

AN ABSTRACT OF THE THESIS

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DEVELOPMENT IN VIETNAM

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This study was to develop a home economics curriculum at second cycle (senior high school) level for Phutho Polytechnic School. In order to do this, it was necessary to answer the following questions:

1. What are the purposes of education today?
2. What is teaching?
3. What is learning?
4. How can teachers understand students?
5. How can teachers get to know students?
6. How can teachers use knowledge about students to teach effectively?
7. What are the needs for curriculum change?
8. What are the problem areas needing change in Vietnam?
9. What is the design needed for the home economics curriculum in Vietnam?

The above questions, basic to curriculum development were answered through a review of literature to determine the three-year home economics curriculum for the second cycle in Phutho Polytechnic School. This curriculum included six areas of home economics as follows:

1. Relationships.
2. Management (Includes personal and family health).
3. Textiles, Clothing and Related Arts.
4. Foods and Nutrition.
5. Housing, Home Furnishings and Household Equipment.
6. Child Development.

As times change, an adequate education is necessary for the improvement of home and family living, and for the girls to solve their everyday problems. To achieve this, the following objectives were set in planning the home economics curriculum. These objectives are based on the philosophy and belief that young people in Vietnam need help in developing.

1. Recognition of opportunities for personal development through learning activities dealing with the home, the school and the community.
2. Understanding of the responsibility which makes for more satisfying family life.
3. Desire to participate in activities in the home, school, and

community.

4. Judgment in making decisions or choices in personal and family living.
5. Abilities to share in activities of home economics.
6. Appreciation of the beauty to be found in everyday life.

Conclusions were made by a list of recommendations for home economics program in Vietnam.

1. Home economics program should be provided for areas in the second cycle in both academic and polytechnic schools at the present time to strengthen home and family living. When facilities and personnel can be provided, boys in these schools should be included in the home economics program in order that boys and men can be formally educated to assume their share in their multiple tasks of sons, or fathers and husbands as well as homemakers.
2. Home economics should focus on occupational education for the working people, both for occupations in home economics and for helping other working people assume dual roles.
3. Home economics should include nursery school for early childhood education.
4. Last, home economics should provide a well-rounded program.

Home Economics Education Curriculum
Development in Vietnam

by

Dang thi Anh

A THESIS

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HOME ECONOMICS CURRICULUM DEVELOPMENT IN VIETNAM

CHAPTER I

INTRODUCTION

Introduction to the Study

A matter of concern among educators today is education for all children, boys as well as girls, to live effectively in their homes as well as in society.

Home economics is the only field exclusively concerned with all aspects of living. It is the only one primarily concerned with helping families shape the pattern of daily living. It is the one which assumes a unique responsibility for helping boys and girls, men and women to achieve wholesome happy lives.

It is a very important field but not well recognized and developed in Vietnam. High school programs are emerging due to rapid expansion of public and private schools. However schools have failed from the beginning to plan and carry out programs which will develop and strengthen the idea of education for home and family life and other areas concerned. In reality, students--boys and girls--are searching for help for better understanding about relationships, better living, useful knowledge of food science, a successful life, socially

and occupationally. Yet, in schools, one or two hours of needle work or child care is impractical in meeting the students' interests and needs.

There is an urgent need for the development of school programs which will make it possible for them to become self-supporting, responsible members of their families and society. A program should provide meaningful, interesting, and practical learning experiences. It should help them for the type of work they are likely to obtain, and give them the knowledge to live the kind of lives as members of family and society they can live. Such programs are needed especially in Vietnam during the reconstructing time.

These school programs should help students to help themselves and others, to regain the strength of family unity which has been split during the war time. They should also help students to make use of resources available in a creative way to make home and family life more vivid and attractive. For example, knowledge, such as understanding the basic needs of thousands of homeless children alone, may add insight into the Vietnamese problems of finding ways to help these children live normal and happy lives.

The Importance of the Study

Times are changing. In order to progress with the rest of the world, certain practices and beliefs should be modified. It is also

true with education. Education should prepare students to cope with society. This is very true with Vietnam.

Location

Vietnam, because of its convenient location in Southeast Asia, and its international ports, links the communication and transportation from West to East. The western wind blew over that traditional old land and has brought about many changes. All ports are open to welcome friendly nations. People now are beginning to use machines to replace some manual work. In the homes, they are beginning to have mixers, vacuum cleaners and electric sewing machines.

Having these new technological ideas, from contacting the outside world, educators feel the need to change from the purely traditional classical education to a scientific one. As one of the educational changes, home economics has been introduced along with many other transformations.

Interest of People

Regardless of the changes the Vietnamese have passed through--from the rule of their own emperor to the rule of French government, and now to the present republican government--one factor that has remained constant is their inherent interest in learning.

With a tremendous increase in science and technology, the need

now is for practical knowledge and skill. Parents, educators all see the needs for introducing new curriculum to fit the needs of the nation as well as the needs of the individual.

In the postwar period, home economics may have a good position in the educational system if educators and parents will lead it in the right direction so that it can fulfill its role in helping the Vietnamese to build their homes and families as the foundation of society.

Background and Setting of the Study

When reaching Vietnam, people will be confronted with a land that has 4,000 years of recorded civilization. But since 1954, it has been divided like Korea. North of the 17th parallel is the Democratic Republic of Vietnam and the South is the Republic of Vietnam.

The population of the Republic of Vietnam is about 16,000,000. Vietnam, having one of the world's oldest civilizations, is rooted in Asian religions and philosophies which have influenced the education from early history to the present day.

School System before French Arrived in 1862

Before contact with the western world and its beliefs, especially before the French came to Vietnam, Confucianism was very influential upon the traditional education. It was the "Golden Age" of the scholars who were at the top rank followed by men in

agriculture, industry, and business.

The King, teacher, father were the key figures in society.

Self-learning was the common type of study in the past.

Scholars might spend their lives studying. Their wives would weave, do needle work or farm work to earn the family living. There were three kinds of examinations for the scholars which were given in this order of importance.

1. Thi Huong
2. Thi Hoi
3. Thi Dinh

Degrees were addressed by the King accompanied with national honors and privileges. Education was not only prized for its own sake but was the main road to wealth, power, and social standing.

From the time the French put their first steps into the land, Confucianism diminished gradually and at the end of 1929, the Huong, Hoi examinations were not given, only the Dinh examination remained.

School System under French Occupation

When the French came, education, as part of the total society, was introduced to French ideas and practices. Influences were slow but gradually took place in many forms of education.

Organization and Administration. A department of education

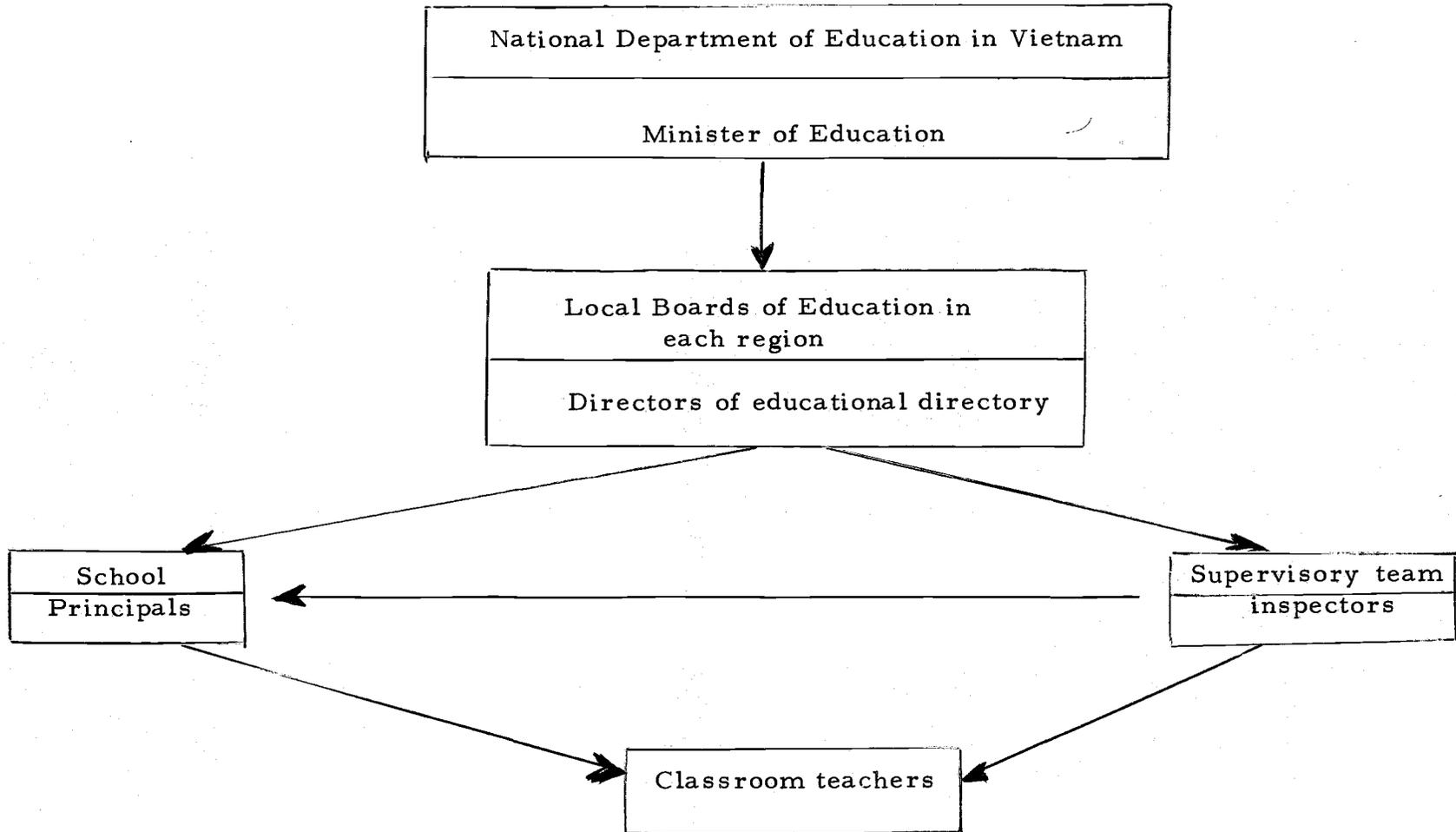
was established and headed by a minister of education. Education was a centralized process. Examinations were given yearly at the national level for all the students. Teachers in public schools were hired by the department and were under the inspection of not only the local principal but also national inspectors.

Curriculum. A common curriculum was developed to educate all students regardless of their different needs for a common goal in the state and society. Individuals were not recognized. Getting a degree was the main job of a student who wanted to be in the high rank of society, but it was not an easy job regardless of how hard the students worked. Examinations were given all the way from elementary to high school to eliminate as many students as possible because education was a privilege for only certain classes of society.

Charts 1, 2, and 3 show the organization and administration of the Vietnamese school system under French occupation and of the educational system from elementary and high school.

These systems were in force for quite a time until a "coup d'etat" of March 9, 1945, when the Japanese army overran the French army in Southeast Asia. Two weeks later, education in Vietnam regained its strength with its typical and traditional beliefs aimed toward "Khoa hoc va Dai Chung" which means "Education in science and education for everyone." But the philosophy that

Chart 1.



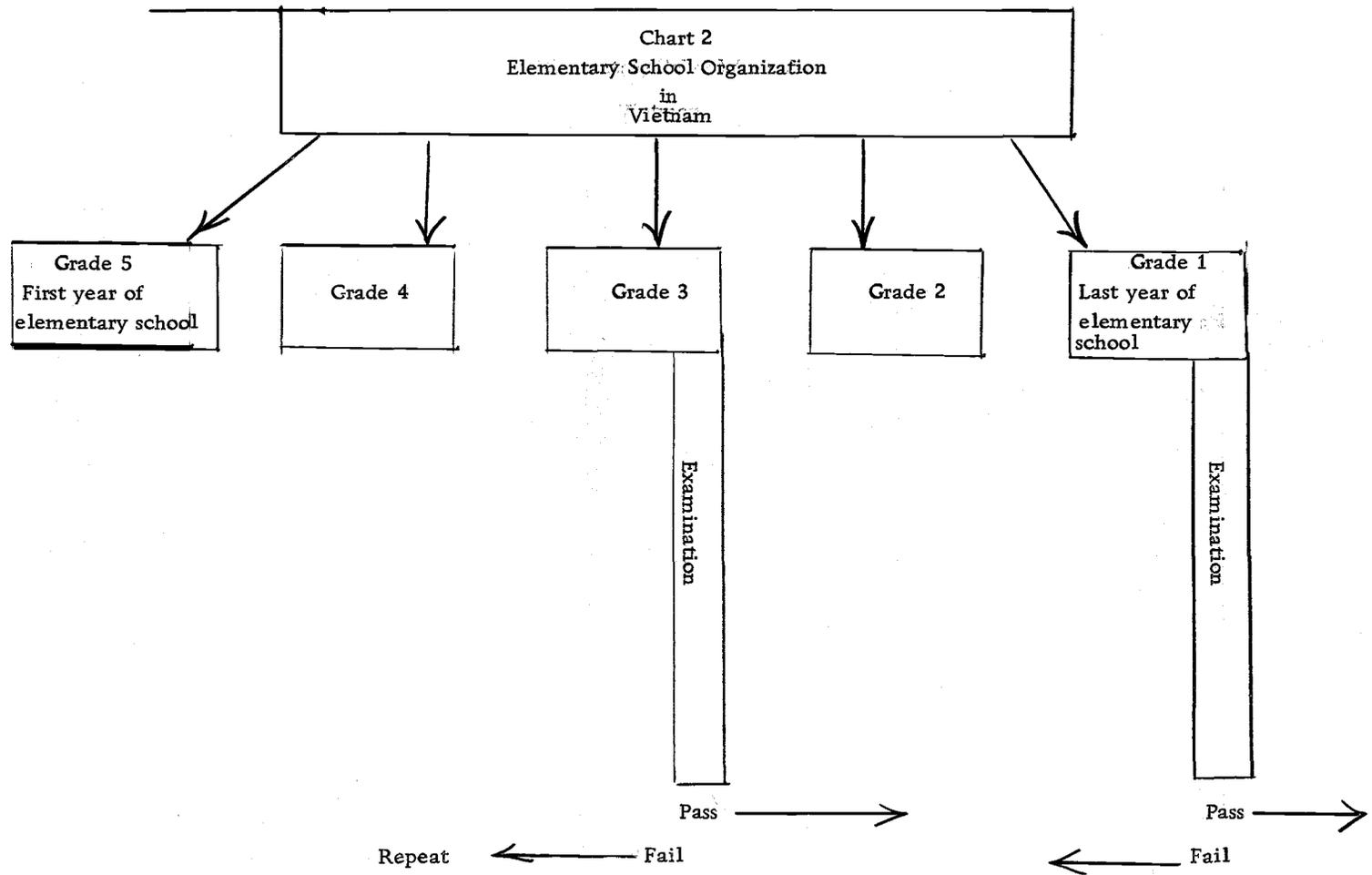
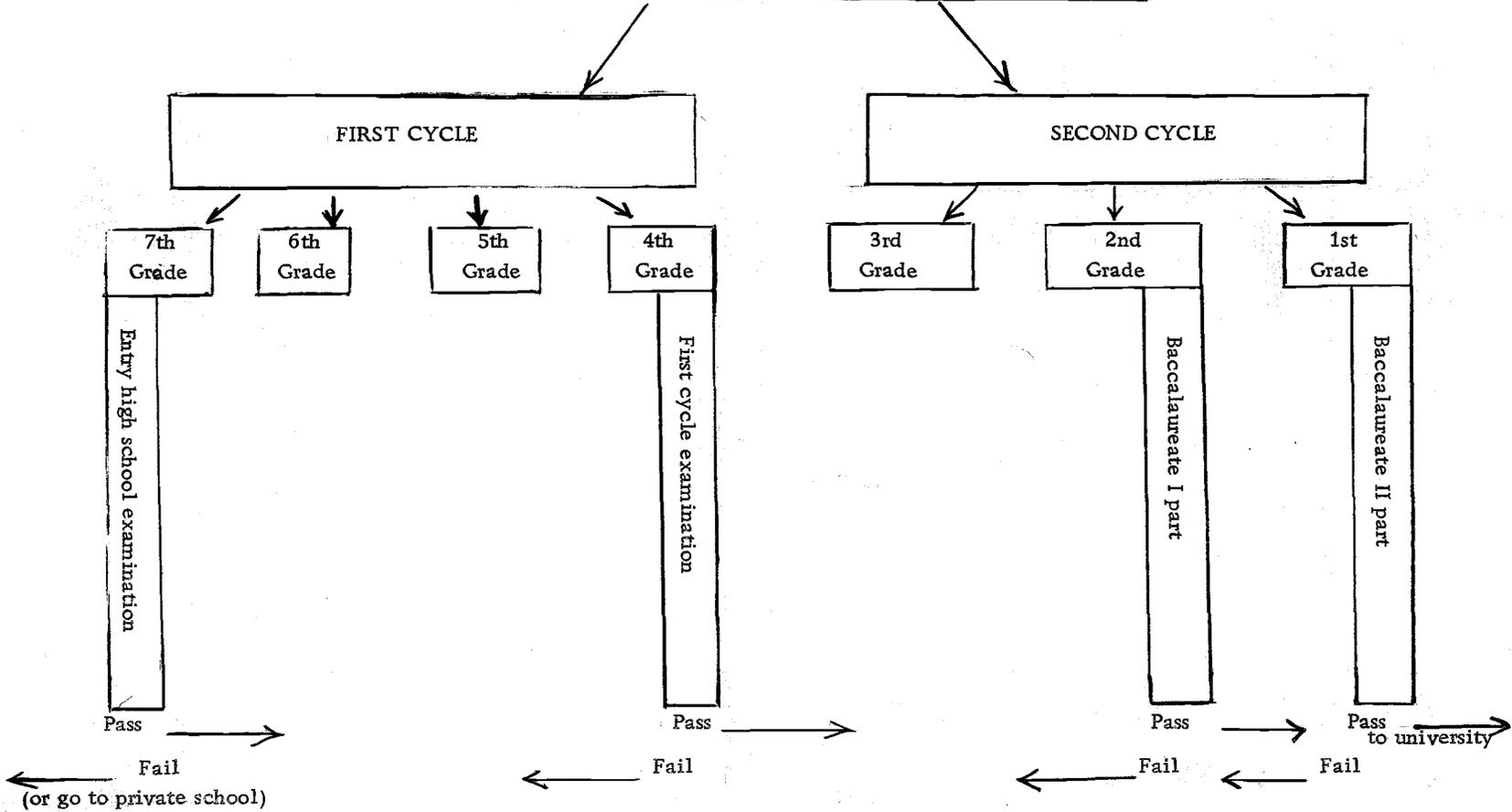


Chart 3
Secondary School Education
in
Vietnam



schooling is for a privileged group was still in existence.

School System from 1954 to 1964

The Geneva Conference of July 20, 1954 divided Vietnam into two. Thousands of students fled from North to South creating a school shortage problem for the educational process in the South. Henceforth, what is said about Vietnam will hold true just for the Republic of Vietnam only.

During 1954, there was progress in educational practices. The first time in the history of education, there was a committee to study and find directions for the youth. Studying for four years, the committee suggested three aims of education:

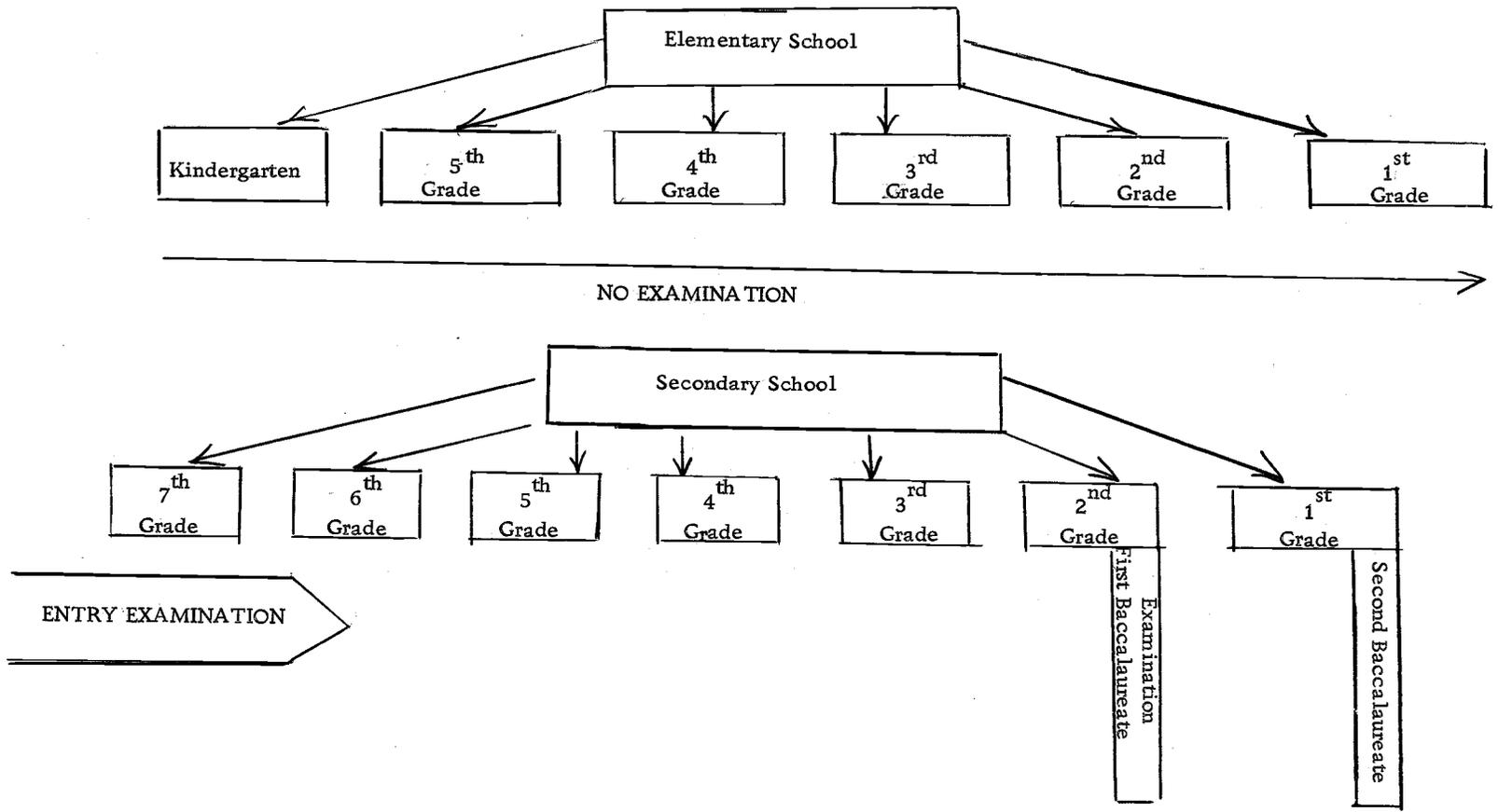
1. Dan toc (Education for the Vietnamese only)
2. Nhan ban (Education for individuality)
3. Khai phong (Education for leadership and for ruling themselves).

These aims became the emphasis of educational practice. Examinations were eliminated to a certain degree as illustrated in Chart 4.

School System from 1964 to Present Day

After President Ngo dinh Diem was overthrown, people demonstrated their strength and asked for a change in education. They

Chart 4
Total School Organization in
Vietnam



wanted freedom and democracy in education as well as in other facets of life.

At the end of 1964, a National Educational Convention, including many well known educators, was held to discuss the total educational policy to bring the three aims of education into action. They met for a week and elected a National Educational Committee with a three-year term to work on a new policy for the betterment and improvement of education. The Committee came out with four principles:

1. Dan chu hoa to chuc (Democracy in organization and administration of education)
2. Huu hieu hoa giao duc (Effectiveness in education)
3. Ca biet hoa hoc duong (Individualization of education)
4. Xa hoi hoa giao duc (Socialization of education)

Passing through many years, going through enormous events, education in Vietnam is still a centralized process and also is influenced by politics. Because of the unstable government, the ministers of education are changed sometimes along with the government. One deficiency which bothers most of the ethical, professional teachers is that no long term plan and goals have been established to meet the intermediate needs as well as the future needs. So when a new minister comes into position, educational policy is changed, lacking a period of careful planning and study.

Curriculum Changes

Introduction for Specialization. Now students can specialize at the seventh grade (de that) instead of third grade (de tam) which is the equivalent to tenth grade in the United States. Teacher training institutions are opened for preparing teachers on a rewarding basis (giving scholarships). Anyone who pursues a specialized program to fit the nation's need, can get a certain amount of money each month for their books, room and board.

These programs attract a lot of students who are interested in getting a permanent job, who cannot afford to go to college preparation classes and want to get a teaching position.

Introduction of Home Economics in High School. Home economics (domestic science) has been regarded as a must for any young, loyal ladies. The purpose is to prepare them to be good "housewives". With that goal, home economics is introduced to high school with needle work, child care and food (clever cooking) through seven years of high school.

Introduction of Home Economics in Phutho Polytechnic School. In high schools, home economics is taught along with other subjects which students take to prepare for the university. In 1962, a three-year home economics program, on an experimental basis, was introduced to Phutho Polytechnic School under the Technical and

Vocational Directorate. This curriculum emphasizes

Food preparation : Bakery goods, Vietnamese and foreign cooking.

Clothing construction: Lingerie, children and women's dresses.

Handicraft : Purses, pictures, creative stitchery.

This program aims to provide students first hand experiences so they can go out and work in shops or hotels and restaurants. Social status and tradition deter students from entering this wage-related program because a young girl will be looked down upon in working in a restaurant or in a shop as a worker. Since teaching has been looked upon as a promising career, a two-year teacher training program was established in 1965 to find ways for the girls, whose career needs to be at an intellectual level.

Introduction of Home Economics in Pilot Secondary Schools.

Along with the establishment of home economics programs in technical and vocational schools, the creation of pilot secondary schools has to be mentioned. Guided by the School of Education, University of Saigon and Hue, schools carried out a broad practical program including home economics, trades and handicraft as well as mathematics, sciences and English. As a start, there will be ten secondary schools in the pilot program.

Statement of Problem

The major purpose of this study was to develop a curriculum for Phutho Polytechnic School. In order to do this it was necessary to answer the following questions:

1. What are the purposes of education today?
2. What is teaching?
3. What is learning?
4. How can teachers understand students?
5. How can teachers know students?
6. How can teachers use knowledge about students to teach effectively?
7. What are the needs for curriculum change?
8. What are the problem areas needing change in Vietnam?
9. What is the design for home economics curriculum in Vietnam?

The Need for the Study

The investigator has taught in home economics classes for several years. As she has taught and been a citizen of Vietnam, she has believed strongly that the welfare of the nation lies in the strength of the family unit. Because of the war, many homes are now broken, people are out of work, therefore young people need a type of

education which will help them with practicalities of living--feeding a family; housing a family; clothing a family. But more important, the girls and women, at this time, must have greater understanding of how to raise children, of how to make the home a happy place to be, of how to do their jobs outside the home better. There needs to be a development of understanding and a desire to help the broken homes and homeless children. This is every educated citizen's duty.

In school, when this writer taught, students came to her and asked "why don't we have flower arrangement? why can't we study house spacing? What can I do with my younger sister? my older sister?...." Thus, the writer has been aware of the needs and interests of the students who have not been served properly in home economics classes. These students require a deeper understanding in providing them a successful carefully planned curriculum which will fit their needs as well as society's, in order to bring about effective improvement in homes, families and individuals.

The Limitation of the Study

It is recognized that the results of this study will be applicable only to homemaking classes in Vietnam at the time the study was planned. The use of information about home economics is also a recognized limitation of the study due to the fact it is a new program and it is not written and published in Vietnam. But the greatest

limitations of all is that the writer has worked individually in a foreign land. Rather she should be in a leadership role of working with fellow teachers so that they could study together their teaching-learning situation, their communities, their students, their schools and the resources in order to decide together what needs to be taught; how to teach it realistically; and how to involve students continuously.

The Method of Procedure

In order to develop this study, it was necessary to first decide the areas of home economics education most needed to be studied. Next, a plan for the thesis was made. It was decided that this would be primarily a library study of the literature. After the study was planned, and the literature was reviewed, the curriculum was planned. Informal interviews have been made with experts in home-economics education to discuss problems of curriculum. But the final curriculum has not been evaluated. Neither has it been developed fully. Rather it is hoped that this thesis may become a resource book for Vietnamese teachers to study as they work together for a curriculum in home economics which will be practical and meaningful for their students.

CHAPTER II

EDUCATION FOR THE PRESENT AND FUTURE WORLD

What are the Purposes of Education Today?

Today, the most salient statement that can be made about education is that it is preparation for life. Education is certainly a part of normal life of every human being and it has been said that without education the individual would be unqualified for constructive group life.

Need for Education in a Democracy

Every individual has a right to develop his abilities to his full potential. He needs to be a participating member in a democracy. He has to know how to solve his own problems dealing with his personal, family, work as well as his citizenship role. "Knowledge is power". Modern educators, viewing the schools within the context of the modern scene, feel that public schools should emphasize all four phases of development.

Every individual in a democracy has a right to be the kind of person he wants to be as long as he does not interfere with anyone else's rights and as long as he accepts the responsibility for his actions.

For a democracy to grow and develop, families need to function on democratic principles. The marriage partners have to have a concern for each others' well being and consider each others' rights and needs as well as their children's.

Every individual must work in order to earn a living and to reach his goal of contributing to the economic, social and welfare of the country. He needs formal education for such work.

Every individual must be a responsible citizen who votes, participates in government by respecting and reinforcing laws and is able to work with other people in community activities.

In today's world, the public school should promote the type of citizens who will insure the perpetuation and the improvement of the democratic form of government. Educators believe that organized knowledge must be functionally related to meet life's problems which each individual must be able to solve them wisely and effectively.

Needs of Youth

Today, educators agree that good education is to meet the youth's needs if schools want to develop sound leadership. In 1944, the Educational Policies Commission of the National Education Association, recognized the necessity for all the children of all the people to benefit from education at the secondary level. It was emphasized that all youth should attend a comprehensive high school.

It was also emphasized that every citizen should have the opportunity to secure an education to the fullest extent. During the latter part of the depression years, education was focused on the needs of youth as well as on the needs of the nation through the work of the American Youth Commission. In 1944, the Educational Policies Commission had identified the "Ten Imperative Needs of Youth" which are as follows:

1. All youth need to develop salable skill and those understandings and attitudes that make the worker an intelligent and productive participant in economic life.
2. All youth need to develop and maintain good health and physical fitness.
3. All youth need to understand the rights and duties of a citizen of a democratic society.
4. All youth need to understand the significance of the family for the individual and society, and the conditions conducive to successful family life.
5. All youth need to know how to use and purchase goods and services intelligently.
6. All youth need to understand the method of science.
7. All youth need opportunities to develop their capacities to appreciate beauty.
8. All youth need to be able to use their leisure time wisely.
9. All youth need to develop respect for other persons.
10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

Condensed from (Educational Policies Commission)

The Evolving Purposes of Education

The concepts of philosophy of education show that many people regard education as a process of individual growth and development and the aim of education is life enrichment through participation in a democratic social order. Good secondary schools find it advantageous to reduce their ideas about secondary school to a written set of purposes.

In 1938, the Educational Policies Commission (1961, p. 5, 6, 7) presented a statement of purposes for all levels of education which included the following:

1. The purpose of self-realization.
2. The purpose of human-relationships.
3. The purpose of economic efficiency.
4. The purpose of civic responsibility.

In developing any curriculum or instructions, educators usually concern and find answers for such questions as:

What educational purposes or objectives should the school or course seek to attain?

What learning experiences can be provided that are likely to bring about the attainment of these purposes?

How can these learning experiences be effectively organized to help provide continuity and sequence for the learner and to help him in integrating what might otherwise appear as isolated learning experiences?

How can the effectiveness of learning experiences be evaluated

by the use of tests and other systematic evidence gathering procedures? (Bloom, 1956, p. 45).

Educational purposes are educators' guidelines for helping students through the learning process, change their behaviors, their thinking, their feelings and their actions. The educational objectives are planned by the teaching staff, with their knowledge and previous experiences, working together, combining theory, practical knowledge of teaching and philosophy of education.

The Goals of Education

Many educators talk about defining educational goals. But this task is very difficult for teachers, therefore it might be wise to follow Mager (1968, part VII), who suggests that each teacher answer the following questions, for each class:

1. What is it that we must teach?
2. How will we know when we have taught it?
3. What materials and procedures will work best to teach what we wish to teach?

The first question must be answered before the other two.

When the teacher decides what he will teach his students, he must first decide upon the goals which are the statements of what the learner is to be like when he completes a learning program.

Mager (1962, p. 3) defines it as "a description of a pattern of behavior (performance) we want the learner to be able to demonstrate."

For example, after finishing a three-year sewing course, the students should be able to sew women's and men's garments.

The teacher must select procedures, content and method suitable to achieve the goals; then he can evaluate the students' performance according to their growth towards the goals originally selected.

The Organization of Knowledge

Organization of knowledge is one of the most critical problems facing education today. Educator's job is to select the knowledge that will be most meaningful and helpful to students and structure it in a manner to facilitate learning. So subject-matter is a source of many conflicts. How much knowledge should be required? How precisely do the students need to learn required knowledge? How meaningful does the required knowledge need to be, in order to be learned by the students?

In answering these questions about subject matter, the teacher will guide students in a new approach towards developing concepts and generalizations.

Concepts and Generalizations

Concepts are big ideas and generalizations are the principles, laws, truths which can be related to the concepts.

The teacher introduces to the students a big idea of subject

matter. With the students' experiences, knowledge backgrounds and investigations to seek information, this big idea or concept is built towards deeper and broader understanding related with facts and principles.

A generalization is formed to help the students to solve their problems now and in the future.

For example, a teacher is going to teach a unit on play. Play is a concept. There are many sub-concepts. A few might be: kinds of play, purpose of play, play for children, and play materials.

Some generalizations would be that: Play is children's work, children learn and develop physically, mentally, socially and emotionally through play. Play materials should help children grow mentally, physically, socially, and emotionally.

Many modern teachers have realized that when knowledge is organized and related, it is better learned and retained than knowledge which is specific and isolated.

The specific can be learned in relation to the general and learning takes place best in this relationship. Bloom (1956, p. 36) varifies this idea by saying,

Generalizations or abstractions are relatively difficult to learn unless they are related to appropriate concrete phenomena. A generalization, isolated from the phenomena it covers, is very difficult to learn and hard to retain.

Teaching through concepts and generalizations is regarded as

an effective way of helping and guiding students towards providing them with an education for the future. They are learning big ideas to be applied to many situations.

What is Teaching?

Definitions

Teaching is an art. Traditionally, teaching has been looked on as a process of imparting and giving knowledge. It also is a process of demonstrating and telling students how to do a certain process. Now, however, many researchers and educators have given even a deeper meaning to teaching. They say,

Teaching is an attempt to help someone acquire or change some skill, attitude, knowledge, ideal or appreciation. The goal of teaching is to bring about the desired learning in pupils (Clark and Starr, 1967, p. 3-4).

Teaching includes the understanding and guiding of children, youths and adults as individuals and as groups.

It is also a means of providing an environment in which the young can learn to adjust themselves to the society and the world in which they live. It provides the learning experiences that will enable each learner to grow toward his own adult role in society.

In recent years, many educators have made an attempt to answer the question, "What is teaching?" by an analysis of what a teacher actually does while guiding learning. Stratemeyer (1958),

based upon Rath's analysis lists five categories of operation of what the teacher does while teaching.

Teaching is a Clarifying Operation. Teaching is successful when teachers can help students see more clearly what they believe, what they prize and cherish and the results of their actions. Teachers can clarify through

Reflecting. Teachers need to give students the opportunity to express their ideas, their values, their feelings, their attitudes and to let them hear themselves.

Illustrating. Examples of problems, or situations, pictures, diagrams or real objects are other ways of clarifying.

Bringing out likeness and differences. Listing of the contrasts in situations helps to clarify.

Questioning.

Locating points of difficulties.

Summarizing a series of steps. The outline of procedures in giving a demonstration is often useful.

Raising questions of purpose. It is useful when you ask students, "What are you trying to show us?"

Teaching is a "Show-How" Operation. When a teacher helps students learn how to do certain things, he usually does it by showing how through teacher demonstration or the use of external teaching aids such as movies, film-strips.

Teaching is a Security-Giving Operation. Students can learn best when they have some emotional assurance so they can feel free to learn, to change. Teachers achieve this operation by

Meeting the need for belonging. Students want friends and want to be friends. Welcome them when they come to the room to help them be a part of the class group.

Meeting the need for recognition. Students need recognition for their effort, because Stratemeyer (1958, p. 249) says, "life is much more worthwhile when our time, our efforts and our resources are put to use on things we think important."

Providing the freedom from fear. Teachers who offer help and reassure students when they need it, give them courage to go ahead, lessen the fear of embarrassment and the fear of failure.

Meeting the need for love and affection. School might be compared to a family in a sense of a group being together for quite a period of time and being a place where teacher and students work together. Teachers need to be sensitive to students' plans, hopes as well as their worries.

Meeting the need for understanding. Teachers are asked to provide an atmosphere where students feel free to ask questions which bother them.

Teaching is a Culturally Unifying Operation. Even though, each individual is different, teachers should provide more opportunities for greater unity to emerge from group interaction through eliciting free expression. Teachers recognize the right of everyone to express their ideas, their attitudes and their concerns.

Teaching Includes Operations Related to Enriching Community Living. Teaching helps to promote the processes which solve community problems. The changing conditions of society influence the schools which are free of the rigid formalism, tradition and selectivity of students.

Thoughtful educators today are more and more concerned with the lack of consistency between the conditions of modern life and the assumptions upon which the schools have been operating. Teachers should recognize the extent to which many educational practices are continuing to lag behind our technological society. Teachers need to develop the habit of thinking critically about how they will lead their community toward a wider concept of the function of the teachers and of the schools.

The Nature of Teaching

Teaching is an Art Improved by Scientific Research. Teaching is not only information giving, it is an art based upon a growing

science of education which aims to improve teaching, for example, development of audiovisual aids and new ways of testing. The results of scientific studies are tremendously significant for teaching and promise to provide many more improvements in the teaching art. Simpson (1948, p. 9) comments, "Just as chemistry has improved the artist's color; so the scientific study of teaching will improve teaching." "The artists will advance their own techniques." through the studies of the new paints produced by science, the teachers will improve their art through the data developed by research in education and psychology and through better techniques derived from experiments in laboratory and classroom. In emphasizing this point, Goetting (1942, p. 3) states that teaching

....may be considered from the standpoint of both a science and an art. As a science, teaching is based on the body of laws, principles and truths which have been accepted as being valid and which have been organized more or less logically. As an art, teaching involves the application of these rules and principles in the achievement of the goals of pupil learning.

The history of education is as old as man himself because teaching has been carried on by parents, brothers, sisters and church personnel long before schools were established.

Teaching is a Skilled Occupation. Besides self-organization, class-organization, teaching also leads to a devoted professional job. Above all,

Skill in teaching implies an understanding of the fundamental aims of education and a thorough familiarity with organized fields of knowledge in general, as well as a special knowledge in some particular field or fields (Yoakam and Simpson, 1948, p. 7).

Teaching Has an Individual-Centered Philosophy. Teachers are entrusted with the development of the minds of the most helpless young human beings, and the most easily influenced. So the influence of the teachers' characters and personalities upon their students, young and old, is incalculable. The philosophy of a teacher usually determines the nature of his teaching. A teacher may have one of two concepts of education: subject-centered or student-centered.

Many educators believe that the school should be the student-centered institution. The student is the center of reference for the organization of the school, for objectives of teaching, learning activities, curriculum, and teaching methods. It is concerned with the educational needs of the individual students and with the conditions in schools and classrooms which help to meet those needs. Schools exist for students and the curriculum is adjusted to the child rather than vice-versa.

Subject-centered philosophy, which refers to the systematic organization of one of the branches of learning studied in an educational institution, is regarded by many educators psychologically unsound. There is the danger that students learn from book the

symbols and words, without having behind them meaningful experiences. So there should be a balance between subject and experience centered point of view to bring the total development to each individual.

Teaching Has a Social Nature. Each individual is different. The growth and maturity of the individual, intellectually and educationally may be thought of as a social process because that individual evolves his own behavior from his environment but nonetheless retains some responses that are distinctly unique. Teaching is subjected to direct these behaviors toward a pattern suggested or approved by the social group of which he is a part. Teaching achievement, then, involves the process of helping the individuals to take on the modes of behavior of the group.

What is Learning ?

Definition

"One can learn if he has his eyes and ears open." Teachers often hear that comment, so

learning can be defined as changing one's potential for seeing, thinking, feeling and doing through experiences partly perceptual, partly intellectual, partly emotional, and partly motor (Morse and Wingo, 1962, p. 170).

Learning is the process of acquiring knowledge through studying, for example: learning to speak English or learning about

the nature's laws. The modification of mental processes, the outcomes of the past experiences result in changed behavior.

The Nature of Learning

If learning is changed behavior in the individual, then the student's concepts are different after learning has taken place. The result of learning is usually evaluated by the activities which the students are able to perform. For this reason, many educators believe the emphasis in education should be placed upon such concepts as personal and group behaviors, responses and conduct. Learning outcomes may be classified as follows:

Automatic Responses. In many situations, students respond to new situations which they face exactly the same as they were learned. For instance, if a student is asked to thread a sewing machine, to operate the vacuum cleaner, to use an electric mixer, she should follow the same steps which she was taught. Her set of habits, skills and her new ideas and concepts later become automatic responses through extensive practice.

Intellectual Changes. Most of the time, changes in intellect are designated by increase in knowledge, insight and understanding in the learners. When a person meets a new situation, he needs a more flexible type of behavior. He must think, analyze the situation, apply the facts, choose and try out a solution. Knowledge is

of little value unless students know when to use it and how to use it in facing a new situation in life.

Emotionalized Responses. Most intellect responses are followed with feelings or emotions such as appreciation, attitudes, ideals and tastes under the form of likes or dislikes. Students learn more when they like what they are studying. Encouragement helps learners. Sarcasm deters it.

Essential Characteristics of Learning

Learning is a process and it is difficult to understand because of its subjective characteristic. As Goetting (1942, p. 6) states, "Mental activity is not directly observable. It can be approached only by inference after observation of the behavior of the individual." It is not possible to see the thinking process and how it operates. The only way of knowing what an individual thinks is through what he does and says. Attitudes can be seen through conduct and understood by observing the habits and skills of the learners.

Learning is a Type of Growth. Learning is a process which broadens the child's understanding of his environment. It helps him to understand life around him better and better, and it encourages freedom of choice and intelligent action. It reconstructs the experiences in such a way that past experiences will have new meanings now and the present experiences will have the greatest meaning

in the future.

Growth, both in a physical and intellectual sense, is an inevitable accompaniment of life unless the individual is placed in a sterile environment and denied the necessary experiences that make growth possible. The richer the experience and the more favorable the environment, the better the growth. Effective learning requires a rich environment, replete with experiences (Yoakam and Simpson, 1948, p. 25).

The idea that learning is growth helps determine not only the starting point of experiences and how new experiences are related, but also determine the quality of those experiences if they are to be valuable. Students should use and apply what they learn in everyday experiences rather than store their learning for some remote future problem.

Learning is Adjustment. Each student is a living individual with feelings, thinking and understanding. Learning, then, involves the adjustment of the individual to the environment and to the world in various ways. Learning can not take place under undesirable surroundings. So an individual must learn to adjust himself to changes that take place around him, socially, physically in order to survive. There is also complex social adjustment in today's society which was unnecessary two or three generations ago. But students must also learn to decide when they should not adjust but rather to stand against society in an effort to bring about change. Only out of such non-adjustment were such people as Buddha, Confucius, Martin Luther King, or John F. Kennedy able to change the world in which

they have lived.

Learning is Purposeful. Learning is more rapid and effective when it focuses on a purpose, with the reason for learning, the result should be permanent and the more intense the purpose of the individual, the more rapid the learning takes place. Teachers should not forget that all students' activities are the response to certain stimuli. The stimuli in a situation are not the cause for learning to take place, but... "the condition which selects stimuli for responses and which is goal seeking in nature may be referred to as the impulse to learn or purpose" (Goetting, 1942, p. 8).

Learning is Intelligent and Creative. No rivers are the same and no man can ever step in the same river twice. Everything is different and changing including learning which is involved in all cases, an intelligent interpretation of the situation and some selectivity in the response.

Human beings in this era have power to control or vary their responses according to the demands of the situation, to change these responses, to create a new form of response as the outgrowth of intelligent thinking and action. Simpson (1948, p. 28) clarifies this idea by saying

The mechanistic interpretation of learning seems, in the last few years, to be yielding to a view that permits belief in a mind which bears within itself the power to create new ideas out of old and to modify the situation as well as to be modified by it.

Learning Affects the Conduct of the Learners. In recent years, authorities have come to distinguish between learning something correctly rather than incorrectly. Learning should help the individual to adjust to life, to correct and change wrong ideas and wrong methods of action. It takes place when the individual acquires a type of knowledge or a skill in response to a real need, modifies his conduct in accordance with the new learning and is forever changed.

Types of Learning

Observational Learning. Observation is a method of sensorial learning through which the individual acquires knowledge of the world about him. Through hearing, seeing, he becomes acquainted with and aware of distances, form, size and color. Through his skin, he becomes aware of pain, temperature, softness, roughness, grain, fine or coarse texture. Through his muscles, he becomes conscious of pressures.

A child usually has had many important experiences before he enters school. These experiences have furnished him with a background of observational experiences with which the teacher should become familiar as early as possible to direct his thinking, his knowledge.

Skills gained in directed-observational-learning may be

expected to improve the ability of children and to add to their fund of general knowledge. Students will be very interested if they learn how to observe successfully and if the objects of their observations seem significant to them.

Motor Learning. Motor learning is movement learning. It is learning by doing, such as, sewing, preparing meals, arranging flowers, rearranging furniture or making gifts.

Associative Learning. Associative learning is a process in which the learners can understand and record the relations that exist in the world. For example: words, sounds with their meanings; people with names; dates with events.

The function of associative learning is to record in the students' minds the meanings of ideas and to fix their meanings so that when these ideas or similar ones are met in different situations, they are recognized and have meanings. Associative learning is a process of enriching the understanding of words, symbols, processes to furnish the students with ability to transfer meanings in one situation to another.

Experimental Learning. Experimental learning is a searching for actual truths about things. The main value is that students can learn through discovering some things for themselves rather than having them told outright by the teacher or having the answer in the book.

Simpson (1948, p. 103) defines experimental learning as a method of learning which has been characterized as the scientific method, problem solving or the discovery method of learning. He says,

...the principle underlying the theory holds that students must learn to arrive at definitions, processes, operations and rules through controlled experience and **not** merely memorizing them from books or from dictation by teacher.

Experimental learning helps students to develop the ability to solve the problems confronting him, helps him have control over his activities and his environment.

Creative Learning. Creative learning, employs inventiveness and imagination. It is very purposeful and constructive because creativity is a necessary aspect of a happy life. Through the use of his imagination and reasoning ability, the learner puts things together in new ways. He may create a new idea, a new process or a new product. So a creative thinker need not be a creator in the sense that he is doing something that no one has ever done before but his creativeness lies in him doing this task himself using his own imagination and his own inventiveness. When a child is doing the planning, organizing and preparing of an oral or written report or making a design, he is doing what is creative work for him, regardless of whether it is for school or for pure relaxation and enjoyment.

Summary of the Chapter

Education should be provided for all people who want it and who need it. Teachers and educators need to be aware of the teaching and learning process in order to be successful in their teaching careers. This holds true in teaching any fields, especially in home economics.

CHAPTER III

UNDERSTANDING STUDENTS

Students of today must be equipped to continue their learning in new directions. They need to learn how to find information but not memorizing facts for today that may be obsolete tomorrow. They need to learn how to formulate their own learning goals to pursue them by sufficient means and to evaluate their own activities. They need to know how to solve their daily problems with confidence.

The first section of this chapter will deal with individual differences. Then the discussion will center on getting to know students. Finally, utilizing knowledge about students to teach them effectively will be discussed.

Individual Differences

Some of the best and some of the worst people you have known have been teachers and you have begun to ask yourself, "Will I become a good teacher?"

In our own generation, schools are for all the children of all the people not only for the privileged group. They are now called "common schools" and they provide children the opportunity to recognize their self-images in order to develop as individuals. It is recognized that individuals are different, therefore, to have good

education such variations must be considered. These differences are known as:

Differences in growth and maturation patterns

Differences in backgrounds of experience

Differences in needs, interests and abilities

Differences in school level

Differences in Growth and Maturation Patterns

To teach any student anything, the teacher must consider those many diverse factors that influence a student at this point of time. One approach to the problem is the attempt to organize the instructional program according to the development of the maturity of the individual.

The maturity of pupils is one basis for determining what subjects are appropriate for the secondary level and for each year. For example, units in marriage and family life, and in home furnishings should not be taught until the students have a need for them. This is true in many other school subjects. Adjustment of the school program to the maturation of pupils was one factor involved in the whole movement for the reorganization of secondary education which has recently drawn much attention. The success of the elementary school, the secondary school, and the university depends upon a recognition of the maturity of the student at each level.

If students are encouraged to learn through many different media, then the teacher must accept different types of growth as evidences of achievement. The youngster has increased his status through creative writing. The girl has grown through art, another has increased his technical skill through building models. They have all grown in desirable ways. All students do not acquire identical learnings in any units. The teacher should recognize that various types of growth are desirable and therefore should accept them as evidence of progress.

The teacher must know the general pattern of maturation and growth, physically as well as emotionally, for the level she is teaching and for those that precede and follow. The more the teacher knows about the general factors that have been operating up to this particular moment in the personal history of his student, the better able he will be to speak to him in language that makes sense to the young man and that will influence him toward increasingly more mature patterns of behavior and growth (Grambs and Iverson, 1952, p. 8).

Differences in Background and Experiences

Students will bring to school very different ways of thinking, believing; different cultural backgrounds; different sets of goals and values, different ways of living.

Students will belong to different socio-economic groupings. They will have developed under very different psychological climates. Both the sociological and the psychological environments will affect directly the goals they have in school.

Again, Grambs and Iverson (1952, p. 13) clarify this point by saying,

If it is a warm psychological climate, if there is a good feeling between mother and father, between parents and children, between brothers and sisters, the sense of self-being will furnish a ready fund upon which to draw in facing the frustration of school life. But if students live in turbulent atmosphere, even small crisis in the classroom may be enough to upset them completely.

The sociological atmosphere in the family is just as persuasive as the psychological. Here a boy learns the difficult lesson of how a boy must behave to be accepted. For the girl, the learning task is also difficult. The family teaches the boys and the girls their cultural rules. Often they are torn between what they see everyone else doing and what their family says they must do.

Both boys and girls learn their ideas of what is worthwhile and what is not from the families. Some students are highly ambitious, others are content with the future that might seem very drab and dull. These different personal and life goals are not to be easily dismissed by teachers, since they are important in developing the significant differences that we prize.

Conscientious teachers have always been aware of these primary feelings and relationships which make boys and girls what they are.

Differences in Needs, Interests, and Abilities

Out of the mental health movement and cultural anthropology, comes the emphasis on basic needs and their influence on human behavior. Stolz, as quoted by Grambs and Iverson (1952, p. 16) has classified them as follows:

1. The need for functioning as an individual, the need for air, sunshine, food, rhythm of activity and rest.
2. The need for psychobiological completeness, the need for complementary relationships between boys and girls, for good family relationships.
3. The need for other personal social relations.
4. The need to understand the world, the need to develop concepts of self and the place of that self in the universe.

If these needs are attended to fully and dependably, students become aware of the world as a good, stable, encouraging place in which to live. Many studies have proved that the students whose needs have been met well during the growing years have a backlog of security that helps them through troubled times.

For example, one says, "This picture appeals to me the most. It is marvelous." And this person collects all the famous pictures to decorate his house, while another does not even pay any attention to pictures. In schools, stemming from the students' needs are the pattern of interest which research has identified.

Since motivation is a prime problem in learning, knowledge of

these characteristic interests is most useful. Teachers who do not point these latent sources of energy toward important learning needlessly handicap their students.

Anyone who teaches in secondary schools soon notices great variations among students in every phase of learning. To differentiate in a general way these variations in capacity to learn, the terms "bright", "average" and "dull" are commonly used. In practice, students do not fall neatly into any one of the three groups, but they shade off gradually from the best to the poorest as based upon one or a number of abilities.

If abilities are too widely divergent, the practice of requiring that all students learn the same amount, in the same time, with the same degree of perfection, can not square with the facts of differences among students. Good teaching must consider the variations and provide for them in the same manner. Individuals differ, and they differ considerably.

The factors giving rise to differences in abilities are numerous, but among the most important are heredity, home training, educational opportunity, health, nourishment, and environmental factors of one kind or another. When combined, these factors result in classes of pupils who have varying degrees of capacity and ability. Some of these factors are deep-seated, such as heredity, while others, such as educational opportunity, are not so deep-seated and can be brought under influences that produce immediate improvement (Butler, 1954, p. 266).

Since the purpose of education is to develop each individual to

maximum of his capacity, so these differences should be dealt with in such a way that students will progress in accordance with their ability.

Differences in School Level

Think back to one's own high school days. He, once had looked with admiration upon the seniors who knew so much. So, it is true that each generation of high school students invites a certain atmosphere that goes with the status of being a freshman, sophomore, junior or senior.

The freshman, frightened about entering the new big school; the sophomore, assured and disdainful of the "frosh"; the junior, maturing and stabilizing in the secondary school experience; the senior, eager to be out of school, independent either in the world of work or in another educational experience.

For each of these groups, techniques have been developed in collecting information. The skillful high school teacher can gather data through observation methods such as: case study, autobiography, aptitude and achievement testing. He will recognize that he cannot know all about his students, but he does what he can to get to know them because knowing the students better is essential to teaching students better.

Getting to Know the Students

All teachers know that individuals are different. In order to teach successfully, all of the differences should be recognized and noticed. Teachers need to get all the information they can, concerning each of their students. Information is usually considered essential to understand the students and to be able to help them develop fully to their capacities in learning.

What to Look for Concerning the Individual Student?

Obviously a busy teacher cannot make exhaustive searches for data about all his students. But, a wise teacher will take opportunities to get information about his students.

Personal Data. The main purpose of gathering personal data about students is self-evident. It is an essential part of a permanent record system. It has a great value in establishing the identity of the students.

Personal data sheets are of two kinds. One may be very formal usually printed and are part of the permanent record of each student filed in the school office or a teacher may make up her own data sheet which contains more personal information about the student's home and her background in homemaking (see Appendix A).

Autobiography. The family history is another excellent

source of information about students. It usually includes with the reference to the parents, information on race, marital status, the amount of education, occupation, the size of the family. From this, one may learn the students' likes and dislikes, his background of experiences.

A better understanding of the home environment of an entire class gives the teacher better knowledge in adjusting his instructions to the nature, the interest and the needs of his students. Such a history may be written as an autobiography or more informally, it may be written as a letter to the teacher.

School Achievement. A knowledge of the school achievement of a student is necessary in order to understand him well. The grades he earned in the elementary school as well as the record of subjects completed and grades earned in high school all help to reveal the real nature of the child.

Health Record. "A sound mind is in a healthy body," is a much used adage. Goetting (1942, p. 82) says that "interest centers not only in the present physical status of the pupils, but also in their past record".

An understanding of the students' health is important because it influences other phases of the students' achievements. Poor health may cause unsatisfactory development of the students, intellectually, socially, physically, emotionally and personally. Teachers

should keep a close watch on their students' physical development and be alert to the possible causes of any difficulties in learning because of the physical defects.

Students' Future Plans. Knowledge of the students' future plans is also important to the teachers, because they can help students plan tentatively future courses to fulfill their needs for their future lives. The teachers will have so many opportunities to contribute to such plans and be able to give students assistance in many ways.

Where to Get Information?

Teachers need to understand and to know their students well in order to teach successfully. Today, teachers have many tools to learn about their students.

Class Observation. Observation is one of the best means of getting to know a student. The reaction of a student to the subject he is studying may be observed under varying conditions and circumstances. Class observation covers every phase of students' learning activities: work habits, aptitudes, intellectual achievements, special interests. It also helps teachers to find out clues as to the causes of students' behaviors, why they do what they do. Although there are some questions concerning the scientific accuracy of the personal observation, it must be admitted that objective observation

made over a period of time by a well qualified, interested and unbiased teacher must have some claim to some degree of usefulness.

Home Visits. Many times teachers can understand a student's problems better after observing and talking with parents. Therefore the academic teachers are advised and encouraged to visit the homes of as many students as possible especially if the students show signs of having difficulties in the classroom or in school.

In contrast, home economics teachers are encouraged to visit homes of all students to get parental help in planning a useful curriculum, to keep the curriculum practical in terms of the homes of the students and to interpret the home economics program to parents.

School Records. All classroom teachers are encouraged to use such records to have better understanding of individual students and they should treat them as professional confidences. Every teacher should be aware of the danger of prejudice, and he should cultivate the ability to interpret in an unbiased manner all data regarding students from whatever source such data may be received.

Communication from Other Teachers and Guidance Counselors. More often, teachers will receive comments from other teachers and counselors about students they have. A wise teacher should be careful about such comments, because they often project the person's own feelings and desires. So except for judgment of a student that

comes from the competent teachers or counselors, there should always be a distinction between remarks based on personal experience and those based on hearsay.

Interview and Questionnaires. Asking students questions and listening, or reading students' questionnaires, checklists, or letters written about themselves is another way of getting information about students.

In an interview, teachers should allow students to say what is in his mind freely. In questionnaires, all items included should provide the freedom from embarrassment and fear.

Another way to get pupils to give information about themselves is to ask to pupils to examine themselves and to report THINGS ABOUT MYSELF TO IMPROVE. This device can be made more effective by using a questionnaire as framework on which to have a report. Open-ended questions, which allow students to elaborate their answers as they please, may give a teacher considerable insight into his pupils' attitudes and values (Clark and Starr, 1967, p. 38).

Sociograms. A sociogram can tell teachers the nature and characteristics of their students' group. The purpose of sociograms is to help teachers discover how students feel about their classmates. Do they like other students? Are they liked?

To make a sociogram, teachers need to ask students questions such as:

1. With whom would you like to work?
2. With whom would you like not to work?

3. Who will be a good chairman of a group?
4. Who will be the best class leader?

The purpose is to discover cliques, friends, leaders, social isolates who are not chosen by anyone. From knowing how a student is accepted by her peers, a teacher can begin to help her in class.

For example, the sociogram as presented in Charts 5 and 6 show that

1. Six of 11 girls were not chosen as a friend with whom other girls wanted to work.

If the girls had been asked to name their first, second and third choices, then the real social isolates would have stood out.

2. One of the 11 girls is a leader. Five girls chose her. Is she a constructive leader?

One girl was chosen by three.

3. B, L, H₂ are the beginnings of a clique.
4. B and H₂; G and H₁ are mutual friends.

Charts 5 and 6 show graphically the students' choices. Busy teachers often only use a listing similar to Chart 5. If the teacher gives two or three choices of people rather than one, then a truer picture of the relationships in the class may be seen.

CHART 5
Illustration of a Sociogram

Directions to students: On this slip of paper, put your name in the upper right hand corner. Then put the name of one girl in this class with whom you would like to work the most.

Teacher tallies as follows:

Girls in class

Girls chosen	An*	Binh	Dung	Giang	Hoa	Huy	Lien	Mai	Minh	Phung	Thu	Total
					1	2		1	2			
1 An												
2 Binh							1					1
3 Dung												
4 Giang					1							1
5 Hoa ₁	1		1	1				1		1		5
6 Huy ₂		1							1		1	3
7 Lien						1						1
8 Mai ₁												
9 Minh ₂												
10 Phung												
11 Thu												

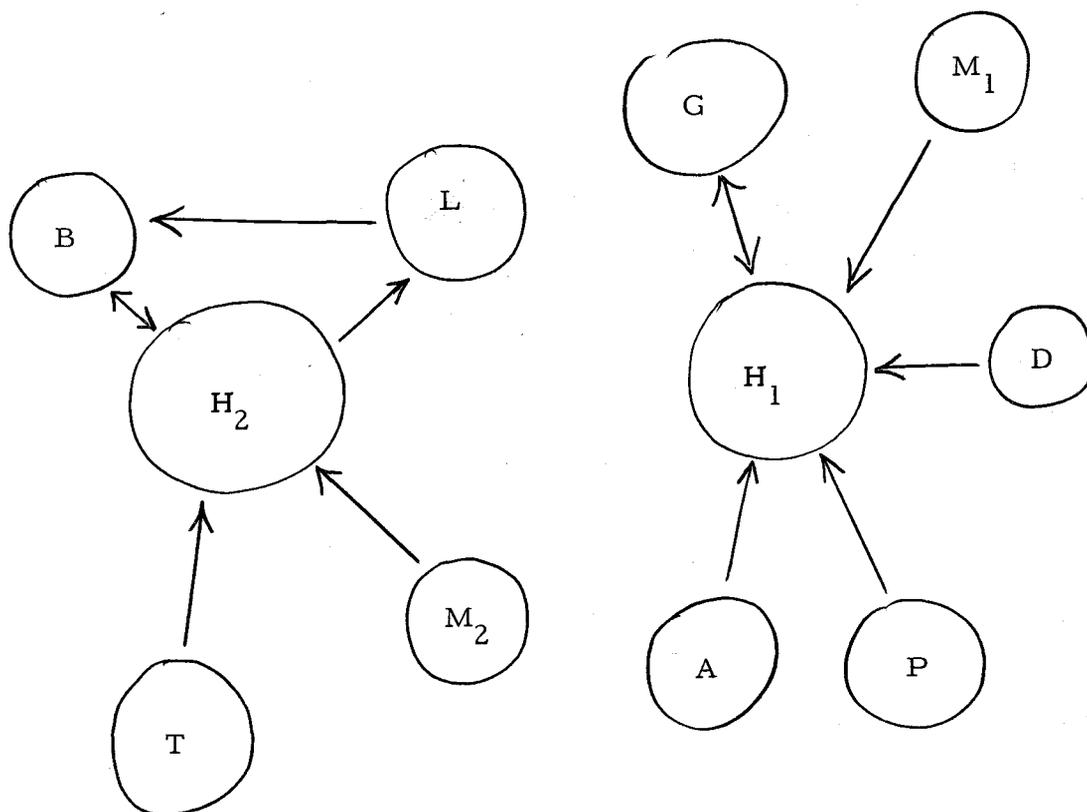
*To illustrate: An chose Hoa, Binh chose Huy.

Chart 6

Diagram of a Sociogram

Directions to Students: On this slip of paper, put your name in the upper right hand corner. Then put the name of one girl in this class with whom you would like to work the most.

Explanation of Sociogram. Below are 11 circles representing the 11 girls listed in Chart 5. From Chart 5, one can see that H_1 and H_2 will have to be so placed on the paper that others can be grouped around them. The person making the diagram then places the remainder of the students on the chart in relation to the student she chose.



Using Knowledge about Students to Teach Effectively

Motivation

Teachers can not teach unless students want to learn. Teaching a child against his will is an impossible task. "You can lead a horse to a river, but you can not make him drink". And someone has said that "Yes, you can! If you salt him enough!"

The concept of motivation includes several factors such as students' drives, needs, interests, values and attitudes which help move the students to school activities. According to Morse and Wingo (1962, p. 287) "In the simplest terms, motivation is what lies behind our behavior--the reason we do what we do."

But in the classroom, motivation is what pushes a student to learn, to apply himself, to get him to want to learn.

The Purpose of Motivation

The human mind is not a blank tablet that the teacher can write what he wants, neither is it a sponge which can absorb any given knowledge. Each individual is a person with his own interests, needs, and expectations from life. In order to learn, he must be active, he asks questions, he reads, he writes, he solves problems. But not all experiences appeal to him.

So the teacher must let students engage in activities that will

result in the desired learning in the school environment. It is also the teacher's responsibility to arouse interest, and desire to learn, and to direct these to a better understanding which gives students success and achievement. Motivation depends on what is in the students, their reactions, their emotions, their instincts, and the purpose of motivation is to create educational environment to tap these sources of motives.

Using Motivation

Hoover (1967, p. 82), very aptly says, "The basic product of instruction are internalized into conceptual methods, commonly categorized as understanding, skills and habits, attitudes and appreciations".

The students must want to learn. The basic responsibility of the teachers and the school is not to solve problems for individuals but to help them learn to be progressively more capable of solving his own problems. Teachers usually use the following methods to motivate children's behaviors.

Habitual, Routine Situations. Much activity is concerned with routine preparation for other activities, such as, the organization of group activities, giving and receiving routine instruction. Behavior in such situations might provide the clues to a child's motivation.

Situations Involving Communication. The manner, the behavior of students during an informal lecture, a class report; their ways of asking questions may offer valuable clues to motivational dynamics.

Problem Solving Situations. This can be related to the social pressures of a class group; such as expressions of approval or disapproval of other people, degree of dependency upon others. The behavioral clues to motivation might include types and directions of choices, reasoning activities, satisfaction, dissatisfaction or frustration.

Sources of Motives

The sources of drives are as follows:

The Basic Needs. Needless to say, interests of students will rise highly when the curriculum touches upon their felt needs. Other needs are also important as the desire for affection, security, love, self-esteem, self-realization and a reasonable degree of success and the needs for activities.

The Natural Drive. The most natural and desirable source of motives is found in original nature of students themselves, their interests, their curiosity. The proper use of these natural sources tends to make the subject matter more realistic and more vital in the children's lives.

The Artificial Drive. Students pursue some subjects because they feel that in order to be "well-educated" they must know something of certain so-called "cultural subjects". Another closely related element to culture is the one of prestige, of social standing, such as maintaining one's standing among certain favored ones in the class, or making special projects for special honors.

Suggestions for Motivating Students

Today, schools are for the students. Democracy and independence can be developed and introduced through democratic teaching process. The following principles are suggestions for motivating students:

1. Reward is more effective than punishment.
2. All students have certain basic psychological needs which must be met.
3. Motivation which originates within the individual is more effective than that from without. Students want to be recognized, accepted and approved by others.
4. Immediate reinforcement of a desirable response is needed.
5. Motivation is contagious.
6. A clear understanding of purposes enhances motivation.
7. Self-created work tends to provide more interest than does

teacher imposed work.

8. External rewards are sometimes necessary and effective in stimulating initial interest.
9. Varied teaching techniques and procedures are effective in stimulating initial interest.
10. High anxiety makes learning difficult and impossible.
11. Anxiety and frustration in mild form can be beneficial to learning.
12. If the task is too difficult with no assistance, frustration quickly leads to demoralization.
13. Each student has a different level of frustration tolerance.
14. Peer group pressure is much more effective in motivation than adult imposed pressure.
15. High motivation is closely related to creativity.

Some of these same principles have been listed more simply by Clark and Starr (1967, p. 53). They are as follows:

1. Take advantage of the pupil's present motive.
2. Make the potential learning seem worthwhile.
3. Help the pupil establish suitable tasks and objectives.
4. Keep up the pace.
5. Develop receptive mood in the learner.
6. Cultivate the learner ideals and attitudes conducive to learning.

Classroom Organization and Management

Discipline is one cause to discourage teachers especially for the ones who just enter the teaching career.

What is Discipline? Good (1959, p. 176) defines discipline as "the process or result of directing or subordinating immediate wishes, impulses, desires or interest for the sake of an ideal or for the purpose of gaining more effective, dependable action".

Many years ago, good discipline was quietness. In the modern classroom, the atmosphere is likely to have more freedom. Laboratory, discussing, classes are buzzing with activities. Sometimes one can find that boys and girls are talking to each other about their work while others are running around to get things ready to work. At the first glance, it may be confusing, but this seeming confusion is purposive. It directs all activities toward learning through involvement.

This changing idea of classroom discipline leads to some misconceptions that order is not necessary. It is not true. School is a place for learning. Disturbance which prevents learning is a waste of time. Orderliness is a "must."

The differences between the classroom today and the one from the past is the type of order. Today, teachers try to emphasize cooperation, self-control, regulation of the students' activities

while the traditional teachers emphasized obedience.

Cause of Misbehavior. Many discipline problems may be traced to personal or physical conditions of the students. For example, bad teeth, hunger, rapid growth, headaches and many other conditions may cause the students to be inattentive or nervous. Emotional maladjustment may also be a personal cause.

Some discipline problems may lie in the relationship of the individual to the group. Some students may misbehave to get attention; they engage in unusual conduct to gain recognition, security and love.

Community problems and inappropriate curriculum often cause discipline problems too.

Managing Students in the Classroom - Utilizing Individual Differences

In recognizing individual differences, teachers now are engaged in various forms of instruction to help students reach their potential.

Supervised Study. Reading assignments given to students are accomplished best and most efficiently when done within the confines of the classroom under the supervision of the teacher. Such study presupposes that sufficient reading material is available within the classroom, and that everyone will be reading similar material.

Student Conferences. Teachers can help students with their difficulties through conferences. They usually reserve a block of time for each student.

Individualized Instruction. Teachers give individual assignments according to the ability and need of the students concerned. Sheets containing assignments and directions for work are used. Each student will work independently at his own rate. Teachers must somehow find time to work individually with each student. The most used type of individual instruction is the special help given to certain students, after school, or in class, in study hall, during conference periods. However, with the rapid progress in programmed instruction either in the form of machines or books; box lessons; individualized instruction courses, audiovisual aids, individual instruction for each student will be the common practice in the future.

In closing this idea, Clark and Starr (1967, p. 173) concludes:

Not only do pupils having trouble with their studies need special help, pupils who are doing well need it too. Everyone at times needs encouragement, criticism, discipline, correction and inspiration. Taking time to look over a pupil's paper and compliment him on his progress and to point out possible modes for improving, it can be beneficial for both the most successful and the least successful of one's pupils.

Because of the traditional education patterns, students in Vietnam have not been helped as much as they should in their studies,

but these attitudes and beliefs will be modified to follow the rest of the world in educating each child for growth and development to his fullest capacity.

Summary of the Chapter

"Knowing yourself and knowing others helps winning the battle." Understanding students is important for better and more successful teaching. In this chapter, the writer has discussed individual differences in students, getting to know the students, and finally using knowledge about students to teach effectively. This discussion is formed as a basis for further studies and recommendations in the next chapter for home economics curriculum in Vietnam.

CHAPTER IV

CURRICULUM DEVELOPMENT

Needs for Curriculum ChangeSocial Change

The entire world is changing in every way. This change is so significant in Vietnam where twenty years ago women's only role was inside the home. All their social lives and activities were very limited to their own homes. Status and classes were very dominant. The upper and middle classes had little or no concern over the lower classes who were the majority in Vietnam. While the upper class and middle class girls were kept strictly inside their beautiful rooms with their hanging curtains, the lower class girls were the servants for them.

Today, as far as girls are concerned, this old practice is losing ground. Many young girls, regardless of their class, have found it necessary to seek work outside in order to meet the demands of an ever changing world and to meet the demands of a war shattered economy. Women are now taking a dual role. They are homemakers and breadwinners to support the family.

This change brings about many changes in family life. The traditional Vietnamese families were patriarchal ones. The key

figure in the house was the father who was the breadwinner. He managed the family affairs, and regulated the income. His decisions were respected and accepted by the members of the family. In the original family, the girl followed her father's orders. When married, she should follow her husband's. If the husband dies, then she is required to remain single and follow her oldest son.

Children were brought up under strict discipline. Obedience and respect were the first lesson in entering schools.

Now, like many other changes, the attitudes are being modified. The goal now in marriage is regarded as a mutual respect and responsibility and understanding. Decision making is now a sharing process between the members of the family. Bringing up the children is a new, shared experience on the part of both parents. Many parents now are trying to learn more about how to raise their children and to guide them effectively.

Economic Change

Economic change has been regarded as an important one. Certainly, in Vietnam, while the years following 1945 brought independence to much of Southeast Asia, they brought neither tranquility nor prosperity to Vietnam. Each new nation faced a multitude of problems, some caused by war, others by heritage. Never really industrialized, the Vietnamese economy rested largely on a

one crop agricultural base, while it was true that other crops as well as rice might be in great demand by the unsatiated consumer thirst brought on by World War II. But many plantations were ruined or deserted during the war, so that agriculture has not advanced.

Now industries are being established in many big cities of Vietnam. These attract many men and women into the industrial world where the machine with the help of human labor contributes to the economy of the nation and thereby to the world.

Communication and Transportation Change

The old and new are found side by side in Vietnam. Now mass media and transportation have changed the lives of some Vietnamese. The world seems smaller, people seem to live closer. Radio, television, and jet planes are bringing news and contacts from all parts of the universe. So individuals and families now have more concern and responsibility for what is happening not only in their homes, in their community but in other parts of the world.

More people are aware of and concerned about those, living in poverty, those racked by disease and by hunger, those with little or no education, and those with no chance for education. It is the responsibility of more fortunate citizens to see that these conditions are abolished.

Population Change

The population explosion after World War II has brought different problems to families, to communities and to the entire world. It is especially true in Asia. In the 1950's, the growth rate of the total population was doubled. In 1960, the population of the countries in Asia was about 824 million and is expected to reach 1,370 million by 1980 (Unpublished document from Wisconsin study of Vietnam Education, p. 8).

This creates a universal problem. There will be the need for more and bigger houses as well as for more school facilities and teachers. It also gives a concern to many educators about meeting the educational needs of young people. Health conditions need to be improved as a result in an increasing proportion of population in the youngest group and the oldest and how their needs in nutrition, housing, health, medical care, recreation and social relations can be met best.

Educational Change

In view of the change taking place, education in Southeast Asia needs to be changed to keep up with society. As each government turns its attention to nation building and reconstruction, the country experiences a grave difficulty because of lack of trained leadership

and skilled technicians. As these changes and these needs occur, a well-rounded program is essential in the total educational system.

Problem Areas Needing Change in Vietnam

Not only the upper class or middle class need to be educated to the highest degree, the lower class, long forgotten, needs to be recognized and educated to bring up their standard of living and to provide the work force needed to make the world a better place to live.

Because of the traditional way of instruction and the unchanged curriculum, students get discouraged and leave school. When they can not see any benefit from their schooling, they may get bored and tired. Now the school curriculum needs to be changed rapidly to meet the needs of the youth and the demands of the ever-changing society. In the world of work, the unskilled or uneducated persons are hard to get. This also creates a social problem of unemployment due to the lack of adequate training.

The change in curriculum is slow but many thoughts on changes have been published. The needs have been recognized and the direction towards curriculum change to meet the needs of the students for the expanding world is in a promising stage.

Because countries in Southeast Asia entered the modern phase of their educational development at different times, they are at

different stages in their development. In Vietnam a few of the problems confronting educators are mentioned as follows:

1. A rapid and massive increase at all levels of enrollments which necessitate a reorganization of the educational system.
2. The increasing weight of the state's responsibility to provide for educational development.
3. The search for a national system of education adapted to the need and aspirations of the country.
4. An acceptance of the concept in planning a long term stable program.

Three of these problems to which special attention needs to be called here are the concern for the students who should be getting education, the emphasis on occupational education, and range of education--nursery school through adult education.

The Students to be Served

Meeting the needs and interests of students in Vietnam has been a major problem for many years. To begin with, if the needs of the nation are met there will be an entirely different group of students in schools. There will be the students who, by tradition, would be seeking an education, but there will also be the great group of lower class for whom no education or very little education has

been provided in the past. Schools and teachers would have to provide environments which are suitable for learning for all students according to their capacities, needs, and interests. It is a difficult task but challenging and rewarding.

Occupational Education

Realizing the rapid increase in progress in science and technology, many educators in Vietnam have begun to introduce occupational education to help students develop technical, professional, or managerial skills to prepare potential employees who can get work and are able to keep work. For boys, in Saigon there are three schools: Cao Thang Technical Senior High, Nguyen Truong To Technical Junior High and Phutho Polytechnic School which prepare students for the world of work as well as teachers for other technical and vocational schools.

More and more girls and women will work outside their homes for at least part of their lives. Many will enter the labor market after rearing their children. They will have dual roles, and they need to be adequately educated for both home and outside responsibilities. In Saigon now, girls can enter the home economics program at Phutho Polytechnic School and secretarial science at the Business High School.

Since more women are working, men need to help in the home

responsibilities such as caring for children, shopping. Provision for helping young men share homemaking activities will be an important consideration in young men's education as well as young women's as the reconstruction period takes place and servants disappear from the labor market.

Nursery School

This will be a new trend in Vietnam. Educators are agreed that more learning takes place during the first five years than any other time. So providing a favorable environment for two to five year old children to develop basic attitudes, personality and for socialization to take place is very important in educational planning. At present, because of the lack of well prepared teachers in the field, nursery schools now are held mostly by private people who use Montessori method as the basic philosophy. These schools are quite expensive and poor children can never have a chance to get in. Nursery schools need to become a part of the Vietnamese public education program.

Adult Education

The adult education program in Vietnam now emphasizes literacy education for the older generation who did not have a chance for education in the past. It is given at night for the working mothers

and fathers. Literacy education should expect to be broadened to reach everyone needing basic education.

It is hoped that in the early future the books for illiterate people will change to a content which deals with the practical everyday problems of everyday living. For example, all of the practical problems of homemaking could be taught to women as they learn to read and write. The interest in learning to read should increase because education is meaningful to them, it touches upon what they value the most, their family and their children.

Home Economics Curriculum and Program Development

Place of Home Economics Education in School System

At the secondary level, home economics education, which is centered on home activities, relationships or wage-earning is designed to enable boys and girls to assume responsibilities of sustaining and improving home and family living.

Home economics is the application of the principles of the sciences, arts, economics, sociology, and psychology focused on education for home and family life.

Educators emphasize educative experiences based on personal and social needs of boys and girls, as well as experiences that would help them enjoy their family and help them understand the

responsibilities which men and women have to share cooperatively. Boys and girls, men and women need to be guided and prepared for worthy home membership, and helped to recognize their places in their present and future homes.

Educators have indicated various view points on when home economics should be introduced to students. Some believe elementary children need to have learning experiences in understanding more about homes and families. Others believe junior or high school boys and girls need such classes.

In Vietnam, home economics in form of needle work is introduced as early as grade three (equal to third grade) in elementary schools to teach young children how to hold the needle and do some easy stitches. Actually it is just introducing to the girls the ideas of home economics. In regular secondary schools, home economics is taught one or two hours weekly for girls only to strengthen their skill and knowledge of being a good girl, a good daughter and a good mother to be.

Purpose of Home Economics

Home economics aims to help individuals grow in awareness, ability, and perspective for assuming appropriate roles in the family, irrespective of age, sex or economic status. It aims to help the learner recognize problems and develop some skill in the method of

problem solving. Home economics does not aim to teach all techniques or skills that may be required for the ultimate solution of home and family problems. Rather it aims to help the individual learn how to solve his own problems. It helps the learner acquire some basic procedures by which he can move forward in understanding himself and in managing the resources in a useful way to achieve the ultimate goals of more satisfying family life. While home economists believe boys and men should have preparation in this area, it is recognized that there are neither teachers, school space nor money to provide such education, therefore at this time, the concentration is on education for girls and women.

The purposes of home economics are stated clearly in Home Economics New Directions (1959, p. 9) as follows:

1. establish values which give meaning to personal, family, and community living; select goals appropriate to these values.
2. create a home and community environment conducive to the healthy growth and development of all members of the family at all stages of family cycle.
3. achieve good interpersonal relationships within the home and within the community.
4. nurture the young and foster their physical, mental, and social growth and development.
5. make and carry out intelligent decisions regarding the use of personal, family, and community resources.

6. establish long-range goals and services including food, clothing, and housing in ways that will promote values and goals established by the family.
7. plan consumption of goods and services including food, clothing, and housing in ways that will promote values and goals established by the family.
8. purchase consumer goods and services appropriate to an overall consumption plan and wise use of economic resources.
9. perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals.
10. enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure.
11. take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families.
12. develop mutual understanding and appreciation of different cultures and ways of life, and co-operate with people of other cultures who are striving to raise levels of living.

In the present time, home economics in Vietnam should aim to help people strengthen their family unit, improve home and family by wise use of available resources.

Content

A well rounded home economics program should be provided in terms of subject matter areas. There are usually six areas included in home economics. These are

1. Housing, home furnishing and household equipment.

2. Home management, family economics and family health.
3. Relationships, family and personal.
4. Foods and nutrition.
5. Child care and development.
6. Textiles and clothing, and related arts.

A guide for planning content is usually to have one fourth to one third of the school time in the area of foods and nutrition, one fourth to one third in clothing and one third to one half in the related areas.

At Phutho Polytechnic School, in Vietnam, foods and clothing take a disproportionate block of time leaving only one fourth of the year to the related areas. (The teaching of foods and clothing consumes 32 hours out of 40 hours in a week.) Other areas of home economics need to be taught for longer periods to have well balanced programs.

Methods of Teaching Home Economics

Teaching techniques can be defined "as specific way(s) of presenting instructional materials or conducting instructional activities, the teacher's manner and the method(s) of teaching (Good, 1959, p. 554).

Writers in methodology state that methods can be classified as to the degree to which they permit the learner to be free, free in thinking, in expressing and in acting.

The skillful teacher has many methods and techniques to command his classroom. Although some are better than others, but not one of them can be regarded as the best, because there is no best way of teaching. In fact, sometimes, techniques that are good for one subject or for one group of students may be unsatisfactory for another. The wise teacher should have many ways of teaching so that he can select the one suitable to his own personality, to his students, and to the subject he is teaching.

Problem Solving. Because life consists of problems which need to be solved, the problem solving method is important in teaching students to think. The problem solving method is also called scientific method or the inquiry approach. It is a method which helps students to discover their own solution to problems.

Simply knowing facts and principles will not insure that one will make wise decisions in facing new problems, but knowledge of facts and principles together with awareness of their possible application, and these used with good judgment day by day will increase ability to master new situations (Williamson and Lyle, 1961, p. 104).

When solving a problem, students need to go through the following steps

1. The learner becomes aware of the problem. Then he meets and recognizes it.
2. The problem is defined and a decision is made to solve it.
3. Evidences are found and listed that may help solve the

problem.

4. The conditions are analyzed and alternative solutions are listed.
5. A tentative or alternative solution is chosen.
6. A tentative result of this solution is found.
7. This result is evaluated by successfully solving the problem or if this solution does not work, the facts are re-evaluated and he needs to go back and repeat step three until the problem is solved or he has to give up.

Problem solving is a form of experimental learning. It provides people with a chance to try out one solution. If it fails then he tries again. Furthermore, it leads to an understanding in a way that drill and memorization can not since students become really involved in their learning.

Projects. The project method of teaching is defined as

A natural, lifelike learning activity involving the investigation and solving of problems by an individual or small group. Ideally, it should consist of a task in which the pupil sets out to attain some definite goals of real value to him (Clark and Starr, 1967, p. 267).

The project method uses the problem solving method but may be much larger than a single simple problem. It may take much longer and may be accomplished by a single person or a group. It is one method of individualizing instruction. The project must be investigated or pursued in depth. Initiative, persistence, and

creative ability are among the desirable factors which may be fostered through many types of learning activities. Some examples of classroom activities which are projects are making a dress, preparing a meal, making flower arrangements for the principal and teacher's offices, making toys for the orphanage, redecorating her room, studying sanitary conditions in the home.

Students should set goals, plan, execute and evaluate the entire project by themselves. The teacher has to help and guide students in selecting suitable projects.

Sometimes the teacher will find it necessary to provide a list of possible projects from which students can choose. She might suggest readings in which students might find ideas. Often she stimulates ideas for projects by discussing the possible projects, about what others have done, or by field trips to see former projects.

When the project is approved, the student is ready to proceed. As in many other activities, the teacher will find it necessary to guide in order for the students to carry out her plan. Most of the time, the student can carry and take a great deal of responsibility and evaluates her own progress and its results. Actually, the teacher should allow students to accept a good share of this responsibility.

Large Group Instruction. Large group instruction, flexible scheduling and team teaching usually go along hand in hand. But one

teacher, not a team may fit into a large group, flexible scheduling situation very well. In present schools, there are two main kinds of class scheduling, one is conventional with six or seven periods a day, each period is 50-60 minutes. The other is flexible scheduling which divides the total school day into modules of 20, or 40 minutes. The amount of time allowed depends on the group activities. Large group activities might occupy about 40 percent of a student's total instructional time for one class. The small group discussion activities might occupy about 20 percent of the student's time and individual study claims the remainder of his time.

The large class may be composed of 100, 150 or more students. The difference between large group and an ordinary lecture class is that the former presupposes that while there may be a lecture, there will be other teaching methods used. The same class will have several other class meetings. The large group may meet for 20 or 40 minute modules but then the students will meet in small groups for discussions, recitations or study; for long periods of time for laboratory or independent study.

Most teachers accept the fact that some types of teaching can take place equally as well in large groups as in small ones, such as dramatization, demonstrations, films, filmstrips, speakers and others in which instructions are a one way process from teachers to students. With the large group it is possible to bring the talents of

an outside expert to all students without asking the guests to come several times and repeat the same thing to several audiences. It also helps in not tying up the equipment for four or five periods. Among the advantages, there are some limitations. Large group instruction

Gives little opportunity for student teacher interaction.

May be a period of pouring in information.

Provides no recognition of students' differences.

Creates discipline.

Demonstrations. The class demonstration is defined as

A carefully prepared presentation that shows how to perform an act or use a procedure. It is accompanied by appropriate oral and visual explanations, illustrations and questions (Bergevin, 1963, p. 63).

Demonstrations are used commonly to teach skills, such as those in food preparation, home care and clothing construction, personal mannerisms, relationships between people and other aspects that might be difficult to explain with words alone.

To make a demonstration more effective, to increase interest in learning, the teacher needs to be creative in thinking of ways to involve students in demonstration. The way to keep interest alive is for the teacher to call on students occasionally to come and help her do something or to time a procedure. Or another way is to appoint in advance the student helper who will work with the teacher on the

time of schedule, division of responsibilities and actual presentation of the demonstration. A third way is to have students give demonstrations by themselves. But the teacher must give them adequate help and guidance to be sure that the rest of the class will profit from seeing the demonstration. They may gain a sense of timing, knowledge about the subject covered, and ability to organize and think ahead.

In nutrition class, student demonstrations give the maximum interest when they pair off into teams, each student choosing her partner, one member of each team reports on a vitamin or mineral while the other member demonstrates the preparation of a particular food that is rich in that nutrient.

The demonstrator needs to have the personal qualities necessary to put the material across to the students. Her appearance and her posture are important. Enthusiasm, vivacity, poise and a sense of humor help the audience to receive her ideas. The demonstrator's appearance of being at ease, her adaptability to the changing interests of the members of the audience and her flexibility in meeting interruptions or emergencies help the audience to have confidence in her. Her open-mindedness and willingness to listen to ideas that differ from her own help to make the audience feel at ease and receptive. A natural and sincere voice is a real advantage. Pleasing pitch and should be heard easily by everyone in the group.

The work area should be well organized throughout the demonstration. It should be attractive and the time and materials for demonstration are well planned and organized.

Demonstration is thought to be effective in introducing new concepts that will be done later by the students in their laboratory work or they may substitute for laboratory work, especially when a limited budget does not permit the purchase of materials for laboratory use.

Conversations and Discussions. The conversation method is

A language activity characterized by informality by the absence of a deliberately assigned question or problem to be discussed, by absence of the need of reaching a decision, and by frequent change of topic (Good, 1959, p. 130).

An informal conversation may be used for several purposes depending on the teacher. It may help detect error in speech, to improve the size and quality of students' vocabularies; to develop habits of listening, cooperation and accuracy; or to carry on an interchange of thoughts during an informal visit. It enables children to share ideas and experiences with others.

Discussions are much used in teaching. There are two most known. One is the socialized recitation which provides the students a time to delve into subject matter taught. The teacher usually provides an introduction and a summary, but then she asks questions which are to be answered by the students.

If the topic is one of a controversial nature, then the teacher usually provides a more informal atmosphere so that the students will talk back and forth to each other. The leader's role is that of introducing, summarizing the discussion, and keeping the discussion on the topic.

The buzz session is a technique that is applicable for a large group, for starting a discussion. It was originally known as "Discussion 66". The number 66 was chosen because six people were to talk about a problem for six minutes. Actually, the number of persons and the length of time can be varied according to the needs and the size of the class. This technique makes it possible to get the ideas of many students in a short time.

The panel discussion consists of few students or guests who are given a problem to discuss before a group. There are no prepared speeches. The moderator introduces the subjects and calls on one of the members to lead off. Other members are free to react to the ideas presented. Whenever possible, the class should be given opportunity to ask questions, once the participants have made their presentation.

In a symposium, there is usually one problem under consideration and each member is responsible for presenting a speech on the particular aspect of the topic. Each is given a certain amount of time for his presentation and when all aspects have been presented,

the audience is always given a chance to ask questions.

Topics are debated by teams of students on "pro" and "con" positions. One member of the "pro" side begins by pointing out reason for favoring the issue, and then a member of the opposing team gives reason for opposing the issue.

Role Playing. Role playing consists of an unprepared dramatization in which the students become actors to clarify a problem. The students are given a problem situation for them to act out to show a solution to the difficulty. For example, a teacher may state a situation such as "A mother tells her daughter she can not go on a mountain trip. Then the 16 year old daughter tells her sister-in-law about how much she wants to go. The sister-in-law goes to her mother-in-law to try to persuade her mother-in-law to let her daughter go". The first set of actors are to cause a family quarrel. What will be said may or may not be talked over ahead of time. Now the second set of actors will cause a happy relation to follow.

The teacher sets up the case by saying, "Anh, you will be the first mother. Lan, you will be the sister-in-law. Ha, you will be the 16 year old daughter."

Role playing gives students the opportunity to act out their feelings about relationships with others. They are free to say what they feel in the situation. Each actor or actress has to respond spontaneously to the other.

If the students have sisters-in-law who act as a go-between their mothers and themselves, then they can feel how their sister-in-law may feel by being drawn two ways in her husband's family. Then they can decide whether they should ask such favors.

The purpose is to help other people see the situation clearly through their own and other people's eyes to obtain this purpose, the roles must be held as closely as possible to the reality of the original situation and yet allow the players to react to the situation as freely as possible.

Pantomimes. Pantomime is a

variation of a role playing, differing from it in that the characters do not talk. Gestures, facial expressions, and vivid action take the place of words in the portrayal of situations and character roles (Hastings and Schultz, 1966, p. 21).

This technique can be used effectively in home economics where some situations lend themselves to expression without using the words. For example, pantomime can be used to demonstrate table manners, school bus etiquette or how to sit lady-like.

Skits. A classroom skit is different from role playing. Here, a script is planned and written by the teacher, the students or a play-let can be purchased. It is unlike role playing in that what will be said is known. The main purpose of the skit is to provide direct practice in emphasizing a concept. For example, a high school girl may be concerned with her manners and her behavior such as, how

to talk on the phone, how to introduce friends to each other. Merely reading about these situations may not readily establish the actual behavior, but practice in performing them in classroom skits will be of considerable help.

Field trips. Most students gain lots of first hand experiences through field trips. Those experiences are more effective than abstract ones because of the direct contact with the environment and the resulting stimulation of interest and desire to learn. Field trips can be used for a number of purposes, as providing for information and for motivation of interest in an area of study.

A field trip needs considerable planning so it can provide excellent opportunity for cooperative efforts of the parts of the teacher and students. Permission of the school administrators must be obtained. Private or government cars need to be provided if the distance is too far for walking.

Teachers or students need to arrange with the persons in charge of the establishment for the field trip. What is expected to be learned by students should be outlined, the number of students coming and the length of time they can stay should be planned. Permission of parents must be obtained for students who are less than 18 years old.

Educational Games. Today, some teachers and parents still believe education is and must be a hard and distasteful experience.

But now, teachers are taking a careful look at the educational games. Their interest and motivational values should be utilized.

As in many other methods, there are precautions to be considered in using educational games, because

Obviously, all the desirable learning experiences cannot be incorporated in games, so that they should be used occasionally. When unskillfully used, they may focus attention on the continual failure of the low ability student, who, while probably aware of his rank in class, should not be reminded of his station in such a dramatic way (Nordberg, 1962, p. 143).

However, any method that simulates real life experiences should be used to make learning fun.

Committee Work. Students may participate in various kinds of group techniques involving cooperative interaction. Sometimes these groups are based on student ability or interest and are designed to provide for individual differences. Within the committee, students will be allocated different tasks depending upon the committee's needs and the students' interests and abilities.

An illustration of a committee work would be dividing the class into committee and assigning each group a different fiber--cotton, silk, and the synthetics--to prepare a report for class on the properties of the fiber assigned, how these properties affect its wearability, its care, its use and its price. Next, each committee is to go to the store to discover the fabrics containing the fiber they are investigating, their prices and their usability.

The committee method is useful in helping students develop skills of leadership, communication, socialization, cooperation and thinking. If teachers use committee work skillfully, it should serve as an instrument in teaching students how to search out, evaluate, and report on scholarly information. Furthermore, students accept and carry out roles that will be theirs in adult life.

It also helps the teacher to teach in depth with wide coverage of subject matter. Each committee can delve deeply into its area and then share its findings with the rest of the class.

The role of the leader is of particular importance to the success of group activities.

As suggested by Nordberg (1962, p. 137), the leader has two main jobs:

Establishing an atmosphere conducive to individual participation.

Employing activities that will effect maximum power from the individuals and the group.

After committee has done its work, it may report to the class through one or combinations of the following:

Role playing

Skit

Pantomime

Panels

Symposium

Debates

Round table sessions

Newspapers

Notebooks

Scrapbooks

Duplicated materials

Creative writing, poems, stories, songs

Slides

Maps

Pictures

Models

Bulletin boards

Tape recording

Some action projects: open house for parents.

Team Teaching. Team teaching is born of a need to educate more children with fewer but more specialized and/or master teachers.

Hoover (1967, p. 323) defines team teaching as

A group of teachers (usually two to six) with joint responsibility for planning, executing and evaluating an educational program for a specified number of children, which is usually 25 to 30 times the number of teachers in the team.

Team teaching breaks up the traditional self-contained classroom, tries to eliminate separated departments and classrooms for

effective large group instruction with modern teaching materials and human resources.

Team may work horizontally at all grade levels in a single subject or closely related subjects or they may work vertically at one grade level but different in several subjects.

In the team, one who is a specialist in the field might take leadership for planning and perhaps for a major share of the teaching in his area of competence while others, depending on their specialties, are in charge of instructing classes in certain subjects which are planned.

So, team teaching is not only cooperation and collaboration in planning and presenting the program but also the assignment of specific leadership and responsibilities.

Independent Study. Independent study is self-directing learning for developing the individual to his fullest capacity. In independent study, the students will choose a topic which he will delve in depth and search for the result that he wants to accomplish by various resources available such as library, laboratory or even the factory.

The teacher serves as an advisor to help him locate resources, to guide him to a right direction. The student is free to go at any speed according to his interest, ability and needs.

Programmed Learning and Teaching Machines. There are

many kinds of teaching machines. Most of which are extremely expensive.

The teaching machine uses many different kinds of equipment to present individual instruction to students. It uses programmed lessons in its equipment.

Less expensive are programmed lessons which teachers may make or programmed books which may be purchased.

In any case, a program is a lesson on any subject which is set up in a series of small steps that the students can use independently to learn about the subject. If a student can answer questions correctly, he progresses rapidly. Any time, he misses a question, he has to stop and learn that which he has failed before he can go further.

Packaged Lessons. Packaged lesson is rather new technique of promoting self-learning. Students can work independently at their own rate. The teacher then will use time for conference or supervised study.

At present, packaged lesson are teacher made but some will be purchasable in the near future. The package consists of all of the learning experiences, references, audio-visual aids, evaluative devices, or other resources a student needs to teach himself.

Review. Review of subject matter previously learned deepens the learning and may help a student to understand the application of

what he has learned. It organizes parts into wholes so that total perspective of the material being studied can be seen. Developing an outline that summarizes the previous work is a profitable part of any review.

Review should be used whenever it is necessary to strengthen meanings or clear up the concepts which, to students, might seem quite isolated. Some teachers use review prior to an examination, but such an emphasis on cramming tends to confuse students. Brief reviews are effective at the beginning of the class period to make a smooth transition from the previous day's work. And more extensive reviews are useful at the end of a unit or some other logical place before proceeding to another new topic.

As in any other method, review needs to be used with care and caution if teachers want to get the best result.

Drill. Frequently a teacher should provide learning experiences which repeat learnings already given in order to reinforce them. This process is called drill. There are commonly three kinds of learnings which we attempt to establish by drill. These are motor skills, patterns of associated ideas and patterns of conduct or behavior.

The value of drill lies in its judicious use in correctly applicable situations. Concepts fixated through drill must be meaningful to students. Drill, requires the constant attention of the teacher to check for incorrect procedures, lest a faulty association through repetition, becomes relatively

permanent. Drill would be detrimental if it caused the tennis player to practice a faulty stroke (Nordberg, 1962, p. 166).

Lecture and Teacher Talk. The lecture method has been used for a long time at the university level. Teachers who lecture claim to be successful. Most secondary teachers find occasional short lectures almost indispensable for certain purposes. They can be used for introducing activities, for motivating students, for summarizing a unit and for explaining difficult points. Lectures are helpful especially to make a bridge between topics to be studied in depth, and for presenting materials that would otherwise be unavailable to the students. But lectures should be accompanied by instructions in how to take notes in order for the students to benefit from them.

In spite of many values, the formal lecture is thought of as an ineffective method of teaching secondary school students because Clark and Starr (1967, p. 211) say that

Learning from lecture is relatively passive learning.... Pupils seem to learn better when they put themselves into the learning. Unless the pupils do something with the information presented in a lecture, their learning and retention is liable to be rather thin.

Sometimes, the lecture technique can cause discipline problems. Young people tend to have short attention spans for a typical lecture and it takes a good lecturer to hold any audience's interest, attention for an hour, and adolescents have a very low tolerance to

boredom.

Most secondary school lectures should be short. For a junior high school, a twenty minute lecture is enough, but short talks of about ten minutes are to be more desirable. Seniors are different, they can profit from longer lectures.

Many educators agree that one reason that many high school lectures are not stimulating is that good lectures require more preparation than teachers have. So often, the teachers, especially the beginning ones, tend to talk over their students' heads. They should use simple language so their students can understand. Figures of speech often make lecture clearer and livelier. Besides this, the lecturer must be clear and persuasive.

Illustrative materials, audiovisual aids, demonstrations are a big help to clarify and point up the desired concepts. Even when lecture is clear and interesting, audiovisual aids can reinforce the learning by adding the impact of another sense. They are useful for commanding and holding the attention of students whose minds have begun to wander.

Besides the formal teacher lecture, there is the informal teacher talk. These talks differ from the formal lecture in that they are short and happen as the need arises. So often they stem from the class discussion or students' questions. They are most effective when there is interaction between the teacher and students.

Because the talks are short, teachers do not have to prepare for them as in the formal lecture, but they should be aware of the dangers and shortcomings

The greatest danger is that the teacher will talk too much. When teachers talk, all too often students stop thinking.... Pupils learned better when teaching was indirect. Teacher also should be aware of the danger of thinking that pupils have something just because he has told it to them (Clark and Starr, 1967, p. 213).

Teachers should turn some of their talks into indirect teaching by asking questions, seeking comments and stimulating students' minds so they can ask questions. Teaching by using methods where students are involved in their learning will produce greater results.

Instructional Materials

Instructional materials consist of any type of equipment, or aid that help the teachers conduct their classes in such a way that the highest degree of learning can take place.

Materials for Viewing. When it is not possible to see the real objects, it may be feasible to bring a picture into the classroom. Materials for viewing range from realia like tomatoes or carrots to the collection of old cooking utensils, fabrics or play materials.

For viewing, there are real objects, specimens, models, mock-ups, exhibits, photographs, charts, diagrams, graphs, posters, cartoons, or pictures. These may be put on the chalk

boards, flannel boards or magnet boards or tables.

Materials for Reading. Reading is an important area that we should not neglect in the classroom because

Students, particularly those of average or less than average intelligence, usually profit from visual presentations and from actual experience in the laboratory. Although these methods contribute significantly to students' information and interest, they can never replace the benefits that could be derived from reading (Paolucci and Hall, 1967, p. 274).

Materials for reading are text and reference books; magazines and newspapers; and supplementary readings from business firms, government agencies, workbooks and exercises, mimeographed, and dittoed materials.

Materials, Equipment for Projecting. The values of audio-visual materials have been demonstrated sufficiently so that most school systems now have some kinds of projection equipment. Besides the projectors, equipment should include a screen sufficiently large for classroom use and a means of darkening the classroom. The advantage of projected materials is that they tend to focus attention on the screen. A wide variety of materials can be filmed, sketched for use with an overhead projector, or shown directly with an opaque projector. Materials can be projected onto a large screen permitting all of the students to see the same object at one time without having to wait their turn to have something passed to them.

Effective use of projectors involved four steps which are:

Prepare yourself, as the teacher; get ready the equipment and classroom.

Prepare the students; tell them what to look for.

Project materials.

Follow-up.

The equipment for projecting materials includes film projectors; filmstrips, film loops projectors; opaque projectors, overhead projectors, teaching machines, slide projectors.

Materials for Listening. Hearing is important in taking in information. Easy materials may be understood better from listening than from reading. Furthermore, intelligence is required in listening to make students think. Listening should be distinguished from mere hearing.

Television, radio, tape recorders and record players provide the sources of listening.

Selection and Use of Instructional Materials. Wise teachers should use instructional materials effectively and properly. There are various products available. Home economics teachers need to be alert in choosing them wisely and using them according to their needs and interests. The characteristics of good instructional materials should be qualified as follow:

1. Meet needs common to group for which the material is intended.

2. Add interest to the learning process.
3. Supplement information available in reference books or present if in more effective way.
4. Help develop judgment and discrimination.
5. Help develop initiative, self-direction and resourcefulness.
6. Are positive in approach.
7. Emphasize standard consistent with individual and family well-being.
8. Present information accurately and honestly without bias, deception, or exaggeration.
9. Cite authority or source of information.
10. Present content that is up to date and timely, about products rather than specific brands, well organized, clear, concise, easy to read.
11. Present material in a form that is well designed and illustrated with good balance between picture and text, easy to handle, display, store (Hall and Paolucci, 1967, p. 279).

Storage. Instructional materials and equipment should be labeled, clear and put away in a proper place. Instructional materials may be filed in a variety of containers such as large envelopes, manila folders, letter-file boxes, cardboard cartons, bulletin boxes and sectional filing cases.

Design in Curriculum for Vietnam

Need of Homemaking Education

Vietnam, with the changing world, recognizes the need to educate young women as well as men to fulfill their roles successfully in their homes and society. Women now assume dual roles, that of homemakers and of wage-earners. Because most men are away, defending the country, such preparation is needed.

Philosophy of Home Economics

Ellen H. Richards, the first President of the American Home Economics Association, in 1909 said that home economics stands for

The freedom of the home from the dominance of things and their due subordination to ideals.

The simplicity in materials surrounding which will most free the spirit for the more important and permanent interest of the home and of society (American Home Economics Association. New Direction. 1958, p. 4).

Because of the continually increasing demands for woman power in the industrial and economic structures, more women and girls will be working outside the home. Therefore it is the responsibility of home economics to help women identify and develop certain fundamental competences that will be effective in personal and family living, regardless of particular circumstances of the

individual and family. Although it is hoped that in the future the importance of education in home and family life for boys and men will be recognized in Vietnam, at present home economics must be primarily concerned with women's education.

General Objectives of Home Economics in Vietnam

These objectives are based on the philosophy and belief that young people in Vietnam need help in developing

1. Recognition of opportunities for personal development through the learning activities dealing with the home, the school and the community.
2. Understanding of the responsibility which makes for more satisfying family life.
3. Desire to participate in activities in the home, school, and community.
4. Judgment in making decisions or choices in personal and family living.
5. Ability to share in the activities of home economics.
6. Appreciation of the beauty to be found in everyday life.

Goals for Each Area in Home Economics in Vietnam

Relationships. After three years of study, the girls should be able to

- Get along successfully with their friends, and family members.
- Take responsibilities which make for more satisfying personal and home life.
- Solve problems of everyday life.
- Treat others with respect, dignity and value as individuals in family situations, community situations and the world.

Management (Includes personal and family health). After three years of study, the girls should be able to

- Make wise decisions or choices in personal and family living.
- Make wise use of material and human resources for the betterment of family and family living.
- Plan their spending to extend their money over the month.
- Solve problems of financial aspects of family members now and in the future.
- Care for personal and family health.

Textiles, Clothing and Related Arts. After three years of study, the girls should be able to

- Select and judge the fabric and ready-made clothing (particularly cotton and man-made fiber).
- Correct their posture and be well groomed.
- Sew children's clothes, their own clothes and Vietnamese costume.

- Repair their own clothes.
- Select suitable and attractive clothes.
- Make use of their present wardrobe.

Foods and Nutrition. After three years of study, the girls should be able to

- Understand food compositions, to plan and prepare nutritive meals.
- Plan, prepare and serve balanced family meals.
- Purchase food and use food budget wisely.
- Prepare simple desserts and cook Vietnamese dishes for special occasions.

Housing, Home Furnishings and Household Equipment. After three years of study, the girls should be able to

- Create beauty in home.
- Make use of all of their materials.
- Decorate their rooms and homes attractively.
- Care for and improve their homes and their household equipment.
- Use good judgment in planning for a home.

Child Development. After three years of study, the girls should be able to

- Take good care of their younger brothers and sisters.
- Guide them at least in their home setting.

- Deal successfully with children.
- Feel comfortable with children in most situations.

Planning the Homemaking Curriculum

For planning a curriculum successfully, teachers and administrators need to work cooperatively. They should discuss together the goals of education, their philosophy of education, the beliefs and practices they wish to follow. Knowing the educational policies of the government and of their community is imperative. A common understanding must be reached concerning these as well as the needs and interests of the students they serve and need to serve. Then the professional group are ready to begin to decide on the curriculum.

Being unable to follow such principles of cooperative planning the writer has developed a proposed plan of units for the second cycle of Phutho Polytechnic School which she hopes her colleagues (teachers and administrators) can use to revise the homemaking curriculum for this school.

In order for the American reader to understand this outline, he needs to know that home economics students at Phutho Polytechnic School go to school five and one half days a week for eleven months of the year. A school day is eight hours long. In Chart 7, the approximate number of hours per week for each grade level is shown.

After the plan of units suggested for Phutho Polytechnic School

(Chart 8) were developed, the writer next developed one short unit for illustration, which consists of five lessons. It is an Introduction to Child Development and will follow the plan of units.

Chart 7

Home Economics Schedule for the Second Cycle at Phutho Polytechnic School.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:30	Clothing	Foods	Clothing	Foods	Clothing	Foods
8:30						
9:30						
10:30						
11:30						
12:00	Lunch Period					
13:00	Lunch Period					
14:00	Home Management	Related Arts	Child Development	Needle Work	Nutrition	
15:00						
16:00	English		French		Housekeeping	
17:00						
18:00						

Chart 8. Units Suggested for a Secondary Homemaking Program (Phutho Polytechnic School)

Year of Homemaking	Areas of Homemaking					
	Home Management, Family Econ & Family Health	Relationships	Textiles & Clothing and Related Arts	Foods & Nutrition	Housing, Home Furnishing & Household Equipment	Child Development
Third Year (10th Grade)	Using Human and Non Human Resources Sanitation Related to Personal and Family	Living Happily with One's Family	Selecting, Using, Caring for Modern Fibers & Fabrics Basic Embroidery Stitches Making Children's Clothing	Nutrition Applied to Cooking Vegetables Plan & Prepare Vietnamese Meals with Vegetables	Using Leisure Time to Create Livable Home	Sharing and Caring for Young Children
Second Year (11th Grade)	Budgeting your Money Spending Money Wisely Work Simplification	Making and Keeping Friends Ethical Codes for Vietnamese Girls Ethical Codes for Vietnamese Boys	Personal Appearance The Well-Dressed Girl The Second-Cycle Girl's Wardrobe Making Blouse and Skirt	Plan & Prepare Vietnamese Meal with Meat and Meat Products Understanding Nutritional Content of Milk, Milk Product & Milk Substitutes Making Desserts with Milk	Making One's Room Livable Making One's Home Livable Art Principles Applied to Home Furnishings	Understanding Young Children Meeting Children's Needs Observing Children in Private Day Care Centers and Nursery Schools
First Year (12th Grade)	Management for Personal & Family Living Planning Family Finances Effective Shopping Laundering Care, Use & Repair Equipment	Planning for the Future as a Worker & Homemaker Preparation for Marriage Building a Successful Family Life	Making Vietnamese Dress & Lingerie Making & Keeping the Family's Clothing in Good Condition	Nutrition Applied to Bread & Rice Products Preparing Vietnamese Dishes with Rice Food Preservation-Home Canning Preparing Desserts & Bakery Goods Meals for Special Occasions	Making Home Decorations & Accessories House Planning	Planning Children's Activities Guiding Children Working in Private Day Care Centers or Nursery School

INTRODUCTION TO CHILD DEVELOPMENT

Concept: Child Development

Students can acquire knowledge of the sequence of human growth and development through reading, but the attitudes, skills, and knowledge necessary to healthy interpersonal relationships with children are more likely to be developed through realistic experiences with children.

Home economics students can benefit from opportunities to make first hand observations of the children and their interaction with people, and the physical environment. The study of children can become vivid and meaningful when information gained from books and pamphlets is examined in relation to that obtained from observation and participation in activities with children. Direct experience with children provides opportunity for students to build a philosophy of respect for children, provides opportunity to stimulate students to become observant of the individual child's behavior, and to become curious about it. These attitudes form a foundation for their future roles as parents and child care workers.

With this philosophy in mind, the following experiences were planned as a basis for adding depth to these generalizations.

Generalizations.

1. To the extent that an individual's developmental needs are met as they occur, he is free to move toward his full potential.
2. To the extent that an individual's developmental needs are met in an atmosphere of emotional warmth and love, he will develop basic trust in himself and in the world around him.

In order to use these generalizations, students will need to

1. Understand the basic needs of young children and how to meet these needs.
2. Have a sensitivity towards these needs as they arise.

In order to have common understanding about developing learning experiences, the taxonomies of educational objectives in describing learning behaviors in cognitive, affective and psychomotor domains need to be used effectively.

As background information, a teacher should help her students to recognize that although all people are different, they all have certain basic needs. There are some physical materials and some experiences a child needs if he is to grow into his best self. If he does not get these, he will grow up somehow, but he will not,

in all probability become a person he could have been if his basic needs had been met. Some of these needs are physical and others have to do with his social and emotional development. Sometimes, these needs have to be balanced with the rest of the family because some are complementary and some are conflicting. For example, the oldest child has to have extra attention when the second baby comes.

Children can not be made to grow but growth can be encouraged by good physical, emotional and social care. Growth in itself comes from inner forces and is inevitable. The child will grow in some measure and in some fashion whatever care is provided. However, he will grow best if his home and school are an environment of affection in which he can feel that he belongs, that he is loved and needed. If this feeling is lacking and if the child feels unwanted or unloved, growth may be retarded.

The Levels of Learning

When a student is learning, he first acquires knowledge. Frequently, teachers think what students must do is just to learn facts. In this day, students need to be able to operate on higher levels of learning. Therefore the second step is usually considered comprehension which allows students to interpret the facts he knows or make predictions on the facts he has. When the student has learned

to apply what he has learned, his education really affects his everyday life.

Analysis emphasizes the break down of materials into its constituent parts and to detect the relationship of those parts to each other. In contrast to analysis, synthesis of knowledge is defined as the putting together of elements of knowledge in order to arrive at new conclusions. When one can synthesize what he has learned, he is able to produce a plan to carry out experiments, investigations or developmental projects.

Evaluation may be defined as the making of judgment about the worth of an idea, method or solution. One has to be careful not to formulate an opinion rather than judgment. Therefore, one needs to recognize evaluation involves all of behaviors listed in cognitive domain of learning.

In order to explain these levels of learning in terms of teaching child development, a series of learning experiences follow.

1. Knowledge. At the knowledge level, the teacher can
 - Divide the students into groups of four for them to choose one of the lists of basic needs gathered from background information and reference materials. Students will find out all they can about the needs on their list.
 - Explain what these needs are and give specific examples of how these needs could be successfully met.

- Have the class list as many basic needs of children as they can think of, then study reference material to add to their list.
- Have students write a simple, clear definition of basic needs after they study the reference.
- Have them compare their answers with other class members and then write the final definition on the chalkboard. The needs to be included are presented on the sheets for making transparencies for overhead projector (See Appendix B).

2. Comprehension. At the comprehension level, the teacher can ask students to

- Observe a child or children in some play activities in order to find out what need or needs they seemed to be fulfilling.
- Describe a situation and explain why they thought the needs they identified were being fulfilled.
- Develop a plan to show how physical environment is planned to meet the needs of the children.
- Make a plan and write a description of how a mother acts in order to meet the needs of her children.

3. Application. At the application level, the teacher can ask students to

- Prepare a bulletin board on basic needs of children and put the best one on display.
- Guide the children in activities during the class period in an orphan center. Then write out how they provided the environment to meet certain basic needs.
- Make simple and inexpensive play equipment and toys and decide what these do to contribute to one child's need.

4. Analysis. At the analysis level, the teacher can

- Invite parents with small children into class. Ask them for their ideas by answering some questions such as "Mrs. X....we have learned that a child needs to feel adequate. What do you do with your children or see others do that would help in fulfilling this need?"
- Help students to analyze the given ideas and to compare with what they have learned.

5. Synthesis. At the synthesis level the teacher can ask students to

- Write a paper entitled "My Basic Needs."
- Submit the better ones for publication in the school paper or local papers including the following:
What do you feel are your basic needs? What are some ways you use to fulfill these needs? Did you behave positively or negatively? How does the way your basic

needs are met compare with meeting the basic needs of a child?

6. Evaluation. At the evaluation level the teacher can ask students to

- Conduct a survey in their neighborhood. Students can ask parents, "What do you feel are the basic and most important needs of an infant? a toddler? a preschooler? and a school age child?" Students will bring the answers to class. Then they will evaluate the answers according to what they have learned about basic needs of children.

In planning these activities, teachers need to recognize the close relationship between the cognitive, affective and psychomotor domain.

Planning Unit

Unit I: Child Development

I. Concept: Development and socialization of the individual.

II. Generalization:

- To the extent that an individual's developmental needs are met as they occur he is free to move toward the development of his full potential.

Subgeneralization:

- To the extent that an individual's developmental needs

are met consistently and in an atmosphere of emotional warmth and love, he seems to develop a basic trust in himself and in the world.

Suggested Unit Outline for Child Development

Concept: Development and Socialization

- I. Sub-concept: Recognizing the individual's basic needs (Lesson I)
- II. Sub-concept: Understanding the individual's basic needs (Lesson II)
- III. Sub-concept: Physical needs (Lesson III)
- IV. Sub-concept: Psychological needs (Lesson IV)
- V. Sub-concept: Meeting basic needs of children through guided activities.

Desired Outcomes

- I. To become aware of physical and psychological needs of the child.
- II. To recognize the family's role in meeting these needs.
- III. To become aware of the effects of the deprivation of children who do not have a family.

This unit can be taught from three to five weeks, for eleventh grade.

Teachers need to realize that these objectives are ones which

the students could attempt to attain. They should also realize that some students will achieve only objectives in the lower level of the hierarchy of cognitive and affective domain of objectives. The higher categories of objectives call for application, problem-solving and synthesis types of learning experiences. Even with very good learning experiences, students may lack motivation, or maturity to attain the objective. Some students will be completely unable to obtain the objective. Students who do achieve the objective may not be successfully evaluated until some time after the course is completed, since behavioral changes are gradual and require time.

Continuing efforts to improve and implement learning experiences which will help students obtain objectives will be facilitated by careful evaluation of both cognitive and affective objectives.

Suggested Reference for the Unit

1. Books:

Brisbane, H. E. 1965. The developing child. Chas. A. Bennett Co. 480 pages.

Baker, K. R. and X. Faine. 1967. Understanding and guiding young children. Prentice-Hall. 346 pages.

Jenkins, G. 1953. These are your children. Scott-Foreman. 168 pages.

Langford, L. M. 1960. Guidance of young children. Wiley &

Sons. 349 pages.

2. Bulletins:

Your child from one to six. Children's Bureau U. S. Department of Health, Education and Welfare, 1962.

Curriculum guide in child development. State Department of Vocational Education, Phoenix, Arizona.

Lesson I

Sub-concept: Recognizing the individual's basic needs.

Objective: To be aware of the basic needs in relation to human growth and development.

Generalization: Basic needs of individuals include physical needs such as needs for food, clothing and shelter; social, emotional; and intellectual needs.

Suggested learning experiences.

1. As an interest getting device, ask students to recall experiences by saying, "What are three of the nicest occasions that you remember about your childhood, one about food and clothing; one about something that happened to you and your parents (or relatives); and one about you and your friends."
2. Have the students discuss each story and relate it to physical, psychological and social needs of a child.

3. Have students form three committees to list the needs of children around the world. All three committees are to seek the needs of children of other countries such as Cambodia, Australia, Samoa. The first committee is to describe physical needs, the second committee is to describe psychological needs, and the third committee is to describe the social needs.
4. Ask the students to discuss the basic needs of all people and then of themselves.

Lesson II

Sub-concept: Understanding the individual's basic needs.

Objective: To understand the importance of basic needs and find ways to meet them.

Generalization: Each person meets his needs in a unique way.

Suggested learning experiences.

1. As an interest getting device, the teacher brings to class a paper clipping about a boy running away from home or she makes a case study on this problem. With what the students have discussed in the last lesson, discuss why it happened and how it could be prevented in terms of meeting the child's needs.
2. Have the class review what the basic needs are by having

committees make bulletin boards of different ones.

3. Present a transparency showing steps of Maslow's theory of basic needs (Appendix B) on an overhead projector. Explain and discuss transparency 1.
4. Form a panel to discuss the establishment of physical needs.
5. Ask each student, "Are you sure you need food? Why?"
6. Ask the school nurse to speak on needs of infant; emotional and physical. Have her discuss particularly the infant's need for feeling safe and secure.

Lesson III

Sub-concept: Physical needs.

Objective: To understand the basic physical needs in relation to the child's total development.

Generalization: At each stage of development, the physical needs of a baby must be met before he can develop psychologically and socially.

Suggested learning experiences.

1. Teacher asks a mother to bring to class a five week old child for students to observe some of his physical needs. Have students discuss how these needs are met. Use transparency to show Maslow's interpretation of basic

physical needs (Appendix B). Explain and discuss. Invite a worker from the orphanage center or special education teacher to explain to the class the interrelatedness of problems when the basic needs are not met. If possible, visit an orphanage to observe the children.

Lesson IV

Sub-concept: Psychological needs

Objective: To understand that each child must go through each step of his physical, psychological and social needs in order to develop to the fullest of his capacity.

Generalization: If the physical need is met, then the psychological need can be achieved. If the psychological need is met, then the child can develop socially.

Suggested learning experiences.

1. Prepare the class to see the film on "Life with the Baby" by guiding students as to what to look for in the film, to jot down the important points, to raise questions later.
2. Discuss different ways love is shown in different families.
3. Discuss the relationship of children's play to basic physical and psychological needs.
4. Develop a short story "How I would dress if I were only meeting my physical needs."

5. Make a survey of why people dress the way they do.
6. Divide the class into groups and have each group obtain information about how clothing would meet the physical and psychological needs for one of the following persons:
a baby,
a preschool boy,
a preschool girl, and
a twelve year old boy.
7. Discuss the following idea: "The association of feelings of satisfaction and dissatisfaction from feeding and not feeding is a means of nonverbal communication of love or indifference, acceptance or rejection, and other emotional feelings."
8. Have students develop an imaginary story on how their school might meet their emotional needs, bringing out the following idea: "The desire to belong and the desire to be different are elements in the development towards self-realization."

Lesson V

Sub-concept: Meeting basic needs.

Objective: To understand the importance of each individual's needs and how environment and attitudes of people who come in

contact with children can influence their ability to satisfy their own needs.

Generalizations: To the extent that an individual's needs are met as they occur, he is free to move toward his full potential.

Suggested learning experiences.

1. As an interest approach, bring a cartoon (See Appendix B) to class about needs of young children.
2. Divide class into groups to plan a bulletin board on individual's meeting their needs.
3. Describe examples of rejection and acceptance to a child by adults.
4. Divide class into small groups to plan and present pantomimes showing different expressions of such needs as acceptance, belonging, rejection, hate, love, security, and insecurity through body language.
5. Show pictures of a baby and have students list the factors in his life which they think will be important in order for this baby to grow into a healthy happy child.
6. Ask each student to relate an early childhood experience and try to determine what needs the experience either fulfilled or needed to fulfill.

Summary of the Chapter

In this chapter, the units suggested for Phutho Polytechnic School and a short unit of child development have been shown.

Our world today is a growing and changing world. The roles of both men and women have changed in recent years. The schools attempt to prepare young people to live, to grow and to cope with their environment. Home economics should have a special part in preparing young people for a satisfying home and family.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

Realizing the importance of home economics in schools in post war period, the writer has chosen to develop the home economics curriculum to

1. Serve as a first basic step for the expansion and further development of home economics in the total school program and throughout the country.
2. Create a deeper understanding of home economics besides "cooking and sewing".
3. Introduce the type of education which helps people with the practicalities of living to strengthen the family and family living.

RecommendationsPredict the Future in Vietnam

Vietnam was and is on the road of progressing and changing from a pure agricultural to technological economy. This change will influence the family patterns and beliefs as well as classes in society.

The Upper and Middle Classes. Education will be provided to all people, regardless of sex, background. Therefore the upper and middle class girls will have to learn how to take care of their houses, instead of having servants who will soon be in better positions in the technological world. The upper and middle classes need to have the knowledge in home economics, to improve home, to take care of equipment, to learn how to use equipment, to take care of man-made fibers, and to take care of their own children.

The men and the boys will be no longer the "Heaven" and the women the "Earth". Due to the changing society, women are and will have dual roles: one of homemakers and the other of breadwinners. Men will share the responsibilities in the home. The knowledge of how to take care of the children, to understand them, to guide them is necessary because home and family will be a sharing responsibility between each partner.

The Lower Class. The lower class girls will be in a better position; they will want to progress and create a better life than the one in the past. They need to be helped in getting to know and understand the basic knowledge in nutrition and sanitary practices. They need to know how to manage the environment in order to improve their standard of living. They need to have a knowledge and interest in using available resources, making attractive home decoration out of nothing. They need to learn how to preserve food,

to save money for the future use. They need to develop a concept of planning, and budgeting. They, themselves, and their families tend to live for the present, spend what they have for the present, the nature will take care of the future. The most of all, they need to understand and be able to use the principles of child development and care.

Recommendations for Schools

Because of the mentioned reasons, home economics

1. Should be provided in the second cycle, in both academic and polytechnical schools for girls at the present time to strengthen home and family living. When facilities and personnel can be provided, boys in these schools should be formally educated in the home economics program in order that they can assume their share of the multiple roles of sons, or fathers and husbands as well as home-makers, to make home a better place to live. When all people have education for home and family living, then homes can influence greatly values and goals, and help children grow to be trustful and healthy. The family then will be a source for helping a democracy grow.
2. Should focus on occupational education for the working people, both for occupations in home economics and for

helping other working people assume the dual role of homemaking and of wage earning.

3. Should include nursery schools for early childhood education to help children from deprived homes have the advantage to play with other children of their same ages, to share the play equipment which keeps them abreast of their culture, help them develop socially, physically and mentally in a healthy environment. Besides this, it is a good, safe place for children of working parents, and it serves as a laboratory for students in home economics to study human behavior.
4. Last, should provide a well-rounded program. An individual is a part of society, where every aspect of life is present in all forms in home and outside of the home. Therefore, home economics should help individuals face the everyday problems with security and confidence and be able to solve them wisely.

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APPENDIX A

ME, MYSELF and I

My name _____ My birthday _____

My age _____ My hometown _____

My address _____

Name of my father _____

Occupation of my father _____

Name of my mother _____

Occupation of my mother _____

My parents' address _____

Members of my family:

My brothers and ages:

My sisters and ages:

_____	_____
_____	_____
_____	_____
_____	_____

Others living with my family and their relation to me

_____	_____
_____	_____

We have hired help for our family to work as _____

My reason for going to school _____

I plan to graduate from high school

Yes _____ No _____

My plans after graduating from high school are

_____ College _____ Stay home

_____ Work _____ Other

My chief interests in school are _____

My ambitions are _____

I plan to go to college, because _____

My outside school interests are:

Recreation (Name) _____

Sports _____

Musical instrument _____

Clubs _____

Hobbies _____

Books - what kind, how often _____

Movies - what kind, how often _____

My home responsibilities are

_____ None

_____ Make my own clothes.

_____ Prepare home meals.

_____ Care for children.

_____ Help with general cleaning.

_____ Care for my own room.

_____ Others, name _____

I work outside my home

Yes _____ No _____ Earning all my spending money _____

Spending my parents' money _____ Earning a part of my spending money _____

My family and I do things together

_____ Go to movies.

_____ Play games

_____ Read

_____ Entertain, often

_____ Go for a ride

_____ Plan budget together

_____ Other _____

We have a garden

Yes _____ No _____

Fruit _____ Vegetable _____

We take these magazines at home _____

APPENDIX B

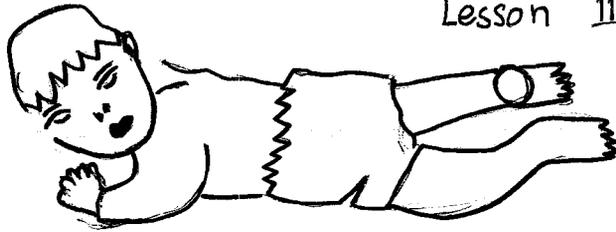


Transparency 1.
Lesson II

HUMAN FUNDAMENTAL NEEDS.

1. Physiological needs : Hunger, thirst, activity, rest
2. Safety needs : Security and release from anxiety.
3. Love needs : Affection, acceptance and a feeling of belonging
4. Esteem needs : Self-esteem from mastery confidence, adequacy, social approval
5. Self-actualization needs : Creative self-expression, freedom to act, to satisfy one's curiosity.

Transparency 2
Lesson III

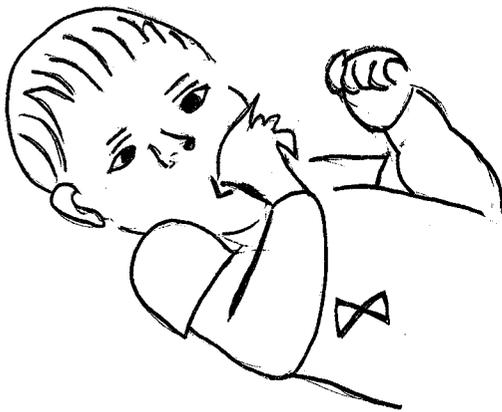


PHYSICAL NEEDS

1. Hunger
2. Thirst
3. Activity
4. Rest
5. Body warmth and comfort

Transparency 3

Lesson IV



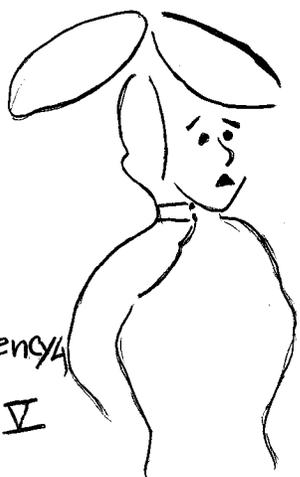
PSYCHOLOGICAL NEEDS

1. Safety: Security, freedom from anxiety and threat
2. Love: Affection, love, acceptance and belonging
3. Esteem: Confidence, adequacy
Self-esteem, capacity
4. Self-actualization: Social achievement
freedom to act, to satisfy
one's curiosity.

Trọng just
had a
tantrum!!

Trọng! you are
really the biggest
cry baby in
the world
today!!

That 's
what I
want.....
RECOGNITION



Transparensy
Lesson V

APPENDIX C

Taxonomy of Educational Objectives

Notes on the Taxonomies of Educational Objectives
on Cognitive, Affective and Psychomotor Domains
of Educational Objectives

From readings (Bloom, 1956; Krathwohl, Bloom
and Masia, 1964) and class notes.

Taxonomy of educational objectives. The significant main purpose of educational objectives depends on the types of human reaction to the content, subject matter, problems, or areas of human experience, including knowing about something, solving problems of various kinds, evincing an interest in some types of human experience, expressing an attitude toward some object or process, or feeling and views on a variety of phenomena. The educational objectives then, might gain meaning through two processes.

One is that of defining the objective in behavioral terms and then determining the facts which are relevant in judging whether the students have or have not achieved the set objectives.

Another is that of trying to place an objective within a large over all scheme.

The taxonomy, a process of classifying educational objectives, helps clarify and broaden the meaning of educational objectives because they often are not stated meaningfully. They should give direction to the learning process and to determine the nature of facts which effect the learning experiences so they should be clearly, meaningfully stated.

The three domains of the Taxonomy. According to Krathwohl, Bloom and Masia (1964) there are three divisions of educational objectives:

- a. Cognitive. Objectives which emphasize and deal with the recall, remembering, or recognition of knowledge and the development of intellectual abilities and skills. Cognitive objectives vary from simple recall of material learned to highly original and creative ways of combining and synthesizing new ideas and materials. The largest proportion of educational objectives fall into this domain.

As the taxonomy is now organized, it contains six major classes:

1. Knowledge - list, recall, repeat
2. Comprehension - explain, recognize
3. Application - try out
4. Analysis - criticize, distinguish
5. Synthesis - propose, design, create
6. Evaluation

One class of objectives is to make use and be built on the behaviors of others.

- b. Affective. Objectives which emphasize a feeling tone, an emotion, a change of interest, attitudes, values, and the development of appreciations and adequate adjustment. So

often, the objectives in this domain are not stated very clearly, and teachers do not pay much attention about the learning experiences which are appropriate to these objectives.

It is difficult to describe the behaviors appropriate to these objectives since the internal or covert feelings and emotions are as significant for this domain as are the overt behavioral manifestations (Bloom, 1956, p. 7).

Following these objectives, students are expected to feel positive toward the phenomenon with the high interest, to be willing to grant that they have a positive feeling about something when they are asked about it. It is also required that they are able to go out of their innerself to express their attitudes and even find ways in which they can communicate it to others. They are required to have a clear conception of their attitude which they can verbalize. According to Bloom (1964), these can be categorized into

1. Receiving

- Awareness
- Willingness to receive
- Controlled or selected attention

2. Responding

- Acquiescence in responding
- Willingness to respond

- Satisfaction in response
- 3. Valuing
 - Acceptance of a value
 - Preference for a value
 - Commitment
- 4. Organization
 - Conceptualization of a value
 - Organization of a value system
- 5. Characterization by a value
 - Generalized set
 - Characterization

Psychomotor. Objectives which emphasize on muscular or motor skills, the manipulation of materials or objects. Psychomotor domain involves:

- a. Observing - watches the process; pays attention to steps or techniques and to finished product or behavior; can read directions.
- b. Imitating - the ability to follow directions; carries out steps; conscious, awareness of efforts; performs hesitantly. It is required observation, or reading of directions.
- c. Practicing - to repeat steps until some or all aspects of process become habitual; requiring little conscious effort. Imitation, observation are required in this stage.

- d. Adapting - the ability to make individual modifications and adaptations in the process to suit the worker and the situation.

Practice, imitation, observations or reading of directions are required. But sometimes, in certain people, a task can be done by observing and imitating, the practicing stage is left.