

PROCEDURES FOR USE IN EVALUATING THE TEACHING OF
CONSUMER EDUCATION IN HIGH SCHOOL HOMEMAKING CLASSES

By

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PREFACE

This study was undertaken in the belief that, although the importance of helping secondary school youth to become proficient as consumers is generally recognized by educational planners, a need exists for developing materials to vitalize the teaching of consumer education. Because as an area of study in the public schools consumer education is relatively new, the teacher is able to obtain only scant help from those who have gone before; she is left largely to her own resources in selecting and organizing materials. In the hope that the accompanying study may be helpful to the homemaking teacher wishing to include consumer education as a part of her course offerings, the writer has collected and developed some suggestions for evaluation to be used as a part of the consumer education unit.

The writer wishes to express her appreciation to Miss Rowan Elliff, Associate Professor of Home Economics Education, whose guidance and encouragement have made this study possible, and to Dr. Millie V. Pearson, Head of the Home Economics Education Department, for her interest and helpful suggestions.

TABLE OF CONTENTS

	Page
I. The Place of Consumer Education in the Modern High School Curriculum	1
A. Fundamental needs of secondary school students in the area of consumer education	2
B. Present status of consumer education in the secondary schools	4
C. The place of evaluation in consumer education	6
II. Description of the Study	10
III. Suggested Evaluation Procedures for Use in the Study of Consumer Education	13
A. Evaluation as a part of the total learning situation	13
B. Evaluation procedures in relation to goals	17
C. Relationship of evaluation instruments to specific goals	24
IV. Recommendations for use	53

I

CONSUMER EDUCATION IN THE MODERN HIGH SCHOOL CURRICULUM

The increasing complexity of the national economy makes it more and more difficult to define the proper role of education in meeting the needs of citizens, and still more difficult to translate the stated purposes into a functioning educational program. Some educators maintain that we now know enough about improving learning to effect a real revolution in our educational system; however, the evidence indicates that practice lags far behind educational theory. In spite of general agreement that the schools should equip all youth to meet their everyday needs, present-day schools still lean heavily upon traditional subject-matter and methods. Harold Alberty says:

....schools have not, by and large, given much attention to personal living, including health education, face-to-face relationships of adolescents, or to the participation of the student in the socio-economic life of the community.¹

The fact that the academic curriculum is not always in tune with the needs of those who study it was brought forcibly to our attention by a recent investigation showing that almost half of the boys and girls in the United States eligible for graduation from high school drop out before receiving diplomas.² Although various explanations may be offered to account for the large number of drop-outs, there seems little doubt that the majority leave school because they cannot see that education as they know it is getting them anywhere. Certainly education has a long way to

¹ Harold Alberty, Re-organizing a High School Curriculum, p. 8.

² J. Dan Hull, A Primer of Life Adjustment Education, p. 1.

go before it can truthfully be said that provision has been made for the needs of all youth.

In any evaluation of today's educational system, the questions immediately arise: how can tomorrow's citizens be kept in our high schools, and how can they be helped to develop into more effective citizens?

Fundamental Needs of Secondary School Students

Improving the holding power of the school depends upon building a program based upon the needs of the students which they themselves recognize. The adolescent seeks to understand the maturing body, to get along with the opposite sex, to have group approval, to select a vocation, and to settle on a philosophy of life. His training should prepare him for worthy home membership, for economic competence, for civic participation, for good work habits, for his responsibility as a consumer, and for constructive use of leisure time. Other goals or tasks of adolescents suggested by Quillen and Hanna are:

To prepare for and secure a job that will provide adult status

To become intelligent in the purchasing of goods and services

To establish status as an adult citizen through competence in social-civic activities

To develop a philosophy of life and a design for living commensurate with individual potentialities, social realities, and the ideals of democracy

To make fundamental choices of allegiance³

Certain of the tasks of secondary education fall clearly within the scope of consumer education. "To become intelligent in the purchasing of goods and services" implies that the consumer needs to be able to judge

³ James Quillen and Lavone A. Hanna, Education for Social Competence, pp. 25, 26.

the worth of products he buys frequently, and to know how to secure impartial information about goods he buys only occasionally. He must be able to plan expenditures in terms of real and lasting values, since highly developed sales techniques tend to create more wants than can be satisfied on available income. He needs to understand something of how the economic system functions in relation to his welfare, and his responsibilities as a contributing member of society.

Many educators recognize a need for more adequate training in consumption as a way to better living. Although education for intelligent buying has for many years been an essential part of the homemaking curriculum, other aspects of consumer education have been largely neglected. By and large, pupils have not learned about the various agencies which offer help to the consumer; they have not understood how the complex production and marketing system which makes possible enriched living gives rise to certain problems. Few students know how to get reliable product ratings, or how to protect themselves against high pressure sales methods.

By its very nature, consumer education has an important contribution to make toward better living. Mendenhall and Harap point out the role of consumer education as follows:

Consumer education concerns the improvement of living by thoughtful selection and wise use of the resources for consumption....Consumption maintains life and, planned and expanded, enriches life. Enlightened consumption, as it may be shaped by education, becomes the fine art of living.⁴

Thus consumer education becomes important as a way of equipping students to meet their everyday needs.

⁴ James E. Mendenhall and Henry Harap, Consumer Education, p. 14.

Present Status of Consumer Education in the Secondary Schools

A survey of the extent to which consumer education has been included in the secondary school curriculum indicates that only in very recent years has the school assumed any appreciable responsibility for educating the consumer. As late as 1938 Coles stated that

As we turn to the public school system as an agency for educating the consumer, we find that in the past little has been accomplished. Whereas considerable interest has been placed in the schools upon training to earn a living, there has been little attention to teaching them how to spend money advantageously.⁵

A survey of available literature indicates that schools are beginning to accept their obligation to prepare students for their role as consumers. In a study made in 1941, Jack T. Riley reported that ten per cent of 216 Oklahoma schools investigated offered separate courses in consumer education.⁶ Five years later the National Association of Secondary School Principals conducted a Consumer Education Study under the leadership of Dr. Thomas Briggs to survey the whole field of consumer education. This study as reported by Persia Campbell in The Consumer Interest showed that a questionnaire was sent to 2915 high schools enrolling 300 or more pupils. Usable returns received from 725 schools indicated that 26 per cent of them offered separate courses in the 11th or 12th grades; this was exclusive of special units of study on consumer problems given in other subject matter fields.⁷

A survey of practices pertaining to the teaching of consumer education in homemaking classes reveals that in the past the most usual procedure has

⁵ Jessie V. Coles, The Consumer-Buyer and the Market, p. 577.

⁶ James E. Mendenhall and Henry Harap, Consumer Education, p. 55.

⁷ Persia Campbell, The Consumer Interest, p. 620.

been to integrate certain aspects of consumer education with other units usually taught in homemaking classes, rather than to offer a separate unit in consumer education. This situation has often led to the omission of certain important aspects of the subject not readily integrated with foods, clothing, housing, child care, health, or relations. Realizing that some phases of consumer education were being neglected, Dorothy Groves in 1949 prepared a source unit designed to aid the homemaking teacher in planning for the study of consumer education.⁸

The unit prepared by Miss Groves includes a wealth of material for teaching consumer education, and is organized in terms of (1) over-all objectives of the unit, (2) generalizations, (3) student activities, (4) suggested methods of evaluation, and (5) sources of information. Learning activities suggested in the unit are grouped around the following headings: "performing consumer responsibilities intelligently"; "managing resources to enrich living" and "using consumer services and information".

Miss Groves planned her source unit for use at the advanced high school level and made an effort to "draw into one co-ordinated whole the previous consumer training of homemaking students". The unit is designed to give a well-rounded presentation of consumer education from the homemaker's point of view. Although the study deals quite adequately with the teaching of consumer education, it was not her purpose to give detailed helps for evaluating the teaching. The suggestions she gives for evaluating the progress of students may serve as a starting point, but there is a need for enlarging upon the work that she has done.

⁸ Dorothy Groves, A Study of Consumer Education and Its Relation to the Homemaking Education Curriculum in the Secondary Schools.

The Place of Evaluation in Consumer Education

The trend toward more functional education has caused many to question methods that have been used traditionally to evaluate the progress of students. If we are sincerely attempting to prepare students to participate in a democratic society, we must ask ourselves certain questions:

Is the traditional course-end examination an adequate instrument for evaluating the growth of students in qualities important for democratic living?

Are we neglecting to utilize readily available techniques for evaluation purposes?

Do examinations inspire students to improve their previous records, or do they merely promote the race for supremacy?

If, as studies indicate, much of the material learned is forgotten, why go to school?

Clara M. Brown expresses the belief that the teaching-learning situation can be vastly improved when students understand clearly the goals toward which they are working, accept them as worthwhile, desire to attain them, and are provided with tools for evaluating their own progress toward them.⁹ Much of the mental stress associated with examination disappears when students and teachers accept common goals, activities, and evaluation procedures as appropriate and worthwhile and a part of the total educative procedure. The student must feel the importance of class activities; otherwise he will be justifiably half-hearted or even antagonistic.

Other writers suggest that not only should students accept as important all plans for class work, but they may even take part in planning, carrying

⁹ Clara M. Brown, Evaluation and Investigation in Home Economics, p. 6.

out, and evaluating it. Hatcher and Andrews express the belief that:

....if pupils sustain an active interest in the goals and experiences which they have helped to set up....they may be expected to be equally interested in knowing just how far they have progressed toward these goals, and to be stimulated by that knowledge to greater achievement.¹⁰

When students are genuinely interested in their own progress, there will be no motive for cheating on examinations, for the competitive race for supremacy will have, lost its appeal.

Brown points out that teachers tend to over-rate the traditional examination as an instrument for determining the progress students have made. The examination is based upon the belief that if pupils acquire certain information regarding desirable habits and attitudes, they will thereupon develop those habits and attitudes. However, the evidence indicates that such is often not the case, for students tend to limit their activities according to the standards set up by the test in question. If the examination requires only the memorization of facts, the student will memorize facts. If the examination requires the application of learning, students will try to discover what those applications are.¹¹

Quillen and Hanna stress the dual purpose of continuous self-evaluation; "...it reemphasizes the objectives which the student sets out to achieve and focuses learning activities on these objectives; it motivates learning by pointing out deficiencies which need to be overcome." They suggest that all those interested in the student can contribute to a comprehensive and well-balanced evaluation program. When pupil, parent, and teacher work

¹⁰ Hazel M. Hatcher and Mildred E. Andrews, The Teaching of Home-making, p. 55.

¹¹ Brown, op. cit., p. 9.

together it will be possible to gather more evidences of changes in behavior than it would be possible for the teacher alone to collect.¹²

Many writers suggest that ordinary classroom situations offer possibilities for the evaluation of student growth. In the Thirty School Experiment reported by Smith and Tyler such informal methods as student writing, records of activity, and copies of planning were used successfully for evaluation purposes. The study showed that classroom situations provided a far greater source for securing data on student progress than had usually been assumed:

For the appraisal of some objectives, such as the ability to plan the attack on research problems or to use laboratory techniques and tools, the observation and recording of student behavior in normal classroom situations was the best if not the only source.¹³

Although few evaluation materials planned especially for use in consumer education are available to the teacher, many of the informal methods of gathering information on student growth which have been used in other areas of home economics can readily be adapted for use in consumer education. A study made by Marguerite Scruggs in 1946 proposes a number of such informal procedures. Her study stresses the value of materials readily available to the homemaking teacher for evaluation purposes. She points out that the use of many informal techniques may actually give a better record of student growth than a single example or even several instruments which attempt to measure only one specific factor. The fact that evaluation by statistically sound procedures has frequently been checked by informal methods available to the ordinary classroom teacher suggests that such methods have value.¹⁴

¹² James Quillen and Lavone A. Hanna, Education for Social Competence, p. 346.

¹³ Eugene R. Smith, Ralph W. Tyler, and the Evaluation Staff, Appraising and Recording Student Progress, p.

¹⁴ Marguerite Scruggs, Suggested Evaluation Procedures for Homemaking Classes in Oklahoma, p. 92.

In accord with deductions from the literature reported, the teacher may follow certain guides in planning for the evaluation of consumer education:

1. Procedures for evaluating the teaching of consumer education should be planned with goals clearly in mind.
2. The cooperation of students should be enlisted in planning and evaluating the work.
3. All kinds of techniques should be used in gathering evidence on various changes in the total personality of the student. Descriptive evidence is needed to supplement standardized tests.

Available literature furnishes few suggestions for evaluation in the area of consumer education, and most of those pertain exclusively to buymanship and care. There appears to be a need for developing evaluation procedures planned especially for use with high school students in consumer education classes.

II

DESCRIPTION OF THE STUDY

This study was based upon the belief that a need exists for collecting and preparing instruments suitable for indicating the growth of the student in the field of consumer education. For the purpose of the study the writer has assumed:

- (1) there is a need for improving the teaching of consumer education and for going beyond the studies that have been made.
- (2) effective evaluation procedures are a part of good teaching.
- (3) effective evaluation includes a variety of procedures for collecting evidences of changes in student behavior.
- (4) effective evaluation procedures measure both information acquired and its application to personal living.
- (5) evaluation procedures should indicate growth in the achievement of goals, and should be developed and used cooperatively by teacher and learners.
- (6) evaluation is a continuous process and should be included in initiatory, developmental, and cumulative stages of learning.
- (7) evaluation devices may be collected from teachers who have used them; others found in references may be used in entirety or adapted to a particular situation; still others may be developed cooperatively by students and teachers.

Since evaluation, properly understood, is a part of good teaching, procedures suggested in this study were related and limited to three objectives for teaching consumer education as suggested by Miss Groves in her source unit. They are:

- (1) Managing resources to enrich living
- (2) Using consumer services wisely
- (3) Accepting consumer responsibilities¹

¹ Groves, op. cit.

Certain beliefs pertaining to teaching and learning have served to guide the writer in the selection of evaluation procedures. They include:

1. Education should help people assume responsibility for their own actions. Students should realize that increased privileges entail increased responsibilities.
2. In educating for democratic efficiency, pupils should have a part in planning the work, in carrying it out, and in evaluating the results of their efforts.
3. Standards of achievement should vary according to the abilities of the students. Students should form the habit of judging their progress by their own previous records, rather than by comparison with the work of other students.
4. The achievement of each student should receive favorable recognition, irrespective of what other students in the class have accomplished. It is an ideal of education for democratic living to help each student develop to the limit of his capacity.
5. Because independent thinking is essential in a democracy, a challenging classroom atmosphere with considerable freedom to choose courses of action should be afforded the students.
6. Pupils should be able to work effectively both as individuals and as members of a group. Both leadership and followship should be nurtured.
- 7; Pupils should assume responsibility for acting in accordance with their level of maturity. Classroom experiences may become more complex as learning progresses, in order to challenge continued effort.

The evaluation instruments suggested herewith are planned to indicate in some way the growth of students as a result of the teaching of consumer education. Some of the ideas used in the pencil-and-paper tests were borrowed from references, and due credit was given to the original source; some were contributed by teachers of homemaking who have used them in their classes. Other instruments were developed by the writer in the hope that they might be helpful to homemaking teachers who wish to include consumer education as a part of the homemaking program.

It was not the purpose of this study to suggest detailed class procedures for the teaching of consumer education. For such helps, the reader may refer to the source unit compiled by Dorothy Groves in 1949, previously reported.² No attempt has been made to refine and standardize these tests since the evidence indicates that informal tests which the pupils help plan in relation to chosen goals are often more adaptable to the needs in local situations than formal tests, prepared and validated by experts in evaluation. The emphasis has been placed upon helping pupils see their growth, and no attempt has been made to indicate how the proposed evaluation materials might be standardized or even used for grading or rating.

It is the hope of the writer that the evaluation materials proposed will be useful to the teacher planning a consumer education unit as a part of the homemaking curriculum. It is not expected that all or even part of them will answer the needs in any given situation, but it is hoped that the suggestions included here can be used and adapted to the needs of varying local situations.

² Groves, op. cit.

III

SUGGESTED EVALUATION PROCEDURES FOR USE IN THE STUDY OF CONSUMER EDUCATION

Evaluation as a Part of the Total Learning Situation:

In initiating a unit dealing with consumer education on the advanced high school level, the teacher must keep in mind certain objectives. She will need to help the students understand the place of the consumer in an economic democracy, and why the consumer's interests sometimes seem to conflict with the interests of business and industry. The consumer should be led to take an intelligent interest in his own welfare, at the same time taking a generous view of the rights and privileges of other economic groups. He should learn to utilize facilities which contribute to better personal living, and he should also assume certain responsibilities as a contributing member of society.

Any suggested division of class work in a consumer education unit is necessarily arbitrary, since in real life consumer experiences cannot be relegated to areas or divisions; however, in order to give direction to the study of consumer education, the work outlined in this study is grouped into the divisions of "managing resources to enrich living"; "evaluating and using consumer services" and "accepting consumer responsibilities".

It is recognized that in the actual classroom setting, the students will cooperate with the teacher in working out many of the class experiences. However, in order to insure the success of this democratic procedure, the teacher will have done much behind-the-scenes planning before the class meets. She will have devised some ways to interest the students and to show them what the subject has to offer them. The introductory activities

should lead to defining the area of consumer education. Students should acquire a better understanding of the place and problems of the consumer, in order to be able to participate intelligently in setting up goals for the unit.

In addition to planning challenging introductory activities, the teacher must have foreseen many of the interests of her students, for she will need to have in mind procedures to suggest as appropriate for attaining the goals they select. She will need to have surveyed her community for resources to use in developing the consumer education unit. Likewise, she will need to have acquainted herself with persons from business, trades, or professions who can contribute something to enrich the study of consumer education. She will need to have assembled at least a beginning library for consumer education.

Early in the unit the class members will help decide upon ways to evaluate their progress toward chosen goals, and perhaps to select some evaluation instruments for this purpose. Simple instruments can also be developed by class members. For example, after a class has listed certain characteristics of good advertising, the list can readily be converted into a score card for evaluating advertising. When class members appreciate and can list the qualities needed by a consumer in a democratic economy, they can readily check progress toward their own goals during the development of the unit.

Because the students will participate so largely in setting up the course, it will be neither possible nor desirable for the teacher alone to make final decisions as to the types or number of evaluative procedures to be used. However, she must be prepared to propose possible ways to indicate growth. For that reason, it is believed that the test forms suggested here may have some value to the teacher planning a unit in consumer education.

At the beginning of the unit the problem will be to arouse interest in the issues important to consumer welfare. The procedures should stimulate thought and discussion, should acquaint the students with the possibilities of a study of consumer education, and should enable students to help set up goals important for class study. The introductory experiences should be planned carefully, for the success of the entire unit will depend upon the extent to which students recognize the subject as so vital that they will enter whole-heartedly into planning and carrying out activities.

A device which can help orient the students in a study of consumer education is the Consumer Problem Check Sheet, p. 26, which calls the student's attention to a number of consumer problems. It is expected that the student may recognize the importance of many of these problems but will be unable to suggest adequate solutions without further study. The student's answers as shown on the check sheet could give the teacher some concept of the level of his thinking, and furnish a basis for the planning of class experiences.

In order to guide the planning of class procedures in consumer education, the teacher will need to know what experiences in consumer activities her students have already had and what they feel they need to work on. For this purpose the Consumer Experience Check Sheet, p. 28, is included. On this sheet the student can designate consumer problems which he would be interested in developing as home experiences and ones which he thinks should be studied as a part of regular class work.

Another way of stimulating thought, discussion, and investigation might be the reading of a magazine article in class, such as "Must Our Pork Remain Unsafe?"¹ A challenging bulletin board display with the

¹ Laird S. Goldsborough, "Must Our Pork Remain Unsafe?" Reader's Digest, Vol. 56 (March, 1950) 27-30.

caption, "You Pay for It, But Do You Get It?" might call attention to inadequately labeled products. The teacher might display a garment which proved to be unsatisfactory, and ask students to list things the buyer could have done to insure a more satisfactory purchase. By this means the teacher could determine whether students know how to judge a particular garment by inspection, whether they know how to get reliable information about what they buy, and whether they can judge the reliability of the manufacturer's promise for the article.

In order to contribute to the planning of a consumer education unit, the student should be helped to understand how the functioning of the economic system gives rise to problems for the consumer. A comparison of present conditions with those of the past shows the student that whereas the homes of his forefathers were centers of production as well as consumption, industry has largely taken over the function of production. Although a multiplicity of goods and services are thus made available, standards of living have not in all cases kept pace with technological progress. Furthermore, since the consumer has no first-hand knowledge of what goes into the making of his shoes, his shirts, or his bread, he needs to develop judgment in selecting articles he buys. Since industry is primarily concerned with profits, the consumer must be alert to protect his own interests in order to realize the benefits of enriched living.

In the part of the unit called "Managing resources to enrich living" the students can be led to formulate goals for living, and to take stock of their assets--time, money, energy, and abilities. As they become interested in improving the management of their resources, they can be encouraged to plan the use of their money for more satisfaction. When they see budgeting as a way of getting from life the important things, they may be willing to forego some trifles for articles of more real and lasting values.

Some of the activities suggested here may not ordinarily be thought of as a part of evaluation. However, if we accept as important in a democracy such goals as the ability to find and interpret data, the ability to apply principles studied to actual cases, resourcefulness in finding the answers to problems, and effective group participation as a leader or a follower, the procedures suggested may begin to take on meaning. The extent to which the student participates in setting up goals and planning class work, his proficiency in using the library to get information, his resourcefulness in solving problems, his skill in group participation---these are extremely significant in a democracy. Recorded on a Weekly Progress Sheet kept by the student or an Anecdotal Record kept by the teacher, the sum total of these activities is an index to the growth of the student.

Evaluation Procedures in Relation to Goals

Plans for evaluation must necessarily be worked out in relation to goals for the study of consumer education. The evaluation procedures suggested here are planned in relation to the goals suggested in the source unit planned by Dorothy Groves.² They are as follows:

- I. Managing resources to enrich living
 - A. Planning expenditures in terms of goals for living
 - B. Judging the quality of goods on the market
 1. By inspection and simple home tests
 2. With the aid of buying helps
 - C. Comparing stores as to prices and services offered
 - D. Realizing that proper use and care enhances the satisfaction obtainable from goods.
- II. Evaluating and using consumer services
- III. Accepting consumer responsibilities

² Groves, op. cit.

With these goals in mind, a variety of experiences designed to help the students evaluate their own progress are suggested. The activities are planned to indicate growth not only in collecting, evaluating, and using information, but also in the acquisition of social skills, in proficiency in reflective thinking, and in better human relationships. Many of the suggested procedures are flexible enough that they can be adapted to a variety of uses. The resourceful teacher will see many possibilities for varying the experiences to suit the needs of individuals or groups. The student can judge the value of his activities at weekly intervals by means of a form such as the Weekly Progress Sheet, page 51. Some rating scales are included here. Others can easily be constructed by the students as the need arises.

Specific procedures for use in evaluating the teaching of Consumer Education in high school classes follow.

I. Managing resources to enrich living

A. Helping students to plan expenditures in terms of goals for living

1. Secure and study individual and family account books. Suggest ways in which expenditures might be improved.
2. Compare and contrast the allowance and the "doling" system as a means of providing for the spending needs of children.
3. Keep an account of the amount of money required to satisfy individual needs for a period of one year. Show this record to parents, and ask if it will be possible for the same amount of money to be given in the form of an allowance to be managed by the student. Evaluate satisfaction received from the use of money thus allocated.
4. List and compare the advantages and disadvantages of budgeting one's income.
5. Compare and contrast satisfaction received from credit buying and cash buying.
6. Compare charge accounts, installment buying, and cash loans as forms of credit.
7. Compare the cost of various forms of credit with the aid of the "Consumer Credit Cost Calculator."
8. Keep in student folder personal goals and values and samples of work. Check occasionally to see if work is in keeping with goals accepted for the unit.
9. Use Evaluation Form C, "Application of the principles of budgeting," to determine ability to apply principles developed to family situations.
10. Use Evaluation Form D, "Interpreting data on credit buying," to test ability to understand printed information about credit.
11. Use Evaluation Form E, "Business terms," to test understanding of common business terms.

B. Helping students to learn to judge the quality of goods

1. By inspection and simple home tests.
 - a. Bring to class examples of so called bargains which proved to be poor buys because of poor planning, lack of information about the article purchased, or other reason. Analyze purchases in terms of standards accepted.
 - b. Display in the department two slips of varying qualities, both laundered the same number of times. Decide which was the better selection and why.

c. Compare parts cut from discarded ready-made garments which are kept on file in the department; summarize conclusions as to desirable qualities of ready-made garments.

d. Judge articles such as fabrics, soaps, and brands of canned vegetables using available home tests suggested by references.

e. Test understanding of qualities desirable in a given commodity by arranging contrasting exhibits: "This Was a Good Buy" and "This was a Poor Buy". Judge the effectiveness of the exhibit by means of standards suggested in the score sheet, "Exhibits and Displays", Evaluation Form R.

f. Plan and present in assembly a playlet showing the need for better buying practices.

g. Write specifications for buying sheets, a slip, or a pair of hose. Compare specifications with available qualities.

h. Compare prices of products in small and large containers.

i. Use Evaluation Form F, "Judging food products by inspection," to test ability to make wise food selections.

j. Use Evaluation Form G, "Selection of ready-made garments," to test ability to make wise selections in clothing.

k. Use Evaluation Form H, "Application of information in selection of small kitchen equipment" to determine understanding of factors influencing quality in kitchen cutlery.

l. Use Evaluation Form I, "Applying knowledge in selection of kitchen utensils" to test application of principles studied to actual selection.

2. Use of buying helps

a. Compare prices for branded and unbranded articles sold in stores.

b. Arrange bulletin board displays showing

- (1) sub-standard quality as compared with standard quality
- (2) varying grades of the same product
- (3) descriptive labeling as compared with grade labeling

Rate the displays according to the rating sheet, "Exhibits and Displays," Evaluation Form R.

c. Compare the relative merits of grade labeling and descriptive labeling.

d. Make a display of informative labels and evaluate their helpfulness.

e. Arrange a display of guarantees. Judge the protection they offer the consumer according to the following criteria:

- (1) Who stands behind the guarantee?
- (2) What claims are made for the product?
- (3) For what period of time is the product guaranteed?
- (4) What adjustment will be made if the product is unsatisfactory?

f. Collect and rate advertising as to its helpfulness to the consumer. Use the following criteria:

- (1) Is the product advertised worthwhile?
- (2) Is needed information about the value of the product given?
- (3) Are all claims truthful?
- (4) Are misleading terms and implications omitted?
- (5) Does the advertisement avoid appeals to the emotions of pride, fear, or prejudice?

g. Make an analysis of a recent purchase to determine whether buying practices have improved since starting the study of consumer education.

C. Enabling students to compare stores as to prices and services offered.

1. Compare prices of some common commodities at cooperative, chain, and independent stores. Use Evaluation Form J, "A comparison of prices in different stores."

2. Compare services offered by each type of store.

D. Helping students realize that proper use and care enhance the satisfaction derived from purchases.

1. Collect and evaluate information pertaining to use and care as found printed on labels.

2. Use Evaluation Form K, "Judging furniture values" to determine how well information furnished in a furniture advertisement is understood.

3. Use Evaluation Form L, "Interpretation of buying information" to determine understanding of information pertaining to their use.

4. Use Evaluation Form M, "Interpretation of data found on clothing labels" to test understanding of information furnished to the consumer.

II. Evaluating and Using Consumer Services

A. Understanding the work of testing agencies, and using their helps.

1. Investigate the work of testing agencies; classify and compare as to services offered the consumer.
2. Appoint committees to write for material from testing services, and arrange an exhibit of helps received, to test ability to gather and organize information.
3. Prepare an exhibit of approved dentifrices; determine best buys from the group displayed.
4. Collect all possible information in regard to the selection of a particular product. Evaluate sources of information as to their helpfulness.
5. Use Evaluation Form N, "Sources of buying helps."

B. Understanding ways in which the government helps the consumer.

1. List things for which you pay taxes. Evaluate services received for tax money.
2. Secure copies of state and municipal regulations. Determine how adequately they protect the consumer.
3. Secure a copy of Trade Practice Rules and evaluate their helpfulness to the consumer.
4. Evaluate free government publications and add to your consumer file those that you need.
5. Study and evaluate pending legislation as to its helpfulness to the consumer.
6. Evaluate the adequacy of governmental protection by finding answers to the questions:
 - (a) What regulations for the protection of the milk supply are in force in your community?
 - (b) Must bakery goods be covered to protect it from germs and bacteria?
 - (c) How are swimming pools kept sanitary?
 - (d) Is locally slaughtered meat inspected?
 - (e) How is health safeguarded in bottling works where soft drinks are made?

III. Accepting consumer responsibilities.

- A. Evaluate the cost of special services afforded the shopper in relation to their actual value.
- B. Investigate the rules of local stores regarding the return of goods.
- C. Judge the value to the consumer of the Consumer's Protection Label found on ready-to-wear garments.
- D. On the basis of your understanding of fair shopping practices, develop a "Shopper's Code".
- E. Do the family marketing for a period of time, observing courtesies and responsibilities listed on "Shopper's Code". Evaluate results.
- F. Compile a sheet showing improvements needed in (1) selling practices, and (2) buying practices. Use Evaluation Form O.
- G. Rate yourself as a consumer on the "Consumer Rating Scale", Evaluation Form P.

Relationship of Evaluation Instruments to Specific Goals

Form	Purpose	Kind of Instrument
A	Recognition of problems affecting the welfare of consumers	Check list
B	Securing information about experiences and interests of students as a basis for planning class work and home experiences	Check list
C	Application of the principles of budgeting	Multiple choice
D	Interpretation of data on credit buying	<u>True-False</u>
E	Understanding the meaning of common business terms	Matching
F	Judging food products by inspection	Check list with reasons
G.	Selection of ready-made garments	Modified multiple choice
H	Application of information in selecting small kitchen equipment	Multiple choice
I	Application of knowledge in selecting kitchen utensils	Multiple choice
J	Comparing prices of common commodities in different stores	Survey chart
K	Interpretation of information given in a furniture advertisement	Modified true-false
L	Interpretation of buying information	Modified true-false
M	Interpretation of data on clothing labels	Matching
N	Knowledge of services available from consumer agencies	Matching
O	Determining needed improvements in buying and selling practices	Survey form

Relationship of Evaluation Instruments to Specific Goals, (cont.)

Form	Purpose	Kind of Instrument
P	Rating the proficiency of the individual in consumer activities	Rating scale
Q	Recording progress in activities for the week	Progress report
R	Determining how well a display or exhibit has been set up	Rating scale

EVALUATION FORM A

CONSUMER PROBLEM CHECK LIST

Purpose: We believe that in order to do our part as citizens, we must not only appreciate our privileges and opportunities, but we must also be alert to protect our interests. Let us see whether we can identify some problems to be studied further in our class.

Directions: Read the list of situations or problems below, and check those which you believe to affect your welfare in some way.

1. ___ The consumer is forced to listen to much unpleasant advertising in order to get programs he wants on the radio or television.
2. ___ Some advertising is misleading or even untrue.
3. ___ Much advertising emphasizes the appearance or style features of goods, omitting important information about its durability or usefulness.
4. ___ Reliable authorities state that 20% of the price we pay for cosmetics goes for advertising.
5. ___ Guarantees are frequently stated in such a way that neither the store nor the manufacturer can be held responsible for any adjustments that need to be made.
6. ___ Consumers often have to rely on inspection or past unhappy experience to guide them in buying goods.
7. ___ It is difficult for the average consumer to obtain an impartial check on the goods bought.
8. ___ Sales pressure is intended to make the consumer want more than he actually needs.
9. ___ Big business has pressure groups trying to influence Congress; the average citizen usually has none.
10. ___ Consumers sometimes fail to take an active part in legislation planned in their interests.
11. ___ Young people frequently do not get any experience in managing money until they are "on their own".
12. ___ Many consumers do not know how to determine how much they pay for credit when they borrow money.
13. ___ Some consumers who buy on the easy payment plan do not realize that the product costs more when paid for in this way.

14. ___ Cosmetics frequently cost many times the value of the ingredients which are used in them.
15. ___ Two pairs of hose made exactly alike are often sold in different stores at different prices.
16. ___ Inspection of meat to insure that it is safe to eat is not required by federal law within the boundaries of a state.
17. ___ Furniture made of cheaper wood but finished with mahogany stain is frequently labeled "Finish: Mah.".
18. ___ Furniture with only the exposed parts made of walnut may be labeled "Genuine Walnut".
19. ___ Comparatively few products give sufficient pertinent information on labels.
20. ___ Consumers sometimes fail to make a plan for spending so that they can get things they really want from life.

EVALUATION FORM B

CONSUMER EXPERIENCE CHECK LIST

Purpose: In order to help us become more proficient as consumers, we need to know in which of the consumer's jobs you have had some experience, and which ones you feel that you need to know more about. This is a check-list to be used in planning class work and home experiences.

Directions: Read the jobs of the homemaker listed below, and check (X) in Column 1 those that you have done at some time or other; check in Column 2 those jobs that you feel you need to know more about. In Column 3 check to indicate which of the jobs listed you would suggest for class study, and in Column 4 those which you would be interested in developing as a home experience. You may check both "Class Study" and "Home Experience" if you wish.

Jobs of the Homemaker	Column 1 I have done this	Column 2 I need to know more about this	Column 3 Class Study	Column 4 Home Experience
<p>I. <u>Food Planning and Management</u></p> <p>Bought family groceries</p> <p>Planned and prepared meals by yourself</p> <p>Planned and prepared meals with help</p> <p>Conserved food by canning, freezing, or other method</p> <p>Bought meat or other food by government grade</p>				
<p>II. <u>Clothing Planning and Management</u></p> <p>Planned own wardrobe for a season</p> <p>Assumed responsibility for the care and repair of own clothing</p> <p>Stored clothing for a season</p> <p>Remodeled a garment</p>				

Jobs of the Homemaker	Column 1 I have done this	Column 2 I need to know more about this	Column 3 Class Study	Column 4 Home Experience
<p>III. <u>Home Management</u></p> <p>Helped select a large piece of equipment</p> <p>Bought household linens for home or hope chest</p> <p>Bought small kitchen equipment</p> <p>Bought dishes or silver</p> <p>Renovated a piece of furniture</p> <p>Mended household linen</p> <p>Been responsible for the care of own room</p> <p>Been responsible for the care of other rooms</p>				
<p>IV. <u>Financial Management</u></p> <p>Kept a personal expense account</p> <p>Taken part in planning a family budget</p> <p>Earned own money</p> <p>Managed a regular allowance from parents</p> <p>Handled a bank account</p> <p>Saved money systematically</p> <p>Borrowed and repaid money</p>				

Jobs of the Homemaker	Column 1 I have done this	Column 2 I need to know more about this	Column 3 Class Study	Column 4 Home Experience
<p>V. <u>Use of Buying Helps</u></p> <p>Used information from independent testing laboratories, as Consumer's Union or Consumer's Research</p> <p>Bought an article because of a seal of approval, such as Good Housekeeping, Underwriters Laboratories, Parents Magazine, AMA, ADA, or others</p> <p>Read labels to determine quality of an article or recommended care</p> <p>Asked salespeople about information needed</p> <p>Started a collection of bulletins giving buying information</p>				

EVALUATION FORM C

APPLICATION OF THE PRINCIPLES OF BUDGETING

Multiple Choice Form

Purpose: We know that in order to get the important things from money we spend, we must plan carefully. This is a test to determine how well we can apply what we have learned about planning expenditures to actual cases.

Directions: In "Part A" are brief descriptions showing how four families use their money to meet expenses. Read the four situations outlined very carefully. Check one which you consider to be the wisest course. Then check in "Part B" the reasons which support the decision.

Part A

1. _____ In Jane's family the children ask their parents for money as they need it, realizing that since their parents do not keep an accurate account of money doled out, they probably get more this way than they would if each child were given a set allowance.
2. _____ In Betty's family the members are consulted every morning at the breakfast table as to their needs for the day, and given money for car fare, lunches, groceries, household expenses, and school supplies.
3. _____ In Ruth's family the members hold a council at intervals and discuss the big things the family wants to achieve, and what items the family income must cover. A regular allowance is apportioned to the children.
4. _____ Mary's mother set up a budget for the family for a period of a year, but found the plan impractical because of unexpected expenses. She abandoned the budget, but finds it difficult to meet payments on several items bought on the installment plan.

Part B

Check the reasons for your answer:

1. _____ A budget that really works requires much time and effort.
2. _____ A budget is helpful only to those who have a great deal of money to spend.
3. _____ One purpose of budgeting the income is to help one get the things he really values most for his money.
4. _____ If a plan for spending is to really work, the whole family must understand what are the necessary expenditures and must cooperate in reaching family goals for spending.

5. _____ If an item costs more than the amount allowed in the plan, the budget should be abandoned.
6. _____ There is no point in making a budget until one is earning at least \$40 a week.
7. _____ In making a budget, it is wise to under-estimate income and allow a safe margin for unexpected expenses.
8. _____ A workable budget should plan for past debts incurred as well as current expenses.
9. _____ A budget can help a family live within its income.
10. _____ Because it is impossible to anticipate many of our expenses far in advance, money for various needs may as well be handed out at the breakfast table.
11. _____ Children get needed training in handling money from the use of an allowance.

EVALUATION FORM D

INTERPRETING DATA ON CREDIT BUYING

True-False Form

Purpose: Students sometimes say that they read without understanding the meaning of what they read. This is a test to determine how well we can interpret what we read about installment buying.

Directions: Read the paragraph carefully. Then read the statements below and indicate with a (x) mark in the columns to the right whether you believe:

- (1) The information given is sufficient to make the statement true.
- (2) The information is sufficient to make the statement false.
- (3) The information is insufficient to make a decision regarding the statement.

Remember that you must make your decision only on the basis of the information furnished in the paragraph.

Paragraph

Credit can be granted more liberally under an installment agreement than under a charge account because (1) the amount of credit is limited, (2) payments are small, are closely fitted to income, and are due on definite dates. Then, too, the ownership of the goods bought on the installment plan belongs to the store until the last payment is made. Since the store that sells on the installment plan has the right to take back the goods if you fail to make payments as agreed, and does not have to refund what you have already paid, it can afford to take greater risks in granting credit. For this reason many people who could not open a charge account are allowed to buy goods on the installment plan.

1. Stores which offer installment plans tend to charge higher prices.
2. When an article is bought on the installment plan, the title to the goods is not transferred to the purchaser until the last payment is made.
3. The carrying charge which is paid for the privilege of installment purchasing is frequently more than reputable loan companies charge for the use of money.
4. Legally, the person who is buying goods on the installment plan owns the goods after the first payment is made.

True False Insufficient

True	False	Insufficient

True False Insufficient

- | | True | False | Insufficient |
|---|------|-------|--------------|
| 5. Stores often allow the privilege of a charge account to customers who are not allowed to buy on the installment plan. | | | |
| 6. Because furniture depreciates rapidly, it must be paid for in a shorter time than an electric refrigerator or an automobile. | | | |
| 7. The store takes fewer chances when it sells on the installment plan than when it opens charge accounts. | | | |
| 8. A good credit rating depends upon a reputation for paying bills promptly and in full. | | | |
| 9. For the references required in opening a charge account, it is better to give the names of social acquaintances than the names of friends who are in business. | | | |
| 10. Stores will allow anyone to buy on the installment plan. | | | |
| 11. The ownership of goods bought on the installment plan belongs to the store until the last payment is made. | | | |
| 12. Making and keeping a careful budget helps the buyer to meet installment payments. | | | |
| 13. When a store repossesses goods partially paid for, it is obligated to refund money already received. | | | |
| 14. Reputable business firms do not like to repossess goods because this procedure usually incurs the ill will of customers. | | | |
| 15. Installment payments are usually planned in accord with the individual's ability to pay. | | | |

EVALUATION FORM E

BUSINESS TERMS

Matching Form

Purpose: In order to be able to manage our affairs intelligently, we need to be able to understand some of the terms which are used frequently in business affairs. This is a test of our understanding of business terms.

Directions: Listed under "Part A" are some terms which are often used in business affairs; under "Part B" are definitions of terms. Select from "Part A" the term which fits each definition in "Part B" and write its letter in the correct blank. Some of the terms in "Part A" will not be used.

Part A

Terms

- | | |
|---------------------|---------------------|
| a. charge account | j. conditional |
| b. installment plan | bill of sale |
| c. lein | k. carrying charge |
| f. interest | l. fixes expenses |
| g. budget | m. chattel mortgage |
| h. tax | n. repossession |
| i. savings | o. credit |
| | p. depreciation |

Part B

Definitions

1. ___ The ability to obtain something of value now for a promise to pay in the future.
2. ___ A financial statement of estimated income and expenses.
3. ___ A form of credit by which goods are charged against the buyer on the books of the seller, to be paid at a later date.
4. ___ Money paid for the use of money.
5. ___ A form of credit enabling the buyer to purchase merchandise for a small first payment, the balance to be paid in equal installments over a fairly long period of time.
6. ___ A charge which the buyer pays for the privilege of buying goods on the installment plan.
7. ___ An agreement by which the title to goods is transferred to the seller in case the buyer fails to make payments as agreed in the contract.
8. ___ The right to take back articles sold under installment contract in case the buyer fails to live up to the agreement.

9. Loss of value.
10. An agreement that the seller shall retain the title to the goods until they have been paid for.

EVALUATION FORM F

JUDGING FOOD PRODUCTS BY INSPECTION

Check List with Reasons

Purpose: The grocery shopper often has to rely on inspection alone as a guide in the selection of foods. We are going to see how well we can determine quality in various food items by simply looking at them.

Directions: Displayed on the table are three grades of each of the following food items: eggs, beef, oranges, canned green beans, and cabbage. Using all the inspection tests that you know, decide which of each group of three is the best buy. Then write the number of your choice in the appropriate blank. Next, write the reasons for your choice in the space provided.

EggsReasons

Best buy _____

Beef

Best buy _____

Oranges

Best buy _____

Canned green beans

Best buy _____

Head of cabbage

Best buy _____

EVALUATION FORM G

SELECTION OF READY-MADE GARMENTS

Modified Multiple Choice Form

Purpose: In shopping for clothing, we usually base our choices upon inspection plus what information we can get from labels and from sales people. This is a test to determine how efficiently we can use these aids in buying clothing.

Directions: On the table are displayed three wash dresses from the ready-to-wear department. Examine each garment carefully and select the dress which you consider to be the best buy. Write the letter designating this dress in the blank provided. Then read the reasons listed below and check (X) those which influenced your decisions.

Best Buy _____

Check below the reasons which influenced your decision:

- 1 _____ The design is pleasing.
- 2 _____ The seams are made with more stitches per inch.
- 3 _____ The fabric is specially finished to resist wrinkles.
- 4 _____ The garment is cut true with the grain of the fabric.
- 5 _____ The fabric is mercerized.
- 6 _____ The fabric is sanforized.
- 7 _____ The fabric is fast color.
- 8 _____ The seams would be durable.
- 9 _____ A wide hem is used.
- 10 _____ The trimmings would require no special care in laundering.
- 11 _____ The fabric has a minimum of sizing.
- 12 _____ The garment would be easy to iron.
- 13 _____ The fabric is run-proof.
- 14 _____ The fabric is full-cut.
- 15 _____ The garment carries the Consumer's Protection Label.
- 16 _____ The garment could be washed with only ordinary care.
- 17 _____ The pockets are real, not simulated.
- 18 _____ The seams are stayed to prevent stretching.

EVALUATION FORM H

APPLICATION OF INFORMATION IN SELECTION OF SMALL KITCHEN EQUIPMENT

Multiple-Choice Form

Purpose: Wise selection of small kitchen equipment makes home work easier and more pleasant. This is a test to determine how well we can apply what we have learned in selecting small kitchen equipment.

Directions: On the table are ten pieces of small kitchen equipment. Examine each one carefully and decide which ones you consider to be satisfactory for their own intended use. Mark the three columns as follows:

Column 1: Mark X those you consider to be satisfactory, and mark 0 those you consider to be unsatisfactory.

Column 2: For each one judged unsatisfactory, write the number of the main reason why it is not satisfactory.

Column 3: Indicate the purpose for which you would use each utensil marked "X", as, for example, "Shredding vegetables".

Reasons Why Equipment May Be Unsatisfactory

1. Difficult to clean (or keep clean)
2. Difficult to keep sharp
3. Very limited in usefulness
4. Not likely to be very durable

<u>Pieces of Equipment</u>	<u>Column 1</u> (Mark X or 0)	<u>Column 2</u> (Reason for marking)	<u>Column 3</u> (Purpose of utensils)
A	_____	_____	_____
B	_____	_____	_____
C	_____	_____	_____
D	_____	_____	_____
E	_____	_____	_____
F	_____	_____	_____
G	_____	_____	_____
H	_____	_____	_____
I	_____	_____	_____
J	_____	_____	_____

EVALUATION FORM I

APPLYING KNOWLEDGE IN SELECTION OF KITCHEN UTENSILS

Multiple Choice Form

Purpose: Since a two-quart sauce pan is used very much in most kitchens, the type of pan chosen is very important. This is a test to determine how well we can select utensils on the basis of what we have learned.

Directions: Four two-quart sauce pans are displayed on the table and labeled A, B, C, and D. Select the one which you consider to be the most desirable. Write the letter of this one in the blank provided. Then check with an (X) the reasons below which influenced your decision.

My choice _____

Reasons:

1. ___ It is real economy to select a utensil which has many uses rather than a pan for every use.
2. ___ Less money should be spent for utensils receiving little use.
3. ___ A pan for top-of-stove cooking should be at least as large as the burner it is used on.
4. ___ A pan having sides which join the bottom with a wide curve rather than a crease is more desirable.
5. ___ Food heated in a covered pan reaches the boiling point more quickly than food heated in an uncovered pan.
6. ___ A large, sharp pointed lip is easier and safer for pouring.
7. ___ The weight of the handle should not tip the utensil.
8. ___ Wood or composition handles remain cool.
9. ___ Straight-sided utensils require a minimum amount of space on the top of the stove.
10. ___ Since metal handles get hot, they are not as convenient to use as handles that do not retain heat easily.
11. ___ Utensils with removable handles are useful for both oven and surface cooking.
12. ___ Some heavy utensils are suitable both for steaming and for cooking in water.
13. ___ Riveted handles may not be securely attached, and are often difficult to clean.

14. _____ A utensil with a steam sealed rim holds the steam within the utensil during the cooking process.
15. _____ The material will not discolor with use.

EVALUATION FORM J³

A COMPARISON OF PRICES IN DIFFERENT STORES

Purpose: We know that prices which stores must charge for goods are influenced by factors such as the type of store and extra services offered. This is a form for comparing prices of well-known commodities at different stores.

Directions: Fill in the columns with prices of commodities listed.

Name and location of store	A Nationally Advertised Candy Bar	A Nationally Advertised Breakfast Food	A Nationally Advertised Brand of Crackers
----------------------------	-----------------------------------	--	---

An independent neighborhood drug or grocery store

A neighborhood store that is a member of the Independent Grocers' Association

A chain grocery or drug store

A grocery or drug store of competing chain

Department store

Mail-order house

³ Adapted from an evaluation form included in the book by Mabel B. Trilling, E. Kingman Eberhart, and Florence Williams Nicholas, When You Buy, p. 77.

EVALUATION FORM K

JUDGING FURNITURE VALUES

Modified True-False Form

Purpose: We are frequently misled by clever advertisements. This is a test to determine how well we can interpret information furnished by a furniture advertisement.

Directions: Read the furniture advertisement carefully. Then read the statements below and indicate with an X mark to the right whether you believe:

- (1) the information given is sufficient to make the statement true
- (2) the information given is sufficient to make the statement false
- (3) the information given is insufficient to make a decision regarding the statement

Remember that you must make your decision only on the basis of information furnished in the advertisement.

	True	False	Insufficient
1. The entire piece is made of mahogany.			
2. Only the top and sides are covered with mahogany veneer.			
3. The drawers are devetailed.			
4. Plate glass is used for the mirror.			
5. The corners are securely joined with dowels and corner blocks.			
6. The drawers will slide easily.			
7. The back is smoothed and sealed.			
8. The finish is mahogany, but the piece may be constructed of cheaper wood.			
9. The use of veneer indicates that the piece is inferior.			
10. A mortise-and-tenon joint is used in the corners.			
11. The drawers are joined merely by nailing and gluing.			
12. The inside of the drawers is shellacked.			

EVALUATION FORM L

INTERPRETATION OF BUYING INFORMATION

Modified True-False Form

Purpose: Sellers claim that consumers often fail to use information furnished them. This is a test to determine how much you understand about brands, labels, and grades.

Directions: Read the statements below. For each true statement, mark an X in the corresponding blank. For each false statement, mark out the word or phrase which makes the statement false, and write in the corresponding blank the word or phrase which would make the statement correct.

1. There are many brands of the same commodity which have the same quality.
2. All standardization agencies use the same measuring stick in setting up standards.
3. Cosmetics containing poisons are barred from interstate commerce.
4. Informative labeling is the best guide for the buyer of fabrics.
5. Labels indicating merely that the commodity has been accepted are good guides in the purchase of household linens.
6. The intelligent consumer inquires about the results of tests and asks who certifies the quality of the goods she buys.
7. An article with a brand name has prestige gained through advertising programs of the company, which may make a branded article cost more.
8. Poor quality products as well as good quality products are frequently sold under attractive brand names.
9. Trade names supply no specific information about the quality of the goods.
10. If a commodity has been tested, it will give the service the consumer desires.
11. Branded goods which have been nationally advertised generally remain constant in quality.
12. It is believed that the consumer will get the best value for his money if he can buy according to specifications.
13. Many retail merchants fail to know what definite standards their goods met.

14. The person who orders by trade name can do his shopping through mail order houses, another person, or over the telephone.
15. Federal specifications indicate a good quality product which is adequate for the use to be made of it.
16. Food labeled substandard is unfit for human consumption.
17. The federal government does not have authority to regulate the manufacture or sale of any products which are made and sold within a state.
18. Grade labeling is less confusing to the consumer because he does not have to learn specifications for a wide range of commodities.
19. A good label tells the grade quality of the product as well as the quality of it.
20. The consumer who does not know how to interpret information given in grades and labels will have difficulty in making purchases.

EVALUATION FORM M

INTERPRETATION OF DATA FOUND ON CLOTHING LABELS

Matching Form

Purpose: The clothing industry has established over a period of time certain terms which, if properly understood, can aid the consumer in getting qualities she wants in clothing she buys. This is a test to determine your understanding of information often furnished on clothing labels.

Directions: Under "Part A" are listed some terms frequently found on clothing labels. Under "Part B" are definitions of some of the terms. Select from "Part A" the terms which fit each of the descriptions in "Part B", and write its letter in the correct blank. Some of the terms in "Part A" will not be used.

Part A - Terms

- | | |
|-----------------------|--------------------|
| A. Combed fibers used | H. Sanforized |
| B. Completely shrunk | I. Spun rayon |
| C. Dan River | J. Tebilized |
| D. Fast color | K. Unidure |
| E. Mercerized | L. Vat dyed |
| F. Picolay | M. Washable |
| G. Pre-shrunk | N. Will not shrink |

Part B - Definitions

1. ___ Name of manufacturer who makes high quality cotton fabrics.
2. ___ Pertains to shrinkage, but gives no reliable information.
3. ___ The most dependable label for color fastness.
4. ___ May be color fast to washing or to sun.
5. ___ Gives no clue as to shrinkage or fading.
6. ___ Name of a cotton fabric.
7. ___ Indicates that there will be no more than 1% shrinkage.
8. ___ Treatment to resist wrinkles.

EVALUATION FORM N

Matching Form

Purpose: Many consumers do not know how to get impartial information about the goods that they buy. This is a test to determine your understanding of services offered by various agencies.

Directions: Listed under "Part A" are a number of agencies which offer services for the consumer; under "Part B" are descriptions of services offered by some of the agencies. From "Part A" select the name of the agency which fits each description given in "Part B", and write its letter in the appropriate blank. Some of the items in "Part A" will not be used.

Part A

Agencies Which Perform Consumer Services

- a. Consumer's Union
- b. American Gas Company
- c. Household Finance Company
- d. Underwriter's Laboratories
- e. United States Department of Agriculture
- f. Sears Roebuck and Company
- g. American Home Economics Association
- h. Better Business Bureau
- i. Consumer's Research
- j. American Medical Association
- k. Good Housekeeping Institute
- l. Parents' Magazine
- m. Council on Dental Therapeutics

Part B

1. ___ An independent, non-profit agency which furnishes a reliable check on products of all kinds.
2. ___ A lending agency interested in improving the management of money.
3. ___ A mail order and retail chain store which offers product-buying information.
4. ___ A tax-supported service which offers information concerning points to look for in buying products. Especially for the agricultural population.
5. ___ An organization of businessmen primarily to protect themselves against unfair business practices. Offers product-buying information.
6. ___ A professional organization which tests dentrifices and publishes a list of approved ones.

7. _____ An agency which tests products submitted for advertising in their magazine and awards a seal of approval for products passing the test.
8. _____ An organization of trained home economists which publishes consumer purchasing leaflets.

EVALUATION FORM O

BUYING AND SELLING PRACTICES

Purpose: There are some things that the buyer can do to improve his situation and some others that the seller should do. This is a form for suggesting needed improvements.

Directions: Using help from all the sources that you know, fill in the two columns below.

BETTER SELLING PRACTICES	BETTER BUYING PRACTICES
<p>Provide reliable information-- advertising, labeling, and informed salespeople.</p> <p>(Fill in the rest of the columns)</p>	<p>Use of information provided-- informative advertising, labeling, and sales talk.</p>

EVALUATION FORM P

RATE YOURSELF AS A CONSUMER

Purpose: In order to get the things we really want for money we spend, we need to do certain things. This sheet is a means of rating yourself as a consumer.

Directions: Below are listed some things that an alert consumer would usually do in making purchases. Check (X) in the appropriate column to indicate whether you do the thing listed always, usually, sometimes, or never.

	Always	Usually	Sometimes	Never
Do you Plan your money carefully, so that it buys real values?				
Refrain from "spur of the moment" decisions in making major purchases?				
Resist high pressure sales tech- niques which try to persuade you to buy?				
Read labels carefully?				
Ask for needed information not included on labels?				
Spend only your fair share of the family income?				
Refrain from buying something you don't want just because it is offered as a bargain?				
Know how to judge articles that you buy frequently?				
Get impartial information to help in selecting articles you buy occasionally?				
Use approved methods of care for a given article?				
Compare prices in different stores before buying?				
Avoid buying during rush hours?				
Wear hose when trying on shoes?				
Secure a written guarantee on all major purchases?				

EVALUATION FORM Q

WEEKLY PROGRESS SHEET

Purpose: In order to know how well we have spent our time, we need to consider what we have done and what we have gained from our experiences. This is a record of our activities and what we have gained from them.

Directions: Fill in the spaces under each of the following headings.

I. Consumer problems for study and discussion

II. Outside readings.

III. Contribution to class, special projects*

IV. Home projects

V. What I learned

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

* Special reports, demonstrations, investigations, hostess, bulletin board, or housekeeping duties.

EVALUATION FORM R

EXHIBITS AND DISPLAYS³

A Rating Sheet

Purpose: A display is a good way to show what we have done or to teach a lesson. This is a rating sheet to determine how well a display or exhibit has been set up.

Directions: Below are listed some qualities of an effective display or exhibit. Check in the appropriate columns to indicate whether the display is good, fair, or poor in each quality listed.

	Good	Fair	Poor
1. Display emphasizes the things being studied.			
2. All objects in the display emphasize one idea.			
3. The arrangement has a single center of interest.			
4. All lines made by the objects displayed lead toward the center of interest.			
5. The objects exhibited are not overcrowded.			
6. The exhibit is simple enough to teach a lesson at a glance.			
7. The exhibit has sufficient interest to cause people to stop and look.			
8. Things used in the exhibit meet the standards agreed upon.			
9. The background used is attractive but also inconspicuous.			
10. Legends used are brief but self-explanatory.			

³ Suggestions for Teaching Child Care and Development, prepared by graduate students in Home Economics Education, Oklahoma Agricultural and Mechanical College, as a part of class work, Fall, 1945.

IV

RECOMMENDATION FOR USE

An attempt has been made to study and understand evaluation methods sufficiently to suggest some which are appropriate for use in teaching consumer education. As a result of the study, the writer makes the following recommendations for teachers to use in planning the evaluation of consumer education:

1. Evaluation activities in consumer education should be planned to arouse interest, challenge activity, and lead to setting up goals for class work. They should reveal attitudes and experiences of students. They should enable students and teachers to see progress in relation to goals, and furnish a basis for further planning. They should show information acquired and its application to real problems.

2. Students should be allowed to assume responsibility for gathering information through interviews, letters, surveys, trips to stores, and for presenting information gathered in the form of reports, displays, panels, and demonstrations. Through such activities a wealth of pertinent information can be assembled--much more than the teacher could possibly gather alone, and the students will acquire valuable experience in finding the answers to problems.

3. Students should be encouraged to participate in setting up and carrying out class work, and to keep records of progress.

4. Make use of simple, informal instruments which the students themselves help construct, since such instruments are often more applicable to the need in a given situation than those made by so-called experts. Use such informal instruments to supplement formal methods of evaluating progress.

5. Use all kinds of techniques for gathering evidence on changes in the total personality of the student. Descriptive evidence should be used to supplement standardized tests.

The writer in no way means to imply that any or all of the evaluation materials proposed here should be used as they are; rather it is suggested that they may serve as a starting point for working out an evaluation program in keeping with the needs of local communities.

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TYPYST PAGE

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EDUCATION IN HIGH SCHOOL HOMEMAKING CLASSES

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