San Fernando Valley State College

UTILIZATION OF A DEPARTMENTAL NEWSPAPER
FOR COMMUNICATION, PUBLIC RELATIONS AND
EDUCATION IN COLLEGE HOME ECONOMICS

A thesis submitted in partial satisfaction of the requirements for the degree of Master of Science in Home Economics

by

Audrey Eberts Clark

June, 1971
The thesis of Audrey Eberts Clark is approved:

Committee Chairman

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ABSTRACT

UTILIZATION OF A DEPARTMENTAL NEWSPAPER
FOR COMMUNICATION, PUBLIC RELATIONS AND
EDUCATION IN COLLEGE HOME ECONOMICS

by

Audrey Eberts Clark

Master of Science in Home Economics

June, 1971

The purpose of this thesis was to explore the use of a house organ for communication and public relations among those associated with home economics at the collegiate level. In order to support the basic tenets of the college framework, it was specified that the house organ must be of educational value in itself.

The study was developed in three parts: a library study, the production of a pilot paper, and an analysis of a poll of reader opinion based on the paper.

It was concluded from the library study that journalism is a valid tool of education in home economics.

Criteria were established for the pilot paper from information compiled from the library study, which included a survey of existing publications from other departments of home economics, and businesses.
It was concluded from the Opinion Poll that the pilot paper did enhance communication and public relations among those associated with Home Economics at San Fernando Valley State College.
CHAPTER I
INTRODUCTION

"Now is the time for crossing barriers. When two disparate elements are imaginatively poised, put in apposition in new and unique ways, startling discoveries often result."

    Marshall McLuhan

I. COMMUNICATION

The current age is one of specialization. Even during the student years, study is channelled into a field of major interest. As education intensifies, the field of interest tends to narrow, and it becomes increasingly difficult to keep pace with all aspects of a discipline.

The discipline of home economics is comprised of several major areas: child development, clothing and textiles, foods and nutrition, home management and consumer affairs, housing and design, and marriage and family relations. These areas are related, but are often regarded as areas of specialization.

It is felt by this researcher that there is a need for a communique that presents advances and activities in these associated but unique fields. It is hoped that the communication of research and activities in related fields will accentuate the effects of one upon another, poised the areas in new ways that will stimulate thought and sharpen the thrust of research.
II. PUBLIC RELATIONS

The definition of home economics has undergone critical change since the days of its inception in the seventeenth century to train girls for their home activities (4: 53). The definition, as adopted by the Home Economics Department of San Fernando Valley State College in January, 1971, is as follows:

Home Economics is the study of the human and material forces affecting homes and families, and the utilization of this knowledge for the benefit of mankind.

The presentation of a realistic picture of home economics would appear beneficial to potential students, community members and others who might in some way gain by the study of, or research developments in the field. It is the opinion of the author that those involved in home economics have not made this interpretation to the public.

Root (8: 34) suggests that the instigator of public relations may benefit by input as well as output. He says that a modern concept of public relations involves not only issuing publicity about an institution but listening, that is, attending to the feedback of reactions which various publics have to the institution. At present, the route of interchange between the business and geographic community and the academic community, concerning the sub-
stance of home economics, is the graduation of students from college and their acceptance into the business and geographic community. It is felt by this researcher that a supplementary tool to maintain a dialogue between those in business and the community and those currently involved in academic pursuits concerning home economics could be of value.

III. PURPOSE OF THE STUDY

The purpose of this study was to investigate the utilization of a house organ for communication, public relations and education within a collegiate department of home economics.

Specifically, the hope was to accomplish this purpose by reviewing school and business house organs and the literature concerning publications of this nature, to determine the characteristics of these publications. Also of interest, were the antecedents of these characteristics such as author, financial backing and frequency of publication. Special attention was given to the possible fulfillment of vocational and mediative educational goals through the experience of producing or reading such publications.

Another facet of the investigation was the formulation of a pilot copy of a newspaper, which might be distributed periodically to a controlled circulation of individuals interested in home economics and/or home
FIGURE 1.
ANTICIPATED POTENTIAL OF DEPARTMENTAL
HOME ECONOMICS NEWSPAPER

I. Communication
   A. Between specialized areas of home economics
   B. Between the department and related disciplines
   C. Between the department and community
      1. Home economics oriented businesses
      2. High school home economics students
      3. Parents of college students and those involved in departmental programs (i.e. preschool)

II. Media for publication
   A. Reviews of articles, books and speeches of faculty and other experts in the field
   B. Results of class and graduate studies

III. Teaching tool
   A. Provides practice in vocational competencies needed by home economics journalists
   B. Mediates learning of subject matter
   C. Extends home economics education into community

IV. Public relations
   A. Creates interest in home economics
   B. Defines field
   C. Serves as focal point through which community might channel home economics needs
economics education at the collegiate level. The anticipated potential of such a publication is outlined in Figure 1, page 4. An additional goal was to present the newspaper in a form which is attractive to readers, and which meets high standards of journalism.

A final purpose of this study was to evaluate the pilot paper through the analysis of responses to an opinion poll of readers, to determine if, in fact, the paper did contribute to communication, public relations and home economics education.

It was the researcher's hope to conclude from these three phases of study, whether or not a house organ would be a beneficial adjunct to a department of home economics at the collegiate level, and if so, which procedures and physical materials would be optimum for its incorporation.
IV. LIMITATIONS

This study was specifically designed to explore the use of a newspaper as a vehicle of communication, public relations and education in home economics. Other media and other disciplines were not included in the study.

The fact that the researcher acted in all journalistic capacities limited the pilot edition of the proposed newspaper in the following ways:

1) the pilot edition was solely dependent upon the journalistic ability of the researcher.

2) one reporter had to work sequentially instead of simultaneously, as several reporters might work. Thus, it was harder to achieve a totally current publication.

3) it is probable that a larger staff could provide better coverage of the newsbody.

Money was another limiting factor. The pilot paper was designed to fit a budget of $75.00, including the cost of mailing. This limited the size, quality of materials and sources of reproduction of the paper.

V. ASSUMPTIONS

A questionnaire was distributed with the pilot edition of the paper. Opinions expressed through this questionnaire were dependent upon the accuracy of information contained in the pilot paper.

Another assumption is that the paper was of suffi-
cient excellence to warrant reading, and that a question-
naire is a valid way of sampling opinion.

VI. DEFINITIONS

Communication

The definition of communication adopted for the
purposes of this thesis, is that of Lasswell (13: 130),
who describes it in terms of behavioral objectives as
follows:

"The communication process in society per-
forms three functions:

a) surveillance of the environment,
disclosing threats and opportunities
affecting the value position of the
community and of the component parts
within it.

b) correlation of the components of society
in making a response to the environment.

c) transmission of the social inheritance."

Public Relations

Root (11: 34) defines public relations as the repre-
sentation of an institution to various publics, and the
attention to feedback of reactions which these publics
have to the institution.
Educational Tool

An educational tool is defined for purposes of this thesis, as a device which facilitates the changing of attitudes or formulation of thought to a more realistic position concerning the subject matter.

Journalistic Terms Used in this Thesis

Caption. Short descriptive title.

Copy. Material written by a journalist.

Column. Presentation of news by a single, identified writer.

Editorial. Comment on the news in the name of the writer. Opinion intended to shape or otherwise influence public thinking.

Feature. A column, cartoon, etc., appearing in repeated editions of a publication.

Feature Story. Report of news having emotional, personal, or humorous slant. Written in individual style.

Head. Name for all headlines.

Human interest. News or features with emotional appeal.

Justify. To fill out a line or column of type.

Layout. Arrangement of articles, illustrations and other components of a publication.

Lead. Beginning of a story, which may be a sentence, a paragraph or several paragraphs.

Lead-in. The first words of a lead, used as a head.
CHAPTER II

REVIEW OF LITERATURE

Much of this thesis is a review of literature; therefore, only a brief review of authors referred to later in the thesis is cited at this point.

Although there are quantities of information available on journalism, much of it is directed to instructing the aspiring writer, on one hand, or is of a highly technical nature regarding the various media, on the other. Two books that represent a middle ground were used extensively in this work. Journalism Today by Berry (1), gives a definitive view of styles of journalism and their component parts, and the tools available (type, headlines, pictures) to use in their presentation. Modern Magazine Editing by Root (11), is written from an editor's viewpoint, and emphasizes many of the considerations needed to establish a new publication. Both of these books were important references in establishing journalistic goals for the pilot paper included in this study, and for establishing criteria by which to analyze publications surveyed from other schools and businesses. Mass Communications by Schramm (13) provided much information on the philosophy and implications of communication and public relations.

Literature is virtually nonexistent, regarding the use of a newspaper within a discipline at the collegiate
level. It was necessary to obtain existing departmental publications as prime sources of information on this subject (14--21). An analysis of these publications comprises a part of the body of research contained in this paper. Publications of the limited circulation class were also solicited from a number of business firms (22--39). These publications provided a valuable comparison to the school papers. The author is grateful for the cooperation of the various departments of home economics and business firms contacted, for supplying copies of their publications.

Fleck (3), Hall (4), Phillips (9) and Tate (12) were consulted regarding career possibilities combining journalism and home economics. Loree (8) presents a comprehensive picture of the educational goals important to the teaching of home economics. These goals were utilized by the researcher to evaluate the use of a newspaper as an educational tool.
CHAPTER III

PROCEDURE

This study was accomplished in three parts. Part I consisted of a library study. This included surveys of existing home economics departmental publications and commercial house organs. It also included a search of literature to validate the use of a departmental newspaper as an educational device. Part II was the publication of a pilot paper. Part III was a poll of reader opinion based on the pilot paper.

I. LIBRARY STUDY

A survey of existing journalistic efforts by other schools of home economics and a survey of house organs of prominent business organizations were prime targets of the library study. These surveys provided bases for comparison of both format and content. Ideas gleaned from analysis of these papers were useful in determining editorial policy for the pilot paper which comprises Part II of this study.

The school survey was conducted by means of a letter and questionnaire which the researcher sent to the Deans of nineteen leading departments or schools of home economics. This letter and questionnaire may be found in Appendix A and B. A self-addressed stamped envelope was included for reply. A school was determined to be "leading" if it had contributed a quantity of research to the
field during the scholastic year of 1969-1970, as reported by the American Home Economics Association (5).

Twelve schools, representing 63.50% of the total contacted, answered the questionnaire. Four of these replied that they did not, and had not sponsored publications of an intradepartmental nature. The remaining eight schools listed a total of twenty-nine papers or magazines. Many schools supplied sample copies of their publications.

Schools surveyed and responses to the survey may be found in Appendix C.

Similarly, a letter was sent to seventeen business firms (Appendix D), requesting samples of their newsletters and bulletins of a house organ nature. Eleven firms, representing 65.00% of those contacted, submitted twenty-seven publications for study. The firms contacted were listed on the New York or American Stock Exchanges.

Sample copies of publications submitted by schools and businesses polled were analyzed as to content and format. Criteria drawn from Root (11) and Berry (1) were used as reference points, in order to minimize subjectiveness of evaluation (Appendices F and G).

Additional information was gathered concerning the school papers from respondents to the questionnaire (Appendix B).

Another facet of the library study was a review of literature to establish the criteria for a tool for Home
Economics education. Included in this research was the definition of competencies required of a home economics journalist.

II. PILOT PAPER

A pilot departmental newspaper was developed. The criteria used as reference points for analyses of school and commercial publications (Appendices F and G) were also used as journalistic goals for the paper. Editorial policy was circumscribed by the goals of this thesis (See pg. 3). The Department of Home Economics of San Fernando Valley State College was used as the scene of this study. The pilot paper was based upon activities associated with this department. It was written by this researcher and contributing authors invited from the department. The pilot paper, named SFVSC Focus: Human Ecology, may be found in Appendix H.

The Home Economics Department of San Fernando Valley State College is a fully accredited part of the State College system of California. It was composed of 18 faculty members, 284 undergraduates and 78 graduate students at the time of this study in November and December, 1970. The school calendar includes two 16-week semesters and two 6-week summer terms. Areas of study within the department are Child Development, Clothing and Textiles, Foods and Nutrition, Home Management and Consumer Affairs, Housing and Design, and Marriage and Family Relations.
SFVSC Focus: Human Ecology was reproduced at the San Fernando Valley State College Duplicating Office, and circulated among members of the Home Economics Department who were physically present within the department during the week of publication. It was also distributed to alumni who graduated between January, 1969 and September, 1970, who could be contacted by mail. Other recipients were high school home economics students at Granada Hills High School, parents of children of the San Fernando Valley State College Pre-school Laboratory, pre-school directors from the local community who could be reached by mail, and a limited number of parents and teachers from the pre-school of the First Presbyterian Church of Granada Hills.

III. OPINION POLL

The questionnaire found in Appendix J, was distributed with each copy of the pilot paper. The purpose of this questionnaire was to identify reader interest in the subject matter of home economics, the Department of Home Economics at San Fernando Valley State College and the pilot paper itself.

The questionnaire probed the reader for an opinion of the informative function of the paper and value of the information transmitted. It provided a means for readers to indicate their desire for information in specific areas, and requested a judgement on whether the physical format was satisfactory. It requested an estimate of
the portion of paper read. Opportunity was provided for
the reader to suggest improvements to the publication, and
to contribute news for future issues. The questionnaire
was judged valid by members of the writer's graduate com-
mittee in the Home Economics Department of San Fernando
Valley State College.
CHAPTER IV
DATA ANALYSIS AND INTERPRETATION

I. LIBRARY STUDY

A search of literature was undertaken to determine in what manner a newspaper sponsored by a department of home economics might facilitate the education of the college student. Another thrust of the library study was to examine existing publications of departments of home economics and business organizations.

Educational Considerations

Educational considerations fall into two broad categories. The first of these may be described as vocational. It includes the confirmation of career possibilities for home economics journalists, the definition of techniques or talents needed for a person to work as a home economics journalist, and the validation of a departmental newspaper as a training device for these competencies.

The second category of educational considerations are those concerned with the use of a departmental paper as a tool to mediate learning about the subject matter of home economics.

Vocational Considerations. Hall, in discussing the home economist in journalism (4: 16), emphasizes that mass communication, including newspapers, has opened channels
for the rapid dissemination of facts related to homemaking, and has become a powerful means of influencing public opinion. A career market rests on this premise. It features such opportunities as writing for consumer magazines, women's pages of newspapers or women's departments of magazines and advertising copy.

Writing for trade magazines with the purpose of guiding retail stores in selecting merchandise and planning promotions is another home economics oriented journalistic career. The home economist in this job has a highly responsible position, because she influences retail stores in the type of merchandise to stock (4: 162). In addition to full-time home economists, many part-time and volunteer home economists prepare publicity and advertising copy for service and civic organizations, youth groups and the like.

In discussing the educational background suitable for such careers, Hall indicates that the prospective home economics journalist should have a bachelor's degree in home economics and courses in writing. She indicates that newspaper or magazine writers must be able to plan a constructive program which serves readers and holds attention, to prepare typed material for the printer and to be accurate in proofreading (4: 129). She says it helps to have experience on college publications, and with layout, typography and reproduction of art work. Most of all, she says that the prospective journalist needs continual practice in writing and explaining how to do things, as practically
all home economics writing is expository (4: 130).

Hall writes that women are often employed to prepare advertising copy for such products as cosmetics, foods and home furnishings, and that the advertising copywriter must be very familiar with the product, including research reports concerning it. She advises that opportunities are available for combining journalism with specialties in foods and nutrition, home management, household equipment, child development and family relations (4: 722-3).

Phillips, in discussing the advertising writer, adds that she needs a thorough knowledge of consumer buying habits, merchandising and sales promotion (9: 99).

Fleck writes, "More home economists should be writing about teaching techniques, methods of working with the community, new trends in curricula, ways in which home economists work to improve family living and countless other topics."

She continues, "Publishers are crying for authors who have something worthwhile to say. The market includes home economics professional magazines, magazines of other related professions, newspapers, books, paperbacks, leaflets, brochures, manuals, monographs and other media (3)."

It is clear from these readings that there is potential employment for writers in the field of home economics, and that certain specific competencies are required to
succe ssfully accomplish this. A discussion of a depart-mental newspaper as a training device for these competen-cies may be found later in this chapter, in conjunction with observations on producing the pilot paper.

Mediator of Learning. Phillips (1: 13) counsels college students to develop good habits of expression, to take advantage of every opportunity to develop skill in clear and forceful expression, and to make a serious effort to write well.

Writing, according to Loree (8: 69-80), may be an exercise involving all domains of educational objectives that mediate learning.

Loree defines mediating processes as those that occur within the organism as an individual learns. This implies that learning occurs within the organism, and is not merely the response attached to specific stimuli. He suggests that the objectives of education are to change the mediating process of the learner.

Bloom (2: 7) divides the mediative processes into three domains: cognitive, affective and psychomotor (action-pattern). The cognitive educational objectives are those that deal with recall or recognition of knowledge and the development of intellectual abilities and skills. There is a hierarchy of objectives within the domain, each category more complex than the previous and subsuming the previous ones. Bloom labels these categories
as follows (2: 62-200):

1) knowledge
2) comprehension
3) application
4) analysis
5) synthesis
6) evaluation

Krathwohl (6: 29-33), in discussing the affective domain, stresses that it is built upon the principle of internalization, a continuum wherein the environment acts upon the learner. He cites five affective categories (6: 33-35):

1) receiving (attending), implying sub-categories of awareness, willingness to receive, selected attention
2) responding
3) valuing
4) organization
5) characterization by value or value complex

Objectives belonging to developing a motivational state in the learner are definitely affective. Cognitive mediating processes become increasingly involved in the affective domain, according to Krathwohl (6: 48-62). For instance, conceptualizing values relates one's own ethical standards and personal goals through the cognitive process.

Loree says that competencies (speech-making, organiz-
ing a committee and the like) belong to the action-pattern domain (8: 74). He says, "Personal-social objectives that describe the mature individual or law-abiding individual and do not make any inferences concerning his motivations, his feelings about being mature, acting mature or following the law, or his personalized meaning of his behaving as he does, belong in the action-pattern domain..." (8: 74).

He further states that it has long been established that communications can serve to form or alter attitudes under certain conditions. Change is facilitated when the source of the communication is respected, when the communication reflects attitudes consistent to the needs of its receiver and when the communication is acceptable to important reference groups of the receiver. Apparently, the amount of interaction the learner has with the communication makes a difference in terms of how significantly attitudes are changed.

Thus, Loree (8) indicates that in planning learning experiences for the purpose of attaining certain objectives in the affective domain, one may discover that objectives in the cognitive or action-pattern domains may become relevant. A single learning experience may contribute to several objectives.
Data Compiled from School and Business Surveys

Data from School Questionnaire. The twenty-nine publications of departments and schools of home economics which were included in the school survey, were divided into five categories for analysis, on the basis of their intended circulation as stated on the returned questionnaires:

1) publications distributed only within the department or school (number: 10)
2) publications distributed to alumni and within the school (number: 6)
3) publications distributed within the school and to other than alumni in the community (number: 2)
4) publications distributed in the community to other than alumni (number: 8)
5) publications distributed to alumni only (number: 3)

Tables 1 through 4 (pgs. 23-26) present information compiled from the questionnaires graphically, as it relates to the above categories. A written summary appears below.

Category 1 (within school only) includes two weekly publications, four quarterly publications and one annual publication. All but three examples are student written. The exceptions are one paper which is written by students in collaboration with faculty, one written by faculty and
TABLE 1

SURVEY OF SCHOOL PUBLICATIONS

Twenty-nine Publications, Sponsored by Eight Respondent Schools, Categorized According to Intended Recipients

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<td></td>
</tr>
<tr>
<td>18b,c</td>
<td></td>
<td></td>
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</tr>
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<td>19b,c,d</td>
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Totals

15a
15d
15c
14a
15b
16a
16b
17a,b,c
20a
17a
18d
20b
18a
21a,c,d
19a
21b
19b,c,d
21a,c,d

### TABLE 2

**SURVEY OF SCHOOL PUBLICATIONS**

Frequency of Distribution of 29 Publications

Sponsored by Eight Respondent Schools

<table>
<thead>
<tr>
<th>Intended Circulation</th>
<th>Weekly</th>
<th>Quarterly</th>
<th>Monthly</th>
<th>Semi-annually</th>
<th>Annually</th>
<th>Other</th>
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<tr>
<td>Within Department</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
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<tr>
<td>Department and Alumni</td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Department and Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(Not Alumni)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside of School Only</td>
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<td>1</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni Only</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Intended Circulation</td>
<td>No Indication</td>
<td>Grant</td>
<td>Subscription</td>
<td>Department</td>
<td>Foundation</td>
<td>Alumni</td>
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<td>--------------</td>
<td>------------</td>
<td>------------</td>
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</tr>
<tr>
<td>Within Department</td>
<td>2*</td>
<td>1*</td>
<td></td>
<td>5*</td>
<td>2**</td>
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<tr>
<td></td>
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</tr>
<tr>
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<td>1*</td>
<td></td>
<td>1**</td>
<td>1**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Not Alumni)</td>
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</tr>
<tr>
<td>Outside of School Only</td>
<td>1*</td>
<td>1*</td>
<td>3*</td>
<td>2**</td>
<td>2**</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1***</td>
<td></td>
<td>1***</td>
<td>1***</td>
<td></td>
</tr>
<tr>
<td>Alumni Only</td>
<td>2*</td>
<td></td>
<td></td>
<td>2*</td>
<td></td>
<td></td>
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<td>3*</td>
<td>2*</td>
<td>1*</td>
<td>13*</td>
<td></td>
<td>2*</td>
</tr>
</tbody>
</table>

* sponsored by one source
** sponsored by two sources
*** sponsored by three sources


<table>
<thead>
<tr>
<th>Intended Circulation</th>
<th>Author</th>
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<tr>
<td></td>
<td>Faculty, Staff</td>
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<tr>
<td>Within Department</td>
<td>4*</td>
</tr>
<tr>
<td></td>
<td>1**</td>
</tr>
<tr>
<td>Department, Alumni</td>
<td>4*</td>
</tr>
<tr>
<td></td>
<td>2**</td>
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<td>3**</td>
</tr>
<tr>
<td>Alumni</td>
<td>2*</td>
</tr>
<tr>
<td>Totals</td>
<td>15*</td>
</tr>
</tbody>
</table>

* Written by One Group
** Authorship Shared by Two Groups
one written by an editor. The school or department and/or student clubs finance all but one magazine. It is uncertain how this magazine is financed, although it is surmised from the sample submitted that it is at least partially financed by sale of advertising space.

Category 2 (within school and alumni) includes one paper published bi-monthly and five annuals. All are written by faculty, although one is written in collaboration with students, and one is written in collaboration with alumni. Half of these papers are financed by the department and half by alumni and gifts.

Category 3 (within school and to others who are not alumni) includes two bi-annual papers. Both are student written and financed by grants.

Category 4 (distributed to the community other than alumni) is composed largely of pamphlets distributed on a one-time basis. This category does include one bi-monthly paper, one monthly paper, one semi-monthly paper and one annual paper. Faculty and staff, often in collaboration with a single student, are involved in the writing of all but one of the papers in this category. The one exception is a semi-monthly paper written by students. Financing is from Foundations, grants, and departments, with the exception of the semi-monthly paper which is on a subscription basis.

Category 5 (circulated to alumni only) includes three papers, all of which are published annually. They
are written by faculty and staff, with one instance of alumni collaboration. Financing is by the department or school in every instance, with additional funds from an alumni organization in one case.

Analysis of Format of School Papers. Sample publications submitted by the various schools were analyzed by the researcher, as to format. Modern Magazine Editing by Robert Root (11) and Journalism Today by Thomas Berry (1) were the primary references consulted to provide a basis for this analysis. Reference points for comparison were selected by the researcher from these sources to minimize subjectiveness of the study. These reference points (Appendix F) are appearance, balance, type choice, readability, headlines and pictures. Publications were grouped for analysis according to the same five categories based upon circulation, used in the analysis by questionnaire.

Category 1: Almost all samples received of papers distributed within the department or school of origin, follow a newsletter format. Appearance is a minimal consideration in most instances, with balance and type receiving little attention. Type is frequently limited to that available on a standard typewriter. Attention is given to providing an eye-catching cover or front page in only one of the nine examples (Outlook, published by Iowa State University). This example follows a magazine format,
and incorporates a very artistic front cover which accomplishes all of the goals proposed in the reference guidelines. These include attractiveness, impact and quick identification. The cover also suggests the theme of the magazine, which in this case is a seasonal one.

Three of the six examples of Iowa State Departmental Newsletters (which are grouped together as one publication for purposes of this study), have identifiable, eye-catching front page styles. Not all are attractive, attention-drawing, or suggestive of the central theme of the content.

Eye-movement is generally vertically down the page in papers of this category, but the newsletters are readable because of clear type. Type is contrasted effectively within the limits of the typewriter. Column size and contrasting white space are adequate to facilitate easy reading.

Pictures are only used in one publication, Outlook. The pictures in this publication are of excellent quality. Each is instrumental in telling a story without further journalistic endeavor, and is placed effectively on the page.

Outlook employs headlines to do a story-telling job, as does the Weekly Staff Newsletter of Oregon State University. The remainder of this group uses labels or lead-ins as headlines.

Category 2. All but one of the papers circulated
both within the school and to alumni, uses a newsletter format. The one different paper uses a newspaper format. All publishers attempt to provide an eye-catching cover by use of different sizes of type or drawings and designs.

Letterheads are the primary identifying characteristic of these newsletters. A picture of the school is used in conjunction with one letterhead (16b), and a picture of the Dean on another (19a).

The eye-movement principle of centering attention a little left and above center is employed in several papers (16b, 17d, 18a, 19a), but wide columns, unbroken by headlines or illustrations do not encourage easy reading. Type is clear, but unvaried in most cases. The one paper that features good eye-movement, balance, clear and contrasting type, good column width and an eye-catching front page is the Oklahoma State University Home Economics Alumni Newspaper, which follows the newspaper format.

Pictures included in papers of this category are of formally posed individuals, and need captions to tell the story. They are well-placed.

Headlines are captions or lead-ins in all instances, except for the one paper with newspaper format. Some papers eliminate any kind of headline, using a column approach that begins, "Dear Alumni".

Category 3. Only two papers are circulated within school and to others in the community. Both have striking
front pages that are easily identifiable, attractive and attention-drawing. The Justin Mirror (15c) uses a newspaper format, whereas Current in Home Economics (16a) follows the newsletter format. The Justin Mirror sets the theme for the edition with pictures. Current in Home Economics gives no clue as to content before reading the headline and the story.

Eye movement is easy with the Mirror; less so, with Current. Column width is good in the Mirror and the front page of Current, but too wide for comfort on the inside pages of Current.

Type is clear and well-sized in both papers. Assorted type sizes and white space are used effectively to draw attention and delineate stories.

The Justin Mirror features many well-placed pictures that imply action, and do a good job of journalism. Current contains no pictures. Headlines summarize the stories in the Justin Mirror. The Current story captions are titles rather than headlines.

Category 4. Publications distributed to the community other than alumni, range from booklets to newsletters. All present a very professional appearance, with pictures, type choice or a combination of the two creating eye-catching covers in all but one case (21c). Colored papers and heavy-weight papers are used extensively. Many publications use pictures or design to suggest content.
Eye-movement is good (14a) to excellent (17e) in most cases. Exceptions to this are some of the research presentations of a strictly academic nature (21c). The group as a whole employs many styles, sizes and boldnesses of type. All are printed clearly. All, but strictly research publications, use white space effectively.

Pictures are used frequently. They are the type of pictures that tell a story, and their placement appears to be carefully selected. Headlines are used to advantage in most instances.

Category 5. The two publications for alumni only, follow the newsletter form. Both are easily identifiable by the color of paper upon which they are printed, letterhead and picture or design. The latter do not particularly suggest a theme, but attract attention.

Type is clear in both newsletters. One (20a), uses contrasting types to good advantage. Both employ good column length and good use of white space. Balance is pleasing in the Purdue paper (20a). This paper has well-placed pictures of personalities, but relies upon content to explain their meaning. Both papers use captions rather than summarizing headlines.

**Analysis of Content of School Papers.** Sample publications were subjected to an analysis of content. Classification of articles into news stories, features, editorials, research reports and columns was made for purposes of
evaluation. Again, guidelines were adopted as reference points for the researcher from *Journalism Today* by Berry (1). These guidelines may be found in Appendix G. Areas in which publications contribute knowledge and the population which they would interest were also considered. Evaluations were again made on the basis of the five categories of circulation.

Category 1. Most of the publications written for departmental distribution are presented in column form, and are anthologies of news tidbits. Some have a single author; others, several. They all meet the criteria of interest, authoritativeness and newsworthiness, but tend to fall short of projecting the writer's personality (the quality that is termed individuality in the framework of this research). The columns ranged from a very newsy, warm, comprehensive letter style to rather verbose, factual presentations.

A few papers, such as *Cues and Views* from Kansas State University (15a), use the news story, exclusively. They are not consistent in using leads that answer all of the questions of who, what, when, where, why and how, and in exploring the news in depth. Only one paper uses an editorial (17e). The editorial is complete in making a statement, developing the statement and presenting a conclusion.

One publication (16d) is almost entirely seasonal in
content, and is entirely composed of feature material such as recipes, patterns and poetry.

As a class, the papers stress information regarding "who's who" in the department or school and events taking place in the school. Many of the papers provide information on specific areas of home economics. Some tell how the departments are working in the communities in which they are located, and give some information pertinent to home economics careers. Very few expound on the philosophy of the department, individual faculty members, or students as related to specific topics of study.

The researcher feels that the publications would interest departmental students in every instance, and faculty in most instances. Some publications would have appeal for alumni, professional home economists, high school students of home economics, and students in related fields. The papers would interest community members in very few cases. The one paper that would interest all of these groups is the one that is composed of feature stories (16d).

Category 2. Most of the periodicals distributed to department members and alumni used the news story to some extent. One publication (18a) uses the news story exclusively. This paper has good leads, according to the criteria set forth for this study, and reports in depth. The articles are forcefully expressive, accurate and
truthful, concise and clear. News stories from the other publications generally meet the criteria for conciseness, clarity and accuracy, but frequently fall short of using forceful expression. The journalistic lead is not used effectively in a number of cases, and facts are not enlarged upon or explained.

The editorial is used in three of the sample papers, and is complete with statement of position, development of idea and concluding argument.

The column is used in three papers. As with papers distributed only with the school, all criteria are met with the exception of individuality.

The feature is not used in any sample within this category.

Every paper within this category avails itself of the opportunity to increase the reader's knowledge as to personnel and events in the department or school. The next most frequent content concerns specific areas within the department. Interaction of the department with the community, home economics careers, and philosophy of faculty or students receive some attention. Special items, such as alumni briefs are included in several of the publications.

All of the papers contain information which should be of interest to students, faculty and alumni. Some articles should also appeal to high school students, profes-
ional home economists, and to a lesser degree, to parents of children of pre-school age.

Category 3. This category which is circulated within the schools and to others, includes two papers of very different character. The Justin Mirror (15c) is a newspaper, journalistically keen, with excellent leads and coverage in depth. Expression is forceful. The news is presented accurately and truthfully with little slanting or coloring. It is concise and clear. The one editorial is complete with statement, developing argument and conclusion. The one feature portrays a personality with great warmth.

The other paper, Current (16a), is a summary of research, and meets the criteria set forth for this type of material. Each article concisely and clearly states its purpose, develops the thesis and presents the conclusions of the researcher.

The Justin Mirror includes information on personnel, events and projects, careers, home economics in the community, and facts concerning specific areas of home economic study. Current concentrates on information concerning specific areas of home economics, and describes how the department works within the community.

Both papers hold appeal for the college student. Paper 15a would give high school students an idea of college activities. It also has appeal to alumni, and occa-
sionally to career home economists, faculty and parents of pre-schoolers. The appeal of paper 16b is primarily to the student, faculty and professional. Alumni might be interested in some of the items included in the paper.

Category 4. It is difficult to analyze the content of papers which are distributed to non-alumni outside the school, by the same standards that have been used for other categories. The majority of publications in this category are strictly advertising and public relations material of the type that might be used to interest potential applicants to the school. Papers 21d (samples 1, 2), 21a and 18e are of this nature.

Paper 21c (samples 1 through 4) is research studies. Two papers, 17b and 17c, were unavailable for examination.

This leaves one newsletter and one magazine for analysis. The newsletter (14a) combines news stories, which in this case meet all criteria set forth for excellence, and the column. The column is used effectively. Columns are interesting, authoritative, newsy and frequently personal in tone. The paper tells news of personnel, events, a specific area of home economics, interaction with community and philosophy of the school. It should be of interest to college students, faculty, alumni and some high school students.

The magazine (17a) is entirely composed of feature articles. They are unusual, warm, utilitarian and detail-
ed, but do not tell of people, events, specific areas and philosophy of the department or interaction of the department and community, as does the content of paper 14a. Paper 17a appeals to students, faculty and alumni. Occasional stories may appeal to high school students of home economics.

Category 5. Both papers in this category (15b and 20a) use the news story with reasonably good adherence to the standards set up for lead and depth reporting. Both are concise, clear and accurate. Forceful expression is employed in paper 20a, but is weak in paper 15b. Both papers, which are distributed to alumni, include a column by the Dean of the school, and both columns are interesting, authoritative, newsworthy and individualistic.

Stories center around people and events, with minor emphasis on specific areas, home economics in the world community, careers and philosophy. Primary appeal of both papers is to alumni, current students and faculty. There is some appeal for high school students of home economics and home economists in business. There is no special appeal for pre-school parents.

Analysis of Publications from Business Firms

Sample publications submitted by the corporations surveyed were divided into three groups for purposes of analysis (See Table 5, pg. 40):

1) publications distributed within the company
2) publications distributed outside the company
3) publications distributed both inside and outside the company

They were then analyzed by the researcher as to format and content, according to the same criteria established for the analysis of college papers (Appendices F and G).

Format

Category 1. Papers distributed within the companies fall into two major categories: those with a newsletter format and those with a newspaper-magazine format. Newspaper-magazine examples met the standards specified by the researcher in almost every instance. Newsletters failed to meet the criteria established for good format more frequently.

Most newsletters used an attention-getting, identifying letterhead. Newsletters generally used clear type and summarizing headlines. They paid little attention to column width, white space and balance. No newsletter used photographs. One newsletter that used a double column (31g) more closely approached the sought after components of easy reading.

Category 2. Publications circulated outside the business companies meet the criteria for good format in every instance. In general, these publications utilize very expensive papers and other materials and are prepared
<table>
<thead>
<tr>
<th>Publications (Bibliographical Notation)</th>
<th>1. Firm Members</th>
<th>2. Others</th>
<th>3. Both Members, Others</th>
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<tr>
<td></td>
<td>22a, b</td>
<td>28</td>
<td>26</td>
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<td></td>
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</tr>
</tbody>
</table>
by a professional staff of journalists.

Category 3. Only two of the samples submitted fall into this category of papers distributed both inside and outside the company. Both are quality publications. One is a newspaper; the other, a magazine. Both meet the criteria for good format in every instance, and as with publications aimed only at those outside of the company, are prepared by a professional staff of journalists.

Content. Identical criteria were used in analyzing the content of company publications as were used in the case of college publications (Appendix G), with the exception of population appeal. In the case of the industrial papers, appeal was judged on the basis of interest to people within the firm, people outside the firm and both.

Category 1. All but three publications distributed within the firm, exclusively, are primarily conveyors of news. Most often, the news is presented in depth and is introduced by leads which answer the questions of who, why, what, when, where and how. The news is presented concisely and clearly with no undue slanting. Generally, the articles are forcefully written. Two of three publications that do not contain news items are special bulletins to inform employees of recreational opportunities; the other is a "publication of significant fact" (31a), presenting two sides of an issue in which the company is involved.
About half the publications contain feature articles. Generally, these articles meet the criteria outlined. Extra features are classified sections and employee personals (birth announcements, etc.).

Only two publications contain editorials. Both of these are complete in that they state a problem, develop an argument and draw a conclusion.

One paper is written in column form, as a newsletter.

The bulk of the company publications emphasize "who's who" in the company and events concerning personnel. Approximately half emphasize philosophies of the company, community interaction and information about specific careers or areas within the company.

The appeal of these publications is almost entirely to people within the framework of the company.

Category 2. All publications distributed outside the firms are of pamphlet or magazine nature. Most are utilitarian features, written forcefully, concisely and clearly. Most have a special purpose, such as a call to conference, tour guide or provider of career information. Appeal is entirely for those individuals outside the firms. One publication (32), contains news stories of quality, and is aimed to interest employees as well as non-employees.

Category 3. Two publications submitted samples falling into this category of papers distributed both inside and outside the firm. Sample 26 contains news stories,
features and columns. All stories compare favorably with the criteria. This publication contains information about who's who in the business, events, philosophy of the firm, careers, the firm in relationship to the community and specific areas of the business.

Sample 30 is composed entirely of feature stories, reported in depth. Stories are only indirectly related to the firm. Information is transmitted about areas covered by the feature stories. All features attain the criteria of being unusual and utilitarian (in the broadest sense). They are written to express warmth and/or humor.

II. PILOT PAPER

One thousand copies of the pilot paper were printed by offset printing, by the San Fernando Valley State College Duplicating Service. The paper was printed on eight-by fourteen-inch, twenty-four pound white stock. It was folded once, each sheet providing for four seven-by eight-inch pages. The issue contained twelve pages.

Photography was not included in costs of the paper up to the point of the reproduction of the glossy prints by the printer. Headlines were set by vari-type. A dummy layout was submitted to the Duplicating Office. Members of this office refined the layout, did the paste-ups, reproduced the master copy and folded the paper. Stapling was not required, except for the papers which were mailed. The author performed this task. Costs are in Appendix H.
III. OPINION POLL

Circulation of Paper

Data concerning the circulation of the paper is based on answers two through six of the questionnaire (Appendix K). No effort was made to identify individual respondents to the questionnaire. A total of 183 or a 22.50 percent return was received from the maximum number of 813 questionnaires distributed. Distribution was through several channels. They are as follows:

1) SFVSC Home Economics Faculty. A set of papers and questionnaires was placed in each faculty mailbox. No additional instructions were given besides those printed on the questionnaire. The return was requested within ten days. Ten replies were received from the home economics faculty, representing 55.55 percent of the faculty members polled.

2) SFVSC Students. Distribution to SFVSC Students was dependent upon home economics faculty members. Groups of 40 papers were placed in faculty mailboxes, with the request that they be distributed to students in their classes. Faculty were asked to provide an opportunity for the students to return the questionnaires to them over a ten-day period of time. Faculty members
were also requested to remind students to return the questionnaires at the end of the period of distribution. Both home economics majors and non-majors enrolled in home economics classes had access to the papers and questionnaires in this manner. There was no attempt to distribute papers to students not associated with the Home Economics Department.

Fifty-three home economics students completed the questionnaire. Forty-two of these were undergraduates. This represents 14.79 percent of the 284 student undergraduate body enrolled in the department. Twenty-two student replies were received from non-home economics majors.

3) Pre-school staff and parents of pre-school children.

a) A set of pilot papers and questionnaires was placed in the mailbox of each member of the teaching staff of the Pre-school Laboratory. No additional instructions were given, over those printed at the top of the questionnaire.

b) A set of papers and questionnaires was designated to be sent home with each
child enrolled in the SFVSC Pre-school Laboratory. The questionnaire contained a written request to return the questionnaire to the child's classroom. At least six of these questionnaires were never delivered home, and remained in the Laboratory. Twenty-four parents returned the questionnaires. One of these was invalidated. The remaining twenty-three represent 38.33 percent of those with whom contact was attempted.

c) A group of papers containing questionnaires was taken to the pre-school of the First Presbyterian Church of Granada Hills for distribution. These papers were delivered to the director of the pre-school, who was invited to distribute them to teachers and parents. Each questionnaire had a written request at the top to return it to the pre-school within seven days. Five parents returned these questionnaires.

d) Papers and questionnaires were sent to forty-three pre-schools, listed in the Northwestern Los Angeles Area of the Pacific Telephone Directory. These forms
were pre-stamped, and return was requested within ten days.

Twenty pre-school teachers returned the questionnaires. A maximum of six of these may be associated with the SFVSC Pre-school Laboratory. The remaining fourteen replies represent a maximum of 31.81 percent of schools contacted. It is probable that more than one reply came from the faculty at the First Presbyterian Church of Granada Hills, thus making the probable percentage of schools replying lower. Considering the actual number of questionnaires distributed to pre-school faculty (forty-three by mail; twenty to the Presbyterian pre-school), the return is estimated to be closer to 22.22 percent.

4) High School Students. Papers and questionnaires were distributed to forty high school students enrolled in home economics classes at Granada Hills High School. Granada Hills was chosen because of its proximity to the college, and its position as a feeder school to the college. No additional instructions were made over those printed on the ques-
tionnaires, except to change the date of return printed on the questionnaire to a new date, allowing one week for return. Return of the questionnaire, however, was made mandatory by the high school teacher. The girls read the paper, and filled out the questionnaire during a specific class hour.

Forty replies were received, representing 100 percent of those contacted. One return was eliminated from the study, because of incongruity in responses (person listed herself as both high school student and high school faculty member).

5) Alumni. The prime effort to reach alumni, was through a mailing of sets of paper and questionnaire to each person whose name had been checked by Home Economics Department personnel on the official department computer print-out of programs, as having received the B.S. or M.S. degree during the period of time from January 1, 1969, through September 1, 1970. The alumni mailing was limited to this list, because of difficulty in obtaining a current address list. Seventy-eight sets of paper and questionnaire
were distributed in this manner. Sixteen of these questionnaires were returned, or a total of 20.51 percent.

Twelve alumni were contacted through their participation in SFVSC Home Economics classes by the same channel as SFVSC students. It is impossible to assess the percentage of student alumni represented, as not all alumni now taking classes are in graduate school, and not all graduate students are alumni.

Several of the groups classified on the questionnaire were not considered in evaluating the data, because they were also included in other categories which the researcher felt to be more significant to this study. They are:

1) Students of other colleges. All of these students were included in the pre-school parent, faculty or SFVSC student groups.

2) Parents of children under five not attending pre-school. All of these parents indicated another child enrolled in pre-school, or were members of the SFVSC faculty.

3) Professional Home Economists. All of these subjects were included in faculty or alumni groupings.

Three other groups were dropped from the study, be-
cause of insufficient contact. They were:

1) High School Faculty
2) SFVSC Non-Home Economics Faculty
3) Faculty of Other Colleges

Readership

In analyzing the data, first attention was given to the portion of the paper read by those returning questionnaires. One hundred-twenty people (65.57 percent) reported to have read the entire paper. Fifty-two readers (28.41 percent) said that they read most of the paper. No one indicated that they had read little of the paper. One person said she had read none of the paper, but intended to do so when she had time.

Table 6 (pg. 51) summarizes the percentage of readers in each category (all, most, some, little, none) by groups. The range of those reading the entire paper is from 54.55 percent (SFVSC students other than Home Economics Majors) to 80.00 percent (SFVSC Home Economics Faculty).

Differences in Sex of Respondent

No distinction was made in analyzing the data between answers made by males or females. Only four of the 183 respondents were male. Two of these were faculty members; one, a SFVSC alumnus, and one, a SFVSC Pre-school Laboratory Parent. It was judged by the researcher that the
<table>
<thead>
<tr>
<th>GROUP</th>
<th>ALL</th>
<th>MOST</th>
<th>SOME</th>
<th>LITTLE</th>
<th>NONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Students</td>
<td>61.54</td>
<td>30.76</td>
<td>07.69</td>
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<td>00.00</td>
</tr>
<tr>
<td>SFVSC Home Economics Majors</td>
<td>69.23</td>
<td>28.86</td>
<td>01.92</td>
<td>00.00</td>
<td>00.00</td>
</tr>
<tr>
<td>Other SFVSC Students</td>
<td>54.55</td>
<td>27.27</td>
<td>18.18</td>
<td>00.00</td>
<td>00.00</td>
</tr>
<tr>
<td>SFVSC Pre-School Parents</td>
<td>73.91</td>
<td>26.08</td>
<td>00.00</td>
<td>00.00</td>
<td>00.00</td>
</tr>
<tr>
<td>SFVSC Home Economics Faculty</td>
<td>80.00</td>
<td>20.00</td>
<td>00.00</td>
<td>00.00</td>
<td>00.00</td>
</tr>
<tr>
<td>SFVSC Home Economics Alumni</td>
<td>67.88</td>
<td>28.57</td>
<td>00.00</td>
<td>00.00</td>
<td>03.57</td>
</tr>
<tr>
<td>Pre-School Faculty</td>
<td>60.00</td>
<td>35.00</td>
<td>05.00</td>
<td>00.00</td>
<td>00.00</td>
</tr>
</tbody>
</table>

N=183
association of the subjects with home economics and/or
the Home Economics Department of San Fernando Valley State
College would supersede differences created by sexual
orientation in this instance. This is felt to be parti-
cularly true because the researcher specifically avoided
stories that would be presumed to have appeal to a partic-
cular sex, in writing the pilot paper.

Goal Effectiveness

Broadly, the goals of SFVSC Focus: Human Ecology
are communication, public relations and education as pre-
cursors to reader action. The researcher believes that
it is impossible to measure action stimulated by this
newspaper. It is possible, however, to measure the read-
er's opinion of whether or not the paper has increased
his knowledge in areas considered to enhance public rela-
tions associated with the Home Economics Department, to
increase communication and to educate. Opinion was soli-
cited as to whether the subjects of this study acquired
knowledge in the following fields:

1) Who's who in the SFVSC Home Economics
   Department
2) Organization, events or projects under-
taken in home economics classes
3) Philosophy of some teachers or students, concern-
ing their projects or study areas
   in home economics
4) The types of careers that may be chosen by graduate home economists, and/or requirements for these careers

5) How the Home Economics Department functions in the community

6) What is happening in areas of home economics with which the reader is unaffiliated

Appendix I defines which articles in the pilot paper are judged by the researcher to impart information in the various areas described above. Table 7 (pg. 54) shows the percentages of respondents who believe themselves to have increased in knowledge as a result of reading the pilot paper. Percentages are minimum, as some individuals did not indicate their opinions. Table 8 (pg. 55) indicates the rank order of groups, according to their professed gain in knowledge. An analysis by areas follows.

"Who's Who" in the Home Economics Department. Half of the groups indicated that more than 86.36 percent of their members learned something about the personnel of the Home Economics Department from reading the pilot paper. At least 80.00 percent of all but one of the groups upon which data was tabulated professed to have learned something about department personnel. The Home Economics Department Faculty, which could be assumed to have a better idea of the composition of the department before reading the paper, was the low group. Even here, it is interesting that
**TABLE 7**  
**PERCENTAGE RESPONDENTS REPORTING GAIN OF KNOWLEDGE**  
**IN SPECIFIED AREAS FROM READING PILOT PAPER**

<table>
<thead>
<tr>
<th>Area Key</th>
<th>Area</th>
<th>High School Students</th>
<th>SFVSC Home Ec. Majors</th>
<th>Other SFVSC Students</th>
<th>Pre-school Faculty</th>
<th>SFVSC Home Ec. Faculty</th>
<th>Pre-school Lab Parents</th>
<th>SFVSC Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>87.36</td>
<td>88.68</td>
<td>86.36</td>
<td>80.00</td>
<td>60.00</td>
<td>100.00</td>
<td>82.14</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>87.36</td>
<td>98.11</td>
<td>95.45</td>
<td>60.00</td>
<td>80.00</td>
<td>100.00</td>
<td>96.42</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>71.79</td>
<td>94.34</td>
<td>68.18</td>
<td>60.00</td>
<td>100.00</td>
<td>86.96</td>
<td>78.57</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>58.97</td>
<td>77.36</td>
<td>68.18</td>
<td>40.00</td>
<td>70.00</td>
<td>65.22</td>
<td>42.86</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>82.05</td>
<td>84.90</td>
<td>77.27</td>
<td>65.00</td>
<td>60.00</td>
<td>95.65</td>
<td>64.28</td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>71.79</td>
<td>88.68</td>
<td>59.09</td>
<td>75.00</td>
<td>90.00</td>
<td>47.82</td>
<td>85.71</td>
<td></td>
</tr>
</tbody>
</table>

Area Key:  
- a) Who's who in the SFVSC Home Economics Department  
- b) Organization, events or projects undertaken in Home Economics classes  
- c) Philosophy of some teachers or students, concerning their projects or study areas in Home Economics  
- d) The types of careers that may be chosen by graduate home economists, and/or requirements for these careers  
- e) How the Home Economics Department functions in the community  
- f) What is happening in areas of Home Economics other than your own
## TABLE 8

**RANK ORDER OF PERCENTAGES OF GROUPS THAT FELT THEY GAINED KNOWLEDGE IN AREAS BY READING PILOT PAPER**

*(high-1; low-7)*

<table>
<thead>
<tr>
<th>Area</th>
<th>High School Students</th>
<th>SFVSC Home Ec. Majors</th>
<th>Other SFVSC Students</th>
<th>Pre-school Faculty</th>
<th>SFVSC Home Ec. Faculty</th>
<th>Pre-school Lab</th>
<th>Parents</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Area Key:**

- a) Who's who in the SFVSC Home Economics Department
- b) Organization, events or projects undertaken in Home Economics classes
- c) Philosophy of some teachers or students, concerning their projects or study areas in Home Economics
- d) The types of careers that may be chosen by graduate home economists, and/or requirements for these careers
- e) How the Home Economics Department functions in the community
- f) What is happening in areas of Home Economics other than your own
60.00 percent of the faculty group indicated that they had increased in knowledge in this area. Groups in which the highest percent of individuals expressed a gain in knowledge in the area of personnel were parents of children from the SFVSC Pre-school Laboratory, SFVSC Home Economics Majors and high school students from Granada Hills High School, in that order.

Half of the groups polled said that more than 59.00 percent of their members valued information in this area. The mean was 60.90 percent. Range of members indicating value (See Table 9, pg. 57) was over 70.00 percent. Home Economics Majors indicated that this information was of value to 90.56 percent; Home Economics Faculty, 80.00 percent. Only 20.51 percent of the high school group thought this information to be of value.

Organization, Events or Projects Undertaken in Home Economics Classes. Half of the groups reported that 95.45 percent of members learned something about organization, events or projects undertaken in Home Economics classes as a result of reading the pilot paper. The mean was 88.19 percent. All SFVSC Pre-school Laboratory parents reported a gain in knowledge in this area, while 98.11 percent of home economics majors and 96.42 percent of alumni indicated increased knowledge. As with the question on department personnel, the Home Economics faculty, assumed to be knowledgeable about the department, was one of the groups
<table>
<thead>
<tr>
<th>Area</th>
<th>High School Students</th>
<th>SFVSC Home Ec. Majors</th>
<th>Other SFVSC Students</th>
<th>Pre-school Faculty</th>
<th>SFVSC Home Ec. Faculty</th>
<th>Pre-school Lab Parents</th>
<th>SFVSC Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>20.51</td>
<td>90.56</td>
<td>59.09</td>
<td>55.00</td>
<td>80.00</td>
<td>47.72</td>
<td>67.86</td>
</tr>
<tr>
<td>b)</td>
<td>43.58</td>
<td>94.34</td>
<td>63.64</td>
<td>75.00</td>
<td>80.00</td>
<td>65.22</td>
<td>71.78</td>
</tr>
<tr>
<td>c)</td>
<td>30.76</td>
<td>86.79</td>
<td>72.72</td>
<td>85.00</td>
<td>90.00</td>
<td>69.56</td>
<td>89.28</td>
</tr>
<tr>
<td>d)</td>
<td>51.28</td>
<td>90.56</td>
<td>80.90</td>
<td>40.00</td>
<td>70.00</td>
<td>39.53</td>
<td>53.57</td>
</tr>
<tr>
<td>e)</td>
<td>46.15</td>
<td>75.47</td>
<td>63.64</td>
<td>70.00</td>
<td>70.00</td>
<td>82.61</td>
<td>64.28</td>
</tr>
<tr>
<td>f)</td>
<td>41.02</td>
<td>86.79</td>
<td>50.00</td>
<td>55.00</td>
<td>10.00</td>
<td>21.74</td>
<td>78.57</td>
</tr>
</tbody>
</table>

**Area Key:**
- a) Who's who in the SFVSC Home Economics Department
- b) Organization, events or projects undertaken in Home Economics Classes
- c) Philosophy of some teachers or students, concerning their projects or study areas in Home Economics
- d) The types of careers that may be chosen by graduate home economists, and/or requirements for these careers
- e) How the Home Economics Department functions in the community
- f) What is happening in areas of Home Economics other than your own
### TABLE 10

**RANK ORDER OF PERCENTAGES OF GROUPS THAT VALUED KNOWLEDGE GAINED IN AREAS BY READING PILOT PAPER**

(high - 1; low - 7)

<table>
<thead>
<tr>
<th>Area</th>
<th>High School Students</th>
<th>SFVSC Home Ec. Majors</th>
<th>Other SFVSC Home Students</th>
<th>Pre-school Faculty</th>
<th>SFVSC Home Ec. Faculty</th>
<th>Pre-school Lab</th>
<th>Parents</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>7</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>f)</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Area Key:**

a) Who's who in the SFVSC Home Economics Department  
b) Organization, events or projects undertaken in Home Economics classes  
c) Philosophy of some teachers or students, concerning their projects or study areas in Home Economics  
d) The types of careers that may be chosen by graduate home economists, and/or requirements for these careers  
e) How the Home Economics Department functions in the community  
f) What is happening in areas of Home Economics other than your own
reporting least gain. Still, 80.00 percent of this group reported growth in awareness in this area. The Pre-school faculty reported least gain, with 60.00 percent of this group claiming increased knowledge.

Ninety-four percent of home economics majors indicated that gain in this area was of value. The high school group placed least value on information of this nature, reporting that it was of value to 43.58 percent. Rank order of groups, according to the value which they placed on new information in these areas, is recorded in Table 10 (pg. 58).

Philosophy of Some Teachers or Students, Concerning Their Projects or Study Areas in Home Economics. The mean score for groups acquiring knowledge in this area was 79.98 percent, with half the groups claiming that at least 78.57 percent of their members had gained. All Home Economics faculty indicated acquisition of knowledge. Next, came Home Economics majors, indicating 94.34 percent. SFVSC Pre-school Laboratory parents rated high in this category at 86.97 percent.

This area was valued more highly than any other by the polled groups. Half the groups said that more than 85.00 percent of their members valued this knowledge. The average was 74.88 percent. Groups showing highest regard for this information were the Home Economics faculty (90.00 percent), alumni (89.28 percent), and Home Economics
### TABLE 11
RANK ORDER OF AREAS IN WHICH GROUPS CLAIMED TO HAVE GAINED KNOWLEDGE
(high - 6; low - 1)

<table>
<thead>
<tr>
<th>Group</th>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
<th>(d)</th>
<th>(e)</th>
<th>(f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Students</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>SFVSC Home Economics Majors</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Other SFVSC Students</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Pre-school Faculty</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>SFVSC Home Economics Faculty</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Pre-school Laboratory Parents</td>
<td>6</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>SFVSC Home Economics Alumni</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

Area Key:

a) Who's who in the SFVSC Home Economics Department
b) Organization, events or projects undertaken in Home Economics classes
c) Philosophy of some teachers or students, concerning their projects or study areas in Home Economics
d) The types of careers that may be chosen by graduate home economists, and/or requirements for these careers
e) How the Home Economics Department functions in the community
f) What is happening in areas of Home Economics other than your own
majors (86.72 percent). Again, the high school group placed the lowest value on this knowledge, with only 30.77 percent indicating value.

Types of Careers that May be Chosen by Graduate Home Economists, and/or Requirements for These Careers. Of the areas investigated, this area was the one which received the lowest ratings as to whether knowledge was obtained by reading the pilot paper. The median rating given to this area was 65.22 percent; the mean, 61.80 percent. Those claiming the most gain were home economics majors (77.39 percent), home economics faculty (70.00 percent) and SFVSC students from other departments (68.18 percent).

These same three groups held information in this area in the greatest esteem. Home economics majors rated 90.00 percent; SFVSC students from other departments, 80.90 percent; and home economics faculty, 70.00 percent. Half of the groups said that 53.57 percent of their members valued knowledge in this area. The mean was 60.70 percent.

How the Home Economics Department Functions in the Community. SFVSC Pre-school Laboratory parents (95.65 percent), home economics majors (84.90 percent) and high school students (82.05 percent) experienced the most gain in knowledge of how the Home Economics Department functions in the community by reading the pilot paper. Half of the groups reported that 77.27 percent of members gained in
this area, with 75.60 percent representing the mean.

SFVSC Pre-school Laboratory parents also scored highest in their indication of the value of this information, with 82.60 percent indicating that it was of value. Home economics majors followed at 75.47 percent. Although high school students were third in indicating that learning took place, they were last in their value of the information. Still, 46.15 percent of high school students thought the information of worth. Half the groups indicated that 70.00 percent of their members or more considered the information learned from this area worthy of note. The mean for this survey was 66.02 percent.

What is Happening in Areas of Home Economics Other Than Your Own. Groups most closely associated with home economics indicated the highest level of readers who gained in this area. Ninety percent of home economics faculty indicated an increase in knowledge, as did 88.68 percent of majors and 85.71 percent of alumni. The group showing the least gain was the SFVSC Pre-school Laboratory parents, who are not formally associated with the field of home economics. Approximately 40.00 percent of this group did not indicate one way or the other, suggesting that they did not feel the area applicable. The mean number of people indicating a gain was 74.01 percent. Half of the groups indicated that more than 75.00 percent of their members registered a gain.
Those who valued knowing what is happening in areas of home economics other than their own are most numerous among the home economics majors (86.79 percent) and the alumni (78.57 percent). The mean was 49.02 percent.

**Reader Interest**

The Opinion Poll records two indications of reader interest. The first is the value placed on types of information (Question 8). The percentage of respondents who claim to value this information is recorded in Table 9 (pg. 57). The second gauge of interest is answers concerning the emphasis of content (Question 9). These answers are recorded in Table 13 (pg. 65).

Content of the paper was not in any way balanced among the areas of consideration. Appendix I shows that most content was devoted to area a (who's who). The remaining content, as measured by number of stories, was devoted to the following areas in descending order: f, c, b, d, e. The number of stories devoted to an area and the ranking or areas by readers on the basis of knowledge acquired bear similarities (Table 11, pg. 60). Readers indicated they learned more in areas a, b, c, and f. These are the areas of highest coverage. Readers learned the least in areas d and e, where information was most sparse.

The areas which were most valued by readers were not necessarily the ones that received the best coverage.
<table>
<thead>
<tr>
<th>Group</th>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
<th>(d)</th>
<th>(e)</th>
<th>(f)</th>
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</thead>
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<tr>
<td>High School Students</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>SFVSC Home Economics Majors</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other SFVSC Students</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Pre-school Faculty</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>SFVSC Home Economics Faculty</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Pre-school Laboratory Parents</td>
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<td>6</td>
<td>1</td>
</tr>
<tr>
<td>SFVSC Home Economics Alumni</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

**Area Key:**

- **a)** Who's who in the SFVSC Home Economics Department
- **b)** Organization, events or projects undertaken in Home Economics classes
- **c)** Philosophy of some teachers or students, concerning their projects or study areas in Home Economics
- **d)** The types of careers that may be chosen by graduate home economists, and/or requirements for these careers
- **e)** How the Home Economics Department functions in the community
- **f)** What is happening in areas of Home Economics other than your own
<table>
<thead>
<tr>
<th>Area</th>
<th>Yes</th>
<th>No</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development</td>
<td>51.35</td>
<td>8.20</td>
<td>40.45</td>
</tr>
<tr>
<td>Clothing and Textiles</td>
<td>33.33</td>
<td>13.11</td>
<td>53.56</td>
</tr>
<tr>
<td>Foods and Nutrition</td>
<td>39.34</td>
<td>8.20</td>
<td>52.46</td>
</tr>
<tr>
<td>Home Management and Consumer Affairs</td>
<td>58.42</td>
<td>17.48</td>
<td>24.10</td>
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<tr>
<td>Housing and Design</td>
<td>37.14</td>
<td>7.11</td>
<td>55.75</td>
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<tr>
<td>Marriage and Family Relations</td>
<td>51.39</td>
<td>6.02</td>
<td>42.59</td>
</tr>
</tbody>
</table>

N=183
(Table 12, pg. 64).

In answering Question 9 of the questionnaire (Appendix K), readers indicated that they would like more content devoted to the subject matter of consumer affairs and home management, child development, and marriage and family relations. More than half the readers expressed interest in these areas. Strangely, while consumer affairs received by far the most votes for more coverage, it also received the most votes for no more coverage. The choice of emphasis varied considerably among groups of readers. Home economics majors and alumni emphasized a need for information on home management and consumer affairs. High school students, pre-school teachers and SFVSC students other than majors showed markedly higher interest in marriage and family relations than other fields. High school students also indicated interest in consumer affairs and interior design.

Format

In general, the format of SFVSC Focus: Human Ecology was well received. The average figure for acceptance from all the groups was 78.08 percent. The range of acceptance was wide, with the SFVSC faculty registering satisfaction in all cases, while the pre-school faculty found the format to their satisfaction in only 55.00 percent of cases. Format ratings are shown in Table 14 (pg. 67).

All but five of the readers expressing dissatisfaction
<table>
<thead>
<tr>
<th>Group</th>
<th>Acceptable</th>
<th>Not Acceptable</th>
<th>No Answer</th>
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</thead>
<tbody>
<tr>
<td>SFVSC Home Economics Majors</td>
<td>86.79</td>
<td>11.32</td>
<td>01.89</td>
</tr>
<tr>
<td>Other SFVSC Students</td>
<td>86.36</td>
<td>13.63</td>
<td>00.00</td>
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<td>High School Students</td>
<td>61.55</td>
<td>33.33</td>
<td>05.13</td>
</tr>
<tr>
<td>Pre-school Faculty</td>
<td>55.00</td>
<td>30.00</td>
<td>15.00</td>
</tr>
<tr>
<td>SFVSC Home Economics Faculty</td>
<td>100.00</td>
<td>00.00</td>
<td>00.00</td>
</tr>
<tr>
<td>SFVSC Pre-school Laboratory Parents</td>
<td>78.26</td>
<td>17.39</td>
<td>04.34</td>
</tr>
<tr>
<td>SFVSC Home Economics Alumni</td>
<td>78.57</td>
<td>14.28</td>
<td>07.14</td>
</tr>
</tbody>
</table>

N = 183
supplied the rationale for their decisions. Seventeen of this group based their rejection on the lack of page numbers. Six of those desiring page numbers plus five other individuals recommended completing articles on a single page whenever possible. One student suggested departmentalizing the paper by subject area. A parent criticized the use of different type sizes and column width. In addition to those people expressing dissatisfaction, a number of satisfied readers advised that page numbers would be beneficial.
CHAPTER V
SUMMARY AND CONCLUSIONS

This study was undertaken to investigate the use of a departmental newspaper for communication, public relations and education among those associated with home economics on the collegiate level. The study took the form of three major thrusts: a library study, publication of a pilot paper and an opinion poll.

The library study was undertaken to establish the validity of a newspaper as an educational tool in the field of home economics. It also was the means by which criteria were established for format and content of a paper. These criteria were used to analyze existing papers, and to serve as guidelines in formulating a pilot copy of a departmental paper.

Another facet of the library study was the analysis of papers submitted by twelve departments and schools of home economics throughout the nation. Data were collected on the school papers from a questionnaire submitted to the department deans (Appendix B), and by analysis of sample copies submitted to the study by these individuals. These data were used by the researcher to establish precedent for a departmental paper. They were also used for comparison of effective presentation as related to circulation, authorship, publication schedule, financial sponsor-
ship, content and format.

Data were collected on papers representing commercial firms by examination of sample copies submitted by their departments of public relations. These publications were examined as to circulation, content and format. They were also studied in relation to the college papers for the purpose of establishing commonalities and differences between collegiate and commercial sponsorship.

The pilot paper was edited by the researcher, and published by the Department of Home Economics at San Fernando Valley State College. Content was limited to news concerning events, personnel, philosophy, research, alumni and community interaction of the department. The paper was distributed to the following groups on the basis of their association with home economics or the Home Economics Department of San Fernando Valley State College:

1) students of home economics at the college
2) faculty and staff of the department
3) parents of children from the Pre-school Laboratory
4) pre-school teachers
5) students of home economics at the local high school
6) alumni

Opinion was solicited by questionnaire from those to
whom the pilot paper was distributed, for the purpose of establishing the level of interest and value placed on such a publication, and for the exploration of the focus of content for future editions. This opinion poll was used to investigate reader's judgment on format of the paper. It was also used to solicit reader participation in suggesting ways in which future issues might be more effective, and to identify possible news sources.

I. LIBRARY STUDY

Educational Considerations

Vocational Considerations. Hall (4: 129, 130, 160, 162), Phillips (9: 99) and Fleck (3: F-45) document the need for home economics journalists. They indicate a number of career opportunities available to home economics journalists (See pg. 17). They also indicate competencies that are desirable as a basis for involvement in home economics journalism. These competencies are as follows:

1) program or publication planning
2) news gathering
3) effective writing
4) layout
5) typography
6) reproduction techniques
7) proofreading
8) product familiarity
9) knowledge of technical language

It was the experience of the researcher in producing the pilot paper, that each of these competencies was, in fact, required for that task.

The journalist could experience some of the above techniques by working on any collegiate newspaper. The difference between working on any paper and working on a departmental paper is that the departmental journalist has more exposure to the subject matter of home economics. This provides a means for the journalist to become familiar with specialty areas that might serve as focus for a career in home economics journalism. It creates opportunities for the journalist to learn the technical language, prevailing philosophy, problems and products and personnel active in the field of home economics.

The departmental paper also acts as a showcase for the creative work of the student journalist, and as such can be useful in collecting a portfolio of work for use in career placement.

**Mediator of Learning.** In dealing with the body of knowledge of home economics, the departmental paper moves from a tool to teach vocational action-patterns, to the position of mediator of cognitive and affective learning.

Writing an article could conceivably contribute to all six categories of cognitive educational objectives described by Bloom (2: 62-200). These categories are knowledge, comprehension, application, analysis, synthesis,
evaluation. The journalist in writing about enzymes, for instance, may well increase his own knowledge about the subject in so doing. It is necessary for him to comprehend the subject matter in order to apply the knowledge in exposition. The substance of the article must be analyzed and evaluated to determine the priority of publication. Loree (8: 69-80) points out that cognitive processes are almost inseparable from the affective domain. Thus, the journalist in writing for a departmental newspaper, is provided opportunities in both cognitive and affective domains.

The publication may serve as formulator or alterant of reader attitudes among those associated with home economics, if it is of a quality that makes it a respected source of home economics information, and if it fulfills the needs of the reader and is acceptable to important reference groups of the reader (8: 69-80).

Loree's statements on the latter point are well supported by Katz (13: 346-465), in his discussion of the Two-step Flow of Communication. The Two-step Flow of Communication refers to a hypothesis proposed by Lazarsfeld, Berelson and Gaudet, which states that influences stemming from mass media first reach "opinion leaders" who pass on what they read and hear to those of their everyday associates for whom they are influential.
It is generally believed that there is a direct correlation between the amount of interaction taking place with the publication and the alteration or reinforcement of attitudes to conform with the publication. This suggests that since the journalist, himself, interacts with the communication to the greatest degree, it is he who is most likely to formulate or alter attitudes as a result of the material presented.

It is concluded that a departmental newspaper can be used as an educational tool for vocational preparation and as a mediator of learning of the subject matter of home economics.

Survey of College and Business Publications

The receipt of twenty-nine departmental publications from twelve of nineteen schools surveyed, confirmed that such papers are used within home economics departments. Examination of these papers established that they are used for communication, public relations and/or educational purposes. Use of a paper for these purposes within an organization, was supported by eleven business firms. These firms, representing all of 65.00 percent of surveyed companies that replied, submitted twenty-seven publications for study. All publications submitted were published for distribution internal to the involved companies, or to selected readers outside the firms.
Summary of Information from College Questionnaires.

Response to questionnaires completed by deans of home economics, indicates that a primary difference among the college publications surveyed is authorship. Student journalists hold primary responsibility for papers distributed to fellow students, and for papers distributed to students and community members. Faculty and staff are most often the writers of alumni publications. Students and staff co-author several publications that are distributed to non-alumni outside the school. The latter publications are generally reports of graduate research, written by a student researcher and underwritten by a faculty adviser.

The home economics department is delineated as the major source of publication financing. Student and alumni clubs, grants and foundations are financial sources in a small percent of cases.

Alumni papers are typically annual publications. Papers distributed within the school are generally published on a more frequent basis. Publications directed to those outside of the school who are not alumni, are often single edition efforts.

Summary of Information from Analysis of College Papers.

Format. Departmental home economics papers generally
follow the newsletter format. Newsletters distributed outside the departments are frequently more easily identifiable than those circulated within the departments. This is due to the use of special letterheads, unique type captions and pictures. A greater variety of type is featured in outgoing publications. The headline was demonstrated to be the weakest element of format in both house and outgoing papers. Some publications avoid headline use entirely, and others use labels or "lead-ins".

Publications that feature all format elements adopted for this study as standards of excellence, invariably fall into the newspaper-magazine format. These are papers 15c, 16d, 17a, 18d, 21a, 21c (sample 4) and 21d (sample 2).

It is concluded that the format features of attractive appearance, readability, excellence in headlining and effective use of photography are most frequently found in the newspaper-magazine format.

Content. The anthological column is used more frequently in papers circulated within the departments or schools, whereas the news story or feature is used more often in publications circulated outside the school.

Sample papers surveyed exhibit a great variety of journalistic finesse. This sophistication, or lack of it, does not appear to be related to the population for which the paper is intended. Exceptions to this observation are publications intended to do a recruiting job for
the departments. These publications are uniformly excellent.

Instances where journalism most frequently falls short of the ideal are in forceful expression of ideas, in projecting the writer's personality through columns and in using comprehensive leads in news stories.

Recurrent themes in all categories are personnel, events, and projects within the department or school of home economics. Another frequent theme is news of some specific area of home economics. Less frequently occurring themes are the interaction of home economics and the world community, philosophy of school, faculty or students, and news about careers in home economics.

All categories include sample publications which are of interest to students, faculty and alumni. All categories have stories presumably of interest to high school home economics students. Most papers include material of interest to professional home economists. Some categories include material of specific interest to parents of preschool children.

Summary of Information from Analysis of Publications from Business Firms.

Format. Business firms which submitted publication samples for this survey (Appendix D), employ professional staffs of journalists, and produce publications with high
quality newspaper-magazine format, if the publications are intended for circulation outside of the companies (Table 5, pg. 40). Most intracompany communications that follow the newspaper-magazine format also meet high quality standards (22a, 22b, 23, 24, 25, 27, 31a-e). Many intracompany papers follow the newsletter format (27b, 29b, 31g-1, 31o). These papers are generally less consistent in meeting the standards used as criteria for this study (Appendix F).

Content. Almost all of the publications submitted by business firms (Appendix D), are written clearly and concisely. Articles are tailored to reader interest, with most of the "house organs" (Table 5, pg. 40) featuring stories only of interest to the employee. Publications circulated outside the company are tailored to specific needs, whether it is to enhance public relations (32a), to explain career opportunities (29), or whatever. The publications of business firms consistently adhered to the values of excellence set forth in the criteria for this study (Appendix G).
II. PILOT PAPER

OBSERVATIONS FROM EXPERIENCE IN EDITING

The editing of the pilot paper, SFVSC Focus: Human Ecology, involved roughly five categories of work, which occurred in a sequential order. They were planning the issue, gathering the news, evaluating and assigning priority to news, production and distribution of the paper.

Planning Issue

Root (I: 48-51), in discussing policy and goals of a publication, admonishes that officers of the body (institution) will rightly be involved in development of general plans for the publication. He continues that the broader decisions concerning the magazine should be made by the publisher, but the details of the formula be left to the editor. He suggests that a statement of purposes and policy be made as a kind of constitution under which the editor may operate. This, says Root, should lead to greater consistency and success.

Editorial policy for the pilot paper was guided by the basic goals outlined in this thesis. They are education, communication and public relations among those associated with the Home Economics Department of San Fernando Valley State College.

Gathering of News

It was anticipated that certain limitations would be
experienced in gathering news by virtue of the researcher working alone. These limitations were that one person, working sequentially, would find it difficult to adequately cover the entire newsbody within the department, and to achieve a totally current publication. These anticipated limitations were observed by the researcher to be valid.

The researcher attempted to provide opportunity for balanced coverage of home economics areas by calling for news items at a faculty meeting, by checking the departmental calendar with the administrative secretary and by conferring with teachers in each area of subject concentration regarding possible stories. Although some stories were submitted to the reporter-researcher as a result of these steps, it was dramatized to the reporter that the traditional "nose for news" and "on-the-spot reporting" of the newspaper profession is of value. The reporter was able to locate news with much greater ease in the area of study in which she had the greatest involvement and background, child-development. The result was a paper with more emphasis in the child-development area than in the other five areas of the discipline, actively pursued by the department.

Time considerations limited the number of stories that could be reported from other schools and from the community, that might be of interest and would suggest
projects or areas of study to student and faculty research participants.

It was observed that most of the news gathered for the pilot paper was not of a "deadline" nature, but was news that would be of interest over an extended period of time. Hence, there appears to be no mandate for a daily or weekly paper.

**Evaluating and Assigning Priority**

Stories were assigned prime space in the magazine, according to their relationship to editorial goals listed previously in this chapter. Timeliness and uniqueness were also considered in placement of material.

**Production**

The researcher made a dummy layout of the pilot paper. The dummy was submitted to the duplicating office at San Fernando Valley State College, which was in charge of final layout. The staff of the printing office used considerable "poetic license" in changing type size and style, but was reliable in putting stories in the positions designated by the researcher. The duplicating office did not hold to its proposed time schedule in delivering the paper, as its staff had to put work on the paper aside from time to time to accommodate more pressing requests from other sources.

The conclusion of this researcher is that publishing
dates could be more successfully observed, and format could be better controlled, if all technical aspects to the point of typing and final reproduction were handled by the newspaper staff.

The method of reproduction used was offset type. Margins of the pilot paper were partially justified. If a publisher wishes the margins to be totally justified, using this type of printing, each column must be at least three inches in width.

Circulation

The pilot paper was distributed by the departmental teaching staff. It was observed that distribution fell down when a teacher did not meet with her class as usual, or was unusually pressed for time by other demands.

It is the conclusion of the researcher that other methods of distribution should be examined, including distribution centers in facilities where home economics is taught, which could be stocked for both day and night students.

III. OPINION POLL

Ninety-five percent of those returning questionnaires stated that they had read most or all of the paper. These respondents represent approximately 20.00 percent of those to whom papers were distributed.

Interest of respondents to content of the paper is
substantiated by answers to questions concerning the value placed upon information in the several areas covered by the pilot paper (Table 9, pg. 57). Mean scores of groups, regarding value of the knowledge acquired from reading the paper, varies from 49.00 percent to 74.90 percent.

Goal Effectiveness

Education. SFVSC Focus: Human Ecology was demonstrated to have informational value by respondents answers to the question concerning whether or not they had gained knowledge in specific areas (Table 7, pg. 54). In excess of 40.00 percent of respondents of each group answered this question in the affirmative on each topic quizzed. Mean scores for groups ranged from 61.79 percent claiming to have learned something about careers in home economics to 88.19 percent claiming to have learned about projects, events or organization of home economics classes.

Informational gain is only the lowest form of cognitive learning, according to Bloom (2: 62). Loree (8: 69-80) says, however, that information may be a formulator or alterant of reader attitudes, if it comes from a source that is respected by the reader and if it fulfills the need of the reader and if it is acceptable to important reference groups of the reader.

The only information we have concerning the acceptability and respectability of the paper as a source of information of interest to the home economist, is the
commentary supplied by the questionnaire respondents. As seen in Appendix J, this commentary is generally favorable. A few people requested more coverage in depth, different emphasis, and the like. The paper was demonstrated to fulfill needs of the readers by affirmative answers to questions 8a-f (Appendix K), which inquired as to whether information gained was of value to the reader. As indicated previously, mean figures for these answers ranged from 49.00 percent to 74.90 percent. Thus, this researcher concludes that the paper did serve as a mediator of learning to some degree.

Groups in which the greatest disparity occurred between gain in knowledge and value of knowledge may be suspected as learning the least from the paper. This disparity was greatest for the high school group.

Communication. In addition to the statistics regarding the gain of knowledge by individuals reading the paper, communication was shown to be established by the fact that 20.00 percent or more of those receiving the paper elected to fill out the questionnaire. In this case, the questionnaire provided a means for reaction to content and format. It also provided an opportunity to suggest stories for future issues. The use of this questionnaire by those who responded, suggests that a "letter to the editor" column or some other form of return commentary might be a desirable regular feature
to establish give-and-take communication between the sponsoring department and the readers.

**Public Relations.** In order to be judged effective in public relations, there needs to be a measure of whether or not the pilot paper presented a realistic picture of the study of home economics and of the sponsoring home economics department to the readers. Each parcel of information brought to the attention of the reader has opportunity to enlarge reader concept of these factors, thus creating a more nearly realistic picture.

The measure used in this study is the answers of readers to questions 8a-f of the Opinion Poll (Appendix K), in which it was stated whether or not readers had learned about certain aspects of home economics and/or the Department of Home Economics at San Fernando Valley State College. Table 7 (pg. 54) indicates that a high percentage of readers did learn something about the areas queried. This study does not attempt to quantify the degree of knowledge transmitted. Reader response does, however, support a trend toward a realistic picture of the discipline and department of study.

Root (11: 34) suggests that a modern concept of public relations involves attending to the feedback of reactions which various publics have to the institution. Commentary and opinions expressed in the poll, itself,
served this function in this study. Their use indicates that some sort of reader opinion column, other than the "letters to the editor" column, might well be incorporated into future issues of such a paper. Interview techniques could be used to accomplish this purpose.

IV. CONCLUSIONS

It is concluded from the library study involved in this research and from the experience of the researcher in producing the pilot paper, SFVSC Focus: Human Ecology, that such a newspaper is a valid tool for teaching home economics at the collegiate level.

It is further concluded from data collected from the Opinion Poll Questionnaire distributed with the pilot paper that SFVSC Focus: Human Ecology did enhance communications and public relations among those individuals associated with home economics and/or the Department of Home Economics at San Fernando Valley State College.

In the event that the publication of such a house organ is undertaken by a department of home economics, it is concluded that student participation in the production of the paper should be maximized. It has been emphasized in this study (pp. 17, 18, 71) that the knowledge of all aspects of producing a publication are valuable experience for the aspiring home economics journalist.

In order to maintain editorial policy compatible with departmental policy, it is advised that the paper
be supervised by a member of the home economics faculty or staff.

A knowledge of journalistic techniques and experience in writing appear to be fundamental to the publication of a journalistically excellent product. Therefore, it is concluded that students working on the paper should have some prior knowledge of journalism, or be concurrently enrolled in a journalism class.

It is suggested that balanced news coverage be given to all areas within the department. It was the experience of the writer in producing the pilot paper that it was very difficult for one person to adequately cover all areas within a department of the size and complexity of that of the Home Economics Department at San Fernando Valley State College. Therefore, it is proposed that coverage be accomplished by a staff of reporters. It is suggested that one way to insure better coverage is to have a reporter or reporters responsible for each academic area. It is further suggested that this reporter or reporters be assigned to explore all classes, graduate studies, faculty scholastic activity and special events within that area. It is proposed that the news staff include one person to cover administrative and organizational news. Organizational news would include that from the Home Economics Association, honorary fraternities and national organizations associated with home economics.
It is suggested that periodic press conferences between student journalists and administrators and faculty members might provide a forum for exploring areas of controversy, if any.

In addition to the above considerations, which are general to any department of home economics considering the adoption of a publication as a part of its curricula, this study generated a number of conclusions specific to the development of the pilot paper, SFVSC Focus: Human Ecology. They are as follows:

1) It is suggested that a schedule for a departmental paper for the Department of Home Economics at San Fernando Valley State College include four editions, to be published as follows:

   First Edition—as early in fall semester as possible

   Second Edition—late January (in time to supply registration news for second semester)

   Third Edition—late May (featuring graduation news and summer school schedules)

   Fourth Edition—end of summer session (a preview of fall program).

2) It is proposed that an effort be made to
disseminate information on careers within the province of home economics. One way to facilitate this, would be to feature a particular business in each issue.

3) It is concluded that the editors of a departmental newspaper should take the initiative in seeking feedback of reactions which various publics have to the department by polling reader opinion, interviewing readers and exploring such devices as "Letters to the Editor".

4) It is concluded that the format of SFVSC Focus: Human Ecology should be modified to:
   a) accommodate the completion of articles in a single location.
   b) include page numbers.
   c) have columns of sufficient width to allow justification of margins.

5) It is proposed that readers be allowed to participate in the naming of the house organ.

6) It is recommended that legal size paper (8 inches by 14 inches) be used, because of the versatility it allows in the number of pages in the publication. Each sheet of legal size paper accommodates four 7-inch by 8-inch pages. Thus, the paper can be put together in additives of four. This is the largest size
paper that can utilize the normal photocopy printing process offered. Larger sizes require hot type, a considerably more expensive process. The next larger size normally used for this purpose is called a signature. The signature requires a binary progression of page numbers. This eliminates the possibility of having a twelve or twenty-page paper. A publication smaller than that resultant from the legal size paper severely limits layout possibilities.

7) It is concluded that further consideration should be given to the publics which the publication is aimed to interest, and the paper tailored to the interests of these groups.
CHAPTER VI.
RECOMMENDATIONS

This study covered a broad spectrum of considerations relative to the utilization of a house organ within a department of home economics, in an attempt to draw together a clear statement of whether or not such a publication would be of value for communication, public relations and education among those associated with the department. This is an area not previously documented. The logical sequel to this study is a deeper scrutiny of each of these considerations. Each of the items enumerated in Figure 1, page 4 could be the subject of a study in itself.

Additional research is recommended to determine the optimum intellectual level at which to present the news. Subsumed by such a study, is the determination of which groups will comprise the readership of the publication. It was indicated by results of the Opinion Poll (page 64) that interests vary among groups of readers. It is suspected that the optimum level at which to present the news would also vary.

It is recommended that further research be undertaken to determine the amount of journalistic training needed to function effectively on the staff of a home economics paper.

An associated area in which research would be beneficial, is the graphic presentation of home economics subject matter. Results of such a study might contribute to the educational effectiveness of a home economics house organ.
BIBLIOGRAPHY


School Publications


15. Kansas State University College of Home Economics:

16. Iowa State University College of Home Economics:
   c) *Departmental Communications*
   e) *Over the Dean's Desk*. Ames, Iowa.

17. Ohio State University:
   e) *Student-Faculty Newsletter*. Columbus, Ohio:
School of Home Economics, Winter, 1970.

18. Oklahoma State University:
   e) Home Economics at Oklahoma State University. Stillwater, Oklahoma.

19. Oregon State University School of Home Economics:

20. Purdue University School of Home Economics:

21. University of North Carolina at Greensboro, School of Home Economics:
   b) News from Stone, Vol. 12, no. 3. Greensboro,
North Carolina: School of Home Economics
Student Program and Policy Committee,

c) Graduate Research Brochures:


d) Undergraduate Brochures:

Degrees of Influence, Greensboro, North Carolina: School of Home Economics.

Business Publications

22. Abbott Laboratories:


27. Eastman Kodak Company:


29. General Mills, Inc:
   b) Betty Crocker Kitchens. Minneapolis, Minnesota: Tour Director, General Mills, Inc.
   c) Careers in Food with Betty Crocker. Minneapolis,

31. Pacific Telegraph and Telephone Company:


I am conducting a survey of interdepartmental home economics publications, such as student newsletters and alumnae bulletins, which might serve the following goals:

1) communication among the various areas of home economics

2) communication between home economics and related disciplines

3) extension of the study of home economics into business and family life.

Any journalistic experience which your department has had will be of interest to me. I have enclosed a short questionnaire to facilitate your response. More detailed commentary and copies of your publications will be of great value and much appreciated.

This study is being done to help determine the desirability of such a publication by the San Fernando Valley State College Department of Home Economics. It constitutes a partial fulfillment of requirements for my master's thesis.

I will be happy to forward the results of this survey to you, if you so desire. Thank you for your help.

Very truly yours,

Audrey Clark
Graduate Student

Marjory Joseph
Chairman
Department of Home Economics
Years of publication (please fill-in dates):

<table>
<thead>
<tr>
<th>Published</th>
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<th></th>
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<td></td>
<td>b) monthly</td>
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<tr>
<td></td>
<td>c) quarterly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) other (specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Circulation | a) within department |   |   |   |
|             | b) former students   |   |   |   |
|             | c) community         |   |   |   |
|             | d) other (specify)   |   |   |   |

| Financed by | a) department |   |   |   |
|            | b) subscription |   |   |   |
|            | c) grants       |   |   |   |
|            | d) other (specify)|   |   |   |

| Written by | a) faculty and/or staff |   |   |   |
|           | b) students            |   |   |   |
|           | c) other (specify)     |   |   |   |

Copies are being forwarded ______________________
Copies are on file at: ______________________

We have not sponsored publications of this nature. ______________________

Please send us the results of this survey. ______________________

Additional Comments: __________________________________________
## APPENDIX C

### SCHOOL SURVEY

<table>
<thead>
<tr>
<th>Schools Surveyed</th>
<th>Answered</th>
<th>No Such Publications</th>
<th>Sent Copies, Information</th>
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<tr>
<td>Brigham Young University</td>
<td>X</td>
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</tr>
<tr>
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</tr>
<tr>
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APPENDIX D

LETTER TO BUSINESS FIRMS

17508 Marilla Street
Northridge, California
91324
July 15, 1970

I am conducting a search for newsletters, bulletins and other publications of a "house organ" nature. The purpose of the search is to locate material which might help to guide a proposed bulletin of the San Fernando Valley State College Department of Home Economics. This search constitutes a partial fulfillment of requirements for my master's thesis.

The proposed bulletin would be distributed to students, faculty and interested parties in businesses allied to home economics. One of the goals of the publication would be to increase communication between business and the academic field.

I will be most grateful for copies of publications which you feel are pertinent, and any commentary that you wish to make.

Very truly yours,

Audrey Clark
Graduate Student

Marjory Josaph
Chairman
Department of Home Economics
## APPENDIX E

### SURVEY OF BUSINESS FIRMS

<table>
<thead>
<tr>
<th>Firms Surveyed</th>
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APPENDIX F
CRITERIA FOR FORMAT

I. TYPE OF FORMAT

Publications may be divided into two categories for the purpose of analyzing format. These two categories are composed of publications utilizing the newsletter format and publications utilizing the newspaper-magazine format.

II. APPEARANCE

The qualities listed below represent qualities generally accepted as being desirable.

Eye-catching Cover or Front Page

Root suggests that covers of all magazines should be attractive, have (sensory) impact and be quickly identified (11: 122). He says, however, that the publication that does not depend on newsstand sales has more leeway for using display space to set the theme and tone of the magazine, and can afford to be less showy. The continuing identity of the publication must be obvious (an example of a device to promote continuing identity is the red border of Time Magazine). Root says that another important goal of the cover is to suggest the theme of the magazine. "Ideally", he says, "it should strike a note that harmonizes with an interest at the top of the reader's mind--a hobby of the season or a worry in the international
sphere—so that the reader will be impelled into the issue."

**Good Balance (1: 190-200)**

The researcher used Berry's definition of good balance in evaluating the papers. Berry defines balance as an attempt to arrange material so as to gain symmetry and hence beauty of the page. Headlines, cuts, boxes and type are selected and arranged with a view to accentuating each other.

Good balance may be true or perfect balance where each item is the counterpart of another in head, position and length. The advantage of this is the orderly appearance given by the regularity of the page.

Another type of good balance in make-up is the inverted pyramid. Material is so arranged that an inverted triangle can be constructed with its base across the top of the page and its vertex near the center of the page. A third example of good balance is brace make-up, according to Berry. One of the upper corners of the page, usually the right, is given the heaviest concentration of type. This creates the impression of a brace or bracket. Broken column make-up is a fourth variation. Each column is broken by two or more heads in this arrangement, in order to have as much material on the page as possible.

Good unbalanced make-up is generally in two forms. The first, circus make-up, employs a variety of types
and heads to make each story different from the others in appearance. The second, panel make-up, is useful in helping the reader locate the important story of the moment.

Good Type Choice

When type can be clearly seen and readily comprehended, it is said to be legible; but it can still be unattractive. Good type choice takes into consideration whether or not the type is aesthetically pleasant, according to Root (11: 94-5). Admittedly, this requires a subjective evaluation. Root believes that whether or not a type is aesthetically pleasing depends largely on whether or not the reader is familiar with it. Family, size and heaviness are the three determining qualities of type.

In evaluating this material, the researcher set the following guidelines:

a) type should not look "squeezed"

b) type should be in proportion to the story importance and length

c) headlines should be sufficiently large, bold or delineated in other ways (underlining), to clearly separate story from story.

III. READABILITY

Good Eye-movement

The eye tends to move to a point slightly above left-
center of any field of vision. This is where the eye tends to go first, according to Waddell, as reported by Root (11: 95). This tendency is outweighed by the pull of pictures and type elsewhere on the page. Waddell says the eye almost never, except under extremely powerful stimuli, and then with great difficulty, makes vertical or upward vertical excursions. Thus, if one wants a sweeping eye-movement through the page, he should start in the upper left and get the eye circling down and around, or swinging through the bottom of the spread in a U or V motion.

Type Clear and Size Reasonable

This simply refers to each letter being completely printed, so that there is no guess-work involved in reading, as frequently occurs with mimeographed work of poor quality or reproduction. The researcher determined that 7 point type (7/72's of an inch) would be the smallest body type considered desirable.

Column Length and White Space

Columns should be broken with sub-heads every few inches. Margins should be sufficient to give an uncluttered look, and to clearly delineate stories.

IV. HEADLINES

A good headline has several functions. Foremost, is the function of summarizing the story for the reader.
Secondly, the headline functions to appraise the importance of the story. Generally, the larger the head or the more prominently displayed, the more important the story. It is up to the headline to attract readers to the story, and to give an attractive quality to the newspaper (1: 165).

V. PICTURES

There is a large variation in interest aroused by publication pictures. In analyzing this data, the researcher particularly took into consideration whether or not the picture told a story in itself. Secondly, she considered the size and placement of pictures.
APPENDIX G

CRITERIA FOR CONTENT

I. CLASSIFICATION OF ARTICLES

News Story

Any story of interest to the reader, whether it concerns him directly or indirectly, that is completely true, has a quality of recency, an element of proximity and some element of the unusual, is a news story. In form, the news story is structured like an inverted pyramid, with the most important content written first.

The lead should be a summarizing paragraph, appearing at the beginning of the story, that answers the questions who, what, where, when, why and how concerning the news.

Depth of the story is that part used to explain and enlarge upon the facts of the lead, whether it be written in "highlight" fashion, chronologically or pyramid style. (1: 52-67).

Feature Story

News given personal, subjective treatment to portray human interest is categorized as a feature. In determining the quality of a feature, focus was placed on the following characteristics:

1) depth (explanation and enlargement upon factual material)
2) sense of the unusual
3) humorous writing
4) warmth conveyed by the writer
5) utility of the article

(1: 110).

Editorials and Research Articles

These two classifications of story were placed in the same category, because of their commonality of goals and form. Editorials are frequently written to influence opinion, to call attention to a wrong, to enlighten readers, to help a cause, to comment on the news. The primary difference between editorial and research writing appears to be the documentation employed by the researcher. Both types of article should contain at least three parts:

1) statement of situation or argument to be defended
2) body which develops the statement
3) conclusion serving as a call to action

(1: 233-44).

Column

The column is an article written by a single author. It may be reflective to evaluate an event or individual. It may be specialized to tell about a specific subject, such as hobbies or health. It may be an anthology of
tidbits of news and gossip, or it may be philosophical or humorous. The standards used for purposes of this evaluation are:

1) interest
2) authoritativeness
3) newsworthiness
4) individuality (in some way conveying the personality of the journalist). (1: 263-4).

II. GENERAL JOURNALISTIC CONSIDERATIONS

**Forceful Expression**

Forceful expression includes effective ways to express a particular thought through the words used, figures of speech or some other rhetorical device. The following example from Berry illustrates the difference between simple statement of fact and journalistically forceful expression (1: 71):

"Fair: [Goering was very proud of the German armed forces.]

Good: [Goering had a fierce pride in German armed might.]

**Accuracy and Truth**

The examination of accuracy and truth in this study was limited to noting the absence or presence of news slanting or coloring. News is said to be slanted where the facts of the story are so arranged as to lead the
reader to a desired conclusion, according to Berry (1: 73, 78-9). News is said to be colored when some facts are stressed and others are made inconspicuous or omitted (1: 79).

Conciseness

Conciseness is the quality of saying the most in the fewest possible words (1: 69).

Clarity

Clarity is the use of wording and sentence structure that is easily understood by the intended reader (1: 78).

III. SURVEY OF AREAS

Areas which were surveyed as to the possibility of the reader obtaining knowledge from the papers are:

1) "who's who" in the home economics department
2) organization, events or projects undertaken in home economics classes
3) philosophy of some teachers or students, concerning their projects or study areas in home economics
4) types of careers that may be chosen by graduate home economists, and/or requirements for these careers
5) how the home economics department functions in the community
6) what's happening in a special area of home
economics.

IV. READER APPEAL

Stories were judged to be appealing to a particular population, if they directly concerned that population or were highly unusual or controversial developments concerning the school or department. The populations considered were:

1) high school students
2) college students
3) parents of children under five years of age
4) professional home economists
5) alumni
6) faculty
Home Economics Department

THESIS PRESENTATION: Part 1

November, 1970
The Home Economics Department has shown tremendous growth during its existence at San Fernando Valley State College. This will be our tenth complete year of operation. We have grown from a staff of two people to one of seventeen full-time teachers and from a student body of approximately forty to class enrollment of well over 2,000.

The philosophy of the department has been, and will continue to be, one of establishing the basic intellectual background required for students to function adequately in the world around them, whether this be in the world of employment or in the family group, or both.

Major Accomplishments

Some of the major accomplishments during the past years have been the development and establishment of a Master's Degree program, the organization and implementation of the Pre-School Laboratory, and the continued evaluation of the department to keep its offerings up-to-date and relevant in today's society. Toward this latter goal, the incorporation of several Home Economics programs into the General Education offerings of the college have proved to be highly worthwhile, if this can be measured by the enrollment in these classes, which has continued to increase each semester.

Job Opportunities Exist

Home economics is still a profession in which there appears to be an insufficient number of professional people to fill the job offerings throughout the country. Despite the tight employment situation at the present time, 90 per cent of our graduates in teaching were placed before the beginning of school. The vast majority of graduates in other areas were placed, and all the dieticians finally were located.

(Please turn to page 5)
Dr. Gorelick contends that parents, not teachers, should be responsible for toilet-training. She stresses that success in this area of child development leads to confidence on the part of both parent and child in undertaking subsequent tasks.

"Feeling comfortable is the prime ingredient for success in working with children."

She emphasizes that it is important not to be afraid of a child and his problems. She points out that when you know the student, you can learn the special techniques that will help him.

Dr. Gorelick holds degrees in both psychology and education. She has taught at U.C.L.A., the University of Southern California, Cal State Los Angeles and the University of Hawaii.

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NUTRITION MAJOR WINS SCHOLARSHIP

Gail Whiteaker, senior, was awarded one of four scholarships, presented by the California Dietetic Association for study of dietetics during the 1970-1971 academic year. The four scholarships totaled $1,400. Awards were presented in Oakland last spring.
WITH THE FACULTY

DR. MARJORY JOSEPH has accepted the responsibility for the Textile and Clothing Program of the American Home Economics Association for the 1971 National Conference. She serves as Vice-Chairman for the group.

She was invited to attend a special symposium in New York in October, for fifteen authors of textbooks in the fields of textiles and consumer education. The symposium was sponsored by the Celanese Corp.

DR. RICHARD CAMPBELL presented a paper on “The Role of Teachers and School Nurses in the Problem Solving and Growth Promoting Experience of Students” in San Diego, October 3. The paper was presented at a One Day Institute for the San Diego and Imperial Valley Sections of the California School Nurses Organization.

MRS. CHRIS SMITH, foods and nutrition, has returned to SFVSC this year, after a year’s leave of absence, during which she and her husband toured Europe.

CHILD DEVELOPMENT EXPERT JOINS STAFF

Dr. Molly Gorelick, writer of the film “I’m Ready, Mom, Are You?” has recently joined the Home Economics Department Faculty. Dr. Gorelick has just returned from Warsaw, Poland, where her film was shown before the Second International Congress for the Scientific Study of Mental Deficiency.

“I’m Ready, Mom, Are You?” is an effort to encourage and instruct parents of the retarded in the practical of toilet-training. The film grew out of Dr. Gorelick’s work with the Exceptional Children’s Foundation, where she was Chief of the Guidance Clinic and Director of the Compensatory Pre-school.

Dr. Gorelick observed that there was a long list for placement in classes offered by the Foundation, and yet found empty seats available. The “hang-up” seemed to be a rule of the Foundation that children must be trained before being admitted to class.

Departing from existing literature on the subject, Dr. Gorelick theorized that toilet-training is possible, and accomplished by much the same techniques, in all cases where the bodily mechanism is functioning properly, whether or not the child is retarded. She concluded that she was seeing children up to eleven or fourteen years of age who were untrained, not because they were unwilling or unable, but because their parents were emotionally unprepared to undertake the training task.

After writing papers on the subject which were well received, she undertook to present her theory through the movie media. “I’m Ready, Mom, Are You?” was premiered last spring. It was enthusiastically reviewed by the Los Angeles Times, and has twice appeared on the University of Southern California TV show, “Odyssey.” Response by grateful parents was stunning, but according to Dr. Gorelick, the biggest reward came in seeing the pride of the retarded child upon mastering the task.
REQUIRED COUNSELING CAN BENEFIT YOUNG MARRIAGES

Editor's note: California AB402, requiring that couples under 18 years of age who wish to obtain a marriage license consult with a marriage counselor, will go into effect on November 15. Governor Ronald Reagan signed the law on July 10, 1970, making it the first such legislation in the United States. The following comments concerning the law were made by Dr. Richard F. Campbell, Family Life Education.

Reporter: Dr. Campbell, do you believe AB402 is a good law?

Dr. Campbell: I think the idea is excellent. There are numerous problems associated with the implementation, however, yet to be encountered and solved.

Built-in Problems

The thing with young marriages, is that they frequently have built-in problems. Someplace between two-thirds and three-fourths of the girls who marry under 18 are pregnant. Whether they are pregnant or not, they are often seeking love they haven’t gotten at home, or acting in reaction to some other problem. They are opting for marriage not so much as a positive thing, but for negative reasons—a poor self-concept, for instance.

Examine All Alternatives

I would like to see this law applied by counselors who would consider with young people all the alternatives that are present, especially if they are pregnant, and would explore the possibilities that parental or outside pressures may be at work in their decisions. Applied in this way, AB402 may provide the means for getting the parents off their (youths) backs; and counteracting some of the other pressures frequently exercised on the part of society.

(Please turn to page 9)
Water play . . . a good social setting for children to interact.

Penny Kresge

. . . whole yard can be viewed from the entrance . . . has a convenient walk-way from one end to the other.

Linda Konantz

Trees are essential for shade, light and sound control.

Joan Newberg

Swings give a child a feeling of freedom, and help to develop both small and large muscles.

Laura Aleson

. . . sand around major equipment pieces cushions falls, eliminates problem of cutting grass around the equipment.

Mary Ann Thompson

The playhouse is entered from the sandbox, as good “house play” evolves in the sand and the house areas.

Louise Abramson

CLASS HELPS DESIGN DAY CARE PLAY AREA

Forty-five children of the Day Care Center at St. Andrews Presbyterian Church in San Diego are enjoying a new playground, which partially resulted from design efforts of the Nursery School Facilities Class, Spring, 1970. Members of the class borrowed the design problem from a high school group at the First Presbyterian Church of Granada Hills, who financed and constructed the playground during a two week summer work caravan.

Using the playground as the basis of a final open book exam, each member of the Facilities Class submitted a plan for its development.
They selected landscaping and equipment, customizing their choices to site peculiarities, needs of the Day Care Students and budget limitations of the sponsoring high school group.

Completed plans were submitted to representatives of the two churches involved. They, in turn, selected ideas which they thought most applicable. Thirty young people from the Granada Hills Church put the composite plan into effect in August. The resulting playground may be visited at 210 S. Euclid St., San Diego.

**PRE-SCHOOL ASSISTANT HEADS**

**CYO SUMMER DAY CAMPS**

Miss Rita de Diego, assistant teacher in the pre-school lab, directed four day camps for elementary school children during July and August. The camps, sponsored by the Catholic Youth Organization, were held in Saugus, Sun Valley, North Hollywood and Sylmar. They were located in parks or vacant lots, adjacent to deprived neighborhoods, in order to be more accessible to the children. Approximately 200 young people attended the camps.

**INTERDISCIPLINARY MAJOR; ADVISORY BOARD COMING TO PRE-SCHOOL PROGRAM**

An Interdisciplinary Major in Pre-school Education will be offered in the SFVSC 1971-1972 catalog. Students will select classes from home economics, education, music, art, psychology, physical education, biology, sociology and anthropology departments.

Many of these same departments will name a member of the faculty to a board, now being formed for an advisory role to the pre-school. Prime concern of the Board will be to the utilization of the laboratory facility. Students use the laboratory for observation, participation experience and research each semester. In addition, the lab is used by community groups.

**PRE-SCHOOL LAB OFFERS FINANCIAL ASSISTANCE TO THREE**

SFVSC Pre-school Laboratory has awarded three scholarships for the 1970-1971 academic year, in an attempt to open the facility to children who would not ordinarily be able to attend because of financial need.

Two scholarships cover the full $320 tuition for a three afternoon per week program. The third, partially pays $550 tuition for a five morning per week program.

This semester marks the first time that the school has been able to offer financial assistance. Parents wishing to apply for aid for their pre-school children may do so by contacting the Pre-school Laboratory Office (H-2). Children must be under the age of four at present, to be considered for scholarships.
WHAT'S HAPPENING OFF CAMPUS?

Two local men have formed Almac Scientific Company to serve those people involved in research featuring the use of experimental animals. Mr. Maurice B. Allen, Granada Hills and Dr. Earl McNal, U.S.C., have the modernization of animal care as the goal of their company. They produce automatic feeding, watering and waste removal systems designed to free caretakers from rigid schedules, and to minimize risks from airborne infection. One complete care system allows isolation of the experimental room for the duration of the experiment.

Animal experimentation is increasing in the United States at the rate of 25% per year. Over 100,000,000 rats, mice, rabbits, hamsters, guinea pigs and exotic species are undergoing experimentation each year in this country alone.

Dr. Mary Elizabeth Keister, of the University of North Carolina, Greensboro, has just completed a 4½ year experimental infant care project for the United States Children's Bureau, to determine the effects of babies spending five full days a week in a group day care center.

Seventeen youngsters from "good, middle-class" homes were cared for in a University Care Center. They were matched with similar children being cared for at home by their own mothers. Extensive testing of physical, mental, social and emotional development showed almost no differences between the pairs of youngsters. The center tried to duplicate the kind of individual care that might be given by the mother. Good health habits were meticulously stressed.1

Dr. Joseph (Con't)

either in internships or work programs. The picture throughout the United States is still one of a greater need than the supply, particularly for graduates with advanced degrees.

My personal belief is that the Home Economics program of San Fernando Valley State College is one of the best in the country and that our graduates can compete successfully with those of any other institution. My wish for the future is that we can continue to maintain a position of prestige. With the cooperation of former students, current students and faculty, this should be relatively easy to do.

The current year poses many problems in colleges throughout the United States and probably throughout the world. I believe, however, that many of these problems can be used to introduce needed change. Thus, in a year of possible complication, let us use dialogue as a solution.

MRS. LOEHR
TEACHES CLASS
IN DRAPING

An understanding of how a garment can be fitted properly, a thorough knowledge of construction and sensitivity to the texture and body of fabrics are some of the goals which concerned a class in draping, taught by Mrs. Myrtle Loehr during summer school.

Although the art of working directly with material on a mannequin or live figure is favored by professional designers, SFVSC is the only valley school that teaches the technique.

The final project of the class was a fashion show, where designers modeled their own creations. The class will be offered again in the spring semester.

LAURA ALEESON, alumna 1970, is teaching first grade at the Andes Evangelical Mission, Cochabamba, Bolivia.

Sandy O'Brien, alumna 1970 and former pre-school associate teacher is now on the staff of the Los Angeles Child Care Centers.

New Marriage Law For Youth

(Cont'd from page 3)

Reporter: Then, you see the counselor, himself, as the prime determinant of whether or not this law will prove to be an asset?

Dr. Campbell: Exactly. Again, it comes down to this business of considering all the alternatives. The couple should be led into examining their own motivations. If there are problems, they are probably complex and unique. Ready solutions are seldom available, but most often there are several alternatives of action.

A good counselor cannot allow himself to be "hung-up" on any one solution, even though he may be working from a framework of very strong personal feelings. He has to resist the temptation to say, "If I were you, I would . . ."

Reporter: What will happen if the couple is assigned to a poor counselor?

Dr. Campbell: My guess is that they will just "turn him off." As soon as the counselor becomes judgmental or directive, he's likely to go unheeded as another parent figure.

STAFF CHANGES AT
PRE-SCHOOL LABORATORY

Two teachers have joined the staff of the Pre-School Laboratory, this fall. They are Leslye Janisz and Erika Rosemark. Mrs. Janisz, formerly associated with the Haidn Child House in Canoga Park, is in charge of the older group of children who meet four afternoons a week. Mrs. Rosemark, formerly of Oakwood School and a credentialed elementary school teacher, is lead teacher for the younger children who meet three afternoons each week.

Mrs. Bonnie Doshier, who has served as associate teacher and secretary in the Pre-school Laboratory, is resigning from the staff on November 15, to become Director-teacher of a new pre-school opening in Canoga Park.
STUDY REVEALS IMPACT OF MOVEMENT EXPERIENCE

by Jeanne Menary

During the academic year of 1969-70, many of the children at the Pre-school Laboratory were involved in a study on body movement. I did this study to fulfill the thesis requirement for the Master's of Arts degree in Education at U.C.L.A. The degree was granted, but the more exciting part of the study was the actual work with the kids and the resulting insights into movement and young children. The children loved the experience, as well. So, this was a valuable experience for all the participants.

My interest in the topic of body movement started long before the formal study began. From my studies and from experience with young children, I had come to recognize the importance of the body movement as an expression of personality. As a teacher, I had often made assumptions about a child on the basis of “feelings” I got about him by watching the way he moved as he entered the room in the morning, moved in the yard with other children, etc. For example, the child who moved freely and easily, swinging his limbs, using lots of space, gave me a very different “feeling” about his self-concept than the child who moved in a restrained way, using little space.

This was a very subjective way of diagnosing personality characteristics in young children. Yet, all teachers—all people—get feelings about others on the basis of the messages sent out through body movement.

The formal study was an exploratory effort to design an instrument to objectively assess one aspect of body movement, with the thought in mind of later correlating it to different personality characteristics—unity and consistency, over-all strength, creativity, body image, etc. The study focused upon the use of space by an individual's body segments (arms and legs) in movement.

For the participants in the study, it was a joy. It was wonderful to see the children's delight in planned movement tasks. As the study progressed, we saw children grow more comfortable in expressing themselves freely with their bodies.
JUNE GRADUATES INTERN IN DIETETICS PROGRAMS

Four recent graduates have been accepted in internship programs leading to masters degrees and fulfillment of the requirements to qualify as licensed dieticians. They are Arlene Selly, who is at the University of Michigan; Pat Arian, University of Iowa Hospital; Maryann Fuess, University of Seattle and Karen Wasarman, U.S. Army, Letterman General Hospital, San Francisco. In addition, Josefa Rentena is working toward a master's degree in nutrition at U.C.L.A.

Where internship is impractical, candidates for licenses in dietetics may choose a program of 3 year's directed work experience. Robin Bargman has been employed by the Carnation Company, Los Angeles, in this capacity.

Charlotte Passero is now completing her work experience at Olive View Hospital in the San Fernando Valley, while Marilyn Mitchell is employed in a work experience program at Los Angeles County General Hospital.

FIFTEEN STUDENTS NAMED TO GRADUATE PROGRAM IN HOME ECONOMICS

The faculty voted to admit fifteen girls to classified graduate status in the Department of Home Economics, at the Faculty Meeting held on October 19. This enables them to become Candidates for the Master of Science degree.

Those who entered the master's program are Nancy Abney, Lorraine Boultinghouse, Billie Bush, Cindy Fischer, Julie Ann Holmes and Elaine Iikuta.

Others are Jerilyn Lewis, Ching Young Lin, Janet Odum, Charlotte Roberts, Carole Rookstool, Marie Shen, Aileen Walker and Shirley Wilcox.

BODY MOVEMENT STUDY (Con't)

We could actually see them discover their bodies as they participated in the tasks. We got to know the children's styles of expression and the children better. Most importantly, the study revealed how really important planned movement experiences are for children.

DR. RUNCIMAN TO BE GUEST LECTURER AT USC

Dr. Alex Runciman, Family Life Education, has been invited to be a guest lecturer at the University of Southern California School of Medicine. He will deliver a series of lectures to the Department of Psychiatry on "Human Response to Sexual Therapy." The series is scheduled to begin in January.

Dr. Runciman has studied at the Masters and Johnson Institute in St. Louis. He was the first clinical psychologist from the Institute to come to the West Coast, and has been much in demand as a speaker. He has appeared on virtually all of the television talk shows originating in the west, including Tempo and Boutique.

Dr. Runciman directed a workshop sponsored by the Tahoe Institute of "Treatment of Human Sexual Inadequacy" at South Lake Tahoe, October 23-26. The workshop focused on techniques developed at the Human Reproduction Biology Foundation in St. Louis, concerning therapy of sexual differences of married couples.
### Excerpts from an 1894 Book of Household Costs

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<td>Wc # Butler</td>
<td>$.35</td>
</tr>
<tr>
<td>Copper Wash Butler</td>
<td>$2.50</td>
</tr>
<tr>
<td>16 lb. Frnt Potatoes</td>
<td>$.25</td>
</tr>
<tr>
<td>1# Cottage</td>
<td>$2.28</td>
</tr>
<tr>
<td>1# Btton</td>
<td>$.89</td>
</tr>
<tr>
<td>Lumber Rush</td>
<td>$4.52</td>
</tr>
<tr>
<td>Building Portch</td>
<td>$1.50</td>
</tr>
<tr>
<td>Mixed Grd. (Smells)</td>
<td>$4.50</td>
</tr>
<tr>
<td>Pot. Milk &amp; Fermen.</td>
<td>$1.00</td>
</tr>
<tr>
<td>Ladies House Journal</td>
<td>$.10</td>
</tr>
<tr>
<td>Pulling Yard</td>
<td>$.25</td>
</tr>
<tr>
<td>1# Pot. Salt Water</td>
<td>$1.25</td>
</tr>
<tr>
<td>1# Match</td>
<td>$.15</td>
</tr>
<tr>
<td>4000 lb. Hard Coal</td>
<td>$18.92</td>
</tr>
</tbody>
</table>

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APPENDIX I

AREAS IN WHICH STORIES FALL BY CONTENT

a) Who's who in the SFVSC Home Economics Department:

Cover .................................................. Page 1
Required Counseling .......................... Page 3
Home Economics Teaching ............ Page 3
With the Faculty ................................. Page 4
Child Development ......................... Page 4
Faculty Picture ................................. Page 5
Nutrition Major ................................. Page 5
Pre-school Assistant ...................... Page 7
Mrs. Loehr .................................. Page 9
Staff Changes .................................. Page 9
Laura Aileson ............................... Page 9
Sandy O'Brien ............................... Page 9
June Graduates ............................... Page 11
Fifteen Students ......................... Page 11
Dr. Runciman ............................. Page 11

b) Organization, events or projects undertaken in Home Economics Classes:

Home Economics Teaching ............ Page 3
Class Helps Design ...................... Page 6
Interdisciplinary Major ............. Page 7
Mrs. Loehr .................................. Page 9

b) Philosophy of some teachers or students, concerning their projects or study areas in Home Economics:

Departmental Notes .................. Page 2
Required Counseling .................. Page 3
Child Development Expert .......... Page 4
Class Helps Design .................. Page 6
Study Reveals ......................... Page 10

d) The types of careers that may be chosen by graduate home economists, and/or requirements for these careers:

Departmental Notes .................. Page 2
June Graduates ......................... Page 11
Laura Aileson ............................. Page 9
Sandy O'Brien ......................... Page 9
e) How the Home Economics Department Functions in the Community:

Home Economics Teaching.............Page 3
Class Helps Design....................Page 6
Pre-school Laboratory...............Page 7

f) What is happening in areas of Home Economics other than your own:

Departmental Notes.....................Page 2
Required Counseling....................Page 3
Home Economics Teaching..............Page 3
Class Helps Design....................Page 6
Pre-school Laboratory................Page 7
Interdisciplinary Major.................Page 7
Mrs. Loehr............................Page 9
What's Happening Off Campus..........Page 8

g) Filler:

Excerpts...............................Page 12
TEACHING AREAS IN WHICH STORIES FALL

a) Child Development:
   Child Development Expert..................Page 4
   Class Helps Design.........................Page 6
   Pre-school Laboratory......................Page 7
   Interdisciplinary Major...................Page 7
   Pre-school Assistant.......................Page 7
   Dr. Mary Keister..........................Page 8
   Staff Changes..............................Page 9
   Study Reveals..............................Page 10

b) Clothing and Textiles:
   Dr. Joseph..................................Page 4
   Mrs. Loehr..................................Page 9

c) Foods and Nutrition:
   Nutrition Majors............................Page 5
   Almac.......................................Page 10
   June Graduates.............................Page 11
   Cover

d) Home Management and Consumer Affairs:

e) Housing and Design:

f) Marriage and Family Relations:
   Required Counseling........................Page 3
   Dr. Runciman................................Page 11

g) Home Economics Teaching:
   Home Economics Teaching..................Page 3

h) All Areas:
   Our Name....................................Page 2
   Departmental Notes.........................Page 2
   Fifteen Students...........................Page 11
APPENDIX J

OPINION POLL COMMENTARY

I. HOW CAN WE IMPROVE FUTURE ISSUES?

The commentary below is selected to show the range of suggestions. Approximately half of the returned questionnaires contained comments. Numbers preceding comments refer to position of the comment, as it was recorded by the researcher on data analysis sheets.

6. I enjoyed reading this publication, and the only comments I have are these: Use consistent type face. Sharpen type color. Where is story to match cover photo?

10. It's quite an improvement to the HEA Newsletter.


19. This publication is very interesting and informative. However, the only thing I didn't like was the (Please turn to page__)...I like the name of Human Ecology, and I like the publication. I think it's needed to give solidarity and substance to our department.

25. Not being a Home Ec. major or being familiar with the department, I found the magazine informative and of interest this one time...

28. Put related subjects more together...

29. Number the pages.

30. Pleasing format in this issue.

37. Keep it coming.

44. ...excellent idea. I would be most interested in future issues and hope to see this continued. Great way for everyone in the department to know what everyone else is doing.

58. Improve by concentrating systematically and informa-
tively on one area...

65. Have a small column on SFVSC's own Home Ec. Dept... a pamphlet of this type could really give the Home Ec dept. a lot more prestige and get a lot of participation...Please put out more issues!

67. If you asked for subscriptions to the paper, I would buy one. I enjoyed it very much!

96. ...I think this publication is really a great idea, especially to graduates who would probably otherwise lose contact with the Home Economics Department at Valley State.

100. While home economics is no longer limited to domestic home-management, I feel it still needs to occupy more space in your issue that it did.

106. I wish the articles would be more detailed...

119. Having enough room on one page for entire article.

138. I think that this paper was written very well. I didn't know what was being done, and how important this was to society. I especially enjoyed the part about the children. I hope to make my career working with small children, and I got some ideas on what can be done to really help them...

154. I think the topics were too mixed together.

177. Fewer articles with greater detail would be preferable.

178. Excellent. I really enjoyed reading the publication. I even gave it to others to read who had not seen it.

180. ...I would like to be included on your mailing list, and would be delighted to contribute financially if it is needed.
SFVSC FOCUS: HUMAN ECOLOGY is a trial publication. Your evaluation is essential in order to determine whether or not publication should be continued. Presentation of the paper and a critical analysis are portions of the work I am doing to meet the requirements for the M.S. degree in Home Economics. Your completion of the following questionnaire, and its return to the San Fernando Valley College Department of Home Economics before November 26 (Thanksgiving), 1970, will be a great assistance to me. Thank you.

Malathi K. Sandhu, Ph.D.
Adviser

Audrey Clark
Grad. Student

PLEASE CHECK ALL THAT APPLY:

1. Female
   Male

2. Student:
   High School
   SFVSC Home Economics
   SFVSC (Not Home Ec.)
   Other College

3. Faculty:
   Pre-school
   High School
   SFVSC Home Economics
   SFVSC (Not Home Ec.)
   Other College

4. Parent of Child(ren) at:
   SFVSC Pre-school Lab
   Other Pre-school
   Under Age 5 At Home

5. Professional Home Economist

6. Alumna SFVSC Home Ec.

7. What portion of the paper did you read?
   All
   Most
   Some
   Little
   None

8. Have the articles in this paper increased your knowledge in any of the following areas?

   a) Who's who in the SFVSC Home Economics Department
   b) Organization, events or projects undertaken in Home Economics Classes
   c) Philosophy of some teachers or students concerning their projects or study areas in Home Economics
   d) The types of careers that may be chosen by graduate home economists, and/or requirements for these careers
   e) How the Home Economics Department functions in the community
   f) What is happening in areas of Home Economics other than your own

9. Would you like to see more content devoted to:

   a) Child Development
   b) Clothing and Textiles
   c) Foods and Nutrition
   d) Home Management and Consumer Affairs
   e) Housing and Design
   f) Marriage and Family Relations

10. Do you find the format of the paper satisfactory?