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ABSTRACT

This is the final report of a project initiated in August 1974, designed to determine the feasibility of the home as a learning center. The report is written for the practitioner, the family-living and occupation teacher, teacher educators, and nonformal community educators. Five major sections comprise the final report. The first section presents the conceptual framework for the research study. The paper stresses a need for reemphasizing the educative role of the family and assisting it in making the home an effective learning center. The concept of the home as a learning center, as developed in the paper, examines individual learning pursuits and lifelong education in the home setting, learning throughout the family life cycle, and resources used in home learning. The second part of the document presents the data results of a survey of blue-collar families in three stages of the life cycle to determine the feasibility of the home as a learning center. The third section provides a curriculum design for family-life and occupational education. The last two sections present statements of recommendations and next steps for family-life and occupation educators for developing the home as a learning center; and a summary article, Home as a Learning Center, Appendices conclude the document. (Author/JR)

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HOME AS A LEARNING CENTER

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Final Report
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Preface

This is the final report of a project initiated in August, 1974, designed to determine the feasibility of the home as a learning center. It included developing a conceptual framework, surveying blue collar families in three stages of the life cycle to determine the feasibility of the home as a learning center, developing a curriculum design for family life and occupational education and on the basis of the findings of the study to make recommendations to educators.

This report is written with the practitioner in mind, i.e., the family living and occupation teacher, teacher educators and non-formal community educators. Data are presented descriptively as guides to the user.

Many persons have contributed to this project. A special appreciation is extended to the blue collar families who shared their experiences in home learning with us. They provided insights into families and shared our interest in the idea of the home as a primary center for learning.

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HOME AS A LEARNING CENTER: CONCEPTUAL FRAMEWORK

INTRODUCTION

The home and family environment is a primary and pervasive setting in which individuals can learn basic life tasks. Within the family, a variety of encounters occur that stimulate a continuous need for learning. In addition, the home setting provides a natural, convenient and familiar place available during various time spans to different age groups. Here learning can be pursued at the teachable moment and within the context and pattern of everyday life. Within the home modeling, reinforcement and support for learning can occur through the normal interactions of one family member with another. For most persons the family is the first and primary educator during infancy. Throughout life, the family becomes a major gatekeeper and linker of family members with the larger environments of community, school, work and leisure.

The home environment does not exist in isolation. The interrelated, interdependent environments which affect families and which families, in turn, affect include the socio-psychological environment (human behavior processes between and among family members and others outside the family); the man-built environment (family living space); and institutional environments (work, school and community and government). Through interactions of family members with these environments new information is brought into the family system. Children and adults learn to reshape their thinking and function in new ways. Thus, the family system is one that is continuously changing, developing and

learning (Hook and Paolucci, 1970). Sussman has proposed that these linkages between the family system and the larger environment are reciprocal processes in which both the family system and the larger environment are reciprocal processes in which both the family and the organizational structure are modified; that is, "families adapt and influence behavior of their members and outsiders simultaneously" (1971, p. 45). The competency of family members in developing and managing these societal linkages is an increasingly important task in a world of rapid change and complexity. Serious consideration must be given to examining the family and its members throughout its life cycle if the home is to become a viable center for learning in an ever changing society.

In a modern technological society, learning must become a life-long process for children and adults alike. The role of the family as educator and the home as a center for learning was recognized at the turn of the century by Ellen (Richards) Swallow (Clarke, 1973) and is increasingly becoming recognized today (Baker, 1970; Bronfenbrenner, 1970; Leichter, 1974). Educational encounters within the home (learning, unlearning, and relearning) help family members adjust and adapt to the accelerating pace of changes at home, at work, in play, in understanding self and in understanding the world. According to Havinghurst, "The human individual learns his way through life" (1953, p. 1). The home setting can be arranged and managed to facilitate that learning. A need exists for identifying the patterns of home-centered family learning activities which involve one, some or all family members (Wolf, 1966; Leichter, 1974). Knowing which specific

environments and subenvironments within the home reinforce learning is essential for planning learning delivery systems into the home. In addition, understanding how the home is used for learning is essential for assisting architects and interior designers in arranging home space to facilitate learning.

Changes in American society such as shifts in occupational and family roles of men and women, increases in geographical distances between extended family units, greater numbers of middle-aged and older people, and demand to maximize human potential throughout life call attention to the special function the home and family members can assume in re-educating and re-socializing its members. The family can and does take responsibility for socialization and education of its members within the home environment. There is a need, however, for both re-emphasizing the educative role of the family and assisting it in making the home an effective learning center (Frankena, 1970; Leichter, 1974).

The concept, home as a learning center, as developed in this paper will discuss (1) individual learning pursuits and life-long education in the home setting, (2) learning throughout the family life cycle and (3) resources used in home learning.

INDIVIDUAL LEARNING PURSUITS AND LIFE-LONG EDUCATION

Over the last fifteen years, researchers have studied from the learners' own perceptions how individuals learn. Almost 70 percent of the learning activities which individuals discussed were self-planned learnings pursued outside the frameworks of school or formal system (Tough, 1971). Much learning took place in the home setting.

Houle (1961) investigated the nature and activities of active, continuing learners from their own perceptions of learning. The desire to learn, like every other human characteristic, is not shared equally by everyone. This thesis was supported by his research findings. From the results of intensive interviews with 22 adults, Houle developed a theoretical typology which defined types of participants in individual learning pursuits according to their learning orientations. He classified these learners as (1) goal-oriented: those who use education as a way to accomplish specific objectives; (2) activity-oriented: those who use education as a means to satisfy social needs; and (3) learning oriented: those who seek knowledge for its sake (1961; pp. 15-16).

Houle's conceptualization of educational participation was followed by efforts to develop instruments to obtain empirical data about a broad range of learning behaviors (Sheffield, 1962; Ingham, 1963; Litchfield, 1965). Litchfield (1965) devised a scale on which the total educative activity of individuals could be measured. Self-planned learning was defined as "the process by which adults (either alone or in groups) consciously and voluntarily try to improve themselves by increasing their skill, their sensitivity or their knowledge" (1965, p.22). Of the 1149 men and women studied, 1100 had participated to some extent in educational activities. These results lend support to the assumption that all persons possess, in some measure, the desire to continue to learn.

One of the most comprehensive studies about the learning pursuits of American adults was a national sample survey conducted by Johnstone and Rivera (1965) for the National Opinion Research Center (NORC).

Researchers found that learning by people either 21 years of age or over, married or the head of the household is a major part of total educational effort in the United States. Most of this learning occurs outside the formal school setting. In a 12-month period, some 25 million American adults (more than one person in five) tried to learn a certain topic outside the framework of formal school. Three of five Americans have engaged in one or more educational activities since finishing their formal schooling.

Self-teaching was quite common among adults. An estimated nine million adults engaged in at least one self-structured project during the year preceding the interview. Self-instruction is probably the most overlooked avenue of activity in the whole field of education.

The concept of independent self-education was not defined specifically by Johnstone and Rivera (1965) but was referred to as activities carried out independently by the individual without instructor. Approximately 8 percent of all adults who reported at least one educational activity during the year participated in independent study. When people were asked whether or not they ever participated in independent study since leaving school, 38 percent recalled at least once when they had tried to teach themselves. The incidence of independent study might well have been greater than was reported in this study because respondents were allowed to name only two independent study subjects. Some adults may have studied more than two subjects by self-teaching. In addition, interviewers asked only one general question and did not probe for other examples of self-teaching nor explain the concept of independent study.

Classification by Johnstone and Rivera (1965) of all the self-taught subjects showed that the categories most frequently self-taught were in the areas of home and family, and agriculture. Fifty-nine percent of the learning efforts in each of these areas were self-taught rather than learned by another method (i.e. attendance at classes, discussion groups, talks or lectures, correspondence, private teacher, educational television, on-the-job training). Forty-three percent of the learning activities in hobbies and recreation were self-taught, as were 40 percent in vocational subject, 23 percent in public affairs, and 13 percent in religion. A more detailed analysis of 49 types of subjects indicated that at least 50 percent of all subjects in technical arts and hobbies, gardening, home improvement skills, foreign languages, agricultural subjects, sewing, cooking, and music were self-taught (pp. 56-58). Much of what is learned independently appears to focus around concern of everyday living.

A national sample of adolescents and very young adults age 17 to 24 (many full-time students) also were interviewed as a part of the NORC's survey. Independent studies were undertaken and completed often among the 17 to 24 year olds. Fifty-two percent of the adolescent, young adult sample reported that they had organized an independent program of study to further their learning.

Johnstone and Rivera (1965) investigated those personal, social, and ecological characteristics that distinguish participants in learning activities from non-participants. The first distinctive feature of the continuing learners was that they were more than six years younger than average American adults (42.5 years). The second characteristic of the participants was that they were better educated than average adults.

During the previous year, rates of participation in learning ranged from 4 to 6 percent among those who attended school for more than 16 years. Continuing learners also were likely to hold white-collar rather than blue-collar jobs. Rates of study among persons in white-collar jobs were almost twice as high as among those in blue-collar categories (32 compared to 17 percent). In addition, participants in adult education had median family incomes almost \$1200 higher than the average family income. Of the three indicators of socioeconomic position (education, occupation, and income), education was found to have by far the most powerful influence on rates of learning activity.

Factors associated with the persistence of learning new things in adult life were age and years of formal schooling. Interest in learning new things was found to decrease sharply with increasing age; also this interest was significantly more prevalent among persons who had completed more years of school.

In summary, the Johnstone and Rivera (1965) study documented a higher than anticipated incidence of self-learning and contributed information about specific characteristics of non-school learners, thus adding to the growing body of empirical data about the kind of person who learns throughout life. Many questions such as how much time the adult spends in learning, who plans the learning, and where does the adult learn, however, remained to be answered.

Beginning with Tough's work in 1965, a systematic study of the self-learner has emerged. Tough (1965) defined self-planned learning as an individual's attempt to learn specific knowledge and/or skill in which the learner plans the why, what, how, when and where to learn.

The individual may obtain knowledge and skill from a variety of sources (i.e. individuals, books, television) but maintains the responsibility for deciding what resources to use in learning.

Tough (1970) interviewed 86 individuals from nine populations: blue-collar factory workers, women and men in jobs at the lower end of the white-collar scale, beginning elementary school teachers, municipal politicians, social science professors, upper-middle-class women with preschool children, sixteen-year-old boys and ten-year-old children about learning activities. Probe questions and handout sheets listing a wide range of potential learning activities and learning methods were developed by Tough to help people recall their learning efforts. Despite intensive efforts, Tough reported that "the interviewers feel that in some interviews we failed to uncover all the learning projects. Perhaps the self-planned learning is more common than our figures indicate." (p. 89).

The average or typical interviewee spent 700 to 800 hours per year in deliberate learning activities. The typical adult conducted about eight learning projects per year. During a year, a representative interviewee spent approximately 90 hours in each learning project. Approximately two-thirds of this learning was planned, implemented and evaluated by the learner, with some help from media resources (i.e. books, pamphlets, newspapers, television). Adults initiated less than one % of all learning projects for academic credit.

The social science professors averaged more time (1491 hours) in learning than any other group. The other sample populations devoted less time to learning: municipal politicians (1189 hours), lower-white-collar men (907 hours), blue-collar factory workers (800 hours),

16-year-old boys (609 hours), upper-middle-class women with preschool children (331 hours), and 10-year-old children (139 hours). The four groups spending the most time in learning were predominantly male.

Other studies which utilized Tough's research design have been completed since 1970. These studies employing different sample populations provide additional data which document a high incidence of self-planned learning among a variety of groups including professional men in Toronto, Canada (McCatty, 1973); practicing pharmacists in Atlanta, Georgia (Johns, 1973); professional teachers and managers in Africa (Denys, 1973); adults who earned a high school diploma or high school equivalency certificate (Johnson, 1973); and mothers of young children whose oldest child was preschool age (Coolican, 1973). All researchers reported a high incidence of self-planned learning ranging from 56 percent in Johns' (1973) study to 76 percent in McCatty's (1973). Most adults used many approaches to learning outside the framework of formal educational institutions.

Coolican (1973) found that 59 percent of learning activities of mothers of preschool children were in the area of developing family and personal competence. Within that category, 80 percent of the learning projects were related to home and family competence (i.e. child development, family relations and family planning, consumer education, sewing, nutrition and food preparation and family finance (p. 97). Mothers who were interviewed reported being "very satisfied" with 76 percent of their learning projects. An analysis of subject matter showed that the major emphasis in learning projects of these young mothers was on the practical

rather than the academic, on the applied rather than the theoretical, and on skills rather than knowledge. Results of Coolican's study indicated that mothers of young children seemed to prefer learning in the home as an integral part of their daily lives rather than as a separate and isolated activity. At the same time, the self-learner needed and wanted help. Interviewees reported a need for additional help with 36 percent of the self-planned projects studied.

In 1972, the Commission on Non-Traditional Study gathered current data about participation and potential interest in adult learning (Carp, 1974). The survey questionnaire allowed respondents to indicate their learning interests, preferred mode of learning and place of study. The survey provided current statistics to update the Johnstone and Rivera (1965) study.

Three-fourths of all American adults expressed interest in continued learning; that is, 80 million Americans between the ages of 18 and 60 who are not studying full-time, are interested in continuing their learning. Johnstone and Rivera reported that approximately one in five adults engaged in some kind of learning outside of full-time schooling. In the Commission on Non-Traditional Study survey report (1974), close to one in three adults (31 percent) engaged in part-time learning activities in the last year.

Adults expressed interest in a wide range of learning subject matter areas. Most of those interests were generally pragmatic and non-academic in nature. Vocational subjects ranked as first choice for 43 percent of potential learners followed by general education, hobbies and recreation and home and family living; 13, 13, and 12 percent respectively. The report of the Commission on Non-Traditional Study provided additional support for the finding that a significant number of adult

learners want to learn practical, applied skills and knowledge rather than academic, theoretical subjects (Johnstone and Rivera, 1965; Tough, 1970; Coolican, 1973).

Adult learners were asked to identify those locations for their learning since another concept of non-traditional study is that learning can occur in a variety of settings (Commission on Non-Traditional Study, 1974). More people said they learned at home than at work. The home was preferred as a place for learning by 10 percent of the would-be learners and was used by 17 percent of the learners.

Review of recent research indicated that people continue to learn throughout life. Many life-long learning efforts were planned by the individual outside of any formal setting. The home, specifically, was identified as a location for learning by some researchers (Coolican, 1973; Carp, et. al., 1974; Clarkson, 1975). However, little study of learning within the home and family environment (i.e. subject, method, and resources for learning) has been completed. Study of the specific kind and quality of learning can make a contribution to enhancing the learning potential of all age groups.

In a rapidly changing technological society, life-long learning becomes a necessary process for helping youth and adults combat obsolescence in work, in leisure, in understanding self and in understanding the world. Learning, unlearning, and relearning are life-long tasks which can help people adjust and adapt to their environments (Goldhammer and Taylor, 1972; Paolucci, 1973). Yet to be recognized is that maturation from infancy on through old age involves a succession of transitions. In the years of later maturity, for example, elderly

individuals may be forced to retire from their roles in the work world. During the later adolescent years, the young adult generally assumes a role in the world of work and establishes independence from parents. Thus, individuals must unlearn, give up what they previously learned and begin to replace that role with a new one.

Lifelong learning itself is becoming a goal of individuals (Tough, 1971). As people in post-industrial nations move beyond the material goals of food, clothing and shelter, they set new goals for themselves. Maslow (1959) defined this goal as self-actualization, that is, the realization of enormous human potential through better self-understanding, increased knowledge and skills and more sensitive interactions with other people. The home can be an especially effective setting for this kind of learning, since it is here that the individual is free to experiment with less risk.

LEARNING OVER THE FAMILY LIFE CYCLE

Families grow, develop and age over the years. The concept of individual and family development and the learning of particular tasks over the life span is central to understanding the learning needs and interests of families.

Havinghurst (1953) defined a developmental task as:

"A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks (p. 2.)"

The idea of developmental tasks includes understanding how cultural expectations, physical maturation and the values and aspirations of individuals and family groups change over time in response to physiological and environmental demands. The developmental task concept can be useful to educators in identifying those times and conditions which are most favorable for learning the teachable moments.

The family life cycle can be classified into relatively few or many stages. A simple way that identifies both age needs and possible family interactions over time is that of viewing the family in three stages: young, middle and older. Young families are comprised of adults 18 to 30 years of age without children or with preteen children (0-12 years of age). Middle age families have adults in the 30-50 age group and children, if present, are primarily adolescents or teenagers (13-19 years of age). The older families are in later adulthood (50+ years of age), usually with no children living in the household.

Young Families

Of all the periods of life, early adulthood is the fullest of emerging new roles and tasks. Although ripest for learning, it is one of the barest in efforts to teach. This time of life is one of establishing identity in one's own right, and of gaining independence from parents. For the young adult, as well as for his/her parents, it requires the establishing of new roles and relationships with many new tasks to learn. In late adolescence and early adulthood young persons continue to find, as they did in adolescence, support from peers in their efforts to break away from the family. Friendships, however, are brittle and disagreement tends to be viewed as a betrayal.

In the mid-twenties there is a search for personal identity, a reaching out to others, and a growing expansiveness.

This is the time, from 18 to around 30 years of age, which contains for most adults some of the most critical decisions and questions in life: What kind of a job or career should be undertaken? Should one undertake formal training? Marry? If so, what kind of a person? Have children or not? If so, how many? For many people, early adulthood usually contains the first marriage, the first pregnancy, the first full-time job, the first experiences with raising children and seeing them off to school, the first experiences in management of one's own home and economic resources, and for some the first divorce. As young adults move into new roles and responsibilities, they may be anxious about their ability to succeed; they may have renewed needs for assurances that they are loved.

Modeling after parents is not enough, there is a need for new learning beyond trial and error experiences. While the age of first marriage has declined some in recent years, the large majority of first marriages still take place in or before the early 20's. Learning to live with a marriage partner is one of the major learning tasks for many people. Learning to be a parent is, likewise, a critical task for most people. It is one which must be continually re-learned because children grow and change and one must adapt one's parenting role to the changing developmental needs of children. The attendant responsibilities of managing and maintaining a family and

home, as well as beginning to participate as an adult member of the community and neighborhood and as a worker, plus finding new friendships and social groups and establishing one's values and life philosophy require countless new learnings. It is an optimum time for teaching and learning in the home setting. The pervasive influence of the family upon its children is widely acknowledged in the literature. White and Watts (1973), based upon intensive research with thirty-one young children, identified the ten to eighteen month age range a most critical in the child's learning. During this state of the child's life when language, learning ability, locomobility and orientation toward self and others emerge, "the curriculum of the home is not hidden or unsystematic; it is observable and focused on the intellectual development as an important goal for the young child" (White and Watts, 1973, p. 200). In a classic bulletin, Principles for Child Guidance, which although represented in 1968 has not been changed substantially since the 1930's, Ethel B. Waring (1939) outlined guidelines for parents who wanted to provide home learning experiences for children which would help them develop into happy, healthy grown-ups.

During the early years before formal schooling has begun, the child learns much basic knowledge at home. The first year of life is a very critical one in that it sets the stages for future learning and feelings of security. The feelings developed by the child in the first year build a foundation for future learning.

Some homes are more effective as learning centers than others. The level and style of thinking in the home is a major factor in the

child's development. The home in which the family members plan, hypothesize, think out loud about alternatives and correctly label objects and materials becomes a productive learning center for the family members (Bobbitt, 1973; Gordon, 1975). Participation as a family in activities such as watching television, reading to each other and listening to music provides opportunities for the development of each family member.

Gordon refers to parents as the stage-setters who arrange the home as the learning center for developing the attitudes, values, and behaviors they desire in children. Then parents become direct teachers by instructing the child in learning the skills and attitudes they value. Parents perform other roles in the child's learning such as information givers, managers of the environment and modelers (Gordon, 1972).

The child becomes aware of himself as a person through interaction with the people and things in his environment during the early years. Brazelton (1974) describes several types of learning which are included in becoming aware of oneself; learning about independence by struggling to become independent, learning that there are limits to which one must adhere as a step toward gaining self-control, learning about the world through play, learning about fantasy, learning through imitation and learning to communicate using language.

Parents who understand child development and enjoy each feeling and achievement reinforce the child and thus assist the learning.

Children not only are influenced by the family environment, they also affect that environment. The home and its members are never the

same after the arrival of children. They are an important stimulus to their caretakers. As the family members respond to biological needs, a social situation evolves and children become socialized into the family and in turn re-socialize other family members.

From birth, the socialization process begins. The child quickly learns whether or not his/her cry or babble brings a response. The quality of interaction with parents or caretakers during the early months has an impact on ability to function socially and intellectually later. As children approach three years of age, they become more interested in group activities. The attitudes and behaviors of other children and adults affect feelings about self. In group activities, one learns to share, to take turns and play with others. Daily living tasks are also learned such as setting the table, feeding pets, dusting, running errands, and picking up toys. By four years of age, children are learning to handle their emotions in productive ways and find reasonable solutions to their feelings (Braga & Braga, 1975). As children approach the kindergarten age, they are beginning to form a conscience to help them judge their actions. Parents, through learning that is home based, can facilitate the child's learning.

Braga and Braga (1975) have stated that "The early years are a time for learning about the world, for figuring out how things work, what things are, and what the rules are--with people and with things. It is also the time when children learn about themselves--what their place in the world is, what they can and cannot do, how people feel about them, and as a result of all this how they feel about themselves (p.2)".

Most play is learned by watching others play. Babies watch their parents play and learn most readily from participating in the play. Even though the child learns a great deal from observing, he learns more by doing. Sutton-Smith and Sutton-Smith (1974) feel that play uniquely contributes to the child's capacity to be creative. Through play, children develop a repertoire of novel ideas and have opportunity to try them out. Through guided play in the home much learning and creativity can occur. Evans (1974) asserts that normal, natural patterns emerge during play. The child discovers who he is, how his body and mind works and how he feel about himself and others. Play has been called the child's work and reflects intellectual integration which increases with age. Wolfgang (1974) indicates that "infants who have had a positive human relationship, which has stabilized their sensory organization to tactile, visual and auditory stimuli are most teachable through play,"

Numerous cognitive skills are learned in the home. The extent of this development depends on the stimulation and encouragement the child has experienced. "The mean level of intellectual development tends to be established as early as three years of age, and the schools don't change it; they merely educate at the level to which the family and community have initially developed the child's skills. I found that most socioeconomic groups test at their own level by the age of three." (Schaefer, 1971, p. 3-4).

Tinker (1971) describes a number of everyday experiences in the home which provide practice in developing cognitive skills. If parents have opportunity to learn how to be teachers, the potential for learning

of children can be enhanced. The home provides a natural and convenient setting for this learning.

Concern about the quantity and quality of learning in the home and family environment has been expressed during the past decade because the amount of interaction and learning between American parents and their children has decreased. Urbanization, child labor laws, commuting, the abolishment of the apprenticeship system, centralized schools, the power of television for keeping children entertainingly occupied--all these manifestations of progress seemingly have decreased the opportunity for interaction among and between other family members and children, hence, decreasing the potential for learning by modeling. These changes have been viewed as cause for alarm. "In short, it is the parents and other close companions of the child who are the primary determiners not only of what the child learns, but what he fails to learn. It follows that any appreciable, enduring improvement in the child's development can be affected only through an appreciable, enduring change in the environment and behavior of the persons intimately associated with the child on a day-to-day basis." (Bronfenbrenner, 1970, p. 142).

The nuclear family in urban, industrial societies has been the focus of much of the educationally-oriented literature about the family. Generally, mother-child relationships have been studied out of the context of other relationships in the family. White and Watts (1973) observed the child-rearing practices of two sets of families during the child's second and third years of life. Data on the child's social experience, mother's interactions with child and utilization

of the physical environment were collected. They concluded that mothering is a vastly underrated occupation and "that the mother's direct and indirect actions with regard to her child, especially during the second year of life, are, in our opinion, the most powerful formative factors in the development of the preschool child" (1973, p. 42). Moore (1968) provides additional evidence to support the important role of parents, especially mothers, as educators of children. Ratings of quality and quantity of verbal stimulation and the quality of mother-child interaction in the home setting were significantly related to the child's IQ at eight years of age. The parents within the home environment, particularly the mother, established the child's level of intellectual functioning. Researchers White and Watts (1973), Moore (1968), Escalona (1973) and Leibowitz (1974) are in agreement that the home setting significantly determines the potential for learning for its members, especially children.

A number of researchers (Radin, 1959; Levenstein, 1970; Karnes, 1970; Shaefer, 1972) who have recognized the importance of the family as educator of pre-school children have designed home-based early intervention programs to increase the parents' effectiveness in developing their children's intellect. These early intervention programs generally did not involve parents from all socioeconomic groups. Instead, the strategy of the programs was to counteract the effects of poverty on human development--the mother-child interaction. Effects of these home-based learning interventions include gains in IQ for subjects in the experimental groups. These gains were maintained three to four years after termination of the programs.

The elements essential for effective learning intervention programs have been identified by Bronfenbrenner (1974). The evidence indicates that the family ecosystem (family members in home environments) is the most effective system for fostering and sustaining the development of the child. The evidence indicates further that the involvement of the child's family as an active participant is critical to the success of any intervention program. Without such family involvement, any effects of intervention, at least in the cognitive sphere, appear to erode fairly rapidly once the program ends. In contrast, the involvement of parents as partners in the enterprise provides an on-going system which can reinforce the effects of the program while it is in operation and help to sustain them after the program ends. (1974, p. 55).

Clearly the young family's educative function and the home as an effective center needs emphasis. The family can provide the support for enhancing the cognitive learnings of its young members. Of equal importance is the vital role of the family at this developmental point in the formation of attitudes and values. The foundations for humanness are built in the home and family environment as one learns to test out a set of attitudes and values, to develop skills of decision-making and communication, to achieve identity and self-direction and to develop the ability to love and trust. Frankena (1970) believes that society has much to gain if attention is paid again to the vital significance of the family and home setting as a center for learning.

Middle Age Families

The years between 30 and the early 50's are critical years for many adults. For many around the age of 30 assurance wavers, life begins to look more difficult and painful and self-reflection churns up new questions: What is life all about? Why can't one be accepted for what one is, not what others (boss, society, spouse) expect one to be? Marital satisfaction declines and marriage becomes particularly vulnerable to infidelity and divorce. There can be a struggle between conflicting needs: for order and security and for freedom from restraints. Keeping or changing a job, or getting ahead in a job or career, are concerns for both men and women. This is the period when many women return to work or to school or search in some way for new roles and self-identity as children begin to grow up, are at school, and begin to leave home. Economic, social and emotional pressures are at their peak in many families. Demands for participation in school and other community activities can be great. At this time, parents of young adults are growing older, decisions and adaptations in their lives require new learnings by both generations. At the same time, older young adults must learn to live with their adolescent children who are also becoming young adults. For example, the adolescent's striving for emotional independence from adults affects interrelationships within the family. The developmental tasks of adolescents include: achieving a masculine or feminine social role; accepting one's physique and using the body effectively; achieving emotional independence of parents and other adults; achieving assurance of economic independence;

selecting and preparing for an occupation; preparing for marriage and family life; developing intellectual skills and concepts necessary for civic competence; desiring and achieving socially responsible behavior; and acquiring a set of values and an ethical system as a guide to behavior (Havinghurst, 1953, pp. 111-149). The developmental tasks of middle age adults include: achieving adult civic and social responsibilities; establishing and maintaining an economic standard of living; assisting teenage children to become responsible and happy adults; developing adult leisure-time activities; relating oneself as a person to one's spouse; accepting and adjusting to the physiological changes of middle age and adjusting to aging parents. Examples of learning interest related to developmental tasks of both parents and adolescents might include financial aid available for teenager's education; health care alternatives for aging parents; possible career choices for adolescents; or shared leisure activities. Learning together to solve these problems can be facilitated if that learning can take place in the home setting at times convenient to both parents and adolescents.

Pope (1964) has suggested that family values are influenced by the stage in the family life cycle. Families with teenage children will attempt to prepare adolescent children to be independent and responsible in work and marriage. Parents will be likely to sacrifice personal wishes to provide education and training opportunities for their children because they value education. At the same time as parents are preparing children for new roles, parents are defining

what their values and roles in future years might be. The home and family environment provides a setting for learning new values, preparing for new roles and mediating conflicting goals.

The 40's and 50's are sometimes considered a period of settling down, but they may also be times of shaking up. Decisions about jobs made earlier must usually be lived with, although rapid social and economic change make it necessary for more and more people to make changes in employment, and often residence. Re-training may be needed. The growing divorce rate for people in the mid-years attests to increasing marital and family crises for many. Men may have fantasies of young erotic girls; women whose children have grown may opt for an independent life and a new start. The physical changes which began earlier became accelerated; the menopause comes for most women between 45 and 55; men, too, may experience physical and psychological changes. Concerns about emotional and physical health increase; such illnesses as heart disease, cancer, arthritis and diabetes increase in the middle years of life. Each of these crises and tasks are indicators of learning needs that may best be met in the home setting.

Older Families

For families with children, the launching period, in a physical sense, is usually completed during the 50's; but in most families parents and children retain ties. Considerable research (Hill 1962, Sussman, 1962, Litwak 1960) has indicated that older families provide both economic and social-emotional help to their adult children. Working out patterns of mutual help and love, while retaining the

independence and autonomy of both generations, is one of the key tasks of this period of the life cycle. Becoming in-laws and grandparents are new roles. Learning to carry out these roles can bring new satisfactions, if they are carried out in such a way that individual rights and responsibilities are not interfered with nor abrogated. The line between the "doting grandparent" and the "meddling in-law" is often very fine.

Changes which began in earlier middle age continue. Problems of health become more acute for many, along with reduced income, and for some, social and psychological disengagement. Coping with fewer physical, economic and sometimes social resources and with fewer meaningful social roles is necessary. Opportunities for social interaction may be lessened, and some persons may shift their self-perceptions and become more concerned with their inner life. Learning continues throughout life, but the speed of learning may slow down, and motivation to learn new things may lessen in some older people. (Eisdorfer, 1969). It may take longer to make decisions. Neugarten (1958) suggests that as people become older, men may become more receptive to nurturant maternal feelings and women less guilty about their own aggressive impulses. Perhaps people shed some of their pretenses and false fronts; they may not be aware of how their behavior affects others, or they may not care, thinking that they have earned the right at last to say and do what they think.

Retiring from work usually occurs during this state. With retirement from work occurring earlier and earlier, particularly for

men in blue-collar occupations, come additional and new learning tasks associated with leaving a job, loss of the status that went with it and perhaps loss of social contact and meaning in life. Finding new activities to use one's time and energies becomes necessary. If the wife has been a full-time homemaker, she must make adaptations in her schedule and activities. Family activities need to be reorganized. In a work oriented society, there may have been few opportunities to learn many leisure activities. Hence, it has become increasingly important to provide learning opportunities during early and middle years to prepare people for their later years of life.

For some people in this period of life, decisions about housing and living arrangements come up. Information about alternatives such as retirement centers, apartments, smaller houses and nursing homes must be provided. Perhaps help in making the many new decisions demanded by the changed situation will be needed.

For some, this time of life provides an opportunity to achieve mature social and civic responsibilities and to acquire new social contacts and friends. However, learning for these new tasks must begin earlier in life, and while it is not impossible to take them on in later life, most people do not suddenly change their life patterns, but in some ways, become more like they always were. It is important, however, that opportunities be provided to die or move away and people begin to be more and more alone. Opportunities to take on and learn new roles as confidant, mentor, "substitute" grandparent, volunteer, should be provided.

Facing and living through the death of a spouse and other family members and facing one's own imminent death is an inevitable part and natural outgrowth of life. This is the time when one may need to learn to live as a widowed person and then to accept one's own death.

At this time of life, long-time goals are no longer possible for oneself. Persons may be less interested in functional activities which do not have short-term results. They may, however, become more interested in the "suprapersonal" -- the things of the spirit, idealized conceptions. They may also become more interested in historical events and engage in a life review as they recall earlier times of trial and triumph. Tasks of this life period include those of discovering or reaffirming the values of life that have meaning, and developing one's inner life to sustain one through inevitable physical and emotional aloneness.

For increasing numbers, adults in older families are 80 years of age and older. Decreasing physical strength may be especially common, as well as problems in seeing and hearing. Chronic illness may be the norm for some. It becomes especially important that younger family members learn to understand the older adults in their families and to make the necessary adaptations so that they, as well as their aging parents and relatives, can co-exist as well as possible. It may be especially important to understand psychological changes. While some older people are the mythical "sweet, little old ladies" and "dignified, wise, elderly gentlemen", not all of them exhibit such positive characteristics all of the time.

"Everywhere the human cycle begins with dependency of the young upon those who are older; and it ends, if later in life, with dependency of the old on those who are younger -- and with both dependencies deeply rooted in kith and kin. With rare exceptions, and despite potentials for strife and tension, family relationships are more intimate, responsibilities more reciprocal, and personal ties more long-lasting than in any other association shared generally by human beings." (Simmons, 1961).

Throughout life we learn to live more and more independently. However, in the later years the task becomes one of learning to live interdependently and sometimes dependently -- with grace and equanimity. The human resource contribution of older people lies not so much in their "productive contribution" to the economy or society, as in their provision of continuity of the human species. They represent living evidence that the past did exist and the hope that the future, however different, will also exist.

OCCUPATIONAL ROLES OVER LIFE CYCLE

The family as educator and home as learning center can play a new and crucial part in preparing family members for their occupational roles. (Havinghurst, 1964). In the early years (0-10) the child identifies with parents or other significant persons. At this time, the content of working both within and outside the family becomes an essential part of the ego-ideal. During middle childhood (10-13 years of age), the fundamental skills of reading, writing and calculating are developed; one learns to get along with age mates and learns appropriate sex roles, concepts of everyday living, and sense of morality and scaling of values. All of these are essential

to functioning in the world of work. In the adolescent years (13-19), the patterns of social interaction are established and efforts are made to assure economic independence especially through the selection and preparation for an occupation. During adulthood, the major tasks of most persons include functioning productively in occupational roles that provide an economic base for living, concomitantly, most people desire personal satisfaction in the occupational role. The later years of adulthood require that one learn to adjust to a changing work role, eventually retire and find fulfilling substitutes for the work role. During early adulthood years (25-40), mastering skills of one's occupation and moving ahead in one's work role are important, while during the later years (40-65), achieving one's career peak and preparing for retirement become important. Acquiring the attitudes and skills essential for carrying out these activities can be learned through home-based learnings. The motivation and reinforcement essential for these learnings can be provided through the reinforcement and support that family members provide for one another in the protected and private family environment.

Goldhammer and Taylor (1972) recognized the interrelatedness of family and career roles and noted the centrality of careers in shaping family life. They posited that one's occupation often is determined or limited where families live. One of four models of career education proposed for career development by Goldhammer and Taylor (1972) is a home-based mode. Learnings are designed for the home setting. Purposes of the home-based model for career education

include: development of educational delivery systems into the home, provision of new career education programs for adults and enhancement of the quality of the home as a learning center.

As a result of new technological advances in communication mass media (i.e. audio-visual cassettes, microfilm and television-telephone computer hookups), home learning opportunities have increased in the last twenty years. Simpson (1973) suggested that the home as a learning center could serve the following purposes: development of children's concepts of work, leisure and occupational possibilities; training and re-training young persons and adults for occupational competency; preparing older workers for new careers; developing competencies of men and women for their homemaking and family life responsibilities; and promoting personal development and a sense of worth for persons of all ages.

Aberle and Naegele (1968) investigated the relationship between middle-class fathers' occupational roles and their behavior toward children at home. They argued that fathers' occupational roles develop certain values and attitudes which affect how fathers and children interact at home. Fathers who were interviewed indicated they would not choose their children's occupations. They did, however, attempt to teach their children attitudes and values which the fathers thought were necessary for career success in middle-class occupational life. Attitudes and values which fathers said were important included responsibility, initiative, competency, aggression, emotional stability and self-restraint. Fathers seemed to be more concerned about developing these characteristics in their sons than in their daughters.

Socialization experienced by persons in childhood cannot prepare them for all the roles they will be expected to fill in later years. Brim (1966) stated that people move through a sequence of different positions in society, in accord with different stages of the life cycle. Changes in the demands upon them arise from geographic and social mobility and from cultural expectations which may vary during their lifetimes. During the last half century, much has been learned about the learning essential for children. There has been much less work, almost none, on identification of those learnings essential to the later stages of the life cycle.

Rapid social change that occur during a life time render inadequate much childhood learning: technological obsolescence in one's occupation, shifts in sexual folkways, opportunities for equality in employment for minority group members, are but a few of the examples that might be set forth. Faced with these challenges, families might try to lay the groundwork for the necessary learning in later life, when the child will be confronted with adult roles as yet only dimly seen, by providing the individual with initiative, creativity, the power of self-determination, insight, flexibility and intelligent response to new conditions; to move, that is, away from indoctrination and habit formation toward development of broadly useful traits and skills enabling him to meet a variety of social demands. (Brim, 1966, pp. 19-20).

The family in concert with other educational institutions and the mass media have a role to play in adult socialization.

The family, like any other educational institution, originates some educative efforts, mediates others and actually insulates its

members from still others. The home can provide an environment supportive of opportunities for learning.

A home-based educational system has the advantages of feasibility at all stages of the life cycle, at all social and economic levels and in all geographical areas.

RESOURCES USED FOR HOME LEARNING

One of the basic purposes of education and learning is developing human capital; i.e. assisting individuals to become productive members of the society through improving their capacity to earn and/or to lead a satisfying life. Considerable research has been conducted in examining the human resources used (contribution of family members especially) in enhancing the human capital of children. (Baker 1970; Bell, 1973; Leibowitz, 1974).

Johannis (1957) measured participation by family members in selected child care and control activities. He included at least four activities -- teaching children right from wrong and correct behavior, teaching children facts and skills, helping children choose what they will do after finishing school and helping children with homework. In all cases, fathers and teenage sons and daughters contributed to the development of the human capital of younger children. More than half of the mothers, two-fifths of the fathers and one-fourth of the teenage sons and daughters spent time assisting children with school work. Mothers were more active than fathers in teaching children right from wrong and correct behavior and in helping children with school work. Both parents participated equally in teaching children facts and skills and in helping children choose

what they will do after finishing school. Three activities (teaching children right from wrong, teaching children facts and skills and helping children choose what they would do after finishing school) were shared responsibilities by two or more family members in at least 56 percent of the families. Although Johannis (1957) did not attempt to define or measure the resources family members used in selected child care and control activities, fathers, mothers and teenage sons and daughters invested both human (i.e. time, abilities, attitudes, moral support) and non-human resources (i.e. money, space, material goods) in the development of young children.

Baker (1970) described the family as an environment consisting of available resources that can be managed to shape the development of individuals. She hypothesized that resources, defined as events, activities, spaces, objects or persons within the family and family linked surroundings are available for use in helping prepare the pre-school child for successful participation in the formal educational system. Family resources which were measured included space, movement, care and appearance, play, task and work, child's learning, family learning, child's social contact and family social contacts. Baker's findings indicated that the level of family resources for educability was related significantly to family status characteristics (education, income, residence) but not to family structure characteristics (nuclearity, size, age and sex of preschool children). Baker (1970) suggested that intervention, change, or education probably is needed at and between all levels -- societal, family and individual -- to better organize resource patterns which contribute to educability.

Bell (1973) investigated family resources and relationships of resources used to selected family characteristics when the family's first child was in first grade. She viewed the child's education as a mutually-shared goal between family and school. Parental time estimates of frequency and extent of time use were collected to describe parental inputs to school-related activities. Mothers also were asked about family money use for items related to children's education. Ninety-nine, ninety-eight and eighty-four percent of the parents used time to discuss the school day with their children, to assist children with school work, to read to children, respectively. Seventy-five percent bought reference materials for children's use at home. Six of the school-related activities were primarily at-home activities. Bell provided evidence that parental commitment of resources (i.e. frequency and extent of time use) to school-related activities was greater in activities carried out at home than at school and that the home and family environment functioned as co-educator with schools. The family, however, rarely realized how they facilitated the child's educational development.

Leibowitz (1974) demonstrated that women and men with more education (at least one year of college) spend more time assisting children with learning than women with less education (up to four years of high school) despite the greater cost of their time as measured by foregone market earnings. Time inputs to various domestic outputs were calculated from time budgets of about 1,300 New York families. Total time inputs to educational care of children over a two-day period by the wife and husband in the high-education

(at least one year of college) were ninety-one minutes and forty-one minutes, respectively. In the low-education group (up to four years of high school), the wife spent seventy-nine minutes during a two-day period in educational care of children and the husband spent thirty-two minutes.

Leibowitz (1974) also attempted to explain the development of significant differences in verbal and mathematical ability in children at age six. She suggested that these differences reflected variations in inherent ability and the amounts of human capital which children acquire before they are six years old. Acquired human capital in children, in turn, reflected varying inputs of time and other resources (i.e. money, moral support, abilities, knowledge) by parents, brothers and sisters and the child. The process of acquiring preschool human capital by young children, primarily in the home and family environment, is analogous to the accumulation of human capital by students and workers through schooling or on-the-job training.

To investigate the possible returns to home investment of resources in children by family members, Leibowitz (1974) developed a model in which the success of the child in school (measured by IQ in grade school and final schooling level) and success of the adult in later life (measured by income) was expressed as a function of the quantity and quality of parental time inputs into the home education of children.

Leibowitz (1974) re-analyzed Terman's longitudinal data (1959) about the physical, mental and personality traits of California

school children and their success in later life. Findings cannot be generalized to the whole population because the sample population's IQ exceeded 140 in childhood. Data analyses, however, indicated that home investments in children's learning do increase human capital. Home-investment variables were positively and significantly associated with a measure of human capital (IQ) for all boys in the sample and for a subset of older girls.

Leibowitz's (1974) findings lend support to the hypothesis that family investments in children affect early achievement of children, ultimate level of schooling and adult earnings. Parents who have completed more years of schooling invest more human and non-human resources in children. These resource expenditures affect aptitude and/or achievement in school which ultimately lead to greater economic success.

In addition to time inputs of family members, the family makes investments in materials and equipment that can facilitate learning. Of major importance is the use made for learning of mass media by the family.

Television sets are found in 95 percent of American homes. All persons learn from everything that they watch, but children in particular are influenced by television learning. The time spent by children watching television is detailed by Kay (1974) as follows:

"Statistically, children spend more time watching television than in any other single activity except sleep. Television sets in homes with preschool children are on approximately fifty-four hours a week according to viewing figures from A.C. Nielson. Children under five years of age watch television an average of between twenty-two and twenty-five hours a week, which means three to four hours a day. By the time a child graduates from high school, he will have spent an average of 15,000 hours watching television compared with 11,000 hours in school." (p.7)

Television can be an effective purveyor of information, thus the range of knowledge is enlarged (Gotz, 1975). One concern about television has been the passive nature of the learning. The young child is normally active, consequently, long exposures to passive experiences of television may have negative effects on total development. Minimal development of social and motor skills takes place when the child is watching television. Lefebere (1975) indicates that the passive response to television may be taking the place of natural curiosity for some children.

Lesser (1974) describes the early investigations of children's behavior as the "Sesame Street" program was being developed. He notes that children frequently imitate the physical movements of televised characters. Children copied the movement of fingers and bodies to form letters and numbers. Children also modeled the verbal forms used such as in asking questions.

Lesser (1974) indicates that the fundamental purpose of the Sesame Street program is to prepare children for school. According to the studies conducted by Educational Testing Service, the children who watched Sesame Street the most gained the most. The skills gained included language skills, number concepts, symbols, numbers, shapes and forms. Mental processes that aid learning were also taught. These included classifying, making inferences, and generating and testing predictions.

An appropriate goal for television is to assist in the learning of socially valued behaviors. However, if the learning is to "take", the whole family needs to be involved in teaching and learning such

values. According to Lesser (1974), "the teaching of socially valued behavior almost demand it." (p.249). However, if the home is to become an effective learning center and capitalize on inputs from television, interaction of children and adults in shared learning seems essential.

A number of studies have been undertaken to measure the impact of mass media on Learning. Homemakers in a North Central Regional Study (Fox et al., 1970) reported obtaining nutrition information from magazines (63 percent), newspapers (48 percent), books (47 percent), television (34 percent), radio (21 percent), extension and government bulletins (17 percent) and other lay sources (3 percent). Sanjur and Scoma (1971) investigated communication channels that worked for low income, Black, New York homemakers. Ninety-eight percent watched television. Ninety-seven, 92, 91, 75 and 70 percent, respectively, obtained information from friends, church, listening to the radio, reading newspapers, magazines or books. Emmons and Hayes (1973) studied nutrition knowledge of mothers in upstate New York. Most mothers relied on newspapers, radios, magazines and television for information.

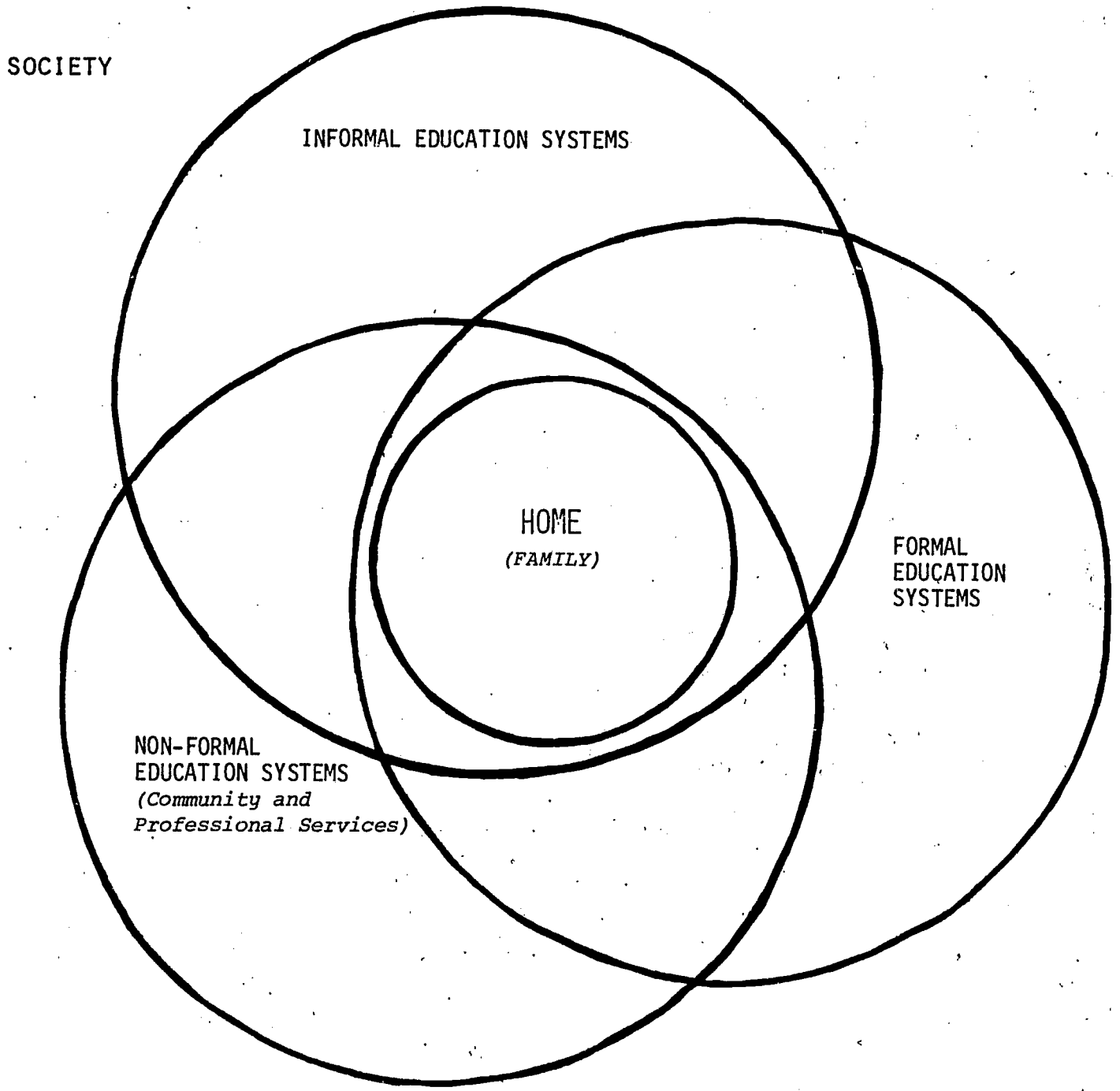
In a study of mothers and their adult daughters in a rural area in upper East Tennessee (Kolasa, 1974; p. 107) found a high penetration of radio and television (87.5 percent each) into homes, yet none indicated that they had heard a radio program on food and nutrition. Respondents were more audio and visually-oriented than print-oriented.

Researchers have not been able to clearly define the long-term learning impact of mass media, especially television on changing behavior. Many suggest that incidental learning, difficult to measure,

may take place during program watching (Roberts and Schram, 1971). For example, although many persons indicate being exposed to nutrition and food ideas via mass media, only a small number report using that information. In general, informal and intimate sources, such as family members, friends, neighbors, are major sources of new information. (Fliegel, 1961) Mass media is merely a "message multiplier" and its effects are dependent upon audience use. Messages must be attended to before learning can take place. It is primarily for this reason that the home offers one of the best potentials for enhancing learning. The active involvement and participation of more than one person with the media seems critical to giving attention to the messages of the media. In the home setting, through interaction, which intensifies reinforcement, family members can learn together from mass media.

The home has been and continues to be a major place to learn to improve skills, acquire knowledge and develop attitudes and values essential to leading a satisfying and productive life. Society has much to gain if attention is again paid to the vital significance of the home and its intimate environment as a learning center. Conversely, we have much to lose if this basic unit is weakened and can no longer play its vital function in educating human beings throughout life in essential attitudes, values and skills.

FIGURE 1: Conceptual Structural Model For The Home As A Learning Center



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HOME AS A LEARNING CENTER: FEASIBILITY STUDY

PREFACE

The data reported in this study is focused on determining the feasibility of the home as a learning center. Considering the nature of a feasibility study, the researchers chose to use frequencies and rankings to report the findings. This will facilitate utilization of data by practitioners--a link in the dissemination and implementation process.

The data collected in both surveys has potential for a variety of additional kinds of analyses. As additional analyses are completed by graduate students for theses or dissertations, abstracts will be forwarded to USOE to supplement the home as a learning center information bank. The researchers plan to further disseminate findings from this study through presentations to professional and lay groups and publications in popular and professional literature.

INTRODUCTION

Statement of Problem:

Because American families live in a rapidly changing technological society, continuous learning throughout life has become a necessary process for combating obsolescence in work, play, understanding self and in being able to function effectively within the family. Through time the home has provided a convenient and nurturing environment for learning basic life tasks. These tasks have ranged from the formation and development of a value system, learning appropriate ways of eating, interacting with others, and coping with the everyday experiences of life. The primary role of the family as educator and socializer for its members is universally acknowledged. (Waring, 1939; Bronfenbrenner, 1970; Duvall, 1971; Goldhammer and Taylor, 1972; Paolucci, 1973).

As the individual grows and matures, his/her contacts with societal subsystems (school, neighborhood, world of work, church) expand opportunities for developing interpersonal competencies. Stimulation from an expanding environment modifies the person's responses and affects a change in the family and home environment. Because individuals socialize one another and bring new information into the family environment, the family system is one that continuously changes, develops, and learns. (Duvall, 1971; Hook and Paolucci, 1970).

It is not possible for the family to function effectively as a learning center without input from other educational institutions. The formal school system and the array of informal education systems ranging from extension and on-the-job training programs through mass media must be tapped to enhance the learning potential of the home. A need exists for identifying those linkages that exist or can be built that could serve to strengthen the home as a learning center. Each need not be an isolated entity but rather a vital linkage of learner and educational systems.

Objectives:

The objective of this study is to determine the feasibility for developing the home as a learning center for enhancing the family and occupational roles of individuals.

The major objectives of the study were to:

1. Determine if a need exists for a home based learning center for families in all stages of the life cycle.
2. Determine if necessary linkage between formal school and nonformal community agency educational systems and the home can be identified that would provide a significant input into a home based learning model.

The specific objectives were to:

1. Determine the kinds of learning experiences family members representing all stages of the life cycle believe should occur in the home.

2. Determine the kinds of learning activities that occur in families representing three (young, middle, older) stages in the life cycle that provides family life and occupational learning opportunities.
3. Determine the resources used by families for learning in the home.
4. Determine learnings related to family activities and household tasks and role as a worker the family would help children learn in the home setting.
5. Determine the kinds of learnings formal and non-formal educators believe should take place in the home setting.
6. Determine the kinds of learnings educators believe their systems deliver to the home.
7. Determine the resources assigned to home based learning by formal and non-formal educational systems.

METHOD AND PROCEDURES

General Design:

The study is both theoretical and empirical. The theoretical aspect is based on a thorough investigation of the research and literature which has bearing on the relevance of the home as a primary center for learning for both children and adults; i.e. conceptual frameworks in human development, family economics and management and family dynamics. These readings along with basic conceptual frameworks relative to the theory of learning and instructional systems served as bases for developing a conceptualization of the home as a learning center. The empirical aspect of the study was implemented by conducting two surveys to assist in determining the feasibility for developing the home as a learning center. The Family Survey involved interviewing representative male and female spokespersons* for blue collar families across the life cycle: (1) young families with members ranging in age from 0-34; (2) middle age families with adult members ranging in age from 35-54 (3) older families with adult members ranging in age from 55 to 80+. The Formal Linker Survey involved interviews with formal and non-formal educators to determine present linkages between the home and community based educational systems and to extrapolate possible future linkages.

*To assure that male as well as female perceptions of the families were represented one-third of the respondents in the sample were males.

Selection of Sample for Family Survey:

Description of The Sampled Community. The initial sample selected for the study was drawn from the population in Vevay Township, Michigan. This is a well-defined community which contains a unique diversity of functions. The area is the seat of county government and includes several smaller industries and service-oriented agencies. Vevay Township, Michigan, is located within commuting distance of several major employers: the state government, light and heavy industry primarily related to the automobile industry and a major land grant university (Michigan State University). It can be defined as an area geographically located between two larger metropolitan areas (Lansing, Michigan and Jackson, Michigan) of commercial enterprise and activity, surrounded by a productive, diversified agricultural sector. It is considered a part of the Lansing Standard Metropolitan Statistical Area.

Vevay Township, Michigan, was chosen for this study because it was a relatively contained geographical area with a diversified blue-collar, socioeconomic population from which it would be possible to draw a random sample of families and representative formal and non-formal educators. This type of sample offered the research team the opportunity to study how blue-collar families with access to similar educational resources perceived the home as a learning center.

Sample Selection. In estimating and then selecting the sample, randomization and proportionality were two key issues. The sample needed to reflect the characteristics of the population and to provide for the interviewing of both male spokespersons and female spokespersons within the blue-collar occupational grouping.

Following Kish (1965) the sample was drawn using the probabilities proportional to size (PPS) method thereby controlling for wide variation in size of the individual city blocks and rural sections. This method assured representation of sample elements from larger areas as well as giving each element in the population an equal chance for selection.

The PPS method required a two-stage process. In the first stage, the primary sampling units--the city blocks and rural sections--were chosen as a systematic sample with a random start. This stage allows a greater probability of selection to the larger clusters (blocks) in the geographical area which is then equalized in the second stage. After selecting the primary sampling units, the households were randomly selected so that an equal number of contacts would be made in each block or section. This allowed a greater probability for selection to the smaller areas, thereby equalizing the probabilities for the total sample. (Kish, 1965; Babbie, 1973)

This method of drawing the sample was performed simultaneously on the rural and urban sampling frame within the Township, thereby maintaining equitable proportions of the population. In cumulating frequencies for the housing counts, blocks and sections expected to have zero or fewer than six housing units were joined to the next area thereby accomodating all blocks and sections and all expected contacts each in the city and 10 sections with 10 expected contacts each were selected in the rural area for a total of 370 expected contacts for the total sample. Following selection, each primary sampling unit was randomly assigned a starting point and direction for counting

the households in that area. All selections were made and detailed instructions provided to interviewers prior to the field work in order to minimize confusion and variation in interpreting the sample selection procedures.

Sampling Field Procedures. The tasks of the interviewers in the field fell in three areas prior to the interview itself: 1) location of the correct household in the sample, 2) screening of the household for eligibility, and 3) requesting the appropriate reporting method (male or female spokesperson). In order to familiarize the research team with these procedures a training session was held outside the study area. Directions were provided for each primary sampling unit.

Location of the Household. Each interviewer was given a map showing the location of the specific block or section, the random starting point and the direction in which the count of housing units needed to be done. The interviewer then prepared a list of housing units by address or detailed description including apartments, duplexes, etc. In the case of multiple units numbering was to proceed in order from lowest to highest (101 to 999, A to Z, lower level to higher level). If these were impracticable (as was true in some converted houses) the interviewer numbered the main living unit first and the converted portions following. The interviewer was also provided with numbers for the selected households in that area which corresponded to the list she had made.

Screening of the Household. The interviewers were requested to screen the household for eligibility for the study. The two criteria were a blue-collar occupation for the head of the household and a residence of one year as a family group. Blue-collar occupation was generally operationalized as those included in the Hollingshead Two-Factor Index of Social Position (1957) listing of groups IV (clerical and sales workers), V (skilled manual employees) and VI (machine operators and semi-skilled employees). In several cases the interviewers would request a detailed explanation of the occupation before making the screening decision. In cases of doubt the interviewer was requested to check with the research team or to begin the interview realizing that it could be screened out at a later time.

Requesting the Appropriate Reporting Method. The interviewer was provided with information regarding the desired interviewee in each particular primary sampling unit. The interviewer was requested to make two decisions regarding the family in this step. Upon receiving the screening information the age group for the family was automatically determined. The interviewer requested the spokesperson of the designated sex, male or female. If that individual was not part of the family's composition or refused, the interviewer requested an interview with the adult of the opposite sex.

A total of 368 households were contacted in the three months of field work (February through April, 1975) by the research team. Of these contacts, 140 acceptable interviews were conducted, 80 households refused and 37 were unavailable. Housing units were contacted at least three times before being dropped. One hundred

twelve (112) households were screened out of the sample because they did not meet the occupational restrictions, the restriction of a year's residence, or in the few cases (n=2) that the interview was incomplete or incorrectly carried out. In order to equalize cell sizes for those in the male and female spokesperson groups, 17 interviews were randomly discarded. Therefore the final sample for the project consists of 12 families with male spokesperson in each age group and 24 families with female spokesperson in each age group.

Refusals. Table 1 shows the reasons for the 80 refusals that were recorded by interviewers. These were classified into five categories: 1) external reasons--originating outside the person's preference system, 2) personal reasons--originating within the person's preference system, 3) not interested--a personal reason, but one given without a specified base, 4) other reasons and 5) those who give no reason. The leading reason given for the urban refusals was external in nature while not interested was most often reported for the rural residents. Of importance here is the fact that 16 per cent of those who refused the interview refused to provide a reason for that refusal.

TABLE 1
REASONS FOR REFUSALS

	Urban		Rural	
	N	%	N	%
No Reason Given	9	15.5	2	9.1
Personal Reasons (Fear of Involvement, Fear of Screener, Thought About and Refused, Spouse Doesn't Want Involvement)	12	20.7	2	9.1
External Reasons (Sickness, No Time Available, Work Problems)	23	39.7	6	27.3
Not Interested	12	20.7	9	40.9
Other	2	3.4	3	13.6
TOTAL	58	100.0	22	100.0

Development of Family Interview Schedule. The survey instrument developed for this study consisted of two parts: (1) an interview schedule and (2) a demographic questionnaire. A decision was made to collect data about two broad categories of learning activities: family and occupation.

The interview schedule included fixed-alternative items and open-end questions. Open-end questions about learning within the home (i.e. learning activities of family members in the last year; information families desired for use in home learning) were devised to elicit information about learning activities which involved one

or all family members. Fixed-alternative items offering a choice among one or more answers were used to collect factual data about home centered learning (i.e. time of year, week and day of learning; preferred location within the home for learning).

Probe techniques were developed to help respondents recall family learning activities. The respondent, as family spokesperson, provided perceptions of learnings that occurred at home. Neutral probes (i.e. I see; and then) were used to encourage respondents to describe learning activities. A probe card listing broad categories of possible family learning activities was used to obtain a complete listing of learning activities carried out at home.

The interview schedule was pretested in a pilot study with five families who met the same criteria as the sample families. Pilot interviews were tape recorded and responses were analyzed. The interview schedule was revised based upon analysis of pilot interviews. Probe techniques also were reviewed and changed after the pilot interviews (See Appendix A and B).

Collection of Data for Family Survey. Data were collected from February to April, 1975. The collection of data was interrelated with interviewing process. The interviewing process consisted of three stages: (1) interviewer training, (2) the initial contact and (3) the personal interview. All interviewers were trained prior to data collection. The interviewer training stage included how to use the demographic questionnaire, interview schedule, probe techniques and how to take field notes. Practice interviews were videotaped. Interviewing

techniques then were critiqued by an experienced researcher who analyzed interviewing style and suggested improvements.

The second stage of data collection was an initial introductory contact to determine if the household met the criteria for the study, that is, (1) blue-collar socioeconomic employment of head of household, and (2) family who had lived together during the last year. Basic demographic data were collected from an adult family member at that time (i.e. ages of family members and occupations of employed persons). Interviewers explained purposes of the study and asked families who met the above criteria if they would agree to a interview. The respondents were assured that information collected would be kept confidential.

The third stage of the interviewing process was a personal interview. In initiating each interview, the interviewer introduced herself and asked if family members had any questions about the purpose of the study. The first few minutes of each interview were spent answering questions and establishing a friendly relationship so the family spokesperson would feel free to share information about learning activities within the home.

All interviews were held in the homes of the families. The interview setting was comfortable and informal, but not always private and quiet. Family members selected the place within the home for the interview.

At the onset of the interview, subjects had some difficulty identifying learning projects. Few people had given thought about learning occurring within the home. However, most interviewees

grasped the idea quickly once they recalled things they learned at home in the last year. The probe techniques used in the interview helped subjects recall learning activities. Field notes (i.e. location of interview in home, number of interruptions during interview, description of interview setting) were completed immediately after the interview.

The average interview took 100 minutes, though the time range for interviews was 40-360 minutes. The variation in number of learning activities reported by the subjects accounted for the wide range in interview time. Interviewees were cooperative, and no one refused to answer any questions. Several respondents said the interview was an interesting, enjoyable experience.

Data Processing and Analysis for Family Survey:

After each interview, the data were checked for complete responses. The raw data were coded and transferred to mark-sense sheets by the research team. Learning activities were coded to include: (1) family categories, (2) occupational categories, and/or (3) both. Judgments about coding learning activities into categories were verified by a second coder. The inter-rater coding reliability was 83 per cent. Coders were involved in total research endeavor, including instrumentation and interviewing. Discrepancies were identified and discussed until consensus between coders was reached. All data coded on the mark-sense sheets were rechecked for coding accuracy. A third person spot-checked each interview schedule for accuracy. Mark-sense sheets were fed into an optical scanner and IBM cards were punched automatically. The use of the optical scanner provided greater

accuracy and speed of keypunching. Data were analyzed on the Control Data Corporation 6500 Scope Hustler computer using primarily the Oneway Analysis of the CISSR statistical package.

SAMPLE DESCRIPTION

Description of Family Survey Samples:

The 108 respondents who constituted the sample were male and female spokespersons for young, middle aged and older families. There were 36 families in each family group; each group had 12 male spokespersons and 24 female spokespersons.

There were more females (170 adults and children) than males (145 adults and children) in the total sample. Female adults were predominant in comparison to males in the middle and older family groups. (Table No. 2)

TABLE 2
FAMILY COMPOSITION

ADULTS/CHILDREN	YOUNG N=36		MIDDLE N=36		OLDER N=36		TOTAL N=108	
	N	%	N	%	N	%	N	%
Male Adults	33	26.4	30	24.4	28	41.8	91	29.0
Female Adults	33	26.4	34	27.6	32	47.6	99	31.4
Male Children	26	20.8	24	19.5	4	5.9	54	17.1
Female Children	33	26.4	35	28.5	3	4.7	71	22.5
TOTAL	125	100.0	123	100.0	67	100.0	315	100.0

Age of Family Members. Family members ranged in age from under 1 to over 75 years (Table 3). Each family grouping had children under 5 and up to 20 years of age. Children 5 years and under (34) were predominant in the young family category while middle families had the most teenagers (35). The majority of adults in young families were between 25 and 34 years (35). The majority of adults in middle families were between 35 and 44 year (32). The largest number

of adults in older families were between 65 and 74 (23) years of age (Table 3).

Over 24 per cent (26) of the families were single adult households. There were 17 per cent (3 female and 3 male) single adult households in young family group; 22 per cent (6 female and 2 male) in middle age families and 33 per cent (8 female and 4 male) in older families.

TABLE 3
AGE OF FAMILY MEMBERS

AGE	YOUNG				MIDDLE				OLD			
	M	F	m	f	M	F	m	f	M	F	m	f
0 - 5			15	19			4	3			1	
6 - 12			11	12			11	6				1
13 - 19				2			9	26			3	2
20 - 24	5	13				2						
25 - 34	28	20				5						
35 - 44					16	16				1		
45 - 54					14	11				4		
55 - 59									8	7		
60 - 64									6	6		
65 - 74									12	11		
75 +									2	3		

Schooling. More than twice as many adult females than adult males were high school graduates. By contrast, more than twice as many males as females were college graduates. Only one female in the

young and middle family group was a college graduate. However, three females in the older family category were college graduates compared to no males. (Table 4)

TABLE 4
SCHOOLING

SCHOOLING	YOUNG (N=36)				MIDDLE (N=36)				OLD (N=36)				TOTAL				GRAND
	M	F	m	f	M	F	m	f	M	F	m	f	M	F	m	f	TOTAL
Less than 7 years			10	10	1		4	2				1	1		14	13	17
7 - 9 grades completed	2			1	1	1	3	3	8	6	2		11	7	5	4	27
10 - 11 grades completed			3		4	5	3	7	5	3			9	11	3	7	30
High School graduates	5	19			11	19	1	4	7	11		1	22	49	1	4	76
Vocational/ Technical school	4	1			7	7		1	3	5			14	13		1	28
Some college	16	6			5	1		1	4	2			25	9		1	35
College graduates	4	1			7	1			3				11	5			16
Graduate/Pro- fessional school		1							1				2				2

Legend: *

M-Male Adult
F-Female adult
m-male children
f-female children

Experience in Home Economics Classes. The majority of the adult females in young, middle and older families had taken a home economics class; 80 per cent, 75 per cent, and 60 per cent respectively. About one-third (10) of the males in young families, and only nine in the older family group had taken home economics classes. Twenty-five of the 35 female children in middle age families had taken home economics classes. (Table 5)

TABLE 5
EXPERIENCE IN HOME ECONOMICS CLASSES

HOME ECONOMICS CLASS EXPERIENCE	YOUNG				MIDDLE				OLD			
	M	F	m	f	M	F	m	f	M	F	m	f
Yes	10	29	1	2	1	27	2	25		21	1	
No	16	4	16	16		6	4	19	27	10	1	1
Don't know						1	1		1			
No response	3		1	1		1	1					

4-H Experience. More adult females (37) than adult males had a 4-H experience. Male and female adults in the younger and middle age categories had 4-H experience than those in the older age categories. Thirty-four per cent of the children in middle families had also had 4-H experiences. (Table 6)

TABLE 6
EXPERIENCE IN 4-H

4-H EXPERIENCE	YOUNG				MIDDLE				OLD			
	M	F	m	f	M	F	m	f	M	F	m	f
Yes	10	14	2		8	18	8	12	5	5		1
No	14	13	16	17	22	13	10	19	21	26	3	1
Don't know	3	1							1			
No response	1	1		1	1	1						

Dwelling. The majority of the families (93) interviewed lived in single dwellings. Only 8 lived in apartment units and five in mobile homes. (Table 7)

TABLE 7
DWELLING

DWELLING	YOUNG (N=36)				MIDDLE				OLD			
	M	F	m	f	M	F	m	f	M	F	m	f
Single Family	31				32				30			
Apartment	4								4			
Mobile home					3				2			
Other	1				1							

FORMAL LINKER SURVEY

Selection of Sample of Formal Linkers:

Description of Formal Linker Sample. The home as a center for learning was conceptualized not as an isolated entity but as a learning center with linkages to formal learning systems. The persons carrying out the linking roles play a vital part in the dissemination and utilization of knowledge in the home. Identification and classification of those linkers within the formal system was crucial to sampling.

Initially, a working definition of the formal linking role was developed utilizing Havelock's typology (1971). He defines formal linkers as persons who have responsibility in retrieving basic or applied knowledge, deriving practical implication from it and disseminating to people who need and can use it. This definition for formal linkers served as a basic guide for sample selection.

Among the institutional structures, i.e. university, government, commercial, Havelock identifies the University as the primary institutional form as a repository of knowledge resource. Between the resource and the user of knowledge are three types of linkers. These, are classified as conveyor, consultant and trainer. Conveyors are those who receive, package and transmit knowledge directly to leaders and innovators within the user group. Consultants prepare users for acceptance of new ideas, help to diagnose needs and give help in adapting new ideas to local conditions. Trainers transmit new ideas, skills and innovations through the education system. Utilizing these three types of linker classifications, conveyor, consultant and trainer types were identified for this study.

In addition to classification criteria geographic accessibility and professional preparation of the linker were necessary for inclusion in the sample. The formal linkers sample was drawn from the population of formal linkers in the geographic region most accessible to the families who were interviewed in the study. Geographically this included the tri-county region of Ingham, Eaton and Clinton counties in Michigan. If a service was not provided in the tri-county area, the nearest unit providing that service was selected. Since the local telephone directory listed information for the entire tri-county area this was used as a basis for identifying many of the formal linkers. Because the study focused on learnings related to family and worker roles, the formal linker sample was comprised of 47 percent formal linkers with professional preparation in a family

FIGURE 2 - Professional Preparation of Formal Linkers

Linker

CONVEYOR

FAMILY RELATED
PROFESSIONAL PREPARATION

Family Living Regional
Extension Specialists

Researchers
(linkers actively involved
in research College of
Human Ecology, MSU)

Scholars
graduate faculty, College
of Human Ecology, MSU

Community College Family
Program Leaders

Home Economics Teacher
Educators
Eastern Michigan
University
Central Michigan
University

Continuing Education
Educators
College of Human Ecology,
MSU

4-H Program Leaders

NON-FAMILY RELATED
PROFESSIONAL PREPARATION

Agriculture Regional Extension
Supervisor Researchers
Office of Research Consultation
College of Education, MSU

Community College Occupation
Program Deans

Vocational Teacher Educators
College of Education
Michigan State University

Continuing Education Educators
College of Education, MSU

Community Education Educators
Mott Institute, MSU

4-H Program Leaders

Social Service Agency Directors
(primary agencies identified
in Tri-County area)

Scholars
Dept. of Sec. Ed. & Curr
College of Ed., MSU

CONSULTANTS

Secondary, Post Secondary
Consultants
Michigan Dept. of
Education Vocational,
Technical Ed. Serv.

Home Economics Consultants
Local level

Home Economics Coordinator
Local level

Secondary, Post-Secondary
Consultants
Michigan Dept. of Education
Vocations, Technical Ed.
Service

Vocational Consultants

Social Service Consultants
Local level

Consumer Service Agency Consultants

Librarian

TRAINERS

Community Education Teachers
(In Mason & Tri-County
area)

Home Economics Teachers
(Mason, Lansing Public
Schools)

County Home Extension
Specialist
(Tri-County Region)

Community Education Teachers &
Directors
(In Tri-County area)

Vocational Teachers
(Mason Public Schools &
Capitol Area Career Center)

Agriculture Extension Agent
(Tri-County Region)

TABLE 8
 NUMBER AND CLASSIFICATION OF FAMILY
 AND NON-FAMILY RELATED FORMAL LINKERS,
 CONVEYORS, CONSULTANTS, TRAINERS.

Classification	Number of Linkers	
	Family Related	Non-Family Related
<u>Conveyors</u>		
Extension Specialists & Supervisors	2	1
Researchers	2	3
Scholars	2	3
Community College Program Leaders & Deans	-	1
Teacher Educators	1	-
Continuing Education Educators	1	-
Community Education Educators	-	-
4-H Program Leaders	-	1
Social Service Agency Directors	-	-
<u>Consultants</u>		
Secondary, Post Secondary Consultants	1	1
Consultants (Local Level)	-	1
Coordinators (Local Level)	2	-
Social Service Consultants	-	-
Consumer Service Agency Consultants	-	-
Librarian	-	-
<u>Trainers</u>		
Community Education Teachers Directors	2	4
Public School Teachers	-	1
Extension Agents (Local)	1	-
TOTAL	14	16

related field and 53 percent formal linkers with professional preparation in a non-family related field. Wherever possible, those linkers in the non-family related field that provided preparation for the occupational role were chosen. (Figure 2)

A random sampling technique was used. To allow for refusals, persons unavailable, and for screening out of individuals with professional training not in the appropriate field, a sample size of 44 was drawn from a population of 344 formal linkers. The probability of selection of a linker within each classification (family and non-family and conveyor, consultant and trainer) was proportional to their occurrence in the total population. In the final sample 56 per cent (17) linkers were conveyors, 16 per cent (5) linkers were consultants and 26 per cent (8) linkers were trainers.

Using a table of random numbers, 22 linkers were drawn from the population with professional training in a family related field and 22 linkers were drawn from the population with professional training in a non-family related field. Initial selection of non-family and family related linkers was based on the current role of the linker. This served to screen linkers out of the respective classifications. The investigators assumed that the linker was presently serving in the role for which they had had professional preparation. Of the sample of 44, three linkers were screened out because of professional preparation and 13 were unavailable. None of the selected sample refused to participate in the interview. However, two individuals were out of town during the interview period and could not be a part of the sample.

Numbers and classification of formal linkers are presented in Table 8.

Development of Formal Linker Interview Schedule. The survey instrument for formal linker consisted of two sections: (1) An interview schedule and (2) a demographic questionnaire. The interview schedule included fixed alternative items and open-end questions.

Probes were listed on the interview beside the question. Probes were utilized to facilitate recall about home learning services and programs provided.

The formal linker survey was developed by the research team. The empirical base for the schedule was provided by review of research conducted by previous formal and non-formal educators as identified in the conceptual framework section. In addition, the instrument was critiqued by experienced formal and non-formal educators.

The total interview schedule was not used with a pilot sample. However, the major questions were pilot-tested with 12 Livingston County Michigan Homemakers Club Members. The pilot was reviewed and used as a basis for restructuring the final form of the instrument.

Collection of Data for Formal Linker Survey. Data were collected from Mid-June to Mid-July, 1975 by two members of the research team. Each of these interviewers participated in the interview training sessions provided for the family survey interview team.

Telephone contacts were used to make appointments with selected interviewees. All interviews were conducted but some were screened

out because they did not fit the appropriate category -- with family related background or without family related background. Respondents were assured that information collected would be kept confidential.

Data Processing and Analysis for Formal Linker Survey. The interview schedule was reviewed immediately following the interview to insure that complete and accurate responses were recorded. The raw data were coded and transferred to mark-sense sheets by a three member sub-group of the research team. Judgements about accurate coding were verified by two coders. Discrepancies were identified and discussed until consensus between coders was reached. Most questions related to recording of demographic data. All data on the mark-sense sheets were checked for accuracy. All interview schedules were totally reviewed to insure accuracy between schedules and marked-sense sheets. The use of the optical scanner provided greater accuracy and speed of keypunching. Data were analyzed on the Control Data Corporation 6500 Scope Hustler computer using primarily the One-way Analysis of the CISSR statistical package.

FINDINGS

FAMILY SURVEY

Perceptions of What Family Members Should Learn at Home

Male and female spokespersons for young, middle and older families were asked to describe the kinds of learning activities, "kinds of things" that ought to be learned at home. This question generated a total of 642 responses from the 108 family spokespersons. These open-ended responses were classified into 54 learning activities, which clustered into 15 learning activity categories (See Appendix D for complete listing of learning activities).

Kinds of Learning Experiences:

Total Families With Male Spokesperson. The question elicited 29 per cent (186) responses from families with a male spokesperson. The greatest number of responses generated by male spokespersons in young and middle family groups were related to activities centering around learning values. In older families, the largest number of learning activities described were in the category, getting along in the family. (Table 9)

Total Families With Female Spokesperson. Female spokesperson families reported 71 per cent (456) learning activities. Of these, the largest number of responses for middle and older families were activities concerned with learning values. In the young family group, the greater number of responses were related to the care of children. (Table 9)

TABLE 9
PERSPECTIVES OF WHAT OUGHT TO BE LEARNED IN HOME AS PRESENTED BY MALE AND FEMALE SPOKESPERSONS FOR YOUNG, MIDDLE AND OLDER FAMILIES

LEARNING ACTIVITY CATEGORIES	YOUNG						MIDDLE						OLD						GRAND TOTAL	
	MS		FS		T		MS		FS		T		MS		FS		T		N	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Getting along with people inside family	8	11.26	25	15.43	33	14.16	6	10.52	28	17.72	34	15.81	10	17.24	17	12.50	27	13.91	94	14.64
Getting along with people outside family	7	9.85	19	11.72	26	11.15	5	8.77	18	11.39	23	10.69	5	8.62	9	6.61	14	7.21	63	9.61
Routine household skills	5	7.04	7	4.32	12	5.15	6	10.52	15	9.49	21	9.76	2	3.44	7	8.82	14	7.21	47	7.32
Preparing for the future	1	1.40	0	0.00	1	0.42	0	0.00	2	1.26	2	0.93	1	1.72	2	1.47	3	1.54	6	0.93
Maintaining and decorating the home	2	2.81	4	2.46	6	2.57	2	3.50	7	4.43	9	4.18	1	1.72	6	4.41	7	3.60	22	3.42
Feeding the family	3	4.22	6	3.70	4	3.86	4	7.01	8	5.06	12	5.58	3	5.17	14	10.29	17	8.76	38	5.91
Using money wisely	3	4.22	2	1.25	5	2.14	0	0.00	7	4.43	7	3.25	5	8.62	9	6.61	14	7.21	26	4.04
Enjoyment & recreation	4	5.63	5	3.08	9	3.86	4	7.01	7	4.43	11	5.11	4	6.89	5	3.67	9	4.63	29	4.51
Care of children	14	19.71	37	22.83	51	21.86	6	10.52	21	13.29	27	12.55	7	12.06	19	13.97	26	13.4	104	16.19
Care of adults	6	8.45	12	7.40	18	7.72	2	3.50	5	3.16	7	3.25	5	8.62	3	2.20	8	4.12	33	5.14
Learning values	15	21.12	35	21.60	50	21.45	15	26.31	29	18.35	44	20.66	7	12.06	31	22.79	36	19.58	132	20.56
Job-related activities	1	1.40	0	0.00	1	0.42	0	0.00	0	0.00	0	0.00	1	1.72	5	3.67	4	3.09	7	1.09
Health	1	1.40	0	0.00	1	0.42	0	0.00	1	0.63	1	0.46	1	1.72	0	0.00	1	0.51	3	0.46
Outreach into world affairs	1	1.40	0	0.00	1	0.42	1	1.75	3	1.89	4	1.86	4	6.89	1	0.73	5	2.57	10	1.55
Other	0	0.00	10	6.17	10	4.29	0	10.52	7	4.43	13	6.05	2	3.44	3	2.20	5	2.57	28	4.36
Total Responses	71	99.91	162	99.94	233	99.91	57	99.93	158	99.96	215	99.97	58	99.93	116	99.94	194	99.91	642	99.94
Percentage of total sample						36.29						33.48							30.21	

Young Family Category. More than 10 per cent of the learning activities of young families were in the 4 areas of care of children (22 per cent, 51 activities); learning values (21 per cent, 50 activities); getting along with others inside the family (14 per cent, 33 activities); getting along with others outside the family (11 per cent, 26 activities). All of the 15 learning activity categories were mentioned by young families as things that should be learned at home. (Table 9)

Young male spokespersons most frequently reported that learning values (21 per cent, 15 activities); care of children (20 per cent, 14 activities) and getting along with others inside the family (11 per cent, 8 activities) should be learned at home. Getting along with others outside the family followed very closely (10 per cent, 7 activities) in frequency of mention. Young female spokespersons reported the same 4 learning clusters but in a slightly different order: care of children (23 per cent, 37 activities); learning values (22 per cent, 35 activities); getting along with others inside the family (15 per cent, 25 activities) and getting along with others outside the family (12 per cent, 19 activities).

Middle Age Family Category. The most frequently reported areas that should be learned at home as perceived by middle families were learning values (21 per cent, 44 activities); getting along with others inside the family (16 per cent, 34 activities); care of children (13 per cent, 27 activities) and getting along with others outside the family (11 per cent, 23 activities). The only unreported learning category by middle families was that of job-related activities. (Table 9)

Middle-aged male spokespersons most frequently reported that values should be learned at home (26 per cent, 15 activities). Following were: getting along with others inside the family; routine household skills; care of children; approximately 11 per cent for each (6 activities). Female spokespersons also most frequently reported that values should be learned at home (18 per cent, 29 activities) followed by getting along with others inside the family (17 per cent, 28 activities); care of children (13 per cent, 21 activities) and getting along with others outside the family (11 per cent, 18 activities). Learning values and getting along with others inside the family were reported in the same order by both male and female spokespersons.

Older Family Category. Older families also most frequently indicated that values should be learned at home (20 per cent, 38 activities). Following were getting along with others outside the family (14 per cent, 27 activities) and care of children (14 per cent, 26 activities).

Older male spokespersons most frequently reported that getting along with others inside the family (17 per cent, 10 activities); care of children (12 per cent, 7 activities) and learning values (12 per cent, 7 activities) should be learned at home. Female spokespersons most frequently reported that values should be learned at home (23 per cent, 31 activities). Following were care of children (14 per cent, 19 activities); getting along with others inside the family (13 per cent, 17 activities) and feeding the family (10 per cent, 14 activities). Getting along with others inside the family and learning values were frequently reported by both male and female spokespersons in older families. (Table 9)

Young, Middle and Older Families. Spokespersons for young families elicited 36 per cent (233) responses, for middle age families 34 per cent (215) responses, and for older families 30 per cent (194) response. Learning activities related to learning values accounted for over 20 per cent of the responses in each family group. Families, regardless of stage in life cycle, held similar perceptions of what ought to be learned at home.

Summary for Total Families. Spokespersons were more alike than different in their perceptions of what ought to be learned at home. Viewed from the perspective of both male and female spokespersons over 14 per cent of all families indicated that the home learnings should focus around activities related to learning values, getting along with persons inside the family and caring for children. The least number of responses for all families were those related to health. Table 9 summarizes those learnings which should take place in the home from the perspective of male and female family spokespersons for young, middle aged and older families.

Extent and Description of Home Learning

Activities Undertaken

The extent of learning activity during the previous year was determined by counting the number of learning activities that were reported by the male or female spokesperson for the family. The spokespersons, representing young, middle aged and older families, were asked to describe what all family members actually made an effort to learn over the past year. They also indicated

who participated in each learning activity and whether the learning was helpful in carrying out family activities or household tasks or in learning about occupational related activities and roles or both.

Each learning activity reported was coded into one of 54 specific learning categories representing 15 broad areas of home learning. (See Appendix D). Data concerning learning activities undertaken by young, middle and older families is presented in Table 10.

Extent of Home Learnings:

Home learning activities were reported to occur in all families. The total number of learning activities reported by male and female spokespersons for the 108 families was 1343, an average of 12.4 learning activities per family. Young family spokespersons reported the largest percentage of activities, 38 per cent (512). Middle family spokespersons reported 34 per cent (454) activities and older family spokespersons reported 28 per cent (377). (Table 10)

Total Families With Male Spokespersons. Families with male spokespersons reported 32 per cent (432) of the home learning activities. Of these reported by male spokespersons for young families, the larger percentage 17 per cent (29) were related to learning values. In middle age families, male spokespersons reported feeding the family as the category involving the largest percentage of learning activities 14 per cent (19).

Total Families With Female Spokespersons. Families with female spokespersons reported a total of 68 per cent (911) learning activities. In young, middle and older families, learning activities

TABLE 10
PARTICIPATION IN LEARNING ACTIVITY AS REPORTED BY MALE AND FEMALE SPOKESPERSONS FOR YOUNG, MIDDLE AND OLDER FAMILIES

LEARNING ACTIVITY CATEGORIES	YOUNG						MIDDLE						OLD						GRAND TOTAL	
	MS		FS		T		MS		FS		T		MS		FS		T		N	Z
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Getting along with people inside family	4	2.33	13	3.61	17	3.32	4	3.00	10	3.11	14	3.08	3	2.34	9	3.61	12	3.18	43	3.20
Getting along with people outside family	3	1.75	15	4.39	18	3.51	9	6.76	16	4.98	25	5.50	7	5.46	16	6.42	23	6.10	66	4.91
Routine household skills	12	7.01	28	8.21	40	7.81	9	6.76	27	8.41	36	7.92	13	10.15	19	7.63	32	8.48	108	7.96
Preparing for the future	10	5.84	25	7.33	35	6.83	12	9.02	23	7.10	35	7.70	9	7.03	17	6.82	26	6.89	96	7.14
Maintaining and decorating the home	12	7.01	25	7.33	37	7.22	10	7.51	22	6.85	32	7.04	13	10.15	21	6.43	34	9.01	103	7.66
Feeding the family	23	13.45	45	13.19	68	13.28	19	14.28	44	13.70	63	13.67	12	9.37	33	13.25	45	11.93	176	13.10
Using money wisely	13	7.60	20	5.86	33	6.44	11	8.27	18	5.60	29	6.38	11	8.59	11	4.41	22	5.83	84	6.25
Enjoyment & recreation	21	12.26	42	12.31	63	12.3	11	8.27	36	11.21	47	10.35	15	11.71	30	12.04	45	11.93	155	11.54
Care of children	18	10.32	28	8.21	46	8.98	13	9.77	28	8.72	41	9.03	11	8.59	23	9.23	34	9.01	121	9.00
Care of adults	11	6.43	27	7.91	38	7.42	12	6.02	19	5.91	31	6.82	15	11.71	20	6.03	35	9.28	104	7.74
Learning values	29	16.95	38	11.14	67	13.08	11	8.27	31	9.65	42	9.25	15	11.71	28	11.24	43	11.40	152	11.31
Job-related activities	12	7.01	30	5.86	32	6.25	4	3.00	27	8.41	31	6.82	1	0.78	11	4.41	17	3.18	75	5.58
Health	2	1.16	9	2.63	11	2.16	6	4.51	11	3.42	17	3.74	1	0.78	7	2.81	8	2.12	36	2.68
Outreach into world affairs	0	0.00	2	0.58	2	0.39	0	0.00	6	1.86	6	1.32	2	1.56	3	1.20	5	1.32	11	0.96
Other	1	0.58	4	1.17	5	0.97	2	1.50	3	0.93	5	1.10	0	0.00	1	0.40	1	0.26	11	0.81
Total Responses	171	99.92	341	99.93	512	99.94	131	99.94	321	99.92	454	99.86	121	99.93	269	99.53	377	99.92	1363	99.86
Percentage of total sample		17.71		25.39		18.12		9.90		23.90		31.80		9.51		18.54		28.07		99.94

related to feeding the family occurred most frequently, accounting for over 13 percent of the learning activities in each group.

Young, Middle and Older Families. Learning activities focusing upon feeding the family (68), learning values (67) and enjoyment and recreation (63) were the most frequently reported activities of young families. For families in the middle years, the most frequently pursued activities were feeding the family (63), enjoyment and recreation (47), learning values (42), and care of children (41). Older families placed their emphasis on learning related to feeding the family (45), enjoyment and recreation (45) and learning values (43).

Summary for Total Families. Families were involved most frequently in learning activities of feeding the family 13 percent (176), enjoyment and recreation 12 percent (155) and learning values 11 percent (152). Less than three percent of the activities were related to health and to outreach into world affairs. Although all families mentioned that families should learn about values in the home setting most frequently, learning activities actually pursued were more frequently related to feeding the family.

Family and Occupational Learnings:

Learning Activities of Young Families. Table 11 presents the response of young families in terms of their perceptions about whether or not learnings they pursued were helpful for carrying out family activities and household tasks or for learning about occupations. Of the 512 learnings reported by young families, 83 percent (423) were perceived as helpful for family pursuits; 9 percent (47) as helpful for occupational pursuits, and 8 percent as helpful for both.

TABLE 11
LEARNING ACTIVITIES PERCEIVED AS HELPFUL IN FAMILY AND OCCUPATIONAL PURSUITS BY MALE AND FEMALE SPOKESPERSONS FOR YOUNG FAMILIES

LEARNING ACTIVITY CATEGORIES	FAMILY						OCCUPATIONAL						GRAND TOTAL							
	MS		FS		T		MS		FS		T		MS		FS		T		GRAND TOTAL	
	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z
Getting along with people inside family	4	2.89	13	4.56	17	4.01	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	17	3.32
Getting along with people outside family	2	1.44	11	3.85	13	3.07	0	0.00	1	2.85	1	2.12	1	4.76	3	14.28	4	9.52	18	3.51
Routine household skills	11	7.97	25	8.77	36	8.51	0	0.00	3	8.57	3	6.36	1	4.76	0	0.00	1	2.38	40	7.81
Preparing for the future	0	4.34	17	5.96	23	5.43	2	16.66	6	17.14	8	17.02	2	9.52	2	9.52	4	9.52	37	7.22
Maintaining and decorating the home	11	7.97	24	8.42	35	8.27	1	8.33	1	2.85	2	4.25	0	0.00	0	0.00	0	0.00	37	7.22
Feeding the family	19	13.76	41	14.38	60	14.18	2	16.66	3	8.57	5	10.63	2	9.52	1	4.76	3	7.14	66	12.69
Using money wisely	7	5.07	16	5.61	23	5.43	1	8.33	4	11.42	5	10.63	5	23.80	0	0.00	5	11.90	33	6.44
Enjoyment & recreation	19	13.76	37	12.98	56	13.23	0	0.00	4	11.42	4	8.51	2	9.52	1	4.76	3	7.14	63	12.30
Care of children	14	10.14	24	8.42	38	8.98	1	8.33	2	5.71	3	6.36	3	14.28	2	9.52	5	11.90	46	8.98
Care of adults	8	5.79	21	7.36	29	6.85	0	0.00	3	8.57	3	6.36	3	14.28	3	14.28	6	14.28	38	7.42
Learning values	25	18.11	27	9.47	52	12.29	3	25.00	6	17.14	9	19.14	1	4.76	5	23.80	6	14.28	67	13.08
Job-related activities	9	6.52	16	5.61	25	5.91	2	16.66	2	5.71	4	8.51	1	4.76	2	9.52	3	7.14	32	6.25
Health	2	1.44	9	3.15	11	2.60	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	11	2.14
Outreach into world affairs	0	0.00	1	0.15	1	0.23	0	0.00	0	0.00	0	0.00	0	0.00	1	4.76	1	2.38	2	0.99
Other	1	0.72	3	1.05	4	0.94	0	0.00	0	0.00	0	0.00	0	0.00	1	4.76	1	2.38	5	0.97
Total Responses	138	99.92	285	99.94	423	99.91	12	9.97	35	99.95	47	99.95	21	99.96	21	99.96	42	99.96	512	99.94
Percentage of total sample		26.95		59.66		82.61		2.34		6.83		9.17		4.10		4.10		8.20		99.96

Learnings about feeding the family, enjoyment and recreation, and learning values were considered most helpful to family and household tasks.

The most frequently mentioned helpful learnings in the occupational related area, were: learning values, preparation for the future, using money wisely and feeding the family. Helpful to both family and occupational activities were learning values and care of adults and children and using money wisely.

Table 11 reports learnings by male and female family spokesperson. Those learnings helpful to family pursuits that accounted for more than 10 per cent of activities reported by the female spokesperson were feeding the family, and enjoyment and recreation. Males most frequently reported learning values, feeding the family, enjoyment and recreation, and care of children as helpful in family related activities. Male and female spokespersons identified the same seven of 15 learning activities as being most helpful for learning about family activities and household tasks.

Learning Activities of Middle Families. Of the 454 home learnings reported by middle families, 79 per cent (358) were perceived as helpful for family activities, 13 per cent (57) as helpful for learning about occupations and 8 per cent (39) as helpful to both pursuits. (Table 12).

Feeding the family was the most frequently mentioned as helpful to family pursuits and learning values as helpful for occupational pursuits. Learning values and preparation for future learning activities were perceived as helpful to both pursuits.

TABLE 12
LEARNING ACTIVITIES PERCEIVED AS HELPFUL FOR FAMILY AND OCCUPATIONAL PURSUITS BY MALE AND FEMALE SPOKESPERSONS FOR MIDDLE FAMILIES

LEARNING ACTIVITY CATEGORIES	FAMILY						OCCUPATIONAL						MOTH						GRAND TOTAL	
	MS		FS		T		MS		FS		T		MS		FS		T		N	Z
	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z				
Getting along with people inside family	4	3.57	8	3.25	12	3.35	0	0.00	1	2.17	1	1.75	0	0.00	1	3.44	1	2.56	14	3.08
Getting along with people outside family	8	7.14	15	6.09	23	6.42	1	0.09	1	2.17	2	3.50	0	0.00	0	0.00	0	0.00	25	5.50
Routine household skills	8	7.14	22	8.94	30	8.37	1	0.09	3	6.52	4	7.01	0	0.00	2	6.89	2	5.12	36	7.92
Preparing for the future	11	9.82	14	5.69	25	6.98	1	0.09	3	6.52	4	7.01	0	0.00	6	20.68	6	15.38	35	7.70
Maintaining and decorating the home	6	5.35	18	7.31	24	6.70	1	0.09	2	4.34	3	5.26	3	30.00	2	6.89	5	12.82	32	7.04
Feeding the family	15	13.39	30	14.36	51	14.24	0	0.00	8	17.39	8	14.03	4	40.00	0	0.00	4	10.25	63	13.87
Using money wisely	6	7.14	12	4.87	20	5.58	3	27.27	4	8.69	7	12.26	0	0.00	2	6.89	2	5.12	29	6.38
Enjoyment & recreation	10	8.92	31	12.60	41	11.45	1	0.09	4	8.69	5	8.77	0	0.00	1	3.44	1	2.56	47	10.35
Care of children	11	9.82	21	8.53	32	8.93	0	0.00	6	13.04	6	10.52	2	20.00	1	3.44	3	7.69	41	9.03
Care of adults	12	10.71	17	6.91	29	8.10	0	0.00	0	0.00	0	0.00	0	0.00	2	6.89	2	5.12	31	6.82
Learning values	8	7.14	16	6.50	24	6.70	3	27.27	9	19.56	12	21.05	0	0.00	6	20.68	6	15.38	42	9.25
Job-related activities	4	3.57	22	8.94	26	7.26	0	0.00	1	2.17	1	1.75	0	0.00	4	13.79	4	10.25	31	6.82
Health	6	5.35	8	3.25	14	3.91	0	0.00	2	4.34	2	3.50	0	0.00	1	3.44	1	2.56	17	3.74
Outreach into world affairs	0	0.00	4	1.62	4	1.11	0	0.00	1	2.17	1	1.75	0	0.00	1	3.44	1	2.56	6	1.12
Other	1	0.89	2	0.81	3	0.83	0	0.00	1	2.17	1	1.75	1	10.00	0	0.00	1	2.56	5	1.10
Total Responses	112	99.95	246	99.67	358	99.93	11	99.99	46	99.96	57	99.93	10	100.00	29	99.91	19	99.91	654	99.92
Percentage of total sample		24.66		54.18		78.85		2.42		10.13		12.55		2.20		6.38		8.59		99.99

Male and female spokespersons for middle families appear to be congruent in their perceptions of learning activities helpful to family and occupational pursuits.

Learning Activities of Older Families. Spokespersons for older families indicated learning activities were helpful to family activities and learning about occupations as presented in Table 13. A total of 377 learning activities were reported. Of these, 88 percent (330) were perceived as helpful for family activities; 7 percent (28) as helpful for learning about occupational activities, and 5 percent (9) as helpful to both pursuits. (Table 13)

Enjoyment and recreation and feeding the family activities were perceived more frequently as helpful to family. Feeding the family was mentioned most often as helpful to occupational role, while activities related to learning about values were seen as helpful to both family and occupational pursuits.

For family related learnings, male spokespersons reported care of adults more frequently, while female spokespersons most frequently reported feeding the family and enjoyment and recreation. Care of children was reported most frequently by male spokespersons and learning values by female spokespersons as helpful to occupations. Both male and female spokespersons reported learning values most frequently as helpful to both family and occupational pursuits.

TABLE 13
LEARNING ACTIVITIES PERCEIVED AS HELPFUL FOR FAMILY AND OCCUPATIONAL PURSUITS BY MALE AND FEMALE SPOKESPERSONS FOR OLDER FAMILIES

LEARNING ACTIVITY CATEGORIES	FAMILY						OCCUPATIONAL						BOTH						GRAND TOTAL			
	MS		FS		T		MS		FS		T		MS		FS		T		N	%		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Getting along with people inside family	3	2.75	9	4.07	12	3.63	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	12	3.18
Getting along with people outside family	5	4.58	14	6.33	19	5.75	2	20.00	2	11.11	4	14.28	0	0.00	0	0.00	0	0.00	0	0.00	23	6.10
Routine household skills	12	11.00	15	6.78	27	8.18	1	10.00	2	11.11	3	10.71	0	0.00	2	20.00	2	10.52	32	8.46		
Preparing for the future	7	6.42	15	6.78	22	6.66	0	0.00	1	5.56	1	3.57	2	22.22	1	10.00	3	15.78	26	6.69		
Maintaining and decorating the home	12	11.00	21	9.50	33	10.0	0	0.00	0	0.00	0	0.00	1	11.11	0	0.00	1	5.26	34	9.01		
Feeding the family	10	9.17	27	12.21	37	11.21	1	10.00	4	22.22	5	17.85	1	11.11	2	20.00	3	15.78	45	11.93		
Using money wisely	8	7.33	9	4.07	17	5.15	2	20.00	2	11.11	4	14.28	1	11.11	0	0.00	1	5.26	22	5.83		
Enjoyment & recreation	14	12.84	27	12.21	41	12.42	0	0.00	2	11.11	2	7.14	1	11.11	1	10.00	2	10.52	45	11.93		
Care of children	7	6.42	21	9.50	28	8.48	3	30.00	1	5.56	4	14.28	1	11.11	1	10.00	2	10.52	34	9.01		
Care of adults	15	13.76	19	8.59	34	10.30	0	0.00	1	5.56	1	3.57	0	0.00	0	0.00	0	0.00	35	9.28		
Learning values	13	11.92	22	9.95	35	10.60	0	0.00	3	16.67	3	10.71	2	22.22	3	30.00	5	26.31	43	11.40		
Job-related activities	0	0.00	11	4.97	11	3.33	1	10.00	0	0.00	1	3.57	0	0.00	0	0.00	0	0.00	12	3.18		
Health	1	0.91	7	3.16	8	2.42	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	8	2.12		
Outreach into world affairs	2	1.82	3	1.35	5	1.51	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5	1.32		
Other	0	0.00	1	0.45	1	0.30	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	0.26		
Total Responses	109	99.93	221	99.92	330	99.94	10	100.00	16	100.00	28	99.96	9	99.99	10	100.00	19	99.95	377	99.92		
Percentage of total sample		28.91		58.62		87.53		2.65		4.77		7.42		2.38		2.65		5.03		99.98		

Involvement of Family Members in
Learning Activities

Male and female adults and children were involved in home centered learning pursuits. Respondents were asked to identify those family members who participated in the learning activities and the approximate amount of time spent in learning.

Sex Differences in Learning Activities. Involvement differed by sex. About one-third more females, both adult and children, than males pursued learning activities related to routine household skills, feeding the family, enjoyment and recreation, and care of children and adults. Learning activities related to learning values and using money wisely involved males and females more equitably. (Table 14).

Time Spent in Learning Activities:

Table 15 reports the quantities of time used by families for the various categories of learning experiences. Families reported longer time periods more frequently than shorter time spans for learning in the home. More diversified learning times were reported for adults than for children.

Short Term Learnings. Those learnings requiring less than a half-day (or less than four hours) to complete most frequently reported by adults were projects related to maintaining and decorating the home (20 per cent, 29 activities); enjoyment and recreation and feeding the family (15 per cent, 21 activities) each. Those activities frequently reported for children were maintaining and

TABLE 14
PARTICIPATION IN LEARNING ACTIVITIES BY FAMILY MEMBERS IN YOUNG, MIDDLE, AND OLDER FAMILIES

LEARNING ACTIVITY CATEGORIES	YOUNG				MIDDLE				OLDER				ALL FAMILIES				GRAND TOTAL
	N=33		N=26		N=30		N=24		N=28		N=52		N=91				
	M	F	m	f	M	F	m	f	M	F	m	f	M	F	m	f	
Getting along with people inside family	14	16	11	19	9	11	10	14	15	17	8	0	38	44	29	33	144
Getting along with people outside family	9	6	6	4	6	6	5	9	8	8	1	0	23	20	12	13	68
Routine household skills	7	19	6	26	0	15	8	26	3	15	2	2	10	48	16	54	129
Preparing for the future	6	7	2	6	8	9	3	7	7	10	0	0	21	26	5	13	65
Maintaining and decorating the home	36	34	9	11	26	26	22	30	23	16	1	1	85	76	32	42	235
Feeding the family	28	42	22	30	9	26	17	30	15	17	4	1	52	85	43	61	241
Using money wisely	33	29	6	8	7	9	12	11	14	16	0	0	54	54	18	19	145
Enjoyment & Recreation	35	40	25	27	21	29	17	38	19	28	1	1	75	97	43	66	281
Care of Children	32	38	38	59	7	22	16	30	4	5	1	0	43	65	55	89	252
Care of adults	24	25	10	18	11	14	5	6	15	24	1	0	50	63	16	24	153
Learning values	20	18	12	17	10	10	11	12	6	9	4	1	36	37	27	30	130
Job-related activities	18	12	2	5	9	10	6	11	3	5	1	7	30	27	9	23	89
Health	5	7	3	4	3	3	1	4	1	3	0	0	9	13	4	8	34
Outreach into world affairs	6	5	1	1	4	3	2	2	5	6	0	0	15	14	3	3	35
Other	8	10	3	4	5	9	6	7	3	0	0	0	16	19	9	11	55
Total Responses	281	308	156	239	135	202	141	237	141	179	24	13	557	609	321	409	2056

LEGEND: M - Male Adults
F - Female Adults
m - Male Children
f - Female Children

TABLE 13
TIME SPENT BY ADULTS AND CHILDREN IN LEARNING ACTIVITIES

LEARNING ACTIVITY CATEGORIES	NUMBER AND PERCENTAGE OF ADULTS AND CHILDREN																			
	HALF-DAY OR LESS				ONE TO FIVE DAYS				OVER FIVE DAYS				DAILY				UNABLE TO ESTIMATE			
	ADULTS		CHILDREN		ADULTS		CHILDREN		ADULTS		CHILDREN		ADULTS		CHILDREN		ADULTS		CHILDREN	
	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z
Getting along with people inside family	8	5.51	1	1.82	8	4.51	1	1.69	6	2.40	4	3.53	51	13.89	17	10.17	12	5.91	3	6.00
Getting along with people outside family	0	0.00	0	0.00	10	5.64	2	3.38	5	2.00	5	4.42	18	4.90	8	4.79	3	1.47	2	4.00
Routine household skills	11	7.58	5	9.09	12	6.79	5	8.47	13	5.20	4	3.53	10	2.72	23	13.77	7	3.44	1	2.00
Preparing for the future	4	2.75	0	0.00	8	4.51	1	1.69	14	5.60	0	0.00	4	1.08	2	1.19	12	5.91	3	6.00
Maintaining and decorating the home	29	20.00	11	20.00	55	31.07	13	22.03	38	15.20	9	7.96	7	1.90	2	1.19	25	12.31	4	8.00
Feeding the family	21	14.48	7	12.72	17	9.60	9	15.25	53	21.20	22	19.46	34	9.26	14	8.38	16	7.88	3	6.00
Using money wisely	4	2.75	1	1.82	2	1.12	0	0.00	10	4.00	5	4.42	51	13.89	6	3.59	27	13.30	2	4.00
Enjoyment & recreation	21	14.48	9	16.36	38	21.46	13	22.03	47	18.80	23	20.35	34	9.26	11	6.58	22	10.83	8	16.00
Care of children	11	7.58	7	12.72	1	0.56	4	6.77	19	7.60	17	15.04	46	12.53	39	23.35	15	7.38	15	30.00
Care of adults	2	8.27	4	7.27	6	3.38	3	5.08	19	7.60	5	4.42	34	9.26	10	5.98	30	14.77	2	4.00
Learning values	7	4.82	2	3.63	2	1.12	1	1.69	8	1.20	11	9.73	28	7.62	18	10.77	21	10.34	6	12.00
Job-related activities	7	4.82	3	5.45	8	4.51	5	8.47	5	2.00	4	3.53	14	3.81	3	1.79	4	1.97	0	0.00
Health	4	2.75	2	3.63	2	1.12	0	0.00	3	1.20	2	1.76	7	1.90	4	2.39	3	1.47	0	0.00
Outreach into world affairs	3	2.06	0	0.00	3	1.69	1	1.69	4	1.60	0	0.00	15	4.08	2	1.19	2	0.98	0	0.00
Other	3	2.06	3	5.45	5	2.82	1	1.69	6	2.40	2	1.76	14	3.81	8	4.79	4	1.97	1	2.00
Total	145	99.91	55	99.96	177	99.88	59	99.93	250	100.00	113	99.91	367	99.91	167	99.95	203	99.93	50	100.00

decorating the home (20 per cent, 11 activities); enjoyment and recreation (16 per cent, 9 activities); feeding the family and care of other children (13 per cent, 7 activities) each.

Daily Learnings. Learning projects that most frequently required daily time inputs by adults were getting along with others inside the family, using money wisely (14 per cent, 51 activities) each, and care of children (13 per cent, 46 activities). Children's frequently reported daily learnings were care of children (23 per cent, 39 activities), routine household skills (14 per cent, 23 activities) and learning values (11 per cent, 18 activities).

Intermediate Term Learnings. Those activities frequently reported by adults as requiring one to five days to learn were maintaining and decorating the home (31 per cent, 55 activities). Children's learning activities reported frequently in this time period were enjoyment and recreation and maintaining and decorating the home (22 per cent, 13 activities) each and feeding the family (15 per cent, 9 activities).

Long Term Learnings. Those learning activities requiring 5 days or more most frequently reported by adults were feeding the family (21 per cent, 53 activities), enjoyment and recreation (18 per cent, 47 activities) and maintaining and decorating the home (15 per cent, 38 activities). The most frequently reported learning activities for children for this time period were enjoyment and recreation (20 per cent, 23 activities), feeding the family (19 per cent, 22 activities) and care of children (15 per cent, 17 activities).

Learning Requiring Longest Time. Respondents were asked to report the two learning activities that required the most time to learn. Responses are reported in Table 16. Young families most frequently reported that using money wisely required the longest time. Next in order of time used were learnings related to learning values, feeding the family and getting along inside the family and care of children. Middle age families indicated that learnings related to feeding the family were most time consuming. These were followed by learning values activities and enjoyment and recreation. Older families spent more time in learnings related to getting along with others inside the family and in enjoyment and recreation.

Reasons for Learnings Requiring the Longest Time. Interviewees were asked to indicate why the two learning experiences took the most time. Table 17 reports the reasons given. The most time consuming learning activities were considered "more important." This reason was given most frequently by all families (182 responses). That the learning was "more important" or "more interesting" was consistently and frequently reported by families in middle and older stages of the life cycle.

Adults more frequently than children also indicated that "enjoying activity more," "trial and error" efforts and "gathering materials" were reasons for the time consuming aspects of a learning. Children's learnings were reported to take more time because they were considered "more important," "took practice," were "more interesting" or were "more complicated."

TABLE 16
LEARNINGS REQUIRING LONGEST AMOUNT OF TIME

LEARNING ACTIVITY CATEGORIES	NUMBER OF PERSONS													
	YOUNG				MIDDLE				OLDER				GRAND TOTAL	
	MS		FS		MS		FS		MS		FS		N	Z
	N	%	N	%	N	%	N	%	N	%	N	%		
Getting along with people inside family	2	8.70	5	11.11	1	4.35	2	4.44	4	19.04	7	17.50	21	10.66
Getting along with people outside family	0	0.00	1	2.22	2	8.70	1	2.22	2	9.52	1	2.50	7	3.55
Routine household skills	1	4.35	3	6.67	1	4.35	3	6.67	0	0.00	5	12.50	13	6.60
Preparing for the future	1	4.35	0	0.00	1	4.35	1	2.22	2	9.52	2	5.00	7	3.55
Maintaining and decorating the home	1	4.35	3	6.67	2	8.70	4	8.89	2	9.52	3	7.50	15	7.61
Feeding the family	3	13.04	5	11.11	6	26.09	6	13.33	3	14.28	3	7.50	26	13.20
Using money wisely	4	17.39	4	8.89	2	8.70	3	6.67	0	0.00	4	10.00	17	8.63
Enjoyment & recreation	2	8.70	2	4.44	0	0.00	9	20.00	4	19.04	7	17.50	24	12.18
Care of children	1	4.35	7	15.56	1	4.35	5	11.11	0	0.00	1	2.50	15	7.61
Care of Adults	1	4.35	5	11.11	0	0.00	3	6.67	2	9.52	4	10.00	15	7.61
Learning values	2	8.70	7	15.56	3	13.04	4	8.89	0	0.00	1	2.50	17	8.63
Job-related activities	2	8.70	0	0.00	1	4.35	1	2.22	1	4.76	0	0.00	5	2.50
Health	0	0.00	0	0.00	0	0.00	2	4.44	0	0.00	1	2.50	3	1.52
Outreach into world affairs	3	13.04	0	0.00	1	4.35	0	0.00	1	4.76	1	2.50	6	3.05
Other	0	0.00	3	6.67	2	8.70	1	2.22	0	0.00	0	0.00	6	3.05
Total	23	100.02	43	100.01	23	100.03	45	99.99	21	99.99	40	100.00	197	99.99

TABLE 17
REASONS GIVEN FOR LEARNINGS REQUIRING LONGEST TIME

REASON	YOUNG				MIDDLE				OLDER				TOTAL	
	MALE SPOKESPERSON		FEMALE SPOKESPERSON		MALE SPOKESPERSON		FEMALE SPOKESPERSON		MALE SPOKESPERSON		FEMALE SPOKESPERSON		N	%
	N	%	N	%	N	%	N	%	N	%	N	%		
Enjoyed it more	10	8.26	24	8.54	6	4.95	24	10.21	8	12.90	9	7.89	81	8.67
Was more interested	24	19.83	40	14.23	24	19.83	22	9.36	10	16.12	22	19.29	142	15.20
Took practice	13	10.74	55	19.57	11	9.09	33	14.04	6	9.67	17	14.91	135	14.45
Was more important	19	15.70	43	15.30	34	28.09	50	21.27	9	14.51	27	23.68	182	19.49
Material had to be gathered	7	5.78	18	6.40	6	4.95	20	8.51	4	6.45	3	2.63	58	6.20
Trial and error	8	6.61	39	13.87	1	0.82	19	8.08	5	8.06	4	3.50	76	8.13
Was more complicated	12	9.91	33	11.74	7	5.78	30	12.76	8	12.90	13	11.40	103	11.03
Other	28	23.14	29	10.32	32	26.44	37	15.74	12	19.35	19	16.66	157	16.81
TOTAL	121	100.00	281	100.00	121	100.00	235	100.00	62	100.00	114	100.00	934	100.00

Facilitating Learning
in the Home

Sometimes families have to make changes in what they usually do in order to carry out learning projects. Families were asked what kinds of changes their family made in the past year related to learnings that were helpful for family activities and household tasks and occupations.

Changes Made to Facilitate Learning:

Families made a total of 665 changes to facilitate learning. Young families made 282 changes, while middle age and older families made 233 and 150 changes respectively. Changes were made relative to people, money, time and space. People and money changes were made more often than changes in time or space by families in all stages of the life cycle. (Table 18)

Changes that involved people, such as helping and/or teaching a family member and providing moral support accounted for 41 per cent (125) of the changes in young families, 34 per cent (108) in middle age families and 21 per cent (64) in older families.

Changes in how money was used included changed expenditures for materials, transportation and services. Young families made 38 per cent (98) of their changes relative to money. Money changes accounted for 31 per cent (75) of the changes in middle age families and 21 per cent (62) of the changes in older families.

Contacts Made to Facilitate Learning:

Families made outside the home contacts to get help with home

TABLE 18
CHANGES MADE BY YOUNG, MIDDLE, AND OLDER FAMILIES TO FACILITATE LEARNINGS HELPFUL TO FAMILY AND OCCUPATIONAL PURSUITS

TYPES OF CHANGES	FAMILY								OCCUPATIONAL								BOTH						ALL FAMILIES			
	Young		Middle		Older		TOTAL		Young		Middle		Older		TOTAL		Young		Middle		Older		TOTAL		TOTAL	
	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z
PEOPLE	73	45.1	67	48.9	56	47.9	196	47.1	1	14.3	1	6.7	4	33.3	6	17.7	51	45.1	40	49.4	4	19.1	95	44.2	297	44.7
MONEY	54	33.3	36	26.3	45	38.5	135	32.5	6	85.7	8	53.3	6	50.0	20	58.8	38	33.6	31	38.3	11	52.4	80	37.2	235	35.3
TIME	23	14.2	24	17.5	8	6.8	55	13.2	0	0.0	5	33.3	1	8.3	6	17.7	16	14.2	6	7.4	4	19.1	26	12.1	87	13.1
SPACE	2	7.4	10	7.3	8	6.8	30	7.2	0	0.0	1	6.7	1	8.3	2	5.9	8	7.1	4	4.9	2	9.5	14	6.5	46	6.9
TOTAL	162	100.0	137	100.0	117	100.0	416	100.0	7	100.0	15	100.0	12	100.0	34	100.0	113	100.0	81	100.0	21	100.0	215	100.0	665	100.0

learning projects. Family spokespersons were asked to indicate contacts outside the home that had been made to facilitate learning within the home. (Table 19)

Male Spokesperson. Male spokespersons indicated that librarians were the persons identified most frequently by 33 percent (612) of the male adults as a source of help. They also reported that 31 percent (4) of the male children used other children most frequently as sources of help. (Table 19)

Female Spokesperson. Female spokespersons identified friends as the primary contact for both male adults (20 percent, 11) and female adults (45 percent, 33). They indicated that female adults (24 percent, 17) contacted parents more frequently for help than did male adults (13 percent, 7).

Reason for Choice of Contacts. The participants were asked why they chose to use the contacts identified. Table 20 summarizes the reasons for choice made as identified by male and female spokespersons for young, middle aged and older families.

Male Spokespersons. The major reason for all families to make a contact was identified by male spokespersons as being knowledge about the learning (42 percent, 15). A trusted expert and convenient and close to home were identified as reasons for selecting contact by 31 percent (11) or more of these families. For 25 percent (9) of the families contact was made because it was free or provided by friends. The explanation that a person had information although not considered an expert was reported by only 14 percent (5) of the families.

TABLE 19
CONTACTS MADE BY FAMILY MEMBERS AS REPORTED BY MALE AND FEMALE SPOKESPERSONS

CONTACT	MALE SPOKESPERSON								FEMALE SPOKESPERSON							
	M. Adult (N = 37)		F. Adult (N = 27)		M. Child (N = 13)		F. Child (N = 24)		M. Adult (N = 55)		F. Adult (N = 72)		M. Child (N = 41)		F. Child (N = 47)	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
None	0	0.00	1	3.70	0	0.00	0	0.00	2	3.64	3	4.17	0	0.00	0	0.00
SCHOOL	3	8.33	2	7.41	0	0.00	0	0.00	8	14.55	9	12.50	1	2.44	2	4.26
Teacher	4	11.11	0	0.00	0	0.00	1	4.17	1	1.82	5	6.94	2	4.88	2	4.26
Administrator	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	1.39	0	0.00	0	0.00
LIBRARY	4	11.11	3	11.11	0	0.00	3	12.50	5	9.09	18	25.00	4	9.76	7	14.89
Librarian	12	32.43	5	18.52	2	15.38	5	20.83	1	1.82	10	13.89	4	9.76	10	21.28
EXTENSION	3	8.33	3	11.11	0	0.00	0	0.00	2	3.64	0	0.00	0	0.00	0	0.00
Agricultural Agent	4	11.11	3	11.11	0	0.00	0	0.00	2	3.64	0	0.00	0	0.00	0	0.00
Home Agent	1	2.70	1	3.70	0	0.00	0	0.00	0	0.00	3	4.17	0	0.00	0	0.00
4-H Agent	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	2.78	0	0.00	0	0.00
RELATIVES	2	5.56	1	3.70	0	0.00	0	0.00	4	7.27	5	6.94	0	0.00	0	0.00
Parents	4	11.11	4	14.81	0	0.00	0	0.00	7	12.73	17	23.61	0	0.00	3	6.36
Children	2	5.56	2	7.41	4	30.77	0	0.00	7	12.73	9	12.50	0	0.00	0	0.00
Brother/Sister	4	11.11	2	7.41	0	0.00	1	4.17	1	1.82	7	9.72	0	0.00	4	8.51
Extended family	4	11.11	3	11.11	2	15.38	0	0.00	2	3.64	9	12.50	2	4.88	5	10.64
NEIGHBOR	9	24.32	0	0.00	0	0.00	0	0.00	10	18.18	15	20.83	0	0.00	6	12.77
FRIEND	9	24.32	4	14.81	0	0.00	0	0.00	11	20.00	13	18.06	3	7.32	6	12.77
CHURCH	1	2.70	2	7.41	0	0.00	1	4.17	5	9.09	13	18.06	3	7.32	4	8.51
Minister/Priest	2	5.56	4	14.81	0	0.00	0	0.00	1	1.82	3	4.17	0	0.00	0	0.00
Ladies Aid Society	0	0.00	1	3.70	0	0.00	0	0.00	0	0.00	4	5.56	0	0.00	0	0.00
Class/Worship group	1	2.70	2	7.41	0	0.00	0	0.00	1	1.82	1	1.39	0	0.00	0	0.00
OTHER	13	35.14	6	22.22	0	0.00	0	0.00	31	56.36	35	48.61	7	17.07	3	6.36

TABLE 20
WHY CONTACT WAS USED

REASON	YOUNG				MIDDLE				OLD				TOTAL			
	MS-12		FS-24		MS-12		FS-24		MS-12		FS-24		MS-36		FS-72	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Knew about	5	41.67	12	50.00	4	33.33	12	50.00	6	50.00	10	41.67	15	41.67	34	47.22
Trusted expert	4	33.33	18	75.00	3	25.00	17	70.83	7	58.33	13	54.17	14	38.89	48	66.67
Convenient	7	58.33	0	0.00	2	16.67	11	45.83	3	25.00	8	33.33	12	33.33	19	26.39
Close to home	5	41.67	8	33.33	2	16.67	7	28.33	4	33.33	5	20.83	11	30.56	20	27.78
Free	5	41.67	6	25.00	0	0.00	6	25.00	4	33.33	4	16.67	9	25.00	16	22.22
Friend	6	50.00	8	33.33	2	16.67	10	41.67	1	8.33	10	41.67	9	25.00	28	38.89
Other	3	25.00	4	16.67	0	0.00	6	25.00	4	33.33	6	25.00	7	19.44	16	22.22
Person had information (not expert)	2	16.67	3	12.50	2	16.67	2	8.33	1	8.33	1	4.17	5	13.89	6	8.33
Totals	37		59		15		71		30		57		82		187	

Female Spokesperson. In 67 percent (48) of the families the explanation for making the contact was that the person was considered a trusted expert. The next two reasons most frequently reported for family utilization of a contact were knowing about the contact 47 percent (39) and friends 39 percent (28). Other explanations were ranked in the following order, close to home 28 percent (20); convenient 26 percent (19) and free 22 percent (16). Persons who had information but were not considered experts were contacted by the least number of families 8 percent (6).

Young Families. Male spokespersons for 58 percent (7) of the young families reported convenience as the major reason for making a contact. Being friends was identified by one-half (6) of the families as the explanation for use of contact. Knowledge about, closeness to home, and being free were reported as reasons by 42 percent (5) of these families. The female spokespersons gave trusted expert as an explanation for use of contact in three-fourths (18) of the young families. Knowledge about the learning activity was the reported reason given by 50 percent (12) of the families. Being close to home and being friends were explanations offered by one-third of the families.

Middle Families. Both male and female spokespersons identified trusted experts most frequently, 25 percent (3) and 71 percent (17) respectively, as the reason why the contact was used by middle age family members. About one-third (4) of the families of male spokespersons gave knowing about the source as a reason. Closeness to home was reported by 58 percent (7) of the female spokespersons families.

Older Families. As with young and middle age families, older families reported the trusted expert as the major contact used. In 50 percent (6) of the families with a male spokesperson knowing about the source was given as reason for the contact. About 42 percent (10) of the families with a female spokesperson selected a contact because person was a friend or had knowledge about the learning.

Summary for Total Families. A trusted expert was identified by over half of the families as the reason for making the contact. Knowledge about, convenient, close to home and being free were considered important reasons for selecting the contact by 25 or more families.

Identification of Contact Source. Families were asked what source of information was used to identify the contacts used. These sources of information are presented in Table 21.

Male Spokesperson. Male spokesperson representing families in the three age categories (young, middle, old) reported that the source of information for contact was past experience for over half (20) of the families. Forty-seven percent (17) of the families said they always had known about it so they used the source. Referrals by a friend was reported in 17 percent (6) of the families. Professionals were identified as sources by 14 percent (5) of the families. Less than 3 percent (1) identified television, newspaper, magazines, special flyers, and yellow pages as sources of information for contacts. Radio was not reported as an information source by any of the families.

TABLE 21
SOURCE OF INFORMATION FOR CONTACTS

SOURCE OF INFORMATION	YOUNG				MIDDLE				OLD				TOTAL			
	MS-12		FS-24		MS-12		FS-24		MS-12		FS-24		MS-36		FS-72	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Used before/ past experience	8	66.67	17	70.83	5	41.67	15	62.50	7	58.33	11	45.83	20	55.56	43	59.72
Always knew about	6	50.00	11	45.83	5	41.67	16	66.67	6	50.00	11	45.83	17	47.22	38	50.78
Other	6	50.00	7	29.17	1	8.33	0	25.00	2	16.67	3	12.50	9	25.00	16	22.22
Referred by a friend	2	16.67	6	25.00	0	0.00	4	16.67	4	33.33	4	16.67	6	16.67	14	19.44
Referred by a professional source	3	25.00	3	12.50	2	16.67	4	16.67	0	0.00	3	12.50	5	13.89	10	13.89
Television	0	0.00	0	0.00	0	0.00	1	4.17	1	8.33	0	0.00	1	2.78	1	1.39
Newspaper Magazine article	0	0.00	1	4.17	0	0.00	2	8.33	1	8.33	3	12.50	1	2.78	6	8.33
Special flyer	1	8.33	0	0.00	0	0.00	2	8.33	0	0.00	1	4.17	1	2.78	3	4.17
Yellow pages	0	0.00	1	4.17	1	8.33	1	4.17	0	0.00	0	0.00	1	2.78	2	2.78
Radio	0	0.00	0	0.00	0	0.00	0	0.00	1	8.33	0	0.00	1	2.78	0	0.00
Don't know	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	4.17	0	0.00	1	1.39

Female Spokesperson. Past experience or used before was reported by sixty percent (43) of the families. Always knew about the source was reported by 53 percent (38) of the families. About one-fifth (14) indicated the source of information for a contact was a friend. Professional referrals were identified by 14 percent (10) families. Three percent or less of the families viewed television, yellow pages, radio and special flyers as sources for contacts.

Young, Middle and Older Family. Families in all stages of the life cycle relied on past experience as the major source of information for helping to make contact for learning. Male spokespersons in the middle age families did not report any use of referrals by friends, however, at least 17 percent of all other families did use this information source.

Summary for Total Families. Both male and female spokespersons reported past experience and always knew about it as the major information sources used by families for making contacts. The second most reported sources were friends and professionals. Male and female spokespersons reported that media (both soft-ware and hard-ware) were limited sources of information for contacts when compared to other sources.

Media Resources Used:

Mass media resources were extensively used for home learning by family members. Families used 1997 media resources during the past year, an average of 18 resources per family (Table 22). Young families used television resources most frequently, middle families

TABLE 22
 MEDIA RESOURCES USED BY INDIVIDUALS IN YOUNG, MIDDLE, AND OLDER FAMILIES

MEDIA RESOURCES	NUMBER OF RESOURCES USED																							
	YOUNG				TOTAL		MIDDLE				TOTAL		OLDER				TOTAL		TOTAL FAMILIES					
	M	F	m	f	N	Z	M	F	m	f	N	Z	M	F	m	f	N	Z	M	F	m	f	N	Z
Magazine articles	55	54	12	21	142	19.63	35	44	25	30	134	18.79	54	67	0	0	121	21.89	144	165	37	51	397	19.88
Television program	43	54	33	39	169	23.12	23	30	28	33	114	15.99	40	58	6	3	107	19.35	106	142	67	75	390	19.53
Books	24	30	26	37	117	16.01	26	49	39	46	160	22.44	36	32	6	2	76	13.74	86	111	71	85	353	17.68
Newspaper articles	67	54	4	8	133	18.19	31	37	17	23	108	15.15	45	60	0	0	105	18.99	143	151	21	31	346	17.33
Radio programs	16	17	7	8	48	6.57	13	29	12	22	76	10.66	35	36	1	1	73	13.20	64	82	20	31	197	9.86
Flyers/pamphlets	11	17	1	2	31	4.24	14	16	4	18	52	7.29	17	25	0	0	42	7.59	42	58	5	20	125	6.26
Telephone	11	19	1	7	38	5.20	3	16	8	10	37	5.19	6	5	0	0	11	1.99	20	40	9	17	86	4.37
Records	4	4	11	19	38	5.20	0	7	2	8	17	2.38	3	5	0	0	8	1.45	7	16	13	27	63	3.15
Cassette tapes	0	5	0	2	7	0.96	3	0	0	10	13	1.82	4	6	0	0	10	1.81	7	11	0	12	30	1.50
Audio-visual	2	1	5	0	8	1.09	0	1	0	1	2	0.28	0	0	0	0	0	0.00	2	2	5	1	10	0.50
Computer link up	0	0	0	0	0	0.00	0	0	0	0	0	0.00	0	0	0	0	0	0.00	0	0	0	0	0	0.00
TOTALS	233	255	100	143	731	100.01	148	229	135	201	713	99.99	240	294	13	6	553	100.01	621	778	248	350	1997	100.06

LEGEND:

- M = male adult
- F = female adult
- m = male child
- f = female child

more frequently utilized books, and older families used magazines. Children in young families used television more often than did children in middle families.

Time Spent in Gaining Information from Media Sources. Thirty percent (35) of the families spent six to 15 hours per week watching television programs related to home centered learning. About 20 percent of the families (22) listened to radio programs related to home learning from six to 15 hours per week. Older families spent more time watching television and listening to the radio for learning than did either young or middle families (Table 23).

Newspapers and magazines also were a source of information for family learning. Thirty-six percent (39) of all families spent less than an hour reading the newspaper for family learning.

The telephone was used daily in 11 percent (4) of the young families (Table 23). Over 18 percent (20) of the families read from one to four magazine articles weekly. Over 31 percent (33) of the families read from one to five books monthly with older families reading less books than middle or younger families. Twelve percent (13) of the families used 4 or more pamphlets for learning a month (Table 24).

TABLE 23
TIME UTILIZATION OF RADIO, TELEVISION, NEWSPAPER AND TELEPHONE BY YOUNG, MIDDLE AND OLDER FAMILIES

RANGE OF TIME	YOUNG (N=36)		MIDDLE (N=36)		OLDER (N=36)		TOTAL (N=108)	
	N	%	N	%	N	%	N	%
	Radio (hours/week)							
none	23	63.89	0	0.00	2	5.56	25	23.15
1-5	6	16.67	10	27.78	6	16.67	22	20.37
6-10	0	0.00	3	8.33	11	30.56	14	12.96
11-15	2	5.56	1	2.78	5	13.89	8	7.41
16-20	3	8.33	0	0.00	1	2.78	4	3.70
21-25	0	0.00	1	2.78	4	11.11	5	4.63
26-30	1	2.78	0	0.00	0	0.00	1	0.93
31 +	1	2.78	3	8.33	0	0.00	4	3.70
no response	0	0.00	18	50.00	7	19.44	25	23.15
Television (hours/week)								
none	5	13.89	0	0.00	0	0.00	5	4.63
1-5	5	13.89	1	2.78	6	16.67	12	11.11
6-10	9	25.00	5	13.89	3	8.33	17	15.74
11-15	3	8.33	5	13.89	10	27.78	18	16.67
16-20	1	2.78	3	8.33	5	13.89	9	8.33
21-25	1	2.78	2	5.56	1	2.78	4	3.70
26-30	2	5.56	0	0.00	2	5.56	4	3.70
31 +	6	16.67	3	8.33	0	0.00	9	8.33
no response	4	5.00	17	47.22	9	25.00	26	24.07
Newspapers (hours/daily)								
none	1	2.78	0	0.00	1	2.78	2	1.85
less than 1 hr.	1	30.56	12	33.33	16	44.44	39	36.11
1-3	6	15.67	11	30.56	8	22.22	25	23.15
3-5	0	0.00	0	0.00	1	2.78	1	0.93
5-7	2	5.56	0	0.00	0	0.00	2	1.85
7+	0	0.00	0	0.00	0	0.00	0	0.00
no response	16	44.44	13	36.11	10	27.78	29	26.85
Telephone (how often used)								
never	9	25.00	0	0.00	1	2.78	10	9.26
seldom	3	8.33	1	2.78	1	2.78	5	4.63
occasionally	5	13.89	1	2.78	4	11.11	10	9.26
often (daily)	4	11.11	3	8.33	1	2.78	8	7.41
no response	15	41.67	31	98.33	29	80.55	75	69.44

TABLE 24
TIME UTILIZATION OF BOOKS, FLYERS, AND MAGAZINES BY YOUNG, MIDDLE AND OLDER FAMILIES

TIME	Young (N=36)		Middle (N=36)		Older (N=36)		TOTAL (N=108)	
	N	X	N	X	N	X	N	X
Books (per mo)								
none	3	8.33	0	0.00	0	0.00	3	2.78
1-5	9	25.00	8	22.22	16	44.44	33	30.56
6-10	6	16.67	6	16.67	2	5.56	14	12.96
11-15	3	8.33	2	5.56	0	0.00	5	4.63
16-20	5	13.89	2	5.56	1	2.78	8	7.41
21-25	1	2.78	2	5.56	0	0.00	3	2.78
26-30	1	2.78	1	2.78	0	0.00	2	1.85
31 +	1	2.78	3	8.33	0	0.00	4	3.70
no response	7	19.44	12	33.33	17	47.22	26	24.07
Flyers/ Pamphlets (per mo)								
none	10	27.78	0	0.00	1	2.78	11	10.19
1-3	4	11.11	6	16.67	10	27.78	20	18.52
4-6	3	8.33	4	11.11	6	16.67	13	12.04
7-10	1	2.78	4	11.11	1	2.78	6	5.56
11-15	0	0.00	1	2.78	0	0.00	1	0.93
16-20	0	0.00	0	0.00	0	0.00	0	0.00
21-30	0	0.00	0	0.00	0	0.00	0	0.00
31 +	0	0.00	0	0.00	1	2.78	1	0.93
no response	18	50.00	21	58.33	17	47.22	56	51.85
Magazines (articles/wk)								
none	5	13.89	0	0.00	9	25.00	14	12.96
1-4	11	30.56	3	8.33	6	16.67	20	18.52
5-8	2	5.56	6	16.67	6	16.67	14	12.96
9-12	2	5.56	3	8.33	5	13.89	10	9.26
13-16	1	2.78	0	0.00	1	2.78	2	1.85
17-20	1	2.78	1	2.78	1	2.78	3	2.78
21-24	0	0.00	0	0.00	0	0.00	0	0.00
25 +	1	2.78	1	2.78	0	0.00	2	1.85
no response	13	36.11	22	61.11	8	22.22	43	39.81

Time and Place of Home

Centered Learnings

Time Learnings Occurred:

Family spokespersons were asked to identify those times of the year, day, and week when most of the learning occurred for the adults and children in the family.

Time of Learning. Learning activities were dispersed throughout the year for both adults and children in all families. Most learning occurred during June, July and August for all families. (Table 25). Weekends were a more preferred time for learning activities than weekdays for all families.

With the exception of older adult females most learning occurred during evening hours. Night hours were the least preferred times for learning.

Location of Learning:

Families were asked to identify where in the home they preferred to learn. Data indicating preferred locations for male and female adults and children is presented in Table 26.

Male Spokesperson Families. Families with male spokespersons indicated that the preferred location for adult males within the home for learning was the living room 64 percent (23). For adult females the living room was also the preferred location for learning 63 percent (17). For male children the first preference was the living room 69 percent (9), while female children preferred the bedroom, 50 percent (12).

TABLE 25
NUMBER OF FAMILY MEMBERS INVOLVED IN LEARNING ACTIVITIES AT SPECIFIED TIMES

TIME	ADULT MALE (N=91)				ADULT FEMALE (N=99)				MALE CHILD (N=54)				FEMALE CHILD (N=72)			
	Y	M	O	T	Y	M	O	T	Y	M	O	T	Y	M	O	T
MONTH																
January	14	13	18	45	14	16	20	50	9	14	1	24	13	16	0	29
February	14	13	18	45	14	17	20	51	6	12	1	19	13	19	0	32
March	10	14	16	40	8	18	18	44	4	10	1	15	8	18	0	26
April	10	16	12	38	9	18	15	42	5	9	1	15	7	18	0	25
May	13	16	10	39	11	19	14	44	6	11	1	18	10	21	0	31
June	19	23	11	53	20	26	16	62	16	12	1	29	20	30	0	50
July	20	22	11	53	21	25	19	65	15	11	1	27	22	30	0	52
August	19	23	11	53	20	24	20	64	16	12	2	30	19	26	0	45
September	12	20	12	44	11	23	17	51	6	19	1	26	12	21	0	33
October	9	15	11	35	9	18	16	43	5	16	1	22	9	15	1	25
November	12	14	14	40	10	18	17	45	7	16	1	24	12	17	0	29
December	21	13	17	51	13	16	18	47	8	13	3	24	13	16	1	30
WEEK																
Weekday	12	8	11	31	14	12	18	44	6	11	0	17	12	11	1	24
Weekend	19	12	8	39	19	17	8	44	16	15	1	32	23	15	1	39
No Pref.	1	10	6	17	0	7	7	14	0	0	0	0	0	6	0	6
DAY																
Morning	11	8	6	25	8	10	10	28	9	2	0	11	9	5	0	14
Afternoon	10	12	9	31	15	17	12	44	10	12	0	22	13	13	0	26
Evening	20	17	10	47	20	20	8	48	14	18	1	33	23	22	1	46
Night	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0
No Pref.	1	5	6	12	0	4	6	10	0	0	0	0	0	3	0	3

Y = Young families
M = Middle age families
O = Older age families
T = Total

TABLE 26
PREFERRED LOCATION TO LEARN IN HOME FOR MEMBERS AS REPORTED BY MALE AND FEMALE SPOKESPERSONS

LOCATION	TOTAL FAMILIES															
	MS Family Members								FS Family Members							
	M 36		F 27		m 13		f 24		M 55		F 72		m 41		f 47	
	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z	N	Z
Kitchen	8	22.22	8	29.63	3	23.08	8	33.33	13	23.64	28	38.89	14	34.15	16	34.04
Family room	3	8.33	2	7.41	1	7.69	4	16.67	7	12.73	8	11.11	5	12.20	3	6.38
Bedroom	8	22.22	3	11.11	8	61.54	12	50.00	6	10.91	15	20.83	13	31.71	22	46.81
Study	0	0.00	0	0.00	0	0.00	1	4.17	2	3.64	2	2.78	1	2.44	2	4.26
Living room	23	63.89	17	62.96	9	69.23	4	16.67	34	61.82	49	68.06	15	36.59	17	36.17
Bathroom	2	5.56	1	3.70	3	23.08	1	4.17	3	5.45	4	5.56	2	4.88	3	6.38
Basement	2	5.56	1	3.70	3	23.08	1	4.17	7	12.73	6	8.33	8	19.51	5	10.64
Garage	1	2.78	1	3.70	0	0.00	0	0.00	6	10.91	2	2.78	3	7.32	0	0.00
Other	8	22.22	8	29.63	5	38.46	7	29.17	13	23.64	19	26.39	15	36.59	7	14.89

Female Spokesperson Families. Males were reported as preferring the living room 62 percent (34), by female spokespersons. Females preferred the living room 68 percent (49). The first preference of male children was reported as the living room 37 percent (15). Female children indicated the bedroom 47 percent (22) as a first preference.

Young Family Category. For 52 percent (65) of the family members the preferred location to learn was reported as the living room. The kitchen ranked second as the choice of 23 percent (29) of the families and the bedroom third for 22 percent (28) family members (Table 27).

Middle Family Category. The living room was reported most frequently 51 percent (63) as the preferred location for learning. The kitchen ranked second with 40 percent (49) of the family members preferring this location, while bedrooms were preferred by 34 percent (42). The study was identified as preferred by 5 percent (6).

Older Family Category. Older family members were similar to younger and middle family members preferring the living room 66 percent (44) as a location for learning. Kitchens were preferred by more than one-fourth of the family members (18).

Summary. Over half of all families, young, middle aged and older, preferred the living room for learning. The kitchen and bedroom were ranked in second and third order respectively as preferred locations for learning for all families.

TABLE 26
PREFERRED LOCATION FOR RESOURCE UTILIZATION REPORTED BY MALE AND FEMALE SPOKESPERSON FOR YOUNG, MIDDLE, AND OLDER FAMILIES

RESOURCE	YOUNG														MIDDLE														OLDER																				
	KITCH		FAM ROOM		BED ROOM		STUDY		LIVG ROOM		BATH ROOM		DINE ROOM		GAR.		KITCH		FAM ROOM		BED ROOM		STUDY		LIVG ROOM		BATH ROOM		DINE ROOM		GAR.																		
	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS															
Tables	7	16	1	3	1	1	6	1	6	8	0	4	5	0	0	7	17	2	2	1	5	2	0	5	4	0	0	3	10	0	0	4	14	0	3	1	1	0	3	7	6	0	0	3	6	0	0		
Beds	0	0	0	3	3	26	1	1	0	0	0	0	0	0	0	0	0	1	13	37	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	7	13	1	0	0	1	0	0	1	0	0	0		
Chairs	14	20	0	9	5	12	1	3	12	23	0	6	9	0	0	6	10	3	4	5	9	2	0	17	21	1	1	13	25	0	0	3	15	0	7	1	3	0	3	19	22	0	0	12	9	0	0		
Books	0	1	0	2	5	7	1	1	2	1	0	0	1	2	0	0	1	0	2	5	5	2	1	0	2	0	0	1	3	0	0	1	1	0	0	1	2	1	3	2	2	0	0	3	7	0	0		
Maps	0	0	1	4	0	0	0	0	10	17	0	0	0	0	0	0	1	3	4	1	0	1	1	7	22	0	0	0	0	0	1	0	1	0	3	1	0	0	3	7	18	0	0	0	0	0	0		
Work Bench	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	4	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	5		
Cassette Recorder	0	1	1	1	2	0	0	4	2	0	0	0	1	0	0	2	2	1	2	3	9	1	1	2	2	0	0	1	0	0	0	0	0	0	0	0	1	0	1	0	0	1	3	1	0	0	0	0	0
Record Player	0	0	2	2	1	3	0	0	5	13	0	0	0	0	0	0	0	1	7	2	9	6	0	4	9	0	0	0	1	0	0	1	1	0	3	0	0	1	0	3	8	1	0	3	0	0	0	0	
Computer Link up	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Telephone	5	10	0	3	5	4	1	0	1	3	0	0	3	2	1	1	6	14	1	6	7	5	1	0	2	1	0	0	1	4	0	0	3	8	0	1	3	2	0	0	3	4	0	0	2	6	1	0	
Radios	4	7	2	3	7	24	1	1	9	13	0	2	0	1	1	2	5	13	2	5	6	25	0	1	5	10	0	3	2	4	0	2	1	9	0	2	4	7	0	1	3	6	0	1	2	3	0	0	
T.V.	1	3	1	5	3	7	1	0	11	20	0	0	0	0	0	1	1	1	4	5	0	1	0	0	17	0	0	0	1	6	0	4	3	0	2	1	3	0	0	9	19	0	0	2	2	0	0	0	
Magazines	2	3	2	4	4	12	1	0	9	17	1	4	2	2	0	0	3	1	7	6	17	0	1	0	20	1	7	0	4	0	1	3	4	0	1	2	5	0	3	16	16	1	2	0	1	0	0	0	
Books	4	7	0	4	9	19	1	10	10	16	1	5	1	4	0	0	3	7	3	6	6	21	0	1	9	21	1	4	2	5	0	2	1	4	0	2	1	6	0	2	11	12	0	1	0	0	0	2	6
Tools	6	12	0	1	1	0	0	0	4	1	3	0	1	0	4	8	4	5	0	2	2	3	0	0	1	2	1	1	1	1	4	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Pets and Pans	8	22	0	0	1	0	1	0	0	0	1	0	0	0	0	0	8	20	0	1	0	0	0	0	0	1	0	0	0	1	0	0	4	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sewing Machine	2	6	0	0	2	6	1	1	1	4	0	0	3	2	0	1	1	3	0	2	3	4	1	0	1	3	0	0	2	6	0	0	2	0	0	1	1	7	0	1	0	0	0	0	1	0	0	0	
TOTAL	8	17	0	7	7	6	1	1	12	12	4	1	1	0	1	7	9	0	9	1	10	0	0	1	11	0	1	0	0	1	1	10	1	7	2	3	0	4	6	0	0	2	9	1	0	0			

Places Where Learning Resources Were Used:

Families identified where within the home they used sources of information for learning (i.e., television, radio, newspapers, books and magazines). This data is presented in Table 28.

Young Families. Rooms preferred for utilizing learning resources were ranked by young families as follows: living room, bedroom, kitchen, family room, dining room, study and very rarely the bathroom and garage.

Resources utilized for learning in all rooms except the garage included magazines and books. Televisions were reported as useful in the following locations: living room, bedroom, family room, and kitchen. However, radios and telephones were considered as useful in all rooms. Chairs and tables were reported as useful learning resources in all rooms except the bathroom and garage.

Middle Families. Rooms preferred for utilizing learning resources were ranked as follows for family member use: living room, bedroom, kitchen, dining room, family room, study and bath.

Books, magazines and radios were reported as utilized in all rooms. Telephones and televisions were considered usable resources in all rooms except the bathroom and garage. Tables were viewed as resources for learning activities in all rooms except bathroom and garage. Chairs were reported as utilized in all rooms except the garage.

Older Families. The living room was identified most frequently by both male and female spokespersons as the preferred location for utilizing learning resources. The kitchen ranked next and dining

rooms placed third. The bathroom was rarely identified as a location preferred for learning.

Magazines and books were utilized in all locations except the garage. Televisions were viewed as learning resources to be utilized in all rooms except the study, bathroom and garage. Radios were reported as utilized in all rooms except the garage. Telephones were viewed as learning resources to be used in all rooms except the study and the bathroom. Record players use was reported for all rooms except the bedroom. Tables and chairs were used as resources in all rooms except the bathroom and garage.

Summary. The living room was the preferred location for utilizing learning resources by family members in each of the age categories. Kitchens and bedrooms were the next preferred choices. The bathroom and garage were rarely reported as learning locations.

Magazines and book utilization was dispersed throughout the eight identified rooms in homes. Radios, telephones, tables and chairs were used in five or more rooms by family members in the three age categories. However, television usage was less dispersed in number of rooms and particularly by the young family group. Young families identified television use in only four locations. In general, location preference and resources utilized is similar for families in each of the age categories. Perceptions of males and females are similar in terms of reporting utilization of resources and location.

Preferred Location for Future Learning Resources Use:

Family spokespersons were asked to indicate the location in the home of learning resources that potentially would be used in future. These are presented in Table 29.

Young Families. Locations for learning were identified in the following preference order: living room, bedroom, kitchen, family room, study, dining room, garage and bathroom.

Utilization of magazines and books was preferred in all rooms except the garage. Telephones and radios were viewed as potential learning resources in all rooms. Television, record player, and cassette recorders use was limited to living room, bedroom, dining room, kitchen and the study. Only one family indicated a desire for a computer link-up. Use of tables and chairs was viewed as useful for all rooms except bathroom and garage.

Middle Families. The order of preference for learning resource utilization in rooms was as follows: living room, bedroom, kitchen, family room, dining room, garage and study.

Magazines and books were reported as useful learning resources to be utilized in all rooms except the garage. Radio use was noted for all rooms. Televisions, telephones, tables and chairs were viewed as useful resources for learning in all rooms but the bath and garage.

Older Families. The room preferences for learning resources utilization was ranked as follows: living room, kitchen, bedroom, dining room, family room, study, garage and bath.

TABLE 29
PREFERRED LOCATION FOR RESOURCE UTILIZATION REPORTED BY MALE AND FEMALE SPOKESPERSON FOR YOUNG, MIDDLE, AND OLDER FAMILIES (FUTURE)

RESOURCE	YOUNG																MIDDLE																OLDER																															
	KITCH.				FAM ROOM				BED ROOM				STUDY				LIVG ROOM				BATH ROOM				DINE ROOM				GAR.				KITCH.				FAM ROOM				BED ROOM				STUDY				LIVG ROOM				BATH ROOM				DINE ROOM				GAR.			
	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS	MS	FS												
Television	6	17	1	4	4	2	1	4	5	8	0	0	3	5	0	0	7	18	2	3	1	5	2	0	5	6	0	0	2	8	0	0	4	14	0	5	1	1	0	3	7	6	0	0	2	7	0	0	0	0	0	0												
Radio	0	0	0	3	14	26	1	1	0	0	0	0	0	0	0	0	0	0	0	17	17	0	0	0	0	0	0	0	0	0	0	7	14	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0																
Chairs	13	17	0	9	5	14	1	4	10	23	0	0	5	9	0	0	8	10	4	6	5	9	2	0	17	23	1	1	12	16	0	0	3	15	0	8	1	3	0	3	19	23	0	0	7	8	1	0																
Desks	0	2	0	2	4	10	6	7	1	1	0	0	0	2	0	0	0	1	2	2	6	5	1	3	0	2	0	0	6	0	0	1	0	1	0	1	2	1	2	2	2	2	0	0	2	6	0	0																
Sees	0	0	1	4	1	0	0	0	9	17	0	0	0	0	0	1	0	0	3	4	1	0	1	7	22	0	0	0	0	5	1	1	1	1	0	3	1	0	0	3	7	18	0	0	0	0	0	0																
Work bench	1	0	0	1	0	0	0	0	0	0	0	0	1	4	4	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	4	10	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	3	5	0	0												
Cassette Recorder	0	1	1	1	1	2	2	1	3	2	0	0	0	0	0	0	0	0	2	1	2	3	9	0	1	2	2	0	0	0	0	0	0	0	0	3	0	1	0	0	1	2	0	0	0	0	0	0																
Record Player	0	0	2	1	0	3	1	0	4	11	0	0	0	0	0	0	0	0	1	6	2	9	1	0	4	10	0	0	0	1	0	4	0	0	0	0	0	3	6	0	0	2	0	0																				
Computer Link up	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0																	
Telephone	5	10	0	4	4	6	1	0	0	3	0	0	2	2	1	1	6	14	2	5	7	6	1	0	2	7	0	0	0	3	0	2	8	0	2	3	4	0	0	2	4	0	0	2	5	1	0																	
Radio	7	7	2	3	6	14	1	1	4	15	0	2	0	1	1	2	5	13	3	5	6	25	0	1	10	0	2	1	3	0	2	1	4	0	2	7	0	1	5	0	1	2	0	0																				
T.V.	0	5	1	8	3	6	1	1	10	17	0	0	0	0	0	0	1	7	5	5	6	1	0	10	19	0	0	2	0	0	0	5	1	0	4	1	6	0	0	4	18	0	0	2	2	0																		
Magazines	7	1	6	3	11	10	8	17	1	5	2	2	0	0	0	0	5	1	8	6	17	0	2	11	19	1	7	0	4	0	2	1	4	0	2	5	0	5	15	16	1	2	0	1	0	0																		
Books	4	7	0	6	7	19	1	12	0	17	1	7	0	4	0	0	7	7	4	6	21	0	7	0	21	1	4	1	4	0	2	1	1	1	3	1	6	0	11	12	0	1	0	1	0	0																		
Toys	5	12	0	2	2	0	0	0	1	1	0	0	0	0	0	0	4	5	0	2	2	1	0	0	1	2	1	1	1	1	1	4	7	0	8	0	0	1	0	0	0	2	0	0	0	0	2	5																
Pets and Pige	7	22	0	0	1	0	1	0	0	0	0	0	1	0	0	1	0	20	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0																
Sewing Machine	2	5	0	1	2	6	1	1	0	1	0	0	2	0	1	1	2	1	1	2	4	1	1	1	3	0	0	1	3	0	0	1	0	0	1	2	6	0	2	0	0	0	0	0	1	1	0	0																
Other	12	16	0	11	10	7	1	1	11	7	2	0	1	0	1	6	2	10	3	10	1	10	0	2	1	8	0	1	0	7	0	2	3	9	2	12	1	7	0	0	3	6	0	2	7	3	1	0																

Magazines and books were viewed as useful resources in all locations but the garage. Telephones were identified as useful in all rooms except the study and bath. Radios were reported useful in all rooms except the garage. Television use was limited to living room, kitchen, bedrooms, dining rooms and family rooms. Table and chair use was similar except chair use was reported once in garage.

Summary. Actual and preferred utilization of locations in home and learning resources were very similar in patterns. Age group patterns for families were similar as well as the male and female spokesperson reporting patterns. Thus, blue collar families appear to have future expectations which closely align with the present mode.

Radios and telephones were the learning resources most frequently used in the kitchen, books and radios in the bedroom, and magazines and televisions in the living room. Books were used in all rooms except the garage (Table 30).

TABLE 30
NUMBER OF FAMILIES USING LEARNING RESOURCES IN SPECIFIC LOCATIONS

LOCATION	RADIO	TELEVISION	NEWSPAPER	MAGAZINES	BOOKS	CASSETTE TAPES	RECORD PLAYER	FLYERS/PAMPHLETS	TELEPHONE	VIDEO VIEWER
Kitchen	28	8	12	11	9	1	0	13	26	1
Family Room/Den	5	6	6	7	7	0	5	2	3	0
Bedroom	25	11	6	20	30	3	5	1	13	2
Study	0	0	0	0	1	1	0	1	0	0
Living Room	14	72	63	78	54	3	17	27	7	3
Bathroom	3	0	5	7	4	0	0	0	1	0
Basement	4	6	0	0	3	1	1	0	4	1
Garage	1	0	0	0	0	0	0	0	0	0
Other	21	5	13	16	6	6	4	14	13	0
TOTAL	101	108	105	139	114	15	32	58	69	7

Perceptions of Family Members About What Children Need
to Learn at Home to be Family Members and Workers

Families were asked to describe what they thought children needed to learn and what they would assist children in learning at home about being a family member and worker. Responses are summarized in Table 31.

Learnings Children Need for Family and Occupational Development:

Young Families. Both male and female spokespersons reported a larger number of learnings needed in family task development (77 percent 10 activities) than in the occupational development of children (61 percent, 8 activities). About 54 percent (7) were viewed as essential to both pursuits by malespokespersons while 39 percent (5) were regarded as essential by female spokespersons.

Getting along in the family, routine household skills and care of children were predominately viewed as needed for family pursuits by both spokespersons. However, female spokespersons gave learning values a high priority for family endeavors.

Learning values was identified by both spokespersons as the most essential of the learning categories for occupational pursuits of children, also female spokespersons placed equal priority on job related activities. (Table 31)

Middle Families. Over 84 percent (11) of the learning categories were reported by male and female spokespersons as related to helping a child learn about family pursuits. At least 60 percent

TABLE 31
 FAMILY AND OCCUPATIONAL TASKS FAMILY WOULD BE WILLING TO HELP CHILDREN LEARN

LEARNINGS	YOUNG						MIDDLE						OLDER					
	MS			FS			MS			FS			MS			FS		
	F	O	B	F	O	B	F	O	B	F	O	B	F	O	B	F	O	B
Getting along with people inside the family	12	1	3	28	2	13	7	0	1	31	4	7	8	0	1	20	6	1
Getting along with people outside the family	5	4	3	14	8	6	8	1	1	17	4	7	0	2	0	11	6	1
Routine household skills	10	0	1	19	3	2	5	0	0	16	5	6	6	3	1	12	6	0
Preparing for the future	5	2	0	0	5	0	1	3	0	0	2	2	5	2	0	1	2	0
Maintaining and decorating the home	4	0	0	7	0	0	1	1	0	7	0	0	4	2	0	4	0	1
Feeding the Family	1	0	0	3	0	0	5	0	0	16	1	0	4	0	0	3	2	0
Using Money Wisely	0	0	0	3	0	0	1	1	0	7	4	0	5	2	0	1	1	0
Enjoyment and recreation	2	1	2	4	0	0	1	0	0	11	0	0	0	0	0	2	0	0
Care of Children	10	3	1	27	3	10	6	1	0	18	7	4	4	1	4	13	4	2
Care of Adults	1	5	3	10	3	0	1	1	0	8	4	0	3	0	0	0	0	0
Learning Values	7	10	6	23	14	22	4	3	8	15	20	15	7	4	2	10	4	13
Job-related activities	0	1	0	0	14	0	0	2	0	2	9	0	1	4	0	1	4	0
Other	5	0	0	1	1	0	1	1	0	0	5	0	3	1	1	0	1	1

(8) were reported by male spokespersons as related to occupational pursuits for children; female spokespersons identified 77 percent (10). Less than half of the learning categories were helpful to both family and occupational pursuits of children as viewed by male spokespersons. The following learning categories were viewed by female and male spokespersons as primarily related to family related pursuits of children: getting along inside the family; getting along outside the family; care of children; routine household skills; feeding the family and learning values.

Learning values was identified as the category most related to occupational pursuits of children by both male and female spokespersons.

Older Families. Over 77 percent (10) of the 12 learning categories used were identified as related to children's family task development by male spokespersons; female spokespersons reported 85 percent (11). Sixty-nine percent or more (8 and 9 respectively) were viewed as related to occupational task development of children. Thirty-three percent or less (4 and 5 respectively) were identified as related to both family and occupational tasks.

The learning categories primarily related to family task development of children as indicated by the female spokesperson were: getting along inside the family; care of children; routine household skills; getting along outside the family; and learning values. The male spokesperson's priority listing was: getting along inside family; learning values, routine household skills; preparing for future and using money wisely.

TABLE 32
LEARNINGS AND SOURCES OF INFORMATION FAMILIES WOULD USE TO ASSIST IN FAMILY AND OCCUPATIONAL DEVELOPMENT

LEARNING CATEGORIES	PERSONAL EXPERIENCE			WITHIN THE HOME			OUTSIDE THE HOME			WIDE WORLD			PROFESSIONAL SOURCES			FORMAL EDUC. SYSTEM			NON-FORMAL EDUC. SYSTEM			MARRIAGE STRT. SUPPORTIVE STRT.			MEDIA			TOTAL														
	F	D	N	F	D	N	F	D	N	F	D	N	F	D	N	F	D	N	F	D	N	F	D	N	F	D	N	F	D	N	F	D	N									
Getting along with people inside the family	51	6	14	71	11	2	3	16	9	1	2	12	0	2	1	3	4	0	1	5	3	1	2	6	7	0	1	8	5	1	0	6	18	0	0	2	0	0	7	104	11	27
Getting along with people outside the family	27	9	8	44	1	4	6	13	5	0	1	6	0	4	0	4	3	1	0	4	1	1	1	3	1	0	4	7	0	6	8	1	2	31	1	0	55	23	16			
Knowing household skills	31	10	8	49	7	1	1	9	7	1	0	8	0	0	0	0	4	0	0	4	1	1	0	2	5	3	0	8	2	0	0	2	0	0	74	19	10					
Preparing for the future	3	10	1	14	1	1	0	2	1	0	0	3	0	1	0	1	0	2	0	2	2	1	0	3	1	0	0	1	2	0	3	1	0	17	17	2						
Maintaining and decorating the home	9	1	1	11	5	0	0	5	3	0	0	3	0	0	0	2	0	0	2	2	0	0	2	1	0	3	1	0	1	3	1	0	4	0	0	27	3	1				
Raising the family	12	3	0	15	5	0	0	4	2	0	0	7	0	0	0	2	0	0	2	2	0	0	1	0	0	1	0	0	1	7	0	0	7	1	0	12	3	0				
Using money wisely	7	5	0	12	2	1	0	3	1	0	0	3	0	0	2	0	0	2	0	0	0	0	2	0	0	2	1	0	0	1	4	0	0	4	0	0	21	0	0			
Behavior and recreation	7	0	0	7	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	0	0	2	1	0	0	1	3	1	2	6	2	0	19	1	2			
Care of children	27	7	16	48	5	2	2	9	10	1	1	12	1	1	0	2	7	0	0	7	2	1	2	5	4	3	1	8	3	1	0	4	18	3	1	22	1	0	26	19	12	
Care of adults	12	4	0	16	1	0	0	1	2	1	0	5	0	1	0	1	0	0	3	1	1	0	2	1	1	0	2	0	1	0	3	3	0	6	0	0	3	1	1	14	1	0
Learning values	13	25	48	100	7	10	6	23	10	5	3	18	2	6	0	8	4	1	2	7	4	1	7	9	1	1	11	1	0	0	3	13	5	3	21	1	0	67	16	67		
Job-related activities	3	19	0	22	0	3	0	1	1	3	0	4	0	5	0	5	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	4	14	0	30			
Other	4	3	1	10	1	0	0	1	2	0	4	0	0	0	0	1	0	1	2	0	0	0	0	0	0	0	1	0	1	0	0	1	1	0	2	1	0	9	2	21		

The learning categories identified as primarily related to occupational task development again differed by spokesperson. Female spokesperson identified the following list of learning category priorities: getting along inside and outside the family; routine household skills, job related activities, learning values, and care of children.

Sources of Information for Children's Family and Task Development:

The most frequently mentioned learning activity categories for learning about family, occupational, and both roles were: learning values; getting along inside the home; care of children; routine household tasks; getting along outside the home (Table 31).

Sources of Information. For each of the above learning categories, the source of information utilized for helping children to learn about family and worker roles was consistently identified as personal experience (Table 32). Personal experience was identified in at least 41 percent of the responses (Figure 2).

Personal experience, software systems (newspapers, magazines), within the home and outside the home experiences were identified by more than 10 percent of the families as sources of information for learning about getting along inside and outside the family, routine household tasks, care of children and learning values (Figure 3).

Future Changes which Families Are Willing to Make to Facilitate Learning:

Families were asked to identify those changes they would be

FIGURE 3
 CLASSIFICATION OF LEARNING SOURCES IDENTIFIED
 BY MORE THAN TEN PER CENT OF FAMILIES

<u>Learning Category</u>	<u>No. of Responses</u>	
<u>Getting Along Inside</u>	<u>N=146</u>	<u>%</u>
Personal experience	71	48.63
Software systems	17	11.64
Within the home	16	10.96
<u>Getting Along Outside</u>	<u>N=96</u>	<u>%</u>
Personal experience	44	45.83
Within the home	13	13.54
Software systems	11	11.46
<u>Routine Household Tasks</u>	<u>N=99</u>	<u>%</u>
Personal experience	49	49.49
Software systems	17	17.17
<u>Care of Children</u>	<u>N=118</u>	<u>%</u>
Personal experience	48	40.68
Software	18	15.25
Outside the home	12	10.17
<u>Learning Value</u>	<u>N=187</u>	<u>%</u>
Personal experience	86	45.99
Software	23	12.30
Within the home	23	12.30
Outside the home	18	9.63

willing to make in the future to facilitate learning. These changes are summarized in Table 33.

Male Spokesperson Families. Fifty-three percent (19) of these families were willing to make a change in books and magazines to facilitate learning. Changes in courses, helping another family member learn and providing moral support were identified by 50 per cent (18) of the families. Forty-seven per cent (17) of the families would rearrange schedules, change transportation, and work patterns.

Female Spokesperson. Sixty-three percent (45) of the families with female spokespersons were willing to change relative to teaching another family member. Sixty-one percent (44) of the families would help another family member learn and provide moral support, while 53 per cent (38) would change work patterns.

Young Families. All young families were willing to make future changes in future time, money, space and people use in order to facilitate learning. One-half (6) of the families with male spokesperson were willing to expend money on books and magazines. Sixty-three per cent (15) of the families of female spokespersons would make people oriented changes, that is, help another family member learn or teach another family member. More families with male spokesperson (42 percent, 5) were willing to rearrange their own schedule for learning than female spokesperson families (38 per cent, 9). On the other hand, female spokesperson families (42 per cent, 10) were more

TABLE 33
FUTURE CHANGES FAMILIES WILLING TO MAKE TO FACILITATE LEARNING

CHANGES	YOUNG				MIDDLE				OLDER				TOTAL			
	MS-12		FS-24		MS-12		FS-24		MS-12		FS-24		MS-36		FS-72	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
All Changes	5	41.67	2	8.33	2	16.67	4	16.67	0	0.00	1	4.17	7	19.44	7	9.72
TIME																
Rearrange schedule for own learning	5	41.67	9	37.50	5	41.67	17	70.83	7	58.33	8	33.33	17	47.22	34	47.22
Rearrange schedule for other's learning	2	16.67	10	41.67	3	25.00	18	75.00	5	41.67	2	8.33	10	27.78	30	41.67
Other time changes	1	8.33	0	0.00	1	8.33	1	4.17	1	8.33	1	4.17	3	8.33	2	2.78
MONEY																
Books/Magazines	6	50.00	9	37.50	5	41.67	15	62.50	8	66.67	9	37.50	19	52.78	33	45.83
Courses	5	41.67	7	29.17	7	58.33	15	62.50	6	50.00	7	29.17	18	50.00	29	40.28
Tools/Materials	5	41.67	10	41.67	4	33.33	14	58.33	7	58.33	10	41.67	16	44.44	34	47.22
Transportation	5	41.67	3	12.50	5	41.67	13	54.17	7	58.33	6	25.00	17	47.22	22	30.56
Child Care	2	16.67	4	16.67	1	8.33	2	8.33	0	0.00	0	0.00	1	8.33	6	8.33
Eat Out	3	25.00	4	16.67	2	16.67	7	29.17	4	33.33	3	12.50	9	25.00	14	19.44
Buy Convenience foods	2	16.67	3	12.50	2	16.67	4	16.67	3	25.00	3	12.50	7	19.44	10	13.89
Other money changes	2	16.67	3	12.50	0	0.00	3	12.50	0	0.00	4	16.67	2	5.56	10	13.89
SPACE																
Rearrange home for learning	4	33.33	11	45.83	3	25.00	18	75.00	7	58.33	5	20.83	14	38.89	34	47.22
Provide space & quiet	3	25.00	7	29.17	4	33.33	15	62.50	6	50.00	5	20.83	13	36.11	27	37.50
Other space changes	1	8.33	2	8.33	1	8.33	3	12.50	1	8.33	0	0.00	1	8.33	3	6.94
PEOPLE																
Help another family member learn	4	33.33	15	62.50	5	41.67	17	70.83	9	75.00	12	50.00	18	50.00	44	61.11
Provide moral support	4	33.33	13	54.17	5	41.67	18	75.00	9	75.00	11	54.17	18	50.00	44	61.11
Change work patterns	5	41.67	13	54.17	4	33.33	17	70.83	8	66.67	8	33.33	17	47.22	38	52.78
Teach another family member	3	25.00	15	62.50	5	41.67	14	70.17	6	50.00	11	45.83	14	38.89	45	62.50
Other people changes	0	0.00	2	8.33	0	0.00	1	4.17	1	8.33	0	0.00	1	2.78	3	4.17

willing to rearrange schedules for other people's learning than were families of male spokesperson (17 per cent, 2). Male spokesperson families were willing to make more money changes than were female spokesperson families. Female spokesperson families were more willing to make people changes than were male family spokespersons.

Middle Families. Over 71 percent (17) of the female spokesperson families were willing to make time changes by rearranging schedules for their own learning and that of others. The same number would make people changes by helping others learn, change work patterns and provide moral support. Changes in money use to provide child care were reported by eight per cent (3) of middle age families.

Older Families. Helping another family member learn (75 per cent, 9) and providing moral support (75 percent, 9) were the changes most frequently reported by male spokespersons. Female spokespersons also most frequently cited helping another family member learn (50 per cent, 12) and providing moral support (54 per cent, 13).

Summary. Families most frequently mentioned that they would be willing to make people change in the future to facilitate learning. Only 8 percent (9) of the families were willing to make changes in child care to facilitate learning.

FINDINGS

FORMAL LINKER SURVEY

Formal Linkers Perceptions of What Family Members Should Learn At Home

Formal linkers, persons who have responsibility in retrieving basic and applied knowledge, deriving practical implications from it and disseminating to people who need and can use it. These formal linkers were classified into two categories:

Family-Related: Professionals whose educational background included family-related courses.

Non-family Related: Professionals whose educational background did not include family-related courses.

Of the total group of formal linkers, 14 were in the former category whereas there were 16 in the latter category.

Formal linkers were asked to identify the kinds of learning activities that "ought" or should occur in the home. This question generated a total of 307 responses from the 30 formal linkers. These open-ended responses were classified into learning activity categories.

What Family Members Should Learn at Home. As a group, the formal linkers indicated that care of children (23 per cent, 72), learning values (20 per cent, 61), getting along inside family (15 per cent, 45), getting along outside family (12 per cent, 36), and care of adults (10 per cent, 31) as being learning activities which should occur in the home.

TABLE 34

LEARNING ACTIVITIES WHICH SHOULD OCCUR IN THE HOME AS IDENTIFIED BY FORMAL LINKERS

LEARNING ACTIVITY	FORMAL LINKER					
	FAMILY RELATED		NON-FAMILY RELATED		COMBINATION	
	N	%	N	%	N	%
Getting along inside family	25	14.79	20	14.49	45	14.66
Getting along outside family	19	11.24	17	12.32	36	11.73
Routine household skills	10	5.92	3	2.17	13	4.23
Preparing for the future	2	1.18	1	0.72	3	0.98
Maintaining/decorating home	2	1.18	6	4.35	8	2.61
Feeding the family	12	7.10	2	1.45	14	4.56
Using money wisely	5	2.96	3	2.17	8	2.61
Enjoyment of recreation	3	1.78	5	3.62	8	2.61
Care of children	36	21.30	36	26.09	72	23.45
Care of adults	17	10.06	14	10.14	31	10.10
Learning values	32	18.93	29	21.01	61	19.87
Job-related activities	0	0.00	1	0.72	1	0.33
Other activities	6	3.55	1	0.72	7	2.28
TOTAL	169	99.99	138	99.97	307	100.02

Learning activities which should occur in the home which were given low priority were: preparing for the future (1 per cent, 3) and job-related activities (less than one-half per cent, 1).

The non-family related formal linkers selected the following as the top five learning activities which should occur in the home: care of children (26 per cent, 36), learning values (21 per cent, 29), getting along inside family (14 per cent, 20), getting along outside family (12 per cent, 17), and care of adults (10 per cent, 14).

Preparing for the future, job-related activities, and other activities were learning activities that were not perceived as being ones which should occur in the home. Less than one per cent (1) of the non-family related professionals chose these activities.

The five top learning activities that should occur in the home were identified by the family related linkers group as: care of children (21 per cent, 36), learning values (19 per cent, 32), getting along inside family (15 per cent, 25), getting along outside family (11 per cent, 19), and care of adults (10 per cent, 17).

A learning which was not perceived as being one which should occur in the home was job-related activity. Two other learning activities which this group of professionals rated low were maintaining/decorating home (1 per cent, 2) and preparing for the future (1 per cent, 2). (Table 34).

TABLE 35
PERCEPTIONS OF FORMAL LINKERS OF WHERE AND HOW PEOPLE PREFER TO LEARN ABOUT OCCUPATIONS

	FAMILY RELATED LINKERS		NON-FAMILY RELATED LINKERS		TOTAL	
	N = 14		N = 16		N=30	
	N	Z	N	Z	N	Z
WHERE						
Classroom	6	42.86	3	18.75	9	30.00
Home	2	14.29	3	18.75	5	16.75
Classroom and Home	1	7.14	1	6.25	2	6.67
Other	4	28.57	9	56.25	13	43.33
Don't Know	1	7.14	0	0.00	1	3.33
HOW						
Individualized Learning	7	50.00	3	18.75	10	33.33
Group Learning	3	21.43	4	25.00	7	23.33
Individual and Group	1	7.14	5	31.25	6	20.00
Other	1	7.14	2	12.50	3	10.00
Don't Know	1	7.14	0	0.00	1	3.33
No Preference	1	7.14	2	12.50	3	10.00

Where and How People

Prefer to Learn

Preferences for Learning About Occupations. Formal linkers indicated where and how people prefer to learn about occupations. For the total sample (N=30), the most frequently reported locations were as follows: classroom (30 per cent, 9), home (17 per cent, 5), both classroom and home settings (7 per cent, 2).

The family related formal linkers (N=14) most frequently reported the classroom (43 per cent, 6) as the preferred location for learning. Fourteen per cent (2) chose the home as the preferred location. Both home and classroom were identified by 7 per cent (1). The non-family related formal linkers (N=16) most frequently reported locations were classroom and home (19 per cent each, 3 each). Both locations were reported by 6 per cent (1).

Formal linkers reported that most people (33 per cent, 10) preferred to learn about occupations individually. The group mode for learnings about occupations were preferred by 23 per cent (7). Both individual and group modes were indicated by 20 per cent (6). The family related formal linkers (N=14) most frequently reported that people prefer to learn about occupations individually (50 per cent, 7); learning in a group setting (21 per cent, 3) ranked next. Both learning modes were preferred by 7 per cent (1). The non-family related formal linkers (N=16) most frequently reported mode of learning was both group and individual (31 per cent, 5) followed by group mode (25 per cent, 4) and individually for 19 per cent (3). (Table 35).

Preference for learning about family activities and household tasks. Formal linkers were asked where people prefer to learn about family related activities and household tasks. For the total sample (N=30), the most frequently reported preferred location for learning about family activities was in the home (70 per cent, 21). Only ten per cent (3) indicated a preference for the classroom. Seven per cent (2) indicated a preference for both at home and in a classroom. By the family related formal linkers (N=14), the most frequently reported location for learning about family activities and household tasks was the home (71 per cent, 10). The classroom was identified by 14 per cent, (2) as the preferred location for learning these tasks. Again for non-family related formal linkers the most frequently reported location was in the home (69 per cent, 11). Both home and classroom was selected by 12.5 per cent (2 each) and the classroom by 6.65 per cent, (1).

Fifty per cent of the formal linkers (15) reported that people preferred to learn family activities in a group. Twenty-seven per cent (8) indicated learning individually as a preferred mode. Seven per cent (2) indicated both family and individually as preferred modes of learning. The family related formal linkers (N=14) most frequently reported learning in a group (43 per cent, 6) as their perception of the preferred mode of learning. This was followed by learning individually (29 per cent, 4) and both group and individually by 7 per cent, (1). For non-family related formal linkers, learning in a group was selected as the preferred mode of learning by 56 per cent, (9). Following were learning individually (25 per cent, 4) and both

individual and group learning (6 per cent, 1). (Table 36).

Home Learnings Which Provide Helpful Preparation
for Family and Worker Roles

Formal linkers were asked what learnings could take place in the home which would help family members in preparing for family member and worker roles. The responses are summarized in Table 37.

Family Role Preparation. The most frequently reported learnings to help in preparation for the family member role were: care of children (67 per cent, 20), using money wisely (63 per cent, 19), feeding the family (60 per cent, 18), routine household skills (47 per cent, 14), maintaining and decorating the home (47 per cent, 14), getting along with people inside the family (40 per cent, 12), and preparing for the future (40 per cent, 12). The following were not mentioned as being helpful for learning family member roles: job-related activities, job openings, nor applying for unemployment compensation.

Worker Role Preparation. Job-related activities was the only frequently reported (50 per cent, 15) home learning activity as providing preparation for the worker role. Formal linkers did not mention the following learning activities as being helpful for learning about the worker role: getting along with people inside the family, getting along with people outside the family, routine household skills, preparing for the future, maintaining and decorating the home, using money wisely, enjoyment and recreation, care of children, nor care of adults.

TABLE 36
PERCEPTIONS OF FORMAL LINKERS OF WHERE AND HOW PEOPLE PREFER TO LEARN ABOUT FAMILY ACTIVITIES

	FAMILY RELATED LINKERS		NON-FAMILY RELATED LINKERS		TOTAL	
	N = 14		N = 16		N = 30	
	N	X	N	X	N	X
WHERE						
Classroom	2	14.29	1	6.25	3	10.00
Home	10	71.43	11	68.75	21	70.00
Classroom and Home	0	0.00	2	12.50	2	6.67
Other	1	7.14	2	12.50	3	10.00
Don't Know	1	7.14	0	0.00	1	3.33
HOW						
Individualized Learning	4	28.57	4	25.00	8	26.67
Group Learning	6	42.86	9	56.25	15	50.00
Individual and Group	1	7.14	1	6.25	2	6.67
Other	2	14.29	1	6.25	3	10.00
Don't Know	1	7.14	0	0.00	1	3.33
No Preference	0	0.00	1	6.25	1	3.33

TABLE 37
HOME LEARNINGS WHICH PROVIDE HELPFUL PREPARATION FOR FAMILY AND WORKER ROLES AS REPORTED BY FORMAL LINKERS

LEARNING ACTIVITY CATEGORIES	FAMILY ROLES				WORKER ROLES				BOTH			
	FR	HRF	TOTAL		FR	HRF	TOTAL		FR	HRF	TOTAL	
	N=14	N=10	N=30		N=14	N=10	N=30		N=14	N=15	N=30	
	N	N	N	%	N	N	N	%	N	N	N	%
Getting along with people inside the family	6	6	12	40.00	0	0	0	0.00	6	10	16	53.33
Getting along with people outside the family	2	2	4	13.33	0	0	0	0.00	6	10	16	53.33
Routine household skills	6	8	14	46.67	0	0	0	0.00	4	3	7	23.33
Preparing for the future	4	8	12	40.00	0	0	0	0.00	4	4	8	26.67
Maintaining and decorating the home	6	8	14	46.67	0	0	0	0.00	1	1	2	6.67
Feeding the family	8	10	18	60.00	0	1	1	3.33	0	1	1	3.33
Using money wisely	9	10	19	63.33	0	0	0	0.00	3	2	5	16.67
Enjoyment and recreation	6	8	14	46.67	0	0	0	0.00	2	3	5	16.67
Care of children	10	10	20	66.67	0	0	0	0.00	1	2	3	10.00
Care of adults	2	0	2	6.67	0	0	0	0.00	0	0	0	0.00
Learning values	3	2	5	16.67	1	0	1	3.33	5	4	9	30.00
Job related activities	0	0	0	0.00	8	7	15	50.00	5	6	11	36.67
Job openings	0	0	0	0.00	2	3	5	16.67	0	1	1	3.33
Applying for unemployment compensation	0	0	0	0.00	1	2	3	10.00	0	1	1	3.33

Preparation for Both Roles. Several learning activities were reported as being helpful for learning both family-member and worker roles. Most frequently mentioned by formal linkers were getting along with people inside the family and getting along with people outside the family (53 per cent, 16 each). Following were job-related activities (37 per cent, 11), learning values (30 per cent, 9), preparing for the future (27 per cent, 8) and routine household skills (23 per cent, 7). Infrequently mentioned learning activities helpful for learning both roles were: feeding the family, job openings and applying for unemployment compensation (3 per cent, 1 each). Care of adults was not mentioned.

Family and Non-Family Related Linker Perceptions. Generally speaking, the patterns of responses by the family related and non-family related formal linkers were quite similar. Both linker groups, reported care of children most frequently as the activity for learning family roles. Both also frequently mentioned job-related activities as preparation for worker roles. Most frequently perceived by both groups as helpful for learning for both family and worker roles were getting along with people inside the family and getting along with people outside the family.

Home Based Family and Occupational Related Activities

Provided by Formal Linker Units

Table 38 reports the family and occupational related activities that the formal linkers' units provided for home-based learning.

TABLE 36
HOME BASED FAMILY AND OCCUPATIONAL RELATED ACTIVITIES PROVIDED BY FORMAL LINKERS

	FAMILY-RELATED N=14						NON-FAMILY RELATED N=16						COMBINATION TOTALS N=30					
	Family Learning		Occupat. Learning		Both		Family Learning		Occupat. Learning		Both		Family Learning		Occupat. Learning		Both	
	N	X	N	X	N	X	N	X	N	X	N	X	N	X	N	X	N	X
Getting along with people inside the home	7	50.00	0	0.00	2	14.29	7	43.75	1	6.25	1	6.25	14	46.67	1	3.33	3	10.00
Getting along with people outside the home	3	21.43	0	0.00	2	14.29	2	12.50	1	6.25	1	6.25	5	16.67	1	3.33	3	10.00
Routine household skills	7	50.00	0	0.00	1	7.14	3	18.75	0	0.00	0	0.00	10	33.33	0	0.00	1	3.33
Preparing for the future	8	57.14	0	0.00	1	7.14	5	31.25	0	0.00	1	6.25	13	43.33	0	0.00	2	6.67
Maintaining & decorating the home	6	42.86	0	0.00	0	0.00	7	43.75	0	0.00	0	0.00	13	43.33	0	0.00	0	0.00
Feeding the family	10	71.43	0	0.00	1	7.14	5	31.25	0	0.00	0	0.00	15	50.00	0	0.00	1	3.33
Using money wisely	9	64.29	0	0.00	1	7.14	5	31.25	0	0.00	1	6.25	14	46.67	0	0.00	2	6.67
Enjoyment & recreation	5	35.71	0	0.00	1	7.14	5	31.25	0	0.00	1	6.25	10	33.33	0	0.00	2	6.67
Care of children	7	50.00	0	0.00	2	14.29	6	37.50	1	6.25	1	6.25	13	43.33	1	3.33	3	10.00
Care of adult family members	4	28.57	0	0.00	0	0.00	5	31.25	0	0.00	0	0.00	9	30.00	0	0.00	0	0.00
Learning values	1	7.14	1	7.14	0	0.00	0	0.00	0	0.00	1	6.25	1	3.33	1	3.33	1	3.33
Job-related activities	0	0.00	11	78.57	0	0.00	1	6.25	7	43.75	1	6.25	1	3.33	18	60.00	1	3.33
Applying for unemployment compensation	0	0.00	3	21.43	0	0.00	0	0.00	2	12.50	0	0.00	0	0.00	5	16.67	0	0.00
Job openings	0	0.00	4	28.57	0	0.00	0	0.00	5	31.25	0	0.00	0	0.00	9	30.00	0	0.00
Other	0	0.00	0	0.00	0	0.00	3	18.75	1	6.25	0	0.00	6	20.00	2	6.67	0	0.00

Family Related Activities. The formal linkers (N=30) frequently reported that they provided the following activities for learning related to family pursuits: feeding the family (50 per cent, 15), getting along with others inside the family and using money wisely, (47 per cent, 14 each), preparing for the future, maintaining and decorating the home and care of children (43 per cent, 13 each), routine household skills and enjoyment and recreation (33 per cent, 10 each), and care of adult family members (30 per cent, 9).

Family related formal linkers (N=14) reported that their units provided the following activities in the family learnings category: feeding the family (71 per cent, 10), using money wisely (64 per cent, 9), preparing for the future (57 per cent, 8), getting along inside the family, routine household skills and care of children (50 per cent, 7 each) maintaining and decorating the home (43 per cent, 6) and enjoyment and recreation (36 per cent, 5). Non-family related formal linkers (N=16) reported getting along with people inside the family and maintaining and decorating the home (44 per cent, 7 each), care of children (38 per cent, 6), preparing for the future, feeding the family, using money wisely, enjoyment and recreation, and care of adults (31 per cent, 5 each).

Occupationally Related Activities. Formal linkers (N=30) frequently reported that they provided the following occupationally related activities: job-related activities (60 per cent, 18), job openings (30 per cent, 9) and applying for unemployment compensation (17 per cent, 5). Additionally, they frequently reported providing activities for care of children, getting along inside the family and

getting along outside the family (10 per cent, 3 each) and perceived these as helpful for learning both family and occupational roles. Family related formal linkers (N=14) reported that their units provided the following activities in the occupational learnings category: job related activities (79 per cent, 11), job openings (29 per cent, 4) and applying for unemployment compensation (21 per cent, 3). Non family-related formal linkers (N=16) reported the same three occupational learnings and in the same rank order: job related activities (44 per cent, 7), job openings (31 per cent, 5) and applying for unemployment compensation (13 per cent, 2).

Contacts Outside Home Which Families Are Likely
To Use for Home Based Learning

The perceptions of formal linkers regarding families' use of contacts outside the home for assistance with their home based learning projects are reported in Table 39.

Formal linkers as a total group, N=30, most frequently reported contacts outside the home which families would use as: friends (50 per cent, 15), neighbors and relatives (43 per cent, 13 each). Family related formal linkers (N=14) reported the same three sources but ranked in a different order: friends (64 per cent, 9); neighbors (57 per cent, 8); and relatives (43 per cent, 6). Non-family related formal linkers (N=16) also reported these same sources but in a different rank order: relatives (44 per cent, 7); friends (38 per cent, 6); and neighbors (31 per cent, 5). Business and industry were not perceived by formal linkers as likely contacts by families for assistance.

TABLE 39
UNIT OUTSIDE THE HOME FAMILIES ARE MOST LIKELY TO CONTACT FOR HOME LEARNING ASSISTANCE AS IDENTIFIED BY FORMAL LINKERS

CONTACT	TOTAL NUMBER OF TIMES CHECKED					
	FAMILY-RELATED N=14		NON FAMILY-RELATED N=16		TOTAL N=30	
	N	X	N	X	N	X
School	4	28.57	3	18.75	7	23.33
Continuing Education	1	7.14	2	12.50	3	10.00
Library	1	7.14	2	12.50	3	10.00
Extension	1	7.14	3	18.75	4	13.33
Health	1	7.14	3	18.75	4	13.33
Social-Civic	0	0.00	2	12.50	2	6.67
Church	1	7.14	1	6.25	2	6.67
Relative	6	42.86	7	43.75	13	43.33
Neighbor	8	57.14	5	31.25	13	43.33
Friend	9	64.29	6	37.50	15	50.00
Business & Industry	0	0.00	0	0.00	0	0.00

Methods Used by Formal Linker Units To Determine What
Families Would Like To Learn at Home

Responses given by formal linkers regarding methods used by their units to determine what families would like to learn at home is presented in Table 40. A total of 68 responses were given for a reported average of 2.27 methods per unit.

Methods Reported by Total Sample. Sixty per cent of the sample (18) reported conferring with other professionals with similar resources while 50 per cent, (15) reported use of community surveys prior to program development. Forty per cent of the sample (12) reported using advisory committees who utilize the resources and employment of program aides who know the needs of the particular target audience. Other responses were also given by 37 per cent of the sample (11).

Family Related and Non-Family Related Linker Methods. The ranking of methods used by family related formal linkers differed from that of their non-family related counterparts. Most frequently used by family related formal linkers were conferences with other professionals (86 per cent, 12) followed by use of community surveys and use of program aides familiar with the target audience (57 per cent, 8). Most frequently used by non-family related formal linkers were community surveys (44 per cent, 7) followed by conferences with other professionals and other responses (38 per cent, 6).

TABLE 40

METHODS USED BY FORMAL LINKER UNITS TO DETERMINE WHAT FAMILIES WOULD LIKE TO LEARN AT HOME

	FAMILY-RELATED N=14		NON-FAMILY RELATED N=16		COMBINATION TOTALS N=30	
	N	Z	N	Z	N	Z
Use of advisory committees who utilize your resources	7	50.00	5	31.25	12	40.00
Survey of community prior to program development	8	57.14	7	43.75	15	50.00
Employ program aides who know the needs of a particular target audience	8	57.14	4	25.00	12	40.00
Confer with other professionals who have resources similar to those of your agency	12	85.71	6	37.50	18	60.00
Other	5	35.71	6	37.50	11	36.67
Total	40		28		68	

Resources Committed to Home Based Learning
by Formal Linker Units

The formal linkers identified resources as: services, people, equipment, and topics committed by their unit to home based learning. The findings in relation to this are reported in Tables 41a and b.

The most frequently reported (70 per cent, 21) resource committed to learning at home by the formal linkers units was professionals. Sixty-seven per cent (20) of the formal linkers identified pamphlets. Courses, paraprofessionals, volunteers, and telephone equipment were identified by 53 per cent (16 each) of the formal linkers. Other resources were identified as committed to home learning as follows, flyers (50 per cent, 15), newsletter (47 per cent, 14), and supplies and tapes (43 per cent, 13 each).

Family related formal linkers identified professionals most frequently (93 per cent, 13) as the resource their unit committed to home learning. Eighty-six per cent (12) of these linkers reported pamphlets were provided. Flyers, volunteers, and telephones were identified by sixty-four per cent (9 each) of these family related formal linkers. Courses, supplies, and paraprofessionals were identified by 57 per cent (8 each) of these linkers.

Non-family related formal linkers identified four resources most frequently (50 per cent, 8) as committed to home learning by their units. These included courses, pamphlets, professionals, and paraprofessionals. Forty-four per cent (7 each) of these formal linkers identified newsletters, volunteers, tapes, and telephone.

TABLE 41a
RESOURCES COMMITTED TO LEARNING AT HOME BY FORMAL LINKER UNITS

	Family-Related		Non-Family Related		Combination Totals	
	(N=14)		(N=16)		(N=30)	
	N	X	N	X	N	X
SERVICES						
Courses	8	57.14	8	50.00	16	53.33
Books	7	50.00	5	31.25	12	40.00
Flyers	9	64.29	6	37.50	15	50.00
Supplies	8	57.14	5	31.25	13	43.33
Magazines	4	28.57	5	31.25	9	30.00
Pamphlets	12	85.71	8	50.00	20	66.67
Newsletter	7	50.00	7	43.75	14	46.67
Radio	6	42.86	5	31.25	11	36.67
T.V.	5	35.71	4	25.00	9	30.00
Other	0	0.00	0	0.00	3	10.00
PEOPLE						
Professionals	13	92.86	8	50.00	21	70.00
Paraprofessionals	8	57.14	8	50.00	16	53.33
Volunteers	9	64.29	7	43.75	16	53.33
Other	1	7.14	0	0.00	1	3.33
EQUIPMENT						
Records	2	14.29	6	37.50	8	26.67
Tapes	6	42.86	7	43.75	13	43.33
Telephones	9	64.29	7	43.75	16	53.33
Computer link-ups	5	35.71	1	6.25	6	20.00
Audio visual center	7	50.00	5	31.25	12	40.00
Other	1	7.14	1	6.25	2	6.67
TOPICS	5	35.71	3	18.75	5	16.67
OTHER	0	0.00	2	12.50	5	16.67

TABLE 41b

RESOURCES COMMITTED BY FORMAL LINKER UNITS TO LEARNING AT HOME

Percent of Hours Assigned to People for Home Learning Activities.	FAMILY-RELATED N=14		NON-FAMILY RELATED N=16		TOTAL N=30	
	N	Z	N	Z	N	Z
0 - 10	0	0.00	1	6.25	1	3.33
11 - 25	3	21.43	1	6.25	4	13.33
26 - 50	1	7.14	1	6.25	2	6.67
51 - 75	2	14.29	0	0.00	2	6.67
76 -100	1	7.14	2	12.50	3	10.00
Could not estimate	3	21.43	2	12.50	5	16.67
Percent of Office Space Allocated to Home Learning Activities.						
0 - 10	1	7.14	0	0.00	2	6.67
11 - 25	0	0.00	2	12.50	1	3.33
26 - 50	3	21.43	0	0.00	3	10.00
51 - 75	0	0.00	0	0.00	0	0.00
76 -100	2	14.29	0	0.00	2	6.67
Could not estimate	3	21.43	2	12.50	5	16.67

Thirty-eight per cent (6 each) reported flyers and records. Only 6 per cent (1) of these formal linkers identified computer link-ups.

Formal linkers were asked to identify the percentage of hours of people and office space committed by their unit to learning at home. The results are reported in Tables 41a and 41b.

Per cent of Employees Time Committed. Combined totals of family related and non-family related formal linker responses indicated most frequently (17 per cent, 5) that they could not estimate the per cent of their employees time contributed to home learning. The second most frequent response was "11-25 per cent time" by 13 per cent (4) of the formal linkers. Ten per cent (3) identified "76-100 per cent time." Seven per cent (2) reported for both "26-50 per cent time" and "51-75 per cent time." Only 3 per cent (1) identified "0-10 per cent time."

Twenty-one per cent (3) family related formal linkers identified "11-25 per cent time" as the most frequent percentage assigned to people for home based learning. "Fifty one to seventy five per cent time" was identified by 14 per cent (2) of these formal linkers. Only 7 per cent (1) of these linkers reported people assignments of "26-50 per cent time" or "76-100 per cent time."

In reference to percentage of hours assigned to people for home learning activities, 13 per cent (2) of the non-family related linkers reported they could not estimate their usage. Thirteen per cent (2) of these linkers identified "76-100 per cent time" allocation. Six per cent (1) identified "0-10 per cent time", "11-25 per cent time" and "26-50 per cent time." No reports were made for "51-75 per cent

time: allocation by the non-family related linkers.

Percent Office Space Committed. Formal linkers also indicated most frequently (17 per cent, 5) that they could not estimate the per cent of office space allocated to home learning activities. Ten per cent, (3) estimated a commitment of 26-50 per cent of their unit's office space for this purpose. Seven per cent (2) identified 0-10 per cent and 76-100 per cent allocation of office space. Three per cent (1) identified 11-25 per cent office space allocation.

In terms of office space allocation, 21 per cent (3) of the family related formal linkers identified a 26-50 per cent allocation. Fourteen per cent (2) identified 76-100 per cent office space allocation, seven per cent (1) identified 0-10 per cent office space allocation. Twenty-one per cent (3) could not estimate.

When office space was estimated by the non-family related formal linkers, 13 per cent (2) identified 11-25 per cent office space assignment. There was no response for the categories of 0-10 per cent, 26-50 per cent, 51-75 per cent, and 76-100 per cent time categories. Thirteen per cent (2) could not estimate.

Times Resources Provided by Units

Formal linkers were asked to identify the months, weeks and days their unit provides resources for home based learning. (See Table 42.)

Months In Which Formal Linker Units Provided Resources. Of the formal linkers (N=30) most frequently reported February (40 per cent, 12) as the month of the year that their unit provides resources for home

TABLE 42
 TIME OF YEAR, WEEK AND DAY WHEN UNIT PROVIDES RESOURCES FOR HOME LEARNING AS REPORTED BY FORMAL LINKERS

	FAMILY-RELATED N=14		NON-FAMILY RELATED N=16		TOTAL N=30	
	N	Z	N	Z	N	Z
MONTHS						
January	5	35.71	6	37.50	11	36.67
February	5	35.71	7	43.75	12	40.00
March	4	28.57	6	37.50	10	33.33
April	5	35.71	6	37.50	11	36.67
May	5	35.71	6	37.50	11	36.67
June	3	21.43	6	37.50	9	30.00
July	5	35.71	5	31.25	10	33.33
August	2	14.29	2	12.50	4	13.33
September	4	28.57	5	31.25	9	30.00
October	5	35.71	5	31.25	10	33.33
November	5	35.71	6	37.50	11	36.67
December	3	21.43	3	18.75	6	20.00
No Preference	4	28.57	1	6.25	5	16.67
WEEKS						
Weekdays	13	92.86	10	62.50	23	76.67
Weekends	0	0.00	0	0.00	0	0.00
Both	0	0.00	1	6.25	1	3.33
DAYS						
Morning	9	64.29	3	18.75	12	40.00
Afternoon	8	57.14	7	43.75	15	50.00
Evening	5	35.71	8	50.00	13	43.33
All of the above	0	0.00	1	6.25	1	3.33

learning. Thirty-seven per cent of these formal linkers reported January, April, May, and November. March, July, and October were each identified by 33 per cent (10). Seven months were given equal response by family related formal linkers. Thirty-six per cent (5) identified January, February, April, May, July, October, and November as the months their units most frequently provided resources for learning in the home. Forty-four per cent (7) of the non-family related formal linkers identified February as the peak home based learning month. Thirty-eight per cent (6) identified January, March, April, May, June, and November as months of the year when their unit most frequently provides resources for home learning. July, September, and October were identified by 31 per cent (5) of these formal linkers.

Time of Week Which Units Provided Resources. Of the formal linkers (N=30) most reported offering learning resources on weekdays (77 per cent, 23). Only one formal linker (3 per cent) reported offerings during both weekdays and weekends.

Of the family related formal linkers (N=14) weekdays was the only response reported (93 per cent, 13). Of the non-family related formal linkers (N=16) weekdays was most frequently reported (63 per cent, 10) while both weekdays and weekends were also mentioned by 6 per cent, (1). Formal linkers did not report providing any program resources during weekends only.

Time of the Day Which Units Provided Resources. Formal linkers (N=30) most frequently mentioned afternoon as the time of day that they provided resources for home learning

activities (50 per cent, 15). Following were evening (43 per cent, 13) and morning (40 per cent, 12).

The pattern of response differed between the two groups of formal linkers, however. Family related formal linkers (N=14) most frequently reported providing programs during the morning (64 per cent, 9). Following were afternoon (44 per cent, 7) and morning (36 per cent, 5). Non-family related formal linkers (N=16) most frequently reported providing programs during the evening (50 per cent, 8). Following were afternoon (44 per cent, 7) and morning (19 per cent, 3).

Future Resources Formal Linkers Units Could Contribute To Home Based Learning

Formal linkers were asked to identify future resources that their unit could contribute to home learning. (Table 43)

Seventy-seven per cent (23) of the formal linkers identified services as a resource their unit could contribute to home based learning. People resources were identified by 70 per cent, (21) of the linkers. Fifty per cent, (15) identified topics. The low category was time with only 7 per cent (2) indicating ability to make those provisions.

The most frequently identified resources 79 per cent, (11) by family related formal linkers was people. Services was next most frequently (71 per cent, 10) reported. Fifty per cent (7) identified topics as a future resource their unit could contribute to home based learning. Time was not reported as an available resource.

Non-family related formal linkers identified services most frequently (81 per cent, 13). People were identified by 56 per cent

TABLE 43
FUTURE RESOURCES FORMAL LINKER UNITS COULD CONTRIBUTE TO HOME BASED LEARNING

	FAMILY-RELATED N=14		NON-FAMILY RELATED N=16		COMBINATION TOTALS N=30	
	N	X	N	X	N	X
Time	0	0.00	2	12.50	2	6.67
Space	2	14.29	6	37.50	8	26.67
Services	10	71.43	13	81.25	23	76.67
People	11	78.57	9	56.25	21	70.00
Equipment	6	42.86	4	25.00	10	33.33
Topics	7	50.00	8	50.00	15	50.00
Other	5	35.71	4	25.00	9	30.00

(9) of these formal linkers as future resource contributions. Fifty per cent (8) of these formal linkers identified topics. Only 13 per cent (2) reported for time as an available resource.

CONCLUSIONS

The major objective of this study was to determine the feasibility for developing the home as a learning center for enhancing the family and occupational roles of individuals. Results of data collected from 108 blue collar families and 30 formal and non-formal educators indicate that this objective can be met. Support for drawing this conclusion is presented by organizing findings around two central questions: (1) does a need exist for home based learning focused around family and occupational roles and (2) do necessary linkages between formal and non-formal educational systems exist to support home based learnings?

Does a need exist for home based learning focused around family and occupational roles?

Male and female spokespersons for 108 young, middle aged and older blue collar families all indicated that learning should occur in the home. These families identified 642 specific learnings, or about 5 learnings per family. Male and female spokespersons for the families were similar in their responses as to what should be learned at home. Moreover, families regardless of their stage in the family life cycle - young, middle, or older - identified similar learnings that should take place in the home. These learnings were: learning values, getting along with persons inside the family and caring for children.

All families described specific home learnings that family members had pursued during the past year that enhanced the family and/or occupational role of family members. A total of 1343 learnings were identified, over 12 learnings per family.

Again male and female spokesperson families were more alike than different in reporting the learning pursuits undertaken to enhance family and occupational roles. Over 79 per cent of the learning activities in all families were family related activities. More middle aged families pursued more occupational related activities (13 per cent, 57) than did young (9 per cent, 47) or older (7 per cent, 28) families. Over five per cent of the learning activities were viewed as helpful to both family and occupational roles.

Although learning values was most frequently mentioned as what should be learned, the actual learnings most frequently pursued to enhance the family role were those related to feeding the family. Learning values activities pursued were viewed as helpful to both family and occupational roles. Most home learning is pursued to enhance family activities. Of note, is the fact that 21 per cent of the learnings pursued by middle aged families, 17 per cent of those of young families and 12 per cent of those of older families were viewed as helpful to occupational roles or to both family and occupational roles. These findings indicate that these families do see the potential of home based learnings for both roles. There is a need for explicating the linkage between family and worker roles to a greater number of families.

Did families make changes and use resources to pursue home learnings? Families did make changes in order to pursue home learning (665 changes, over six per family). Families were more alike than different in the kinds of changes made. More changes were made relative to people and money than were made about time use and space.

Family members differed in the sources of help they most frequently contacted for help in learning: male adults used the librarian and friends; children turned to other children and the extended family; female adults sought information from parents and friends. These contacts were made by the family members because the contact was viewed as trusted expert, had knowledge about the learning, or because it was convenient or free. They tended to rely most frequently on their own past experience, friends and professionals for identifying what information contact to make.

Mass media resources were extensively used for home learning. Each family used about 18 media resources for learning. Young families used television most frequently, while middle families used books and older families used magazines. Children in young families were the most frequent users of television. Considerable family time was invested in use of media for learning. About one-third of the families spent six to fifteen hours a week viewing television for learning while about one-fifth spent this amount of time listening to the radio for learning purposes. Over 31 per cent of the families read one to five books a month.

Learning occurred primarily in the living, kitchen and bedroom of the house. Ten families had special locations for learning, moreover the preferred places to learn were the common areas of the house - living room and kitchen. Learning resources were not confined to a particular room, but rather were available in several locations.

Do families believe children need to learn about being a family member and worker? Are they willing to assist children in learning these roles? Families identified a greater number of learnings needed for family role development of children. Although the rank order differed all families believed children needed to learn how to get along with one another, to perform routine household tasks, to care for children and to learn values in order to enhance their family roles. All families were in agreement that learning about values was needed to enhance the occupational role.

Families were willing to assist children in learning family roles. The major source of information for assisting children with these learnings was personal experience.

What kinds of information do families say they need in order to assist children with home based learning about family and occupational roles? Although this question was posed to families the responses were extremely minimal. Only a few families indicated they needed special information. Although families could identify what learnings were needed, describe learning activities undertaken and the resources they had used, they did not request new information. There is

considerable information available related to learning to get along with others, performing routine household tasks, caring for children (learnings perceived as needed by children for family development) and learning values (perceived as needed by children for family development) and learning values (perceived as needed for occupational development) yet this information was not requested. Perhaps these learnings are so embedded in the day to day living of families that they have become immune to new inputs hence rely heavily on their own experience of that of intimates - relatives and friends.

Does a linkage between formal school and non-formal community agency education systems and the home exist that supports family and occupational learnings? Thirty formal linkers, 14 professionals whose educational background included family related courses and 16 professionals whose educational background did not include family related courses all indicated that learning should occur in the home. They were in agreement in ranking care of children, learning values and getting along inside as the priority learnings which should take place in the home. Low priority for home learnings was assigned to preparing for the future and job-related activities.

Formal linkers viewed the home as a setting for pursuing learnings that would enhance both family and occupational roles. The home was viewed as a primary setting for learning family roles, and a more limited setting for learning occupational roles. Care of children (67 per cent, 15), using money wisely (63 per cent, 19)

and feeding the family (60 per cent, 18) were the most frequently mentioned family related learning activities. Fifty per cent of the job related activities were reported as enhancing the worker role while getting along with people inside and outside the family (53 per cent, 16 each) were viewed as home learnings that could enhance both roles.

Formal linkers, both with and without family-related preparation, indicated that they believed learners preferred to learn about family roles at home (70 per cent, 21) while 17 per cent (2) believed learners preferred to learn about worker roles at home. They viewed the learning about work roles as more of an individual (33 per cent, 10) than group (23 per cent, 7) activity. Learning family roles was more frequently viewed as a group (50 percent, 15) activity in contrast to an individual activity (27 per cent, 8). They perceived that learners would use friends, relatives and neighbors as contacts. Formal linkers perceptions of the kind of learning that occurred in the family was similar to the actual behavior of families.

Do formal linkers commit resources to support home based learning?

Support for home based learning was provided for family related activities especially in areas of feeding the family (50 per cent, 15) and getting along with others and using money wisely (47 per cent 7 each). No support was provided for learning about values. Assistance in occupational learning was provided by formal linkers for job-related activities (60 per cent, 18), and job openings

(30 per cent, 9) especially.

Formal linkers committed staff and office space to home learning although some 17 per cent (5) found it difficult to estimate the amount of time and space committed. Too, assistance to home learnings was provided through use of paraprofessionals and written materials. Services were provided primarily during the school year and on weekdays, they indicated that their units would continue to contribute resources to home learning in the future.

Findings from the feasibility study give evidence that learning to enhance family and occupational roles is pursued by family members currently and will continue in future as families are committed to assisting children in learning family and occupational roles in the family setting. Educational institutions, through professionals with and without family related professional preparation, are currently supportive of home based family and occupational learnings. These linkages of formal educational systems with the home based learning system seem to be feasible.

The present study did not assess the quality of either the home based learning nor the effectiveness of the support provided to families for learning. It did identify the extent of involvement in home learning of family members and the kinds of support provided to families by educational institutions.

RECOMMENDATIONS

Although the degree of involvement in home learning varied among young, middle-age and older families, each family interviewed did report learning activities had been undertaken by family members during the previous year. Home learning was self- or family-motivated and occurred with limited specific help from outside the family. Family members were extensively involved in identifying, planning, and carrying out learning in the home that seemed to meet their own immediate needs. When questioned, they were able to identify the relationship of learnings pursued to enhancing their family and/or occupational roles.

All families in the sample indicated that special efforts had been exerted to learn within the home setting. It seems appropriate and feasible, therefore, to design programs for home-based learning for persons in all stages of the family life cycle -- young, middle-aged, and older. Based on the findings from an equally distributed sample of 108 blue collar young, middle-aged, and older family spokespersons, the following recommendations are suggested for enriching the home as a learning center.

Recommendations for Educators:

Because of the nature of home learning, educators need to place emphasis upon helping learners acquire skill and competence in how to learn (process) rather than on what to learn (content).

A major role of the education system should be to develop a favorable attitude about home learning and produce family members who are competent to direct their own and other family members'

home-based learning activities. Emphasis needs to be given to assisting people with how to learn and to continue to learn. Curricula needs to be designed to facilitate the family in managing its own learning. Specifically, formal schooling should include learning experiences that provide the learner with skills in identifying when there is a need for new learnings, in feasible goal setting, in planning how to go about learning, assessing what needs to be done, what resources are essential, where to get competent help or advice, and assessing the worth of the learning.

Home learning appears to be primarily family or self-motivated and directed. Most of the learning that occurs in the home seems to be a response to a felt and immediate need. Acquisition of knowledge and/or skills is related primarily to one's own family demands such as feeding family members, caring for one another and instilling values. Evidence from the study indicates that much of home-based learning occurs with limited, if any, assistance or intervention from professional educators. Family learners rely upon many and varied sources of non-formal assistance. These sources vary in their competence and skill. It is recommended that educators give attention to both the learning process and content of learning from a new viewpoint -- that of the self-directed learner of any age functioning in the family setting. Professionals in formal educational systems need to become familiar with the families' learning pursuits and make concerted efforts to link educational programs with home-based learning activities.

Data from the study indicates a need for educators to clarify the kind and extent of assistance families need in home learning.

Educators could gain information about the interests and learning patterns of particular home learners through interviewing a limited representation of family members in a given target area. This may prove to be a more effective method for identifying the educational assistance needed than use of advisory or planning committees. One practical recommendation is that parts of the survey instrument be adapted for use by educators as a planning tool for analyzing kinds of learning activities pursued by families and sources of assistance utilized. This information could guide formal educators in facilitating home learning.

It is recommended that educational institutions utilize direct delivery systems into the home setting to facilitate learning. These could include learning resources such as newsletters, series, lending libraries of slide-tapes, and direct telephone information services that are readily available at diverse times. Community agencies (i.e., church, library, community centers, medical offices) may be potential sites for lending libraries of learning materials.

Families in all stages of the life cycle depended upon other persons (i.e., friends, other family members, relatives) as sources of assistance in learning. They turned to these sources of help because they trust their advice and they were conveniently accessible. It is recommended that communities or neighborhoods might organize an information and exchange referral center listing persons who would be willing to help others learn. This service pool of competent persons could operate on a volunteer, exchange of services, or fee basis. Professionals might train these persons to become competent teachers. These para-professionals could provide a multiplier effect of the services provided professional educators.

Recommendations for Media:

Most families interviewed used media sources of information (i.e., radio, books, magazines, television, newspapers) in their homes. Written materials were more frequently used for learning than were audio-visual materials. Thus, software learning resources must be developed for families to use to expand the utilization of hardware. One way to expand the use of media which families already have available is to educate families about how media sources can be used in home-centered learning and to provide strategies for using media for specific purposes. Guides to using radio and television entertainment programs could be developed to facilitate learning in areas such as valuing, human relations, exploration of occupational possibilities. Hardware learning resources as radio and television can offer powerful vicarious experiences, which if supplemented with software or personal assistance is provided in guiding that experience, can facilitate the learning needs held in high priority by families (i.e., values, getting along with others inside and outside the family).

Efforts should be made to develop and schedule more educational programs on television and radio at times when families are free to learn. Families indicated a preference for early evening hours for television learning. Media personnel should consider this pattern of learning in scheduling television programs rather than early morning or night hours.

Written materials, the preferred source of educational information for most families, should be readily accessible to all families. Businesses, industry, professional organizations, educational systems, and community agencies should make this form of information easily

accessible to families. Such written materials might be placed in banks, laundromats, medical offices, grocery stores, and similar places frequented by families.

Recommendations for Educational Policy:

The high incidence of home learning by persons of all ages evident in the families surveyed poses serious policy questions for formal education. Home-centered learning should not be beyond the range and responsibility of public education. Families need and in many cases are seeking help with their home learning. The major policy questions focus around who is responsible for intervening and assisting the home learner. It is recommended that public education become as concerned with home-based learning as with school-based learning. Efforts should be made to explore avenues for strengthening the linkages between school and home-based education. Training and retraining for teachers so they have the essential skills necessary to augment home learning needs to be provided.

Recommendations for Home Designers:

Adult family members prefer to learn in common spaces as living rooms and kitchens. Bedrooms and living rooms were preferences of children. Use of specialized learning areas as the study were rarely noted. Thus, considering the high cost of providing housing space, it is recommended that home designers consider providing plans for incorporating learning resources which would serve multiple purposes in the living room, kitchens, and bedrooms. Space should be designed in these areas to accommodate learning on an individual or group basis.

The home as a center for learning offers the possibility for enhancing the human potential of all persons over their life span. One's everyday world can be enriched and new vistas of knowledge can be forged by every person through home-based learning.

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HOME AS A LEARNING CENTER: CURRICULUM DESIGN

CURRICULUM DESIGN FOR HOME BASED LIFE LONG LEARNING

INTRODUCTION

The decade of the seventies is often referred to as the "Age of the Consumer." This trend reflects a sharing decision-making with, seeking advice from, and expressing concern for those whose lives are affected by the actions of the professionals in the field (Shade, 1975). This move toward consumer participation recognizes the role of the family as educational providers and presents the possibility of a partnership between the home and school in preparing youth for their societal roles.

From a perusal of the literature in education it is interesting to note that the approach to consumer participation is primarily from the position of involving the parent in the school activities. Examples are proposed such as advisory committees, P.T.A. conferences, parent volunteer programs, and even curriculum planners. However, the Family Survey component of the Home as Learning Center Project provides additional empirical support for recognizing family as an educational institution. It verifies that families as an educational institution have similar goals as schools, i.e. social effectiveness, moral responsibility, self realization and economic productivity (Goldhammer, 1971) (see conclusions section p.157). These conclusions support the concept of an informal educational system.

An informal education system consists of one's near environment as defined in terms of familial boundaries. That is, the learning that is associated with activities which occur within the home or family situation. Input into the system consists of information received from family members, friends, and other sources that perform a function in the home.

Informal learning is not limited to children, as all family members have the potential to benefit from the experiences gained in the home. Each family member assumes the dual role of student/teacher and in a sense, learning becomes an incidental activity. Each person inadvertently expands his knowledge without suffering through a formal lesson or doing homework. One is able to learn just by being in the home.

Much learning occurs within this system. Two of the most important learning tasks that an individual must accomplish, walking and talking, are generally achieved within the home. There is no curriculum established to aid this learning process. The humanistic attitude which generally prevails in the home naturally aids the development of self-awareness, self-identity, and self-actualization.

The informal educational system facilitates learning in the formal education system by serving as a laboratory for learning and providing opportunities for field experiences in the home setting.

The family survey and the formal linker survey findings acknowledge the role of the formal educational system, i.e. that system commonly viewed as offering an established curricula in a designated physical space such as a school building.

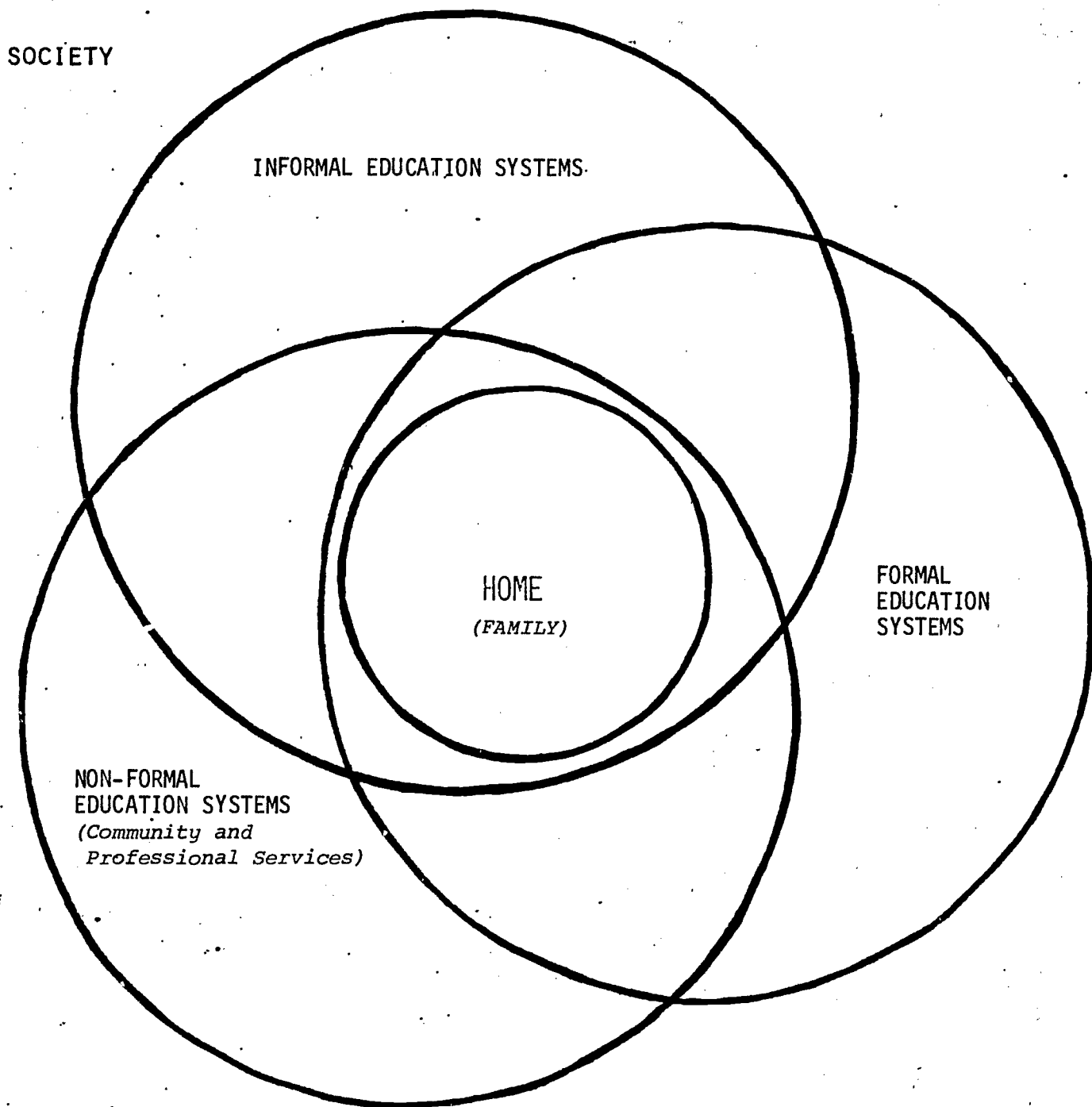
The Formal Linker Survey component of the project recognizes the role of the non-formal educational system in the total educational arena. (See Conclusions p. 158).

The nonformal educational system is far reaching. It covers professional services, community resources, government agencies, and social activities. While the formal system is restricted to specified educational institutions, and the informal system is limited to family related situations, the scope of nonformal education seems more inclusive. It incorporates the aspects of life which are excluded by definition from the other systems. Such activities as political rallies, county fairs, and city council meetings contribute to the individual's education. Counseling services, which range from the spiritual to financial, operate under the nonformal system. The learning experiences in this system may be actively sought by the individual (as is the case with counseling) or may be encountered simply through every living (as is the case with many social activities).

Conceptual Structure for Curriculum Design

In Figure 4, the "Home as a Learning Center" conceptual structure pictorially represents a combination of three overlapping circles which are used to illustrate each of three educational systems, formal, informal, and nonformal. These systems provide the means to facilitate various learning experiences in the home. The center circle representing the home, symbolizes the home as the focal area for learning. Within the home and family environment, values,

FIGURE 4: Proposed Conceptual Structural Model For Curricula Reflecting The Home As Focal Point For Learning



Bobbitt-Paolucci 1975
Project: 300748735

emotions, age level, occupation and skills of family members affect home based learning. Interfaces provide the medium for the interaction and integration of at least two or all three of the educational systems. All of the educational systems must be seen as playing complementary and supplementary roles in relation to each other. Any portion of a circle which does not interface another circle represents learnings which are the primary responsibility of that particular educational system. Encompassing the three systems is society.

This conceptual structure reflects information acquired through this project which indicates a need for increased recognition of making optimal use of the learning that takes place in the home. It also acknowledges facilitation of learning in the home through coordination of community, state, and federal resources and the three educational systems: formal, nonformal, and informal.

Application of Conceptual

Structural Model

Adapting Existing Curricula Materials To Reflect Home as a Learning Center Concept. As educators, both project directors have observed the massive accumulation of curriculum guides, resource units and other materials provided by segments within the formal and nonformal educational systems. Thus, it is recommended that resources need to be devoted to revising existing quality curricula

materials to maximize the potential of the home as a learning laboratory rather than generating new materials which replicate the existing materials.

Therefore based on the previous recommendation, the author selected a top quality curriculum guide from the home economics and the career education assortment. A selected section of each has been revised to illustrate the incorporation of a new concept-home as a learning center. It is intended that these sample adaptations be used as models for revision of curricular materials for family life and career education programs. (See Illustration 1a and b and 2). Sample activity sheets which illustrate incorporation of using the home as learning laboratory are included (See Activity Sheet A, B, C).

Benefits for Adapting Conceptual Structure for Life Long Learning.

Home based education offers several advantages. Those individuals, who lack mobility (i.e. the elderly, handicapped, economically depressed, and young mothers), find home-based learning convenient and beneficial. Young mothers who temporarily leave their careers to raise their families may keep training at home for later re-entry to the job market at the same or even more advanced level than before. Thus, these young mothers reduce the opportunity costs incurred while raising their families by learning at home. The businessperson who seeks to further his education, but lacks the energy to attend night school, may use home-based education as an acceptable alternative to attain his goal. In this highly technical and changing

society, education needs to be a life long process and the convenience of home-based education make this process feasible.

Families expressed a desire for learning activities but they specified that these activities should be integrated into their daily routine (Johnstone and Rivera, 1965; Tough, 1971; Coolican, 1973). The curriculum design in Figure 4 represents a plan designed to use input from the formal and nonformal educational systems to facilitate learning in the home. Each system produces various learning aids that can be used to encourage home-based education. Since 50 per cent of the technical arts and hobbies are self-taught (Tough, 1971), the pamphlets, fliers, and other published information produced by professionals and resource personnel have potential to help the learner teach himself. The mass media provides visual and audio aids that can encourage self-instruction in the home environment. These instructional materials allow the student to learn at home without seriously interfering with his or her daily routine.

The integration of all three educational systems has reciprocal results, that is, each system benefits from the shared experience. For example, the shortage of doctors probably will force some rural areas to seek alternative forms of health care. To compensate for this manpower shortage, students could be formally trained to staff mobile units. These mobile units could transport the health care facilities and the trainees to the patients' homes. The trainees could administer simple tests (blood samples, pulse rates, etc.)

while closed circuit televisions or telephone hook-ups will relay other information to a centrally located doctor who would analyze the results. The responsibility for training the staff belongs to the formal educational system while the nonformal system would be responsible for providing the roving health care units. During the visit, the trainees could give basic health care information and procedures pertinent to the individual family. The degree of application of information is determined by the level of comprehension motivation of family members. Thus, all three educational systems are utilized with the home serving as the center for learning.

To summarize, families in all stages of the life cycle acknowledge that learning does occur in the home. The three educational systems, formal, informal, and nonformal, have the potential to facilitate each other. The input into the home from each system, either used along or integrated with input from other systems, provides a viable means to education. This design was created to generate a workable model that could coordinate efforts among the systems and produce efficient educational programs.

ILLUSTRATION 1A: ADAPTATION OF A HOME ECONOMICS PLANNING GUIDE INCORPORATING THE CONCEPT OF THE HOME AS A LEARNING CENTER

Generalizations	Suggested Learning Experiences	Suggested Evaluative Experiences for Teacher and Students
<p>CLOTHING NEEDS of an individual are related to GROWTH and DEVELOPMENT.</p> <p>An individual's CLOTHING HABITS are affected by SOCIOLOGICAL CHANGES.</p> <p>ADOLESCENT GROWTH and DEVELOPMENT is influenced by HOUSING.</p>	<p>Discuss reasons for establishment of certain attitudes toward food. <i>Relate to customs and/or traditions. Examine the effect of attitudes on the adequacy of nutrition.</i></p> <p>Discuss the influence of clothing on growth and development of the adolescent.</p> <p>Study resources to discover changes in dress. <i>Analyze the relationship between social change and change in dress.</i></p> <p>Examine apparel to determine environmental factors affecting dress today.</p> <p>Discuss reasons for conformity or individuality in dress as related to concept of self and growth and development.</p> <p><i>Complete Activity Sheet A, Space Use in Home For Learning (see attached sheet) to identify location in home that family members use for learning activities. Tally number of rooms used and number of persons using each room.</i></p>	<p>Identify how a family or personal food favorite has developed and the effect on growth and development.</p> <p>Summarize. Project possible effects on future growth and development.</p> <p>Explore in depth a selected change in dress. Present findings.</p> <p>Identify environmental factors that have influenced a current fashion trend.</p> <p>Discuss personal situations in which clothing contributes to social well-being. State generalizations about clothing and sociological change.</p>

SOURCE: WISCONSIN HOME ECONOMICS CONCEPTUAL STRUCTURE AND PLANNING GUIDE, WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION, BULLETIN No. 266 (page 22).

For supportive evidence for adaptation of curriculum, see pages 107-118.

ILLUSTRATION 1A: ADAPTATION OF A HOME ECONOMICS PLANNING GUIDE INCORPORATING THE CONCEPT OF THE HOME AS A LEARNING CENTER

Generalizations	Suggested Learning Experiences	Suggested Evaluative Experiences for Teacher and Students
	<p>Divide into groups by room. List number of kinds of persons using room. Identify variety of uses of room. Report group information. Discuss.</p> <p>Divide into groups by family member. List number of persons using room. Identify variety of ways each person uses room for learning. Report group information. Discuss.</p> <p>Complete Activity Sheet B, Learning Resource Use in Home (see attached sheet) to identify kind, number, and location of use of learning resources. Tally number of resources, and number of times each room is used.</p> <p>Divide into groups by room. List number and variety of resources used in each room. Identify variety of learning activities each resource is used for. Report group information. Discuss.</p>	<p>Compare findings with Activity Sheet A. Select a houseplan which is likely to accommodate a selected family's learning resources and activities.</p>

SOURCE: WISCONSIN HOME ECONOMICS CONCEPTUAL STRUCTURE AND PLANNING GUIDE. WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION. BULLETIN No. 266 (page 22).

For supportive evidence for adaptation of curriculum, see pages 107-118.



ILLUSTRATION 1A: ADAPTATION OF A HOME ECONOMICS PLANNING GUIDE INCORPORATING THE CONCEPT OF THE HOME AS A LEARNING CENTER

<p>Generalizations</p>	<p>Suggested Learning Experiences</p> <p><i>Illustrate</i> by use of visuals ways housing contributes to growth and development of adolescents.</p> <p><i>Using</i> the same house, room, or apartment, <i>analyze</i> different possible uses by individuals and the influences on growth and development.</p>	<p>Suggested Evaluative Experiences for Teacher and Students</p> <p><i>Use</i> role-playing or skit to <i>relate</i> principles of growth and development to housing needs of adolescents.</p> <p><i>Draw</i> conclusions.</p>
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SOURCE: WISCONSIN HOME ECONOMICS CONCEPTUAL STRUCTURE AND PLANNING GUIDE. WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION. BULLETIN No. 266 (page 22).



Activity Sheet A

Space Use in Home for Learning

Which rooms in your home are used by family members for learning activities?

ROOM	FAMILY MEMBER						TOTAL
	Male	Female	Male Child	Female Child			
<u>Kitchen</u>							
<u>Family Room/Den</u>							
<u>Bedroom</u>							
<u>Study</u>							
<u>Living Room</u>							
<u>Bathroom</u>							
TOTAL							

Notes:

Directions:

1. Use a check mark (✓) in the correct column under the family member heading which identifies who uses the room identified on the left.
2. If there are more family members than identified, label the blank columns to identify the person and check accordingly.

Resources for Learning

Listed below are some different items which might be used as resources for learning.
 Would you identify those things your family uses? Place a check mark (✓) in the box
 that represents the location of this resource in your home.

ROOM	RESOURCES FOR LEARNING										
	Desks	Tables	Work- Bench	Cassette Recorder	Record Player	Tele- phone	Radio	T.V.	Maga- zines	Books	TOTALS
Kitchen											
Family Room/Den											
Bedroom											
Study											
Living Room											
Bathroom											
Garage											
Basement											
TOTALS											

Notes:

Major Concept: Interrelationship of role perceptions to values and goals throughout the family life cycle
Major Objective: Evaluates interrelationship of role perceptions to values and goals throughout the family life cycle.
 Cog. 6.0 Evaluation Aff. 4.0 Organization

Generalizations	Suggested Learning Experiences	Suggested Evaluative Experiences for Teacher and Students
<p>Individual and family roles change during the FAMILY LIFE CYCLE.</p> <p>VALUES and GOALS change during the FAMILY LIFE CYCLE.</p>	<p>Define and illustrate family life cycle.</p> <p>Identify and examine roles of family members at various stages of family life cycle.</p> <p>Define: Values and goals.</p> <p>Use findings from Home As Learning Center Feasibility Study which provides information about perceptions of young, middle, and older families...</p> <p>or</p> <p>provide students with attached interview schedule (adapted from HLC Feasibility Study Interview Schedule). Have students conduct interviews with a selected sample of young, middle and older families.</p> <p>Use findings from these interviews to carry out the following learning activities. (See Activity Sheet C)</p> <p>Analyze different value-oriented families to discover how their values influence behavior; e.g.,</p> <ul style="list-style-type: none"> "Things" oriented family "People" oriented family "Idea" oriented family "Status" oriented family 	<p>Identify stages of given families within family life cycle.</p> <p>Visit selected homes of people at various stages of the family life cycle to interview homemaker and compare roles she perceives each family member is assuming.</p> <p>Quiz on comprehension of values and goals.</p> <p>Evaluate factors which may cause values and goals to change during the family life cycle.</p>

For supportive evidence for adaptations of curriculum, see pages 81-85.

Generalizations	Suggested Learning Experiences	Suggested Evaluative Experiences for Teacher and Students
	<p><i>Predict</i> the effect of each value orientation on behaviors at different stages in the family life cycle.</p> <p><i>Predict</i> influences of family goals and values when families move during different stages of the family life cycle.</p> <p><i>Discuss</i> value and goal changes as they develop through various family life stages.</p> <p><i>Interview</i> young married couples to <i>identify</i> roles, values, and goals.</p> <p><i>Discuss</i> how the addition of children change roles, values, and goals in a family.</p>	<p><i>Debate:</i> "Can moving to a sociologically different area change values and goals."</p> <p><i>Analyze</i> own family in relation to values and goals in its present stage of life cycle.</p> <p><i>Draw</i> conclusions about roles, values, and goals of young marrieds.</p> <p><i>Survey</i> several "child stage" families to <i>compare</i> findings with results from discussion.</p>

Activity Sheet C

Home Based Learning Activities

Please identify activities in which family members have been involved in the past two weeks which related to:

Learning Activity Category	Description of Activities	Persons Involved					
		M	F	m	f		
Care of Children							
Learning Values							
Getting Along Inside the Family							
Getting Along Outside The Family							
Feeding The Family							
Routine Household Skills							
Maintaining/Decorating The Home							
Care of Adults							
Using Money Wisely							
Enjoyment/Recreation							
Preparing for Future							

ILLUSTRATION 2: ADAPTATION OF A CAREER DEVELOPMENT REFERENCE GUIDE INCORPORATING THE CONCEPT OF THE HOME AS A LEARNING CENTER

1.2 SUB GOAL

FOR THE INDIVIDUAL TO RECOGNIZE SIMILARITIES AND DIFFERENCES
BETWEEN HIS OR HER INTERESTS AND VALUES AND THOSE OF OTHERS.

Performance Indicators

K-3

4-6 (incl. K-3)

7-9 (incl. K-6)

10-A (incl. K-9)

1.2 (A) For the individual to list (three) things he or she is interested in and (three) things he or she is not interested in.

1.2 (B) For the individual to give (three) examples of what he or she values.

For the individual to list (two) things both mother and father are interested in and two things they are not interested in.

1.2 (C) For the individual to compare his or her interests with those of someone his or her own age and sex; with someone a different age and sex.

1.2 (D) For the individual to compare his or her values that are important now with those that were important when he or she began school; discuss any changes.

For the individual to compare his or her interests with someone their own age but opposite sex.

For the individual to compare the interests of his or her mother and father.

SOURCE: CAREER DEVELOPMENT GOALS AND PERFORMANCE INDICATORS, A REFERENCE GUIDE, MICHIGAN CAREER EDUCATION, SECOND EDITION, 1974, P 15

For supportive evidence see pages 128-131. for adaptation of curriculum,

1.2 (E) For the individual to discuss reasons why people have similar or different interests.

1.2 (F) For the individual to compare and contrast values held by his or her classmates.

1.2 (G) For the individual to give an example of how a person's values may be influenced by his or her background and experiences.

1.2 (H) For the individual to describe how his or her actions reflect a particular value (e.g., reading is fun-- read a lot of books, talk about what you read, etc.).

For the individual to identify (two) things they prefer to do for enjoyment and recreation, and relate each to a personal interest.

For the individual to compare interests of his or her mother and father with tasks performed by each at home.

1.2 (I) For the individual to describe (three) factors that may affect the values a person holds.

1.2 (J) Given several examples of people with differing interests, the individual can identify (three) reasons to account for the differences.

1.2 (K) For the individual to explain how his or her own opinions and attitudes can provide added knowledge about self.

For the individual to identify (two) interest which are common and different for all of the family members.

For the individual to compare interests of his or her mother and father with tasks performed by each on their job.

ILLUSTRATION 2: ADAPTATION OF A CAREER DEVELOPMENT REFERENCE GUIDE
INCORPORATING THE CONCEPT OF THE HOME AS A LEARNING CENTER

1.2 SUB GOAL

FOR THE INDIVIDUAL TO RECOGNIZE SIMILARITIES AND DIFFERENCES
BETWEEN HIS OR HER INTERESTS AND VALUES AND THOSE OF OTHERS.

Performance Indicators

K-3

4-6 (incl. K-3)

7-9 (incl. K-6)

10-A (incl. K-9)

SOURCE: CAREER DEVELOPMENT GOALS AND PERFORMANCE
INDICATORS, A REFERENCE GUIDE, MICHIGAN CAREER
EDUCATION, SECOND EDITION, 1974, P 15.

*For supportive evidence for adaptation of curriculum,
see pages 128-131.*

For the individual to identify (three) places he or she regularly goes in the neighborhood and relate each to a personal interest.

For the individual to identify (two) common interests of the school and his or her family.

For the individual to identify (two) interest of his or her family which differs from those of the nearest neighbor's family.

For the individual to identify (two) contrasting interests of the school and his or her family.

For the individual to identify two areas which the school assumes major responsibility for developing rather than the family assuming this responsibility.

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HOME AS A LEARNING CENTER: STATEMENT OF RECOMMENDATIONS

STATEMENT OF RECOMMENDATIONS: NEXT STEPS FOR FAMILY LIFE AND
OCCUPATIONAL EDUCATORS FOR DEVELOPING THE HOME AS A LEARNING CENTER

A feasibility study, conducted by surveying male (36) and female (72) spokespersons for 108 bluecollar families and 30 formal and non-formal educators, indicated that family members did make special efforts to undertake home based learnings for the purpose of enhancing their family and occupational roles. No effort was made to determine the quality of that learning.

On the basis of findings from the study the following recommendations are suggested as next steps for curriculum development and implementation, programming, and research and development.

Curriculum Development and Implementation

Current curriculum designs in family life and occupational education focus primarily on learning in school settings. Consequently, there has been a considerable investment of time, money and professional resources in the development of curriculum guides and resource units for use in formal educational systems. Immediate steps should be taken to develop curricular material for home based learning for enhancing the family and occupational roles of males and females of all ages.

These materials should take into consideration the unique nature of home learning--its diversity, dependence upon materials that can be used in a variety of settings, its reliance on the self-motivation and direction of the learner. Curricular material should

include not only specific content areas such as developing values, feeding the family, care of children, relationship of human relations to job success, but also process learnings that place emphasis on assisting the learner to set feasible home learning goals, select appropriate and credible resources, establish criteria for determining the worth of a learning.

Many of the curricular materials currently available for family and occupational education are based on extensive research in learning and instructional theory. Objectives for achieving a given level of family and occupational competence have been identified and sequential learning and evaluation activities have been developed. Immediate steps should be taken to incorporate home based learnings into existing curricular materials. Not only would this capitalize on a major investment already made in development of family life and occupational materials, but it would highlight the inextricable ties that exist between the home setting and formal and community based educational systems. Interrelations and interdependencies could be identified, appropriate linkages could be strengthened and more effective decisions could be made as to where specific learnings could be more efficiently achieved.

Procedures should be developed for bringing together formal, non-formal and informal educators so that family and occupational educational programs can be examined in their entirety. This should result in programs that are integrated and that will facilitate the learner in both educational endeavors. In this manner gaps and duplications can be eliminated.

Programming

Families recognize their involvement in learnings related to family activities more clearly than their involvement in occupational related learnings. They did recognize, however, that some learnings could serve dual purposes: assist with both family and occupational role competence. Family life and occupational educators working together need to develop programs that highlight the interdependence of family and occupational roles. Much of the learning that enhances family roles has direct possibility for preparing individuals for occupational roles i.e., learning to care for children can be preparation for child care and development occupations, feeding the family learning activities can be job preparation for food service, dietitian and nutritionists roles. Immediate steps should be taken by curriculum advisors, teacher educators and family life and occupation teachers to incorporate into their teaching knowledge and experience that highlights the interdependence of family and work roles.

The home provides a natural laboratory for both family and occupational learnings. Formal and non-formal educators can instill new information, broaden the base of home learning through encouraging home practice and projects of learnings begun in outside the home settings but pursued in depth and applied in the home.

Family members and formal linkers indicated that activities related to learning values were viewed as essential to both family and occupational roles and should be learned at home. Formal linkers did

not provide assistance with this area of learning. Educators need to develop materials and educational strategies that will assist families in learning and teaching values.

Special efforts should be made to help families understand the role of family in value formation and development, to provide information and strategies for undergirding this learning in the home setting.

For much of home based learning, family members were teachers for other family members. Programming in family life and occupational education should include learnings that assist family members in their teaching roles. Resource units should be developed that would be useful to parents as teachers and children as teachers.

Research and Development

Research which measures behavioral change that has occurred as a result of home learning should be undertaken. The research should identify what was learned, what competences were developed, and the impact of the new competences for effective functioning as family member and worker.

Comparisons can be made to determine the extent of behavioral change resulting from learning projects which are self-planned, group-planned, individual-planned, carried on in home, or carried on utilizing several educational systems, i.e., formal, non-formal and informal home and family system.

This study identified the feasibility of the home as a learning center for blue collar families. A replicate study should be undertaken to determine the feasibility of home based learning for family

and occupational development for families from specific racial and ethnic backgrounds. Educators need to have information about the needs and styles of home based learning in families of a variety of backgrounds if they are to effectively facilitate that learning.

Research is necessary to identify the most efficient ways to intervene in home learning. Educators surveyed in this study indicated they offered assistance in home learning, yet no efforts have been made to evaluate the utilization or effectiveness of that assistance. Research to identify effective and efficient information delivery systems into the home need to be undertaken. Answers to questions of why home learners rely primarily on intimates (friends, neighbors, relatives) and printed materials rather than professionals or television would help educators plan more effective learning delivery systems.

Educators recognize that family and occupational roles are in large measure learned in the home setting and that family members made special efforts to learn how to be more effective in these roles. The challenge to family life and occupational educators is to know when and how to intervene into that learning. Educators have taken the first step: they have recognized the fact that the family is a powerful educational institution and the home a primary learning center. The challenge is discover and develop ways to intervene effectively in that learning so that family and occupational competence can be enhanced.

HOME AS A LEARNING CENTER: PROFESSIONAL ARTICLE

Home As A Learning Center*

Article to be submitted to Tips and Topics, publication for home economics teachers, published by the School of Home Economics, Texas Technological University, Lubbock, Texas.

Do your students know they are teachers? Do they see their parents as teachers? Do they view their brothers and sisters, as well as relatives and friends, as teachers? How do they perceive learning? Is learning perceived as something that takes place primarily in a school classroom and that is directed by someone called a teacher? Take a quick survey of your family living or home economics students to learn their views of family learning. If their perceptions are traditional, you and your students can have an enlightening experience in exploring the concepts of family as educator and home as a learning center.

FAMILY AS EDUCATOR

Most of what each of us learns has its beginnings in the home and family. It is there that we first learn to talk, walk, feel and make sense out of our every day surroundings. Those persons around us who care for us, usually parents but oftentimes older brothers and sisters, are our first teachers. Through their teachings, which are informal and often unconscious, we learn what is right and wrong, how to use and care for our bodies, what to eat and not eat, what to touch or not touch, how to relate to those around us. Learning in the family, carried on through everyday interactions among family members accounts for a great share of any person's reservoir of knowledge. In many ways learning in the family is probably the most crucial of all educational experiences since it begins earliest in life, includes the learning of basic codes necessary to future learning and survival and continues throughout life.

In all stages of the family life cycle, people learn from each other: parents from children, children from parents, brothers and sisters from each other and from the various and assorted relatives and friends who are linked to the family. The family shapes many of the basic patterns of living for individuals (i.e., eating and language patterns). It mediates learnings which have originated elsewhere by putting a stamp of approval or disapproval on behaviors brought into the home from

outside, corrects language learned in the peer group, reinforces moral behavior learned in church. The family may modify what is learned outside the family if it finds that learning counter to its own value system.

Family members teach primarily through modeling. Family members learn from one another primarily through imitating and identifying with one another. It is in this simple but very fundamental way that each of us acquires our identity and learns to carry out our role as worker, citizen, spouse, parent, child, sibling, consumer, community volunteer, neighbor or friend. It is primarily in the family that we acquire our sexual identity and learn what it means to be male or female, what is expected from boys and girls, what is considered male and female work.

Through the everyday give and take in the family, and the continuous honing of our actions by family members, ideas and values are formed and developed, new skills are learned and perfected, actions are tried out and adopted or discarded.

By and large family members as teachers are untrained and unskilled for some of what they teach. What is taught may be based on trial and error or past experiences of persons who have limited or narrow perspectives. On the other hand, family members may be competent and skillful teachers who continuously search for knowledge. By helping students recognize the critical and important role of family as educator you can guide them in using home economics learnings to enhance their role as teachers and learners in the family.

HOME AS A LEARNING CENTER

The home offers a natural setting for trying out learnings. As a laboratory, it is realistic, convenient, and accessible at all hours of the day or night. Learning in the home need not be tied to schedules or limited time periods, so learning can be individually arranged. One can capitalize on "teachable moments". For example, one can learn how to prepare food, resolve a conflict, apply for a job, when the situation arises. These experiences shape the learning of those values, attitudes, and skills essential to living in the family and functioning effectively

in the world of work, leisure, the arts, politics and civic affairs.

The home abounds with resources for learning. Some of these resources are recognizable as learning aids by all family members; i.e., books, radio and television, pencils, crayons. Many other resources, however, that could be used for learning go unrecognized by the family. These include ordinary kitchen tools, toys, surrounding yard, and most important, the family members themselves.

The home is the locus of learning decisions. The choices made determine the range of learning experiences possible for family members. Families make decisions about the array of material things that will enter the home, the time to be allotted for family members to spend together, and the kind of activities that will be pursued by children and adults together or separately.

ENHANCING THE HOME AS A LEARNING CENTER

Homes vary widely in their capacity to serve as a center for learning, yet every home has the potential for becoming an effective learning center. You can introduce the concepts of family as educator and home as a learning center by raising a series of "consciousness-raising" questions with your students. For a beginning, experiment with the following questions:

1. What have you learned at home during the past two weeks? What do you think your parents have learned at home? Your brothers and/or sisters?
2. What kinds of learning do you think do take place in the home? How do these learnings change over time?
3. What kind of help could you get from other family members to make learning at home easier or more pleasant?
4. In what kind of learning activities for other family members would you be a "good" teacher? Why?
5. What kinds of things does your home have that makes it a learning center? Where are these located? In what kinds of learnings are they especially useful?

6. What kind of learning do you think should take place in the home? Why? Who should be the teacher(s)?
7. Can the family learn what it needs to know by itself? If yes, how? If no, where can it get help for learnings?

There are a number of special activities students can undertake to expand their concept of family as an educator and home as a learning center. These might include:

1. Observing an infant in the home setting for a half day. Record what takes place: what is said and done by whom; where in the home do activities occur; what material are used. Identify the possible learnings for both the infant and caretakers that occurred. Determine whether these learnings could take place as effectively outside the home setting. This activity could be replicated for children of different ages to get a perspective of home learning patterns over a period of time.
2. Planning an ideal home learning center for different kinds of families. Include families that are urban, rural, suburban; young, middle or older; from culture different than one's own; with ample or limited resources.
3. Creating a mock television series that would enhance the home as a learning center for young families so that: (a) one to five year old children would acquire some basic learnings for getting along outside the family; (b) adults could prepare for possible paid employment; (c) every family member could be both a learner and a teacher. Decide not only the content of the television series, but where and when it will be shown.

These are beginning suggestions for introducing the concept of family as educator and home as a learning center. You and your students can generate numerous ways for enhancing the home as a learning center once the powerful role of the family as educator is recognized. Some readings that will be helpful to you include:

Bobitt, Norma; "The Home and the Family: Second-Day Activities."

National Conference on Career Education for Middle and Junior High School,
Final Report and Proceedings, Olympus Research Corp., Boston, Mass., August
1974, pp. 47-60.

Leichter, H. "Some Perspectives On the Family as Educator." Teachers College
Record 76, (December 1974): 175-217.

Paolucci, Beatrice et al, Personal Perspectives: A Guide to Decision-Making.
NY: McGraw-Hill Book Co., 1973.

Simpson, Elizabeth J., "The Home as a Career Education Center", Exceptional Child-
ren 38, (May 1973): 626-30.

HOME AS A LEARNING CENTER: APPENDICES

APPENDIX A

PROBE CARD

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203



THINGS PEOPLE LEARN . . .

- TAKING CARE OF CHILDREN
- GETTING ALONG WITH PEOPLE
- FEEDING THE FAMILY
- USING MONEY WISELY
- DOING HOUSEHOLD TASKS
- PREPARING FOR THE FUTURE
- MAINTAINING & DECORATING THE HOME
- ENJOYMENT & RECREATION



THINGS PEOPLE LEARN . . .

- APPLYING FOR A JOB
- TAKING A JOB RELATED COURSE AT HOME
- APPLYING FOR UNEMPLOYMENT COMPENSATION
- SKILLS FOR A JOB
- JOB OPENINGS



APPENDIX B

Family Interview Schedule

SAMPLE IDENTIFICATION

Screener: _____
 Call: _____
 Family Number: _____
 Phone Number: _____
 Address: _____

Interviewer: _____
 Location: _____
 _____ Housing Unit from Starting Point.

RECORD OF CONTACTS WITH FAMILY

1. Result of screening. IN OUT

2. Date of screening. _____

3. Home Contacts Made.

	Date	Time
<u> </u> Not at home	_____	_____
<u> </u> Refused	_____	_____
<u> </u> Family Spokesperson Not Available	_____	_____
<u> </u> Second contact	_____	_____
<u> </u> Third contact	_____	_____

4. Future appointments.

	Date	Time	Interviewer scheduled
_____	_____	_____	_____
_____	_____	_____	_____

5. List reason for refusal below. (If given.)

Additional description:

DATA ON INTERVIEW

1. Desired Interviewee(s):

- Male spokesperson
- Female spokesperson
- Whole family

2. Person(s) interviewed:

- Adult male Male child
- Adult female Female child

3. Date of interview (completed): _____

4. Day of interview (completed): _____

5. Time:

Started: A.M. P.M.
Ended: A.M. P.M.
Length in minutes: _____

6. Type of Housing Unit:

- Single Family Dwelling
- Apartment
- Mobile Home
- Other _____

THE OCCUPATIONAL SCALE: HOLLINGSHEAD

CATEGORY 4

A. Clerical & Sales Workers

Bank Clerks, Tellers
Bill Collectors
Bookkeepers
Business Machine Operators
Claims Examiners
Clerical/Stenographic
RR Conductor

Factory Storekeeper
Factory Supervisor
Post Office Clerks
Route Mgrs. - Salesmen
Sales Clerks
Shipping Clerks
Supervisors - Utilities, Factories
Tool Station Supervisors
Warehouse Clerks
Employment Interviewers

B. Technicians

Benzal Technicians
Draftsmen
Driving Teachers
Expeditor, Factory
Experimental Tester
Instructors - Utilities, Factory
Inspectors - Weight, Sanitary, RR, Factory

Investigators
Lab technicians
Locomotive Engineers
Proofreaders
Safety Supervisors
Maintenance Supervisors
Technical Assistants
Telephone Co. Supervisors
Timekeepers
RR Tower Operators
Truck Dispatchers

C. Owners of Little Businesses

Flower Shop
Newsstand
Tailor Shop

D. Farmers

Owners

CATEGORY 3

A. Skilled Manual Employees

Auto Body Repairers
Bakers
Barbers
Blacksmiths
Bookbinders
RR Brakemen
Bulldozer Operators
Butchers
Cabinet makers
Carpenters
Casters (Founders)
Cement Finishers
Chefs

Compositors
Diamakers
Diesel Engine Repair & Maintenance (trained)
Diesel Shovel Operators
Electricians
Electrotypists
Engravers
Exterminators
Fitters - Gas, Steam
Firmen - City
Foremen - Construction, Dairy
Gardeners, Landscape (trained)
Gunsmiths

Garage makers
Hair stylists
Heat Treaters
Utility linemen
Linoleum layers (trained)
Linotype Operators
Lithographers
Locksmiths
Lumberjacks
Trained machinists
Maintenance Foremen
Installers - Electrical Appliances
Masons
Trained Mechanics
Trained Moulders

Painters
Paperhangers
RR Patrolmen
Pattern & Model Makers
Piano Builders, Tuners
Plumbers
City Policemen
Postmen (women)
Printers
Radio, TV Maintenance
Repairmen, Home Appliance
Sheetmetal Workers (trained)
Trained Shoe Repairmen
Licensed Stationary Engineers

RR Switchmen
Trained Tailors
Teletype Operators
Toolmakers
RR Trace Supervisors
Tractor - Trailer Trains
Typographers
Trained Upholsterers
Watchmakers
Welders

B. Small Farmers

Owners
Tenants who own farm equipment

CATEGORY 2

A. Machine Operators & Semi-skilled Employees

Aides, Hospital
Apprentices - Electricians
Printers, Steamfitters
Toolmakers
Assembly Line Workers
Bartenders
Building Superintendents (Custodial)

Bus Drivers
Checkers
Coin Machine Fillers
Cooks - short order
Delivery Men
Dressmakers - Machine
Drill Press Operators
Duplicator - Machine Operators
Elevator Operators
Enlisted Men - Military Services
Filers, Sanders, Buffers

Foundry Workers
Garage & Gas Station Assistants
Greenhouse Worker
Guards, Hourkeepers, Watchmen
Hairdressers
Housekeepers
Heat Cutters & Parkers Operator - Factory Machines
Paper Rolling Machine Operators
Photostat Machine Operators

Practical Nurses
Pump Operators
Receivers & Checkers
Roofers
Set-up Men - factories
Shapers
Solderers - Factory
Sprayers, Paint
Steelworkers (not skilled)
Strainers, Hire Machines
Taxi Drivers
Testers
Timers

RR Trainmen
General Truck Drivers
Waiters/Waitresses (Better Places)
Welders
Spot Welders
Machine Welders
Machine Wood Workers
Wrappers - Stores, Factory

B. Farmers

Small tenants who own little equipment

(INTERVIEWER: It is important to ask these questions in a friendly manner. You might say: "I'd be interested in knowing the names and ages of people who live here," or "Would you tell me the names and ages of people who live here?" Approach the Occupational information in a similar way.)

Screener: _____
 Family Number: _____
 Telephone Number: _____

RECORD OF DEMOGRAPHIC DATA

Occupations of Adults Who Live in Household

(INTERVIEWER: Obtain information about past occupations if family members have retired. Discuss occupational information so you can determine where occupations fit into Hollingshead categories. See opposite page for categories.)

Household Composition: Names & Ages

1. Name	2. Age	4. Occupation	5. Hours worked per week	6. Shift worked (Specific hours)
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

3. Has this group lived together for the last year?
 YES NO
 (If "NO," probe.)

GENERAL INFORMATION

1. People learn many things at home. What kinds of things do you think people should learn at home? We mean, what do you think ought to be learned at home, not necessarily what is learned at home.

(INTERVIEWER: List items mentioned by the interviewee.)

__ M __ F __ -	__ M __ F __ -	__ M __ F __ -

INTRODUCTION TO QUESTION 2

Now I'd like to visit with you about the things you and your family learned at home in the last year. When I say "learn," I don't mean the sorts of things people learn in school. Learning can be about skills, knowledge, attitudes or information, and you could have learned it in any way. Anything at all can be included -- regardless of whether it was big or small, easy or difficult, serious or fun.

I've set three guidelines to help me decide about recording what you mention:

1. I'll note those things you have learned in the last twelve months . . . so try to think of things you and your family learned since last _____.
2. The second guideline is that the learning where you made a special effort to learn something or how to do something will be recorded. All of us learn things as a result of visiting with people, watching T.V., or listening to the radio. That is an important kind of learning, too, but I will note the things you made a special effort to learn.
3. The third guideline is that I will record learning at home -- this could mean anywhere in the house, garage or yard. Because I am interested in what families learn at home, I will not record learning at the school, church or on family trips or vacations.

(INTERVIEWER: Ask Question 2 and record learnings mentioned.)

QUESTION 2 PROBES

A. Chronological probe:

Sometimes it is hard to remember back to a year ago. Maybe thinking about different seasons of the year, special holidays or job and school vacations will help you remember other learnings.

(INTERVIEWER: Record learnings mentioned.)

B. Probe card:

Sometimes it is hard to remember what we have learned. This card lists some different things that people learn. It is just to help you remember other things you and your family might have learned.

(INTERVIEWER: Hand probe card to interviewee. Give the person time to read the lists on both sides. Record any additional learnings mentioned.)

When interviewee seems to hesitate and it appears that the list has been completed, say the following.)

That gives us a fairly complete list. If you think of any other learnings while we are talking, be sure to mention them.

2.
 (INTERVIEWER: Introduction on opposite page.)
 In the past year, what have you and other family members made a special effort to learn at home?
 When we say "family" we mean all the people who live here.

3.
 Who was involved in each learning?
 PROBE: for all family members who participated.

You mentioned several things that your family members learned.
 Were any of them helpful for

4. carrying out family activities & household tasks?
 5. learning about occupations?

6.
 How much time were your family members involved in these projects?

(INTERVIEWER: Give card and record category for each member.)

7.
 (INTERVIEWER: Mention to interviewee the two learnings which took the longest period of time.)
 Why did these projects take so long?

(INTERVIEWER: Record Learning Number.)

WF	M	F	-	-	-	-
___ Enjoyed it more						
___ Was more interested in it						
___ Took practice						
___ Was more important						
___ Materials had to be gathered						
___ Trial and error						
___ Was more complicated						

LEARNING	M	F	-	-	-	-	FAM	OCC	M	F	-	-	-	-

Sometimes families have to make changes in what they usually do in order to carry out learning projects.

8. What kinds of changes did your family make in the past year related to learnings about FAMILY ACTIVITIES AND HOUSEHOLD TASKS, like rearrange schedules, spend money for materials, find a space to work or get someone to help your family members?
9. What kinds of changes did your family make in the past year related to learnings about OCCUPATIONS, like rearrange schedules, spend money for materials, find a space to work or get someone to help your family members?

FAM	TIME	OCC	FAM	MONEY	OCC	FAM	SPACE	OCC	FAM	PEOPLE	OCC	FAM	OTHER	OCC
—	Rearranged schedule for own learning	—	—	Books	—	—	Rearranged home for learning activity	—	—	Helped another family member learn something	—	—	—	—
			—	Courses	—									
—	Rearranged schedule for other family member's learning	—	—	Tools	—				—	Provided moral support	—	—	—	—
			—	Transportation	—				—	Changed work patterns (Alternate tasks)	—	—	—	—
			—	Child care	—							—	—	—
			—	Ate out	—				—	Taught another family member something	—	—	—	—
			—	Bought convenience foods	—				—	Used free services	—	—	—	—
												—	—	—

10. At what times during the year would you say that most of your family's learning projects took place?

WF	M	F	-	-	-	-	WF	M	F	-	-	-	-
__ January							__ July						
__ February							__ August						
__ March							__ September						
__ April							__ October						
__ May							__ November						
__ June							__ December						

11. During which part of the week did your family carry out most learning activities or projects?

WF	M	F	-	-	-
__ Weekdays					
__ Weekends					

12. During which part of the day?

WF	M	F	-	-	-
__ Morning					
__ Afternoon					
__ Evening					

13. As you think about these home learning projects, would your family have liked additional help? NO If so, what kind?

TOPICS	MATERIALS	PEOPLE	OTHER

Some people use various items in the home to help with their home learning projects. They might use RADIO, TELEVISION, NEWSPAPERS, MAGAZINES, BOOKS, CASSETTE TAPES for learning at home.

14. Has your family used any of these for learning in your home?	15. What kind of book or program or article was it? (TOPIC)	16. Where did you use it in the home?	17. Who participated? PROBE: for all members						18. How often did your family use these things for learning at home?
			M	F	-	-	-	-	
RADIO	programs:								____ hours/week
TELEVISION	programs:								____ hours/week
NEWSPAPERS	articles:								____ hours/day
MAGAZINES	articles:								____ articles/week
BOOKS									____ books/month
CASSETTE TAPES									____ tapes/month

Some people use various items in the home to help with their home learning projects. They might use RECORDS, FLYERS/PAMPHLETS, TELEPHONE, VIDEO-VIEWERS & AUDIO-VISUAL CENTERS, COMPUTER LINK-UPS for learning at home.

19. Has your family used any of these for learning in your home?	20. What kind of book or program or article was it? (TOPIC)	21. Where did you use it in the home?	22. Who participated? PROBE: for all members						23. How often did your family use these things for learning at home?
			M	F	-	-	-	-	
RECORDS									_____ hours/month
FLYERS/PAMPHLETS									_____ pamphlets/month
TELEPHONE									
VIDEO-VIEWERS & AUDIO-VISUAL CENTERS									
COMPUTER LINK-UPS									
OTHER									

Sometimes people make contacts outside the home to get help with home learning projects. They might contact the library, Extension, neighbors or relatives.

24. Over the past year, what persons were contacted to help with your family's home learning projects? (INTERVIEWER: Have interviewee specify personnel.)	25. Which family member made the contact?					26. Why were these used?	27. How did the family member know to contact these sources?	28. Where in the home does each person prefer to learn?					
	M	F	-	-	-			M	F	-	-	-	-
<u>PERSONNEL</u>													
__ School _____ _____ _____						__ Convenient __ Free __ Knew about	__ Television __ Newspaper __ Referred by friend, neighbor or relative	KITCHEN FAMILY ROOM/DEN					
__ Library _____ _____ _____						__ Close to home __ Trusted expert	__ Referred by professional source	BEDROOM					
__ Extension _____ _____ _____						__ Friend	__ Radio __ Magazine article	STUDY					
__ Relative _____ _____ _____							__ Special flyer __ Used before	LIVING ROOM					
__ Neighbor _____ _____ _____							__ Always knew about __ Past experience	BATHROOM					
__ Friend _____ _____ _____							__ Yellow Pages __ Don't know						
__ Church _____ _____ _____													
__ Health _____ _____ _____													
__ Business _____ _____ _____													
__ Social/Civic _____ _____ _____													

29. Here is a houseplan with different rooms. Here are some envelopes with different items that a family might use to learn in the home. Would you select those things that your family uses and place them in the rooms where they are used?

(INTERVIEWER: Have the family spokesperson arrange the furniture and items in the model floor plan of the house. Record the letters of the items arranged, and indicate how many items are placed in each room.)

	TABLES	BEDS	CHAIRS	DESKS	SOFAS	WORKBENCH	CASSETTE RECORDER	RECORD PLAYERS	COMPUTER LINK-UP	TELEPHONES	RADIOS	TELEVISIONS	MAGAZINES	BOOKS	TOOLS	POTS & PANS	SEWING MACHINE	OTHER
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1. KITCHEN																		
2. FAMILY ROOM/DEN																		
3. BEDROOM																		
4. STUDY																		
5. LIVING ROOM																		
6. BATHROOM																		
7. OTHER																		

30. Would you change anything for learning in the future?

(INTERVIEWER: Once again, have the family spokesperson arrange the furniture and items in the model floor plan of the house. Record the letters of the items arranged, and indicate how many items are placed in each room.)

	TABLES	BEDS	CHAIRS	DESKS	SOFAS	WORKBENCH	CASSETTE RECORDER	RECORD PLAYERS	COMPUTER LINK-UP	TELEPHONE	RADIOS	TELEVISIONS	MAGAZINES	BOOKS	TOOLS	POTS & PANS	SEWING MACHINE	OTHER
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1. KITCHEN																		
2. FAMILY ROOM/DEN																		
3. BEDROOM																		
4. STUDY																		
5. LIVING ROOM																		
6. BATHROOM																		
7. OTHER																		

Some people have ideas about what children need to learn at home to be FAMILY MEMBERS.

31. What things about being a family member would you help children to learn?	32. Would it be the same for boys and girls?		33. Where would you get your information?
	S	BOYS	

Some people have ideas about what children need to learn at home to be WORKERS.

34. What things about being a worker would you help children to learn? 35. Would it be the same for boys and girls? 36. Where would you get your information?

	S	BOYS	GIRLS

Some families might like some help with information about FAMILY RESPONSIBILITIES AND DUTIES. If we could help members of your family learn about these things by providing information in your home,

37. What subjects or topics would be the most useful to your family?	38. Why?

39. What kinds of things would your family like to use to learn these things?	40. Why?								
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Some families might like some help with information about being a WORKER. If we could help members of your family learn about this by providing you with information in your home.

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Sometimes families have to make changes in what they usually do in order to carry out learning projects, like experimenting with new time patterns, purchasing materials or tools, planning a special area for carrying out learning projects or teaching things to other family members.

What changes would your family be willing to make in the future to help with learning activities at home?

45. TIME	46. MONEY	47. SPACE	48. PEOPLE
<input type="checkbox"/> Rearrange schedule for own learning	<input type="checkbox"/> Books	<input type="checkbox"/> Rearrange home for learning activity	<input type="checkbox"/> Help another family member learn something
<input type="checkbox"/> Rearrange schedule for other family member's learning	<input type="checkbox"/> Courses	<input type="checkbox"/> Provide space and quiet	<input type="checkbox"/> Provide moral support
	<input type="checkbox"/> Tools		<input type="checkbox"/> Change work patterns (Alternate tasks)
	<input type="checkbox"/> Transportation		<input type="checkbox"/> Teach another family member something
	<input type="checkbox"/> Child care		
	<input type="checkbox"/> Eat out		
	<input type="checkbox"/> Buy convenience foods		
			<hr/> 49. OTHER <hr/>

COMPLETION OF DEMOGRAPHIC DATA

I would like to have more information about your family to complete the interview.

<p>7. Will you please look at this card and tell me which EDUCATION group best fits the people in your family?</p> <p>(INTERVIEWER: Hand the interviewee the EDUCATION card, record the response and ask the next two questions.)</p>	<p>8. Have any family members had Home Economics classes?</p>	<p>9. Have any family members had 4-H experience?</p>	<p>10. Will you please look at the other side of the card and tell me which INCOME group best fits the people in your family?</p> <p>(INTERVIEWER: Have the interviewee look at the other side of the card. If the person can only give hourly wage, record that information below.)</p>	<p>11. Do any of your children earn money?</p> <p>12. If so, who?</p> <p>(INTERVIEWER: Record information below.)</p>
---	---	---	--	---

FAMILY MEMBER	EDUCATION	HOME EC	4-H	INCOME	HOURLY WAGE	HOURS/ WEEK	WEEKS/ YEAR	AGE	AMOUNT	N.A.
M	_____	_____	_____	_____	_____	_____	_____			
F	_____	_____	_____	_____	_____	_____	_____			
Other Adult	_____	_____	_____	_____	_____	_____	_____			
Children	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

13. Have there been any major changes in your family during the past year? YES NO (INTERVIEWER: If "Yes," record below.)

<p>FAMILY SIZE</p> <p>___ Death of adult</p> <p>___ Death of child</p> <p>___ Divorce/Segn</p> <p>___ Birth of child</p> <p>___ Major illness</p> <p>___ Major family member</p> <p>___ Addition to family (Adoption, parent living w/ family)</p>	<p>EMPLOYMENT</p> <p>___ Change of employment</p> <p>___ Shift change</p> <p>___ Lose Job</p> <p>___ Start new job</p> <p>___ Second job added (wife working, moonlighting)</p> <p>___ Major raise</p> <p>___ Major wage increase</p>	<p>SCHOOL</p> <p>___ First child enters school</p> <p>___ Last child enters school</p> <p>___ Change to different school</p> <p>___ Change to different schedule</p> <p>___ Children on different schedules</p> <p>___ Major increase in extracurricular activities</p> <p>___ Major decrease in extracurricular activities</p>	<p>HOUSING</p> <p>___ Move To new location</p> <p>___ Major change in houseplan (remodeling)</p>
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Name of Family Interviewed: _____ Person(s) Interviewed: _____ Date of Interview: _____
 Family Number: _____ Interviewer: _____ Length of Interview: _____

EVALUATION OF INTERVIEWEE BEHAVIOR

(INTERVIEWER: Choose number 1-5 which best describes interviewee behavior and record under COMMENTS column.)

	1.	2.	3.	4.	5.	COMMENTS
A. Interest in Interview	Uncooperative. Guarded answers.	Suspicious of interviewer at first. Somewhat interested at end of interview.	Neutral reaction in beginning. Moderate interest at end.	Asked questions about project OR wants copy of popular article. Cooperative.	Asked questions about project; wants copy of popular article. Willingly participated.	# _____
B. Time Commitment	Hurried interview for no apparent reason.	Hurried interview. (Ill child, appointment, etc.)	Gave only approximate time interviewer requested.	Flexible within 15-20 minutes of time requested.	Could adjust time schedule if necessary. Unconcerned about time. Continued interest at end of interview.	# _____
C. Comprehension of Interview Schedule	Did not understand. Clarification needed for all questions.	Needed clarification on most questions.	Needed clarification on several questions.	Understood most questions.	Readily comprehended without additional clarification.	# _____
D. Type of Response Provided	Would not answer all questions.	Terse, short answers.	Off-the-cuff answers.	Mostly thoughtful answers with a few sketchy answers.	Complete, thoughtful answers.	# _____

ADDITIONAL COMMENTS:

APPENDIX C

Formal Linker Interview Schedule

DIRECTIONS TO LOCATE UNIT:

DATA ON INTERVIEW

UNIT DATA

1. Name of unit: _____
2. Name of interviewee: _____
 Male Female
3. Position of interviewee: _____

4. Length of time in present position: _____

5. Professional preparation: _____

6. Rank clientele in order of numbers reached.
 (E.G. #1 = largest clientele, etc.)
 Whole families Adult women
 Children Adult men
 Youth Older persons

1. Interviewer: _____
2. Unit number: _____
3. Phone number: _____
4. Address: _____
5. Result of screening:
 In Out _____ Date
6. Contacts made:

	<u>Date</u>	<u>Time</u>
<input type="checkbox"/> Agent not available	_____	_____
<input type="checkbox"/> Second contact	_____	_____
<input type="checkbox"/> Refusal	_____	_____

 Reason for refusal: _____
7. Future appointments:
 _____ Date _____ Time
 _____ Interviewer

1. People learn many things at home. What kinds of things do you think people should learn at home?
We mean, what do you think ought to be learned at home, not necessarily what is learned at home.

2. Where do you feel people prefer to learn about
FAMILY-RELATED ACTIVITIES and HOUSEHOLD TASKS?

In a classroom

In the home

In a group

Individually

3. Where do you feel people prefer to learn about
OCCUPATIONS?

In a classroom

In the home

In a group

Individually

4. Of the learnings that could take place in the home, what would help prepare people for their role as FAMILY MEMBERS?

- Taking care of children
- Getting along with people
- Feeding the family
- Using money wisely
- Doing household tasks
- Preparing for the future
- Maintaining and decorating the home
- Enjoyment and recreation

5. Of the learnings that could take place in the home, what would help prepare people for their role as WORKERS?

- Applying for a job
- Taking a job-related course at home
- Applying for unemployment compensation
- Skills for a job
- Job openings

6. Which unit outside the home do you feel families are most likely to contact when they need assistance for learning at home?

<input type="checkbox"/> School	<input type="checkbox"/> Church
<input type="checkbox"/> Continuing education	<input type="checkbox"/> Relative
<input type="checkbox"/> Library	<input type="checkbox"/> Neighbor
<input type="checkbox"/> Extension	<input type="checkbox"/> Friend
<input type="checkbox"/> Health	<input type="checkbox"/> Business & Industry
<input type="checkbox"/> Social & civic	

7. What kinds of learnings related to FAMILY ACTIVITIES and HOUSEHOLD TASKS does your unit provide in a home-based setting?

8. What kinds of OCCUPATIONAL ACTIVITIES does your unit provide as home-centered learning?

- Taking care of children
- Getting along with people
- Feeding the family
- Using money wisely
- Doing household tasks
- Preparing for the future
- Maintaining and decorating the home
- Enjoyment and recreation

- Applying for a job
- Taking a job-related course at home
- Applying for unemployment compensation
- Skills for a job
- Job openings

9. How does your unit determine what families would like to learn at home?

— Use of advisory committees
who utilize your resources

.....

— Survey of community prior
to program development

.....

— Employ program aides who know
the needs of a particular
target audience

.....

— Confer with other profes-
sionals who have resources
similar to yours

.....

10. What resources does your unit commit to learning at home?

11. Could you rank order these resources in terms of the commitment of resources? (INTERVIEWER: Record the order in the space after the resource.)

TIME	SPACE	SERVICES	PEOPLE	EQUIPMENT	TOPICS
— % people hours —	— % office space —	— Courses —	— Professionals —	— Records —	— —
— —	— —	— Books —	— Paraprofessionals —	— Tapes —	— —
— —	— —	— Flyers —	— Volunteers —	— Telephone —	— —
— —	— —	— Supplies —	— —	— Computer link-ups —	— —
— —	— —	— Magazines —	— —	— Audio-visual centers —	— —
— —	— —	— Pamphlet/bulletin —	— —	— —	— —
— —	— —	— Newsletter —	— —	— —	— —
— —	— —	— Radio program —	— —	— —	— —
— —	— —	— TV program —	— —	— —	— —
					OTHER

12. During which MONTHS of the year does your unit most frequently provide resources for home learning?

- January
 February
 March
 April
 May
 June
 July
 August
 September
 October
 November
 December

13. During which part of the WEEK does your unit most frequently provide resources for home learning?

- Weekdays
 Weekends

14. During which part of the DAY does your unit most frequently provide resources for home learning?

- Morning
 Afternoon
 Evening

15. Specifically, what resources could your unit contribute in the future to home-based learning about FAMILY and OCCUPATIONS?

TIME	SPACE	SERVICES	PEOPLE	EQUIPMENT	TOPICS
					OTHER

CLOSING

The information you have shared with me gives me a good idea of how your unit serves families in home learning. This information will be kept confidential. We do need your permission to use these data in order to complete the study. Your name and title on this form will give us that permission. Do you have any questions?

(INTERVIEWER: Have the interviewee sign the permission form.)

You have been a great help to us. We really appreciate your taking time to answer these questions and helping with this study so we can better assist families in home learning. It is possible that you may receive a call from the project office should we need clarification from you regarding the interview.

Would you be interested in hearing the results of our study? If so, we can arrange to have the summary sent to you once it is written.

(INTERVIEWER: Indicate below whether or not the person is interested in receiving the summary. If so, copy the address from the next page.)

Thank you very much!

Do send the summary

Name: _____

Do not send the summary

Title: _____

CONSENT FORM
for the HOME AS A LEARNING CENTER PROJECT

I _____, the undersigned, willingly consent
to participate in an interview related to a study on the Home As A Learning Center.

I do so with the understanding that my responses will contribute to the goals of
this research project being conducted by Michigan State University and the U. S.
Office of Education, which has been explained to me.

Those responsible for the investigation have given me full assurance that my name
will in no way be linked to the answers I have given.

_____ Signature	_____ Office Address
_____ Title	_____ Date

Name of Unit Interviewed: _____ Person Interviewed: _____ Date of Interview: _____
 Unit Number: _____ Interviewer: _____ Length of Interview: _____

EVALUATION OF INTERVIEWEE BEHAVIOR

(INTERVIEWER: Choose number 1-5 which best describes interviewee behavior and record under COMMENTS column.)

	1.	2.	3.	4.	5.	COMMENTS
A. Interest in Interview	Uncooperative. Guarded answers.	Suspicious of interviewer at first. Somewhat interested at end of interview.	Neutral reaction in beginning. Moderate interest at end.	Asked questions about project OR wants copy of summary. Cooperative.	Asked questions about project; wants copy of summary. Willingly participated.	# _____
B. Time Commitment	Hurried interview for no apparent reason.	Hurried interview. (Busy schedule, etc.)	Gave only approximate time interviewer requested.	Flexible within 15-20 minutes of time requested.	Could adjust time schedule if necessary. Uncnncerned about time. Continued interest at end of interview.	# _____
C. Comprehension of Interview Schedule	Did not understand. Clarification needed for all questions.	Needed clarification on most questions.	Needed clarification on several questions.	Understood most questions.	Readily comprehended without additional clarification.	# _____
D. Type of Response Provided	Would not answer all questions.	Terse, short answers.	Off-the-cuff answers.	Mostly thoughtful answers with a few sketchy answers.	Complete, thoughtful answers.	# _____

ADDITIONAL COMMENTS:

APPENDIX D

Home Learning Activities in Which One or More Family Members Participated*

1. Getting along with people inside family
2. Sharing
3. Positive emotional support
4. Getting along with people outside family
5. Sharing
6. Positive emotional support
7. Routine household skills
8. Apparel construction
9. Clothing care
10. Sewing
11. Preparing for the future
12. Financial preparation
13. Developing career interests
14. Maintaining and decorating the home
15. Use and maintenance of tools and equipment
16. Beautification
17. Repairing home: structural/functional
18. Lawn care
19. Feeding the family
20. Meal planning, nutritional planning
21. Food preparation
22. Gardening
23. Food preservation
24. Using money wisely
25. Thrift/conservation/fighting inflation
26. Investment for future/saving
27. Planning, budgeting
28. Enjoyment & recreation
29. Crafts/personal involvement
30. Nature/observation/travel
31. Sports
32. Music/art/dance
33. Care of children
34. Physical development
35. Emotional development
36. Intellectual development
37. Social development
38. Care of Adults
39. Physical development
40. Emotional development
41. Intellectual development
42. Social development
43. Learning values
44. Personal/social values
45. Moral values
46. Esthetic values
47. Spiritual values
48. Job-related activities
49. Taking a job-related course at home
50. Developing job-related skills
51. Applying for a job
52. Health
53. Outreach into world affairs
54. Other

*Listing compiled from open-ended statements.