A comparison of two home demonstration club leadership approaches used in Montgomery County, Tennessee

Martha Martin Marklin

Follow this and additional works at: https://trace.tennessee.edu/utk_gradthes

Recommended Citation

This Thesis is brought to you for free and open access by the Graduate School at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in Masters Theses by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact trace@utk.edu.
To the Graduate Council:

I am submitting herewith a thesis written by Martha Martin Marklin entitled "A comparison of two home demonstration club leadership approaches used in Montgomery County, Tennessee." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.

Robert S. Dotson, Major Professor

We have read this thesis and recommend its acceptance:

Cecil E. Carter, Marion Mariner, LaVerne Farmer

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)
To the Graduate Council:

I am submitting herewith a thesis written by Martha Martin Marklin entitled "A Comparison of Two Home Demonstration Club Leadership Approaches Used in Montgomery County, Tennessee." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Extension.

Robert S. Dotson, Major Professor

We have read this thesis and recommend its acceptance:

[Signatures]

Accepted for the Council:

[Signature]

Vice Chancellor
Graduate Studies and Research
A COMPARISON OF TWO HOME DEMONSTRATION CLUB LEADERSHIP APPROACHES USED IN MONTGOMERY COUNTY, TENNESSEE

A Thesis
Presented for the
Master of Science Degree
The University of Tennessee, Knoxville

Martha Martin Marklin
June 1980
ACKNOWLEDGEMENTS

The writer wishes to express appreciation to the Montgomery County Home Demonstration Clubs whose support and cooperation made this study possible, particularly Belmont, Salem, Hearth-Home, Hillwood, Orgains Crossroads, and Cumberland Hills.

Gratitude must be expressed to Dr. Robert S. Dotson, Chairman of the graduate committee, for his patient guidance in the planning and writing of this study. Appreciation is also given to other members of the graduate committee, Dr. Cecil E. Carter for his assistance with statistical procedures, Mrs. Marion Mariner and Miss LaVerne Farmer.

She expresses her appreciation to Dr. M. Lloyd Downen, Dean, Agricultural Extension Service, and also the District Supervisor, Mr. Melvin Arnett, and Associate Supervisor, Dr. Margaret A. Ussery, for the opportunity and encouragement to do graduate work.

The author is grateful to the Montgomery County Agricultural Extension Committee for granting permission to be out of the county for her studies and to her co-workers and secretaries for assuming additional responsibilities in her absence.

Special thanks also are due to friends and relatives for personal encouragement and assistance. The writer is most grateful to her mother, and her husband, Sam, and her three children, Vicky, Kathy, and Kenny for their love, patience and encouragement.
ABSTRACT

This experimental-type of study was done with 106 active members of 6 representative Home Demonstration Clubs (HDC's) in Montgomery County, Tennessee, in 1977-78. The main purpose was to compare the Pre-test, Post-test and Improvement scores of members assigned to Leader Only and Agent plus Leader approaches to presenting a year's program including 10 lessons on varied home economics subjects to see if one approach excelled.

Homemakers studied in the two groups were found to be similar in years in HDC's, educational levels, and net incomes. Each approach group consisted of one rural and two urban clubs. Further, the three clubs assigned to each approach group included one club organized for less than four years, one club organized between four and ten years, and one club organized for more than ten years.

Major findings of the study included the following: (a) Mean scores for total Pre-test for both approaches did not differ significantly; (b) Mean scores for total Post-test for both approaches did not differ significantly; (c) Mean scores for total Improvement for Leader Only and Agent plus Leader approaches did not differ significantly; and (d) Post-test scores for both groups were significantly higher than Pre-test scores on all 10 lessons, suggesting the effectiveness of both approaches.

There was some increase in Extension contacts and in the positive attitudes of club members as seen in the comparison of the Initial and Final Surveys for 1976-77 and 1977-78 HDC years.
It was concluded that: (a) learning did occur as a result of exposure to both Leader Only and Leader plus Agent approaches; (b) Leader Only and Leader plus Agent groups learned equally well; and (c) the study of the approaches stimulated interest and participation in some areas of club work.

Recommendations for future study and use of Leader approaches were made.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Need for the Study</td>
<td>2</td>
</tr>
<tr>
<td>General Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>2</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>3</td>
</tr>
<tr>
<td>II. REVIEW OF RELATED LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>III. METHODS OF PROCEDURE</td>
<td>8</td>
</tr>
<tr>
<td>Null Hypothesis</td>
<td>8</td>
</tr>
<tr>
<td>Population and Sample</td>
<td>10</td>
</tr>
<tr>
<td>Final Evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Development of Experimental Lessons</td>
<td>20</td>
</tr>
<tr>
<td>Tests and Testing</td>
<td>21</td>
</tr>
<tr>
<td>IV. FINDINGS</td>
<td>23</td>
</tr>
<tr>
<td>Pre-test, Post-test and Improvement Scores</td>
<td>23</td>
</tr>
<tr>
<td>Other Participant Responses</td>
<td>48</td>
</tr>
<tr>
<td>V. SUMMARY AND CONCLUSIONS</td>
<td>53</td>
</tr>
<tr>
<td>Summary of Major Findings</td>
<td>55</td>
</tr>
<tr>
<td>Conclusions</td>
<td>59</td>
</tr>
<tr>
<td>Recommendations</td>
<td>60</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>61</td>
</tr>
<tr>
<td>APPENDIXES</td>
<td>63</td>
</tr>
<tr>
<td>APPENDIX A. THE INITIAL SURVEY</td>
<td>64</td>
</tr>
<tr>
<td>APPENDIX B. THE FINAL EVALUATION FORM</td>
<td>71</td>
</tr>
</tbody>
</table>
A. NEED FOR THE STUDY

More than 15 years ago, the Agent in adult home economics realized the need in Montgomery County for more Home Demonstration Clubs. There were 20 HDC's which the Agent met monthly. She realized if more clubs were organized, each club would have to be met less frequently. From this realization grew Montgomery County's HDC leader approach. In 1978, there were 39 HDC's with the Agent presenting 50 percent of the programs and each club's subject-matter leader presenting 50 percent.

B. GENERAL STATEMENT OF THE PROBLEM

The approach made up of 50 percent leader presentation and 50 percent Agent presentation was in effect, then, from about 1963-1977. The approach was implemented to allow expansion of the HDC program to reach additional interested homemakers. Could the Agent rely on leaders to present all subject matter, training them to do the job?

It was determined that comparative analysis of the relative leadership approaches was needed. Therefore, this study purposed to compare the Leader Only and the Agent plus Leader approaches to HDC programming.

C. PURPOSE OF THE STUDY

This study was made to (a) determine HDC member acceptance of two leadership approaches, and (b) determine subject-matter effectiveness of the two approaches in terms of member's knowledge gained regarding subject matter and method.
Prior to the present study, no efforts were found to have been made to determine acceptance and subject-matter effectiveness of the two HDC leader approaches studied.

D. DEFINITION OF TERMS

The definitions below are given for certain basic terms and will apply throughout the remainder of the body of the thesis.

Leader Only refers to the approach in which subject-matter leaders from each club were trained to present all 10 lessons during the HDC year, 1977-78.

Leader plus Agent refers to the approach where subject-matter leaders from each club were trained to present five of the lessons while the Agent presented the other five lessons during the HDC year, 1977-78.

Home Demonstration Club (HDC) refers to the Tennessee Extension-related organization for dissemination of home economics and related information to interested homemakers in local county areas.

Subject-matter Leaders are club members appointed for each HDC to be responsible for presenting information in one or more subject-matter areas. They are responsible for attending leader training meetings and taking information back to their individual club meetings in the form of a leader's demonstration or presentation.

Message or Experimental Lessons consisted of 10 lessons in home economics subject-matter presented to HDC's in 1977-78.

Leader Training consists of special information presented by the Agent to subject-matter leaders assigned to a particular project area (i.e., Food and Nutrition) to prepare them to teach HDC members.
that Extension has been able to enlist competent and alert leaders who have served well in leadership roles. It prophesies that development of leaders will be even more important in the future. Thus, the training and use of competent leaders is an established approach to Extension work in all program areas. Testing of various leadership approaches should be of interest and value to all those interested in Extension home economics work.
CHAPTER III

METHODS OF PROCEDURE

A. NULL HYPOTHESIS

The major hypothesis, stated in null form, was that there was no difference between scores made by participants in the Leader Only approach and the Agent plus Leader approach on each of the following test items:

1. Pre-test for Lesson 1, "Principles of Purchasing Home Furnishings."

2. Post-test for Lesson 1, "Principles of Purchasing Home Furnishings."

3. Improvement for Lesson 1, "Principles of Purchasing Home Furnishings."

4. Pre-test for Lesson 2, "The Importance of Having a Family Fun Night."

5. Post-test for Lesson 2, "The Importance of Having a Family Fun Night."

6. Improvement for Lesson 2, "The Importance of Having a Family Fun Night."

7. Pre-test for Lesson 3, "The Importance of Appropriate Records of Family Expenditures."


9. Improvement for Lesson 3, "The Importance of Appropriate Records of Family Expenditures."
10. Pre-test for Lesson 4, "Table Setting Techniques."
11. Post-test for Lesson 4, "Table Setting Techniques."
12. Improvement for Lesson 4, "Table Setting Techniques."
13. Pre-test for Lesson 5, "Dark Green Leafy and Yellow Vegetables."
14. Post-test for Lesson 5, "Dark Green Leafy and Yellow Vegetables."
15. Improvement for Lesson 5, "Dark Green Leafy and Yellow Vegetables."
16. Pre-test for Lesson 6, "Planning a Wardrobe."
17. Post-test for Lesson 6, "Planning a Wardrobe."
18. Improvement for Lesson 6, "Planning a Wardrobe."
19. Pre-test for Lesson 7, "Basic Elements of Design."
20. Post-test for Lesson 7, "Basic Elements of Design."
21. Improvement for Lesson 7, "Basic Elements of Design."
22. Pre-test for Lesson 8, "Native Crafts."
23. Post-test for Lesson 8, "Native Crafts."
24. Improvement for Lesson 8, "Native Crafts."
25. Pre-test for Lesson 9, "Dairy Foods."
27. Improvement for Lesson 9, "Dairy Foods."
30. Improvement for Lesson 10, "Energy Conservation."

It was also purposed to evaluate the acceptance given the two approaches as reported by HDC members.
B. POPULATION AND SAMPLE

Selection of Clubs

The population of the study consisted of all active members of six Home Demonstration Clubs in Montgomery County, Tennessee, in 1977-78. The 6 clubs were purposively selected from the 39 organized clubs in the county based on age of club and whether clubs were rural or urban. As shown in Table I, two older clubs (i.e., over 10 years of organization), two middle-aged (i.e., 4 to 10 years), and two younger clubs (i.e., less than 4 years of organization), and two rural clubs and four urban clubs were selected.

Assignment to Treatment Groups

Assignment, then, was randomly made, with three clubs in each of two treatment groups, namely, Leader plus Agent and Leader Only. The three Leader plus Agent Home Demonstration Clubs were Belmont, Hearth-Home, and Orgains Crossroads. Those in the Leader Only group were Salem, Hillwood and Cumberland Hills.

In the Leader plus Agent group, Belmont Club was selected as the older club (i.e., over 10 years of age) and was urban, Hearth-Home Club was selected as the middle-aged club (i.e., 4 to 10 years) and was urban, Orgains Crossroads Club was selected as a younger club (i.e., less than 4 years of age) and was rural.

In the Leader Only group, Salem Club was selected as the older club (i.e., over 10 years of age) and was rural, Hillwood Club was selected as the middle-aged club (i.e., 4 to 10 years) and was urban, and Cumberland Hills Club was selected as the younger club (i.e., less than 4 years of age) and was urban.
TABLE I
NAMES OF MONTGOMERY COUNTY CLUBS PARTICIPATING,
NUMBERS AND PERCENTS OF PARTICIPANTS,
LOCATIONS AND AGES OF CLUBS

<table>
<thead>
<tr>
<th>Name of Club</th>
<th>Age of Club (In Years)</th>
<th>Rural or Urban</th>
<th>Participants No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader Plus Agent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Belmont</td>
<td>Over 10</td>
<td>Urban</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td>Hearth and Home</td>
<td>4-10</td>
<td>Urban</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Orgain's Crossroads</td>
<td>Under 4</td>
<td>Rural</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Leader Only</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salem</td>
<td>Over 10</td>
<td>Rural</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Hillwood</td>
<td>4-10</td>
<td>Urban</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Cumberland Hills</td>
<td>Under 4</td>
<td>Urban</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>2 Over 10</td>
<td>2 Rural</td>
<td>106</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>2 4-10</td>
<td>4 Urban</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 Under 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the Leader Only approach, the Agent trained appropriate leaders, provided materials and relied on them to present the 10 lessons developed for the study.

In the Leader plus Agent approach, the Agent trained appropriate leaders and relied on them to present 5 of the 10 lessons, and then she presented the other 5 in the test clubs herself.

The sample drawn from the 6 clubs consisted of everyone present and completing both Pre- and Post-tests on the meeting days when each of the 10 lessons was taught. Numbers for the various lessons varied as attendance fluctuated. The range was from totals of 58 to 83, varying, for Leader Only group, from 28 to 43, and for the Leader plus Agent group, from 25 to 41 members. A total of 106 different members participated by completing 1 or more lessons, an initial survey and final evaluation form.

Initial Survey Information Concerning Participants

An initial survey was prepared by the Agent and administered to the 106 members of the 2 study groups. The survey was prepared in three sections and labeled: (a) Personal Information; (b) Extension Contacts; and (c) Program Expectations and Reactions. The initial survey form may be seen in Appendix A.

The Personal Information section included questions about involvement in Home Demonstration Club work, location of home, age, marital status, size of family, educational level, income and employment. Characteristics of the participants were considered at this point to check similarities and dissimilarities of members and clubs assigned to
the different approaches. Tables II through VII present information regarding characteristics of members receiving instruction in each of two treatment groups. Chi-square analyses were computed with assistance of The University of Tennessee Computer Center to determine initial significant differences between the Leader plus Agent and Leader Only groups.

Reference to Table II shows that, on the average, participants had been HDC members 5.69 years, Leader plus Agent participants 6.27 years, having belonged slightly longer than Leader Only participants, 5.09 years. The difference, however, was not significant.

Study of Table III data discloses a very significant difference in the groups. More (p<.001) of the Leader Only group, 32.7 percent, were either widowed or unmarried, than was true for the others, 1.9 percent.

Data in Table IV shows that the estimated mean age of all participants was 50.3 years. Leader Only participants, 56.0 years, average age, were significantly older (i.e., p<.001) than Leader plus Agent members, 44.7 years of age.

The median educational level for all participants, Leader plus Agent and Leader Only members, was 12th grade (i.e., high school graduates). No significant difference was noted (see Table V).

According to information in Table VI, there was a significant difference (i.e., p<.01) between the Leader plus Agent, 24.1 percent employed outside the home, and Leader Only participants, 13.4 percent employed outside the home.

As seen in Table VII, the median family income for all participants was an estimated $13,292. Leader plus Agent members
<table>
<thead>
<tr>
<th>Number of Years in HDC</th>
<th>All Participants</th>
<th>Leader Plus Agent</th>
<th>Leader Only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Under one year</td>
<td>32</td>
<td>30.2</td>
<td>16</td>
</tr>
<tr>
<td>1-3 years</td>
<td>13</td>
<td>12.3</td>
<td>6</td>
</tr>
<tr>
<td>3-9 years</td>
<td>44</td>
<td>41.5</td>
<td>21</td>
</tr>
<tr>
<td>10 years and above</td>
<td>17</td>
<td>16.0</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>106</td>
<td>100.0</td>
<td>54</td>
</tr>
</tbody>
</table>

Estimated Means

5.69 years       6.27 years       5.09 years

*e The $X^2$ value is significant at the .001 level of confidence.

† The $X^2$ value is significant at the .01 level of confidence.

‡ The $X^2$ value is significant at the .05 level of confidence.
<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Total Participants</th>
<th>Leader Plus Agent</th>
<th>Leader Only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Married</td>
<td>88</td>
<td>83.0</td>
<td>53</td>
</tr>
<tr>
<td>Widowed</td>
<td>15</td>
<td>14.2</td>
<td>1</td>
</tr>
<tr>
<td>Unmarried</td>
<td>3</td>
<td>2.8</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>106</td>
<td>100.0</td>
<td>54</td>
</tr>
</tbody>
</table>

The $X^2$ value is significant at the .001 level of confidence.

The $X^2$ value is significant at the .01 level of confidence.

The $X^2$ value is significant at the .05 level of confidence.
<table>
<thead>
<tr>
<th>Age Group</th>
<th>Total Participants</th>
<th>Leader Plus Agent</th>
<th>Leader Only&lt;sup&gt;e&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Under 25 years</td>
<td>1</td>
<td>0.9</td>
<td>0</td>
</tr>
<tr>
<td>25-39 years</td>
<td>37</td>
<td>35.0</td>
<td>26</td>
</tr>
<tr>
<td>40-59 years</td>
<td>28</td>
<td>26.4</td>
<td>18</td>
</tr>
<tr>
<td>60 years and over</td>
<td>40</td>
<td>37.7</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>106</td>
<td>100.0</td>
<td>54</td>
</tr>
<tr>
<td>Estimated Means</td>
<td></td>
<td></td>
<td>50.3 years</td>
</tr>
</tbody>
</table>

<sup>e</sup>The $X^2$ value is significant at the .001 level of confidence.

<sup>f</sup>The $X^2$ value is significant at the .01 level of confidence.

<sup>g</sup>The $X^2$ value is significant at the .05 level of confidence.
TABLE V

EDUCATIONAL LEVELS OF ALL, LEADER PLUS
AGENT AND LEADER ONLY PARTICIPANTS
BY NUMBERS AND PERCENTS AND
MEDIANS

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Total Participants</th>
<th>Leader Plus Agent</th>
<th>Leader Only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Under 7 grades</td>
<td>1</td>
<td>0.9</td>
<td>0</td>
</tr>
<tr>
<td>7-11 grades</td>
<td>23</td>
<td>21.7</td>
<td>8</td>
</tr>
<tr>
<td>12 grades</td>
<td>40</td>
<td>37.7</td>
<td>25</td>
</tr>
<tr>
<td>B. S. degree</td>
<td>36</td>
<td>34.0</td>
<td>18</td>
</tr>
<tr>
<td>Master's degree</td>
<td>6</td>
<td>5.7</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>106</strong></td>
<td><strong>100.0</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

Median 12th grade 12th grade 12th grade

*e The $X^2$ value is significant at the .001 level of confidence.

f The $X^2$ value is significant at the .01 level of confidence.

g The $X^2$ value is significant at the .05 level of confidence.
<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Total Participants</th>
<th>Leader Plus Agent</th>
<th>Leader Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homemaker</td>
<td>86</td>
<td>41</td>
<td>45</td>
</tr>
<tr>
<td>Not Employed</td>
<td>81.1</td>
<td>75.9</td>
<td>86.5</td>
</tr>
<tr>
<td>Part-time</td>
<td>14</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Full-time</td>
<td>6</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>106</td>
<td>54</td>
<td>52</td>
</tr>
</tbody>
</table>

The X^2 value is significant at the .001 level of confidence.

The X^2 value is significant at the .01 level of confidence.

The X^2 value is significant at the .05 level of confidence.
<table>
<thead>
<tr>
<th>Level of Family Income</th>
<th>Total Participants</th>
<th>Leader Plus Agent</th>
<th>Leader Only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Under $5,000</td>
<td>15</td>
<td>14.2</td>
<td>9</td>
</tr>
<tr>
<td>$5,000 - $10,000</td>
<td>2</td>
<td>1.9</td>
<td>0</td>
</tr>
<tr>
<td>$10,000 - $15,000</td>
<td>14</td>
<td>13.2</td>
<td>3</td>
</tr>
<tr>
<td>Over $15,000</td>
<td>26</td>
<td>24.5</td>
<td>13</td>
</tr>
<tr>
<td>TOTAL</td>
<td>106</td>
<td>100.0</td>
<td>54</td>
</tr>
</tbody>
</table>

Estimated Median

- $13,292
- $14,139
- $12,413

*The $X^2$ value is significant at the .001 level of confidence.

fThe $X^2$ value is significant at the .01 level of confidence.

gThe $X^2$ value is significant at the .05 level of confidence.
($14,139) registered a higher income than Leader Only ($12,413) but not significantly so.

Significantly more Leader Only participants than Leader plus Agent members were widowed or unmarried, older, and unemployed outside the home. No significant differences were noted for years in Home Demonstration Clubs, educational level and family income. Therefore, the two groups appeared to be similar enough for comparative study purposes.

C. FINAL EVALUATION

Sections of the Initial Survey were to be repeated at the end of the experimental teaching (see Appendix A, Section II and III, and Appendix B). Thus, before and after information was available for comparison with reference to Extension contacts, attitudes, expectations and reactions regarding benefits of the 10 experimental lessons.

D. DEVELOPMENT OF EXPERIMENTAL LESSONS

A year's program for Montgomery County Home Demonstration Clubs was developed. This program consisted of 10 lessons in home economics subject-matter. Outlines for the lessons may be seen in Appendix C.

Lesson 1 dealt with the principles of purchasing home furnishings. Lesson 2 dealt with the importance of having a family night. Lesson 3 concerned the importance of appropriate records of family expenditures. Lesson 4 related to table setting techniques. Lesson 5 dealt with dark green leafy and yellow vegetables in family meals. Lesson 6 dealt with planning a wardrobe. Lesson 7 dealt with basic elements of design.
Lesson 8 was on native crafts. Lesson 9 had to do with dairy foods. Lesson 10 concerned energy conservation methods.

The lessons were presented by the two approaches previously mentioned, Leader Only and Leader plus Agent, at regular meetings. The presentations ranged in length from 20 to 30 minutes each.

An identical Pre-test and Post-test questionnaire was developed for each of the 10 lessons (see Appendix D). The Pre- and Post-tests for the 10 lessons consisted of 10 multiple-choice questions each. All questions were approved by the graduate committee.

The Pre-tests were administered to the test clubs at regular meetings, prior to the presentation of each lesson. The Post-tests were administered immediately following each presentation.

E. TESTS AND TESTING

The lesson Pre-tests in each case were used to measure knowledge of participants prior to administration of the approaches. The identical lesson Post-tests were used in evaluation of the knowledge of participants following completion of the lessons. Pre-test and Post-test scores were computed for each participant and a total of 10 possible points given for each of the 10 lessons. In addition, an improvement score was computed consisting of the number of points gained between the Pre-test and the Post-test. This reflected knowledge gained during the lesson experience.

The Pre-test, Post-test and improvement scores for Lesson 1 through Lesson 10 were used to evaluate the reflective effectiveness of the two approaches used with Montgomery County participants. Statistical
analyses (i.e., F test and t-tests) were run as appropriate to identify significant differences between the approaches and to check improvement. The Computer Center of The University of Tennessee, Knoxville, provided all analyses.
CHAPTER IV

FINDINGS

A. PRE-TEST, POST-TEST AND IMPROVEMENT SCORES

Data tabled included summaries of test scores of all participants and of those in Leader plus Agent and Leader Only groups on each of the 10 lessons. To facilitate discussion, presentation of data was made under Pre-test, Post-test and Improvement score headings for the 10 lessons as follows:

2. The Importance of Having a Family Night.
3. The Importance of Appropriate Records of Family Expenditures.
4. Table Setting Techniques.
5. Dark Green Leafy and Yellow Vegetables.
6. Planning a Wardrobe.
7. Basic Elements of Design.
8. Native Crafts.

Scores were rounded to the nearest hundredth. Due to rounding of computer printout data, figures do not necessarily add to totals.

Lesson Number One: Purchasing of Home Furnishings

Information in Table VIII has to do with mean scores of participants in the Pre-testing and Post-testing of knowledge presented in Lesson 1 on Home Furnishings. Findings will be presented below for
TABLE VIII
MEAN SCORES* OF ALL MONTGOMERY COUNTY PARTICIPANTS, LEADER PLUS AGENT AND LEADER ONLY HOMEMAKERS COMPLETING LESSON 1 ON PRE- AND POST-TESTS AND IMPROVEMENT

<table>
<thead>
<tr>
<th>Test or Improvement</th>
<th>Possible Score</th>
<th>All Participants (N=58)**</th>
<th>Leader Plus Agent (N=28)</th>
<th>Leader Only (N=30)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- - - - - - Mean Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>10</td>
<td>4.19</td>
<td>3.75</td>
<td>4.60</td>
</tr>
<tr>
<td>Post-test</td>
<td>10</td>
<td>7.62</td>
<td>7.43</td>
<td>7.80</td>
</tr>
<tr>
<td>Improvement</td>
<td>10</td>
<td>+3.43^</td>
<td>+3.68</td>
<td>+3.20^</td>
</tr>
</tbody>
</table>

* Scores are rounded to the nearest hundredth. Due to rounding of computer printout data, figures do not necessarily add to totals.

** Though 4 made zeros on improvement and were handled as missing cases in computer analysis, it was assumed that the cases were equally distributed between Leader plus Agent (actually 3 cases) and Leader Only (actually 1 case) approaches; so the F and t-tests were not rerun.

\^ The t value is significant at the .001 level of confidence (vertical).

\^ The F value is significant at the .001 level of confidence (horizontal).

\^ The F value is significant at the .01 level of confidence (horizontal).

\^ The F value is significant at the .05 level of confidence (horizontal).
each of the following headings: Pre-test scores, Post-test scores, and Improvement scores (i.e., the differences between Pre-test and Post-test scores).

**Pre-test scores.** The Pre-test for all participants resulted in a relatively low mean score of 4.19 out of a possible total of 10 points. Though not significantly different, the Leader plus Agent, 3.75 points, scored lower than the Leader Only group, 4.60 points.

**Post-test scores.** Again, Leader plus Agent members' mean score, 7.43 points, was lower, though not significantly so, than that for Leader Only members, 7.80.

**Improvement scores.** For all participants, significant improvement was noted, +3.43 points, at the .001 level of confidence between Pre-test and Post-test. Thus, the unit did result in appreciably increased knowledge. Also, the Leader plus Agent Improvement score mean, +3.68 points, was significantly greater, P<.05, that that recorded for Leader Only members, +3.20 points. Thus, though they started at a lower level, the Leader plus Agent learned (i.e., improved) appreciably more, as measured by the test instruments, than the Leader Only group.

**Brief summary.** To summarize data in Table VIII, it can be said that Pre-test and Post-test scores for the approaches did not differ significantly, though Post-test scores for both groups were significantly higher (.001 level of confidence) than Pre-test scores. However, the Leader plus Agent Improvement score was significantly greater than that for Leader Only members (.05 level of confidence). At the same time, the
Leader Only Pre-test and Post-test scores were both slightly higher than the Leader plus Agent scores.

Lesson Number Two: Family Night

Information in Table IX has to do with mean scores of participants in the Pre- and Post-test of knowledge presented in Lesson 2 on Family Night. Findings will be presented below for each of the following headings: Pre-test scores, Post-test scores, and Improvement scores (i.e., the difference between Pre- and Post-test scores).

Pre-test scores. The Pre-test for all participants resulted in the highest mean score of all 10 lessons with a 7.40 of a possible total of 10 points. Though not significantly different, the Leader plus Agent, 7.23 points, scored lower than the Leader Only group, 7.58 points.

Post-test scores. As in the Pre-test, the Leader plus Agent members' mean score, 8.56 points, was lower though not significantly so, than that for Leader Only members, 9.00 points.

Improvement scores. For all participants, significant improvement was noted, +1.43 points (.001 level of confidence) between Pre-test and Post-test. Thus, the unit did result in appreciably increased knowledge. However, there was no significant difference between the Improvement score of the Leader plus Agent and the Leader Only members. Though not significantly different, the Leader plus Agent, 1.37 points, scored slightly lower than the Leader Only group, 1.50 points.

Brief summary. In summary of data in Table IX, it can briefly be said that Pre-test and Post-test scores for the approaches did not differ
TABLE IX

MEAN SCORES* OF ALL MONTGOMERY COUNTY PARTICIPANTS,
LEADER PLUS AGENT AND LEADER ONLY HOMEMAKERS
COMPLETING LESSON 2 ON PRE- AND POST- TESTS AND IMPROVEMENT

<table>
<thead>
<tr>
<th>Test or Improvement</th>
<th>Possible Score</th>
<th>All Participants (N=83)**</th>
<th>Leader Plus Agent (N=43)</th>
<th>Leader Only (N=40)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- - - - - - - - Mean Score - - - - - -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>10</td>
<td>7.40</td>
<td>7.23</td>
<td>7.58</td>
</tr>
<tr>
<td>Post-test</td>
<td>10</td>
<td>8.77</td>
<td>8.56</td>
<td>9.00</td>
</tr>
<tr>
<td>Improvement</td>
<td>10</td>
<td>+1.43^</td>
<td>+1.37</td>
<td>+1.50</td>
</tr>
</tbody>
</table>

^The t value is significant at the .001 level of confidence (vertical).

fThe F value is significant at the .01 level of confidence (horizontal).

gThe F value is significant at the .05 level of confidence (horizontal).

*Scores are rounded to the nearest hundredth. Due to rounding of computer printout data, figures do not necessarily add to totals.

**Though 20 made zeros on improvement and were handled as missing cases in computer analysis, it was assumed that the cases were equally distributed between Leader plus Agent (actually 10 cases) and Leader Only (actually 10 cases) approaches; so the F and t-tests were not rerun.
significantly, while Post-test scores were significantly higher (.001 level of confidence) than Pre-test scores.

Leader Only members, though not significantly, scored slightly higher on the Pre-test, Post-test and Improvement scores than did the Leader plus Agent members.

Lesson Number Three: Record Keeping

Information in Table X has to do with mean scores of participants in the Pre- and Post-test of knowledge presented in Lesson 3 on Record Keeping. Findings will be presented below for each of the following headings: Pre-test scores, Post-test scores, and Improvement scores (i.e., the difference between Pre-test and Post-test scores).

Pre-test scores. The Pre-test for all participants resulted in a mean score of 5.60 of a possible total of 10 points. Though not significantly different, the Leader plus Agent, 5.73 points, scored slightly higher than the Leader Only group, 5.42 points.

Post-test scores. As in the Pre-test, the Leader plus Agent members' mean score, 8.37 points, was higher than the Leader Only group, 7.27 points. The difference in Post-test scores was significant at the .01 level of confidence.

Improvement scores. For all participants, significant improvement was noted, +2.35 points at the .001 level of confidence between Pre-test and Post-test. Thus, the unit did result in appreciably increased knowledge. However, there was no significant difference between the Improvement score of the Leader plus Agent and the Leader Only members.
<table>
<thead>
<tr>
<th>Test or Improvement</th>
<th>Possible Score</th>
<th>All Participants (N=74)**</th>
<th>Leader Plus Agent (N=41)</th>
<th>Leader Only (N=33)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>10</td>
<td>5.60</td>
<td>5.73</td>
<td>5.42</td>
</tr>
<tr>
<td>Post-test</td>
<td>10</td>
<td>7.88</td>
<td>8.37</td>
<td>7.27^f</td>
</tr>
<tr>
<td>Improvement</td>
<td>10</td>
<td>+2.35^a</td>
<td>+2.68</td>
<td>+1.91</td>
</tr>
</tbody>
</table>

^a The t value is significant at the .001 level of confidence (vertical).

^f The F value is significant at the .01 level of confidence (horizontal).

Scores are rounded to the nearest hundredth. Due to rounding of computer printout data, figures do not necessarily add to totals.

** Though 14 made zeros on improvement and were handled as missing cases in computer analysis, it was assumed that cases were equally distributed between Leader plus Agent (actually 5 cases) and Leader Only (actually 9 cases) approaches; so the F and t-tests were not rerun.
Though not significantly different, the Leader plus Agent, 2.68 points, scored somewhat higher than the Leader Only group, 1.91 points.

**Brief summary.** In summary of data in Table X, it can briefly be said that Pre-test scores for the approaches did not differ significantly. The Post-test scores were significantly different at the .05 level of confidence with the Leader plus Agent scoring significantly higher than the Leader Only members. For all members, Post-test scores were significantly higher (.001 level of confidence) than the Pre-test scores.

The Improvement score did not differ significantly between approaches. However, Leader plus Agent scored somewhat higher on the Pre-test and Improvement scores than did the Leader Only members.

**Lesson Number Four: Table Setting Techniques**

Information in Table XI has to do with the mean scores of participants in the Pre- and Post-tests of knowledge presented in Lesson 4 on Table Setting Techniques. Findings will be presented below for each of the following headings: Pre-test scores, Post-test scores, and Improvement scores (i.e., the difference between Pre-test and Post-test scores).

**Pre-test scores.** The Pre-test for all participants resulted in the lowest average mean score for all 10 lessons with a 4.18 of a possible total of 10 points. Though not significantly different, the Leader plus Agent, 3.53, scored lower than the Leader Only group, 4.50 points.
### TABLE XI

**MEAN SCORES* OF ALL MONTGOMERY COUNTY PARTICIPANTS, LEADER PLUS AGENT AND LEADER ONLY HOMEMAKERS COMPLETING LESSON 4 ON PRE- AND POST-TESTS AND IMPROVEMENT**

<table>
<thead>
<tr>
<th>Test or Improvement</th>
<th>Possible Score</th>
<th>All Participants (N=66)**</th>
<th>Leader Plus Agent (N=32)</th>
<th>Leader Only (N=34)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>10</td>
<td>4.18</td>
<td>3.53</td>
<td>4.50</td>
</tr>
<tr>
<td>Post-test</td>
<td>10</td>
<td>8.15</td>
<td>7.50</td>
<td>8.76^</td>
</tr>
<tr>
<td>Improvement</td>
<td>10</td>
<td>+3.98^</td>
<td>+3.64</td>
<td>+4.29</td>
</tr>
</tbody>
</table>

*Scores are rounded to the nearest hundredth. Due to rounding of computer printout data, figures do not necessarily add to totals.

**Though 5 made zeros on improvement and were handled as missing cases in computer analysis, it was assumed that cases were equally distributed between Leader plus Agent (actually 5 cases) and Leader Only (actually 0 cases) approaches; so the F and t-tests were not rerun.

---

^The t value is significant at the .001 level of confidence (vertical).

^The F value is significant at the .001 level of confidence (horizontal).

^The F value is significant at the .01 level of confidence (horizontal).

^The F value is significant at the .05 level of confidence (horizontal).
**Post-test scores.** The Leader plus Agent members' mean Post-test score, 7.50, was lower than the Leader Only group, 8.76. The difference in Post-test scores was significant (.05 level of confidence).

**Improvement scores.** Significant improvement was noted for all participants, +3.98 points at the .001 level of confidence between Pre-test and Post-test. Thus, the unit did result in appreciably increased knowledge. However, there was no significant difference between the Improvement scores of the Leader plus Agent and the Leader Only members. Though not significantly different, the Leader plus Agent, +3.64, scored slightly lower than the Leader Only members, +4.29 points.

**Brief summary.** In summary of data in Table XI, it can be briefly said that Pre-test scores for the approaches did not differ significantly. The Post-test scores were significantly different at the .05 level of confidence with the Leader plus Agent group scoring significantly lower than the Leader Only members. For all members, Post-test scores were significantly higher (.001 level of confidence) than the Pre-test scores.

The Improvement scores did not differ significantly between approaches. However, Leader plus Agent scored slightly lower on the Pre-test, Post-test and Improvement scores than did the Leader Only members.

**Lesson Number Five: Vegetables**

Information in Table XII has to do with mean scores of participants in the Pre- and Post-tests of knowledge presented in Lesson 5 on Green Leafy and Yellow Vegetables. Findings will be
<table>
<thead>
<tr>
<th>Test or Improvement</th>
<th>Possible Score</th>
<th>All Participants (N=65)**</th>
<th>Leader Plus Agent (N=28)</th>
<th>Leader Only (N=37)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>10</td>
<td>5.38</td>
<td>5.21</td>
<td>5.51</td>
</tr>
<tr>
<td>Post-test</td>
<td>10</td>
<td>8.08</td>
<td>8.40</td>
<td>7.84</td>
</tr>
<tr>
<td>Improvement</td>
<td>10</td>
<td>+2.71^</td>
<td>+3.21</td>
<td>+2.32</td>
</tr>
</tbody>
</table>

^The t value is significant at the .001 level of confidence (vertical).
^The F value is significant at the .001 level of confidence (horizontal).
^The F value is significant at the .001 level of confidence (horizontal).
^The F value is significant at the .05 level of confidence (horizontal).

*Scores are rounded to the nearest hundredth. Due to rounding of computer printout data, figures do not necessarily add to totals.

**Though 6 made zeros on improvement and were handled as missing cases in computer analysis, it was assumed that cases were equally distributed between Leader plus Agent (actually 1 case) and Leader Only (actually 5 cases) approaches; so the F and t-tests were not rerun.
presented below for each of the following headings: Pre-test scores, Post-test scores, and Improvement scores (i.e., the difference between Pre- and Post-test scores).

**Pre-test scores.** The Pre-test for all participants resulted in a mean score of 5.38 points of a possible total of 10. Though not significantly different, the Leader plus Agent group, 5.21, scored lower than the Leader Only group, 5.51 points.

**Post-test scores.** The Leader plus Agent, 8.40, score was higher than the Leader Only group, 7.84, though not significantly.

**Improvement scores.** For all participants, significant improvement was noted, +2.71 points at the .001 level of confidence between Pre- and Post-tests. Thus, the unit did result in appreciably increased knowledge.

However, there was no significant difference between the Improvement scores of the Leader plus Agent and the Leader Only members. Though not significantly different, the Leader plus Agent group, 3.21 points, scored slightly higher than the Leader Only members, 2.32 points.

**Brief summary.** In summary of data in Table XII, it can be briefly said that Pre- and Post-test scores for the approaches did not differ significantly. For all members, Post-test scores were significantly higher (.001 level of confidence) than the Pre-test scores. The Improvement scores did not differ significantly between approaches.

However, Leader plus Agent, though not significantly, scored slightly lower on the Pre-test and slightly higher on Post-test and Improvement scores than did the Leader Only members.
Lesson Number Six: Planning a Wardrobe

Information in Table XIII has to do with mean scores of participants in the Pre- and Post-tests of knowledge presented in Lesson 6 on Planning a Wardrobe. Findings will be presented below for each of the following headings: Pre-test scores, Post-test scores, and Improvement scores (i.e., the difference between Pre- and Post-test scores).

Pre-test scores. The Pre-test for all participants resulted in a relatively high mean score in terms of those for all 10 lessons with a 7.31 of a possible total of 10 points. Though not significantly different, the Leader plus Agent, 7.25, scored slightly lower than the Leader Only group, 7.40 points.

Post-test scores. The Leader plus Agent score, 8.86, was higher than the Leader Only group, 8.72, though not significantly.

Improvement scores. For all participants, significant improvement was noted; +1.49 points at the .001 level of confidence between Pre- and Post-tests. Thus, the unit did result in appreciably increased knowledge.

However, there was no significant difference between the Improvement scores of the Leader plus Agent and the Leader Only members. Though not significantly different, the Leader plus Agent, 1.61 points, scored higher than the Leader Only members, 1.32 points.

Brief summary. In summary of data in Table XIII, it can be briefly said that Pre- and Post-test scores for the approaches did not differ significantly. For all members, Post-test scores were
TABLE XIII

MEAN SCORES* OF ALL MONTGOMERY COUNTY PARTICIPANTS, LEADER PLUS AGENT AND LEADER ONLY HOMEMAKERS COMPLETING LESSON 6 ON PRE- AND POST-TESTS AND IMPROVEMENT

<table>
<thead>
<tr>
<th>Test or Improvement</th>
<th>Possible Score</th>
<th>All Participants (N=61)**</th>
<th>Leader Plus Agent (N=36)</th>
<th>Leader Only (N=25)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- - - - - - Mean Score - - - - -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>10</td>
<td>7.31</td>
<td>7.25</td>
<td>7.40</td>
</tr>
<tr>
<td>Post-test</td>
<td>10</td>
<td>8.80</td>
<td>8.86</td>
<td>8.72</td>
</tr>
<tr>
<td>Improvement</td>
<td>10</td>
<td>+1.49^</td>
<td>+1.61</td>
<td>+1.32</td>
</tr>
</tbody>
</table>

^The F value is significant at the .01 level of confidence (horizontal).

The F value is significant at the .001 level of confidence (horizontal).

The t value is significant at the .001 level of confidence (vertical).

The F value is significant at the .05 level of confidence (horizontal).

*Scores are rounded to the nearest hundredth. Due to rounding of computer printout data, figures do not necessarily add to totals.

**Though 15 made zeros on improvement and were handled as missing cases in computer analysis, it was assumed that the cases were equally distributed between Leader plus Agent (actually 8 cases) and Leader Only (actually 7 cases) approaches; so the F and t-tests were not rerun.
significantly higher (.001 level of confidence) than the Pre-test scores. The Improvement scores did not differ significantly between approaches. However, the Leader plus Agent group scored slightly higher, though not significantly so, on the Post-test and Improvement scores.

Lesson Number Seven: Basic Elements of Design

Information in Table XIV has to do with mean scores of participants in the Pre- and Post-tests of knowledge presented in Lesson 7 on Basic Elements of Design. Findings will be presented below for each of the following headings: Pre-test scores, Post-test scores, and Improvement scores (i.e., the difference between Pre- and Post-test scores).

**Pre-test scores.** The Pre-test for all participants resulted in a relatively low mean score in terms of those for all 10 lessons with a 4.85 of a possible 10 points. Though not significantly different, the Leader plus Agent group, 4.89, scored slightly higher than the Leader Only group, 4.81 points.

**Post-test scores.** The Leader plus Agent, 6.64, score was much lower than that posted by the Leader Only group, 7.04, although not significantly so.

**Improvement scores.** For all participants, significant improvement was noted, +1.99 points (.001 level of confidence) between Pre- and Post-tests. Thus, the unit did result in appreciably increased knowledge. However, there was no significant difference between the Improvement score of the Leader plus Agent and the Leader Only members.
### TABLE XIV

**MEAN SCORES* OF ALL MONTGOMERY COUNTY PARTICIPANTS, LEADER PLUS AGENT AND LEADER ONLY HOMEMAKERS COMPLETING LESSON 7 ON PRE- AND POST-TESTS AND IMPROVEMENT**

<table>
<thead>
<tr>
<th>Test or Improvement</th>
<th>Possible Score</th>
<th>All Participants (N=67)**</th>
<th>Leader Plus Agent (N=36)</th>
<th>Leader Only (N=31)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Mean Score</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>10</td>
<td>4.85</td>
<td>4.89</td>
<td>4.81</td>
</tr>
<tr>
<td>Post-test</td>
<td>10</td>
<td>6.84</td>
<td>6.64</td>
<td>7.04</td>
</tr>
<tr>
<td>Improvement</td>
<td>10</td>
<td>+1.99(^a)</td>
<td>+1.75</td>
<td>+2.23</td>
</tr>
</tbody>
</table>

\(^a\)The t value is significant at the .001 level of confidence (vertical).

\(^e\)The F value is significant at the .001 level of confidence (horizontal).

\(^f\)The F value is significant at the .01 level of confidence (horizontal).

\(^g\)The F value is significant at the .05 level of confidence (horizontal).

*Scores are rounded to the nearest hundredth. Due to rounding of computer printout data, figures do not necessarily add to totals.

**Though 10 made zeros on improvement and were handled as missing cases in computer analysis, it was assumed that cases were equally distributed between Leader plus Agent (actually 5 cases) and Leader Only (actually 5 cases) approaches; so the F and t-tests were not rerun.
Though not significantly different, the Leader plus Agent, 1.75 points, improved less than the Leader Only members, 2.23 points.

**Brief summary.** In summary of data in Table XIV, it can be said that Pre- and Post-test scores for the approaches did not differ significantly. For all members, Post-test scores were significantly higher (.001 level of confidence) than the Pre-test scores. The Improvement scores did not differ significantly between approaches.

However, the Leader Only group scored higher than the Leader plus Agent members on the Post-test and Improvement scores.

**Lesson Number Eight: Native Crafts**

Information in Table XV has to do with mean scores of participants in the Pre- and Post-tests of knowledge presented in Lesson 8 on Native Crafts. Findings will be presented below for each of the following headings: Pre-test scores, Post-test scores, and Improvement scores (i.e., the difference between Pre- and Post-test scores).

**Pre-test scores.** The Pre-test for all participants resulted in a mean score of 6.16. Though not significantly different, the Leader plus Agent group, 5.92, scored somewhat lower than the Leader Only group, 6.42 points.

**Post-test scores.** The Leader plus Agent, 9.00, score was higher than that for the Leader Only group, 8.63, although not significantly.

**Improvement scores.** For all participants, significant improvement was noted, +2.65 points at the .001 level of confidence between Pre- and
### TABLE XV

**MEAN SCORES* OF ALL MONTGOMERY COUNTY PARTICIPANTS, LEADER PLUS AGENT AND LEADER ONLY HOMEMAKERS COMPLETING LESSON 8 ON PRE- AND POST-TESTS AND IMPROVEMENT**

<table>
<thead>
<tr>
<th>Test or Improvement</th>
<th>Possible Score</th>
<th>All Participants (N=72)**</th>
<th>Leader Plus Agent (N=37)</th>
<th>Leader Only (N=35)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>10</td>
<td>6.16</td>
<td>5.92</td>
<td>6.42</td>
</tr>
<tr>
<td>Post-test</td>
<td>10</td>
<td>8.81</td>
<td>9.00</td>
<td>8.63</td>
</tr>
<tr>
<td>Improvement</td>
<td>10</td>
<td>+2.65*</td>
<td>+3.08</td>
<td>+2.21^</td>
</tr>
</tbody>
</table>

*The t value is significant at the .001 level of confidence (vertical).

The F value is significant at the .001 level of confidence (horizontal).

The F value is significant at the .01 level of confidence (horizontal).

The F value is significant at the .05 level of confidence (horizontal).

*Scores are rounded to the nearest hundredth. Due to rounding of computer printout data, figures do not necessarily add to totals.

**One more pre-test score (36) was available for Leader Only than on the Post-test (35), so it was assumed that the missing case individual had the average for the Pre-test scores.
Post-tests. Thus, the unit resulted in appreciably increased knowledge.

Also, the Leader plus Agent Improvement score mean, +3.08, was significantly greater, P<.05, than that recorded for Leader Only members, +2.21 points. Thus, though they started at a slightly lower level, the Leader plus Agent group improved appreciably more, as measured by the test instruments, than the Leader Only group.

**Brief summary.** To summarize data in Table XV, it can be said that Pre-test and Post-test scores for the approaches did not differ significantly, though Post-test scores were significantly higher (.001 level of confidence) than Pre-test scores.

However, the Leader plus Agent Improvement score was significantly greater than that of the Leader Only members (P<.05).

**Lesson Number Nine: Dairy Foods**

Information in Table XVI has to do with mean scores of participants in the Pre- and Post-tests of knowledge presented in Lesson 9 on Dairy Foods. Findings will be presented below for each of the following headings: Pre-test scores, Post-test scores, and Improvement scores (i.e., the difference between Pre- and Post-test scores).

**Pre-test scores.** The Pre-test for all participants resulted in a mean score of 5.65. Though not significantly different, the Leader plus Agent, 5.62, scored slightly lower than the Leader Only group, 5.68 points.
TABLE XVI

MEAN SCORES* OF ALL MONTGOMERY COUNTY PARTICIPANTS,
LEADER PLUS AGENT AND LEADER ONLY HOMEMAKERS
COMPLETING LESSON 9 ON PRE- AND POST-
TESTS AND IMPROVEMENT

<table>
<thead>
<tr>
<th>Test or Improvement</th>
<th>Possible Score</th>
<th>All Participants (N=83)**</th>
<th>Leader Plus Agent (N=42)</th>
<th>Leader Only (N=41)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>10</td>
<td>5.65</td>
<td>5.62</td>
<td>5.68</td>
</tr>
<tr>
<td>Post-test</td>
<td>10</td>
<td>8.49</td>
<td>7.90</td>
<td>9.10^e</td>
</tr>
<tr>
<td>Improvement</td>
<td>10</td>
<td>+2.74^a</td>
<td>+2.28</td>
<td>+3.42^e</td>
</tr>
</tbody>
</table>

^aThe t value is significant at the .001 level of confidence (vertical).
^eThe F value is significant at the .001 level of confidence (horizontal).
^fThe F value is significant at the .01 level of confidence (horizontal).
^gThe F value is significant at the .05 level of confidence (horizontal).

*Scores are rounded to the nearest hundredth. Due to the rounding of computer printout data, figures do not necessarily add to totals.

**There were no missing cases in computer analysis.
Post-test scores. The Leader plus Agent score, 7.90, was significantly lower than that of the Leader Only members, 9.10, at the .001 level of confidence. Improvement scores. For all participants, significant improvement was noted, +2.74 points, at the .001 level of confidence between Pre- and Post-tests. Thus, the unit resulted in appreciably increased knowledge. Also, the Leader plus Agent Improvement score mean, +2.28, was significantly less (P<.05) than that recorded for Leader Only members, +3.42 points. Thus, while they started at a higher level, the Leader Only also improved appreciably more, as measured by the test instruments, than the Leader plus Agent group.

Brief summary. To summarize data in Table XVI, it can be said that Pre-test scores did not differ significantly. The Post-test scores did differ significantly at the .001 level of confidence with the Leader plus Agent group scoring lower than the Leader Only members. For all members, Post-test scores were significantly higher (.001 level of confidence) than the Pre-test scores. Also, the Leader plus Agent Improvement score was significantly less than that of the Leader Only members at the .001 level of confidence.

Lesson Number Ten: Energy Conservation

Information in Table XVII has to do with mean scores of participants in the Pre- and Post-tests of knowledge presented in Lesson 10 on Energy Conservation. Findings will be presented below.
TABLE XVII

MEAN SCORES* OF ALL MONTGOMERY COUNTY PARTICIPANTS, LEADER PLUS AGENT AND LEADER ONLY HOMEMAKERS COMPLETING LESSON 10 ON PRE- AND POST-TESTS AND IMPROVEMENT

<table>
<thead>
<tr>
<th>Test or Improvement</th>
<th>Possible Score</th>
<th>All Participants (N=72)**</th>
<th>Leader Plus Agent (N=38)</th>
<th>Leader Only (N=34)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>10</td>
<td>6.50</td>
<td>6.11</td>
<td>6.94^</td>
</tr>
<tr>
<td>Post-test</td>
<td>10</td>
<td>8.83</td>
<td>8.76</td>
<td>8.91</td>
</tr>
<tr>
<td>Improvement</td>
<td>10</td>
<td>+2.33^®</td>
<td>+2.65</td>
<td>+1.95^g</td>
</tr>
</tbody>
</table>

^The t value is significant at the .001 level of confidence (vertical).
®The F value is significant at the .001 level of confidence (horizontal).
The F value is significant at the .01 level of confidence (horizontal).
^The F value is significant at the .05 level of confidence (horizontal).
*Scores are rounded to the nearest hundredth. Due to rounding of computer printout data, figures do not necessarily add to totals.
**Though 3 made zeros on improvement and were handled as missing cases in computer analysis, it was assumed that cases were equally distributed between Leader plus Agent (actually 1 case) and Leader Only (actually 2 cases) approaches; so the F and t-tests were not rerun.
for each of the following headings: Pre-test scores, Post-test scores, and Improvement scores (i.e., the difference between Pre- and Post-test scores).

**Pre-test scores.** The Pre-test for all participants resulted in a mean score of 6.50 of a possible total of 10 points. The Leader plus Agent group, 6.11 points, scored significantly lower than the Leader Only group, 6.94 points, at the .05 level of confidence.

**Post-test scores.** There was no significant difference between Post-test scores, though the Leader plus Agent group scored 8.76 points, which was slightly less than the Leader Only score of 8.91.

**Improvement scores.** For all participants, significant improvement was noted, +2.33, at the .001 level of confidence between Pre-test and Post-test. Thus, the unit did result in appreciably increased knowledge. Also, the Leader plus Agent Improvement score mean, 2.65 points, was significantly greater (P<.05) than that recorded for Leader Only members, 1.95 points.

**Brief summary.** To summarize data in Table XVII, it can briefly be said that the Leader plus Agent group scored significantly lower, at the .05 level of confidence, on the Pre-test. There was no significant difference between approaches on the Post-test scores though all participants scored significantly higher (.001 level of confidence) than on the Pre-test. Finally, the Leader plus Agent Improvement score was significantly greater at the .05 level of confidence.
Lessons Number One Through Number Ten

Information in Table XVIII has to do with scores of participants in the Pre- and Post-tests of knowledge presented in all 10 lessons. Findings will be presented below for each of the following headings: Pre-test scores, Post-test scores, and Improvement scores (i.e., the difference between Pre- and Post-test scores).

Pre-test scores. The Pre-test mean for all participants on all lessons was 5.74 of a possible 10 points. The Leader plus Agent group, 5.67 points, scored slightly lower though not significantly lower than the Leader Only group at 5.81 points.

Post-test scores. There was no significant difference between Post-test scores, though the Leader plus Agent group scored 8.03 points, which was slightly less than the Leader Only mean score of 8.26.

Improvement scores. For all participants, significant improvement was noted, +2.47 (.001 level of confidence), between Pre-test and Post-test scores. Thus, the series of 10 lessons did result in appreciably increased knowledge. The Leader plus Agent Improvement score, 2.46, was about the same as that scored by the Leader Only members, 2.48 points.

Brief summary. To summarize data in Table XVIII, it can briefly be said that there was no significant difference on Pre-test scores for all lessons. Likewise, there was no significant difference on Post-test scores. However, Leader plus Agent mean scores were slightly less for both Pre- and Post-tests. All participants scored significantly higher (.001 level of confidence) on the Post-test than on the Pre-test with an
### TABLE XVIII

**MEAN SCORES* OF ALL MONTGOMERY COUNTY PARTICIPANTS, LEADER PLUS AGENT AND LEADER ONLY HOMEMAKERS COMPLETING ALL TEN LESSONS ON PRE- AND POST-TESTS AND IMPROVEMENT**

<table>
<thead>
<tr>
<th>Test or Improvement</th>
<th>Possible Score</th>
<th>All Participants (N=106)**</th>
<th>Leader Plus Agent (N=54)</th>
<th>Leader Only (N=52)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-test</td>
<td>10</td>
<td>5.74</td>
<td>5.67</td>
<td>5.81</td>
</tr>
<tr>
<td>Post-test</td>
<td>10</td>
<td>8.14</td>
<td>8.03</td>
<td>8.26</td>
</tr>
<tr>
<td>Improvement</td>
<td>10</td>
<td>+2.47^</td>
<td>+2.46</td>
<td>+2.48</td>
</tr>
</tbody>
</table>

*a The t value is significant at the .001 level of confidence (vertical).

^b The F value is significant at the .001 level of confidence (horizontal).

^c The F value is significant at the .01 level of confidence (horizontal).

^d The F value is significant at the .05 level of confidence (horizontal).

* Scores are rounded to the nearest hundredth. Due to rounding of computer printout data, figures do not necessarily add to totals.

** All (54) Leader plus Agent and all (52) Leader Only totals on Pre-test, Post-test and Improvement scores were available. Therefore, there were no missing cases in computer analysis.
overall 2.47 Improvement score. The Leader plus Agent Improvement score, 2.46, and that for the Leader Only approach, 2.48 points, were approximately the same.

B. OTHER PARTICIPANT RESPONSES

Comparisons of participant responses to items on a questionnaire administered before the experimental lessons were taught in 1976, and following the lessons in 1978, are shown in Table XIX. Data were not available according to study approach since responses were anonymously recorded.

Club Meetings Attended

Participants reported attending, on the average, 7.5 club meetings the year prior to the study and 8.5 during the study year—an increase of one full meeting. Interest generated by the study may have led HDC members to register this increase.

Visits to the Extension Office

Though not available for the year prior to the study, HDC members, on the average, reported visiting the Extension office 1.5 times during the test year. Visits could have been made for the purposes of getting additional training and/or materials from the Extension office related to the lessons taught.

County-wide HDC Activities Attended

While participants attended an average of 3.2 county-wide HDC activities the year before the study, they attended 5.1 during the test
<table>
<thead>
<tr>
<th>PARTICIPANT RESPONSE ITEM</th>
<th>MEAN RESPONSE 1976-77 (N=106)</th>
<th>MEAN RESPONSE 1977-78 (N=106)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No. regular HDC meetings attended previous year</td>
<td>7.5</td>
<td>8.5</td>
</tr>
<tr>
<td>2. No. visits to the Extension Office previous year</td>
<td>N/A</td>
<td>1.5</td>
</tr>
<tr>
<td>3. No. countywide HDC activities previous year</td>
<td>3.2</td>
<td>5.1</td>
</tr>
<tr>
<td>4. No. phone calls to County Extension Office previous year</td>
<td>1.7</td>
<td>2.0</td>
</tr>
<tr>
<td>5. No. times remembered Extension Agent attending HDC meetings</td>
<td>3.5</td>
<td>2.9</td>
</tr>
<tr>
<td>6. No. times recalled Agent giving HDC demonstrations</td>
<td>3.2</td>
<td>1.7</td>
</tr>
<tr>
<td>7. No. times remembered Leader demonstrations</td>
<td>3.5</td>
<td>5.6</td>
</tr>
<tr>
<td>8. Attitude toward year's HDC programs*</td>
<td>8.9</td>
<td>9.1</td>
</tr>
<tr>
<td>9. Help anticipated or received from experimental lessons score**</td>
<td>18.8</td>
<td>19.7</td>
</tr>
</tbody>
</table>

*The reaction scale used was: 0 = Uncertain, Disagree, Strongly Disagree or No Answer; 1 = Agree; 2 = Strongly Agree (range = 0-16 for eight items studied). Thus, average of 8-12 = Agree; 12-16 = Strongly Agree.

**The reaction scale used was: 0 = No Help; 1 = Little Help; 3 = Most Helpful (range = 0-30 for ten lessons). Thus, average of 10-20 = Some Help, and 20-30 = Most Helpful.
year, indicating they attended approximately two more activities during the study.

Telephone Calls to County Extension Office

On the average, participants telephoned the county Extension office 1.7 times in 1876-77 and 2.0 during the 1977-78 test year. This indicated a slight increase in phoning during the period.

Remembered Extension Agent Attending HOC Meetings

While participants remembered the Extension Agent attending HOC meetings an average of 3.5 times in the year prior to the study, they remembered the Agent attending 2.9 during the test year. Since the Leader Only approach meant the leaders gave demonstrations instead of the Agent and leaders also gave one-half of the demonstrations with the Leader plus Agent group, the Agent actually did attend fewer club meetings in 1977-78.

Recalled Agent Gave HOC Demonstrations

Again, the decrease in the average number of demonstrations participants recalled the agent giving, from 3.2 in 1976-77 to 1.7 in 1977-78, reflected the shift from more Agent demonstrations presented during the year prior to the study to fewer under the experimental approaches.

Remembered Leader Demonstrations

The increase in leader demonstrations under the test approaches is further reflected in the average number remembered by participants for the year before the study, 3.5, and the test year, 5.6. The average
increase of more than two leader demonstrations shows the overall extent of the change as remembered by participants.

**Attitude Toward Year's HDC Program**

An attitude reaction scale was developed based on favorable responses participants gave on eight items selected for the purpose. Reactions on each item were made ranging from a score of 0, reflecting reactions of Uncertain, Disagree, Strongly Disagree or No answer, to a score of 1 for Agree and 2 for Strongly Agree (see Appendixes A and B). Total possible score, then for eight items scored was 16 points.

When participant reactions to the prior years' programs were compared, it was found that the average score for 1976-77, 8.9, was only slightly lower than that for 1977-78, 9.1 points. Both scores registered in the "Agree" category of favorable response and attitude.

**Help Anticipated or Received from Lessons**

A helpfulness anticipated and help received reaction scale was developed based on favorable responses participants gave on 10 items selected for the purpose. Reactions on each item were made ranging from a score of 0, reflecting No Help to a score of 1 for Little Help, 2 for Some Help and Most Helpful. Total possible score, then, for 10 items was 30 points (see Appendixes A and B).

When participant anticipations to the past year's program were compared to actual results, it was found that the average Anticipated Helpfulness score for 1977-78, 18.8, was nearly one full point lower than the Help Received score for 1977-78, 19.7 points. Both scores, however, registered "Helpful"—indicating that participants both
expected to receive and felt they had received helpful material in the test year.

Informal Reactions of Participants

Consideration also was given to informal remarks concerning the Leader Only and the Leader plus Agent approaches during the year's study and written remarks included on the final evaluation form.

Many comments of club members under the Leader plus Agent approach indicated the fact that they grew tired of the tests and often confused the "approach" with the "tests." However, the Leader Only group seemed to develop a pride in trying to score well in the testing system and did not confuse it as much with the approach as the others. Also, they less frequently indicated their dislike of taking the tests.

Some Leader Only members and a few Leader plus Agent members stated that they believed the testing reinforced material presented in the lessons. Both groups were willing to continue the approaches, with many of the Leader Only members stating that they did miss having the Agent at their meetings.
CHAPTER V

SUMMARY AND CONCLUSIONS

Home Demonstration Club Leadership approaches in Tennessee vary from county to county to best meet a given county's needs. The present study was designed to investigate two Leader approaches: the Leader Only and the Leader plus Agent. It assumes that the use of well-trained subject matter leaders is of importance to the continued growth of the HDC program.

The purpose of this study was to compare the Leader Only and the Agent plus Leader approaches as tested with Home Demonstration Clubs in Montgomery County, Tennessee. The data collected included Pre-test and Post-test scores for 10 home economics lessons and participant responses to Initial and Final Surveys.

The study involved 6 HDC's and 106 members over a year's program of 10 lessons. The mean age of all participants was 50.3 years with the Leader Only members, on the average, significantly older, 56.0 years, than those in the Leader plus Agent group, 44.7 years. Further, Leader Only and Leader plus Agent participants differed very significantly in marital status with more Leader Only members widowed or unmarried (i.e., 32.7 percent) than Leader plus Agent (i.e., 1.9 percent). Also, very significantly more Leader plus Agent participants (i.e., 24.1 percent) were employed outside the home than was true for Leader Only (i.e., 13.4 percent). The two groups did not differ significantly in years in HDC, educational levels, and family income. Therefore, it was felt they were similar enough for comparison.
The procedure for this study was based on the major null hypothesis that there was no difference between the scores (i.e., as measured by Pre-test, Post-test, and Improvement scores) of Leader Only and Leader plus Agent participants on the 10 lessons studied.

A year's program, consisting of 10 lessons, was developed. Lesson 1 dealt with the principles of purchasing home furnishings. Lesson 2 dealt with the importance of having a family night. Lesson 3 concerned the importance of appropriate records of family expenditures. Lesson 4 related to table setting techniques. Lesson 5 dealt with dark green leafy and yellow vegetables in family meals. Lesson 6 dealt with planning a wardrobe. Lesson 7 dealt with basic elements of design. Lesson 8 was on native crafts. Lesson 9 had to do with dairy foods. Lesson 10 concerned energy conservation methods.

The two approach groups consisted of active members of 6 HDC's in Montgomery County, Tennessee, in 1977-78. Purposive sampling was used to select the 6 from 39 organized HDC's in the county. Selection was based on age of clubs and whether clubs were rural or urban. Each approach group consisted of one rural and two urban clubs. The three clubs in each approach group included one younger club (organized less than 4 years), one middle-aged club (organized between 4 and 10 years) and one older club (organized for more than 10 years).

Club members were given the Pre-test, the lesson, and the Post-test each time in sequence. The lessons were presented to the study clubs by one of the two approaches (Leader Only or Leader plus Agent) at regular meetings. Scores were recorded for each test. The difference between Pre-test and Post-test scores was calculated and reported as the Improvement score.
Statistical analyses for test scores included the analysis of variance and student's t-test. The .05 level of confidence was selected for the study.

Also, other participant responses were obtained before and after the test period including contacts with Extension, attitudes and expectations regarding helpfulness of the 10 lessons and the results. Scales were developed for rating the favorableness of responses to 8 selected items and for rating the degree to which lessons were expected to prove helpful and found to prove helpful in terms of reactions to 10 items.

A. SUMMARY OF MAJOR FINDINGS

The differences between the Pre-test and Post-test scores, or the Improvement scores, showed significant improvement for both the Leader plus Agent and the Leader Only groups for each of the 10 lessons and also for the 10 lesson totals.

Only one Pre-test score (i.e., that for Lesson 10) was significantly different. It was greater for the Leader Only clubs.

Leader plus Agent group participants scored significantly higher on the Improvement scores for Lessons 1, 8, and 10. They also scored significantly higher on Post-test scores on Lesson 3. The Leader Only group scored significantly higher on Lesson 4 and Lesson 9 Post-tests. Also, the Leader only participants scored very significantly higher on the Improvement score on Lesson 9.

Total Pre-test, total Post-test and total Improvement scores (combined for all 10 lessons) showed no significant differences between approaches.
In brief summary, the differences between groups by lessons, were:

1. Lesson 1
   Pre-test (not significant)
   Post-test (not significant)
   Improvement (Leader plus Agent members scored significantly higher)

2. Lesson 2
   Pre-test (not significant)
   Post-test (not significant)
   Improvement (not significant)

3. Lesson 3
   Pre-test (not significant)
   Post-test (Leader plus Agent members scored very significantly higher)
   Improvement (not significant)

4. Lesson 4
   Pre-test (not significant)
   Post-test (Leader Only members scored significantly higher)
   Improvement (not significant)

5. Lesson 5
   Pre-test (not significant)
   Post-test (not significant)
   Improvement (not significant)
6. Lesson 6
   Pre-test (not significant)
   Post-test (not significant)
   Improvement (not significant)

7. Lesson 7
   Pre-test (not significant)
   Post-test (not significant)
   Improvement (not significant)

8. Lesson 8
   Pre-test (not significant)
   Post-test (not significant)
   Improvement (Leader plus Agent members scored significantly higher)

9. Lesson 9
   Pre-test (not significant)
   Post-test (Leader Only members scored very significantly higher)
   Improvement (Leader Only was very significantly higher)

10. Lesson 10
    Pre-test (Leader Only members scored significantly higher)
    Post-test (not significant)
    Improvement (Leader plus Agent members scored significantly higher)

11. Lessons 1 through 10 Totals
    Pre-test (not significant)
    Post-test (not significant)
    Improvement (not significant)
Related to Initial and Final Survey

HDC members were given an Initial Survey with sections to be repeated in the Final Survey. Thus, before and after information was available for comparison with reference to Extension contacts, attitudes, expectations and reactions regarding benefits of the experimental lessons.

There was an increase in Extension contacts between 1976-77 and 1977-78 HDC years. Club members increased the number of HDC meetings they attended with a mean increase of one meeting (i.e., from 7.5 meetings to 8.5). The mean number of county-wide activities attended increased from 3.2 to 5.1. Also, the number of times members remembered Leaders giving demonstrations increased from 3.5 to 5.6, while Agent demonstrations were recalled fewer times (i.e., decreased from 3.5 to 2.9 times) because of the Leader Only and Leader plus Agent approaches. The Agent did, however, meet one-half of the clubs every other time and the other one-half at least once during the test year.

Attitudes toward the HDC program showed a slight increase after the year's program, though attitudes were favorable both before and after.

While participants, at the outset, foresaw receiving "Some Help" from the proposed lessons, results after the lessons indicated that they felt the experimental materials had been "Helpful."

Consideration also was given to informal remarks concerning the Leader Only and the Leader plus Agent approaches during the year's study and written remarks included on the final evaluation form.

Many comments from members of clubs under the Leader plus Agent approach indicated the fact that they grew tired of the tests and often
confused the "approach" with the "tests." However, the Leader Only group seemed to develop a pride in trying to do well on the testing system and did not confuse it with the approach as much. Also, fewer indicated their dislike of taking the tests.

Some Leader Only members and a few Leader plus Agent members stated that they believed the testing reinforced material presented in the lessons. Both groups were willing to continue the approaches, with many of the Leader Only members stating that they did miss having the Agent at their meetings.

B. CONCLUSIONS

Based on the results of the study, the following conclusions are made:

1. Since the Improvement scores (i.e., between Pre-test and Post-test scores) for all 10 lessons were significant, it may be said that learning did occur as a result of both Leader Only and Leader plus Agent approaches as measured by these instruments.

2. Since no significant differences were found in Total Improvement scores of Leader Only and Leader plus Agent members, it may be said that there was no significant difference in the amount of subject matter learned.

3. Since the comparison of sections of the Initial and Final Survey showed increased contacts, greater attendance at meetings and more involvement in special events over the previous year, it is indicated that the study of the approaches apparently had stimulated these measures of club participation.
4. Willingness of HDC groups to continue with the approaches suggests that they may well be considered viable alternatives in HDC organizations in the county.

C. RECOMMENDATIONS

Related to Use of Findings

Based on study findings, it is recommended that lessons and approaches here developed and tested be made available for use by other HDC's throughout the county and in other counties similar to Montgomery. Lesson material should prove useful for any Agent or Leader.

Related to Further Studies

1. The Leader Only approach used typically in certain Tennessee counties (i.e., Davidson and Knox) should be studied to compare the two approaches researched in the present investigation.

2. The present study should be duplicated in other similar counties to check results under different conditions.

3. Other measures should be considered in comparing effects of Leader Only and Leader plus Agent approaches. For example, did either approach result in additional clubs and/or members? Which represented most effective use of Agent and Leader time?

4. Studies might be helpful to compare the Agent only approach used in some counties with approaches used in the present study.
BIBLIOGRAPHY


8. __________, Leader Development through Training Meetings. The University of Tennessee, Knoxville, Agricultural Extension Service, Publication SC 666, March 1968.


APPENDIXES
APPENDIX A

THE INITIAL SURVEY
This year we are asking for your help in testing some different approaches in an effort to obtain direction and improve the Home Demonstration Club program. We would like to have a few minutes of your time to answer questions about you and your club. Your answers will be confidential and used in summary form with those of other club members.

Thank you in advance for your cooperation.

I. PERSONAL INFORMATION

NAME ___________________________ CLUB ___________________________

1. How long have you belonged to this Home Demonstration Club? (check one)
   a. Less than 1 year _______
   b. More than 1 year, less than 3 years _______
   c. More than 3 years, less than 10 years _______
   d. More than 10 years _______

2. A. Have you ever belonged to another Home Demonstration Club? (check one)
   _____ a. Yes _____ b. No

   B. If yes, in what county____________ state_______?

3. Do you know where the Extension Office is located? (check one)
   _____ a. Yes _____ b. No

4. A. Have you visited the Extension Office within the last year? (check one)
   _____ a. Yes _____ b. No

   B. If yes, how many times? (circle one)
   0 1 2 3 4 5 6 7 8 9 10 11 12

5. Where is your home located? (check one)
   _____ a. Farm ______ b. Rural non-farm ______ c. Urban ______ d. Other (Specify_______)

6. What is your marital status? (check one)
   _____ a. Married ______ b. Divorced ______ c. Widowed (husband deceased) ______
   _____ d. Unmarried ______ e. Other (Specify____________)

65
A. Husband's occupation ________________________________

7. How many children do you have? (check one)
   _____ a. None       _____ e. Four
   _____ b. One       _____ f. Five
   _____ c. Two       _____ g. Six
   _____ d. Three     _____ h. Over six

8. How many children do you have living in your home at the present time? (check one)
   _____ a. None       _____ e. Four
   _____ b. One       _____ f. Five
   _____ c. Two       _____ g. Six
   _____ d. Three     _____ h. Over six

9. OPTIONAL: In which age group do you belong? (check one)
   _____ a. Under 25 years   _____ c. 40 - 60
   _____ b. 25 - 40         _____ d. 60 and above

10. Homemaker's educational level (check one)
    _____ a. Less than 7 years
    _____ b. More than 7 years, less than 12 years
    _____ c. 12 years
    _____ d. B. S. degree
    _____ e. Master's degree

11. Do you work outside the home? (check one)
    _____ a. Full-time (40 hours or more per week)
    _____ b. Part-time (Less than 40 hours per week)
    _____ c. None (Do not work outside the home)

   A. Occupation ________________________________

12. List other organizations and groups to which you belong.
    1. ____________________________________________
    2. ____________________________________________
    3. ____________________________________________
    4. ____________________________________________

13. OPTIONAL: What is your approximate yearly family income? (check one)
    _____ a. Less than $5,000
    _____ b. More than $5,000, less than $10,000
    _____ c. More than $10,000, less than $15,000
    _____ d. More than $15,000

II. EXTENSION CONTACTS

1. Number of regular Home Demonstration Club meetings you attended last year. (circle one)
   0 1 2 3 4 5 6 7 8 9 10 11 12
2. Number of county-wide Home Demonstration Club activities attended last year. (circle one)
   0 1 2 3 4 5 6 7 8 9 10 11 12

3. How many times, if any, did you telephone the Extension Office? (circle one)
   0 1 2 3 4 5 6 7 8 9 10 11 12

4. Number of times Agent attended your Home Demonstration Club last year when you were in attendance. (circle one)
   0 1 2 3 4 5 6 7 8 9 10 11 12

5. Number of times Agent presented demonstrations to your Home Demonstration Club last year when you were in attendance. (circle one)
   0 1 2 3 4 5 6 7 8 9 10 11 12

6. Number of times a leader presented demonstrations to your club last year when you were in attendance. (circle one)
   0 1 2 3 4 5 6 7 8 9 10 11 12

7. Number of times Agent visited in your home last year. (circle one)
   0 1 2 3 4 5 6 7 8 9 10 11 12
III. PROGRAM EXPECTATIONS AND REACTIONS:

Please answer the following questions about the lessons given in 1976-77 in your Home Demonstration Club by checking (✓) the block that most nearly indicates your reaction to the statement.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree Scores 2</th>
<th>Agree Scores 1</th>
<th>Uncertain Scores 0</th>
<th>Disagree Scores 0</th>
<th>Strongly Disagree Scores 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The demonstrations we had in Home Demonstration Club reflected my needs and interests.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The atmosphere in my Home Demonstration Club was conducive to learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I got factual, current information from the demonstrations taught in my Home Demonstration Club.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. The subject matter leaders seemed to have a good grasp of the information they presented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The subject matter leaders held my attention throughout the lesson periods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. The demonstration nearly always the right length—was short enough to keep me from getting tired of it, but long enough to cover the subject adequately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. The demonstrations were presented in a variety of ways to make the lessons more interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. The subject matter leaders nearly always did a good job teaching the lessons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.* We did not have enough variety in the study topics presented last year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j.* I think I would get more from a demonstration if I got the information from the training meeting myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not used in scoring favorableness of attitude.
2. Which of the following subjects that will be covered in Home Demonstration Clubs do you believe will prove most helpful to you in your homemaking task?

<table>
<thead>
<tr>
<th></th>
<th>Most Helpful Scores 3</th>
<th>Some Help Scores 2</th>
<th>Little Help Scores 1</th>
<th>No Help Scores 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Homemakers to learn principles of purchasing furnishings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Homemakers to learn how to plan a family fun night.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Homemakers to keep appropriate records of family expenditures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Homemakers to learn table setting techniques.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Homemakers to increase the number of servings of dark green leafy and yellow vegetables in family meals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Homemakers to plan wardrobe needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Homemakers to learn basic elements of design.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Homemakers to learn a native craft.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Homemakers to use dairy foods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Homemakers to learn and apply energy conservation methods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Will you be able to apply any of the things you learn?

<table>
<thead>
<tr>
<th></th>
<th>Yes Many</th>
<th>Yes Few</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Homemakers to learn principles of purchasing home furnishings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Homemakers to learn how to plan a family fun night.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Homemakers to keep appropriate records of family expenditures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Homemakers to learn table setting techniques.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Homemakers to increase the number of servings of dark green leafy and yellow vegetables in family meals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Homemakers to plan wardrobe needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Homemakers to learn basic elements of design.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Homemakers to learn a native craft.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Homemakers to use dairy foods.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Homemakers to learn and apply energy conservation methods.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

THE FINAL EVALUATION FORM
1977-1978

Alternative Montgomery County Approach Questionnaire

FINAL EVALUATION FORM

During the last year, you have been helpful in testing some different approaches designed to obtain direction and improve the Montgomery County Home Demonstration Club program. This is the final phase of our study. We would like to have a few minutes of your time to answer questions about you and your club. Your answers will be confidential and used in summary form with those of other club members.

I. PERSONAL INFORMATION

NAME___________________________ CLUB___________________________

1. a. Have you visited the Extension Office within the last year?

_____ Yes _____ No

b. If yes, how many times? (circle one)

1 2 3 4 5 6 7 8 9 10 11 12

II. EXTENSION CONTACTS

1. Number of regular Home Demonstration Club meetings you attended last year. (circle one)

0 1 2 3 4 5 6 7 8 9 10 11 12

2. Number of county-wide Home Demonstration Club meetings you attended last year. (circle one)

0 1 2 3 4 5 6 7 8 9 10 11 12

3. How many times, if any, did you telephone the Extension Office? (circle one)

0 1 2 3 4 5 6 7 8 9 10 11 12

4. Number of times Agent attended your Home Demonstration Club last year when you were in attendance. (circle one)

0 1 2 3 4 5 6 7 8 9 10 11 12

5. Number of times Agent presented demonstration to your Home Demonstration Club last year when you were in attendance. (circle one)

0 1 2 3 4 5 6 7 8 9 10 11 12

72
6. Number of times a leader presented demonstrations to your club last year when you were in attendance. (circle one)
0 1 2 3 4 5 6 7 8 9 10 11 12

7. Number of times Agent visited in your home last year. (circle one)
0 1 2 3 4 5 6 7 8 9 10 11 12
III. PROGRAM REACTIONS

Please answer the following questions about the lessons given in 1977-1978 in your Home Demonstration Club by checking (✓) in the block that most nearly indicated your reactions to the statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree Scores 2</th>
<th>Agree Scores 1</th>
<th>Uncertain Scores 0</th>
<th>Disagree Scores 0</th>
<th>Strongly Disagree Scores 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The demonstrations we had in Home Demonstration Club reflected my needs and interests.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The atmosphere in my Home Demonstration Club was conducive to learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I got factual, current information from the demonstration taught in my Home Demonstration Club.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. The subject matter leaders seemed to have a good grasp of the information they presented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The subject matter leaders held my attention throughout the lesson periods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. The demonstration nearly always the right length—short enough to keep me from getting tired of it, yet long enough to cover the subject adequately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. The demonstrations were presented in a variety of ways to make the lessons more interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. The subject matter leaders nearly always did a good job teaching the lessons.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.* We did not have enough variety in the study topics presented last year.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j.* I think I would get more from a demonstration if I got the information from the training meeting myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not used in scoring favorableness of attitude.
Which of the following subjects that were covered in Home Demonstration Clubs proved most helpful to you in your homemaking task?

<table>
<thead>
<tr>
<th>Most Helpful Scores 3</th>
<th>Some Help Scores 2</th>
<th>Little Help Scores 1</th>
<th>No Help Scores 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Homemakers to learn principles of purchasing home furnishings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Homemakers to learn how to plan a family fun night.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Homemakers to keep appropriate records of family expenditures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Homemakers to learn table setting techniques.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Homemakers to increase the number of servings of dark green leafy and yellow vegetables in family meals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Homemakers to plan wardrobe needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Homemakers to learn basic elements of design.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Homemakers to learn a native craft.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Homemakers to use dairy foods.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Homemakers to learn and apply energy conservation methods.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Were you able to apply any of the things you learned?

<table>
<thead>
<tr>
<th></th>
<th>Yes Many</th>
<th>Yes Few</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Homemakers to learn principles of purchasing home furnishings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Homemakers to learn how to plan a family fun night.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Homemakers to keep appropriate records of family expenditures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Homemakers to learn table setting techniques.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Homemakers to increase the number of servings of dark green leafy and yellow vegetables in family meals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Homemakers to plan wardrobe needs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Homemakers to learn basic elements of design.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Homemakers to learn a native craft.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Homemakers to use dairy foods.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Homemakers to learn and apply energy conservation methods.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Would you be in favor of continued use of this approach? __yes  ___no

On the back of this sheet please write your comments concerning approach strengths and weaknesses.
APPENDIX C

THE TEN LESSONS
PURPOSE OF THIS LESSON:

The purpose of this lesson which is to be presented at your October club meeting is to provide homemakers with information about principles and guidelines to use when purchasing home furnishings, especially upholstered furniture.

INSTRUCTIONS:

As Interior Design Leader, you will need to plan carefully and prepare ahead for your October club meeting. Try to choose activities that will involve several members and possibly some members that will not be on the program otherwise. Some of the suggested activities will include all members. More individual participation increases learning.

Following is a list of suggested activities from which you should choose one or several to be used as they fit into your presentation of the information and guidelines for purchasing home furnishings. Remember also to distribute each handout as you discuss that topic.

SUGGESTED ACTIVITIES:

1. Arrange to have 3 or 4 pieces of upholstered furniture at the meeting place. Ask members to examine and evaluate each piece and then rank them in order from best to worst. (Take into consideration that personal needs and preferences may make a difference here.) This could be done before any teaching and then ranking could be pointed out and reasons explained during the presentation.

2. Divide members into small groups to discuss what homemakers need to consider and decide initially about the furniture they wish to purchase before even looking in any furniture stores. Provide paper and have one member of each group list items that the group discusses. (Some people feel freer to express their feelings and opinions in a small, informal group.)

3. Prepare 3 or 4 samples of upholstery fabric on poster board. Include such information as name, fiber content, wearability, and care instructions if available (this is often hard to find on furniture since it is not required by law to be on the labels.) Have several or all members to evaluate and rank
these samples. Be sure to use the handout "Guidelines in Judging Upholstery Fabrics" in teaching this part of the presentation. The situations on the handout are to be given before the judging.

4. Initiate a group discussion of furniture sales. Have members express what they feel are the purposes for sales. Be sure that guidelines for wise sales shopping are brought into the discussion and reasons explained. (Check the Commentary on Purchasing Home Furnishings.)

5. If time and location allow, a tour of a furniture store or showroom would be an excellent learning activity. This will depend on the time your club allows for its meetings. You should contact the manager or a salesman in advance and make arrangements with him as to time, date, what is to be shown, and what he will be able to discuss with or explain to the homemakers. Possibly judging activities can be included in a tour.

AVAILABLE HANDOUTS:

- Guidelines in Judging Upholstery Fabric
- Suggested Shopping Calendar for Furnishing Needs
- Checklist When Shopping for Upholstered Furniture
- Drawing of Section of Upholstered Chair
- Characteristics of Paddings and Fillings

MATERIALS IN YOUR LEADER TRAINING KIT INCLUDE:

1. Instructions and Suggested Activities
2. Commentary on Purchasing Upholstered Furniture
3. Bibliography—for further information
4. Handouts

All these materials are to aid you in presenting your program and are not meant to dictate. Please do not hesitate to insert some of your own ideas, experiences, or creativity. Remember to try to involve the members in an active learning role.
COMMENTARY ON PURCHASING UPHOLSTERED FURNITURE

Are you confident of your ability to choose quality furniture? Most homemakers feel inadequately equipped for choosing furniture that will serve their needs and last over the years. Hopefully through this program, you will become more informed and better able to make wise decisions in furniture buying, especially in purchasing upholstered furniture.

Your needs and desires (and those of your family), the style of furniture, the kind of space you will have—all should be carefully considered before you actually go to buy furniture. You should study your home, the size of the rooms, the color schemes, and then decide what kind of furniture should be bought to harmonize with what you have. Take time to study magazines and furniture advertisements; go window shopping; talk to store decorators to help you discover the styles, colors and designs that appeal to you.

Buying on a whim is never sound practice. Make a plan and stick to it once you decide what will be suitable for your home, your family and its activities, and your personality.

Now, for a few consumer tips to get the most for your money. There are certain seasons of the year which are better for buying different items for the home. February and August have proved to be the best months for purchasing furniture usually because of sales.

You will have many opportunities to buy goods on sale. The smart consumer knows that sales have a purpose. They may be help to reduce stock and make room for new goods. Quite often they are for disposing of discontinued lines or damaged goods. They also stimulate buying and introduce new products. If you use sales, consider the time, energy, and money you have available. Shop at the beginning of the sale period for the best selection. Be sure to check to see that the sale price is an actual reduction from the regular price. Watch for imperfect or damaged merchandise that may be below the store's usual quality. Check on the store's policies on refunds or guarantees. Remember that nothing is a bargain unless it will be useful and fit into your plans and needs.

You will be buying furniture from two major categories which are case goods and upholstered furniture. As a consumer of either, it is important to look around. Furniture is a little like an iceberg. Much of what you will be buying is hidden beneath the surface. Not even the most experienced shopper has X-ray vision to learn what to look for and what to ask for . . . in construction, in finishes, in coverings. Then when you make your final selection, it will reflect your good buymanship and serve your needs for many years.

We will limit this program to learning about upholstered furniture. Upholstered furniture should be evaluated on the basis of function, quality construction, style and design and comfort.
We will study all parts of an upholstered piece, beginning with the framework. The frame for any upholstered piece should be sturdy and made of kiln-dried hardwood. All joints should be securely doweled and then braced with corner blocks which should be attached using synthetic resin and screws. Animal glue does not hold as well and nails are not satisfactory for this purpose because they tend to work loose from the frame.

The next part to consider is the base of spring supports or webbing. This must be strong enough to support the springs, cushions and the people who use it. Any of the materials used, whether jute, rubber, or steel, need to be closely interwoven and securely attached to the frame.

Springs make a big difference in the comfort of an upholstered piece. Made of tempered steel, there are two types widely used today. One is the flat S-type springs which are nailed to the frame and linked together with tiny coiled springs. This type is used when a minimum of bulk is desired. The coil spring type has springs generally placed on and attached to the base. An average size chair has nine to twelve springs per seat. Where too few springs are used, hollows may develop between them after a time and make the chair or sofa uncomfortable and unsightly. Also, quality construction has springs which have been tied eight times. Less than eight is not sufficient to keep springs in place and prevent them from poking up and marring or possibly tearing the cover with hard use. A firm fabric covering should be placed directly over the springs.

For maximum comfort and wear, there should be a substantial layer of cushioning applied over the springs and frame. Cellular foams, such as urethane, polyurethane, polyfoam are the most commonly used cushioning materials for medium to higher priced furniture. These foams are extremely durable and resilient. They will not absorb moisture of any kind and resist cleaning solvents, mildew and acid from perspiration and hair oil. Other cushioning materials include feathers and down, which are usually reserved for the most expensive upholstered furniture. Kapok, sisal, excelsior, and tow are lower grade materials which are used infrequently and usually only in inexpensive furniture.

Often, but not always, there is a layer of protective padding covering the cushioning. Polyester batting, polyester and down, fiberfill, and polyester and foam are most commonly used for extra softness and comfort. Cotton fiberfill, found in less expensive pieces, is not as resilient as polyester but does provide a smooth surface for the outer covering. In better furniture, the padding is then covered with cotton muslin to hold it firmly.

Outer coverings are one of the few places you can actually see the quality of upholstered furniture. Expert workmanship in the various operations of stretching, fitting, and attaching coverings is essential to the attractive appearance and durable service of the item. Quality
upholstery looks trim and well-tailored with smooth straight welting on all major seam constructions, zipper closures on foam cushions, reversible cushions to help distribute wear, and hems and pleats that hang straight.

When looking at the fabrics used on upholstered furniture, you can readily see that the selection is wide, both in quality and price. However, you must recognize the fact that a pleasing appearance does not necessarily indicate good quality. You need to think about its wearability and washability which will depend on the texture, the nature of the surface, the backing of the fabric, the fiber, the weave, and the fabric finish.

Fabrics for upholstery are available as both woven and non-woven fabrics. The most durable selection would be a woven fabric using the plain weave. Also good are twill, satin, and pile weaves provided they are closely woven. Knits have become popular for ready-made slipcovers because of their great elasticity but are not often used on upholstered furniture.

Remember that this fabric needs to fit into the plans of your color scheme and activities to take place in that room. Check it for mood and personality as well as its durability and wearability. Finishes are important, too.

Hopefully, you have learned a great deal about choosing quality upholstered furniture. Many of these points are difficult to check because of the outer covering on upholstered furniture. Therefore, it is most important to deal with a reliable store, read labels and hang tags carefully and talk to a knowledgeable salesman who is willing to answer your questions. Labels may not even be of much help because currently the only item required by law is the contents of the cushioning material.

However, with this basic background in the construction of upholstered furniture, you should be able to demonstrate good buymanship in your next purchase. Please pass on this consumer information to homemakers in your community.
BIBLIOGRAPHY


INSTRUCTIONS:

As Family Life Leader, you will want to give careful planning and preparation for your November club meeting. The purpose or theme of the program is to emphasize the idea of having a Family Fun Night for families to enjoy time together and learn to communicate.

Club meetings and family nights are always more enjoyable when everyone has an active part to play. You will need help from seven club members. Choose club members other than officers, devotion chairmen, or others that already have an active role in the club meeting.

1. Skit on communications "Face to Face." You will need to ask three club members prior to the meeting to present the skit.

2. Ask four club members just before the meeting to respond to the needs of children. (Work out some type of signal.) Response sheets will be numbered 1, 2, 3, or 4.

MATERIALS INCLUDED IN YOUR LEADER TRAINING KIT INCLUDE:

1. Family Night Commentary—this is to aid you in presenting demonstration. Do not hesitate to insert some experiences that you have had, to make it more meaningful to your club.

2. Bibliography—if further information is needed, some references can be made available to interested club members.

3. "Face to Face"—three copies of a skit on better communications.

4. "Needs of Children" response sheet—cut and give the four members their parts.

5. Ideas for Family Night—enough copies for each club member.
FAMILY NIGHT COMMENTARY

Remember last week when you said next week you would spend more time with your children? It's next week, but it is not too late to replace your good intentions with a good plan of action.

The idea of a family sitting down together and talking with each other about important ideas, situations, and issues is certainly not new. But today's family lives in a rapidly changing world and this makes a difference in the way they live. Sometimes, there is not a natural setting in which children can learn the roles their parents play as mother, father, breadwinner, homemaker, citizen, and the like.

The Family Council or Family Planning Meeting or Family Home Evening or Family Night (call it what you will) is one way individuals can understand and cope with the changes, stresses and strains and the business of living together as a family. Family Night should be planned for one night each week (every Monday night or every Tuesday night, etc.). All family members should try to keep that night free each week.

The purpose of Family Night is to work out family problems and meet family needs. Therefore, all family members should participate in the overall planning to insure that the goal is achieved. If no one in your family has instigated a Family Night, then you are elected.

You might tell the family members that you would like to share an idea. The idea is to have a Family Night once a week. This night might include an activity like a picnic, visit to the library, playing a favorite game, or sometimes a very special T.V. show that all family members would enjoy.

Family Night should have a theme. (An example theme might be: Better Family Communications.) A slogan can be chosen (an example slogan might be: "Families Face to Face").

With the purpose or theme of Family Night clearly in mind, you may want to open Family Night with a verse from the Bible. Plan an activity around the theme. At this time, club members will present a skit that would follow our theme on better family communications.

After the skit is completed, each family member could share a moment during last week that he or she felt especially loved.

Getting Along Without a Boss:

Have some sharing time when everyone gets to talk. Let them tell their concerns, but also have time to tell their joys and happy events. Make decisions on family matters with everyone expressing their ideas. Each family member should feel free to express himself without fear of being rebuked. An open family is one where there is room for feelings, differences and personal growth.
Conflict should be expected. The idea is not to begin with agreement, but to end with it.

Good listening is the number one rule of human relations.

When there is a difference, an agreement must be reached. The group must find a solution all can feel good about. Sometimes to weigh and evaluate facts is all that is necessary.

Remember that feelings are important in decision making, too, even when they appear to have no rational basis. The problem need not be one of choosing between reason and emotion, but of keeping a balance between the two.

Different family members should conduct Family Night in areas in which they are particularly interested or capable. Older family members should be prepared to give help where it is needed. Every family member should be actively involved in Family Night each week and should take part in planning the next Family Night.

After each Family Night, all family members should discuss its success and plan how the next one could be improved upon.

Today, more than ever, there is a need for children to:

... know who they are, where they came from, why they are here, and what they believe in.

... know and understand their parents.

... be able to discuss the world they live in and how to live in that world.

... have parents who are concerned, understanding and willing to take the time to be real parents and people.

With careful planning and preparation, Family Night can fulfill these needs. If needs are adequately supplied throughout life, especially in the early years, people often develop exceptional powers to withstand hardships because they have strong, healthy characters.

Nothing can take the place for failure in your home in rearing and teaching children values. Do make the evening so much fun that no one will want to miss it.
BIBLIOGRAPHY


5. "It's Not Work." The Church of Jesus Christ of Latter-Day Saints, Dallas Mission, 13959 Peyton Drive, Dallas, Texas 75240.
NEEDS OF CHILDREN RESPONSE SHEET

1. ... know who they are, where they came from, why they are here, and what they believe in.

2. ... know and understand their parents.

3. ... be able to discuss the world they live in and how to live in that world.

4. ... have parents who are concerned, understanding, and willing to take the time to be real parents and people.
COMMUNICATION

Two people speak with their backs to each other; third speaker seated in audience.

1. You're not listening to me.
2. How can I? You're not facing me.

1. I know that.
2. Then, why don't you turn around?

1. I'd have to listen to you then.
2. But, you were complaining about me not listening to you.

1. You keep saying things I already know.
2. You're not listening to me now.

1. How can I? You're not facing me either.
2. I know that.

1. Then why don't you turn around?
2. I'd have to listen to you then.

1. We're just going around in circles.
2. Oh, really?

1. No, I'm lying to you.
2. Come on now, this is serious. I really have something to say to you.

1. And I have something to say to you. I know we have something to say to each other.
2. Then it's agreed. We'll turn around and speak to each other face to face. Well, aren't you going to turn around?
   (NO MOVEMENT)

1. You go first.
2. No. I insist, you go first.

1. Now we're arguing. We're right back where we started.
2. We're talking outside ourselves. We need to find out what our real problem is.

1. We're not listening to each other.
2. Right. Because we are not facing each other.

1. And our problem is to turn around face to face.
2. And to listen with our ears.

1. And with our hearts and minds.
2. Do you feel that way too? That's one thing I wanted to talk about.
1. That's strange. Do you know what we've done?
2. No. What?

1. Listen; we've begun to listen.
2. But we're still not face to face.

1. That's the frightening thing.
2. Yes. We are just listening to our words now. But what would happen if we were face to face? It scares me, too.

1. Then we must have real courage to turn around.
2. But then there will be something behind the words. You'll be speaking the words and not just some faceless voice.

1. And I'll be able to understand what you really have to say. You know this whole thing started because you wouldn't listen to me.
2. I confess that, and ask you to forgive me; but you wouldn't listen.

1. Yes, I must confess that also, and ask for you to forgive me. Do you?
2. By all means. I care about you now. Am I forgiven?

1. Of course. Now, let's turn around.
2. All right. You go first.

1. Oh, no. None of that.
2. I'm sorry. Let's both turn at the same time.

1. Very good. On the count of three, then. One (both start to turn slowly). Two----. Three.
2. Why! You are a person.

1. And so are you!
2. And here I was talking to some horrible image.

1. And I didn't even think that you were human.
2. But now I can accept you for what you are—a real person.

1. I'm eager to hear you.
2. And I honestly want to listen to you.

3. But I object! That is too easy. It just doesn't happen like this. You think you've solved your problem, but in two minutes you'll be right back with your backs to each other not even listening.

1. But we've made a start. We've never been face to face before.
2. And what about you? Have you really been listening to us?

3. I think so, but what you've done and said still isn't clear to me. It just can't be that simple.
1. Perhaps it isn't. Certainly there are many things involved. But talk about it among yourselves. Think about it and really listen.

2. You'll conclude what you will. We can't tell you.

3. But what do you want us to discover?

1. But you'll most likely go through what we just have.

2. And maybe come face to face with each other for the first time.
Leader Training No. 3
January-February, 1978
Martha Marklin
Assistant Extension Agent

PURPOSE OF THE LESSON:

The purpose of this lesson is to provide homemakers with information so they can understand the purpose and value of simple family records and develop record and filing system to meet family needs.

INSTRUCTIONS:

As Home Management Leader, you will want to give careful planning and preparation for your January-February club meeting. Club meetings are always more enjoyable when everyone has an active part. Colorful posters or other visuals add much to a presentation. They can also help you keep your ideas in order as you present your educational information.

Much of the material is available for each club member to have a copy. Appoint a club member to read the "Consumer Makes Decision Sheet" before your club meeting.

MATERIALS INCLUDED IN YOUR LEADER TRAINING KIT:

1. Commentary—"It's A-maz-ing Where the Money Goes." This is to aid you in presenting a demonstration. Do not hesitate to insert some experiences that you have had to make this lesson more meaningful to your club.

2. Bibliography—if further information is needed, some references can be made available to interested club members.

3. A. Calendar—for you to use at your demonstration and throughout the year compliments of local merchants. (You may wish to acquire enough calendars for the entire club.)

   B. SC886i—Bugs (enough calendar bugs for each club member are available).

   C. SC886b—Are Due Dates Bugging You (enough copies for each club member are available).

4. SC886a—Get the Bugs out of Family's Budgets (enough copies for each club member are available).

5. SC886d—Find the Bug in the Budget (enough copies for each club member are available).
6. SC886e—The Great Budget Balancing Act (enough copies for each club member).

7. F325—Tennessee Home Record Book.

8. 3-A—Consumer Makes Decision Sheet (enough copies for each club member).

9. SC886f—The Money Test (enough copies for each club member are available).
COMMENTARY

IT'S A-MAZ-ING WHERE THE MONEY GOES

The spending record of the family dollars is the most important record in your world. Would you invest dollars in a business that had no bookkeeping or record of costs, sales and profits? Spending and recording the family income is big business! It's your business. Have you ever lost an important paper? Records point up an evaluation of the spending and savings program. Your spending plan is a pattern of what your family wants to do. Records will help you make your money go where you want it to go. You can find the bugs in your spending habits. What are some possible bugs in a family budget? (Let audience answer.)

... money wasted due to unwise use of utilities.
... money spent to replace items not cared for properly such as clothes, home furnishings, home appliances.
... money spent for a lot of interest or credit obligations.
... money spent for junk food and fad clothes.
... money spent where you could use other resources (such as time, energy, skills, talents, etc.) instead of money.
... others.

There are two general kinds of money bugs. One is fixed expenses. We have rent or house payments, utilities, insurance, installment, etc. We know ahead of time that we will have these bills due every month. We also know how much these bills will be each month. These are fixed expenses. They stay about the same each month.

The other big money bug is "changing expenses." These expenses can vary each time you spend money for them. What are some examples of these expenses? (Let audience answer.)

It is hard to remember what you spend money for each day, week or month for these items. That's why we want to keep records of what we spend.

It is not necessary to know where every penny went, but the more we know, the easier it will be for us to make a realistic workable budget. Records of your family dollars are guides in financial management. The success of a wise money management plan is based on knowing where you have been spending your money.

FIXED EXPENDITURES

Because we have so many bills due at different times during the month, it is easy to miss a payment. We want to plan wisely to avoid this. What can happen if you miss payments? (Let audience answer.)
Right, you may lose merchandise and/or money; utilities and other services may be cut off; you have to pay extra when you do pay and you get a bad credit rating.

Records of past months spending will help you to know when various payments are due. Make every possible effort to make your payments on or before that due date.

Now, let's fill out SC 886b. Record your bills, the amount you usually have to pay on the due date. To help you remember when due dates are, use the bugs provided. On the bug's back, write the name of the bill and the amount (house - $150.00; lights - $35.00, etc.). Now, put the bugs on your calendar on the due date. Remember you want to make your payment on or before this date.

You will want to save money from your paycheck to pay these bills on the due dates. Paying on time really saves you money in the long run.

Don't let a bug get away from you and don't let too many bugs get on your calendar. A bill unpaid or too many bugs on your calendar means you better watch out—make better plans for the use of your money.

CHANGING EXPENSES

It is hard to remember what you spend money for each day, week or month for changing expenses. That's why we want to keep records of what we spend.

One way to keep track of where the money goes is to find a place to keep all the sales slips, cash register receipts, and bills you get. Write on them what they are for (like groceries, clothes, or medicine. On groceries, be sure to separate food and non-food items.).

A clean, dry coffee or shortening can covered in an attractive fabric can serve as a keeping can. A KEEPING CAN is a bill bug catcher. Let all family members add bugs (bills) to the keeping container.

Instead of a keeping container as such, you may want to keep written records using Tennessee Home Record Book F325, which is available at the Extension Office. There is no charge for this record book.

The whole family can play "Beat the Bug" in SC886d. Playing "Beat the Bug" can be fun, but it's more than a game. To help keep bugs out of the family budget, everyone needs to keep track of spending.
With all the information gathered, let's see how we spent our money last week. It will be helpful to you if you would organize all the information by fixed expenses and changing expenses. (You may wish to redefine these expenses or have the audience do this.)

We take two sheets of paper—label one "Income" and the other "Expenses." Write all your income on the "Income" page and list all your fixed and changing expenses on the "Expenses" page. If the budget balances, or if income is more than expenses, you are the winner!

If expenses are more than income, you need a new budget plan. You need to ask yourself why the budget doesn't balance and what can you do about it. Do you need less going out? Write down what you might do to cut down on expenses.

If money is spent for one item you will have to give up spending for something else—we trade one item for another. The idea is to think about which item will give our family the most satisfaction. If we can learn to think for a moment before we buy—to plan ahead a bit—this is an important step in helping us to make decisions that will give our family the most satisfaction.

I would like for each of you to respond to the following "Consumer Makes Decisions" sheet. Raise your hand if you agree with these statements. (Have a club member read "Consumer Makes Decisions" and each homemaker respond by raising their hand.)

Now that you have responded to each question, you might ask yourself "What thoughts are behind my votes?" You've had fun with these questions, but what you've actually been doing is indicating what is important to you and seeing what is important to others in regard to consumer decision making!

In closing, just remember that most families get bugged about money at one time or another, but the kinds of problems are different from family to family.

One of your personal scores in your Home Demonstration Club Yearbook is to share demonstration ideas with others. Here is one way you can help your score and help your family realize some of the values they would be willing to spend their resources. Go over the "Consumer Makes Decisions" and "The Money Test" with your family. It is important to you in regard to family decision making. It is a family affair.

Remember the success of a wise money management plan is based on knowing where you have been spending your money.
BIBLIOGRAPHY

1. **Bugs in the Budget.** SC 886d. The University of Tennessee, Knoxville, Agricultural Extension Service.

2. **Family Economics and Management.** LaVerne Farmer. The University of Tennessee, Knoxville, Agricultural Extension Service.

Leader Training No. 4
February 1978
Martha Marklin
Assistant Extension Agent

PURPOSE OF THIS LESSON:

The purpose of this lesson is for homemakers to learn table setting techniques.

INSTRUCTIONS:

As Interior Design leader, you will need to plan carefully and prepare ahead for your February club meeting.

A brief commentary has been prepared for your use. However, the major portion of the information will be presented through a six-bits activity with all club members participating in creating an interesting table setting for four or more people.

You will need to set a time limit of 15 or 20 minutes. After the activity is complete, let the club as a whole discuss the different table settings created by each group.

PREPARE PACKET:

Prepare a packet for each group of six in brown envelopes provided at the training session. Stuff and seal before the meeting.

... samples of napkins and linen material: magazine pictures can be used.

... sample of placemats.

... pictures of possible centerpieces.

... pictures of different glassware, dinnerware, and flatware.

... a set of colored pencils.

AVAILABLE HANDOUTS:

... A guide to ten napkin folds for special occasions.

... Memos on Meal Service.
MATERIALS IN YOUR LEADER TRAINING KIT INCLUDE:

... Instructions

... Commentary on table setting techniques.

... Six-bit activity sheets for several groups and activities packets.

... Bibliography—for further information.

... Handouts.

... One copy of Inviting Tables for Family Meals.

COMMENTARY:

The reason for rules in table setting, as well as for many other activities, are simple. The big objective is to work toward making meal time a pleasant, satisfying experience with a minimum of effort.

Rules for table setting are based on common sense and convenience, and contribute to the neat, orderly appearance of the table. It takes little time to set it correctly for each meal. If you take the time to learn the basic rules, your job will be easier.

SIX-BIT ACTIVITY:

... Divide the audience by birthdays into groups of six each.

... Give each group member one part of the six-bit activity sheets (B1, B2, B3, B4, B5, or B6).

... All the instructions that are needed are on top of each sheet.

... Set a time limit of 15 to 20 minutes and appoint one club member to act as time keeper.

... Discuss as a club the different table setting techniques created by each group.
COMMENTARY

Once you've learned the basics of a correctly set table, and understand the "why" of the placement of various pieces of dinnerware, you should feel free to make alterations if the occasion warrants. Sound confusing? It shouldn't, because when you examine the reasons for rules, you'll see that when a slight change will result in a more comfortable eating situation, you are justified in making that change.

For example, you will notice that the "correct" place for the water glass is at the tip of the knife. If the table is usually crowded across the center, you may be able to lose the situation by placing the glass slightly to the right of the knife blade just above the spoon.

Remember, though, that the more you know about the right way of doing things, the more freedom and security you have to change.

Last, but not least, your correctly set dining table will be prettier and will help to set the mood for a more enjoyable meal. In these days of frantic activities, mealtime should be made into a pleasant time.
BIBLIOGRAPHY


USE THIS FORM TO PLAN YOUR PRIZE-WINNING TABLE

Creating an interesting and attractive table setting involves an understanding of each of the elements included. It requires knowing the basics: that forks go to the left; knives and spoons to the right. But having a feeling for beauty helps most of all. If the china, crystal, flatware, colors, materials and accessories work well together, your table will be pleasing to the eye and stimulating to the appetite.

Paste your china pattern here.

Paste your crystal pattern here.

Paste your flatware pattern here.

Draw or paste a sketch of your centerpiece here.

Attach samples of the napkin, material here; and tablecloth, silence cloth or mats if used.
"SIX BITS" ACTIVITY

A PROBLEM SOLVING APPROACH TO LEARNING

TABLE SETTING TECHNIQUES

Martha Marklin
Assistant Extension Agent
B-1.

You may tell your group what is on this paper—you may not pass it around for others to read.

INFORMATION:

The silver should be placed one inch from the edge of the table in the order it is to be used, from the outside in.

The hem of the napkin should be parallel with the edge of the table so that the lower open corner is nearest the plate.

Placemats should be large enough to hold the dinnerware, flatware and glassware for each place setting, if possible. If not, use coasters for beverages.

Twenty to thirty inches should be allowed from the center of one plate and the center of the next plate. Twenty-four inches or more total space for each person will be needed.

The butter knife is placed on the rim of the bread and butter plate, either parallel to the edge of the table or parallel to the other flatware, with the cutting edge toward center of the plate.
You may tell your group what is on this paper—you may not pass it around for others to read.

INFORMATION:

Salt and pepper shakers should be in convenient reach of each person. Even for the most informal occasions, it is a good idea to plan on one set for each two people.

When only a fork (no knife) is needed at the meal, it goes to the right of the plate.

PROBLEM. As a group, create an interesting and attractive table setting which includes a cover for four or more people. Your group has the information you need on table setting techniques and you may now open your packet.

On special occasions, napkins can be folded in many different ways.

Cocktail forks should be placed at the right of the spoon or on the appetizer plate.
B-3.

You may tell your group what is on this paper—you may not pass it around for others to read.

INFORMATION:

Spoons go to the right of the knife with bowls facing up.

A "cover" consists of the china, glass, silver and napkins to be used by each person.

The water glass is placed above the point of the knife.

The napkin may be on the service plate for formal occasions, or it may be on the plate if a salad is used.

The tablecloth should be placed with the centerfold on a straight line through the center of the table with a drop of equal length on all sides of 12 to 15 inches.

If the salad is served as a separate course (either before or after the main course), it goes in same place as dinner plate.
You may tell your group what is on your paper—you may not pass it around for others to read.

INFORMATION:

Shape of placemats should compliment shape of table. Oval placemats should be used on an oval table, etc.

The "main" knife goes to the right of plate with cutting edge turned toward plate.

The bread and butter plate belongs at the tip of the forks. When no bread and butter plate is used, the salad may go at the top of the forks.

A juice glass used for an appetizer should be placed on a plate and put in the center of the place setting.

Place soup spoon to the right of the knife and all other spoons, if soup is served as the first course.

Napkins may match or contrast with table covering in color and design. Most cloth napkins are about 16 inches square—slightly larger with formal cloth.
You may tell your group what is on this paper—you may not pass it around for others to read.

INFORMATION:

Other glasses are placed slightly to the right and slightly forward of the water glass.

Salt and pepper sets are placed between each two covers in line with the glasses or individual sets are placed above each plate in center.

Normally the napkin is placed preferably flat and folded in a rectangle or square, at the left of the fork.

Silver to be used in serving may be placed on the table beside the dish of food, usually to the right.

A silence cloth or asbestos pad improves the appearance of the tablecloth and protects the table from heat and prevents noise. It should be slightly smaller than the tablecloth.

Dessert silver may be brought in with the dessert.
You may tell your group what is on this paper—you may not pass it around for others to read.

INFORMATION:

The table decoration is usually placed in the center. It should be low and not crowd the table. A buffet meal may have a higher table decoration that may be placed at one end of the table.

The cup and saucer belong at the right of the spoons, handle turned to right, parallel to table edge.

A sherbet dish would go on a dessert plate and be placed in the center of the place setting.

The "main" plate (for breakfast, lunch, or dinner) goes in the center of each place setting or "cover." Plates should be placed one inch from the edge of the table.

Forks (except the cocktail fork) belong at the left of the plate with the tines up with the first to be used farthest from the plate.

The butter knife is placed on the rim of the bread and butter plate, either parallel to the edge of the table or parallel to the other flatware—with cutting edge turned toward center of plate.
Leader Training No. 5
March 1978
Martha Marklin
Assistant Extension Agent

PURPOSE OF THIS LESSON:

For the leader to understand the nutritive value of deep green and deep yellow fruits and vegetables and to include the recommended number of servings in the diet.

MATERIALS NEEDED:

A basket or tray with an attractive arrangement of fresh fruit and vegetables. Include a number of deep green and deep yellow foods.

SUGGESTED ACTIVITIES:

1. Have club members share favorite vegetable recipes with group.
2. Cook vegetables in new and different ways for group to taste.
3. Cook vegetables club members are not familiar with and serve.
4. Prepare fresh vegetable tray with dip to serve as refreshments at meeting.
Why do many normally hearty eaters have to be convinced that vegetables are delicious? Perhaps they are just tired of nutrition experts saying, "Eat more vegetables—they're good for you!" Or maybe they remember the strong odor of such vegetables as turnip greens, broccoli, or cabbage being cooked and cooked until they are limp, lifeless and tasteless. Whatever the case, it's now time to erase all of our old vegetable prejudices. Let's life these green and yellow beauties to the place of honor they deserve on the menu. (Have a tray of fresh vegetables for display.)

Where do vegetables fit into the daily eating plan? Vegetables are so versatile, it's really a shame that they are often relegated to third place on the dinner plate. Many are excellent starters for casseroles and skillet meals. They can even stand in for meat, fish and poultry when combined with other foods containing protein. They can be "dressed up or down" to suit the occasion.

Recent survey among Home Demonstration Club shows that a majority of our family meals do not contain enough vegetables—particularly those that are high in vitamins A and C. Besides supplying these essential vitamins, they also add variety of color, shape, and texture for more attractive, eye-appealing meals. They can turn a "ho-hum" meal into a "ho-ho" meal. (Show by picture.) Last but not least, they are economical.

In order to preserve these natural characteristics, it is necessary to know how to properly prepare and cook the foods.

The fresher and crisper the food it when it is picked from the garden or purchased, the higher the vitamins and mineral content. They should be washed, drained, and placed in covered hydrator, and then they should be used as quickly as possible.

All of us are familiar with over-cooked vegetables—peas and beans cooked to the mushy stage or cabbage cooked to a brown color and soft. The foods have lost their attractive color and shape as well as much of the food value. The rule of "cook in a small amount of boiling water only until tender" has been repeated time and time again, but habit causes many people to continue to over-cook vegetables.

To further protect the food value and attractiveness of vegetables remember:

1. Serve vegetables raw as often as possible.
2. Pare vegetables with thin strips as many of nutrients are under the skin.
3. Steam or stir-fry vegetables instead of boiling.
4. When boiling, start vegetables in boiling water to shorten cooking time.
5. Partially thaw frozen vegetables such as corn or broccoli before cooking.
6. Remember that "strong-flavored" vegetables are particularly vulnerable to long cooking as this increases strong taste. (Such as broccoli, cabbage, and greens.)
7. To keep green vegetables green, do not add vinegar or lemon juice when cooking. This destroys the color. Do not add soda because this destroys vitamins and often gives disagreeable texture. Start vegetables in boiling water.
8. To keep white foods white (cabbage, cauliflower, onions), add \( \frac{1}{2} \) teaspoon lemon juice or vinegar to each cup of cooking liquid. The same is true for red vegetables.

Regardless of our habits of the past, our food likes and dislikes, each of us can (if we are willing to try) improve our meals by planning meals to include more dark green and yellow vegetables and by using the correct procedures in preparing them.

Although vitamin A occurs only in foods of animal origin, such as butter, milk, cheese, and eggs, many fruits and vegetables—especially the green and yellow ones—contain a substance called carotene that the body can change into vitamin A. The deep green and deep yellow fruits and vegetables contain the largest amounts. However, these foods are not only good sources of vitamin A but they also contain other nutrients as well. For example: Brussels sprouts, broccoli, cabbage, green peppers, most green leafy vegetables, and sweet potatoes are good sources of vitamin C. Leafy vegetables such as collards, kale, mustard greens and turnip greens provide appreciable amounts of calcium. In addition, these foods contain several minerals and vitamins in small amounts.

Vitamin A helps eyes to adjust to dim light, aids growth, helps to keep the skin and inner linings of the body healthy. Vitamin C aids in strengthening the walls of blood vessels, maintaining the material that holds body cells together and in healing wounds. The vitamin is also needed for normal bone and tooth formation.

Calcium is essential for the hardness of bones and teeth, for the proper functioning of the heart, muscles, and nerves. Calcium also helps blood to coagulate during bleeding.

Choose one serving at least every other day of a good source of vitamin A. If the food chosen for vitamin C is also a good source of vitamin A, the additional serving of a vitamin A food may not be needed. Four servings of dark green leafy vegetables are recommended in our diet each week.
BIBLIOGRAPHY


PURPOSE OF THIS LESSON:

The purpose of this lesson which is to be presented at your April or May club meeting (whichever month Agent does not attend) to provide homemakers with information needed to plan and take inventory of wardrobe.

INSTRUCTIONS:

As Clothing Leader, you will need to plan carefully and prepare ahead of your club meeting. Try to choose activities that will involve several members and possibly some member that will not be on the program otherwise. More individual participation increases learning.

A slide series is being developed to use in presenting this information. It will be available for use at many club meetings. However, it will need to be picked up and returned on the same day of the club meeting. You must notify the office if you intend to use these slides.

We also have a few pattern books that could be used for cut-outs for posters showing appropriate types and number of garments.

HANDOUT:

1. "How does your wardrobe measure up?"

ACTIVITIES:

1. Spring fashion show.
2. Have club members bring an item of clothing they never liked to wear and tell why.
LOOK SHARP AND FEEL SHARP

How does one manage to be well dressed? Planning your wardrobe is the answer and planning is simply a method of action. A wardrobe of clothes which are becoming to you and which are appropriate to the occasion, does not just happen to collect in your closet.

Of course, most of us cannot select an entirely new wardrobe, but it is possible to have the right kind of wardrobe when you plan for it with knowledge and understanding. Also, shop for your wardrobe with determination and patience.

Thoughtful planning makes it possible for you not only to have becoming and appropriate clothes for your activities, but also to have a feeling of satisfaction and pride in them.

You may have more clothes if you buy without planning, but you can have clothes which will make you better dressed if you plan for them.

At least twice a year—in the spring and in the fall—take stock of the clothing you have. Consider each garment carefully. Take everything out of the closet, then gradually hang them back again, in the proper place.

Renovate garments which need renovation. Dropping hem lengths are one special problem for many of us. When there is a skirt hidden by an over blouse, you can drop the skirt by adding fabric similar in color and characteristics to that skirt. A second way to lengthen a skirt which has an over blouse is to sew on top of a full slip.

You may wish to cut skirts at hem line and add a trim or band. Sometimes a border may be added to the edge of the skirt and not shout "I was added just to lengthen this skirt!"

With garments renovated, mix and match items already available and decide the value of your present wardrobe.

Look over the garments again! Do you have some garments which are in good condition, but you haven't them because you did not have the proper accessories to go with them?

Determine why you like certain dresses, coats or suits and why you dislike others. Is it the color, texture, fit or were they not appropriate for places you go? Answering the above questions honestly will help you make wiser choices when you select new clothing items for your wardrobe.

Where will I need to go this season? Home Demonstration Club meetings, church, family outings, etc.? What clothes will I need to be and feel well dressed at all occasions? Compare needed with items on hand. You should now have a good idea of the items that should be added to the wardrobe.
There is no definite amount that you have to set aside for clothing. The amount you spend depends on your income, your share of the family clothing dollar, your interests, your standard of living, and your ability and imagination to stretch that amount to achieve an attractive wardrobe.

A tastefully assembled wardrobe on a limited budget is one in which every clothing item is appropriate and useful and shows the wearer's personality. A wise shopper is not carried away by so-called bargains, but plans carefully for each purchase. Each new item should go with other items already in the wardrobe. Choose clothing suitable for the places you go, and the things you do. Do not let a dream of where you would like to go and things you would like to do sway you into purchasing unsuitable clothing.

THE BASIC COSTUME:

The best clothes buys for your wardrobe are the kind and type of clothes you wear most often. Garments such as coats, suits, dresses, and basic accessories should be purchased first and receive the greatest cash outlay.

Listed below are some characteristics of basic garments:

Basic Coats:

1. They should be simple, well-tailored and full length.
2. They should be made of a durable fabric which does not wrinkle, shine or peel.
3. They should be of modified or straight cut, without a belt.
4. They should be collarless or have a small collar or shawl collar. A detachable fur collar is acceptable.
5. Kimono or dolman sleeves provide more room and allow for wearing over suits.
6. Welt or in-seam pockets are less-tailored than patch pockets.
7. Solid color or monotone tweeds become less tiresome than large designs (plaids, checks).
8. Choose a becoming neutral color such as black, brown, gray, or beige.

Basic Suits:

1. A softly-tailored, dressmaker style is more suitable than a strictly tailored type.
2. A shawl or small collar or collarless one is less dated. You should be able to wear it without a blouse, and change it with scarves or jewelry.

3. Quality construction and fit.

4. Smooth surfaced fabrics in a becoming, basic color are more serviceable.

5. Buttons the same color as the suit are more attractive. Buttons with a shank are less tailored than 2 or 4 hole buttons.

Remember one solution for a wardrobe is to stick to one or two basic colors. This also keeps the closet from being overcrowded. Choose main items such as coats and suits in basic, neutral colors such as brown, black, navy, gray or beige. This should be a color you wear well.

Other items such as dresses, blouses, skirts, sweaters can be selected in harmonizing colors. Accessories such as shoes, bags, and gloves are more practical if they are the same hue as the basic garments.

Variety in color can be obtained in hats, scarves, and jewelry. When choosing accessories, put emphasis on quality materials, good workmanship, and as little decoration as possible. Items such as hats, handbags, and jewelry should be in scale with the size of the wearer.

The trend today is toward a more casual, relaxed way of living. Simple garments which can be changed for different occasions are the most practical choice. The layered look allows for a greater combining of harmonizing garments.

The longer skirts are still popular. Slacks or skirts and blouses offer more variety than dresses do. However, dresses are making their way back into our wardrobe. Just for fun, try combining dress slacks and the new length dresses together for formal wear. Sometimes a jumpsuit bodice may be cut so they too may be worn under a dress for a fun night on the town.
BIBLIOGRAPHY


PURPOSE OF THIS LESSON:

The purpose of this lesson which is to be presented at your May club meeting is to provide homemakers with information about principles and elements of design.

INSTRUCTIONS:

As Arts and Crafts Leader, you will need to plan carefully and prepare ahead of your club meeting. Try to choose activities that will involve several members and possibly some members that will not be on the program otherwise. Some of the activities will include all members. More individual participation increases learning. Following is a list of suggested activities from which you may choose:

1. You as leader or club members to look through magazines and find examples of principles of design.

2. Show the role design plays in clothing, interior design, etc.

3. Break club in two groups of 3 or 4 and discuss the role design plays in clothing, interior design, etc., and report back to the group as a whole, with leader serving as facilitator for groups.

HANDOUTS:

1. Accent with Accessories by Inez Lovelace and Alice Peavy. (Available for each club member.)
BASIC DESIGN

Principles of design are important in every area of a homemaker's life. She may never study them formally and be able to name them. However, she should have a basic understanding of design.

For some few homemakers, this seems to come naturally. They can mix and match clothing. They can hang groups of pictures successfully. They can create interesting table settings. They can plan cozy rooms.

For those of us without this "knack" we can learn the principles of design. The principles used in arranging furniture apply to arranging flowers, painting pictures and designing a garment. Through a better understanding, we learn to look at a composition. We look at the individual components and the composition as a whole.

When we are working on an arrangement, be it floral or furniture, our intent seems to be on the separate components of the arrangement. However, upon viewing an arrangement for the first time, we see it as a whole.

Working closely we tend to have things too busy with line, color, texture, etc. With too many conflicts for focal point or center of interest, we get a broken unit that overlooks the principles of design. Simplicity is difficult and not easy to achieve. But it is almost always more effective.

AN ARRANGEMENT OR BOUQUET

Florists might define an arrangement as a "planned" composition, while a bouquet it not. The flowers may be the same, however, the difference lies in the way they are placed "in relation to each other."

With this new definition is our living room arrangement of furniture or a bouquet of furniture placed in container with no regard or relation to each other.

OBSERVE THE BASIC PRINCIPLES

These principles of good design are used both in selecting and arranging: harmony, proportion, balance, rhythm and emphasis.

I. HARMONY

Harmony, the most important principle, is the "family resemblance" of objects. It gives the feeling of belonging together. Harmony in color, texture, line, shape, size and pattern gives the
impression of "oneness." Order helps to achieve harmony. Confusion and disorder destroy the feeling of harmony.

Harmony and order in an arrangement give the impression that the right articles have been selected and are displayed in the proper place to be attractive. Group those together in an arrangement that have harmony of texture and the same feeling of formality or informality. Usually pottery would not be arranged with silver or fine china or daisies with red roses.

II. PROPORTION

Proportion is the actual size of an individual object and relationships of sizes within a group.

A lamp shade may be too large or too small for its base, or a lamp may be too large or too small for the table on which it is used.

III. BALANCE

There must be a feeling of balance. Some may be balanced formally. To achieve a formal effect, like objects are placed equal distances from the central point of the arrangement.

Some may be balance informally—unequal weight on each side. A feeling of balance is achieved by moving the heavier weight toward the center.

We are not concerned with how much an object actually weighs, but how much it appears to weigh. Size, color and texture all influence the apparent weight.

IV. RHYTHM

Rhythm is movement. In arranging, we get rhythm by repetition of certain colors, shapes and lines placed so that they carry the eye around with even movement. It is quite similar to rhythm in music. A tune may be simple and pleasing, but if played over and over exactly the same way, it becomes monotonous.

Since rhythm is movement, think of what will cause the eye to move, how long it will pause, how much effort, time and space will be required to see and enjoy each object.

V. EMPHASIS

Accent - focal point or center of interest.

Emphasis carries the eye to the most important item in an arrangement. It is the center of interest, the main idea, shape or color. In any arrangement, there should be a center of interest.
To create emphasis, try one or more of the following:

A. Defining a focal point or achieving emphasis:

1. Form - shape of flower.
2. Mass - relative mass or weight of material at desired focal point "in proportion" to rest of composition.
3. Line - suitable plant material so placed as to lead the eye to the focal point.
4. Repetition - repeated use of a form, a texture, or a color to build interest.
5. Graduation - gradual change in color, in size, or form.
6. Contrast - sharp contrast such as contrasts in color, texture, etc., easiest way to establish a focal point.
7. Color - most effective means of establishing a focal point. Stronger and darker values define a focal point.

B. Remember the Elements of Design.

Every object has parts to its design. These are usually called elements.

1. Line - look for lines. They may be straight or curved. The element in a design which leads the eye of the observer along a definite path from one point to the next in an uninterrupted sequence.

2. Form - overall shape of the composition or arrangement as a whole. Lines joined together make a shape or form. It may be a circle, oval, square, rectangle or triangle.

   In floral arrangements, the forms or overall shapes are classified as line, triangular, radial, crescent, L-shaped, and hogarth.

3. Space - absence of form. "Empty" areas may be just as effective in determining the overall design.

4. Texture - feel fabric, plant materials and/or object as you look at it and you discover texture. It may be smooth, rough, thick, thin, skinny, dull, soft or hard. Texture includes the surface appearance as well as how an object feels to the touch.

5. Color - this is usually the first part we notice. Color is the visible spectrum of light.
Hue - pure color
1. Shades - hue plus black
2. Tint - hue plus white
3. Tone - hue plus gray

Color is an eye-catching feature. The natural color of a material is often its best color.
BIBLIOGRAPHY


PURPOSE OF THIS LESSON:

The purpose of this lesson which is to be presented at your June club meeting is to develop interest and skills in native crafts and using discarded fabrics in the weaving of circular rugs and other accessories for the home.

INSTRUCTIONS:

As Craft Leader, you will need to plan carefully and prepare ahead for your club meeting. Try to choose activities that will involve several members and possibly some members that will not be on the program otherwise. More individual participation increases learning.

SUPPLIES NEEDED:

Assorted hoops (metal, plastic, wood, hula)
Assorted fabrics - cut in 2" strips (wool, cotton, synthetics, etc.)
Scissors, needle, invisible thread
Hoop with part of warp tied on *
Hoop completely warped, ready for weaving *
Hoop partially woven, with more warp added *
Completed rug
*Small embroidery frames could be used as small samples, if desired.

ACTIVITIES:

Display of hoop weaving (some examples can be obtained at the Extension office)
Workshop (where each club member would weave a hoop rug)
WAGON WHEEL RUG

DO

The "hoop rug" is a variation of the rate and old-fashioned wagon wheel rug which got its name because it was woven on the metal rim from a wagon wheel. Hoop weaving is fun to do, and is a way you can create an original rug at a minimum of expense by recycling fabric scraps you have in your home.

Today, I am going to show you how to weave your own rug. The first thing I need is a hoop. This will serve as my loom. A loom is essentially any apparatus or object that holds the warp or vertical threads while you weave through them with the weft or horizontal threads.

Show assorted hoops.

Any available hoop of the size you desire is usable for hoop weaving. It may be metal, wood, or plastic. Examples are: the metal form from a circular lawn chair; the metal band from a barrel; or a plastic "hula hoop" (you may have one stored away in your attic or basement).

Show an assortment of suitable fabrics.

The first think I'm going to do is put a "warp" on the hoop, forming vertical threads - in this case - spiral - over and under which the horizontal (cross-wise) threads or weft will be woven. Use strips of fabric such as wool, cotton or synthetics—depending upon what you desire in your rug (washability, wear, color).

Hold up a 2" strip you have cut and folded.

You should cut the strips about 2" wide and then fold them over so the raw edges are covered. This can be done as you weave. Here is a sample strip.

If you wish, you can let the raw edges show, allowing them to become part of the rug pattern. If you use jersey or stretch fabrics, they will naturally roll inward.

The patterns in your rug depend upon color contrasts in the warp strips and the weft or woven strips. They will vary between the strips that are tied to the hoop and the radiating circles formed by the weaving.

SAY
Tie the strips across the hoop. Start at one edge, tie a strip of fabric to your hoop and then pull the fabric to the opposite side and tie again. Leave about 4" extra at each end so that you can use it later for fringe if you desire. Here is a sample of a hoop I have warped.

Remember that your weaving cannot continue alternating an over and under pattern unless you have an uneven number of strips. Therefore, you will need to add an extra strip that will only go to the center. It can be tacked in place or tied on. If you are using heavy fabric, stitching it will keep the center flat.

Begin to weave at the center of your loom. Use a strip of fabric to weave in and out between the warp threads (spokes) firmly packing the weave toward the center as you progress.

A dinner fork or similar instrument can be used to beat down the weave. The instrument used is called a beater.

Be sure each row is on the opposite side of the warp threads of the preceding row. The end of this strip can be tacked into place at the center, or an extra 5" - 6" of the weaving strip can be left to be woven back in after you complete your rug.

As your weaving progresses, you will notice that the warp threads get farther and farther apart. When this happens, it is then time to tie in extra strips of warp. The new strip will start beside one of the original spokes and go to the last row of weaving where you slip it between a woven strip to hold it in place, and then back up parallel to the next original warp strip.

The rest of your weaving will be a matter of alternating between weaving and tying-in.

When your weaving gets close to the hoop's rim, you untie the warp strips (spokes). In order to hold the last line of weaving in place, you can either hand or machine stitch the outside edge of your rug. Trim the fringe, and your rug is ready to use.
Weaving on a hoop is one way to accomplish some very nice projects such as rugs, chair seats, shoulder bags, pillows, wall hangings and table mats.

If you would like to weave a "hoop rug" we will plan a special workshop for this project (discuss date, place and time).
BIBLIOGRAPHY


PURPOSE OF THIS LESSON:

The purpose of this lesson, which is to be presented at your July or August club meeting (whichever month Agent does not attend), is to provide homemakers with information concerning dairy products than can be used to improve the diet.

INSTRUCTIONS:

As food and nutrition leader, you will need to plan carefully and prepare ahead for your club meeting. Try to choose activities that will involve several members and possibly some members that will not be on the program otherwise. More individual participation increases learning.

MATERIALS:

1. Collect an empty milk, cheese, yogurt and other dairy food boxes and cartons containing nutritious labeling.
4. Guide to Good Eating poster can be picked up a few days before your meeting.

HANDOUTS:


ACTIVITIES:

1. "Guess the major nutrient."
2. Plan to serve a nutritious dairy food snack for your meeting.
3. Plan a skit around dieting and snack foods.
"YOU NEVER OUTGROW YOUR NEED FOR MILK"

PRESENTATION

Use the following information to show the importance of including dairy products in the diet:

1. Place empty boxes and cans around the room so they can be easily used by group.

2. Ask group to answer true or false to the following statements:
   a. Since adults are fully grown, they do not need milk. (False)
   b. Snacks provide real food value. (True)
   c. Milk should be included in a weight-reduction diet. (True)

Allow several people to make comments about each statement, then explain that the correct answers will be given during the lesson.

3. Extension's 1976 Nutrition Survey in Tennessee indicated that only 55% of adults were getting the needed two glasses of milk each day. Even worse was the finding that only 40% of the children and teenagers surveyed had three to four glasses of milk each day.

4. Good health for everyone is a major goal in our country, and nutrition is recognized as an important aspect of maintaining this health.

IMPORTANT MILESTONES

B. Recent Senate Select Committee on Nutrition and Human Needs.

5. Over 50 nutrients are recognized as essential to humans, and must be included in the diet. Three of these essential nutrients are: calcium, riboflavin (one of the B vitamins) and protein. Display nutrient labels as you discuss the information below:

A. CALCIUM is a body builder in forming and maintaining bones and teeth. It is a body regulator in helping muscles contract, helping nerves transmit messages and helping blood to clot when needed. Calcium, therefore, is needed throughout one's lifetime.

B. RIBOFLAVIN helps cells use oxygen.

C. PROTEIN is needed to build and repair all body cells. Dairy products sometimes offer the less expensive source of this nutrient.
6. Milk is a remarkable food. It stands out as an excellent source of calcium, protein and riboflavin in one neat package. Dairy foods provide the easiest way to get calcium and riboflavin.

7. Some dairy products contain more of these major nutrients than others. One way to evaluate foods is to look at the amount of nutrients per 100 calories of that food or the nutrient density. We will hear more and more about the nutrient density of foods in years to come.

A. Show graph visual of cheese. Ask group to identify. Compare nutrients provided. Are there differences? Compare milk to soft drink. Are there differences?

8. Since a major health problem in America is obesity, we should learn to identify foods that supply many nutrients, yet are reasonably low in calories.

A. Pass out handouts and have group refer to Nutrient Rating Sheet for Dairy Foods.

B. Emphasize the first nine are foods that for each 100 calories eaten are exceptionally good sources of the nutrients discussed.

C. Refer to second group, higher in fat and/or sugar that contain far fewer nutrients per 100 calories.

D. High nutrient dairy foods should be included on a balanced weight reduction diet to supply ample calcium and riboflavin.

E. Refer to nutrition labels on empty dairy food boxes. Discuss the differences.

9. The 1978 June Dairy Month Recipe Contest featured "Nutritious Snacks," recognizing that snacks should be nutritious if chosen wisely from the Basic 4 Food Groups, and should add real food value to the diet. Snacks should be a planned part of the day's food plan so that they count nutritionally.

A. Go over scoreboard. Emphasize choosing high-nutrient dairy foods as ingredients for the snack recipe. Lower nutrient dairy foods can be used, but to a lesser extent.

B. Among ideas for "Nutritious Snacks" are dips for vegetables/fruit, beverages, sandwiches, cheese and fruit kabobs, etc. Have participants name other ideas.

C. Go over winning recipes and talk about nutrient density of these recipes.
BIBLIOGRAPHY


PURPOSE OF THIS LESSON:

The purpose of this lesson, which is to be presented at your August club meeting, is to help develop values and establish priorities of energy consumption for individual families.

INSTRUCTIONS:

As Home Management Leader, you will need to plan carefully and prepare ahead for your club meeting. Try to choose activities that will involve several members and possibly some members that will not be on the program otherwise. More individual participation increases learning.

The Leader Presentation can be used with or without the slides. A slide projector and screen are available at the County Extension Office.

ACTIVITIES:

1. Administer the Pre-test and Post-test on Energy Conservation.

2. Skit - 6 a.m. at the Jones home. Have a club member prepare a skit illustrating the choices we make in our homes each day that use energy wisely.

THE ENERGY SANDWICH

1. (Blank)

2. Title Slide (The Energy Sandwich)

3. Take bread, pickle, ham, egg, cheese, tomato, onion, lettuce, butter, mustard, apple, hot dog, peanut butter, jelly, banana, relish, meat loaf, potato and a dash of salt and pepper . . .

4. . . . and what have you got . . . enough food to provide your energy for the day. Because what you've got is an energy sandwich.

5. A sandwich takes seven times as much energy to produce as it supplies.

6. The energy consumption of this sandwich began with the production of the tools to till the soil, the machines to move the supplies, and fuel to turn the wheels.

7. Once the ground is broken, giant energy guzzlers move across the field planting row upon row of seed, spreading energy intensive fertilizer, spraying pre-emerging herbicides while the operator sits coolly in his cab.

8. Then the no cost, no guarantee, endless source of energy takes over . . .

9. . . . providing Mother Nature does her part, aided by energy intensive pesticides.

10. The energy guzzlers return for harvesting . . . transporting . . .

11. . . . crop drying . . .

12. . . . and storing.

13. This is the point where consumer decisions determine the size of the energy sandwich. Will you eat it now . . . or add to it?

14. Eat it now and you don't consume the energy used for processing, packaging, transporting, marketing and storing.

15. If you feed wheat, soybeans or corn to animals, you add another link to the energy food chain.

16. In addition, energy is consumed for heated housing, mechanized feeding, transporting to market, dressing, cutting, refrigerating, and storing.
17. Decisions, decisions . . . fresh or processed . . . meat can be shipped fresh to the wholesaler or be processed as sausage, hot dogs, or cold cuts. Meats, as well as fruits and vegetables, are preserved by drying, canning or freezing.

18. Solar drying requires the least energy but mechanical drying uses more energy than canning or freezing.

19. Freezing takes more energy than canning since energy must be supplied during storage.

20. Here a package, there a package, everywhere a sack or bags. A bottle here, a bottle there. See-through wrappers, cook-and-serve pans, peek-a-boo boxes and pop-top-cans.

21. Often more energy goes into packaging than into producing the food . . .

22. (musical break)

23. Once upon an everyday, a shopper took a two-ton auto . . . through the busy traffic . . . to pick up a bag of food . . . and return home by the scenic route.

24. Whether you shop every day or plan ahead to reduce buying trips, decisions must be made about home storage. Will it go on the shelf, in the refrigerator, or freezer?

25. If the food spoils . . . you've gotta throw away food, money and energy!

26. Pantry storage requires little energy, but refrigerators and freezers must be fuel fed 24 hours a day.

27. Today you can buy a new refrigerator or freezer that uses less energy than others for little or no added cost, and your bonus will be lower utility bills!

28. In the future, look for the Energy Consumption Label to help you make your choice.

29. In addition to choosing an energy-efficient refrigerator or freezer, these tips will help you save more . . .

30. Locate appliances away from heat . . .

31. Turn the control to the warmest, yet safe, setting . . .

32. Fill, but don't overload . . . A full freezer enables close fitting foods to insulate each other and help freeze more efficiently. In a refrigerator, air must be able to circulate around each container.
33. Cover liquids . . .
34. Open only when necessary . . .
35. Check gaskets . . .
36. Dust coils . . .
37. Defrost regularly . . .
38. Don't block coils or compressor.
39. You've kept your food cool . . . now it's time to heat it up.
40. These small appliances use very little energy compared to the range and should be used when possible.
41. The range is a major energy consumer in the home.
42. Most food is cooked on the surface units which are rather efficient.
43. If more than one item is being cooked, usually energy is saved by using the oven. The heating unit cuts on and off, and heat is retained in the oven walls.
44. Because of additional insulation, self-cleaning ovens require less energy to operate.
45. Microwave ovens can save energy. You get the greatest savings from cooking small amounts of concentrated food such as meats, potatoes, desserts and frozen dinners.
46. Some foods require more energy to cook in a microwave oven.
47. When buying a range, microwave oven or small appliance, consider its energy efficiency.
48. The way you USE these appliances is MORE important than the efficiency of the appliance in saving energy.
49. Here are some ways you can do it.
50. Avoid preheating when possible . . .
51. Don't preheat more than 10 minutes . . .
52. Never preheat surface units . . .
53. Fit pots and pans to the unit . . . A sauce pan with a base 3 inches in diameter would best be placed on a 3-inch burner.
54. Flat bottoms, straight sides and tight lids help . . .
55. Pressure pans cut time and energy.
56. Heat water in a kettle starting with hot tap water.
57. Cover saucepans when possible.
58. Use only enough water to make steam and avoid sticking.
59. Divide skillet to prepare several dishes at one time.
60. Lower the oven setting 25 degrees when using glass, ceramic and stainless steel because they retain heat better.
61. When you peek-a-boo, you lose 25 to 50 degrees.
62. Plan energy efficient meals, cook several dishes at once in the oven and/or prepare multiple recipes for future use.
63. Keep appliances clean and in good working order.
64. The energy use for food does not end with cooking. There's still clean-up.
65. More hot water, more appliances . . .
66. Compactors and food disposers require little energy and are more efficient than other waste disposal methods.
67. Whether you hand wash or use a dishwasher, you use energy.
68. Whichever method you use, these tips will help you save energy. . .
69. Accumulate dishes . . .
70. Scrape, don't rinse.
71. Use the right detergent.
72. Keep drains and filter clean.
73. Air dry dishes.
74. On hot days, wash dishes at night or early morning, when it's cooler.
75. Use two containers, one for washing, one for rinsing.
76. Decisions, decisions . . . How big is your energy sandwich now? Which ones did you add?
77. . . . tractors, trucks, trailers, trains, fertilizers, pesticides, herbicides, harvesters, heaters, refrigerators, freezers, fryers,
ranges, toasters, dishwashers, dryers, disposals, coolers, cutters, conveyors, compactors, and many, many more.

78. Produced by:
Dr. Lil Clinard
LaVerne Farmer
Conrad Reinhardt

Visuals by:
Joyce Rupp Troxler

79. Voice:

80. Blank
BIBLIOGRAPHY


APPENDIX D

THE TEN TESTS
PURCHASING HOME FURNISHINGS

In answering the following questions, circle the letter which precedes the most nearly correct answer.

1. When considering buying furniture, a homemaker should:
   a. consider the needs of the family
   b. buy whatever she likes whenever she gets the chance
   c. decide where and how the furniture will be used
   d. first study magazines and furniture advertisements
   e. only b and c
   f. only a, c, and d

2. The best time of the year to buy furniture is:
   a. March or October
   b. January or June
   c. February or August
   d. April or December

3. The smart consumer knows that furniture sales have a purpose. What is this purpose?
   a. to reduce stock and make room for new goods
   b. to dispose of discontinued lines or damaged goods
   c. to stimulate buying
   d. to introduce new products
   e. all of the above
   f. only a and b

4. The two major categories of furniture are:
   a. stable furniture and portable furniture
   b. case goods and upholstered furniture
   c. antique pieces and modern furniture
   d. indoor furnishings and outdoor furniture

5. The best type of frame construction for upholstered pieces includes using:
   a. animal glue and screws
   b. synthetic resin and nails
   c. synthetic resin and screws
   d. animal glue and nails
6. The base of an upholstered piece of furniture must be strong enough to support the springs, the cushions, and the people who use it. A good material for this base is:
   a. jute
   b. rubber
   c. steel
   d. all of the above
   e. only a and c

7. Coil springs, used in upholstered furniture, must be tied sufficiently to keep them in place and prevent them from poking up and marring or possibly tearing the cover with hard use. Quality construction has springs tied:
   a. four times
   b. six times
   c. eight times
   d. ten times

8. All of the following materials are used for cushioning and filling. Which one if of a lower grade?
   a. polyester batting
   b. down
   c. polyurethane foam
   d. sisal
   e. none of the above

9. Which of the following weaves would be the most durable for an upholstery fabric?
   a. plain
   b. twill
   c. pile
   d. satin

10. On upholstered furniture, a label required by law must identify the materials in the:
     a. framework
     b. upholstery fabric
     c. cushioning material
     d. all of the above
     e. none of the above
In answering the following questions, circle the letter which precedes the most nearly correct answer.

1. Which family member or members should have an active part in family night?
   a. father and/or mother  
   b. most talented family member  
   c. older children  
   d. all family members

2. Which family member or members should conduct family night?
   a. father and/or mother  
   b. most capable family member  
   c. a different family member each week  
   d. older children

3. When considering family night, the smart family member will:
   a. carefully plan and prepare  
   b. take only a few minutes to plan and prepare  
   c. plan and prepare just prior to family night  
   d. find it unnecessary to plan and prepare

4. The smart family member plans family night so that:
   a. it is related to a variety of themes  
   b. it has an overall theme  
   c. sometimes there is a theme  
   d. seldom there is a theme

5. After each family night, family members should do which of the following?
   a. Pair up with a family member with whom you feel most secure and discuss your concerns of family night.
   b. Return to individual activities as soon as possible.
   c. As a group, discuss concerns and success of family night and plan how the next one can be improved.
   d. Individual family members should make a list of what they felt went wrong and read complaints the following week.
6. The purpose of family night is to:
   a. start with an agreement
   b. never have conflicts
   c. work out family problems and meet family needs
   d. decide between reason and emotion in making decisions

7. When should watching television be considered the family night?
   a. anytime all family members are watching television
   b. when there is a special program that all members would enjoy viewing
   c. watching television is a good substitute when nothing else has been planned
   d. television programs should never be considered as the family night activity

8. Today, more than ever, there is a need for children to:
   a. know and understand themselves
   b. know and understand their parents
   c. know and understand the world they live in
   d. all of the above
   e. none of the above

9. What is recognized as the prime contributing factor in the American system of teaching children values?
   a. government
   b. church
   c. home
   d. none of the above
   e. all of the above

10. If needs are adequately supplied throughout life, especially in the early years, people often develop:
    a. exceptional powers to withstand hardship
    b. strong characters
    c. healthy characters
    d. all of the above
    e. none of the above
1. The smart homemaker knows that a spending record is:
   a. not necessary for her family
   b. helpful in preparing tax returns
   c. helpful if proof of payment is needed
   d. the most important record in her world

2. What are the two general kinds of expenditures recorded in records of family spending?
   a. charge expenditures and cash expenditures
   b. fixed expenditures and changing expenditures
   c. small expenditures and large expenditures
   d. non-essential expenditures and essential expenditures

3. The success of a wise money management plan is based on:
   a. knowing where every penny went
   b. having a vague idea of where money is spent
   c. knowing where you spend money
   d. knowing that past spending records are not particularly helpful

4. One way to keep track of where money is spent is to find a place to keep all sales slips, cash register receipts and bills. On receipts from grocery stores, be sure to:
   a. record what each item cost
   b. separate food and non-food items
   c. keep up with percentage of tax
   d. always record date

5. Which of the following would not be considered a fixed expenditure?
   a. clothing
   b. medicine
   c. groceries
   d. all of above
   e. none of the above

6. Home record books are:
   a. available free of charge
   b. difficult to locate in area stores
   c. expensive
   d. are too difficult for most homemakers to fill out
7. When considering ways to cut the budget, a wise homemaker might choose to use one of the following instead of money:
   a. charge cards
   b. checking account
   c. other resources
   d. savings

8. Most families get bugged about money at one time or another, just remember that:
   a. you need a rigid budget that allows for no extras
   b. the kinds of problems are different and vary from family to family
   c. you can always cut down on changing expenditures
   d. there are some clear-cut guidelines on items which will give your family the most satisfaction

9. A wise homemaker wants to spend all family resources in a way that offers the most satisfaction. To do this, the homemaker should:
   a. think for a moment before she buys
   b. plan ahead a bit
   c. remember that we must trade one item for another
   d. all of the above
   e. none of the above

10. When income is equal or more than expenses, you have:
    a. eliminated unwise use of utilities
    b. a percentage of credit obligations in savings
    c. a balanced budget
    d. equalized charge and cash expenditures
TABLE SETTING TECHNIQUES
QUESTIONNAIRE

Home Demonstration Club Meetings
January/February 1978

Martha Marklin
Assistant Extension Agent

1. A "cover" consists of:
   a. table cloth, silence cloth or place mats
   b. china, glass, silver and napkins, etc. to be used by each person
   c. table cloth, napkin and centerpiece
   d. silverware or flatware needed for table service

2. A silence cloth or asbestos pad:
   a. improves the appearance of the table cloth
   b. protects the table from heat
   c. prevents noise
   d. should be slightly smaller than the table cloth
   e. all of the above
   f. none of the above

3. The plate and silver should be placed how far from the table's edge?
   a. 1/2 inch
   b. 1 inch
   c. 1-1/2 inches
   d. 2 inches
   e. 2 inches or more

4. The wise homemaker knows that the total space for each person should be:
   a. 18 inches
   b. 20 inches
   c. 22 inches
   d. 24 inches or more

5. The cup and saucer should be placed at the:
   a. point of the knife
   b. slightly to the right of the water glass
   c. right of the spoon
   d. tip of the fork

6. If other glasses are used, they would be placed in what relationship to the water glass?
   a. slightly to the right
   b. slightly to the left
   c. slightly to the right and slightly forward
   d. slightly to the left and slightly forward
7. If soup is served as the first course, the soup spoon is generally placed
   a. to the left of the plate and would be the spoon farthest away
   b. to the right of the plate and would be the spoon farthest away
   c. to the left of the plate and would be the spoon closest to the plate
   d. to the right of the plate and would be the spoon closest to the plate

8. When only a fork (no knife) is needed at the meal, the fork is placed
   a. to the left of the plate with tines up
   b. to the right of the plate with tines up
   c. on the dinner plate parallel with the rest of the silver
   d. none of the above

9. Oval place mats should
   a. be used almost always on oval table
   b. be used almost always on round table
   c. be used almost always on rectangle table
   d. compliment any table shape

10. Even for the most informal occasions, it is a good idea to plan a salt and pepper set for
    a. each person
    b. each two people
    c. each three people
    d. each four people
DARK GREEN AND YELLOW VEGETABLES

Food and Nutrition Questionnaire
Home Demonstration Club Meeting
March 1978

Martha Marklin
Assistant Extension Agent

In answering the following questionnaire, circle the letter which precedes the most nearly correct answer.

1. The deep green and deep yellow fruits and vegetables contain:
   a. carotene and vitamin C
   b. vitamin A
   c. amino acids
   d. all essential minerals

2. In preparing vegetables for the family, the wise homemaker knows to:
   a. serve vegetables raw as often as possible
   b. pare vegetables with thick strips to remove all soil that worked through skin
   c. start vegetables cooking in cold water
   d. boil vegetables instead of steaming or stir-frying
   e. answers a and c
   f. answers b and d

3. What is recommended servings each week for dark green leafy vegetables?
   a. 2 servings
   b. 4 servings
   c. 6 servings
   d. 8 servings

4. Carotene is a substance that
   a. is found in foods of animal origin
   b. the body can change into vitamin C
   c. the body can change into vitamin A
   d. adds the bulk to green leafy vegetables

5. Vitamin A helps eyes to adjust to dim light but did you know that it is also needed
   a. for normal bone and tooth formation
   b. to keep the skin healthy
   c. to help the blood coagulate
   d. to strengthen the walls of blood vessels
6. Leafy vegetables such as collards, kale, mustard greens and turnip greens provide appreciable amounts of calcium. Calcium is essential for
   a. healthy skin
   b. functions of the heart muscles and nerves
   c. healing wounds
   d. adjustment of eyes to light

7. Fresh vegetables should be purchased or picked from the garden
   a. in abundance so they are always available
   b. fresh and crisp and used quickly
   c. and canned for best nutrition
   d. then boiled briskly for several hours

8. Strong flavored vegetables (such as broccoli, cabbage and greens) are sure to increase their strong taste when
   a. eaten raw
   b. cooked just until tender
   c. cooked for a longer time
   d. when vinegar or lemon juice is added

9. To keep green vegetables green and for best nutrition, a homemaker should
   a. add vinegar
   b. add lemon juice
   c. add soda
   d. start vegetables in boiling water

10. Vitamins are destroyed and often a disagreeable texture occurs when vegetables are cooked
    a. with vinegar added
    b. with soda added
    c. with small amounts of water
    d. with lid covering pan
PLANNING A WARDROBE

Clothing and Personal Improvement
Questionnaire
Home Demonstration Club Meeting
April/May 1978

In answering the following questions, circle the letter which precedes the most nearly correct answer.

1. How does the wise homemaker manage to be well dressed?
   a. have 20% of the family income allocated to the clothing budget
   b. buy the latest fashion garments
   c. makes an inventory of her wardrobe and plans new purchases
   d. over several years, she will just collect an abundance of appropriate clothes

2. When the well-dressed homemaker is in doubt what to wear for some occasion, she
   a. dresses simply
   b. dresses elaborately
   c. wears her newest outfit
   d. is not concerned with what is the correct attire

3. One solution for a successful wardrobe is to
   a. choose main items such as coats and suits in bright warm colors
   b. buy all additions for wardrobe in the latest styles
   c. choose dresses, shoes and bags before suit and coat
   d. stick to one or two colors for basic wardrobe

4. If you buy without planning
   a. you may have more clothes
   b. you can have clothes with which you can be better dressed
   c. you will be able to suit clothes to several activities
   d. you can have a great harmonizing of color

5. The homemaker who plans her wardrobe carefully knows that her basic suit should
   a. be able to be worn without a blouse
   b. have a small collar or collarless
   c. be able to change its mood with the addition of scarves/jewelry
   d. all of the above
   e. none of the above
6. Take stock of the clothing you have at least
   a. once a year
   b. twice a year
   c. four times a year
   d. eight times a year

7. Variety in color is best obtained in
   a. coats
   b. suits
   c. hats, scarves and jewelry
   d. shoes and bags

8. Items such as dresses, blouses, skirts, and sweaters should be selected in
   a. contrasting colors
   b. monochromatic tones
   c. many different hues
   d. harmonizing colors

9. Each new item should go with other items already in the wardrobe. Choose clothing
   a. suitable for the places you go
   b. suitable for the things you do
   c. suitable for the dreams of where you would like to go
   d. suitable for the dreams of things you would like to do
   e. answers a and b
   f. answers c and d
   g. all of the above

10. An appropriate wardrobe is one that
    a. shows individuality and originality while expressing your personality
    b. is in keeping with current fashion, yet adapted to your age, occupation, and surroundings
    c. minimizes your figure faults and accents your good points
    d. accessories well designed and coordinated for use with items in the wardrobe
    e. all of the above
    f. none of the above
BASIC DESIGN

Interior Design Questionnaire  Martha Marklin
Home Demonstration Club Meetings Assistant Extension Agent
April/May 1978

In answering the following questions, circle the letter which precedes the most nearly correct answer.

1. Principles of design are important in every area of a homemaker's life. Therefore, most homemakers should
   a. have a natural "knack" for design
   b. have a basic understanding of design
   c. be able to name the principles and elements of design
   d. study design formally through area college or correspondence course

2. The wise homemaker realizes that proportion is the
   a. actual weight of an individual object
   b. actual size of an individual object and the relationship of sizes within a group
   c. feeling of balance
   d. the impression of oneness

3. An arrangement is a
   a. planned composition
   b. bouquet
   c. form
   d. graduation

4. The homemaker with an understanding of design knows that balance is
   a. the focal point or center of interest
   b. all component parts blended to present a single picture
   c. the apparent stability of an arrangement
   d. the scale or size relationship of component parts

5. Emphasis may be achieved by
   a. repetition
   b. graduation
   c. contrast
   d. color
   e. all of the above
   f. none of the above
6. Space or the absence of form
   a. is not to be considered
   b. is monochromatic
   c. may be very effective
   d. is never very effective

7. Color is the visible spectrum of light and hue is
   a. pure color plus gray
   b. pure color plus white
   c. pure color plus black
   d. pure color

8. When working to achieve balance, the wise homemaker knows that the apparent weight of an object is not influenced by the
   a. size
   b. color
   c. texture
   d. actual weight

9. Rhythm in design is
   a. frozen motion
   b. usually symmetrical or asymmetrical
   c. blending of component parts
   d. contrast

10. The easiest way to establish emphasis is with
    a. line
    b. repetition
    c. contrast
    d. color
In answering the following questions, circle the letter preceding the answer that is most nearly correct:

1. The creative craftsman knows that a loom is
   a. strapped around the waist
   b. complex
   c. any apparatus that supports the vertical threads while weaving
   d. too costly for most homemakers

2. The first step in weaving is to
   a. mint the loom
   b. mant the loom
   c. weft the loom
   d. warp the loom

3. The rare and old-fashioned wagon wheel rug got its name because
   a. it was used in the floors of covered wagons
   b. the vertical cords looked like spokes of the wagon wheel
   c. it was woven on the metal rim of the wagon wheel
   d. it was made during the same era as was the wagon wheel

4. A variation of the wagon wheel rug is the
   a. hoop rug
   b. woven rug
   c. latch hook rug
   d. raffia rug

5. Weaving cannot continue alternating an over-under pattern unless you have
   a. an even number of strips
   b. an uneven number of strips
   c. more than 11 strips
   d. less than 10 strips

6. The wise homemaker knows that the weft is the
   a. extended cord
   b. shorter cord
   c. horizontal cord
   d. vertical cord
7. As you weave a wagon wheel rug, what threads get farther and farther apart and extra strips of the thread must be tied in
   a. warp
   b. weft
   c. mant
   d. mint

8. The expert craftsman may hand sew or machine stitch the outside edge of the weaving in order to
   a. hold the last line of weaving in place
   b. add a trim or fringe to edges
   c. hold it on the frame
   d. begin the process of weaving

9. Where would you begin to weave a wagon wheel rug?
   a. at the center of the loom
   b. at the outside edge of the loom
   c. at the left hand side of the loom
   d. at the right hand side of the loom

10. The seasoned weaver knows that the term "beat" means to
    a. prepare cord for weaving
    b. add on additional cord so that it will "beat" or be longer than the following cords
    c. firmly pack the weave
    d. clean the woven rug
In answering the following questions, circle the letter which precedes the most nearly correct answer:

1. Extension's 1976 Nutrition Survey in Tennessee, of which many of you were a part, indicated what percent of adults were getting the needed two glasses of milk?
   a. 97%
   b. 76%
   c. 55%
   d. 23.3%

2. Of the events listed below, which would be considered an important milestone or milestones for nutrition?
   a. The 1969 White House Conference on Food, Nutrition and Health
   b. Recent Senate Select Committee on Nutrition and Human Needs
   c. 1977 Child Nutrition Act
   d. All of the above
   e. None of the above

3. Milk is a remarkable food. It is an excellent source of
   a. calcium, protein, and riboflavin
   b. calcium, vitamin A and ascorbic acid
   c. carbohydrates, ascorbic acid and protein
   d. calcium, carbohydrates, vitamin A

4. Homemakers interested in nutrition know that riboflavin is
   a. a substitute for ascorbic acid
   b. one of the B vitamins
   c. is or can be synthesized into vitamin A
   d. produces amino acids

5. Dairy foods provide the easiest way to get the needed amount of
   a. calcium and riboflavin
   b. calcium and carbohydrates
   c. calcium and vitamin A
   d. calcium and ascorbic acid
6. The wise homemaker realizes that
   a. the greater the cost of a dairy food the greater the nutrient value
   b. dairy products contain more protein per 100 calories than does meat
   c. some dairy products contain more of the three major nutrients
   d. most dairy products contain almost the same amount of the three major nutrients

7. Dairy foods are sometimes a less expensive source of one nutrient needed to build and repair all body cells. The nutrient is
   a. calcium
   b. riboflavin
   c. protein
   d. vitamin A
   e. ascorbic acid

8. The wise homemaker serves snacks that
   a. are from the milk group
   b. need not be a part of the day's food program
   c. are always colorful and filling
   d. are always a planned part of the day's food program

9. One way to evaluate foods is to look at the amount of the nutrients compared to the amount of calories now referred to as
   a. nutrients vs. calories
   b. calorie counters
   c. proxennics
   d. nutrient density

10. A balanced weight reduction diet should include
    a. dairy foods higher in fat and/or sugar
    b. dairy foods that contain fewer nutrients per 100 calories
    c. dairy foods that contain higher nutrients per 100 calories
    d. few, if any, dairy foods
In answering the following questions, circle the letter that precedes the most nearly correct answer.

1. Which food preservation method requires more energy?
   a. solar drying
   b. canning
   c. pickling
   d. freezing

2. Often more energy is required in what stage or stages of our food supply?
   a. production of tools and machines
   b. planting and fertilizing
   c. planting and harvesting
   d. packaging

3. If food spoils, you've got to throw away
   a. food
   b. money
   c. energy
   d. answers a and b
   e. all of the above

4. Today, you can buy refrigerators or freezers that use less energy than others for
   a. less cost
   b. little or no added cost
   c. a much greater cost
   d. almost twice the cost

5. Which is most efficient?
   a. a full freezer instead of one that's half full
   b. a full refrigerator instead of one that's half empty
   c. a refrigerator set at its coldest setting
   d. a freezer set at its coldest setting
6. Usually energy is saved by using the conventional oven when cooking
   a. a concentrated food
   b. more than one item
   c. a dessert
   d. a TV dinner

7. How much does peeking into a hot oven drop the temperature?
   a. 5 degrees
   b. 10 degrees
   c. 25 degrees
   d. 50 degrees

8. The wise homemaker knows to lower the oven setting 25 degrees when using
   a. glass
   b. ceramics
   c. stainless steel
   d. none of the above
   e. all of the above

9. A sauce pan with a base three inches in diameter would best be placed on a
   a. 2 inch burner
   b. 3 inch burner
   c. 4 inch burner
   d. 6 inch burner

10. The wise homemaker knows that pressure pans can
   a. save time
   b. save energy
   c. save time and energy
   d. save time but use more energy
VITA

Martha Martin Marklin, daughter of Destine Moore Martin and the late Frank Martin, was born November 4, 1945 in Stewart County, Tennessee, and was graduated from Stewart County High School in 1963. She entered Austin Peay State University in 1967 where she received a Bachelor of Science degree majoring in Home Economics and Fine Arts in May of 1972.

In November of 1973, Martha accepted employment with the Agricultural Extension Service in Montgomery County, Tennessee. In February of 1976, she entered graduate school at The University of Tennessee, in the Agricultural Extension Education Department, studying toward a Master of Science degree.

On August 2, 1963, she was married to Samuel L. Marklin of Clarksville, Tennessee and they have three children.

Memberships are held in the Extension Home Economics Association, American Home Economics Association and Kappa Omicron Phi Honor Society.