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ABSTRACT

Developed to meet the career educational needs of students enrolled in home economics courses and/or an introductory vocational program, this document (teacher's copy) contains six units of study focusing on the home economics related careers cycles of: child development and care; clothing, textiles and fashion; food services; institutional, hospitality industry and home services; housing and home furnishings; and family and consumer services careers. Each unit contains suggested and specific learning objectives, a teacher overview, pre- and post-test inventory, 10 lessons suggesting learning activities, and a bibliography. (WL)

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STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION  
DIVISION OF VOCATIONAL EDUCATION

"EXPLORING HOME ECONOMICS RELATED CAREERS"

INTRODUCTION TO VOCATIONS

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## FOREWORD

"Career development is that one aspect of life-long individual development which relates to the occupational needs of the individual and which occurs with social development, emotional development, intellectual development and general personal development." The Home Economics Related Careers Cycles of the Introduction to Vocations Program is one method of incorporating career education into the total school program. These materials have been developed to meet the career educational needs of students enrolled in home economics courses and/or the Introduction to Vocations program.

Since career education should occur as an integral part of the classroom instruction with appropriate learning experiences, the cycles are designed to provide opportunities for boys and girls to acquire knowledge relative to semi-professional and professional careers in Home Economics. The Home Economics facet may be introduced through the filmstrip, "Jobs for You: It's Happening in Home Economics," which is produced by Guidance Associates. Units of study focus on job clusters in the following areas: Child Development and Care Careers; Clothing, Textiles and Fashion Careers; Food Services Careers; Institutional, Hospitality Industry and Home Services Careers; Housing and Home Furnishings Services Careers; and Family and Consumer Services Careers. It should be noted that there is an interrelationship and, in some cases, overlapping of occupations within each occupational cluster. Student lessons/learning experiences are designed to be implemented independently as a unit.

Although automation is reducing the employment opportunities in many industries, the demand is increasing for qualified workers in the human service areas. New human and community service occupations are emerging as a rapid urbanization of our society as well as the growth of more released time for leisure activities. Therefore, it is recommended that these materials be continuously reevaluated and "updated."

Rosemary M. Harzmann  
Director  
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## TABLE OF CONTENTS

		<u>PAGE</u>
FOREWORD		
FAMILY AND CONSUMER SERVICES CAREERS CYCLE	HE FC	1-19
CHILD DEVELOPMENT AND CARE CAREERS CYCLE	HE CDC	1-24
CLOTHING, TEXTILE AND FASHION CAREERS CYCLE	HE CTF	1-22
FOOD SERVICES CAREERS CYCLE	HE FS	1-18
HOUSING AND HOME FURNISHINGS SERVICES CAREERS CYCLE	HE HHF	1-19
INSTITUTIONAL, HOSPITALITY INDUSTRY AND HOME SERVICES CAREERS CYCLE	HE IHFH	1-19

## FAMILY AND CONSUMER SERVICES CAREERS CYCLE

### GENERAL INFORMATION

This cycle, Family and Consumer Services Careers, has been prepared as suggested guidelines for the Introduction to Vocations coordinator and cycling teachers. The sequence of activities has been presented with the understanding that the individual teacher may adapt them to fit the needs, interests, and abilities of his students, school, and community as well as to the available facilities.

The purpose of the Family and Consumer Services Careers Cycle is occupational and career awareness for young men and women.

### Suggested Objective:

- . To increase student and teacher awareness of the many jobs available in family and consumer services careers.

### Specific Objectives:

- . Each student should be able to list and briefly describe three careers in Family and Consumer Services fields.
- . Each student should be able to list the educational training required for each of the three careers.

### Overview for Teacher:

You may obtain additional information from the following:

- . Office of Education, United States Department of Health, Education and Welfare, Washington, D.C.
- . Consumers Union of U.S., Inc., 256 Washington Street, Mount Vernon, New York
- . National Education Association, Washington, D.C.
- . Extension Service, United States Department of Agriculture
- . American Home Economics Association
- . American Cancer Society

HE FC

- . American Heart Association
- . American Hospital Association
- . American Red Cross
- . American Public Health Association
- . Child Welfare League of America
- . Urban League
- . Senior Citizens, Inc.
- . Planned Parenthood
- . Chamber of Commerce
- . Junior Chamber of Commerce

NOTE:

For specific addresses, contact the local school or town librarian.

PRE AND POST INVENTORY

FAMILY AND CONSUMER SERVICES CAREERS CYCLE

Directions: The student should circle the letter for the word/statement which is believed to be the correct answer.

1. To become a homemaker worker a person would need on-the-job experience in a home.  
\*a. True  
b. False
2. A community aide learns how to work efficiently in the home through occupational courses in home and family living.  
\*a. True  
b. False
3. To have a career in family and consumer services a person should have a high school diploma.  
\*a. True  
b. False
4. Training in home economics and consumer education makes it possible to prepare both for a career as a homemaker and for a career in family and consumer services.  
\*a. True  
b. False
5. To have a career as a family visitor a person would have to attend a 2 year community college.  
a. True  
\*b. False



6. Family and Consumer Services Careers can only be pursued at selected sites.
  - a. True
  - \*b. False
7. Daily travel time is important to a family and service career worker.
  - \*a. True
  - b. False
8. Decision making has been defined as "using what you have to get what you want."
  - a. True
  - \*b. False
9. A family and consumer service worker is mainly concerned with those persons in our community who have much hope in life.
  - a. True
  - \*b. False
10. A successful nutritional aide helps people increase self-confidence and self-image.
  - \*a. True
  - b. False
11. A family and consumer service worker assists people in the world of work.
  - \*a. True
  - b. False

12. The overall goal of family living and consumer education is to provide each student with skills, attitudes and knowledge which will contribute to his ability to enter family and consumer service careers of his choice.
- \*a. True
  - b. False
13. An agency-coordinated homemaker service helps to bring assurance and stability to families.
- \*a. True
  - b. False
14. A home visitor aide can provide a picture of "life as it is" to a case worker.
- \*a. True
  - b. False
15. A home health aide refers families to those agencies which improve the health of its members.
- \*a. True
  - b. False
16. Knowledge relating to family living and consumer education is needed by homemakers and workers in occupations related to family life.
- \*a. True
  - b. False
17. The depth of knowledge needed by homemakers and workers in selected family and consumer occupations is preceived differently by homemakers in other selected occupations.
- \*a. True
  - b. False

18. Consumer education is more important to girls than to boys.
- a. True
  - \*b. False
19. You may need homemaker service if there is an aging or chronically ill member of your family.
- \*a. True
  - b. False
20. Some duties of a homemaker visitor are to care for the children, shop and cook for the family, do the laundry, and clean the house.
- \*a. True
  - b. False
21. The homemaker visitor is not a domestic worker.
- \*a. True
  - b. False
22. The homemaker service is not considered as an integral part of your community.
- a. True
  - \*b. False
23. Family and consumer service careers provide employment and career ladder opportunities to thousands of capable disadvantaged women.
- \*a. True
  - b. False
24. Homemakers aides are sometimes called home health aides.
- \*a. True
  - b. False

25. There are 15 million persons in the U.S.A. who are classified as rural poor.
- \*a. True
  - b. False
26. A good program in consumer and homemaking education is also concerned with the poor and disadvantaged citizen.
- \*a. True
  - b. False
27. The consumer educator must inform families with limited incomes that buying in quantities is not always the best buy.
- \*a. True
  - b. False
28. Family and consumer services provide education to the insecure homemaker.
- \*a. True
  - b. False
29. The home economics profession provides opportunities to find innovative ways of meeting the needs of families in the family and consumer services cluster.
- \*a. True
  - b. False
30. The average low-income consumer does not read a daily paper nor does he buy books.
- \*a. True
  - b. False
31. People should be encouraged to sign blank contracts.
- a. True
  - \*b. False

12. People should be encouraged to rely on the statements of a salesman concerning his products.
  - a. True
  - \*b. False
13. Information about local agencies who are designed to handle complaints are of little value to the consumer.
  - a. True
  - \*b. False
14. Producing motivation in a consumer is a crucial problem for anyone planning a consumer education program.
  - \*a. True
  - b. False
15. A consumer education class held at a neighbor's house with an atmosphere of a party is a good means of motivating attendance.
  - \*a. True
  - b. False
16. A family and consumer service worker must be knowledgeable about government agencies that administer consumer protective laws.
  - \*a. True
  - b. False
17. The acquaintance of consumers with the protective functions of government agencies can solve a large proportion of their consumer problems.
  - \*a. True
  - b. False
18. A family and consumer service employee can help families increase their income.
  - \*a. True
  - b. False

HE FC 8

Directions: Read each question carefully. Plan an + in the blank if the statement is true. Plan an o in the blank if the statement is false.

In which of the following should family and consumer services be offered to residents in a housing project?

- + 39. Health services
- + 40. Community employment service
- + 41. Consumer Coop
- + 42. Financial Information Center

When you are job hunting, the accepted way to contact a specific employe is to:

- + 43. Drop in any time during business hours
- + 44. Call to make an appointment
- + 45. Wait for the employer to specify a time

Progress on the job includes:

- + 46. Setting personal goals
- + 47. Knowing all aspects of the job
- + 48. Doing only what is necessary

The wise person when interviewed:

- + 49. Is prepared to give his full record
- o 50. Exaggerates his working experience.

HE FC 9

## 10 LESSONS\*

### \*NOTE:

The ten lessons have been developed by the use of a variety of learning experiences and activities. One or more activities may be selected daily from each lesson by the teacher/coordinator.

### LESSON 1

### NOTES AND COMMENTS

1. Administer the Family and Consumer Services Careers pre inventory. Emphasize that this is an inventory NOT a test. Inform students that this inventory will be given again at the end of the cycle to compare what was known at the beginning of the course and that known at the end.
2. List the Family and Consumer Services Careers on the chalkboard.
3. Using newspaper and the telephone directory, locate all Family and Consumer Services Careers in your community.
4. Using a local map, locate each Family and Consumer Services occupation in your community. Use colored stick pins.
5. It is suggested that the following list be duplicated for the student to put in his Introduction to Vocations notebook. Occupations in Family and Consumer Services may include:

Mother's helper

Visiting homemaker

Personal shopper

NOTES AND COMMENTS

Homemaker

Classroom aide

Teacher aide

Family visitor

Parent aide

Community aide

Nutrition aide

Home health aide

Management aide in low-rent  
housing projects

Homemaker's assistant

Chambermaid

Laundress

Extension

Grocery Store Home Economist

Social worker aide

Family counselor

Credit counselor

Day worker

6. Courses offered in high school and college for a career in Family and Consumer Services may include:

Foods and Nutrition

Home Management



NOTES AND COMMENTS

Family Relations  
Child Development  
Family Finance  
Clothing and Textiles  
Home Furnishings  
Sociology  
Housing  
Equipment  
Psychology  
Home Economics Education

In addition, the Family and Consumer Services employees have realistic learning experience in the following areas:

Adult classes  
Business  
Correctional Institutions  
Mental Hospitals  
Special schools for the physically and mentally handicapped  
Summer experiences with adolescents  
Urban depressed areas  
Rural depressed areas

## LESSON 2

## NOTES AND COMMENTS

1. Using a flannel board, each student pins a Family and Consumer Services Career on a tree. The student explains a reason for this type of service.
2. Invite 3 to 5 people employed in Family and Consumer Services Careers to discuss their jobs and responsibilities.
3. Divide the class into groups of three. Each group studies a particular career in Family and Consumer Services. Each group will give an oral report to the class.

## LESSON 3

## NOTES AND COMMENTS

1. Make a bulletin board displaying a list of the local agencies and their responsibilities in serving families.
2. Students use newspapers and a telephone directory to make a list of local agencies and organizations.
3. Invite 3 to 5 people representing different agencies and organizations to be panel members and discuss the purposes and duties of the organization or agency.
4. Divide the class into small groups. Make arrangements for each group to visit an agency. Students will interview personnel and secure information relating to services provided, educational qualifications of personnel, job titles, personal qualifications of workers, and benefits.

#### LESSON 4

#### NOTES AND COMMENTS

1. Invite a public health nurse to demonstrate some skills needed for a Family and Consumer Services worker in a home.
2. Invite a nurse and a mother with a small baby to your class. The nurse demonstrates the following techniques:
  - a. Weighing a baby
  - b. Administering first aid
  - c. Taking temperature
  - d. Diapering a baby
  - e. Record keeping
3. Make a large thermometer from cardboard. Each student should learn how to read a thermometer.

#### LESSON 5

#### NOTES AND COMMENTS

1. Invite a nutrition aide to discuss the duties and responsibilities of that position in relation to Family and Consumer Services.
2. Plan menus for two days using the Basic Four Food Plan. Evaluate for nutritive requirements.
3. Divide the class into small groups. Each group will prepare a poster showing a nutritious snack vs. a non-nutritious snack.

#### LESSON 6

#### NOTES AND COMMENTS

1. Divide the class into groups. Each group visits a grocery or supermarket and finds costs of particular types of food items. They should compare brand according to the following areas: cost, weight, grade, nutrition labeling, nutritive value.

NOTES AND COMMENTS

2. Students plan menus for four people for a week on the following food budgets:
  - a. \$28 dollars
  - b. \$42 dollars
  - c. \$56 dollars
  - d. \$70 dollars
3. Prepare poster comparing grades of foods according to nutritive value. Using the poster, discuss how you would use each grade in food preparation.

LESSON 7

NOTES AND COMMENTS

1. Invite a florist to demonstrate the proper procedure in care of plants and in preserving cut flowers.
2. Demonstrate flower arranging. Use artificial flowers.
3. Divide the class into groups. Each group makes a flower arrangement. Items needed are:

Vases, bowls, etc.

Artificial flowers and foliage

Styrofoam, sponge, flower needle

Ribbon

Evaluate the floral arrangements

Scissors

Wire

Florist tape and clay

LESSON 8

NOTES AND COMMENTS

1. Each student interviews a homemaker on the following subject: "What is expected of a household worker?"
2. Prepare a list of activities involved in doing the daily, weekly, and monthly cleaning.
3. Divide the class into groups. Each group makes a plan for simplifying a household task.

Examples are:

- a. Setting the table
  - b. Dusting furniture
  - c. Straightening the room
4. Demonstrate cleaning windows or mirrors with the following:
    - a. Ammonia and water
    - b. Vinegar and water
    - c. Soap and water
    - d. Plain water
    - e. Commercial product

Compare results.

LESSON 9

NOTES AND COMMENTS

1. List steps in sequence for laundering clothes. Discuss reasons for the sequence.
2. Using cut outs from magazines or clothing catalogues, practice sorting clothes for laundry.
3. Prepare a spot removal kit. Demonstrate proper procedures for removing the following:
  - a. Lipstick
  - b. Catsup
  - c. Ink
  - d. Grease

LESSON 10

NOTES AND COMMENTS

1. Administer the post inventory.
2. Each student records his scores on pre and post inventory so that he can evaluate his knowledge of Family and Consumer Services Careers.
3. Summarize the skills and educational requirements for Family and Consumer Services Careers.

## BIBLIOGRAPHY

### BOOKS

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AUDIO VISUAL AIDS

Please consult your local library for up-to-date audio visual aids.



## CHILD DEVELOPMENT AND CARE CAREERS CYCLE

### GENERAL INFORMATION

This cycle, Child Development and Care Careers, has been prepared as guidelines for the Introduction to Vocations coordinator and cycling teachers. The sequence of activities has been presented with the understanding that the individual teacher may adapt them to fit the needs, interests, and abilities of the students, school, and community as well as to the available facilities.

The purpose of the Child Development and Care Careers Cycle is occupational and career awareness for young men and women.

### Suggested Objective:

- . To increase student and teacher awareness of the many jobs available in Child Development and Care Careers.

### Specific Objectives:

- . Each student should be able to list and briefly describe three careers in Child Development and Care.
- . Each student should be able to list the educational training required for each of the three careers.

### Overview for Teacher

You may obtain further information from the following:

- . County Welfare Department
- . County Council of Social Agencies
- . Local nursery schools
- . Local juvenile authorities
- . County Mental Health Board
- . Local day care centers
- . Child Welfare League of America, Inc., New York

HE CDC

- . Children's Bureau Publications, U.S. Government Printing Office, Washington, D.C.
- . Association for Children Education, Inc., Washington, D.C.
- . Public Affairs Pamphlets. Public Affairs Committee, New York
- . National Association for the Education of Young Children, Washington, D.C.
- . National Education Association, Washington, D.C.

NOTE: For specific addresses, contact the local school or town librarian.

Teacher's Copy  
 \*Indicates the  
 Correct Answer

### PRE AND POST INVENTORY

#### CHILD DEVELOPMENT AND CARE CAREERS CYCLE

Directions - The student should circle the letter for the word/ statement which is believed to be the correct answer.

1. To become a nursery school assistant a person would need:
  - a. On-the-job training
  - b. Experience working with children
  - c. A high school diploma
  - \*d. All of the above

2. To become a nursery school administrator a person would need:
- a. A high school diploma only
  - b. A 2 year community college degree
  - \*c. A 4 year college degree
  - d. A child care certificate
3. Which is MOST important to you when choosing a Child Development and Care Career?
- a. Work near home
  - b. Good pay
  - c. Opportunity to learn and advance
  - e. A job which does not require union membership
- NOTE: Any or all answers are correct.
4. A child care center assistant needs to know state laws and legal requirements for child care centers.
- \*a. True
  - b. False
5. An understanding of child growth and development is required as part of the preparation of Child Development and Care Careers.
- \*a. True
  - b. False
6. A child care worker needs to know and practice safety.
- \*a. True
  - b. False

7. All people interested in Child Development and Care Careers must understand that harmonious teamwork of all the staff is essential.
- \*a. True
  - b. False
8. Information about immediate employment in child care services is available at the New Jersey State Employment office nearest you.
- \*a. True
  - b. False
9. A child care assistant trains children in dressing and feeding themselves.
- \*a. True
  - b. False
10. A kindergarten teacher must have:
- a. A high school diploma only
  - b. A 2 year college degree in child care technologies
  - \*c. A 4 year college degree in early childhood education
11. A recreation center aide should have earned a:
- \*a. High school diploma
  - b. 4 year college degree
  - c. Technical degree
12. A child care aide relates ideas through story telling.
- \*a. True
  - b. False

13. A part-time job caring for a retarded child in a home in the community would be an experience for a student interested in Child Development Occupations.
- \*a. True
  - b. False
14. Baby-sitting enables boys and girls to help with small children as well as to develop some understanding of children.
- \*a. True
  - b. False
15. A nursery school aide must be flexible in order to work successfully with small children.
- \*a. True
  - b. False
16. Knowing how to fill out an application for a Child Development and Care Occupation is important.
- \*a. True
  - b. False
17. Understanding children with special needs is essential in exploring Child Development and Care Occupations.
- \*a. True
  - b. False
18. A willingness to work with parents and guardians is important if you are interested in a Child Development and Care Career.
- \*a. True
  - b. False

Directions: Place a + in the blank to the left of the correct answer. Place a 0 in the blank of the incorrect answer.

Child Development and Care related occupational opportunities may be found in:

- + 19. Day care centers
- + 20. Hotels and motels
- + 21. Recreation centers
- + 22. Elementary schools
- + 23. High schools

Employment opportunities for persons trained in child development include:

- + 24. Private homes (babysitter, mother's helper, governess)
- + 25. Hospitals
- + 26. Schools for the physically handicapped
- + 27. Nursery schools
- 0 28. Textile laboratories
- + 29. Salesclerk specializing in children's needs
- + 30. Self-employed -- care of children in own home

High school courses in the following areas are recommended for persons desiring a professional career in Child Development and Care areas:

- + 31. Mathematics
- + 32. English
- + 33. Psychology
- + 34. Science
- + 35. Home Economics

- + 36. Music
- + 37. Art
- + 38. Sociology
- + 39. Business Education

Courses in the following areas may be basic for nursery school teacher certification:

- 0 40. Student teaching in home economics
- + 41. Child development
- + 42. Family life education
- + 43. Basic principles of nutrition
- + 44. Psychology
- + 45. Sociology
- 0 46. Clothing and design

A child care aide needs to develop skills in:

- + 47. Storytelling
- + 48. Handling discipline problems
- + 49. Supervising play periods
- + 50. Helping with record keeping

## 10 LESSONS\*

### \*NOTE:

The ten lessons have been developed by the use of a variety of learning experiences and activities. One or more activities may be selected daily from each lesson by the teacher/coordinator.

### LESSON 1

### NOTES AND COMMENTS

1. Arrange an attractive bulletin board of pictures depicting children carrying out various activities at different stages of growth and development entitled, "Today's Children."
2. Prepare a bulletin board entitled, "Get Acquainted With Child Development and Care Careers." Collect pictures of jobs from newspaper ads and magazines. Use telephone directory for sources of employment in your community.
3. Administer the Child Development and Care Pre-Inventory to the students. Emphasize that this is an inventory NOT a test. It will serve to assess what the students know about Child Development and Care Careers. DO NOT RUSH THE STUDENTS! There is no time limit. Explain to the students that this will be given again at the conclusion of the cycle, and will be used to determine what the class learned from this cycle. This inventory will also reveal each person's strengths and weaknesses concerning the knowledge and understanding of Child Development and Care Careers.



NOTE: All students will insert appropriate materials in the Introduction to Vocations Notebook. This notebook will be used for the collection of occupational information and materials that will be distributed during the school year.

HOMEWORK ASSIGNMENT:

Define the following terms:

abilities	child development and care careers
attitude	growth
appearance	interests
behavior	personality
heredity	environment
emotions	motor ability
intelligence	social growth

(Students should be able to define terms from exposure to the bulletin board.)

## LESSON 2

## NOTES AND COMMENTS

1. Review homework assignment.
2. Give a brief overview of the Child Development and Care Careers to the students.
3. In a brainstorming session, list any jobs related to Child Development and Care. Compile on chalkboard using manuscript printing.
4. Exchange ideas on the many opportunities for young people to care for children in the community; such as, nursery department at church and neighborhood babysitting pool.
5. Describe factors which influence a child's development. Discuss: "How this knowledge will help a babysitter, a parent, a manager of a child care center, etc."

## LESSON 3

## NOTES AND COMMENTS

1. Assist the students in making a survey of all Child Development and Care Careers in the community. Compile a job list on the chalkboard. Use local newspaper and telephone directory as resources. Secure a map of your local area. Locate each job opportunity on the map with colored stick pins. Follow through with a field trip.
2. Make Child Development and Care Careers mobiles, using coat hangers and lengths of wire for mobile base and branches. Design different mobiles, depicting Child Development and Care Careers, from assorted color construction paper, light cardboard, or corrugated paper. Write the name of a career on a piece of heavy paper and place it on the mobile so that it is easily seen.

HE CDC 10

3. It is suggested that the following list of employment opportunities be duplicated for the students' notebooks. Entry level and professional Child Development and Care related jobs are presently available in nursery schools, day care centers, hospitals, homes, recreation centers, churches, shopping centers, camps, institutions, infant care centers, and public schools. Some jobs are:

Assistant in children's library room

Babysitter

Child care aide in children's hospital ward

Child care attendant, children's institution

Child care attendant in school for handicapped children

Child care center assistant

Child care center worker

Child development specialist

Child psychologist

Children's furniture and equipment buyer

Children's wear buyer

Cottage or house parent

Day care assistant

Early childhood education teacher

HE CDC 11

Foster mother and/or father

Governess

Homemaker health aide

Hospital, children's division  
assistant

Industrial day care facility  
employee

Kindergarten teacher

Nursemaid

Nursery school aide

Nursery school assistant

Playground assistant

Salesclerk specializing in  
children's needs

Special school counselor

Recreation center aide

Teacher aide

Teacher aide in early child-  
hood education center

Toy buyer

4. Invite a resource person (Home Economist) to discuss courses offered in high school which may lead to preparation for employment in Child Development and Care Careers:

The Pre-School Child

Child Development

Family Living

Nutrition

Child Psychology

Care and Guidance of Children

Prenatal Development and  
Care of Mother and Infant

Sociology

5. Administer Personal Traits for a Child Development and Care Career check list. See attached sheet. Write a brief plan for making improvements in areas which need improvements.

PERSONAL TRAITS FOR A CHILD DEVELOPMENT AND CARE CAREER

Check List

Directions: Each student should evaluate himself for the following traits. Place a + under always; a - under sometimes; a 0 under never.

TRAITS	Never	Sometimes	Always
1. Friendly			
2. Understanding			
3. Honesty			
4. Truthful			
5. Self-discipline			
6. Cheerful			
7. Enthusiastic			
8. Cooperative			
9. Self-confident			
10. A sense of humor			
11. Patient			
12. Creative			
13. Sympathetic			
14. Tactful			
15. Good health			
16. Dependable			

1. Have each student select a Child Development and Care Career in which he is interested. Each student should obtain and list the following information:
  - Educational training needed
  - Desirable physical and social characteristics
  - Salary, fringe benefits
  - Hours (number of time of day)
  - Location
  - Job responsibilities
2. Participate in a discussion on "Characteristics I Look for in Others" and "Characteristics of a Good Employee."
3. List and define such characteristics as tactfulness, honesty, dependability, loyalty, friendliness, promptness, and kindness.
4. As an individual project, have each student divide a paper into two columns. In the first column list examples of when the characteristics listed in #3 were demonstrated. In the second column list opportunities when the characteristics could have been demonstrated, but were not. Repeat after seventh day. Repeat at end of this cycle.

LESSON 5

NOTES AND COMMENTS

1. Ask two or three individuals who are employed in various kinds of employment related to Child Development and Care Careers to come to the classroom to discuss personal qualities and training needed, job responsibilities, career advancement, etc.
2. Invite an individual who is self-employed in the field of Child Development and Care to discuss the total scope of this kind of employment.
3. Invite a representative from the county welfare department to discuss state, county, and local requirements for those who care for children in foster homes.

LESSON 6

NOTES AND COMMENTS

1. Ask a panel of three to five selected parents, who hire teenagers as babysitters to discuss with the class the personal attitudes and values they believe are important for the care and safety of young children.
2. Students can describe recent accidents in which children were involved. Suggest ways in which the accidents could have been avoided.



HOMEWORK ASSIGNMENT:

Define the following terms:

cooperate	needs
criticism	play
decisions	understanding
management	work

Discuss the definition of each word. Why is it important to child Development and Career Careers?

SON 7

NOTES AND COMMENTS

Invite an early childhood education teacher to discuss the following areas:

Play for various age levels necessary for development

Selecting children's books

Group songs and musical games for various age levels

Selecting toys and play materials

Ways children react to common situations: fear, shyness, anger, jealousy, love, etc.

Physical, social, emotional development

Divide the class into groups. Each group would obtain information for one of the above areas. Report to complete class.

Make a toy with simple household materials.

NOTES AND COMMENTS

4. Each student brings a child's game or toy to class. Evaluate the game or toy for a particular age child.

LESSON 8

NOTES AND COMMENTS

1. Visit a child development learning laboratory at local school, nursery school, day care center or kindergarten. The teacher can assist the students in summarizing this field trip. See attached Field Trip Sheet.
2. Plan a party for 10 children between the ages of 3 and 5. Use the resources developed in Lesson 7.
3. Students work in pairs and prepare play dough. Use play dough for homework assignment.

PLAY DOUGH

3 c. flour  
1/4 c. salt  
1 c. water  
1 tbsp. oil  
Food coloring (optional)

Directions: Mix flour and salt together. Slowly add water, oil, and food coloring. Knead dough well and shape into small balls. If dough is too moist, dust pastry board with flour before kneading dough.

USES: Makes pies, pastry, fruit, animals, beads, rings, pins, etc. Bake at 250 degrees for one hour. Spray with non-toxic paint. Shellac may be used for glossy finish.

4. Homework Assignment (Optional)

Each student will be given some prepared play dough for experimental work with children outside the school setting.

Arrangements should be made for each student to observe a child using the play dough for creative activities.

Report observations and/or results to class.

FIELD TRIP

OBSERVATION AT A CHILD DEVELOPMENT LEARNING LABORATORY

Date of observation:

LOCATION:

Facts or Behaviors Observed Feelings or Interpretations

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

ALWAYS DIFFERENTIATE BETWEEN FACTS AND FEELINGS.

HE CDC 19

LESSON 9

NOTES AND COMMENTS

1. Demonstrate a job interview for a Child Development and Care occupation. A guidance counselor, business teacher, or personnel director could demonstrate the proper techniques.
2. Role play the job interview. Let students role play using the same procedure. Tape record these interviews.

3. HOMEWORK ASSIGNMENT:

Define the following terms:

confidence      human relations

discipline      interpersonal  
relationships

flexibility      physical limitation

supervision      educational  
background

4. Discuss the definitions of the above terms. Why are they important to the Child Development and Care Careers?

LESSON 10

NOTES AND COMMENTS

1. Administer the post inventory.
2. Each student records his scores on pre and post inventory so that he can evaluate his knowledge of Child Development and Care Careers.
3. Summarize with the students, the Child Development and Care Careers Cycle.

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HE CDC 22

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Children Need Toys, American Toy Institute, New York.

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Handbook for Recreation, Superintendent of Documents, Washington, D.C.

Home Play and Play Equipment, Superintendent of Documents, Washington, D.C.

How to Choose Toys, American Toy Institute, 200 5th Avenue, New York.

Infant Needs, J. C. Penny, Educational and Consumer Relations, 1301 Avenue of the Americas, New York.

Toys for All Children, American Toy Institute, New York.

Understanding Young Children, Bureau of Publications, Teachers College, Columbia University, New York.

Your Child From 1-6, Children's Bureau, Department of Health, Education and Welfare, Publication No. 324, U.S. Government Printing Office, Washington, D.C.

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HE CDC 23

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Helping the Child to Accept the Don'ts, Office of Economic Opportunity, Washington, D.C.

Children Are Creative, Indiana University, Audio-Visual Center, Bloomington, Indiana 47401.

Finding the Right Job, Indiana University, Audio-Visual Center, Bloomington, Indiana 47401.

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How to Apply for a Job, Aware Record and Film Company, 1000 East Colorado Boulevard, Pasadena, California.

Getting and Keeping Your First Job, Parts I and II, Guidance Associates, Pleasantville, New York.

Play, J. C. Penny, Educational and Consumer Relations, 1301 Avenue of the Americas, New York.

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## CLOTHING, TEXTILE, AND FASHION CAREERS CYCLE

### GENERAL INFORMATION

This cycle, Clothing, Textile, and Fashion Careers, has been prepared as suggested guidelines for the Introduction to Vocations Coordinator and cycling teachers. The sequence of activities has been presented with the understanding that the individual teacher may adapt them to fit the needs, interests, and abilities of his students, school and community as well as the available facilities.

The purpose of the Clothing, Textile, and Fashion Careers Cycle is occupational and career awareness for young men and women.

### Suggested Objective:

- . To increase student and teacher awareness of the many jobs available in Clothing, Textile, and Fashion Careers.

### Specific Objective:

- . Each student should be able to list and briefly describe three careers related to the Clothing, Textile, and Fashion industry.
- . Each student should be able to list the educational training required for each of the three careers.

### Overview for Teacher:

You may obtain additional information from the following:

American Apparel Manufacturers Association  
1611 N. Kent Street, Arlington, Va. 22209

American Footwear Manufacturers Association  
342 Madison Avenue, New York, N. Y. 10017

American Home Economics Association  
2010 Massachusetts Avenue, N.W. Washington, D.C. 20036

American Society of Industrial Designers  
60 West 55th Street, New York, N. Y. 10019

American Textile Manufacturers Institute  
1501 Johnston Building, Charlotte, N. C. 20202

Clothing Manufacturers Association  
135 West 50th Street, New York, N.Y. 10020

Cotton, Inc.  
350 Fifth Avenue, New York, N.Y. 10019

Home Economics Education Association  
1201 Sixteenth Street, N.W. Washington, D.C. 20036

International Silk Association  
200 Madison Avenue, New York, N.Y. 10017

Laundry and Cleaners Allied Trades Association  
543 Valley Road, Upper Montclair, N.J. 07043

Man Made Fiber Products Association, Inc.  
100 Connecticut Avenue, Washington, D.C. 20036

National Association of Textile and Apparel Wholesalers  
350 Fifth Avenue, New York, N.Y. 10016

New Jersey Laundry and Cleaning Institute  
555 Elizabeth Avenue, Newark, New Jersey 07112

New York Couture Business Council  
141 West 41st Street, New York, N.Y. 10036

Textile Distributors Association  
1040 Avenue of the Americas, New York, N.Y. 10018

The Color Association of the U.S., Inc.  
200 Madison Avenue, New York, N.Y. 10016

United States Department of Agriculture  
Superintendent of Documents, U.S. Government  
Printing Office, Washington, D.C. 20402

Wool Bureau, Inc.  
386 Lexington Avenue, New York, N.Y. 10017

HE CTF 2

PRE AND POST INVENTORY

CLOTHING, TEXTILE, AND FASHION CAREERS CYCLE

Directions: The student should circle the letter for the word/  
statement which is believed to be the correct answer.

1. Stores which have a combination of many speciality areas and services in one building are called department stores.  
\*a. True  
b. False
2. Rayon is a man-made fiber which is produced from cellulose.  
\*a. True  
b. False
3. The texture of a fabric is the roughness or smoothness of the surface.  
\*a. True  
b. False
4. Twill weave is the strongest weave to give the best wearing fabrics.  
\*a. True  
b. False
5. A monochromatic color scheme is a single color with variations of intensity and value.  
\*a. True  
b. False
6. A triad color scheme is defined as:  
\*a. Any three colors which are an equal distance from each other on the color wheel.  
b. Two colors which are opposite one another on the color wheel.

7. Intensity of a color is defined as the lightness or darkness of a color.
  - a. True
  - \*b. False
8. Value of a color is defined as the brightness or dullness of the color.
  - a. True
  - \*b. False
9. In placement of furniture, there are two types of balance, formal and informal.
  - \*a. True
  - b. False
10. Another name for formal balance is absolute balance.
  - \*a. True
  - b. False
11. Another name for informal balance is occult balance.
  - \*a. True
  - b. False
12. The most commonly used seam in clothing construction is the plain seam.
  - \*a. True
  - b. False
13. Industrial sewing machines are used in:
  - a. Dry cleaning and laundry stores
  - b. Manufacturing plants
  - c. Tailor Shops
  - \*d. All of these

14. When working with moving machinery, which of the following does not create a hazardous condition?
- a. Bulky sweaters
  - \*b. Tailored garments
15. Quality as well as appearance should be considered when selecting clothing and fabric items.
- \*a. True
  - b. False
16. Which of the following is not a natural fiber?
- a. cotton
  - b. wool
  - c. flax
  - \*d. spandex
17. Which of the following is not a man-made fiber?
- a. nylon
  - b. polyester
  - c. saran
  - \*d. silk
18. Which of the following is not an element of design?
- a. line
  - b. form
  - \*c. emphasis
  - d. color

19. Which of the following is not a principle of design?
- a. proportion
  - b. balance
  - c. rhythm
  - \*d. texture
20. Repetition in design is repeating of colors, lines and shapes.
- \*a. True
  - b. False
21. The major responsibility of educational personnel hired by clothing and textile companies and producers is to interpret and promote products.
- \*a. True
  - b. False
22. Preparing educational materials and teaching aids is one aspect of promoting products.
- \*a. True
  - b. False
23. It is essential that clothing and/or textiles salespersons become familiar with the characteristics, quality and uses of articles which they sell.
- \*a. True
  - b. False

HE CTF 6

24. Which of the following is not a duty of a fashion coordinator?
- a. Attend fashion shows.
  - b. Plan and produce fashion shows.
  - c. Select garments and accessories for fashion shows.
  - \*d. Supervise and coordinate the activities of salespersons.
25. One task of a marker in a dry cleaning establishment is to mark items for repair.
- \*a. True
  - b. False
26. A spotter must have skill and knowledge in determining fiber content, types of spots and stains, types of dyes, appropriate removal agents, and methods of spot removal.
- \*a. True
  - b. False
27. Creating new designs is a responsibility of a fashion designer.
- \*a. True
  - b. False
28. Which of the following is not a method of dyeing?
- a. yarn
  - b. piece
  - c. solution
  - \*d. embossing

29. Which of the following is not a method of printing designs?
- a. Discharge
  - b. Roller
  - c. Blotch
  - \*d. Fiber
30. Which of the following is a basic weave?
- a. plain
  - b. twill
  - c. stain
  - \*d. all of these
31. Which of the following is a complex weave?
- a. Leno
  - b. Pile
  - c. Jacquard
  - \*d. All of these
32. Woolen felt is an example of a non-woven fabric.
- \*a. True
  - b. False
33. Which fabric does require special handling during clothing construction?
- a. plaid
  - b. corduroy
  - c. velvet
  - \*d. all of these



34. High heat cannot be used for pressing fabrics made of synthetic fibers.
- \*a. True
  - b. False
35. A fiber is a natural or synthetic filament which can be spun into yarn.
- \*a. True
  - b. False
36. Fabric or cloth can be produced by weaving, which is the interlacing of at least two yarns at right angles.
- \*a. True
  - b. False
37. If a worker is 16 years old, working papers must be secured.
- \*a. True
  - b. False
38. A handwritten letter of application does not create a favorable impression.
- \*a. True
  - b. False
39. Seam finishes are used to prevent fabrics from raveling.
- \*a. True
  - b. False
40. Good posture should be practiced in any type of clothing construction job.
- \*a. True
  - b. False

41. When cutting fabric, you should use sharp shears and follow the cutting line carefully.
- \*a. True
  - b. False
42. A good salesperson uses correct English and speaks distinctly.
- \*a. True
  - b. False
43. The primary colors on the color chart are red, yellow, and blue.
- \*a. True
  - b. False
44. The secondary colors on the color chart are green, orange, and violet.
- \*a. True
  - b. False
45. Underlining fabric is used as a backing for outer fabric in clothing construction.
- \*a. True
  - b. False
46. The combination of yellow, green, red, and violet is an example of a double split complementary color combination.
- \*a. True
  - b. False
47. Interfacing fabric is used to add firmness, reinforce areas of strain, and prevent stretching in clothing.
- \*a. True
  - b. False

18. Which of the following is not a clothing construction technique?
- a. Hand stitching
  - b. Pleating
  - \*c. Zipper
  - d. Understitching
19. Which of the following is not classified as sewing notions?
- a. thread
  - b. seam binding
  - c. buttons
  - \*d. darts
20. Which of the following is not classified as sewing equipment?
- a. shears
  - b. thimble
  - c. needles
  - \*d. lace
21. Which of the following is not classified as accessories for clothing?
- a. scarf
  - b. belt
  - c. buttons
  - \*d. tailor tacks

## 10 LESSONS\*

### \*Note:

The ten lessons have been developed by the use of a variety of learning experiences and activities. One or more activities may be selected daily from each lesson by the teacher/coordinator.

### LESSON 1

### NOTES AND COMMENTS

1. Administer the Clothing, Textile, and Fashion Careers Pre-Inventory. Explain to the students that this is NOT a test. There is no time limit. This inventory will be given again at the end of the cycle to evaluate how much was learned about Clothing, Textile, and Fashion Careers.
2. Prepare a bulletin board, "Clothing, Textile, and Fashion Careers." Bulletin boards, audio visual aids, etc., should be prepared in advance.
3. Using newspapers and the telephone directory, students prepare a list of clothing, textile and fashion occupations in the community.
4. Using a local map, locate each clothing, textile, and fashion occupational opportunity with a colored stick pin.
5. Write a list of careers in clothing, textiles, and fashions on the chalkboard.
6. It is suggested that the following list be duplicated for the student to put in his Introduction to Vocations Notebook. Careers in Clothing, Textiles, and Fashions include:

Advertising Assistant  
Alteration Hands

HE CTF 12

NOTES AND COMMENTS

Artists  
Assemblers  
Assistant Buyers  
Assistant Designers  
Assorters

Bobbin Hand  
Boutique Owners  
Buyers

Color Coordinator  
Color Stylists  
Colorists  
Comparison Shoppers  
Copywriter  
Counter Salespeople  
Creeler  
Cutters

Department Managers  
Designers  
Display Assistants  
Drapers  
Dressmakers  
Drycleaner/Spotters  
Duplicate Cutters  
Duplicate Makers

Engineers  
Examiners

Fabric Salespeople  
Fashion Coordinators  
Fashion Sketchers  
Finishers  
Fitters  
Fixers  
Freelance Designers

Graders

Hand Weavers

Knit Designer  
Knit Stylist  
Knitter  
Knitting Mechanics

HE CTF 13

NOTES AND COMMENTS

Laboratory Technician

Machine Operators  
Markers  
Market Reporters  
Merchandise Clerical  
Merchandise Distributors

Organic Solvent Dyer/Printer

Pattern Makers  
Photo Stylists  
Plan Managers  
Pressers  
Print Designers  
Print Stylists  
Production Assistants  
Production Clerks  
Production Managers

Quality Control Technician

Record Clerks  
Repeat Artist  
Roller Engraver  
Route Salespeople  
Runner

Sales Assistants  
Salespeople  
Sales Representatives  
Sample Makers  
Screen Print Designer  
Screen Printer  
Seamstresses  
Sketchers  
Solvent Scouring Machine Operator  
Spinners  
Stock People  
Stylists  
Supervisor

Tailors  
Tailor's Apprentices  
Teachers  
Textile Artist  
Textile Chemist

HE CTF 14

NOTES AND COMMENTS

Textile Converter  
Textile Librarian  
Textile Technologist

Yarn Hauler

LESSON 2

NOTES AND COMMENTS

1. In a brainstorming session, list textile and apparel brand names. Discuss the importance of manufacturer's brand name in fashion products. Compare importance with such products as food, automobiles, and appliances.
2. Collect fashion advertisements. Identify its appeal, and the customer group to which it seems to be directed. Evaluate the effectiveness.
3. Discuss buying motives for fashion products. Analyze clothes that students are wearing or a recent purchase they have made.

LESSON 3

NOTES AND COMMENTS

1. Research and report on economic, historical, and social events which have influenced the development and growth of the apparel and/or textile industry in the United States.
2. Discuss current fashions as to how they reflect and relate to life styles and demographic trends.
3. Take class on field trip to an apparel and/or textile producer. Ask plant personnel to discuss nature of production and marketing activities and policies.

HE CTF 15

4. Homework assignment - Define each of the following word(s):

Color	Fiber
Textile	Yarn
Weave	Plain Weave
Man-made fiber	Synthetic
Form	Proportion
Natural Fibers	Knit
Jacquard Weave	Line
Rhythm	Twill Weave
Formal Balance	Informal Balance
Emphasis	Repetition

#### LESSON 4

#### NOTES AND COMMENTS

1. Discuss homework assignment listed in Lesson 3, Number 4. Define each word.
2. Show one of the following films:
  - a. Cloth: From Fiber to Fabric
  - b. Textiles for EveryonePreview the film(s). Prepare 4 or 5 questions to which the students may find the answers while viewing the film(s).
3. Each student is to name 3 traditional fabrics used in the home. Identify and classify each in the following categories: fabric name, fibers used, description of the fabric, and the product which was produced.

#### LESSON 5

#### NOTES AND COMMENTS

1. Collect a variety of 12" squares of fabrics which illustrate the differences in fiber, weave, and design.
2. Collect a variety of 12" squares of fabrics which illustrate values and intensities of the six primary and secondary colors.



## NOTES AND COMMENTS

3. Make color collars by using the collection of the variety of fabric from Numbers 1 and 2.

For the neck opening, slit the 12" squares of fabric for 2 inches at mid point of one side (6 inches from edge). Then cut circle with approximately 5" diameter. Use those colors, designs, etc. which look best on a person.

## LESSON 6

## NOTES AND COMMENTS

1. Collect magazine and newspaper advertisements of clothing and home furnishings. Discuss principles and elements of design which make the advertisement appealing to a prospective customer.
2. Collect a variety of water color art paints. Make a color wheel showing the primary, secondary, and intermediate colors.
3. Make a color chart which show the values and intensity of one color. An example: Values - light to dark blue. Intensity - dull to bright blue.

## LESSON 7

## NOTES AND COMMENTS

1. Have each student create a design using the following elements: line and color.
2. Divide students into groups. Use the principles of design to analyze the design each student created in project Number 1, Lesson 7.

NOTES AND COMMENTS

3. Invite an art teacher to discuss the principles and elements of design and how they are applied in creating designs for fabric, clothing, and home furnishings.
4. Using a square of cardboard and yarn, illustrate the basic weaves in fabric construction.
5. Demonstrate tie - dyeing on a 14" square handkerchief.

LESSON 8

NOTES AND COMMENTS

1. Discuss the methods used for identifying textile fibers.
  - a. Nontechnical Tests.
    1. Breaking
    2. Burning
    3. Curl
    4. Feeling
    5. Ink
    6. Moisture
    7. Oil
    8. Squeezing
    9. Tearing
  - b. Technical Tests
    1. Chemical
    2. Microscope
2. Collect a variety of fabric swatches. Identify fiber content by the use of non-technical and technical tests.
3. Invite a chemist to class to discuss the technical tests used in identifying fibers.

4. Collect textile product labels.  
Divide into two groups:

- detachable labels
- permanent labels

Analyze each label for mandatory  
and voluntary labeling information.

#### LESSON 9

#### NOTES AND COMMENTS

1. Discuss methods of stain removal.  
The methods are:

- a. Dip
- b. Drop
- c. Steam
- d. Sponge

2. Discuss types of stain removers  
The three main types of removal  
agents are:

- a. Acids
- b. Alkalies
- c. Water

3. Collect 12" squares of fabric  
which have a representation of  
a variety of fibers and finishes.  
Stain each of the squares with  
the following items:

- a. Blood
- b. Catsup
- c. Ink, Ballpoint
- d. Mustard
- e. Oil

#### LESSON 10

#### NOTES AND COMMENTS

1. Administer the post inventory.

## NOTES AND COMMENTS

2. Each student records his scores on pre and post inventory so that he can evaluate his knowledge of Clothing, Textile, and Fashion Careers.
3. Summarize with the students, the Clothing, Textile, and Fashion Careers Cycle.

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1501 Johnston Building, Charlotte, North Carolina 28200.

#### INSTRUCTIONAL SUPPLIES

Textile Teaching Kit. American Textile Manufacturers Institute,  
1501 Johnston Building, Charlotte, North Carolina 28200.

Understanding Today's Textiles. J.C. Penney and Company, Educational and Consumer Relations, 1301 Avenue of Americas,  
New York, New York 10019.

#### PERIODICALS

American Fabrics, 24 East 38th Street, New York, New York 10016.

Clothes Magazine, 24 West 44th Street, New York, New York 10036.

Daily News Record, 7 East 12th Street, New York, New York 10003.

Drycleaning World, 200 Madison Avenue, New York, New York 10016.

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Illinois 60433.

Modern Textiles, 303 Fifth Avenue, New York, New York 10016.

Stores Magazine, 100 West 31st Street, New York, New York 10016.

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## FOOD SERVICES CAREERS CYCLE

### GENERAL INFORMATION

This cycle, Food Service Careers, has been prepared as suggested guidelines for the Introduction to Vocations coordinator and cycling teachers. The sequence of activities has been presented with the understanding that the individual teacher may adapt them to fit the needs, interests, and abilities of his students, school and community as well as the available facilities.

The purpose of the Food Service Careers Cycle is occupational and career awareness for young men and women.

### Suggested Objective:

- . To increase student and teacher awareness of the many jobs available in Food Services Careers.

### Specific Objectives:

- . Each student should be able to list and briefly describe three careers in Food Services.
- . Each student should be able to list the educational training required for each of the three careers.

### Overview for Teacher:

You may obtain additional information from the following:

- . American Dietetics Association
- . National Restaurant Association
- . Council on Hotel, Restaurant and Institutional Education
- . U.S. Department of Health, Education and Welfare
- . U.S. Government Printing Office
- . U.S. Public Health Service
- . Food and Drug Administration, Washington, D.C.

HE FS

- . American College Health Association
- . American Technical Society
- . Culinary Institute of America
- . United States Department of Interior
- . National Association of Hotel and Restaurant Meat Surveyors
- . American Home Economics Association

NOTE:

For specific addresses, contact the local school or town librarian.



PRE AND POST INVENTORY  
FOOD SERVICES CAREERS CYCLE

Directions: The student should circle the letter for the word/  
statement which is believed to be the correct answer.

1. To have a career as food research specialist a person would need a 4 year college degree or more.  
\*a. True  
b. False
2. To have a career as a dietitian, a person would need a home economics degree from a four year college.  
\*a. True  
b. False
3. There will be less need for food service workers in the future.  
a. True  
\*b. False
4. Training in home economics makes is possible to prepare both for a career as a homemaker and for a career in a home economics related job.  
\*a. True  
b. False
5. To have a career as a public health nutritionist, a person needs a four year college degree or more.  
\*a. True  
b. False

6. Requirements for workers in some food establishments include a written test, a health certificate, and a specific dress and appearance code.
- \*a. True
  - b. False
7. Personal qualities of good conduct, a pleasant attitude, and neat appearance are very important in the field of food services.
- \*a. True
  - b. False
8. The hourly rate of pay multiplied by the number of hours worked is not the same as take home pay.
- \*a. True
  - b. False
9. Knowledge of the Fair Employment Practices of the State of New Jersey will enable a job applicant to be aware of discrimination on any basis.
- \*a. True
  - b. False
10. To become a food store worker a person would need two years at a community college.
- a. True
  - \*b. False
11. To become a caterer or caterer's assistant a person would need on-the-job experience in catering.
- \*a. True
  - b. False

12. A dietary aide learns how to work efficiently in food services through on-the-job training and/or through occupational courses in food services.
- \*a. True
  - b. False
13. A fast food service manager must have had general floor work training and on-the-job experience.
- \*a. True
  - b. False
14. A waitress sees that tables, place mats and/or linen are clean.
- \*a. True
  - b. False
15. A car hop (drive-in waitress) serves food and refreshments to patrons in their cars.
- \*a. True
  - b. False
16. A sandwich maker prepares sandwiches for individual orders of customers.
- \*a. True
  - b. False
17. A food service supervisor trains and supervises employees engaged in serving food in hospitals, nursing homes, schools or college food service departments, and similar institutions.
- \*a. True
  - b. False

18. A hostess takes orders and serves food and beverages to guests and must have knowledge of a particular type of service used in a restaurant.
- a. True
  - \*b. False
19. Positions for which young men and women may be trained on the job include host/hostess, waiter/waitress and kitchen helper.
- \*a. True
  - b. False
20. A short order cook may prepare such items as eggs, hot sandwiches or soups for individual orders of customers.
- \*a. True
  - b. False
21. A bus boy or girl may advance to and become a waiter or waitress, soda fountain worker, kitchen helper and sandwich maker.
- \*a. True
  - b. False
22. Management and other special positions for which young men and women may qualify after training and experience include restaurant manager, assistant manager and chair executive.
- \*a. True
  - b. False
23. A butcher cuts, trims and prepares meats to fill orders for cooks.
- \*a. True
  - b. False

24. A pastry cook prepares pies and other pastry type desserts.
- \*a. True
  - b. False
25. A food service manager may have the title of dining room supervisor, head waitress or counter supervisor.
- \*a. True
  - b. False
26. Porters, dish washers and pot washers who keep cooking utensils, equipment and floors clean are classified as sanitation and maintenance positions.
- \*a. True
  - b. False
27. A food services worker must be able to work under pressure without becoming nervous and upset.
- \*a. True
  - b. False
28. A food service worker must be able to complete rapid production.
- \*a. True
  - b. False
29. When one is thinking of the food service occupations which he might enter, if his interests, abilities and preferences do not limit him, he could explore approximately 60 different jobs.
- \*a. True
  - b. False

HE FS 7

30. Men and women are employed in food and nutrition services.

\*a. True

b. False

31. The field of food management, production and services is open only to women.

a. True

\*b. False

Directions: Read each question carefully. Please in the blank an + if the statement is correct or true. Place an o in the blank if the statement is incorrect or false.

Which of the following occupations require a health certificate?

+ 32. Cook

+ 33. Food service supervisor

+ 34. Waitress

o 35. Cook in a private home

In which of the following occupations do employees almost always wear uniforms?

o 36. public health nutritionist

+ 37. fountain service worker

+ 38. waitress

+ 39. dietitian

o 40. home economist for a company or industry

HE FS 8

In some occupations there is a need for the work to go on twenty-four hours a day; therefore, there may be opportunities to work on different shifts. Which of the following occupations are likely to involve a choice of shifts?

- 41. short order cook
- 42. waitress
- 43. food research specialist
- 44. grocery clerk
- 45. pie maker

If you wanted to have a job which would allow you to set your own hours or at least have some choice, for which of the following food service careers could you prepare?

- 46. worker in food production or processing plant
- 47. self-employed - making specialty items
- 48. caterer or caterer's assistant
- 49. food service assistant in nursery home

#### 10 LESSONS\*

NOTE: The ten lessons have been developed by the use of a variety of learning experiences and activities. One or more activities may be selected daily from each lesson by the teacher/coordinator.

#### LESSON 1

#### NOTES AND COMMENTS

1. Administer the Food Service Careers Pre-Inventory. Explain to the students that this is NOT a test. There is no time limit. This inventory will be given again at the end of the cycle to evaluate how much was learned about food service careers.

HE FS 9

NOTES AND COMMENTS

2. Prepare a bulletin board, "Careers in Food Services."
3. Using a newspaper and the telephone directory, students prepare a list of food service occupations in the community.
4. Using a local map, locate each food service occupation opportunity with a colored stick pin. Each color could represent a particular job or type of business. Example:  
  
    Red - waiter or waitress  
    Yellow - restaurant  
    Blue - hostess  
    Green - hotel dining room
5. Write a list of careers in food service on chalk board.
6. It is suggested that the following list be duplicated for the student to put in his Introduction to Vocations notebook. Food and nutrition service in restaurants, private homes, drive-ins, diners, hotels, motor hotels, resorts, nursing homes, hospitals, hospital employee cafeteria, hospital employee dining room, school lunch rooms, child day-care centers, children's homes, industrial plants, colleges, vending services, caterers, delicatessens, retail grocery stores, department store restaurants and transportation food services may include:

    Waiter, waitress  
    Cook's helper  
    Combination man (girl)  
    Assistant in food testing



NOTES AND COMMENTS

Short order cook  
Busboy (girl)  
Meat cook  
Food checker  
Vegetable cook  
Kitchen helper  
Baker  
Baker's helper  
Dish washer  
Beverage worker  
Salad person  
Head waiter (waitress)  
Assistant cook  
Informal waiter  
Host or hostess  
Flight kitchen manager  
Counterman (woman)  
Grocery clerk  
Cook (in a private home)  
Errand boy  
Pastry cook  
Pastry cook helper  
Stock boy  
Food demonstrator  
Weigher  
Pantryman  
Delivery boy  
Food service worker  
Counterman in retailing of meat  
Food service assistant  
Food service supervisor  
Apprentice meat cutter  
Meat cutter  
Buffet waiter or waitress  
Formal waiter  
Caterer  
Dietitian  
Dietary aid  
Recipe developer  
Recipe tester  
Food editor  
Food publicist  
Test kitchen worker  
Test kitchen helper  
Nutritionist

HE FS 11

7. Courses offered for a career in Foods and Nutrition:

Science of Food Preparation  
Basic Nutrition  
Quality Food Service and Production  
Experimental Foods  
Institutional Buying  
Organization and Personnel Management  
Community Dietetics  
Community Service in Home Economics  
Foods and Nutrition  
Food Service Administration

LESSON 2

1. Each student selects three food service jobs in which he may be interested. Obtain information about each job in the following areas:
  - a. Employment opportunities
  - b. Educational requirements
  - c. Skills needed
  - d. Health requirements
  - e. Other
2. Invite 3 to 5 persons employed in food services to be members of a panel. Discuss "Job Opportunities in Food Service."
3. Class members select 5 food service careers. Discuss personal qualifications and skills needed for each of these careers.
4. HOMEWORK ASSIGNMENT

Define the following words:

aptitude	interest
attitude	host or hostess
career	manager
employability	production

LESSON 3

NOTES AND COMMENTS

1. Divide the class into groups of three students. Make arrangements for each group to visit different food service sites. Each group should give an oral field trip report to the class.
2. Divide the class into groups of three. Each group is assigned a particular type of food service to study. They are to identify and list the responsibilities of the jobs in that particular type of food service.
3. Define the following words or terms:  
ability            personality  
challenge        working conditions  
security         economic mobility  
values            food service center

LESSON 4

NOTES AND COMMENTS

1. Demonstrate different types and kinds of food services. Set up the following: try, table, counter, buffet, etc. Discuss the differences. Discuss when each type of service might be chosen.
2. Invite managers of different types of food services to be panel members and discuss the differences in each type of service.
3. Make posters explaining the different types and kinds of food services.

LESSON 5

NOTES AND COMMENTS

1. Invite an employer to discuss good grooming and its importance in getting and holding a job.
2. Invite a cosmetologist to discuss:  

Care of hands	Nails
Face	Hair
3. Invite the home economics teacher to discuss the importance of good grooming and nutrition for young people.

LESSON 6

NOTES AND COMMENTS

1. Discuss the implication for food services of the Pure Food and Drug Act and other U.S. Government Inspection Laws.
2. Invite a local sanitarian to discuss his position in the community for better food services.
3. Divide the class into groups of three. Each group makes a poster on correct sanitary practices for food services.

LESSON 7

NOTES AND COMMENTS

1. Invite the Fire Chief or a fireman to discuss fire prevention measures and ways to control small fires.
2. Invite a first-aid teacher, doctor, or nurse to demonstrate or discuss the correct procedure for administering first aid.
3. Secure a first-aid kit. Identify all items and discuss their uses.

HE FS 14

## LESSON 8

## NOTES AND COMMENTS

1. Invite a physical education teacher to discuss proper body mechanics in work situations.
2. Demonstrate the proper body mechanics for tasks involving reading, bending and lifting. Divide the class in half. Half of the class members practice techniques while the other half observes. Reverse positions.
3. Select four students to demonstrate the following situations:
  - a. Performing tasks standing vs. sitting.
  - b. Use of one hand vs. use of both hands.
  - c. Arranging items to be carried in haphazard fashion vs. balancing items.
  - d. Climbing on chairs vs. use of step stool.

Students can suggest other situations.

## LESSON 9

## NOTES AND COMMENTS

1. Invite a cake decorator to the class to demonstrate the correct procedure for decorating cakes.
2. Prepare cupcakes and decorating icing. Divide icing into several portions. Tint each portion a different color. Make decorating tubes from waxpaper or freezer paper and add the plastic or metal decorating tips. Each student should have a frosting knife, cup of water, and decorating tube. Each student decorates 3 cupcakes.

HE FS 15

NOTES AND COMMENTS

3. Secure necessary equipment to prepare sandwiches. (Toaster, grill, French knife, spatula, paper plates, napkins, waxpaper, plastic bowls for condiments, etc.). Prepare sandwich filling and makings before class. Prepare sandwiches in class showing correct procedure. Examples of sandwiches to be made are:

Grilled cheese  
Ham salad  
Ham and cheese (hot or cold)  
Bacon, lettuce, and tomato

LESSON 10

NOTES AND COMMENTS

1. Administer the post inventory.
2. Each student records his scores on pre and post inventory so that he can evaluate his knowledge of Food Services Careers.
3. Summarize the skills and knowledge needed to become employed in Food Services Careers.

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Villella, Joseph A. Introduction to the Hospitality Industry of Culinary Arts and Service. Omaha, Nebraska Technical Community College, School District of Omaha, Omaha, Nebraska.

West, B. B., L. Wood and V. F. Harger. Food Service in Institutions, John Wiley and Sons, Inc., New York, New York.

AUDIO VISUAL AIDS

Please consult your local library for up-to-day audio visual aids.

HE FJ 18

88



## HOUSING AND HOME FURNISHINGS SERVICE CAREERS CYCLE

### GENERAL INFORMATION

This cycle, Housing and Home Furnishings Services Careers, has been prepared as suggested guidelines for the Introduction to Vocations coordinator and cycling teachers. The sequence of activities has been presented with the understanding that the individual teacher may adapt them to fit the needs, interests, and abilities of his students, school, and community as well as to the available facilities.

The purpose of the Housing and Home Furnishings Services Careers Cycle is to become aware of occupations and careers for young men and women.

### Suggested Objective:

- . To increase student and teacher awareness of the many jobs available in Housing and Home Furnishings Services Careers.

### Specific Objectives:

- . Each student should be able to list and briefly describe three careers in Housing and Home Furnishings Services.
- . Each student should be able to list the educational training required for each of the three careers.

### Overview for Teacher:

You may obtain additional information from the following:

- . Family Service Association of America
- . Guidance Associates
- . Household Finance
- . Institute of Life Insurance, Educational Division
- . National Farmers Association
- . National Council for Homemaker Service
- . National Safety Council

HE HHF

- . State Department of Commerce
- . State Department of Health
- . State Department of Welfare
- . State Employment Service
- . American Home Economics Association
- . U.S. Department of Agriculture
- . U.S. Department of Health, Education and Welfare
- . U.S. Government Printing Office
- . U.S. Home Finance Agency

NOTE:

For specific addresses, contact the local school or town librarian.

PRE AND POST INVENTORY

HOUSING AND HOME FURNISHINGS SERVICES CAREERS CYCLE

Directions - The student should circle the letter for the word/  
statement which is believed to be the correct  
answer.

1. People are born with artistic talents and it cannot be learned.
  - a. True
  - \*b. False
2. Information regarding careers in housing may be secured from your home economics teacher.
  - \*a. True
  - b. False
3. An attractive house is the result of a series of intelligent decisions.
  - \*a. True
  - b. False
4. A worker in curtains, draperies, slipcovers and upholstery needs to serve an apprenticeship in a shop in order to develop this skill.
  - \*a. True
  - b. False.
5. Job opportunities in the upholstery field are found in manufacturing plants and in stores that sell upholstery fabric.
  - \*a. True
  - b. False

6. A representative from the Vocational-Technical School will have relevant information concerning courses available in housing and home management.
  - \*a. True
  - b. False
7. The Vocational-Technical School has information concerning job opportunities for graduates of housing and home management courses.
  - \*a. True
  - b. False
8. The need for a good attitude and good work habits is less important in the housing, home furnishings and equipment services occupational area.
  - a. True
  - \*b. False
9. Interior decorators, without formal training, find it increasingly difficult to get jobs.
  - \*a. True
  - b. False
10. Part of on-the-job training for a drapery maker consists of learning about selection, use and maintenance of equipment.
  - \*a. True
  - b. False
11. Homemaking skills may be applied to wage earning within the home and community.
  - \*a. True
  - b. False

HE HHF 4

12. Wage earning opportunities connected with housing include being an efficient expert, journalist and demonstrator.
- \*a. True
  - b. False
13. There is a continuing shortage of furniture upholstery workers.
- \*a. True
  - b. False
14. Many housing skills can be adapted to wage earning outside the house.
- \*a. True
  - b. False
15. A cooperative education program is an excellent way to get school-based small business experience.
- \*a. True
  - b. False
16. If you study to become a home decorator, you may have job opportunities in curtains, draperies, slipcovers, upholstery, interior decorating, window decorating, and floral shops.
- \*a. True
  - b. False

Directions: Circle the letter than completes the statement correctly.

17. Preparation for various kinds of employment related to home furnishings includes:
- a. workers and supervisors involved in occupations related to food preparation
  - b. institutional housekeeping
  - c. technical work in business and industry
  - \*d. assisting purchasers in the selection of home equipment

HE HHF 5

18. To become a florist assistant a person would need:
- a. 2 years at a community college
  - \*b. training in flower arrangement
  - c. a flower arrangement certificate
  - d. a 4-year college degree or more
19. To become an equipment home economist a person may need:
- a. a high school diploma only
  - b. an equipment home economist certificate
  - \*c. a 4-year college degree or more
  - d. all of the above
20. To become a self-employed making speciality items, a person would need:
- a. a degree in Home Economics, majoring in making specialty items
  - \*b. a high school occupational course in making specialty items
  - c. A 4-year college degree
  - d. all of the above
21. To become a window dresser a person would need:
- a. 2 years at a community college
  - b. a high school certificate
  - c. a degree in Home Economics from a 4-year college
  - \*d. training and experience in window dressing

22. The educational requirement to be a factory worker in home furnishings, home equipment, and appliances is:
- \*a. on-the-job training
  - b. a 4-year college degree or more
  - c. 2 years at a community college
  - d. none of these
23. Preparation for a career as a furniture salesperson requires:
- a. 4-year college degree or more
  - b. 2 years at a community college
  - \*c. experience working in a furniture department
  - d. a furniture certificate
24. At the present time, the training period for a curtain and drapery salesperson is:
- a. a high school occupational course
  - b. technical course
  - \*c. on-the-job training
  - d. all of these
25. High school subjects which are important and of special interest to Housing and Home Furnishings Careers are courses in:
- a. home management
  - b. art
  - c. textiles
  - \*d. all of these

HE HHF 7

26. The training required for a sewing machine operator (drapery operator) is:
- \*a. on-the-job training
  - b. high school diploma
  - c. sewing machine operator certificate
  - d. all of these
27. Training for a career as an interior decorator requires how much preparation?
- a. beyond high school
  - b. high school occupational course
  - \*c. 4-year college or more
  - d. none of these
28. Students preparing for a Housing, Home Furnishings, and Equipment Service Career must become knowledgeable about:
- a. the importance of good school and job attendance
  - b. the necessity of a good attitude and work habits
  - c. vocational choices and competencies
  - \*d. all of these

Directions - Read each question carefully. Place in the blank an x if the statement is correct or true. Place an o in the blank if the statement is incorrect or false.

Which of the following occupations require preparation beyond high school?

- o 29. Homemaker or homemaker assistant
- o 30. Equipment and appliance demonstrator
- o 31. Florist assistant



x 32. Equipment home economist

x 33. Interior decorator

Which of the following are essential personal characteristics for a housing and home furnishings employee?

x 34. Carries out instructions

x 35. Practices acceptable social skills

x 36. Assumes responsibility

x 37. Honesty

In which of the following is technical knowledge needed?

x 38. drapery operator

o 39. delivery men

x 40. design craftsmen

x 41. cleaning person

x 42. sewing machine operator

In which of the following jobs is the ability to identify textiles essential?

x 43. estimator

x 47. refinisher

x 44. table girl

x 48. draperyman

x 45. supervisor

x 49. floral arranger

x 46. designer craftsmen

x 50. presser

NOTE: The ten lessons have been developed by the use of a variety of learning experiences and activities. One or more activities may be selected daily from each lesson by the teacher/coordinator.

## LESSON 1

## NOTES AND COMMENTS

1. Administer the Housing and Home Furnishings Services Pre Inventory to the students. Emphasize that this is an inventory NOT a test. It will serve to assess what the students know about Housing and Home Furnishings Services Careers. **DO NOT RUSH THE STUDENTS.** There is no time limit. Explain to the class that this will be given again at the conclusion of the cycle, and will be used to determine what the class learned from this cycle. This inventory will also reveal each student's strengths and weaknesses concerning the knowledge and understanding of the Housing and Home Furnishings Services Careers.
2. Make a bulletin or flannel board illustrating "Careers in Housing and Home Furnishings Services."
3. List Housing and Home Furnishings Services Careers on the chalkboard.
4. It is suggested that the following list be duplicated for the student to put in their Introduction to Vocations notebook. Housing and Home Furnishings Services Careers in retail and decorator shops, department stores, utility companies, factories, furniture and equipment stores, realty companies, and individual homes may include the following:

Buyers

China and glassware salesperson

Curtain and drapery salesperson

Cutters and assemblers

HE HHF 10

NOTES AND COMMENTS

Deliverymen  
Demonstrator of appliances  
Department Managers  
Design craftsman  
Designer of home interiors  
Displayman -- artist  
Draftsman for an architect  
Drapery Maker  
Drygoods salesperson  
Estimators  
Floor covering/construction  
Floor covering/salesperson  
Florist assistant  
Floral arranger  
Furniture inspector  
Furniture salesperson  
Furniture upholsterer  
Home furnishings consultant  
Home lighting advisor  
Household equipment salesperson  
Housing and home furnishings  
teacher  
Interior decorator

HE HWF 11

Presser

Refinishers

Seamstresses

Sewing machine operator --  
draperies operator

Sewing machine operator --  
ruffler operator

Supervisor

Table girl (man)

5. Courses offered in high school  
which may lead to Careers in  
Housing and Home Furnishings  
Services are:

Art

Textiles

Clothing Selection and Construction

Home Furnishings

Housing

Home Management

Household Equipment

Interior Design

Slipcovers, upholstery, and  
drapery construction

Home design

Flower arrangement

NOTES AND COMMENTS

Horticulture

Psychology

Sociology

LESSON 2

NOTES AND COMMENTS

1. Using newspapers and the telephone directory locate Housing and Home Furnishings Services occupations in your area.
2. Locate these occupations on a local map by using colored stick pins.
3. Each student should select three Housing and Home Furnishings Services Careers. Research these careers.

LESSON 3

NOTES AND COMMENTS

1. Select 5 Housing and Home Furnishings Services Careers for class discussion. Discuss job qualifications, duties, characteristics and skills needed to prepare for these selected careers.
2. Invite 3 to 5 persons employed in Housing and Home Furnishings Services Careers to discuss job qualifications, duties, characteristics and skills needed for their jobs.
3. Homework Assignment

Define the following:

job	job title	job description
job qualifications	knowledge	Housing and Home
skills	apprenticeship	Furnishings
		Services Careers

HE HHF 13

#### LESSON 4

#### NOTES AND COMMENTS

1. Visit a drapery and upholstery department or store. Discuss the types of fabrics used in this department.
2. Demonstrate stain removal on drapery and upholstery fabrics. Examples of fabric to use:

Burlap  
Cotton and Rayon blend

Plastic  
Leather  
Cotton

Velveteen  
Velvet

3. Visit an upholstery shop and observe the upholsterer demonstrate how to upholster an overstuffed chair.

#### LESSON 5

#### NOTES AND COMMENTS

1. Invite an art teacher to discuss art principles for room arrangement and decorating.
2. Using a small corrugated box or shoe box, make a room. Arrange and decorate it according to acceptable art principles. Materials needed:

Drapery and upholstery fabric

Carpet samples

Glue

Wallpaper or coverings

Catalogues

Scissors

Paint chips

Magazines

Construction paper (assorted colors)

HE HHF 14

NOTES AND COMMENTS

3. Make a bulletin board titled, "Is Your Room for Show, Work, or Both?"

LESSON 6

NOTES AND COMMENTS

1. Display the rooms which were made by the students. Evaluate.
2. Discuss the standards of a bedroom for a boy or girl.
3. Prepare a checklist for safety conditions in a bedroom. Each student evaluate his room at home.

LESSON 7

NOTES AND COMMENTS

1. Discuss the list "Hurry-up or Quick" decorating ideas.
2. Each student lists some inexpensive ways for having more storage space in his room at home.
3. Each student brings to class a decorative article or an idea for making one from "nothing."
4. Invite a homemaker, who has recently redecorated her house, to discuss the how, what, when, where, and why of redecorating.

LESSON 8

NOTES AND COMMENTS

1. Divide the class into small groups and visit a department store. Each group will visit one of the following sections of the store:

Yard goods  
Silverware  
Small equipment  
Glassware (crystal)

HE HHF 15

NOTES AND COMMENTS

Appliances  
Accessories  
Drapery  
Carpet  
Slipcovers and Upholstery  
Linen

2. Make arrangements for the following information to be secured on the field trip.
  - a. Have you been employed in this store recently?
  - b. Did the employee get special training on the job?
  - c. What is the minimum wage?
  - d. What are opportunities for mobility and advancement?
  - e. Briefly describe the job.
3. Assign each student to interview a friend who is employed in one of the areas listed in #1. They should secure the same information listed in #2.

LESSON 9

NOTES AND COMMENTS

1. Visit a furniture factory to observe different types of furniture being constructed.
2. Invite an Industrial Arts instructor to discuss wood finishes for home furnishings.
3. Secure a variety of wood samples and furniture finishes. Make a display.

HE HHF 16



LESSON 10

NOTES AND COMMENTS

1. Administer the Post Inventory.
2. Each student records his scores on pre and post inventory so that he can evaluate his knowledge of Housing and Home Furnishings Services Careers.
3. Assist students in summarizing skills, knowledge and attitudes required to have a successful Housing and Home Furnishings Services Career.

HE HHF 17

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AUDIO VISUAL AIDS

Please consult your local library for up-to-date audio visual aids.

HE HHF 19

107

INSTITUTIONAL, HOSPITALITY INDUSTRY, AND HOME  
SERVICES CAREERS CYCLE

GENERAL INFORMATION

This cycle, Institutional, Hospitality Industry, and Home Service Careers, has been prepared as suggested guidelines for the Introduction to Vocations coordinator and cycling teachers. The sequence of activities has been presented with the understanding that the individual teacher may adapt them to fit the needs, interest, and abilities of his students, school, and community as well as to the available facilities.

The purpose of the Institutional, Hospitality Industry, and Home Service Careers Cycle is occupational and career awareness for young men and women.

Suggested Objective:

- . To increase student and teacher awareness of the many jobs available in institutional, hospitality industry, and home services careers.

Specific Objectives:

- . Each student should be able to list and briefly describe three careers in institutional, hospitality industry, and home services.
- . Each student should be able to list the educational training required for each of the three careers.

Overview for Teachers:

You may obtain additional information from the following:

- . The Soap and Detergent Association, 485 Madison Avenue, New York
- . Superintendent of Documents, United States Government Printing Office, Washington, D.C.
- . Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611

HE IH1H

- . American Home Economics Association
- . Association of Home Appliance Manufacturers
- . American Hotel and Motel Association
- . American Home Laundry Manufacturers' Association
- . The Housekeeper's Association, Inc.
- . National Executive Housekeeper's Association, Inc.
- . Good Housekeeping Institute

NOTE:

For specific addresses, contact the local school or town librarian.

HE IH1H 2

PRE AND POST INVENTORY  
INSTITUTIONAL, HOSPITALITY INDUSTRY, AND HOME  
SERVICES CAREERS CYCLE

Directions: The student should circle the letter for the word/  
statement which is believed to be the correct  
answer.

1. A homemaker aide should know about the important background information pertaining to the world of work.  
\*a. True  
b. False
2. It is important for a nursery school assistant to know about social security, labor laws and work agreements.  
\*a. True  
b. False
3. Current trade journals will assist a hospitality and institutional services worker to identify new procedures, new products and materials available for cleaning and maintenance.  
\*a. True  
b. False
4. An assistant in a home for the aging must practice careful use of equipment.  
\*a. True  
b. False
5. A homemaker's aide needs an understanding of children.  
\*a. True  
b. False

HE IH1H 3

6. There is no relationship between the level of requirements for a hospitality job and the benefits received.
  - a. True
  - \*b. False
7. Skill in controlling insects and rodents is not essential for a hospital aide.
  - a. True
  - \*b. False
8. The hospitality industry is becoming one of the largest industries in the nation.
  - \*a. True
  - b. False
9. Students entering the hospitality industry may need training in the fundamentals of commercial, institutional, and industrial food preparation.
  - \*a. True
  - b. False
10. A florist assistant must wear suitable clothing.
  - \*a. True
  - b. False
11. Knowledge of basic laundering procedures is helpful to a homemaker assistant.
  - \*a. True
  - b. False

HE IH1H 4

12. Knowledge of background information in the world of work is essential to a homemaker aide.

\*a. True

b. False

13. The opportunity to learn and advance is important when choosing a job.

\*a. True

b. False

Directions: Read each statement carefully. Circle the letter which best completes the statement or answers the question.

14. The wise person when interviewed:

\*a. is prepared to give full record of work experience.

b. exaggerates his working experience.

c. states a salary that he considered to be higher than that which he will be offered.

d. refuses to answer questions on the application that he considers inappropriate.

15. When lifting a heavy object, a person should:

a. bend from the waist; lift using the back muscles.

\*b. kneel close to the object; lift using the leg muscles.

c. push from the shoulders, keeping the equipment close to the body.

d. bend from the waist, lift with the arms and shoulders.



16. Human relation skills are of increasing importance today because:
- a. Institutional, Hospitality Industry and Home Services Careers are increasing.
  - b. most workers have to be high school graduates.
  - c. you have to know how to talk to your employer.
  - \*d. most employees work closely with other people.
17. Efficiency on a job means working:
- a. in the least energy consuming manner.
  - b. at the top speed.
  - c. in the most economical way possible.
  - \*d. in a way that gets the most done in the easiest and most economical way.
18. If you are looking for a job as a housekeeping aide, which of the following places is the best place to explore:
- a. help wanted columns in the newspaper.
  - b. yellow pages of the telephone directory.
  - c. State employment service.
  - \*d. all of the above.
19. In which of the following institutions are we most likely to find a position as a room clerk?
- a. hospital
  - b. industrial plant
  - c. welfare institutions
  - \*d. all of the above

HE IH1H 6

20. At the end of an interview for a job, it is a good idea to say to the person interviewing you:
- a. I'm not sure if I can work all of these hours, but I'd like to work part-time.
  - \*b. Thank you for seeing me. I'd like to work here.
  - c. May I call you tomorrow to see if you've made up your mind yet.
  - d. I hope I get the job. My friends work here.
21. In which of the following institutions is one most likely to find one and two year programs leading to positions in institutional, hospitality industry and home services?
- \*a. community college
  - b. technical school
  - c. university
  - d. all of these
22. Which of the following does not contribute to good energy management?
- a. rest periods
  - \*b. fatigue
  - c. motivation
  - d. change of position
23. To qualify for a career as a home maintenance aide, one must:
- a. maintain good health.
  - b. meet certain job requirements.
  - c. practice job ethics.
  - \*d. all of the above.

HE IH1H 7

Directions: Read each statement carefully. Place in the blank an + if the statement is correct or true. Place an o in the blank if the statement is incorrect or false.

In which of the following occupations do employees almost always wear uniforms?

- + 24. maid
- + 25. housekeeping aide
- + 26. school cafeteria cook
- + 27. porter
- + 28. pastry chef

Hospitality and institutional careers that provide service to others are:

- + 29. numerous and very much in demand.
- o 30. less in demand than five years ago.
- o 31. dead end jobs in which you cannot advance.

Certain common jobs which must be performed in the hospitality and institutional service industry include:

- + 32. reporting damaged or missing items.
- + 33. administering first aid.
- + 34. replacing soiled linens.
- + 35. baby-sitting with children.
- + 36. replenishing courtesy items.

Which of the following occupations require on-the-job experience?

- 37. waiter, waitress
- 38. restaurant cashier
- 39. houseman
- 40. busboy
- 41. housekeeper, executive

If you wanted a job which would allow you to set your own hours or at least have some choice, for which of the following institutional, hospitality industry and home service careers would you prepare?

- 42. homemaker assistant
- 43. housekeeper
- 44. linen supply room boy/girl
- 45. dayworker
- 46. room clerk
- 47. hostess

Which of the following sources would you visit to secure occupational information about the institutional, hospitality industry and home services careers?

- 48. the school guidance counselor
- 49. visit places of employment
- 50. vocational classes in school

## 10 LESSONS\*

NOTE: The ten lessons have been developed by the use of a variety of teaching experiences and activities. One or more activities may be selected daily from each lesson by the teacher/coordinator.

### LESSON 1

### NOTES AND COMMENTS

1. Administer the Institutional, Hospitality Industry, and Home Services Careers pre Inventory. This is an inventory NOT a test. The same inventory will be given at the end of the cycle for evaluation.
2. Prepare bulletin board titled "Hospitality Careers."
3. Using newspapers and telephone directory, list location of Institutional, Hospitality Industry, and Home Services Career opportunities in the local area.
4. Using a local map, locate Institutional, Hospitality Industry, and Home Services jobs. Use colored stick pins for marking locations.
5. It is suggested that the following list be duplicated for the student to put in his Introduction to Vocations notebook. Institutional, Hospitality Industry and Home Services Careers may be included in motels, hotels, hospitals, industrial plants, clubs, college dormitories, and welfare institutions. The following list contains careers in these areas:

HE IH1H 10

NOTES AND COMMENTS

Baker  
Baker's helper  
Buffet waiter  
Busboy (girl)  
Cafeteria counterperson  
Chairwoman--chairman  
Combination man (girl)  
Cook  
Cook's helper  
Dayworker  
Dish machine operator  
Furniture cleaner  
Executive chef  
General maid  
Gift shop salesperson  
Hardware floor clerk  
Head baker  
Head chairwoman  
Homemaker assistant  
Hostess  
Hotel/Motel maid  
Household care aide  
Housekeeper

HE IH1H 11

NOTES AND COMMENTS

Housekeeping aide  
Housekeeper, executive  
Houseman  
Institutional cleaning aide  
Kitchen helper  
Kitchen steward  
Linen room attendant  
Linen room seamstress  
Linen supply room boy/girl  
Lodging facilities attendant  
Maid  
Maitre d' hotel  
Mother's helper  
Pantryman  
Pastry chef  
Pastry cook helper  
Personal maid  
Porter  
Rest room maid/matron/attendant  
Restaurant cashier  
Room clerk  
School cafeteria cook  
School cafeteria manager

NOTES AND COMMENTS

Short order cook

Upholsterer

Utility man

Waiter, waitress

6. Courses offered in high school or college for a career in Institutional, Hospitality Industry and Home Services may include:

Quality Food Service and Production

Institutional Buying

Foods and Nutrition

Community Service in Home Economics

Organization and Personnel Management

Food Service Administration

Foods and Equipment

7. Vocabulary study:

Educational qualifications

Procedure

Chain restaurants

Personal qualifications

Work simplification

Housekeeping

HE IH1H 13



## LESSON 2

## NOTES AND COMMENTS

1. List the qualifications necessary to secure and hold jobs in the care and maintenance of facilities.
2. Student panel discusses "How Human are Your Relationships?"
3. Divide students into small groups. Make arrangements for each group to visit one of the following housekeeping departments:
  - a. motel
  - b. hotel
  - c. department store
  - d. supermarket
  - e. hospital
  - f. retirement home
  - g. individual family homes
  - h. office building

Observe various services rendered by the workers.

## LESSON 3

## NOTES AND COMMENTS

1. Each student will interview a designated type of worker in the field of Institutional, Hospitality Industry, and Home Services. He should secure information concerning qualifications for each of these career fields.
2. Invite a motel or hotel manager to discuss responsibilities of an employee in his establishment.

NOTES AND COMMENTS

3. List basic principles relative to cleaning and straightening a room in a motel or hotel.

LESSON 4

NOTES AND COMMENTS

1. Visit an appliance store. Compare equipment used in house cleaning.
2. Visit the school maintenance room. Observe and discuss equipment used to clean a large building.
3. Invite the school maintenance manager to discuss what kinds of maintenance are conducted during the school year, day or night, and during the summer months.

LESSON 5

NOTES AND COMMENTS

1. Visit a commercial laundry. Observe ironing and pressing equipment.
2. Collect clothing and fabric labels. Discuss laundry and maintenance practices suggested by each.
3. Divide class into groups. Arrange for each group to visit an appliance store. Compare laundry equipment for features and cost.

LESSON 6

NOTES AND COMMENTS

1. Invite a representative of an insurance company to discuss the statistics of accidents in the home vs. industry.
2. Each student makes a list of names and telephone numbers of persons that would need to be notified in case of an emergency.

HE IH1H 15

NOTES AND COMMENTS

3. List essential home first-aid supplies. Set up a display.

LESSON 7

NOTES AND COMMENTS

1. Discuss principles for the storage and placement of kitchen equipment.
2. Give each student a floor plan of a kitchen. Each student should identify each work center. List equipment stored in each work center. Give reasons for placing equipment in that particular work center.
3. Invite a public utility company home economist to discuss her position in relation to planning kitchens for families.

LESSON 8

NOTES AND COMMENTS

1. Discuss personal qualities essential in dealing with others, such as: courtesy, friendliness, tact, attitude, and understanding one's own role in relationship to others.
2. Students role play some of the various types of contact with guests, patients, and other visitors.
3. Follow each presentation with class identification of effective and poor practices. Suggest alternate actions.

LESSON 9

NOTES AND COMMENTS

1. Invite a linen room supply aide to visit class. Ask the aide to discuss her job responsibilities, and how storage and distribution of linens are handled in her place of employment.

NOTES AND COMMENTS

2. Demonstrate mending techniques by hand, sewing machine, and iron-on tape. Compare time, cost and appearance of the repaired linens.
3. Demonstrate the procedure for loading a cart or basket with linens.

LESSON 10

NOTES AND COMMENTS

1. Administer post inventory.
2. Each student records his scores on pre and post inventory so that he can evaluate his knowledge of Institutional, Hospitality Industry, and Home Services Careers.
3. Summarize qualifications and skills needed for careers in Institutional, Hospitality Industry, and Home Services.

HE IH1H 17

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#### AUDIO VISUAL AIDS

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HE IH1H 19

126

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