA/HERO is an organization that any one male or female can join. The only requirement is that he or she is enrolled in consumer or home-making courses or in some other related area. Along with this program there are many helpful resources that are available. These resources are HERO PAK IMPACT (which focuses its planning on concerns about getting and holding a job), ENCOUNTER, TEEN TIMES, and IMPACT ACTION IMPACT. These resources will help you plan a chapter of your own.

FHA/HERO is an organization that is related to home economics to improve the family, community, and school. FHA/HERO helps one learn more about himself and the people that live around him. FHA/HERO is really an exciting and rewarding organization to be involved in. It has a lot of meaning and worth.

FHA/HERO is an organization which bases its main goal in improvement of family, community living, and creates an environment conducive to human development and growth.

Baylor University, Waco, Texas

FHA/HERO seems to be an organization for tying together all that a student needs to know about becoming a good homemaker. FHA/HERO helps to "fill in the gaps" that are missed in homemaking classes. It also provides opportunities for group program and participation.

Organization for students who are very interested in home economics or in bettering themselves. It provides instruction in many areas of life. A wonderful organization for students.

Organizations providing extended learning experiences which should interact and stimulate learning with home economics courses.

Incorporating home economics into the individual and group situation. Learning more of what home economics is and what it involves. Extension of classroom to individual growth and understanding of self for preparation of being a homemaker.

It seems to be an organization designed to serve the needs and goals of the home economics. It gives the students a chance to work in the context of their course work to help themselves and their community, friends and family.

A program designed to help students grow in other areas besides intellectually. FHA/HERO is designed to give the students a vast opportunity to explore different areas concerning home economics. I was especially impressed with the section on Encounter because of the importance it placed on the individual.

Getting the students involved in something that will help them be better adults in the community. FHA/HERO should help students become aware of things going on in the school and community. It should also stress family living.

I think that it is a very good program geared to make the student more aware of goals, purposes, values for himself. Helps students to make decisions and really think of future in terms of work and family life.

It's a youth organization to develop personal growth. It promotes awareness in students and promotes concern. I think this organization is definitely an asset in coordinating personal values of the student along with his home economics education.

Home economics has a real, valid and current message to present to the world. FHA/HERO is a way to reach out to people and keep them informed. It helps the students to grow and mature and also the community benefits from the IMPACT projects. Students are better prepared, after being in FHA, to face the world.

An organization that can be very effective and formative with the lives of students. Helping students develop identity and discover self through personal encounter and group work. An opportunity for students to become aware of community and world needs. An opportunity to provide openness between students and teacher or advisor.

I see it as a group of students who are interested in learning more about the field and who want the companionship and contact with those interested in the same things.

Practical way to relate people as social beings to their physical environment, and to develop this relationship toward meaningful and beneficial goals.

To join together the student, the home economics classroom, the family, the community and all state and national programs related to home economics to the betterment and enrichment of the student and his learning experiences and opportunities.

It is a youth leadership organization which concerns are to strengthen family life.

University of Arkansas, Fayetteville, Arkansas

A way to expand learning of home economics in a more informal and democratic way. Helps students make their own decisions and do learning experiences that they want to do.

FHA is a learning organization that gives the students in home economics a chance to become more socially adept and learn how to make decisions. Also, it brings the student closer to the community which they may never have the chance at if they do not belong to such an organization.

I cannot give a clear meaning of FHA/HERO because I never was associated with them.

University of Georgia, Athens, Georgia

FHA/HERO has the same basic purposes as home economics education. It can be an integral part of home economics education. FHA/HERO provides youth an opportunity for self-growth in many directions while teaching leadership and decision-making. It broadens the horizons of

home economics for students. Future Homemakers of America/Home Economics Related Occupations.

FHA/HERO is a more in-depth study of home economics. It is taking the curriculum and putting it into practical use. It is learning and growing in understanding of yourself, your family and your community.

FHA/HERO gives students a chance to grow in many areas. They have a chance to grow individually. They may also grow through activities in the community and school. It also gives them a chance to improve their relationship with their families. It is also an organization which gives the members a chance to develop through activities in the chapter. Also, FHA/HERO gives the students a chance to develop an understanding as to what home economics really is. I feel FHA/HERO is a very important part of home economics.

FHA/HERO is about growth. . .as an individual, family member, a member of FHA chapter, and a member of your community. FHA/HERO includes activities within and outside of the home economics class to enrich learnings. FHA/HERO is about students who are becoming better prepared for adult life.

Involving students/members in school and community. Increases their knowledge of various subjects. Helps FHA/HERO members make decisions, and understand themselves better.

An organization for youth to promote individual, family and community growth through projects and programs.

FHA/HERO seems to be an opportunity to add more experiences to a secondary student's learning. It helps students to grow further by adding to previous learnings; giving members the opportunity to learn more through a variety of experiences which are not possible in a normal school day. It adds more to learning and growing than is possible for one teacher to do in one hour. It takes the regular home economics course and adds additional learning experiences. FHA/HERO helps its members to gain skills in working with other members, with the community, with faculty members, and with other organizations. It also helps them to gain skills in improving their own lives and their families' lives.

Improvement of personal, family, and community living.

A chance for an individual to grow himself and with a group. It gives the opportunity to experience new things and to try out your own ideas. It makes the individual feel like a part of the group.

Extending the area of home economics.

Purdue University, West Lafayette, Indiana

An organization for homemakers to provide learning experiences to develop their ability and understand and interest in the home, family and career.

Giving young people the opportunity to get involved in a worthwhile organization. This organization allows them to learn more about home economics and how it relates to their family, friends, and community.

Just another youth organization. Would be O.K. if handled right, but not in the regular class.

A means of expanding the learning experiences in and beyond the classroom. It helps to enrich the education of the students beyond the actual theory stage. FHA/HERO helps the student to develop and accept responsibility. FHA/HERO helps the students in assuming the role of a citizen in the community and to be of service to each other, their school and community.

A way to introduce areas of life that could enrich and educate the young adults. They learn to work with people young and old. They are able to experience and gain a background in fields they are interested in. It opens the door to better things.

An extension of classroom learning. Learning in every day surroundings. Seeing how learning can be applied and what variety you can have. A way to increase student, adult or child understanding.

More in-depth look at areas of concern for home economics students. A chance to extend classroom learning into worthwhile projects. A chance for all students wanting to become involved to become involved.

It is an organization that provides a greater opportunity for a special growth and development than is otherwise possible. The activities are planned around a central theme and does much to broaden the students' outlook.

Interest group for those students who wish to learn and explore more areas of home economics in order to enhance their personal growth.

FHA/HERO seems to me to be an organization which has great potential to high school students if the teacher and chapter keep activities relevant to students and their environment. Homemakers in the title could turn some students off immediately, it is up to the teacher to develop an active chapter.

It is a program where the students can get involved in the community and do projects to improve their personal, family and community living.

Helping students achieve goals and gain attitudes and skills for decision making--preparation for the future.

Helping young people better prepare themselves for the "outside world" by getting them involved in learning activities concerning various areas of this world. This way they will get "into things" a little at a time and the adjustment won't be so great.

Unfortunately, I still have a negative connotation of anything named Future Homemakers of America. It sounds like a group of husband hunters. I think I could get more excited if the name were changed.

FHA seems to offer a lot to students, but I'm still unsure about HERO. In a way I wish I had been in FHA during high school, but the advisor turned me off.

Guiding the students so that they know more about themselves and can become involved in community activities as well.

Self growth and development.

To aid students in their learning experience concerning all aspects of life including CDFL, C & T, F & N, HEED, Family Life, Interior Design, etc.

Involving the students in the community. Extend what they learn outside of the classroom.

Another way to get to work with kids. This way not for a grade or any other pressured feelings must be included. Through FHA/HERO everyone should learn.

Expands and adds to learning experiences within and beyond a home economics program.

Personal growth of individuals.

Central Michigan University, Mt. Pleasant, Michigan

FHA/HERO is an organization to prepare individuals grades 6-12 for future family life. It will help the individual grow within himself, with his near and far environment.

It seems to be a club which is closely related to home economics classes because both cause growth in the person involved and prepare them for the future in areas that everyone should be prepared.

To me FHA/HERO seems to be an opportunity for enrichment and involvement for the students outside of the classroom. I feel it should be for the students to become involved in areas of home economics, within the chapter, the school, the organization and the community.

Extending learning for family life and consumer education beyond the classroom; to further the decision-making abilities of students; and enrich their home economics experiences.

FHA/HERO is a way to expand the learning experience outside the classroom. The students have the opportunity to direct and decide things for themselves.

It is a way to take home economics out of the classroom and into the community. It allows the students to become self-directed and to further their knowledge in home economics.

A good way to expand learning time and effort creatively and in a fun way. It provides an opportunity for students interested in home economics to develop skills in decision-making and to become involved constructively in the community. Becoming involved with FHA/HERO can be an enriching and rewarding experience for a high school student (and for the advisor!).

They are to provide learning outside of the classroom in an interesting and meaningful method. They also are used to further the home economics vocation in the different areas.

An extension of the homemaking classroom providing students with a larger experience by incorporating FHA/HERO activities in the classroom and beyond the classroom.

A means of providing additional experiences for the student leading to greater personal growth and healthier family relations.

A program set up for the main purpose of bettering the quality and kind of education students receive.

Getting students involved.

Organizing interested students who may have an interest in this field.

I think FHA/HERO stresses involvement and working toward effective leadership and decision-making.

FHA/HERO to me is an excellent program that brings the home economics student into contact with real situations. It fosters better decision-making and leadership roles.

Involvement for students and an aid to fulfilling the goals of home economics. Something which should be a part of the home economics teacher's life.

Northwest Missouri State University, Maryville, Missouri

Helping students to develop and understand themselves. It is helping them decide what they want from life and helping them get it. FHA can also help get students involved in community projects and help them get to know their friends and neighbors better.

FHA/HERO seems to be about involving students that belong to the organization in learning experiences that will be of value to the student. This is done through the Impact and Encounter programs. These two programs can be used with the home economics curriculum the teacher has used or plans to use. I can see that FHA/HERO would add interest to the classes in home economics. I also feel it would be of benefit to the students who are not members also. It may even help them be encouraged to become members. I hope to become more acquainted with FHA/HERO as an advisor in my teaching plans.

FHA and HERO seems to me to be about allowing and helping its student members to work toward the improvement of personal, family, and community life.

Preparing young men and women for the world by giving basic home-making types of background, experience with group work. Decision-making experience through Impact, individualized in-depth experiences through Encounter, giving job and career types of information.

FHA should be a program that is a part of the home economics curriculum. Students should be encouraged to join because it will not only help them in their everyday life but also in their home economics classes. It will help the students in their family, community and personal lives as well.

It stands for home economics related occupations. It is to help the student be aware of what's going on and find their place in the world. It gives students the opportunity to learn about occupations and how to do something worthwhile.

It is a group of people all interested in the basic area of home economics in some form. The group has activities, etc. in order to use these interests and to progress with them.

The FHA to me seems to be preparing a student for a better way of life after they are out of school. All of the members are interested in similar things that pertain to home economics so they are able to share ideas and interests. This organization is also for the student with activities that will help the student become successful.

FHA organization helps the student become more aware of her (or his) part in the improvement of her home, personal and community living through various activities in school and at home. HERO will help the student who plans to seek work outside the realm of home-making by activities through the classroom that is occupational oriented and also it inspires the student to further their education in the field of home economics.

FHA/HERO is an organization for junior high and high school students in the area of home economics and related courses. FHA/HERO seems to me to be whatever the teacher and members make it. It can be something to help each person grow and develop as an individual and a

group member. It provides for leadership training and decision process learning. FHA is what you make it.

It is a way of getting students involved in all areas of home economics. Instead of just learning things in the home economics class, FHA/HERO gives the student the chance to put into practice those things that he/she has learned. FHA/HERO could lead to a fun way of learning.

It tries to involve students in extra learning activities. It should help them learn more about themselves and learn to make decisions. It is an experience with learning how to get along with others. It gives guidelines for improvement of home, self, and community.

A good chapter would aid students with real life situations that are interesting to them. It gives a chance for personal accomplishment along with leadership possibilities and social participation and fun. I hope I can become acquainted with a good chapter to give myself the needed experience to start such a challenging and beneficial group. The possibilities are tremendous in the right hands. This program of study aided me considerably with a background. Now I need experience!

FHA seems to be an organization that strives to help students learn how to help: themselves as individuals grow, their families to grow together and to help their families enrich their lives, and it also teaches students to get involved in their community and help it grow by using their special talents. The Encounter program stresses individual growth and development, to make the student a mature, confident, and giving individual. FHA also teaches the student a lot about the field of home economics and gives the student the chance to see the home economics goals and objectives put into action, so he may judge their worth. FHA also teaches cooperative action for the students to work together, use the decision-making process, and then also to work independently and to be able to evaluate yourself--openly and honestly. The HERO chapter teaches about occupations and the wide field open to the students.

FHA/HERO can integrate into the home economics program. FHA helps an individual grow through group, community and personal experiences through the Encounter and Impact programs. I feel that every student can benefit from FHA and/or HERO programs. This can be achieved through the organization or the home economics curriculum.

The FHA/HERO organizations are an extra opportunity for the home economics student to learn and grow. It encourages the students to better themselves through various learning experiences. FHA/HERO is a method of involvement--with oneself, with other students, and with life. It is set up with various kinds of projects and activities for the students to do on their own and with the organization, so that they can better prepare themselves for the life ahead. It is the chance to go beyond the learning of the classroom and to make your experiences what you want them to be. It's a beginning for the future.

It will provide educational opportunities for working toward the betterment of family, personal, and community living. Ideally it would be taught right in the classroom.

To help further the ideas of homemaking, the betterment of the home and family. It tries to help the students understand or learn more concepts and learnings in home economics. It is also another way for the teacher to get across the concepts. It is very closely related to the curriculum she teaches. It also helps the student develop leadership, they learn to work cooperatively with other students, gain new friends, they understand more the way an organization conducts meetings and helps become a little more involved with the community, their parents, maybe elderly or babies--it helps them in their interpersonal relationships. It also probably gets them more in tune and enthusiastic about home economics. It might help to further their interests and education in home economics. It seems useful and very much needed in our school systems integrated into the classroom.

FHA/HERO seems to me to be a means of extending home economics learning experiences beyond the classroom. It is a way for students to incorporate and infiltrate their concerns and ideas into their individual families, the community, the jobs they hold, as well as being a means for personal growth and development. It is also a way for developing leadership; getting along with the members of the group, working toward group unity. It is an excellent way of allowing the students to carry on responsibilities--to have the opportunity to mature and grow in their way of reasoning. Opportunities for the students to understand how a project grows is also available; from brainstorming ideas to carrying out an agreed upon project. FHA/HERO is a way of growing as an individual as that individual assumes responsibilities and other experiences that lead toward maturity.

Friendship, learning together, working together and receiving satisfaction together, that's FHA/HERO to me. It's an opportunity to test yourself, find your interests and develop abilities you may not even know you had. There's a subtle type of security that comes from belonging to a well-developed group, and FHA/HERO is or can be one of the best developed, and organized groups in the nation. It's a group where togetherness is helping each other and members of the community, where growth is a matter of what you put into it. What you give to FHA/HERO of yourself comes back years later in many intangible ways. It's an invaluable opportunity to learn.

FHA/HERO seems to me to be an organization to help students take the things they have learned in the class and as a group or as individuals and extend it beyond the classroom. Both FHA and HERO provide for personal growth. Also, FHA/HERO provides chances to learn leadership responsibilities.

State University College of New York, Plattsburg, New York

A chance for students to experience and prepare for the situations they will face in life.

I'm still confused--I think I'll have to actually see it in operation before I can fully grasp just exactly what this is all about.

I really don't know that much about FHA/HERO still. It is hard to answer these questions even after reading the booklet. I had never heard of FHA before seeing the booklet, so I had no idea what it was about.

I get the impression of 4-H when I think of FHA/HERO.

People cooperating and sharing together. To learn how to organize and run an organization. To be able to make decisions. To become involved with various projects and people. To learn about yourself and other people.

FHA and HERO seem to be about home economics related occupations. Program that uses new and exciting ideas in and out of the classroom. A way for students to gain valuable experiences working with each other, the teacher/advisor, and community.

Reaching out to help students and anyone else interested in enriching their lives. The FHA/HERO helps people learn how to make the best of what they are (also improvement).

A way to bring students together to discuss important problems in their lives and come up with solutions. It can teach more students to cope with society and deal with problems it poses effectively.

It's an organization of students currently enrolled in homemaking classes or as in the case of HERO, occupational classes. It can be incorporated into the regular home economics classroom to expand individual and group growth.

A means of going beyond the classroom to explore the aspects of living with self, family, friends and the community. It opens doors to new ideas on occupations which perhaps the student never thought about. FHA/HERO make for a more complete person!

Home economics, living and home economics related careers.

A way for students to become more involved, develop emotionally and increase personal growth.

Impact (teacher tool) and Encounter (more personal to student) is good. If the teacher uses these methods in classroom, I don't see why there has to be a chapter of FHA and HERO. There is an advantage to getting involved in state and national activity but why distinguish FHA members, why not just home economics or occupational students? To want to use FHA in the classroom discriminates the ones who don't pay dues. Yet if you use programs and techniques only for members you would have to meet a special period which is ridiculous. As a former El. Ed. teacher; something that can be done in school hours should not have to spill over for special group after school. Program should include every one at all times.

It seems to be an organization designed to meet student needs relating to the field of home economics. Because it deals with the same concepts and philosophies as the home economics curriculum, it can be incorporated into classroom use.

Very intimately related to the home economics curriculum. Organization helpful to the home economics teacher as well as the student.

FHA/HERO is a learning experience available to all students. It works toward the improvement of family relations, community relations, and improvement of self.

The interaction of people through learning experiences, which provide for increased enrichment of personal, family, and community living.

FHA/HERO are groups that contribute to individual personalities, getting along with others and functioning as individuals in a society.

Basically it represents the opportunity to discover and enrich learning experiences in the field of home economics.

People interacting--group experiences, individual experiences, personal and group growth.

FHA/HERO seems to me to be a supplement to the regular home economics curriculum. I think it needs to be mentioned in the classroom, but membership and meetings should be outside of class. It should be organized to further enrich the students' learning progress by going above and beyond the materials learned in class.

Making home economics just a little bit more down to earth and helping in a new way to incorporate learning experiences into every day life to make them more valuable for students.

FHA/HERO is a student organization which enhances the home economics curriculum and related activities. I understand it is sponsored by federal funds of government agencies. Its publications seem quite extensive, informative, and supplementary to classroom learning. I feel as a future home economics teacher I would enjoy becoming involved with this national organization.

It's an enrichment of students' lives through involvement with self, peers, family and community.

FHA/HERO seems to me to be a way of enhancing the home economics curriculum for those people who have additional interests that go beyond those covered in the classroom. I see it as a learning experience not only as far as subject matter is concerned, but also as a means of promoting personal growth and development through group interaction and cooperation as well as personal achievement.

Having an organization for the better understanding of home economics and careers that can be obtained from the study of home economics. FHA integrates outside activities and classroom experiences to make it more interesting and enjoyable.

FHA/HERO is an enrichment program in which students can expand on their knowledge and interests. It is a chance for them to be actively involved in their interests and to have useful activities, therefore, gaining a feeling of self-worth.

Helping students to expand their learning opportunities beyond the classroom. Helping students help themselves and each other. Letting students organize their own activities--learning, social, etc.

Oklahoma State University, Stillwater, Oklahoma

FHA/HERO is a youth organization designed to help strengthen home and family life and community awareness. It gives youth a chance to take on leadership roles and become involved in activities which seem relevant to them. It also gives them a chance to find out more about themselves as individuals. FHA is also an organization where its members can come together just for fun. FHA helps people relate to others while finding out more about themselves.

Helping the individual improve in family and community areas. FHA/HERO is a form of growth for the individual in the areas of personality, knowledge and skill in home economics related things and also in just life itself.

The development of personal and individual growth and learning in home economics related areas and occupations.

Learning how to live in this world.

Helping students and members to be better prepared to interact with people and other elements of society through home economics information and ideas.

South Dakota State University, Brookings, South Dakota

A self-improving program used to help individual growth and a feeling of self worth. Also helps to tie the home economics program together so we can see how it will work in our future.

Becoming aware of the relationship of the individual to the community, family, friend and himself.

A picture is worth a thousand words.

Growing.

Growing as a person to accept the responsibility of adulthood and of being yourself.

Expansion of home economics beyond the classroom. Making home economics fun.

Preparing youth for the future by allowing them to gain skills in growth, decision-making and homemaking.

Learning in whatever area there are concerns in.

Exploring of self and world in the classroom and out.

Growth. Involvement. Responsibility. Individuality. Democracy. Leadership. Achievement. Decision-making. Work. Value clarification. Social awareness. Self-improvement. Fun. Communication.

Students learning in different ways.

FHA/HERO I feel can be used in classroom. I hope I can use it there and student will be interested. FHA/HERO means growth to me.

Learning, growing, enrichment.

Lamar University, Beaumont, Texas

Improving each individual and the quality of life.

The growth of the individual as he relates to himself, his family and to the community. The programs FHA and HERO as a means to help the growth.

Helping students to grow personally and with their families and community while being of service and having fun with one another.

FHA/HERO seem to be excellent tools for providing meaningful learning experiences. These learning experiences are in forms of group projects, individual projects and the holding of a job. These provide opportunities for students to be exposed to more in-depth involvement in subject material, decision making in area of their interest, goals and responsibility in meeting these goals.

It is an organization that helps students improve their family, personal, and community life. It helps them learn about and do things to improve life in the community and for people that live there.

Bringing the school, home, and community together. To improve the quality of life of each person involved in FHA/HERO.

FHA/HERO to me seems to be about getting students together to put their minds working together, expressing their ideas, identifying with their peers, having a closer knit relationship with each other, the community, and their families, and to improve themselves personally. It gives the students a chance to be the leaders and help them in the decision-making process, while you, the teacher, be their advisor. It makes the students feel as though they are important to other people. To me the FHA program is designed to be a part of the home economics education because the over all goals of FHA and home economics are basically the same.

FHA seems to be all about becoming a better homemaker, assuming leadership roles and assuming responsibility.

It seems to be a way for the students to identify concerns in their community and to take on a project to better their community. It is also a way of study to find out what they really can do if they want to. A way of improving their way and quality of life and to improve the quality of life for others as well.

FHA/HERO is a way of involving students in the classroom activities. It enhances the material that is taught and gives students a chance to think and make decisions on their own. It is most valuable to students because this is an activity planned by the students themselves. Students and others are able to recognize their progression and growth because they have learned to accept responsibilities and act responsibly.

Iowa State University, Ames, Iowa

I think of it as a supplement to home economics in the classroom. It should be for those who have the time and are interested in it. It is a way for students to widen their experiences in all the areas of home economics.

FHA/HERO seems to be about life. Through this organization students can learn how to get along with others, how to make decisions, assume leadership roles, etc. Student organizations are an important part of growing for the young person, the reason behind this being: society places all sorts of demands on us every day and in club activities such as FHA/HERO one might find some ways to cope with these problems. Personality traits might come out in this group such as leader, organizer, planner, follow-through, etc. I see leadership as a function of FHA/HERO. It can also make one aware--aware of problems in his community and family. It's not all cooking and sewing.

They are dealing personal, community and family life. They provide an opportunity for students to work together and individually on their concerns. It can be incorporated into the home economics classroom. It also teaches students a way of organizing, and making decisions.

FHA/HERO seem to be good programs that used in the way they are intended to be used. Both could and should be incorporated into the classroom. Students can then continue with their projects outside the classroom and into the home and community. It is a way to get students involved. If there are non-members in class they can also participate during class, but would not have all the benefits of members such as meetings and other things FHA/HERO do. The main purpose of FHA/HERO is the same as home economics education so they can be used together.

Extended learning experiences outside the classroom to help a student improve himself, his family, and the community through educational experiences.

FHA sounds quite a bit like the other youth organizations that are popular today--scouting, YM-YWCA, etc.--as far as promoting individual growth and responsibility and self-awareness. The difference, however, is the content area--home economics is the major area of concentration and quite a bit of the emphasis is on the actual content as well as the individual.

FHA/HERO to me is an excellent way to apply home economics concepts from the classroom to school and community activities. It will not only help the public understand what home economics is really about, but the students themselves will realize all the areas and occupational opportunities home economics can provide.

FHA seems to be a continuation of the home economics program but in more concrete forms. It is a chance to practice what you learn in the classroom. It is a chance to develop better understanding with yourself and others in home economics related fields. HERO lets you look into job opportunities, career development, and is a definite place where boys can join the program. Most of all, FHA/HERO seems to be fun. It seems to be full of good experiences and worthwhile projects for the students and for the community.

It seems to me that FHA/HERO is very much like 4H, girl scouts. I think it's great for a community that doesn't have these. Belonging to two of these organizations, and trying to do a good job with both might be too much for junior high, high-school kids. I was a girl scout, and I feel that through my relationships with other people I really learned a lot.

FHA/HERO offers the student an opportunity to enhance his knowledge in almost all areas of home economics curriculum (dependent upon what the chapter concentrates). He/she will gain most from the personal experiences of having actually done something he can see the results of. It offers the students a chance to react outside the classroom and work together with the community. FHA/HERO may bring to the community a realization of what home economics is really about.

An extension of the classroom situation where much is learned and gained from the activities done in helping students become prepared for what's ahead of them.

FHA/HERO seems to me to be a group of girls interested in home economics or home economics related activities and want to develop their own skills and abilities and desire to help people through Impact or Encounter. It is a process of determining goals and discussing alternatives of reaching goals, selecting the way from the alternatives and then carrying through with the activity or plan. The evaluation follows and is a valuable tool to assess growth for the group or for the individual.

FHA/HERO is home economics in action--applying learned principles to life and extending knowledge into worthwhile projects. It teaches students responsibility and gives them the chance to become adults in a sophisticated way.

I really question the suggestion of making FHA/HERO a part of classroom activity--students should be able to decide. I guess my over all disillusion with FHA stems from my own high school experience with it. I was a member, vice-president, president, and district treasurer, and as I look back, it was the least valuable of all my high school activities. Maybe I have a mental block, but a presentation by the State FHA Advisor and State President of FHA in college methods course still failed to show me any documented proof of advantages of the FHA program. I realize that FHA can be a good service organization and may be a good learning experience for students, BUT ONLY IF THEY CHOOSE TO DEDICATE THEIR TIME TO IT.

It seems to be sort of a continuation of the classroom learning experience. It promotes and emphasizes the importance of home economics to students once they graduate and are out of the classroom, etc. However, I have heard so many people say that FHA is a social clique group that I wonder about the real value of the organization. I think it's great for the students to have the opportunity to work with home economics and related fields outside of the classroom --but are they doing it? I'm not convinced yet. I have to see one in action to believe it.

An organization that is an extension of the home economics class--but involves more community-social involvement. I still feel that it should not be incorporated within the classroom.

Helping the student grow--whether it be home economics consumer oriented or job oriented. It must exist and work for the development of the students--no advisor has the right to push ideas, values, and goals down her students' throats--her only responsibility is that she positively and actively seeks to help her students grow. And growth is FHA/HERO.

People who are concerned about their future and their career roles and their impact on others around them and their environment. People--individuals and groups--who are trying to improve themselves and others in the skills of personal, family, and community living. People who enjoy getting together to grow.

It seems to me that FHA and HERO are organizations from which there is much to be learned. Although content is important, I feel these organizations find more importance in the affective world around them. By being aware of others' feelings and attitudes, an FHA/HERO member can see that the world around himself is so big and there are so many opportunities. It is these opportunities and being aware of them, plus knowing how to get the most from them, that counts the most.

It seems like just another club to help students develop and give service like 4-H, and Campfire Girls, only difference is that it is funded by the national government. I think it does provide some opportunities for growth, but it seems like just another organization for over-involved high schools.

FHA/HERO to me is an organization that seems very valuable to young people today. Its purposes are definitely made with the benefits of youth in mind. Its a social and educational group that helps youth develop awareness, competencies in the areas of social, educational development and community interaction.

These two organizations are designed to help further knowledge above and beyond the classroom. FHA is somewhat individualized and yet there is a time for group encounters. Both allow growth as one learns how to function with other people. HERO is designed to help train an individual for an occupation--past post high school. Not every student is college bound, therefore, it is important to help this person find a desirable skill--which will help develop a better self-concept.

APPENDIX I. TEACHER EDUCATORS' RESPONSES

***Please Describe the Methods and Activities Used
To Present the FHA/HERO Program to Your Students***

Presentation by FHA part-time instructor at State Department for one hour.

Through discussion of "Standards and Policies for Vocational Home-making Education Programs in Texas," observation in secondary school programs, panel discussion in college classroom by FHA members, inclusion of FHA in plans for instruction in different units and study of FHA periodicals. Also FHA Encounter slides.

Presented FHA Filmstrip produced by FHA National Office to show how to integrate FHA with Home Economics program. Prepared a lesson plan on FHA. Viewed video tapes on particular areas of FHA. Taped lessons on FHA topics.

Youth organizations were considered as a part of the vocational program in all class activities. A three hour class period was spent on FHA/HERO. FHA/HERO activities were planned into unit or block plans for student teaching. Students were asked to complete the activity sheets in *The Classroom Comes Alive*.

Guest panel including FHA sponsor (previous MU grad), a student teacher with FHA experience and a member of FHA chapter. Lecture/discussion with transparencies and slides and selected assignments. A table of FHA/HERO resource materials was available. Reading the booklet and reacting was one assignment; also, students used one issue of *Teen Times* to plan FHA in-class activities.

Self directed study using your materials.

Approximately $2\frac{1}{2}$ weeks were spent on FHA/HERO in a standard discussion type class. Students were required to observe and participate in FHA/HERO classes in their student teaching centers.

Four one-hour class meetings were devoted to Future Homemakers relatively early in each block of the class "Curriculum Deveopment for Consumer Homemaking Programs." The first session was devoted to a mock FHA meeting as FHA officers might present to explain FHA to new and/or prospective members. This meeting consisted of discussion of organizational structure, publications, symbols and traditions. The second session consisted of a workshop on the IMPACT process of program planning. The third session consisted of discussion of and each student planning a personal Encounter project. The fourth session consisted of discussion of the cruciality of making FHA an integral part of curriculum and alternatives for doing this.

For the fourth consecutive semester, I had a half-day mini-workshop with selected state FHA/HERO officers and their advisors coming to the campus as the workshop leaders. I usually spent one class period on FHA/HERO prior to the workshop and I have another class period in follow-up. FHA/HERO is also integrated into many topics throughout the semester.

A national officer spent two hours with girls (and fellows in other Vo Ed areas) explaining and discussing youth groups. Used Impact, Encounter, and other printed materials.

Class lecture, discussion, student reporting.

Classroom assignment, discussion, and a seminar. The two hour seminar is presented by state FHA officers. We have a mock meeting

(FHA opening and closing ceremonies), and Impact and Encounter ideas are shown by high school students.

The district supervisor was invited to talk with the program and teaching classes. She gave the history of FHA/HERO. The teacher's role in FHA/HERO was emphasized. A summary of national and state meetings was presented. Also action projects of a number of chapters were reviewed.

Variety of activities--slide story, class discussions, guest speakers, area officers, etc.

As part of the requirements in Methods of Teaching Home Economics, each student is responsible for teaching a technique by exemplifying that technique in action. This was the process by which FHA/HERO information was presented using the audio-visual in our Resource Center. Time was given for discussion and students were expected to research the materials available. Students who were former FHA members and officers were used as resource persons.

Total group discussion (among class members and with returned student teachers). Exhibit of publications. Bulletin board. Individual learning activities (using Mini-Help learning package). Assigned and free reading.

Passed out "The Classroom Comes Alive." Spent one class on reviewing topics in parts of book.

Discussed FHA/HERO philosophy and how it relates to goals and purposes of Home Economics Education. Introduced possibility of class members participating in FHA teacher education research project;

discussed possible values to university student in participating. Integrated FHA/HERO into every aspect of class plan including evaluation; used FHA/HERO resources whenever possible. Made resources accessible to students; planned and implemented a Saturday session for individual and/or group exploration of resources. Encouraged creativity in developing student ideas for integrating FHA/HERO into Home Economics Education. A variety of methods were used.

An FHA/HERO organization was simulated in the classroom. Did not elect officers because there were only six class members. Had an IMPACT session and planned a project. Did not carry through with it though. The State Advisor spoke to the class re: history and function of the organization. I attended National Convention in Washington, D.C. so gave a report on the convention highlights and use of various techniques. Class members completed a lap packet which covered PULSE, IMPACT, ENCOUNTER, Teen Times, FHA/HERO Action, Fact Sheet, Basis of Organizing, Fact Sheet, Chapter degrees (degrees are still being used in Idaho).

Last year I adopted some individualized study techniques with my methods class. They have learning sheets on various concepts with Performance Objectives and Learning Activities to pursue on their own. These are followed by classroom activities. In the case of FHA/HERO, I have a local advisor come in with a panel of FHA/HERO--usually focusing on organization, philosophy, activities including examples of Encounter and Impact, and what FHA/HERO means to them. I did meet with them for two hour sessions and showed Trip-Out Try Education filmstrip and Washington Jr. High, Duluth, Minnesota slide-tape presentation and discussed them.

Class discussions. Each girl made a calendar of the year for a group including names and type of programs. Guest speaker by retired teacher on FHA. Each girl purchased FHA book printed at University of Arkansas.

Symposium.

1. An introduction to FHA through teacher presentation of page 11.
2. Group work to research and explain sections (included pages 17-56).
3. Requirement of students to attend the Regional Day.
4. Follow-up discussion to summarize and discuss concerns and aspirations each would have as future teachers and advisors.
5. As a class working through Impact Process--these activities were included in a $2\frac{1}{2}$ week unit on FHA.

This is done in the methods and curriculum classes. Also through the activities of the Home Economics Club.

Large group discussion, tape, actual review of materials.

Students Discussed the FHA/HERO Philosophy
And How it Related to Home Economics.
Yes ___ No ___ If Yes, How Was This Done?

Yes, informal discussion.

Yes, particular reference to units and how FHA was included. Use of PULSE materials.

Yes, after viewing filmstrip--discussions on the place of FHA in the total home economics program according to Vocational Education Standards, etc.

Yes, the Philosophy of Vocational Education and Vocational Home Economics was discussed and the youth organization was considered a part of the program.

Yes, opinions were aired. The greatest concern was "integrate" vs. "extra-curricular." We tried to list possible methods for integrating. Students were enthusiastic about philosophy and goals.

No.

Yes, examination of the stated purposes of FHA/HERO, discussion of creed and emblem and examination of literature from national office.

Yes, in both first and last session. Philosophy of home economics was studied earlier in course. FHA/HERO was presented as a major force in curriculum planning. Goals and objectives from the Chapter Guides, Impact and Encounter were compared to the mandates of 1968 Voc. legislation, the purposes of Home Economics as stipulated in AHEA Concepts and Generalizations and Missouri State Plan. In last session the "Future Homemakers of America Teacher Education Advisory Committee Position Statement" and "Future Homemakers in City Schools."

Yes, our district FHA/HERO advisor did an illustrated discussion (flip chart) on the FHA/HERO philosophy. An FHA'er followed up with the philosophy from a member's point of view.

Yes, attendance at the state fall conference.

Yes, student read the various publications, one gave a summary or report which was then followed by discussion.

Somewhat. Everthing said about a topic reflects the philosophy of it and its relationship to home economics.

Yes, following class on the meaning of home economics, students discussed means of interpreting FHA/HERO to the individuals, chapter, school administrators and community.

This was done on a small scale, but not very successfully.

Yes.

Yes.

Yes, group work and general discussion.

Yes, suggested that student consider throughout the semester FHA/HERO philosophy and how it relates to Home Economics. Encouraged use of The Classroom Comes Alive, other FHA/HERO resources, as well as appropriate references. Involved students in discussion of ways it is related, encouraging them to think creatively.

Yes, two class members planned a panel to discuss philosophy. The panel was to be made up of a chapter advisor, FHA state officer, and a class member who had been a National Committee woman. As it turned out, the officer and advisor were unable to attend class so only the class members were available.

Will do when I have them in class spring 1976.

Yes, relating type programs to home economics materials and subject matter.

Yes, discussion led by professor.

No.

Yes, as a part of the philosophy and objectives of home economics.

Yes, large group discussion with involvement of students who had been members of FHA in high school.

***Students Explored the Concept of Integrating
Chapter Activities into the Home Economics Curriculum.
Yes ___ No ___ If Yes, How Was This Done?***

No.

Yes, made a part of the assigned project of developing unit and lesson plans as well as the yearly block.

Yes, showed how to correlate the POW of FHA and the POW of total program. Students practiced brainstorming (Operation Impact) to formulate FHA POW. Discussed how activities and projects would fit into classroom structure.

Yes, students carried out the planning of an activity using the IMPACT process. The activity was one that they could apply to their student teaching. Students were asked to use the IMPACT process in student teaching.

Yes, discuss methods. This is a great concern.

No.

Yes, use of films developed by Dallas school system, observation in student teaching centers and class discussion.

Yes, publication "FHA in City Schools" and materials on integrating FHA and Home Economics from "Pulse" were used. Groups worked out plans for integrating FHA into the curriculum.

Yes, this is usually introduced by the FHA members themselves. They may give a skit. They often lead the methods students in actual

activities. They bring posters with photographs showing their chapter activities. Often bring scrapbooks.

Yes, reading--discussion--role playing--making displays.

Yes, they also discussed how the activities fit into the daily lesson plan.

Yes, discussion in the class and during the seminar.

Yes, students did an extended laboratory experience of 20 hours observation and aid in various schools. Reports were given on the integration of class activities and FHA as observed in schools. Most results were negative. Class made suggestions for chapter projects to come from class activities.

Yes, class discussion.

Yes.

Yes, when studying curriculum development.

Yes

Yes, students discussed the Home Economics curriculum and actual chapter activities that would be related to school, home and community.

Yes, class members integrated chapter activities into their curriculum plans for their final project.

Will do when I have them in class spring 1976.

Yes, relating type programs to Home Economics materials and subject matter.

Yes, brainstorming.

Yes.

1. As a class we worked through the Program Action IMPACT. However, we used four steps utilized by the Washington FHA chapters rather than those identified on page 26. (I have enclosed the process used here.)
2. We used page 52 as a way to identify concerns, topics, and/or themes that teachers may use when planning and preparing units of study.

Yes.

Yes, discussion, sharing of ideas, examples from FHA packet.

***The Students Explored the Resources and Publications
Of the Future Homemakers of America.

Yes ___ No ___ If Yes, How Was This Done?***

Yes, displayed on tables at day of presentation.

Yes, annotated bibliography used to find learning activities for units.

Yes, examined copies in class. Used material to develop a lesson plan on FHA that would be one of a series in a brief FHA unit. Examined publications list from National Office.

Yes, they were asked to review each of these materials.

Yes, it was an optional assignment. A table of materials to "explore" was available throughout a week.

Yes, individual study.

Yes, students were required to use publications in presentations and in interpretation assignments.

Yes, the ones available in our department were made available and students were encouraged to review and use them. Presentation on publications was given in mock meeting. Our department does not have "Trip Out--Try Education" or "Up Membership."

Yes, I have a copy of most of the FHA/HERO resources and publications in the teacher ed lab. I make a special display a week in advance of our workshop and give an assignment for the methods student to study them.

Yes, actual use with case situations.

Yes, we have a number of these, the students each become acquainted with them by looking over the various publications.

Yes, a learning center (table) was provided with FHA materials to complete an assignment.

Yes, following first overview of FHA Impact, Pulse, Teen Times and other materials were available for study. References were frequently made in class to materials. Records and filmstrips were run in class and available for group or individual use.

Yes, independent study.

Yes.

Yes.

Resource kit available in library that was sent to me and was assigned reading.

Yes, certain resources and publications were explored by students outside of class and presented before class. Certain resources were used with entire class as a part of class activities and as related to total class offerings.

Yes, individual lap packets.

Yes, on their own in Home Economics Reading Room. Will do more in class follow-up spring 1976.

Yes, looked at publications in class.

Yes, a display of materials was made for students to discuss.

Yes, group research and presentation due to limited time.

Yes.

Yes, in-class and in Home Economics Education Center.

***During the Course, Students Explored Their Role
As an Advisor of the Future Homemakers of America?
Yes ___ No ___ If Yes, How Was This Done?***

No.

Yes, discussion. Some attended area meeting for homemaking teachers.

Yes, primarily through emphasizing role as leader for training student leaders and as a motivator.

Yes, in the discussion of a teachers role, talking about professionalism and what a teacher gains from being an advisor.

Yes, this was briefly discussed in the panel presentation.

No.

Yes, participation in a simulated chapter, assigned readings and resource people.

Yes, advisor responsibilities were explored in each session. Some students role played advisor roles.

Yes, we have a panel of three to five advisors to cover this. One advisor serves as moderator. At the conclusion, students may direct additional questions to the advisors.

Yes, attended a state fall workshop. Discussion with National and State officers.

Yes.

Somewhat, assignment and discussion asked: How would you start an FHA chapter? Where would you write, to whom, etc.

Yes, class was divided into groups. Reports were made on the role of the advisor. Also considered were ways to organize a chapter and to revive one where there was no leadership. Some students assisted teachers in their organization meetings.

Yes, guest speaker (advisor to area officer).

Yes.

Yes, in discussion and through reading.

Yes.

Yes, attended FHA sub-district meeting. Discussed role of advisor with teachers and students. Discussed in class.

Yes.

Will do when I have them in class spring 1976.

Yes, by speaker and teacher.

Yes, class discussion.

Yes.

1. Regional Day discussions with advisors.
2. Use of handbook.
3. Class discussion and group presentation.

Yes.

Yes, discussion.

***How Would You Describe the Attitudes of Your Students
Toward the Program of the Future Homemakers of America?***

Positive.

Supportive and enthusiastic.

Indifferent to highly motivated.

The students seemed to have a positive attitude toward FHA/HERO before student teaching, but I'm not sure it would be the same after.

They are enthusiastic, and willing to sponsor, though concerned about their ability to integrate chapter activities in the curriculum.

No response.

Generally favorable.

Most were enthusiastic. A large proportion requested that the student teaching center to which they were to be assigned have an FHA chapter, so they could become better acquainted. One student who has completed student teaching made real contributions to revitalizing a faltering chapter. This student came from a high school having a strong FHA in addition to her experiences in our course work.

Positive.

Good. Receptive.

Average to above. They see it as an organization fulfilling the needs of teenagers.

Neutral.

Students were receptive to materials. Only two to three had been members of active chapters, others were members in name only. All developed an awareness of the advisor's responsibility. They accept FHA as an integral part of the program and are critical where there is little or no activity in FHA.

Positive.

Many students learned about FHA/HERO for the first time and here I believe a very positive attitude was gained. Others came into the class with a positive feeling because of their experiences in high school. However, there were some (too many) whose negative attitude was the result of very bad experiences (no originality, teacher's attitude poor, pressures, limited opportunities, poor image of the Home Economics Department).

Very positive, many are enthusiastic.

Receptive. Most had no previous knowledge of it.

Students see great possibilities for student motivation and for accomplishing purposes of total program through FHA/HERO activities and resources.

Not too enthusiastic! They felt the name should be changed but were not offended by the emblem. They expressed an interest in more competitive programs.

Won't know till after I meet with them.

Most were ready to accept it who were in FHA in high school. For those who were not, I was not able to spend enough time on FHA.

Favorable.

At first students were concerned about the name "Future Homemakers of America." They renamed FHA as Fun, Harmony, Action. After this brief study and their experience in actually seeing students in action, their attitudes and desire for involvement seemed to improve.

Good or very acceptable.

Favorable.

***How Do You Feel We Could Improve
Our Teacher Education Pre-Service Program?***

Due to the tight scheduling of courses we were quite rushed at the point when the FHA program was presented. This will be eliminated if presented earlier in the program.

Continue to provide materials for college/university programs. Need more ideas for including FHA as learning experiences in specific units of study.

By offering more than one methods course. Time is very limited and this year I could spend only two class sessions on this area which is not enough.

No response.

A lesson "kit" for teaching might be provided. The most valuable contribution, however, is the ability to practice sponsoring FHA/HERO during student teaching.

If there was time, I could prepare the students. I have one three hour course.

Students expressed the need for more concrete "how-to-do-it" ideas. More attention to the evaluation of activities of needs to be given.

We used the booklet "The Classroom Comes Alive" as background for all our lessons. A large proportion of students felt that future students might be willing to purchase the booklet if it were to become available. "FHA Method" has been helpful.

I've found for our particular program the best motivation for our girls has been the enthusiasm of the FHA/HERO members themselves. Like FHA/HERO Method for my own information and growth.

With some guidelines perhaps for the teacher educator to use.

Students need one year of student teaching. Students need to attend FHA meetings during pre-service training.

Provide materials and experiences in FHA during program and teaching courses. Do not assume they participated in an active chapter while in high school. Do not assume they will get this preparation during internship. They can contribute much to a weak chapter if they have this background.

First of all, I would like to say your undertaking of this project is a very positive and constructive step. Secondly, an indirect approach would be In-Service Training, for the very first on-the-sight training potential teachers receive is from the cooperating teacher while the student-teacher does her teaching practicum. If the "Master Teacher" does not have the know-how, the initiative, the respect for the FHA/HERO program, the young neophyte comes away disenchanting.

1. More courses in humanistic education of exposure of some sort.

2. More work in communication skills.

The university students thoroughly enjoyed and benefited from The Classroom Comes Alive. I believe we could really strengthen the teacher education pre-service program through the use of this guide.

More involvement on the higher education level--perhaps a Student FHA/HERO organization in combination with the AHEA student section. Our school is too small for both although the Presidents for the past two years had been active in FHA and organized their program of work very similarly to that of FHA. FHA has a carry over into college that works very well on our campus.

No response.

One book with all materials possible in it with explanation of how to use it.

Participation in local chapter activities. Visits from state or national officers.

1. Including FHA in pre-student teaching experiences.
2. Acting as an advisor in classes and helping methods students to organize and implement the philosophy and activities of FHA.
3. To encourage students to participate in FHA activities in the schools before, during and after student teaching.

We do not have enough time during our pre-service program to treat it adequately. This is an area for a good learning package.

***Please Make Any Additional Comments
Regarding Your Participation in This Study***

I felt it was worthwhile. Would like to participate again in it.

Students seemed to be proud of the fact that they were included. They began to recognize why some teachers cannot or do not support FHA as an integral part of instruction and consequently tried to find answers or ways to resolve that problem. In Texas, we have had an attorney general ruling which has affected thinking and philosophy--just this fall. Consult Betty Romans for any problems they may have encountered because of this.

I enjoyed participating; however, I did spend less time than I usually do on FHA, so I'm sure that my students learned less about it.

I feel that it would have been to our advantage if the students could have filled out the post test after student teaching. Time did not permit this to take place. Thus, the post test may not have reflected a true picture of the students.

The booklet is especially helpful as a convenient reference. It is difficult to include this topic (with experiences) throughout the semester. Next semester, Thursday will be "FHA Day" with students preparing a display and presenting a "mini" lesson on one component of FHA. A method which I plan to use is role-playing.

I have one three hour course for curriculum methods and all other things. I do very little with FHA because most of the students have been FHA members.

We're anxious to learn the results. Best wishes on your project.

I was disappointed in our students' responses to the growth indicator as I feel that FHA is discussed quite thoroughly. May we have a copy of the compilations of the best activities used to teach student teachers about FHA?

Our winter quarter interns have the best background in FHA of any previous groups. In no other quarters will we assume they have had this experience at the secondary level or that they will get it during the internship. Interns will make greater contributions in their assigned schools. Last year I felt participation in this study was something extra or added on. Now I am grateful that our school was chosen and this will be an integral part of our classes.

Needed more explanation of the research and how it was to be used. Directions for the booklet were incomplete.

The students and I enjoyed participating in the research. Best wishes for successful completion of your study. The college students participated in the program by actively involving themselves in the small group experiences. Several students led the group activities when the designated student leader did not appear. This proved to be an exciting and beneficial experience for all of us.

I followed procedures given.

Participation in the study helped the students and me to develop competencies related to: Educational Philosophy in Home Economics,

Professional Role in Home Economics, Program Planning for Education in Home Economics, The Educative Process in Home Economics, and Research in Home Economics Education. I hope that this Guide will be further developed and made available for pre-service education programs.

I would appreciate a copy of your study and any suggestions would be appreciated. I plan to use the additional green sheets next semester. Would you like the results?

Some materials are being published without enough explanation of how they can be used. Also, much of the program is for large communities and cities. What about the rural areas?

This re-emphasized my knowledge that I do not cover this adequately.

I have enjoyed using these materials and have found the compilation to be quite helpful in working with students in my beginning methods course as they can take a more "comprehensive" look at FHA.

Having passed the booklet on to others in the department and sharing extra copies with other institutions in the state, I have asked for feedback that you might wish to accept and/or disregard as you evaluate your work. Suggestions and comments have been written in the returning booklet by several who have read the materials. Other comments include:

1. A listing of objectives and suggested learning activities included with the booklet would help in developing a unit of study. Possibly a more completely individualized learning packet could result and be used as the institution sees appropriate.
2. Inclusion of suggestions on how to make FHA appealing to boys would be helpful.

3. More expansion and strengthening of page 58--Implementation (the hardest task)--would help those who have concerns in starting a new chapter. A listing of resources that could be important at each step would be helpful. A sample lesson plan for introducing FHA to the classroom would be an excellent idea.

I thank you for including our institution on the list for testing materials. Although FHA has not heretofore been a part of the pre-student teaching methods experience, it will be in the future. I hope to continue using materials and hope you will send us an up-date of your research.

We did not rely exclusively on the materials from your project. I used materials that I had and we used the film series from the Dallas Public Schools. Students seemed to find the materials most useful in the areas of philosophy and organization. They still feel a need for more specific "how-to-do-it" information.

Best of luck in your studies.

The students really liked the guide and thought it was a great idea. They told me on several occasions that they were learning a great deal about FHA.

My students liked the scale used for the growth indicator, and they thought the drawings were clever and made the device interesting.