EDUCATIONAL HOME ECONOMICS PROGRAM THROUGH TELEVISION IN PUERTO RICO

THESIS FOR THE DEGREE OF M. A.

MICHIGAN STATE UNIVERSITY

VINCENTITA ALMEYDA CORTES

1965

ABSTRACT

POINTERS FOR [illegible]
EDUCATIONAL [illegible]
THROUGH TELEVISION [illegible]

by Vicente [illegible]

This study is [illegible] Economics Program through the use of [illegible] improving communication [illegible] the Island of Puerto Rico.

It is the outgrowth of [illegible] experience as a Home [illegible] with a one-year [illegible] Diversity, in pursuit [illegible] Major in Television [illegible]

The study, a grou[illegible] through an application [illegible] research findings [illegible] as the effectiveness [illegible] to general, and the [illegible] in particular, [illegible] considered before proposing [illegible] effective communication.

The two hypotheses that are supported here are:

1. Through the use of the media of mass communication, the Economics Program can reach many people with less

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ABSTRACT

POINTERS FOR THE DEVELOPMENT OF AN EDUCATIONAL HOME ECONOMICS PROGRAM THROUGH TELEVISION IN PUERTO RICO

by Vicentita Almeyda Cortes

This study is concerned with broadening the Home Economics Program through the use of television as a means of improving communication to the increasing, mobile population of the island of Puerto Rico.

It is the outgrowth of the writer's eight years of experience as a Home Economics teacher in Puerto Rico, coupled with a one-year educational leave at Michigan State University, in pursuit of a Master of Arts degree with a major in Television and Radio.

The study, a creative type of problem, is developed through an application of Ralph Tyler's rationale. Some research findings concerning the communication process, as well as the effectiveness of the medium for educational purposes in general, and for an educational Home Economics Program in particular, are summarized as important facts to be considered before proposing effective persuasive communication.

The two hypotheses that are supported here are:

1. Through the use of the media of mass communication, the Home Economics Program can reach many people with less

effort, and extend its influence to areas never reached before, without losing efficiency.

2. The Home Economist will be more effective in communication by creating a cultural linkage with projected audiences so that specific needs may be met in conformity with group norms and their system of values and beliefs.

To support these hypotheses, a review is presented of some of the studies which have been conducted to ascertain the effectiveness of informational and educational television programs, particularly those produced by General Educational Television, Home Extension, and Home Economics personnel in the United States.

It is assumed in this thesis that the findings of psychology and philosophy of learning, as well as what is being ascertained about television technique and programming in the United States, will be confirmed in Puerto Rico, with a few modifications in accord with Puerto Rico's sociological factors and environmental differences.

The study begins with an analysis of the Home Economics Program and the identification of the needs of the Puerto Rican people as it affects the use of television as a communicating medium. It narrows down to the specific problems of production in the Puerto Rican situation, and considers some of the factors encountered during and after production.

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It also determines specific needs and interests for a television series by means of a check list (example presented in appendix). A complete series of programs is proposed after considering six areas: consumer's education, foods and nutrition, selection, construction, and care of clothes, and family relations for homemakers employed outside their homes. Twenty main topics can be more specifically worked out in a complete series, but for the purpose of this study, only eight programs, in outline form, are worked as an example.

Finally, after assuming that there are more dimensions and subdimensions which can be considered in differentiating between classroom instruction and general instructional television, the writer builds a case for the individuality of educational television, hoping to justify the use of an especially adapted theoretical series of programs for Home Economics Education on the adult level.

Various appendices are used as references, with one appendix summarizing significant research on the effectiveness of instructional television. Some conclusions are drawn by the writer as a result of experience with this study.

Approved _____
Major Professor

POINTERS FOR THE DEVELOPMENT OF AN EDUCATIONAL HOME ECONOMICS PROGRAM THROUGH TELEVISION IN PUERTO RICO

by

Vicentita Almeyda Cortes

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1965

Approved _____
Major Professor

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well as [illegible] Mr.

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CHAPTER I

INTRODUCTION

Problems and Definitions of Terms

A. Statement of the Problem:

1. Purpose: It is the purpose of this study to: (a) describe the Home Economics Program in Puerto Rico and identify the needs of the program in using television and radio, (b) establish a relationship between Home Economics and the communication process in view of the implication to the program (c) conduct a library survey of previous experiences and desirable results of general education, home extension, and home economics through television, and (d) propose some tentative plans for television and radio programs based on the identified needs.

2. Scope: The scope of this study will be limited to studies that could be applied in the Puerto Rican cultural situation by our educators. Three main areas will be covered in this study: (a) theoretical background or rationale--a rationale for planning an educational program in home economics and an application of the rationale to the development of a proposed television program in Puerto Rico; (b) a brief discussion of the process of communication models and principle of congruity, the social effects of mass communication and potentialities to mass media, and the principle

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I. Definition

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of persuasive communication and its implication to the home economics program; (c) some suggestions for a series in home economics television in view of what research shows. After analyzing these three areas, the writer sets up a hypothetical series of programs, including format and script, for eight programs.

B. Definition of Terms:

1. Home Economics Education: In this study, the home economics education program is interpreted as one having its purpose to help the young people of Puerto Rico to adequately face the basic problems of family life in view of the demands of the socio-economic rhythm of the present world. Vocational education in Puerto Rico is represented by five vocational programs--agricultural education, home economics education, trades and industrial education, vocational guidance, and distributive education. The home economics education program was organized in 1903, but it was not until 1945 that the program was reorganized and five areas of work were established in the form of a new course of study called "A Guide to Education for Homemaking in Puerto Rico." Since then, our program has gone through various steps of improvement and adaptation to the needs of our families; therefore, the names of the areas were also changed. Training is now offered in relation to the five fundamental areas of life in the home, as follows: (a) nutrition, planning, preparation and serving of meals; (b) improving the home and its sur-

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roundings; (c) family and social relationships; (d) care and development of the child; and (e) selection, construction, and care of clothing. Also included is the care of the sick at home. As the home economics program has the purpose of helping our youth to face adaptation by understanding the basic problems of family life along with the pace of the socio-economic world, the problems of adolescence, wealth, consumer education, home management, and security are treated through each area as it is needed. The same is the case with aspects of production and food preservation in the home as a means of helping the individual nutritional problems being faced by each of our families. Besides classroom experiences, the teaching is projected to the communities by means of home experiences, home visits, adolescent F.H.A. and adult clubs, homemaking classes for out-of school youth and adults, and other school-community activities that tend to improve the standard of living in Puerto Rican homes.

Our home economics program is organized to be developed in terms of three years, working progressively year after year according to the developmental tasks and skills of the students. Generally, it is offered to 8th and 9th grades in junior high schools, with at least one year of home economics required for graduation from junior high school. Because home economics is an elective in high school, a

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smaller percentage of students is taken into the program. In junior high school it is arranged for boys to be taken into the home economics program and the girls to be taken into the industrial arts and vocational agriculture programs for short periods of two to four weeks at the most. There are also classes offered to adults and out-of-school youngsters of both sexes.

The purpose of the Puerto Rican Home Economics Program is very similar to that of the United States Home Economics Program in that it follows the same philosophy and psychological principles as stated in the Smith-Hughes Act, approved February 23, 1927, and extended to Puerto Rico since 1931. According to Administration of Vocational Education, Rules and Regulations,[1] in 1946 it was turned into the present Vocational Education Act, providing additional funds for vocational education and civilian rehabilitation with its requirements of matching funds, instructions, and conditions. This Act's provision has contributed greatly to making home economics education such a progressive well-established program in Puerto Rico.

2. Senior High Schools: In this study, the term senior high schools refers to the grades from tenth through

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[1]U.S. Department of Health, Education and Welfare, Administration of Vocational Education, Rules and Regulations, U.S. Vocational Educational Bulletin No. 1, General Series No. 1, Revised edition 1958.

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twelfth in the public schools of Puerto Rico.

3. Needs of Our Learners: The term "needs of our learners" will be interpreted in this study as referring to an aspect of the program that has not been met at present by our schools due to the rapid trend toward mobility and industrialization. As in other fields of education, the major function of the home economics program is to produce desirable behavior changes in youngsters from junior high and high school, and also in out-of-school youngsters and the adults of our society. These behavior changes are to be in knowledge, attitudes, and the ability to face the pace of present progress. These needs can thus be interpreted as gaps in our actual home economics program.

4. Broadcasting Media--Television and Radio: Television and radio are here considered to be a public system of communication with great potential value in the field of instructional programs which will contribute to the learning processes of our people.

5. Station Policy: By "station policy" we mean everything that is related to the broadcasting station's conditions and requirements for the acceptance of any type of program which is to be presented by the local educational station.

6. The Communication Process and Its Variances: In this study the term "communication process and its variances"

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refers to the interpretation made by Dr. David Berlo in his S-M-C-R model. In this model, the words Source, Message, Channel, Receiver, are considered to be the necessary ingredients for effective communication.[2] It is assumed here that the object of the home economics communicator is to transfer meaning from the sender to the receiver though it may be altered by a number of factors which are summarized in the "communication models" and interdependent factors. These factors are to be of major concern for the home economics communicator if she is to convey effective messages.

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[2]David K. Berlo, The Process of Communication (New York: Holt Rinehart and Winston, Inc., 1960).

CHAPTER II

A RATIONALE FOR PLANNING AN EDUCATIONAL HOME ECONOMICS PROGRAM FOR TELEVISION IN PUERTO RICO

The major function of home economics education as a field of knowledge and services is primarily concerned with strengthening family life through:

1. Educating the individual for family living.

2. Improving the services and goods used by the family.

3. Conducting research to discover the changing needs of individuals and families and the means of satisfying these needs.

4. Furthering community, national, and world conditions favorable to family living.[3]

If, as Daniel Lerner says, "mobility is an index of urbanization, urbanization an index of literacy, literacy an index and agent of participation in all the sectors of a social system,"[4] then the home economist communicators working in the

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[3]Home Economics New Directions, A statement of philosophy and objectives by Committee of Philosophy and Objectives of Home Economics of American Home Economics Assoc., 1959, p. 4.

[4]Daniel Lerner, The Passing of Traditional Society (Illinois: The Free Press, 1955), p. 55.

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Puerto Rican culture have to intensify the use of mass media for increasing their efficiency as educators. In order that this be accomplished, there are various factors to be considered if planning some kind of program: (1) the sources and facts to be considered in order to develop efficient educational programs for home economics according to the new focus, (2) some knowledge of the media and their potentialities as well as their limitations, (3) sources and facts to be considered in order to develop efficient educational formats as a conception and execution of the director-producer's format writing process.

We are to look at the first factor here. If the major function of the home economics program as a field of knowledge and service is primarily concerned with strengthening family life, as stated clearly in the Tentative Statement of the Philosophy and Objectives of Home Economics, (1958)[5], it is essential that the home economist meet these changing scenes and gaps in her large heterogeneous groups, that are demanding assistance of her. This will lead this writer to the need of illustrating broadly the most important changes in our present society and the effects on families in general.

A. Facts and Sources Important in Determining Suitable Ob-

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[5]Tentative statement of American Home Economics Association, The Philosophy and Objectives of Home Economics, prepared by subcommittee of the A.H.E.A. Committee on Philosophy and Objectives, Washington, D.C., June, (1958).

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jectives for Home Economics Program in Puerto Rico:

1. Changes and implications for the program and the families in general: A communicator has to reconstruct the social setting of his prospective targets in order to be able to emphasize and determine trends and needs to be met through an effective communication medium. After reviewing Florid's Scope and Sequence Guide in Home Economics Education for Junior and Senior High School (1961)[6] and The Current and Predicted Social, Economic and Technological Changes Which Have Significance For Home Economics at the Local Level and For Teacher Education, (1963),[7] this writer concludes that the following are some important effects dealing with the current and predicted changes, which will be taken into con= sideration.

2. Changes affecting family living in Puerto Rico: The family is the most universal of cultural institutions from which other institutions of widening scope radiate. The

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[6]Home Economics Education--Scope and Sequence Guide in Home Economics Education for Junior and Senior High Schools Published by the State Department of Education Division of Vocational and Adult Education, Tallahassee, Florida., August, 1961. Bulletin 75 F-5, pp 1-8.

[7]What are the Current and Predicted Social, Economic and Technological Changes which have Significance for Home Economics at Local Level and for Teacher Education?, General Point of View of Representative Leaders Relating to the Importance of Dealing with Current Predicted Change, Task Force Vocational, Teacher Education, Committee Home Economics, MVEEP, MSU (1963).

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order of the family structure varies from culture to culture. Our Puerto Rican family is a particular cultural phenomenon which has motivated research studies to delve further and deeper into it. It has to do with our Spanish-rooted culture and southern European inheritance which is being influenced greatly by North American Cultural patterns of living.

Home economics programs have broad purposes to accomplish in Puerto Rico as well as in the United States. In our case, we are trying to have our families meet their needs and broaden their interests through a better understanding of their own basic needs, and directing their knowledge toward developing understanding and shaping attitudes to improve their family life through television and radio. We are trying to achieve this because we are convinced that only through happier and healthier family living can children be brought up to become the right kind of citizens. There is a conviction that internal and external pressures are affecting the happiness, health, and security of our families. This comes as a result of the social and economic development going on in our island.

Everything is changing in Puerto Rico. In 1963, 59 years after the home economics program started, big changes were noticeable. Mobility was very marked. From mainly rural communities, Puerto Rico is now moving toward mainly urban communities. These masses moving from the country to the city are being faced with new ways of living and new

pressures to which they are not well oriented. As our people move to these urban zones, urbanization projects are growing fast and commercial centers and supermarkets are being established near every urbanization project. Manufacturing has now surpassed agriculture as the backbone of the economy. Manufacturing is contributing 21 per cent to the total income, while agriculture has been reduced to 14 per cent. This urbanization trend has exerted a tremendous influence in the industrialization of the country and this industrialization has exerted a tremendous incluence in the standards of living. The reduction of illiteracy to 12.4 per cent has come as a result of the demand of the industry for skilled workers.

The population of the island is equally distributed in rural and urban areas and the educational programs are directed toward a large, heterogeneous and mobile society with different needs and interests. The actual trend is toward more specilization in all phases of our economy, including education.

This new mode of living is completely strange for the people. Our schools are overcrowded and we are not reaching properly the number of learners in the urban zones. If our schools are not enough for meeting their needs and broadening their interests in life, educators may use television and radio to reach more people with less effort and less time.

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According to the writer's observations of the learners' contemporary life and, in view of the preceding changes, the following summary of facts shows how our families are being affected:

1. Distances are shortened by all means of transportation and communication causing a constant outside influence on our culture that is confusing for our people.

2. Patterns of living are changing, resulting in instability and inner conflict in families, especially between older and younger generations.

3. Families continue to reveal internal solidarity as tradition is too strong to break.

4. The tendency of families is to consume more than they produce.

5. Mobility of population from rural to urban areas is marked and urbanization projects are growing fast.

6. Every family wants a home at an early stage of its life, provided there are the facilities to buy them on long-term payments.

7. Status of women is affected by cultural and technological conditions--woman is helping in the family income.

8. Children are being affected by not having a mother to go to after school hours.

9. Aging people are affected with a larger span of life in the family circle and they find it difficult to face modern life.

10. Families are facing changes of retail and consumer buying practice, due to the introduction of commercial centers and supermarkets near every urbanized area.

11. All house chores have to be faced by the family itself, in addition to working outside the house, resulting in home management problems.

12. Recreation facilities for all group levels need broadening and integration with age levels, including adolescence.

13. People share deep feelings of insecurity with the rest of the world.

3. Needs of our families in view of these facts which show gaps to be faced: Families need to understand the changes taking place in the world and what those changes mean to their way of living. They need to learn how these changes can be faced more effectively for the family nucleus. For example, there is a pressure for the woman to work outside the home, but she needs to keep family and housing responsibilities. How can we ease the many house chores for the wives? What role will the husband and children take in this new situation? The father may have to care for the children part time, and the children may have to do more tasks around the house. Another problem is how should the wife manage her money; should she pay some of the bills, have her own bank account, etc.? In order that these problems be solved, the writer wishes to quote here the obje-

tives the home economics program has stated in an attempt to meet these problems.

B. Objectives which Teachers of Home Economics Believe Should Be Emphasized:

1. Subject specialist beliefs: Drawing from science, humanities, arts, and from her own creative research, the home economics specialist has synthesized a body of subject matter and developed an educational movement designed in the broadest sense to help people's living conditions. We should, of course, screen here through these important beliefs of our program.

2. Our philosophy of education: The philosophy of education in our island should be sonsidered here so that our attempted objectives meet the standards of our Department of Education. The educational and social philosophy to which our educational system is committed serves as the first screen to identify the objectives standing high in terms of values stated or implied in school philosophy. Desirable educational and spiritual values stand high in rank in our educational objectives. Our primary function seems to be more concerned with critical analysis, ability to meet new problems, in independence and self-direction, freedom for everyday deeds, the same without establishing differences of society. Our public schools are aimed at general and vocational education according to our needs. Democracy does imply a way of living at home, in school, and in economic as

well as in political matters. This may be considered as the nature of educational and social philosophy through which our objectives are screened, selecting those in harmony with it.

3. Our psychology of learning: Acknowledgment of the psychology of learning enables us to distinguish feasible goals from difficult-to-attain goals, or long-range attainable ones, at levels contemplated and used in connection with grade placement. The psychology of learning has to do with conditions which require learning certain types of objectives and conditions leading toward forgetting them. Use in daily life of knowledge learned is considered a favorable factor in retaining knowledge acquired. The time required to bring about certain types of changes in our people (sometimes requiring continuous emphasis extending over several years) is taken into consideration. Learning conditions in selecting objectives are considered, with a view toward selecting consistent, integrated, and coherent ones. Our psychology of learning includes specific and definite findings and involves unified formulation and theory of learning which help outline the nature of the learning process, how it takes place, under what conditions, and under what sort of mechanism it operates. As far as the theory of learning is concerned, we related learning with highly specific matter similar to specific habit formation. Hall and Paolucci[8]

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[8]Beatrice Paolucci and Olive Hall, Teaching Home Economics (New York: McGraw-Hill Company, Inc., 1955), pp. 139-140.

cite MacGinnis' identification of our program as one that:

1. Relates all phases of subject matter to the entire life cycle of the family.

2. Takes account of the cultural level or background to which they now belong.

3. Is based on knowledge of the conditions under which families are living today.

4. Emphasized the changing roles of men, women and children within the family group.

5. Relates all subject matter to costs in terms of personal family resources.

6. Increases student ability and confidence in making decisions and learning to accept the rightness of her own judgment in choice making.

7. Enhances the worth and dignity of each member of the family and decreases guilt feelings.

8. Develops competence in the performance of routine home-making jobs, in ways which lead to respect for oneself and one's job.

9. Fortifies individual families to be free to set their own goals and to make their own choices.

10. Emphasized discussion making unity rather than conflict and bitterness resulting from differences.

11. Provides practice in group processes.

12. Includes learning experiences which children from infancy through adolescence can be helped with.

13. Provides help for young people who are disturbed or upset about their family background and experiences.

4. Should television do this?: If it is our purpose to draw some achievable objectives for an effective television

program, we should just as well screen through our actual situation, our learner's contemporary life (facts, needs, and interests), our general philosophy of education and psychology of learning which is the same used in public education in the United States. Ultimately, we should screen through our home economics program's new philosophy, and give priority to those objectives which will fill the gaps existing in our program that are in accordance with all of MacGinnis' principles.

The television medium, especially instructional television, has some typical characteristics which we should consider here. There might be a predisposition in one direction or another in the attention, student-teacher interaction that is indirect or delayed. When talk-back facilities (as in CCTV) are used, the number of sense modalities involved is greatly reduced (audio only.). Students tend to react negatively to lack of opportunity for direct and immediate interaction.[9]

Heminghaus,[10] in depth interviews of junior high school students, found that lack of opportunity to direct questions to the television teacher was a frequent complaint, particularly among the over-achievers. When asked to recall instances when they had questions for which they were unable to obtain

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[9]W. Schramm (ed.), The Import of Educational Television (Urbana: University of Illinois Press, 1960,)p. 181.

[10]E. G. Heminghaus and L. M. Smith, A Depth Analysis of Student Attitudes Toward Classroom Television Experiences (Washington University, Graduate Institute of Education, 1962).

answers, most of them agreed that the feared occasion had not yet materialized.

H. S. Klapper[11] concluded that lack of in-person contack with television lectures had no effects on achievement or on attitude toward televised instruction. In determining the media-bound predisposition, the evidence of the determining relationship between attitudes toward instructional television and learning via instructional television unfortunately proved to be inconclusive. Seibert[12] found no correlation and concluded that learning and attitude toward instructional television were independent.

Tannenbaum,[13] however, found that those who favored television achieved more than those who were neutral and, significantly, more than those who were against television. It may be meaningless to compare findings on attitude toward instructional television until some commonly accepted operational definition will allow a comparison of data.

Lewis states that, "the fact that television is accepted by such a wide range of educational activities brings with it attendant risk that curricular application may be arranged

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[11] H. S. Klapper, Does Lack of Contact with Lecturers Handicap Televised Instruction, Journal of Educational Sociology, 1959, pp. 31, 353, 359.

[12] W. F. Seibert, An Evaluation of Televised Instruction in College Freshman Mathematics, TVPR, Report No. 6 (Indiana: Purdue University, July 1958).

[13] P. H. Tannenbaum, Instruction Through Television: An Experimental Study (Urbana, Illinois: University of Illinois, Institute of Communications Research, 1956).

merely to 'put frosting on a stale cake.'"[14] Successful education demands a certain freshness. This does not suggest that established professional techniques and approaches should not be utilized with television. Such techniques should be carefully selected for comparison with the medium employed and the goals set up.

Clearly defined objectives are required in teaching and learning, regardless of the medium which is being used. In instructional television, the quality of its application is determined by the quality of experience being presented via television and, likewise, influenced by the specific uses in the school before, during, and following the telecast. All three factors are implicit in television in its application.

Regardless of the subject, television is an aid in presenting information the following ways: it can motivate, stimulate, and raise provocative questions, thus spurring teacher and class into further work. Conversely, some aspects of a great many subjects cannot be handled adequately by television. For example, in classroom discussion the immediate clearing-up of the lessons could fall into such a category. However, televised instruction has yet to be utilized to even a fraction of its fullest capacity. Much

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[14]Philip Lewis, (ed.), Educational Television Guide-Book (New York: McGraw-Hill Book Company, Inc., 1961), p. 10.

of the real promise of this medium lies in its still unexplored potential.[15]

Experience indicates that successful classroom instructional procedures transferred to television will not necessarily be equally effective. Television has its own characteristics which qualify it for a range of techniques and applications many of which are not ordinarily usable in the classroom. The instructional television station should analyze the needs of its community and how they can be served by television, and then attempt to satisfactorily meet this challenge. In closed-circuit television the audience is more limited, but it is better defined and programming can be designed more precisely to fit the group. If either broadcasting or closed-circuit television activities are to be successful, they must be professionally planned and executed to command the respect and enlist the cooperation of all concerned. The novelty of television has disappeared; it must take its stand as a useful tool of education. Whether the instructional offering is via closed-circuit or broadcast television, it must be planned within the framework of the established curriculum in the particular area to be served. The educational philosophy, as well as the needs of the students and adults to be reached, must be defined and thoroughly examined in terms of what television can

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[15]Tannenbaum, op. cit., p. 11.

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offer. It should be determined what responsibilities are to be assumed by the institution for classroom work and what can be done most effectively over the television medium.[16] Because this task is so complex, it is one which should not be assigned to a single individual; rather, it should be the joint efforts and best thinking of all the talent available. Programming may be aimed at many different levels of consumption in curricular areas involving pre-school parent education, instruction at elementary and secondary levels, and college and adult education. This allocation of time on television must be carefully planned to serve the priority needs.

At present our schools are so overcrowded with students of all classes and ages that they are not enough. To fill the home economics goals, it is necessary to look toward out channels of communications as a supplement. The use of press, radio, publications, television, and other mass communications channels has been necessary to reach the large heterogeneous audience that is daily demanding more and more specialized assistance. In Puerto Rico the use of mass media for educational purposes is in the experimental stage, but it has great potential. In order to see this more clearly, we will go back into history.

C. Target Homes Equipped and Listening Habits:

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[16]Lewis, op. cit.

Radio and television in Puerto Rico have been growing quantitatively as well as qualitatively, but not at the same rate. The number of commercial stations has been continuously increasing, having doubled since television started in Puerto Rico.

Radio: From ten commercial stations in 1940 to 33 stations in 1962, of which one is educational, radio stations grew and are now broadcasting information and entertainment throughout the island for 18 hours a day. Radio is used intensively for the diffusion of educational information of some sort. News radio programs and radio spots are the most common ways in which education has been using radio. In the island there are 383,000 radio sets, 14,000 of them owned by high-income families. Of the total number of sets, 181,000 are located in rural homes and 202,000 in urban and suburban areas. The number of families per set is 1.2. Radio reaches 71 per cent of Puerto Rican homes.

Television: Eight commercial stations (VHF) distributed around the island broadcast entertainment and information for 12 hours daily. In addition, two educational television stations (VHF), working on a network basis and by government support, telecast educational information for six hours daily. All these stations are used by educational enterprises who supply them with information and films, both news and documentary. In addition, three television programs are telecast on a weekly basis through the facilities

offered by the government stations and two commercial stations. Television covers 184,000 homes with an average of 2.5 families per set. Of the 184,000 television sets, 52,000 are located in the rural areas and 132,000 in the urban and suburban areas. These television sets are distributed in the following ways: 14,000 in high-income homes, 91,000 in medium-income homes, and 79,000 in low-income homes. Television thus reached 40 per cent of the total population and, in particular (as can be seen by these figures) the part of the population mostly in need of more education and help. The power of these stations has been increased to broaden their area of coverage (for example, WPRA from 1,000 watts to 10,000 watts, and WKAQ from 250 watts to 25,000 watts). Every area in the island is covered by the broadcasting media.

Since entertainment is limited in the island, as well as expensive, the listening habits of our audiences have been growing fast as this is such an inexpensive means of entertainment. Generally speaking, television broadcasters have underestimated their audiences' tastes and base their programming on what they think the public wants, which turns out to be their great mistake. The cultural level of our people has been growing at a very rapid pace, thus reducing illiteracy to 12.4 per cent. The level of most of the programming can be estimated at about 8th grade. On the other hand, this audience had been exposed to fairly

good quality media, such as movies, magazines, newspapers, and radio programs, before television showed up on the island. Our public is not happy with the quality of the programs, and there have been complaints across the island, in terms of so much advertising, poor quality of local programs, and so much dubbing, and demands for more creativeness and originality. In other words, there are great needs, there are listening habits established with a recognized urge for improving quality of programs, and of course, facilities are available. All we need is more and more of the socially responsible, professionalized broadcaster to handle the public needs and interests with a fairer sense of responsibility.

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CHAPTER III

AREAS OF HOME ECONOMICS CURRENTLY INCLUDED IN THE EDUCATIONAL PROGRAM AND SOME PROPOSED AREAS FOR THE SERIES OF TELEVISION PROGRAMS

A. Areas Now Being Included in the School Program:

As we have implied before when planning to develop some effective areas that are intended to meet some gaps in any program no matter the media to be used, it is logical to go over the main areas that are in the program and what has been done in other institutions. Besides helping in establishing the gaps to be met, it will prevent duplication of our work. This leads the writer to cite here the areas and suggested objectives actually being considered in our schools, according to the Department of Instruction, Vocational Section, San Juan, Puerto Rico (1959).

Area: Foods and Nutrition (12-14 weeks)

1. Helping family in preparation and source of meats.
2. Planning, preparing and service of foods for family.
3. Adequate use of family food budget.

Area: Selection, Construction and Care of Clothes (13-14 wks.)

1. Improving my personality through selection, construction and care of simple garments.
2. Providing for my wardrobe needs.
3. Problems in our textiles and clothing.

Area: Improving our Homes (3-4 weeks)

1. My home and its surroundings.
2. How to make my home more comfortable and attractive.
3. A desirable home.

Area: Family and Social Relationship (3-4 weeks)

1. Improving my personality.
2. Sharing home and family experiences.
3. Considering our future home.

Area: Child Development

1. Sharing the care of my young brothers and other children, (3-4 weeks).
2. Children and their physical, social and emotional development.
3. Care of the mother and the baby.[17]

B. New Areas Which Should be Developed to Provide the Most Effective Training:

As there is this new focus of programming to be faced by our local program planners, it is of basic importance to take it into consideration at this time. Our knowledge will be directed toward closing (or filling) the gaps by developing understanding and shaping attitudes to improve family life in our new living conditions. According to Home Economics New Directions,[18] the new areas are:

1. Family relations and child development.
2. Consumption and other economic aspects of personal and family living.
3. Nutritional needs and the selection, preservation, preparation, and use of food.

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[17]"Conocimientos y Experiencias Mínimas," (San Juan Puerto Rico: Department of Instruction, Vocational Section, 1959).

[18]Home Economics New Directions, p. 40.

4. Design, selection, construction, and care of clothing and its psychological and social significance to family.

5. Textile for clothing and for the home.

6. Housing for the family and equipment and furnishing for the household.

7. Arts as an integral part of everyday life.

8. Management in the use of resources so that values and goals of the individual, the family, or the society may be attained.

C. New Areas for the Present Adult Program in Puerto Rico:

After a reconsideration of this new focus of the program, some areas were determined as especially adaptable for our local adult situation. A review of these new areas for the adult program was made as a proposed series aimed at adult groups.* After these considerations, the writer is led to the statement of her tentative areas.

D. Tentative Areas to be Considered:

It is the writer's belief that we are ready to start filling the existing gaps in our program with the groups of people that our school is not able to reach, as well as enriching the actual classroom offerings, especially at the high school level, as students are becoming homemakers in the near future. Our home economics teacher will organize adult classes in school or community centers in the public

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*See Appendix A.

housing projects so that they observe our televised programs. The homemakers not attending organized classes, as well as out-of-school youngsters, will be reached by this type of program. Our series will comprise: Foods and Nutrition; Consumer Education; Selection, Construction, and Care of Clothes; Family and Social Relations; Improving our Homes and Child Development; Aspects of Family Care, of the Sick at Home as well as First Aid. Our home economics program can be responsible for preparing and presenting at least two half-hour weekly programs in cooperation with the Office of Coordination for Educational Radio and Television Programs. The possible topics in each area to be presented could be:

Tentative Areas and Topics

Foods and Nutrition

Topics:

1. New Products on the Market
2. Other Meanings of Food
3. New concepts of Nutrition

Consumer Education

Topics:

1. Family Income and Family Finances
2. Investing in Family Foods
3. Selecting Women's Clothes
4. Selecting Children's Clothes
5. Selecting Men's Clothes
6. Selecting Family Shoes
7. Selection, Use, and Care of Home Equipment
8. Selection, Use and Care of Household Utilities and Electrical Appliances
9. Buying in the Supermarkets
10. Shopping in Special Sales

Selection, Construction and Care of Clothes

Topics:

1. Use and Care of New Textiles on the Market
2. Use of Material for Facing, Interfacing, and Lining
3. Some New Techniques in Construction of Clothes

Family and Social Relationships

Topics:

1. Considering Changing Family Roles
2. Wives and Mothers Deciding to go to Work
3. Problems During Engagement and Preparing for Marriage
4. Care of the Sick at Home

Improving Our Homes

Topics:

1. Management of Time and Energy
2. Security of our Homes
3. Course on Upholstery

Child Development

Topics:

1. Children's Guidance When Mothers Work Out
2. Care of the Working Mother's Baby

In determining achievable objectives, Ralph Tyler's[19] rationale has proved to be most effective; but when planning the development of these objectives to be conveyed through mass media--in this case television--a thorough knowledge of the process of communication, principles of congruity, social

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[19]Ralph W. Tyler, Basic Principles of Curriculum and Instruction, Syllabus for Education 305, Syllabus Division (Chicago, Illinois: University of Chicago Press, 1962).

effects of mass communication, and the principle of persuasive communication are essential factors for the home economist to have. It is the writer's purpose to briefly outline these factors in this program proposal.

CHAPTER IV

COMMUNICATION THEORY AND HOME ECONOMICS

A. The Need for Efficient Communication in Home Economics:

Face-to-face communication is no longer satisfactory in reaching our large heterogeneous groups in need of more technical assistance. According to the "Plan Para la Expansion y Neuvos Enfoques del Programa de Instruccion Vocacional y Tecnica" (Plan for the Expansion and New Approaches of the Program for Technical and Vocational Education, Report from Department of Education, Hato Rey, Puerto Rico, 1963),* it is very obvious that a new broadening of the actual scope is recommended in view of the present situation by the Puerto Rican Division of Vocational and Technical Education. The home economics program may help face this situation by broadening the use of other communication channels in the island such as the press, radio, and television. The home economist can multiply her effectiveness, reaching larger masses of audiences with less effort, and probably reaching areas never before contacted. According to Daniel Lerner, "no modern society can function efficiently without a devel-

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*See Appendix B. (Home Economic Section included only.)

oped system of mass media."[20] Therefore it is only logical that, having the media's facilities and urgent needs to be met, our present efforts should be aimed at utilizing them to the best of our ability. Of course, an awareness of the communication process and how it works in our field is very essential for the home economist who wants to fulfill these needs for such a clientele. But what is the communication process? How does the process work? This will be the subject of a brief discussion in our next section.

B. The Communication Process and Interdependent Factors:

The stations will carry educational programs provided that they have interest and significance for the audience. It is not enough for the home economics teacher to master the technical media and produce messages to satisfy the media's regulations and requisites. She has to think in terms of the groups she is to reach. An understanding of their personal reactions to her persuasive communication, a knowledge of the social organization and the system of values and beliefs is very important. To determine the special audience she can attract by her messages and how these messages are to be diffused by and beyond these persons to broader audiences which she wishes to educate is decisive for her effectiveness. So we will start here by trying to make some definitions.

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[20]Daniel Lerner, op. cit., p. 45.

> Communication is a process of complex events operating in several dimensions of space and time and always involving the attitudes, the knowledge, the communication skills of more than one person and the social and cultural context in which it is located.
>
> To consider communication, then, it is necessary to focus the mind on more than one event taking place simultaneously and consecutively, events that take place at different rates of development and with different importance and effect.[21]

Wright, in another simple definition, suggests that "communication is the process of transmitting meanings between individuals."[22]

If we accept this definition, then Laswell's classic formula will be helpful in describing communication. According to him, the following questions should be answered: Who says what to whom by what means with what effects?[23]

The above definition may lead the writer to an analysis of three models of communication: (1) The interaction model, (2) The S-M-C-R model, and (3) The interpreter model.

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[21]John Ball, "The Conceptual Basis for Communication," Principles and Practices in Visual Communication, (Ed.) Ball and Byrnes (East Lansing, Michigan: Michigan State University, N.P.A.C.,), p. 7.

[22]Wright, Mass Communication: A Sociological Perspective (New York: Random House, Inc., 1959), p. 11.

[23]Harold Laswell, "The Structure and Function of Communication in Society," Mass Communication, (Ed.) Wilbur Schram, 2nd ed. (Illinois: University of Ill. Press, 1960), p. 117.

The first one describes how communication can help human insight to deal with realities of existence to the extent that its products are true, valid, and believable.[24] The second one attempts to portray the necessary ingredients for human communication. The third one attempts to link the learning process with the communication process in human behavior.[25] No matter what channel of communication is to be used and what method and technique or what groups are to be reached, the object of a communication is to transfer meaning from sender to receiver. This process of transfer may be altered by a number of factors which have been summarized in the communication models. For the purpose of this study, one of these communication models is to be analyzed here in view of its implication to the home economist.

Dr. David Berlo of Michigan State University has constructed what he calls the S-M-C-R model.[26] In this model he called the necessary ingredients for communication the Source-Message-Channel-Receiver. We will assume here, for the purpose of illustration, that wives working outside

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[24]George Gerbner, "The Interaction Model: Perception and Communication," Research, Principles and Practices in Visual Communication (E. Lansing: M.S.U., N.P.C.A., 1960), p.10.

[25]Erwin Bettinghaus, "The S-M-C-R Model of Communication," Research Principles and Practices in Visual Communication (E. Lansing: M.S.U., N.P.A.C., 1960), p. 29.

[26]David K. Berlo, The Process of Communication (New York: Holt Rinehart and Winston, Inc., 1960).

their homes (with so little time, energy, and money) are wasting their money while shopping in a hurry in our supermarkets, and yet their families are suffering from malnutrition. To help them, our home economist needs to communicate to the wives affected some helpful ideas and suggestions as to how to make better use of limited time and money while shopping in the supermarkets. The source of the communication here is the home economist. The message consists of her recommendations and ideas to help the wives, thereby protecting their families by improving their use of time and money at the supermarket. The channel may be personal visits, television programs, bulletins, or any other means of communication considered appropriate for reaching and influencing the receivers who, in this case, are homemakers working outside their homes.

There are a number of interdependent factors which will determine the success or failure of communication. The elements of the message must be arranged in an effective manner. They must be conveyed in a set of symbols or code appropriate to the medium of communication being used (camera shots of physical movements being required for television, where a bulletin conveys the meaning through printed words). The code must be intelligible to the receiver; one would not use English, for instance, to reach strictly Spanish-speaking audiences.

The clarity of the message will depend also on the

communication skills of both source and receiver. These skills are the abilities of the source to manipulate the message in such a way that the intended receiver can interpret it correctly without undue effort. The ability of the receivers to interpret her messages is an interdependent factor too.

Communication is affected also by attitudes of the source and receiver toward each other. The principle affecting attitudes of source and receiver towards each other is known as attitude change and the principle of congruity and has to do with three relevant variables of main significance for the home economist: to be aware of an deal with positively (1) the existing attitude toward her as a source of the messages, (2) the existing attitude toward the concept or concepts evaluated by her as a source, and (3) the nature of evaluative assertion which relates her as a source and the concept of the message she is to deliver. This means that each home economist has potential attitudes toward an infinity of audiences but in order to achieve her goal she must be regarded by her clientele as a reliable source of information. There must be a positive attitude toward the concepts she is conveying so that her assertion becomes a congruent one (accepted by her audience).

Her influence will also be affected by the social and cultural context in which the communication occurs. No matter what means of human communication is to be used, a

through knowledge and understanding of group life and characteristics within a social system are needed for effectiveness. This will permit the home economist to predict the behavior of individuals within the group without reference to their personality characteristics. Furthermore, behavior can be predicted more efficiently by referring to the group's characteristics and ignoring the group. The social groups set limits on individual behavior and direct it into channels designed for the sake of the total group. In other words, each established resident of a community has his own norms, generated from similar culture, values, and beliefs. A home economist has to undergo some initial period of interaction with the localities before they accept her as part of their social system so that she can become an effective communicator in introducing any desirable changes.

Furthermore, as far as groups are concerned, we must agree with the sociologists in saying that there is an existing functional necessity which the home economist-communicator should learn to use--the group's formalisms as a means to attain ends and goals. This she can do by maintaining the group's cohesiveness on a continuous flow of favorable communication for her own educational purposes.

The role of the home economist is, in a way, to stimulate people into active participation in all the social aspects of the system in which they evolve; then, as a

communicator, she has to be aware of the different phases of persuasive communication. Even after the previous considerations, communication may not take place if the receiver does not consider the information useful and the desired action beneficial for him. Communication also depends on the knowledge which the source and receiver have about the subject. Thorough knowledge of the subject on the part of the communicator is required so that he can better explain it and the receiver can interpret it correctly. The more previous knowledge the receiver has had of the subject, the better can he analyze and interpret the information and, in the end, make an intelligent decision regarding it. The selection of proper channel influences the success of the communication act. It has been proved that for some purposes face-to-face communication is more effective while for others mass media are better.

So, in determining the proper treatment for her messages, the home economist should assume that communications depend on many factors, among which are: the channel she selects, and the communication skills, attitudes, knowledge, and socio-cultural context of the source and receiver.

C. Effective Home Economics Depends on Persuasive Messages:

So far we have stated the essential factors in the communication process as source, message, channel, and receiver. The source has been established as the home economist having a specific type of message which she is to

produce. It is this writer's attempt to show how, through the application of Tyler's Rationale,[27] a needed conception of goals can be aimed at; where these goals become criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared; to show that the needs and interests can be obtained for the development of tentative curriculum for the Puerto Rican culture. But in planning specific persuasive home economics messages for the mass media channels, a thorough knowledge of the factors involved in the communication process and of possible interdependent factors is assumed to be essential; this, besides the required knowledge of the technicalities involved in using the medium itself.

After all the previous considerations, the writer feels that some suggestions for a series in home economics television programs are the next step before the actual development of the series.

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[27]Tyler, op. cit.

CHAPTER V

SUGGESTIONS FOR A SERIES OF TELEVISION PROGRAMS IN HOME ECONOMICS

A. Potential Values of the Medium:

Before developing the series of programs some consideration should be given to the medium's potentialities. Television has a real potential value in education mostly in terms of contribution to the learning process as implied before. This is true no matter the subject to be taught. Television cannot be evaluated in terms of the subject but of the variety of learning situations it can bring into the classroom. The Department of Audio Visual Instruction[28] states some potentials as: (1) providing motivation and stimulation, (2) developing attitudes through correct experiences, (3) developing intellectual skills by analyzing component parts of problem and understanding steps of problem solving, (4) demonstrating process through focus of step-by-step procedures; (a) presenting science techniques and experiments, (b) showing processes and techniques in community industries, (c) displaying art process; (5) providing a tremendous variety of information and experiences, (6) challenging students to assume responsibility of their own learning.

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[28]Dept. of Audio Visual Instruction, Television in Instruction: An Appraisal, Nat'l Ed. Assoc., 1950, pp. 11-12.

B. What Home Economics Research Shows:

There have been broad experiments and research done in regard to the effectiveness of television in the different fields of education. A review of some research from Otis Oliver Padilla's thesis, Effectiveness of Instructional Television, (1962)[29] shows a tremendous variety of potentials for television in the different fields of education.

The author feels encouraged to move further into the home economics field and see what is shown by previous experience and research.

As we are interested strictly in home economics, the following review of research showing the effectiveness of telecast Family Relationship courses establishes some hope for telecast general home economics courses.

A review of research findings on home economics through television conducted at various universities, including Pennsylvania State University, indicates that every course taught by television was as effective as face-to-face instruction. Other research findings seem to support the fact that television contributes to the learning process in general without regard to courses. Based on this premise, an attempt was made by Helen Hoover to determine the contribu-

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[29]Padilla, Otis Oliver, "The Role of Television in the Diffusion of Extension Information", unpublished Master Thesis, at Department of Television and Radio, Michigan State University, pp. 63-87, (1962).

tion of television teaching to the learning process in family relationships in terms of students' reactions.[30]

A Family Relationship course was offered via television by the Home Economics Department of Arizona State University during the spring of 1959-60 with an enrollment of 58 students, taught daily, Monday through Friday, for a 30-minute period. The instructor's first contact with students was five weeks after the course started, when the first of three tests was given. The course was taught by television only, making it impossible to compare conventional and television groups. Students were provided with a television set in the home economics building but were free to view the program in their homes inasmuch as it was carried on a commercial station. Twenty-five per cent of the group had the benefit of previous conventional course work in marriage and family. Students were administered a questionnaire in which they were asked to: (1) compare the effectiveness of television teaching in family relationships to the effectiveness of other courses taught in conventional classroom in relation to five aspects of the learning process, (2) react to the teaching of family relationships by television; (3) evaluate the effectiveness of teaching devices used; and (4) offer suggestions for increasing the effective-

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[30]Helen Hoover, "Family Relationships Via Television," J. of Home Economics, Vol. 53, No. 5 (May 1961), pp. 383-85.

ness of television teaching in family relationships.

The analysis of students' questionnaires revealed that 78 per cent of the students felt that in knowledge gained television teaching was as effective as or more effective than conventional teaching. There was a comparison of test results with conventionally taught family relationships courses and not on a statistical basis only. Research findings at Arizona indicate that television instruction as a medium for supplying the student with information is definitely effective. For such a purpose, therefore, it seems that television is effective at all educational levels. This might have to do with the intensive preparation and organization required in television teaching as well as the extensive use of illustrative material in lectures. Many concepts were illustrated by graphs, charts, cartoons, and other devices developed by a commercial artist. Ninety-five per cent of the students rated these teaching devices as "excellent" or "good." The average classroom teacher does not have access to such services and perhaps lacks the time or ability to develop the materials herself.

Once the students" intellectual curiosity is aroused, can they be taught by television courses to direct their own learning and find answers to their own questions? Fifty-two per cent of the students in the Family Relationships television course felt that television teaching enabled them to be more resourceful in directing their own learning than

They would have been through conventional classroom teaching procedures; 60 per cent indicated that problems and questions occasionally arose which they would have liked to discuss with the instructor; 53 per cent felt that teaching lectures, panels, and the like were frequently satisfactory in answering their questions or assisting in solving pertinent problems.

Table 1. Students' Evaluation of Effectiveness of a Course in Family Relationships Taught by Television as Compared with Conventional Classroom Teaching in Relation to Five Aspects of the Learning Process

Aspects of Learning Process	Effectiveness		
	More	Less	Source
Knowledge Gained	40%	22%	38%
Promotion of Critical Thinking	31%	31%	38%
Change of Attitude	21%	25%	54%
Stimulation of Intellectual Curiosity	44%	27%	29%
Change of Behavior (Predicted)	16%	8%	76%

Another important function of this course was to induce critical thinking. Although adequate research is lacking in this area, some educators feel that the teacher comes closest to achieving this objective when students are actively engaged in a form of problem-solving activity with teacher guidance. In the Family Relationships television course this varies, as students reacted about the same as with conventional classroom reaching in stimulating critical thinking. They reacted equally in relation to changes in attitudes and

predicted change of behavior. Seventy-six per cent rated equal effectiveness in change of behavior, and 54 per cent rated equally effective in inducing changes in attitude. These finds appear to be somewhat contrary to those of Birney[31] and Wipe[32] who found that in the conventional classroom the student-centered approaches were slightly more effective in producing these types of learning outcomes. Driscoll,[33] however, found that in the course "Introduction to Education," the television groups made a more significant change in their attitudes toward education as a profession than did the conventional classes. The findings of the Helen Hoover study, along with Driscoll's, suggest that a carefully selected television instructor may be as effective in promoting attitude changes as the average teacher in the conventional classroom.

An analysis of student responses indicated that 94 per cent felt that the course enabled them to see different sides of the issues discussed and that a reasonable degree of objectivity was obtained although the lack of interaction

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[31] R. Birney and W. C. Mackeashie, "The Teaching of Psychology, A Survey of Research Since 1942," Psychology Bulletin, 52 (1952), pp. 147-150.

[32] L. G. Wipe, "Teaching Methods Research," American Psychologist, 8 (1955), pp. 147-150.

[33] J. P. Driscoll, The Comparative Effectiveness of High or Low Degree of Visual Reinforcement of Concepts, in Survey Course in Education Utilizing Two Class Sizes, Doctoral Thesis, Pennsylvania State University, 1957.

was present. In determining the relative effectiveness of the Family Relationships television course in stimulating intellectual curiosity, students rated television above conventional classroom teaching.

Table 2. Student Reaction to the Teaching of Family Relationships by Television

Reaction	Per Cent
Object	2%
Undecided	11%
Mildly Approve	21%
Approve	19%
Strongly Approve	47%

In the Family Relationships television course a variety of well known state and national guest lecturers were willing to participate on television programs, and most of them planned their presentation very effectively. A number of panel discussions, which included students as well as experts in the various facets of family relationships, were presented. The facilities of television and the quality of the people who were willing to participate seemed to increase the effectiveness of this type of learning experience over that of the conventional classroom.

In terms of the television teacher, television tended

to "Motivate" her toward maximum effort in terms of organization of learning experiences and presentation of lectures. Furthermore, she found available the services of specialists whom one might hesitate to call upon in conventional classroom teaching.

C. Differences Within the Medium Itself:

Before making an attempt to plan our series, the writer feels the need to look into other phases of the medium and compare them with instructional television.

When we think of using television we must establish the differences between instructional television and television in general. If we consider the nature of the mass media source-receiver relationship described by Schramm and Wright, typical instructional television differs at least in the following ways:

1. In ITV, more specific communication goals are usually articulated. More evaluation procedures enacted.

2. The "Audience" is not free to tune out physically, though they may do psychologically.

3. The receivers are relatively homogeneous in terms of age and role.

4. The ITV communicator typically has more specific knowledge of his receivers than does the person who communicates to the public.

5 There is usually more control of the communication situation in terms of competing stimuli, physical receiving conditions, and extensive motivation.

6. The TV teacher's message is often mediated by a classroom teacher.

7. The total receiving group may have some sense of group cohesion.[34]

For a better understanding of the medium possibilities in teaching home economics, we should think that besides the above differences there is some distinction to be made in terms of the "traditional" classroom and instructional television. There the differences are less apparent and probably less consistent, but they are found.

1. The TV teacher is usually part of a teaching team, being complemented by many classroom teachers.

2. With no direct control over students' behavior the TV teacher may rely more heavily upon motivational techniques than his classroom counterpart.

3. Communication is normally "one-way," from teacher to student.

4. The instructional methodology may incorporate more audio-visual aids than is common in the classroom.

5. The criteria for choosing a TV teacher are usually more stringent than the criteria for choosing a classroom teacher.

6. ETV typically requires greater student

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[34] W. Schramm, "How Communication Works," The Process and Effects of Mass Media Communication, W. Schramm, ed. (Urbana: University of Illinois Press, 1955, pp. 1-26.

> effort in sustaining attention and in note taking.[35]

There are undoubtedly many more dimensions or sub-dimensions which would tend to differentiate between classroom instruction, television in general, and instructional television; but enough have been suggested, in the writer's opinion, to build a case for the individuality of instructional television, and hopefully for the justification of the need of an especially adapted theoretic program of communication for home economics education on the adult level.

D. Other Considerations to be Made:

Producing a program that will meet our audiences' expectations requires more than the mere desire to do so, and more than some educational conceptions. In our past experience, even hired commercially experienced performers and producers have failed to produce satisfactory program formats. There are various facts a good producer ought to keep in mind in a special situation such as this. We are to sell an idea and still keep the audience interested and entertained.

According to the Michigan State University of the Air:

> Educational outcomes for television are to be given serious consideration. Education is in a broad sense interpreted

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[35] M. H. Smith, (ed.), Using Television in the Classroom (New York: McGraw Hill Book Company, 1961).

> by authorities in the field as a reference to all those experiences, both planned and incidental which the individual encounters and which contribute in a large or small degree to the modification and growth of his knowledge, abilities, attitudes, and other aspects of self-development. These experiences interacting with his hereditary and natural potentialities, result in his being the kind of person he is now. Historically thus education has meant directing or guiding an individual's learning so that he will develop socially useful forms of behavior. It has become increasingly obvious that in this complex and changing society much of a person's education occurs outside the formal direction of schools and is strongly influenced by such institution groups and media as the home, church, companions, readings, motion pictures, radio, travel, and now-a-days, television.[36]

Instruction, no matter which medium used, means a preplanned, deliberate selection and arrangement of situation to stimulate learners' interaction with each other, the result of which is experienced, pre-determined, prescribed direction considered desirable by those responsible for the instruction.

If educational influences of television may occur more independently, and at times even contrary to the intent for which the telecast was produced, the instructor's influence

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[36]Michigan State University, University of the Air, "A Suggested Guide for Planning and Teaching Television Courses," from M.S.U., Continuing Education Service, Kellogg Center, 1953.

to be most effective must be pre-planned and directional in intent. It should include information and propaganda as well as teaching and training.

The teacher in the classroom, radio, or television infuses instruction with contagious personal qualities and attempts to arrange the environment in a way that will stimulate the learner to efforts and activities which, if continued, help the learner progress in the acquisition of knowledge, attitudes, skills, and habits. Thus the learner is helped to conform socially and intellectually. The educational outcomes are the direct products of the learner's activities and not the activities of the teacher.

Evaluating Television Presentations: Educational outcomes of television programs are to be determined by evaluating the considerations taken mostly during the planning. Cummy and Wigren suggest the following considerations:

1. The program should have an educational purpose. A teacher must decide on the program's purpose and what changes in behavior are to be desired as a result of the program.

2. The program should provide the possibility of continuity. A single program may be satisfactory for many ideas but, on the other hand, much material is best presented in a series form. Better learning usually results from repeated stimuli.

3. The program should be built upon the needs and problems of the viewers. It can help viewers use their own abilities

to solve problems, improve relationships, increase skills, and understand others. The educator must beware of falling into the mistakes.

4. The program should serve as a means of growth and development. Building programs only on the basis of obvious problems of viewers may handicap growth. The educators must help improve tastes and standards, and should help individuals achieve fuller lives.

5. The program should involve the viewer as a participant. An individual learns best those things in which he has some participation. He might be given a part in the program itself, help in planning or evaluating it, plan organized discussion groups to follow a program, or practice a skill after seeing it on the screen. The performance should always suggest ways in which the information or imparted skill can be used effectively in daily life. Efforts must be made to prevent television from becoming simply a one way channel of communication.

6. The program should be a means by which many creative and thought-provoking experiences can come to individuals. Rather than tell the viewer what to do or believe, it is better to cause him to take action as a result of his own thinking. Television can do this in many ways. By presenting many points of view, by examining and testing existing beliefs and attitudes, by using panel discussion to evaluate films, by comparing information from different sources, by using dramatic episodes to illustrate problems. A program can also provide experience which viewers would be unlikely to get any other way and thus enrich their lives.

7. The program should be presented in an atmosphere of objectivity. Beware of

distorting facts for showmanship purposes.

8. The program must communicate clearly and effectively. Only a few points should be covered in one program. Vocabulary used must be chosen wisely and in terms of the particular audience to whom the performance is aimed. It is a good idea to start what he does not know, and to make use of summarization.[37]

As we have seen with the above picture, educational television has some open roads to explore to meet the needs of this great percentage of middle and poor classes. As our public sees the medium mainly as a means of entertainment, our broadcasters have been challenged to make educational programs more entertaining in order to keep them tuned to the educational stations.

The Puerto Rican home economics program has had this experience with a series of programs entitled "Esta Es Su Casa":[38] This program was telecast for two years, from January 7, 1958, to December, 1960, resulting in fully educational programs but not interesting enough to keep public interest because of the fact that the people involved had no knowledge of the medium. With this in mind, I will make an effort to plan a proposed series of programs to meet these goals.

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[37]William Cummy and Harold Wigren, "This is Educational Television," Illinois Teacher Bulletin, p. 8.

[38]Department of Education, Press Release, 1960, Information about "Esta Es Su Casa," a Home Economics Program Telecast from 1958 to 1960.

CHAPTER VI

MAKING AN EDUCATIONAL PROGRAM PROPOSAL

Successful television programs do not just happen, as we have previously seen. They have proven to be the result of a careful step-by-step process involving many persons skilled in various arts and sciences. There must be one person, however, who has the over-all authority to select the content of the program and determine the manner in which it is to be fashioned--the television producer.

Briefly, it could be said that the television producer should follow, according to television production, the following steps:

1. Determine specifically what is the subject, the scope, the treatment planned, and the audience intended or desired.

2. Select the proper personalities to present it, and determine how they shall conduct the program to be most informative and interesting.

3. Design a practical setting and appropriate vehicle for the subject, and incorporate whatever features are necessary for adequate illustration and workable demonstration.[39]

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[39] Carol O'Meara, Television Program Production (New York: Ronald Press Company), p. 203.

The starting point is naturally the planning or outlining of content, but success of a production is largely dependent upon the execution of a format or the writer's concept of it. In educational television one must recognize the needs and desires of people in order to accomplish its objective. The television audience is not a captive one, and producers of educational television programs will have to command attention, not just expect it. This means making educational programs interesting to the people who want the information being presented or whose interest is sought. The term "showmanship" is applicable here in bringing interest-commanding values to educational television.

When making an educational program proposal there are a series of considerations that ought to be made. It is the author's purpose here to make some general considerations of those facts concerning her educational program proposal.

Purpose: The proposed formats are an example of the series of programs planned to be produced in the area of home management. This particular series was selected with the purpose of fulfilling some existing needs of the home economics program that our society is urgently demanding.

The audience will be housewives working outside their homes and out-of-school youngsters. Their needs were determined using as a basis the Ralph Tyler Rationale technique for sociological studies.

Considering the Audience: When planning a television

series the television producer has to consider first his audience. By knowing the psychological background of his audience he can emphasize it and be able to communicate effectively his message.

The television producer, of course, has to consider that instructing an audience not particularly eager to learn and where a number of other things compete for attention requires skill, imagination, and showmanship. In this particular case, the audience to be reached will consist of housewives and out-of-school youngsters, and probably school groups if carefully directed and motivated by an alert teacher for this kind of experience. The afternoon hour was selected as the best time to reach such heterogeneous groups in their homes--the children are still in school, husbands are at work, and it is possible to take the time to watch the television programs. Obviously, the amount of time available governs our content and format.

Check List Proposal: As a future communicator with some sense of social responsibility, the author believes that serious consideration should be given to audience participation in determining audience interest and needs. A check list was carefully prepared with the aid of a subject-matter specialist. This is an instrument that can be used for each area to obtain the audience reaction to a series of main topics of a particular area to be included in further

series. It is included here as an example of planning for the future as it was elaborated by the author under direct supervision of Dr. Beatrice O'Donnell, Professor of Home Economics Education Department, Michigan State University.

A check list with an explanatory letter* should be tested for its effectiveness and then exposed to a typical random sample of 60 subjects from different segments of the population. The data will be processed and analyzed and the results will be taken into consideration in the preparation of program series plans. The results of our study will provide us with relevant information necessary to produce a specially adapted series of home economics programs. The television series will attempt to convey information that will reach certain main objectives.

General Suitable Objectives: In this particular case, the following objectives are the ones to lead this writer to the who and what to do in her programs.

A. To reach larger groups of people not reached through the school program.

B. To emphasize those aspects of family living which are of strategic importance today, such as:

1. To help all groups to understand how homemaking and family life have been changing and how to face or deal with these changes in constructive ways (more than one).

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*See Appendix C

2. To help all groups to understand the increasing importance of homemaking and family life and their effect on people (individual and society).

3. To stimulate people to keep up-to date or informed and interested in important matters in homemaking and family life, and to tell them where to get accurate information.

4. To understand some basic purposes or concepts, such as:

   a. to achieve a higher status for homemakers and for women's role in general.

   b. to recognize the role of men in homemaking.

   c. to recognize values needed to achieve satisfying personal life.

   d. to employ sound judgment in creative use of resources to achieve goals based upon values significant for individual, family, and society.

   e. to assume responsibility for and develop capacity to promote the well-being of their own and other families.

   f. to acquire and use knowledge of human development, social relationships, economic principles, and the sciences.

Subject Matter to be Considered in this Series: The subject matter was selected after a review of Home Economics New Directions[40] where it could be observed that the area of home management is the one being stressed. We have already stated that the sociological study made through the appli-

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[40] Home Economics New Directions.

cation of Tyler's Rationale has shown great need of help in this area, with the many changes our proposed targets are facing and the adaptations to be made. The specific information in regard to each program will be selected from the data collected by the instrument previously mentioned.

Talent to be Used: The talent to be used will be a home economics instructor presumably responsible for the content and presentation of her lesson. She will be selected on the basis of her knowledge of the subject matter and on her ability to project her personality on the screen. Also, she must be able to work in a "lesson production team" with her director. Planning and decision-making about the program will be determined by the television specialist. For the purpose of this series, talent will be called "instructor."

Visuals to be Used: The visuals to be used will be provided by the teaching team in coordination with the art department of the television studio and the home economics program.

Budget: In educational television the budget has to be limited to the least amount possible. For the purpose of this program series, abstract sets (plain flats, drapes, and tables) will be used. This low-budget consideration is to be made in regard to any other possible expenses to face.

Programs to be Considered: The proposed series will consist of 60 television programs; however, for the purpose

of conciseness, only eight programs, representative of the typical problems encountered by Puerto Rican housewives in the area of home management, will be presented here. Shown below are the topic of each program and the objective which we are trying to attain.

Effective Home Management for
Housewives Working Out of Their Homes

Area: Home Management

Names of Programs:

1. Family Income and Money Management

   Objective: To develop understanding, judgment and ability to figure out more satisfactory family expenses.

2. Where the Family Money Goes

   Objective: To develop understanding of the basic factors to be considered in the distribution of family income, for the satisfaction of the whole family needs.

3. Figuring Out Satisfactory Food Management

   Objective: To develop an understanding in how family members can enjoy nutritious and palatable food in pleasant surroundings while the homemaker has a dual role.

4. Controlling Food Cost

   Objective: To develop an understanding and ability

to control food cost while the homemaker has a dual role.

5. Figuring Out Satisfactory Clothing Expenses

   Objective: To develop an understanding, judgment, and ability to select, use, and care for new fabrics in the market through adequate interpretation of labels.

6. Use and Care of New Materials for Facing, Interfacing, and Lining.

   Objective: To develop understanding, judgment, and ability to select proper materials for facings, interfacings, and linings.

7. Machine and Bound Buttonholes.

   Objective: To develop understanding, judgment, and ability to make machine and bound buttonholes.

8. Kinds of Storage that Simplify Home Activities.

   Objective: To develop understanding and judgment to use the kind of storage that simplifies the busy homemaker's activities.

9. Facing Satisfactory Changes in Family Role.

   Objective: To develop understanding, judgment, and ability to consider satisfactory role changes and make adaptations to face demands of new living conditions.

10. Ironing Can Be Easy.

Objective: To develop understanding, judgment, and ability to make ironing easy.

Format: This will be a 30-minute program series to be presented twice a week by the Department of Education through the Government Station WIPR-TV, Channel Six. The format will be as follows:

30 seconds - Opening

7 minutes - Tips and Advice for the Homemaker

20 minutes - Demonstration, lesson, or illustrated talk on subject matter

30 seconds - Closing

2 minutes - Provision for Station Breaks, Program Promotion

Music: For musical theme, a selection will be made by the Musical Director of the television station with the approval of the television producer. The music will be selected taking into consideration the taste of the audience.

Time of the Day, and Day of the Program: The time of the day suggested here is from 3:30 P.M. to 4:00 P.M. The days will be Tuesdays and Thursdays.

Properties to be Used: The kind and number of sets which can be used are important and depend on the standards set by the station. Part of the properties to be used will be provided by the station and the remainder by the home economics staff. Another point to be taken into consideration

in this case is the technical facilities of the station--what will be available at the station if proper notification and arrangements are made ahead of time. The following are some possibilities:

Properties Provided by the Station

1. Table or laboratory counter
2. Desk and chair
3. Floor easel
4. Small table
5. Stove
6. Refrigerator
7. Outlet for electrical equipment
8. Chairs
9. Indoor plant
10. Cooking utensils
11. Running water
12. Ironing board

Technical Facilities Provided by the Station

1. Two cameras (one with pedestal, one with tripod)
2. Zoom lens
3. Recordings needed
4. Overhead Projector
5. Lighting facilities
6. Projection facilities (films, slides, other)
7. Title and Credit Devices

Equipment and Materials to be Provided by the Home Economics Staff

1. Flannelboard
2. Iron
3. Photomural
4. Live Objects
5. Materials for slides
6. Food models and materials
7. Clothing demonstration materials
8. Cardboard for posters
9. Construction paper and other materials for the developmental visuals
10. Materials and bulletins for distribution

Art Work Needed--to be Prepared
in Cooperation with Art Section of the Station

1. Opening and Closing film with credit titles superimposed
2. Films and other documentaries
3. Flipping cards
4. Projectional Materials (transparencies)
5. Charts, graphs
6. Posters and placards
7. Title Credit Cards
8. Other pictorial materials
9. Models and Exhibits
10. Still pictures

Studio Personnel

1. Two Cameramen
2. Floor manager
3. Technical director
4. Audio man
5. Lighting technician
6. Crew man

Program Promotion: Good program promotion is just as important as other objectives in home economics. It is not enough to have knowledge--we must also apply it. We must determine what we want the public to think of our particular classes, and the homemaking department in general. As Alice Kirk advises, "Let us build a better and modern curriculum, and let us take it right into the living room to parents and prospective homemaking students--for them to see, to appreciate and to want."[41] This should be promoted as such in

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[41] Alice Kirk, "You are Using T.V.," Journal of Home Economics (December, 1955).

order to be achieved as such.

Some program promotion is to be worked out at least four or five weeks before actual program is to be held, by some radio releases, television, or local newspaper, making topics, participants, and other plans previously made. It is the responsibility of the producer to look for a good promotion for his program.

Techniques Before the Cameras: Finally, techniques before the cameras are to be properly used to achieve better results from educational programs. Terminology in regard to shots, and cues, is completely understood and worked out precisely when presenting the program on the air, between talent and technical personnel.

Station Policy: Station policy was considered and reviewed before the program was planned to make sure of its approval. The television broadcasting policy of WIPR-TV in Puerto Rico, owned and operated by the State Department of Education, is actually regulated by the same code of laws legislating United States television stations, and protected under the Federal Communications Commission, especially affecting educational stations.

Its purpose is to broadcast service to fulfill the educational nature and function of the Commonwealth of Puerto Rico and to serve to the fullest extent the interests and needs of the people of the island. As our constitution

states,

> Toda persona tiene derecho a una educacion que propenda al pleno desarrollo de su personalidad y al fortalecimiento del respeto de los derechos del hombre y de las libertades fundamentales . . .*

Our station policy tends to abide by this statement in our Constitution as you will see in its local operational regulation.

I should explain here that we have two educational television channels and one radio station working in cooperation with the best efforts of the Department of Education and the University of Puerto Rico. They make plans, studies, and evaluate as far as possible within economic limitations to keep the kind of programs desirable to feed our heterogeneous audience needs, interests, educational psychology, and philosophy. All the plans are long-range and based on steps made by those who have succeeded in the field. All possible types of anticipations are being considered, including observation of the results of those who are ahead and analyzing possible applicability in local situations and resources.

The school programming unit is a division of WIPR-TV and WIPR-RADIO under Dr. Sylvia Viera de Lucio. Her functions are to study, design, produce, and direct the direct-teaching programs for the different school districts and

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*See Appendix D.

their administrative personnel, which she does in coordination with Dr. Rafael Ramirez, who is mainly in charge of this coordination between districts, and with administrative personnel, supervisors, an advisory committee, which provides information in regard to the school curriculum meeds, and teaching personnel and technicians in charge of the teaching through television and radio, including teachers, scripters, consultants, directors and producers of the programs.

Cues and Rehearsals: A cue system of time and action, as well as rehearsals are to be worked out on time as scheduled between director and instructor in charge.

Development of the Programs

One Month Ahead:

1. Agreed upon the idea, tentative outline is made, plans for props are made.

Three Weeks Ahead:

2. Props and visuals are prepared.

Two Weeks Ahead:

3. Script is worked out and submitted for approval.

Ten Days Ahead:

4. Script is polished and recorded effects as well as some last minute props are secured.

Eight Days Ahead:

5. Script is finished and mimeographed. Copies are sent to all concerned. Orders for equipment and personnel are sent to Station Manager.

Six Days Ahead:

6. Visuals and sound effects are assembled and screened. Last minute changes are ordered. Releases are signed. Promotion is done.

Two Days Ahead:

7. Director goes over script with cameraman and floor manager. "Idiot" cards are ready as well as all visuals.

Two Hours Ahead:

8. Set is erected, cameras put in place, mikes hung, visuals put in place, light setting arranged.

One Hour Ahead:

9. Talent arrives. Make up and brief instructions. Shots are tried with entire crew.

45 Minutes Ahead:

10. Rehearsal of opening and closing. Technician adjusts cameras.

The "Sociodrama" Device:

There are a variety of devices that can be used through television programs. An attempt is made through this series to introduce the "Sociodrama" technique as a teaching device in some of the programs to add animation and variety. What is a "Sociodrama?" This will be the subject of brief discussion next.

What is a "Sociodrama"?: The sociodrama is a method for the analysis of social conflicts, where role playing is lived and experienced in a collective way and portrayed collectively. Spontaneity and sincerity of subjects, informants, as well as spectators should be maintained, so no

rehearsals are recommended for the sake of it. The director is searching for a conflict which may stir up the audience to the deepest possible catharsis, and for actors to portray this conflict. The true subject of sociodrama is the group based on the tacit assumption that the group formed by the aucience is already organized by the social cultural roles which, in some degree, all the carriers of the culture share. Careful planning is required to establish a clear-cut-problem situation. Though it can be used for many purposes, especially in social work and the field of psychology, education is making use of it as a teaching technique very effectively. The technique follows several steps, such as:

Planning: The selection of short problems description of characters that fit the audience maturity level, or situation in which the group is involved, are thoroughly considered here. The number of characters should be limited, and various endings should be possible.

Procedure: Preparation of your actors in relation to the character to be represented, telling the story briefly, choosing the cast and sending them out of the room to plan characterization, having class or audience involved by suggesting possible solutions (can be omitted in face-to-face communication, but in television, instructor should suggest

possible solutions to provide for some audience participation), acting out of conclusions of story. No interruption should be made to actors unless strictly necessary.

Evaluation: In terms of emotional reactions portrayed acts cited, consequences of various courses of action are required. No evaluation of participants' emotional reaction should be made as they are just playing a role.

A sociodrama will work on any age group from kindergarten to adulthood, but older persons are more likely to laugh and be self-conscious and less likely to identify on first tries than younger children. The chief limitation of the technique is the lack of ingenuity of the teacher.

Using the Sociodrama: For the series of programs we will use a typical family portraying first: A typical "boss" type father determining all the expenses to be made in their family circle according to his own judging of the family needs. The typical wife having difficulties coping with household expenses and struggling to meet the children's basic needs as well as her own. The children unaware of the whole picture of the family income keep asking and expecting to get a few extras which they consider important in order to keep up with their peers. Second: The situation is to change within this family when some possible solutions to

their situation are worked out satisfactorily. (Important steps toward better money management). During the first program they will be presented in two different phases, (1) reaching a fairly acceptable agreement with all members, which will give everyone a feeling of fairness and belonging, and (2) getting a total picture of income and expenditures where all members of the family are made aware of the budget required to meet the basic needs of the family as a whole as well as individually. Members will arrive at the conclusion that they must all share equally in sacrificing non-essentials for the basic needs of the family. The personality needs of some individuals in the family can be met in other ways, like giving recognition for good deeds, etc., until such a time as material rewards can be expected.

It should be left to the audience to sense that there is no one complete solution to the problem, but that there are some solutions which are better than others for each particular case. Recommendations have to be made constantly to this picture and mutual considerations are ideal but not usual.

DATE:

EFFICIENT DISTRIBUTION
OF FAMILY INCOME

YOUR HOME HOUR

PRESENTED BY THE HOME ECONOMICS PROGRAM

DEPARTMENT OF EDUCATION

SAN JUAN, PUERTO RICO

Producer _____

Instructor _____

Master of Ceremonies _____

Staging _____

Station _____

S U B J E C T

This program will present an illustrated talk about the efficient distribution of family budget. The socio-drama technique will be used to bring about various situations and possible solutions that can be helpful for families where the housewives are working on plain to work out of their homes.

S E T T I N G

The setting will be the same described in the general introduction, except for the modification for today's specific program. On the left side of the setting an attempt will be made to simulate a typical Puerto Rican home from the neighborhood. A photomural can be used for this purpose to have "the family" sitting on the outside, or porch. Some outside furniture arrangement will be placed on this porch so that "our family" be placed in a more realistic atmosphere, for the acting of their sociodrama. By using lighting effects the setting will disappear, and the Master of Ceremonies as well as the Instructor will appear standing and facing their audience. This lighting effect will be used every time we have to move from the Instructor to the acting "sociodrama," and vice-versa. After the sociodramas the Instructor will appear next to a flannelboard analyzing the situations with the use of developmental visuals.

FORMAT TYPE: Illustrated Talk

THEME: Home Management

TOPIC: Efficient distribution of Family Income

TALENT: Home Economics Teacher (Specially trained to use the medium)

PROPERTIES PROVIDED BY THE STATION:

A typical home front porch (photomural 8' height x 20' length)

Outside furniture arrangement

Two flip stands

A flannelboard

Revolving magnetic board

TECHNICAL FACILITIES PROVIDED BY THE STATION (USUAL PLUS THE FOLLOWING:)

Film Projector

Record: Musical theme for opening and closing

Boom mike

Special lighting effects to be worked during the program. (The setting with the actors in the sociodrama will fade out to black by turning off their lights and a front area is to be lighted where the Master of Ceremonies and Instructor sometimes will appear next to the flannelboard.)

EQUIPMENT AND VISUALS PROVIDED BY THE DEPARTMENT OF EDUCATION (USUAL PLUS THE FOLLOWING:)

I. Film (material to be used for the rest of the series:)

1. Opening and closing film with some family life scenes and superimposed credit titles of (Sponsor and Station ID, Name of series, Name of Producer, Director, Master of Ceremonies and Instructor.)

II. Flips

1. Title of program _____
2. Name of visitor or guest _____
3. Home Economics teacher addressing a group of people (photo)
4. Home Economics teacher demonstrating to a group of youngsters (photo)
5. Home Economics teacher demonstrating to a group of adults (photo)
6. Ideas and Facts on Money Management
7. Address: YOUR HOME HOUR
   Box 607
   Hato Rey, Puerto Rico

III. Strips* (pieces of developmental visual material)

1. Meeting Whole Family Needs
2. Limitation of Time, Energy, and Money
3. Responsibilities Have Increased
4. Feelings and Personal Attitudes
5. Values Placed on Money

6. Procedures for Planning and Controlling
7. Reaching an Agreement
8. Considering Attitudes
9. Pooled or Separate
10. Values on Use of Money
11. Feelings About Going into Devt
12. Feelings About Use of Credit
13. Plans to Use Credit
14. Total Picture
15. Wages, Salaries, Other Incomes
16. Figuring Out Pay Days
17. Homemade Money
18. Probable Expenditures
19. Increase in Satisfactions.

IV. Poster: "FOUR EASY STEPS"

1. Reaching a fair acceptable agreement
2. Getting a total picture of income and expenditures
3. Developing financial plan to fit new situations and personality needs.
4. Controlling cost of basic items and leaving a sense of fairness.

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*Strips - Long horizontal strip of cardboard or construction paper to be laid on flannelboard or magnetic board.

COLLECTION OF PICTURES ILLUSTRATING ACTIVITIES PERTAINING TO THE ACTUAL FIVE AREAS OF HOME ECONOMICS:

1. Foods and Nutrition
2. Clothing and Textiles
3. Child Development and Family Relationship
4. Home Management
5. Housing

STUDIO PERSONNEL (USUAL PLUS THE FOLLOWING:)

Lighting technician (changing lights during program as required in script)

MAIN TEACHING POINT:

Develop understanding, judgment, and ability to figure out more satisfactory family expenses.

MINOR TEACHING POINT:

Familiarize with:

1. The importance of considering feelings about money and personal attitudes of all members
2. The importance of considering different values placed on money.
3. The importance of developing procedures for planning and controlling money

PROGRAM: YOUR HOME HOUR

DATE: TUESDAYS AND THURSDAYS

TIME: 3:30 to 4:00 P.M.

WIPR-TV CHANNEL 6

HOME ECONOMICS PROGRAM

DEPARTMENT OF EDUCATION
HATO REY, PUERTO RICO

VIDEO	AUDIO	RUNNING TIME
OPENING FILM (Scenes of family life with credit titles superimposed on film	MUSIC; THEME	
1. THE DEPARTMENT OF EDUCATION 2. WIPR-TV CHANNEL 6 3. PRESENTS: YOUR HOME HOUR 4. PRODUCER: _____ 5. MASTER OF CEREMONIES: _____ 6. INSTRUCTOR: _____ 7. DIRECTOR: _____		
	MUSIC FADE OUT	:30
Dissolve to MC STANDING IN FRONT OF SETTING	MC: Good afternoon, ladies and gentlemen. This is (MC) from the Home Economic Program of the Department of Education. Today we are offering information about the ways members of the family can distribute the income satisfactorily so that basic needs are met. Before we present today's program, we have an important message... for you... about this program which we will present every Tuesday and Thursday.	:30
Dolly in MC APPROACHING THE INSTRUCTOR	MC: (AD-LIB)... Hello!... How are you ...(PAUSE) Here is our instructor. She will	:05
		1:05

VIDEO	AUDIO	RUNNING TIME
	explain the aims of the program. Miss (Instructor's name) is a home economist who has been with the program for several years, and she will be able to help you with your problems. From now on she will be the instructor in charge. Will you tell our television audience about the important message we have for them?	:25
Cut to INSTRUCTOR IN CHARGE	INSTRUCTOR: (AD-LIB)... Thank you very much Miss (MC). It is a great pleasure to be here to bring good news about "YOUR HOME HOUR." This is the program you have been waiting for so long. And it is here all for you... with the cooperation of WIPR-TV CHANNEL 6.	
Cut to Flip 2 PICTURE OF A HOME ECONOMICS TEACHER ADDRESSING A GROUP OF PEOPLE	This is an attempt on the part of our Home Economics Staff to broaden the scope and the service to our viewers... (PAUSE) As you know, home economics education tries to help young men and women as well as adults to keep abreast with the rapidly changing socio-economics living conditions of today... And everybody knows that this is really a changing world... (PAUSE) Training for homemaking is offered along five major areas; namely:	
Flip 3 PICTURES SHOWING ACTIVITIES RELATED TO THE FIVE DIFFERENT AREAS	1. Food and Nutrition 2. Clothing and Textiles 3. Child Development and Family Relationship 4. Home Management 5. Housing	1:30 3:00

VIDEO	AUDIO	RUNNING TIME
Flip 4 PICTURE OF A HOME ECONOMICS TEACHER DEMONSTRATING TO A GROUP OF YOUNGSTERS	In order to accomplish the goals set forth in these five areas, experiences in classroom and home practices, as well as in club activities are provided for youngsters and adults of both sexes. These vary according to the specific needs of the group.	
Flip 5 PICTURE OF A HOME ECONOMICS TEACHER GIVING A DEMONSTRATION TO A GROUP OF ADULTS	As you have all noticed, there is a growing trend among adults to seek more education to face the present changes in family living more adequately. So in our attempt to help them meet these needs the Home Economics Staff has planned television programs for more and more people.	1:00
Cut to INSTRUCTOR	INSTRUCTOR: (AD-LIB)... The present series of television programs will be on the air every Tuesday and every Thursday from 3:30 to 4:00 P.M. Each program will present a new topic with information of general interest to homemakers. The programs are meant for those who work out or are planning to do so and for young persons who cannot attend school. The home management area, especially adapted for these groups, was selected on the basis of special demands in an attempt to improve family well-being.	1:30
Dolly back MC AND INSTRUCTOR	MC: (AD-LIB)... There will be 14 minutes of each program devoted to discussion of problems and questions sent in by the TV viewers as well as a news cast. Also, practical information	:30
		6:00

VIDEO	AUDIO	RUNNING TIME
	and worth-while ideas will be brought to you during each program. The major portion of all programs will be given over to demonstrations and illustrated talks.	1:00
Cut to MC	MC: (AD-LIB)... Thank you (Instructor), for an interesting explanation. We wish to remind our audience that from now on the discussion of problems and the answers to questions regarding home life will be dealt with in this part of the program.	
Flip 6 CARD WITH ADDRESS	Send your problems and questions to "YOUR HOME HOUR", Box 607, Hato Rey, Puerto Rico. We will be glad to help you live more adequately.	
MC AND INSTRUCTOR	Thank you for your attention. I will be with you next (day). Remember that (Instructor) is your instructor.	1:00
MC out INSTRUCTOR	INSTRUCTOR: (AD-LIB)... Today's topic, "Efficient distribution of Family Income," deals with the ways the family income can be used most effectively. We all know this is a problem these days. Father needs to keep himself neatly dressed and be well nourished for the demanding tasks he faces. The same is true for the children in school or kindergarten. And what about Mama who is increasing the family income by working outside the home, too?	1:00
INSTRUCTOR HOLDING STRIP 1 "MEETING ALL FAMILY NEEDS"	INSTRUCTOR: (AD-LIB)... It is truly a complicated task to meet the needs of all members of a family within the limits of the	:20
		9:20

VIDEO	AUDIO	RUNNING TIME
Flip Strip 2 "LIMITATION OF TIME, MONEY, AND ENERGY"	time, money, and energy available. It is difficult to consider and satisfy all members individually. But... what about the homemaker who works outside her home? Is she to ignore this big task with so many limitations? (PAUSE)	
Flip Strip 3 "HER RESPONSIBILITIES HAVE INCREASED"	Now, more than ever, her responsibility has increased... (PAUSE)...	1:00
Cut to INSTRUCTOR	INSTRUCTOR: (AD-LIB)... How is she going to accomplish the task? (PAUSE)... Our job here today is to show you how. But first we would like all of you to visualize the following situations: (POSSIBLE SITUATIONS AND SOLUTIONS ARE SUGGESTED HERE BY INSTRUCTOR).	1:00
Go to Black Fade in GROUP OF ACTORS	SOCIODRAMA: (AS A RESULT OF THEIR FEELINGS ABOUT MONEY AND BECAUSE THEY HAVE IGNORED THE VALUE OF MONEY THE WHOLE FAMILY IS UNHAPPY, AND FAMILY RELATIONS ARE STRAINED TO THE BREAKING POINT. (1) THE CHILDREN ARE ASKING FOR LARGE AMOUNTS OF MONEY TO KEEP UP WITH CHILDREN IN RICH FAMILIES. (2) MOTHER IS TRYING TO DEFEND HERSELF AFTER SPENDING TOO MUCH MONEY SHOPPING. (3) FATHER IS DREADFULLY UPSET BECAUSE THE CHILDREN AND MOTHER ARE SPENDING ALL HIS EARNINGS, AND HE CAN'T BUY A NEW CAR.)	2:00
Fade out INSTRUCTOR AND FLANNELBOARD	INSTRUCTOR: (AD-LIB)... What is happening to this family?... You must be puzzled more than you are worried at the situation. Some of the situations	:30
		13:50

VIDEO	AUDIO	RUNNING TIME
	may even be familiar to you. Let's analyze. (ANALYSIS IN TERMS OF WHAT SHOULD BE DONE)	
Strip 4 FEELING ABOUT MONEY	1. Feelings about money in general and personal attitudes toward money.	
Strip 5 VALUE PLACED ON MONEY	2. Value placed on money.	
Strip 6 PROCEDURES FOR PLANNING	3. Procedures for planning and controlling expenditures.	
	These were not considered by the unhappy family.	1:00
Cut to POSTER "FOUR EASY STEPS" (HOLD) INSTRUCTOR USES THE POINTER AS SHE ANALYZES ALL FOUR SOLUTIONS.	INSTRUCTOR: (AD-LIB)... Some possible solutions could be... 1. Reaching a fair and acceptable agreement with all members. 2. Getting a total picture of income and expenditures. 3. Developing a financial plan to fit new situations and to face personal needs. 4. Controlling the cost of basic items and establishing a sense of fairness.	
INSTRUCTOR	INSTRUCTOR: What happens when situations are faced the proper way. (POSSIBLE SITUATIONS AND SOLUTIONS ARE SUGGESTED HERE FOR THE VIEWERS)	1:30
Go to Black Fade in	SOCIODRAMA: (A TYPICAL SITUATION WILL BE DRAMATIZED SHOWING	:10
		16:30

VIDEO	AUDIO	RUNNING TIME
GROUP OF ACTORS	FEELINGS ABOUT MONEY, DIFFERENT VALUES PLACED ON MONEY AND PROCEDURES TO BE FOLLOWED. THIS WILL LEAD THE FAMILY TO REACH A WORKABLE AGREEMENT. (1) ATTITUDE CONCERNING MONEY, (2) EARNING SITUATIONS (POOLING OR SEPARATING), (3) VALUE OF MONEY, (4) ATTITUDES AND OPINIONS ABOUT GOING INTO DEBT, (5) CREDIT BUYING, (6) PLANNED BUYING.)	1:50
Fade out		
INSTRUCTOR	INSTRUCTOR: (AD-LIB)... Will the family be happier now? Was there a specific situation that helped you?... (PAUSE) What was your reaction?... (PAUSE)	
INSTRUCTOR MOVING TOWARD MAGNETIC BOARD (PLACES EACH STRIP AS SHE ANALYZES THEM)	Let's analyze what we have just seen. (WITH THE AID OF DEVELOPMENTAL MATERIAL THE INSTRUCTOR ANALYZES THE WHOLE SITUATION.)	
"REACHING AN AGREEMENT"	We need to reach an agreement by:	
Strip 7 CONSIDERING ATTITUDES	1. Considering attitudes in reaching an agreement.	
Strip 8 POOLING OR SEPARATING EARNINGS	2. Pooling or keeping earnings separate - which is better?	
Strip 9 VALUE OF MONEY	3. Realizing the value of money.	
Strip 10 DEBT?	4. Going into debt - yes or no?	1:15
		19:35

VIDEO	AUDIO	RUNNING TIME
Strip 11 CREDIT?	5. Buying on credit.	
Strip 12 PLANS ON CREDIT? Cut to INSTRUCTOR	6. Planning to buy on credit. INSTRUCTOR: (AD-LIB)... After seeing our troubled family we noticed that there were other causes for their difficulties...	:15
Cut to FLANNELBOARD	Youngsters sometimes expect their parents to provide far more than parents can afford. Why?... Does every member of the family have a clear picture of the entire family income? What happens when he does? (POSSIBLE SOLUTIONS ARE SUGGESTED TO THE VIEWERS BY INSTRUCTOR)	
Go to Black Fade in GROUP OF ACTORS	SOCIODRAMA: (THE FAMILY IS SEATED AT A TABLE. THEY ARE ENTHUSIASTIC! MOTHER, FATHER, AND THE CHILDREN ARE ADDING UP ALL SOURCES OF INCOME, AND DECIDING ABOUT PAY DAY. MOTHER EXPLAINS THAT PREPARATION OF ECONOMICAL FOOD HAS HELPED. THE CHILDREN HELPED, TOO, BY PREVENTING EXTRA OR UNNECESSARY SPENDING. THE CHILDREN AGREE TO "STICK TO SPENDING" MONEY ON ONLY BASIC NEEDS. AND AS A RESULT THEY ARE GOING TO BE REWARDED BY BEING ABLE TO BUY A FEW "EXTRAS" EACH MONTH. IN OTHER WORDS, THE UNHAPPY, DEJECTED FAMILY WITH AN UNPLANNED SPENDING PROGRAM HAS BECOME A HAPPY SECURE FAMILY WITH DEFINITE GOALS.)	2:45
INSTRUCTOR:	INSTRUCTOR: (AD-LIB) Was there a feeling of satisfaction? Have you gone	:10
		22:45

VIDEO	AUDIO	RUNNING TIME
	through some of these experiences?... (PAUSE) How have you solved the problems you faced?... (PAUSE) But let us analyze what really happened here. (ANALYSIS OF "HOW TO GET A TOTAL PICTURE" WITH THE AID OF DEVELOPMENTAL MATERIAL).	
Strip 13 WAGES AND SALARIES	1. Wages and salaries, as well as other income.	
Strip 14 PAY DAYS	2. Figuring out pay days.	
Strip 15 HOME MADE MONEY	3. Money earned at home.	
Strip 16 PROBABLE EXPENDITURES	4. Probable expenditures (basic needs).	
Strip 17 INCREASED SPENDING	5. What increases in spending can be afforded?	1:10
INSTRUCTOR NEXT TO FLANNELBOARD Dolly back (Pan right to permit reading of each visual displayed as she concludes)	INSTRUCTOR: (AD-LIB) As we have seen, the problem in the first family was that they did not consider these three factors: 1. Feelings in regard to money the rest of the family had. 2. Value placed on money. 3. Procedures for planning and controlling expenses. This is why difficulties came about.	
Dolly back	We know now why serious considerations should be given	:50
		24:45

VIDEO	AUDIO	RUNNING TIME
(Pan right to permit reading of visuals used as she concludes)	to these factors to prevent unhappiness within the family. (PAUSE)	
	Reaching an agreement with all members became a new policy with this family before considering budgeting. (PAUSE) Later we say the family "drawing a total picture" of income and expenditures so that all members became aware of the family situation. Their plans were going somewhere... Where?... (PAUSE)	1:00
Dolly in INSTRUCTOR	INSTRUCTOR (AD-LIB)... Today we have seen a more satisfied and a happier family. Our next program will show interesting conclusions reached. There will be ideas on facing new situations with financial plans, and controlling cost of basic items.	
	Will you be with us and find out how this is accomplished? We will also have some good ideas on how to help children budget their spending.	
	Sneak music:	
Flip 7 "IDEAS AND FACTS ON MONEY MANAGEMENT"	The experienced housewives must have worked out effective methods. The young housewives will appreciate hearing about your personal experiences. Send us a card with your ideas and we will present them on "YOUR HOME HOUR."	:55
		26:40

VIDEO	AUDIO	RUNNING TIME
	If you are interested in additional information on the subject we have discussed today, send for "Ideas and Facts on Money Management," a free booklet we send on request.	
Flip 8 ADDRESS CARD	"YOUR HOME HOUR" Box 607, Hato Rey, Puerto Rico.	:20
Cut to MC	MC: Don't forget to add a note giving us your opinion of the program you have just watched. You can help us improve the next one... And remember we will be right here next (day) simplifying another task. We want to help you have a more satisfactory home life. (PAUSE)... We are planning a surprise ahead of our series... for all of you. This is all for today with your Home Economics classroom and Miss (INSTRUCTOR).	:30
CLOSING FILM WITH SUPERIMPOSED CREDIT TITLES	MUSIC: Theme up to conclusion	
Flip 1 PROGRAM TITLE		:30
FADE OUT		28:00

DATE:

EFFICIENT DISTRIBUTION OF FAMILY INCOME

YOUR HOME HOUR

PRESENTED BY THE HOME ECONOMICS PROGRAM

DEPARTMENT OF EDUCATION

SAN JUAN, PUERTO RICO

Producer _____

Instructor _____

Master of Ceremonies_____

Staging _____

Station _____

S U B J E C T

This program will be an illustrated talk type. It is a continuation of the previous one. In this second program out typical Puerto Rican family will be presented developing financial plans to fit their situations, as well as considerations to take in order to face new situations and controlling costs of basic items while giving a sense of fairness to all their members. For a complete presentation of the subject a plan will be included to teach children the best use of their allowance.

S E T T I N G

The setting for this program will be the same used in the first one as this is a continuation of it. This includes the provisions made for sociodrama, as well as other staging provisions and technical facilities.

FORMAT TYPE: Illustrated Talk

THEME: Home Management

TOPIC: Efficient Distribution of Family Income

TALENT: Home Economics Teacher (Specially trained to use the medium.)

PROPERTIES PROVIDED BY THE STATION (USUAL PLUS SAME USED IN PREVIOUS PROGRAM)

TECHNICAL FACILITIES PROVIDEE BY THE STATION (USUAL PLUS SAME USED IN PREVIOUS PROGRAM)

EQUIPMENT AND VISUALS PROVIDED BY THE DEPARTMENT OF EDUCATION (USUAL PLUS THE FOLLOWING:)

I. Flips

1. Title of program _____
2. Name of visitor or guest _____
3. Young family considering values, interest, and goals (sketch)
4. Young family spying on neighbors activities (sketch)
5. Conscientious family discarding excess of luxuries (sketch)
6. Rich family without health and broken relationship (sketch)
7. A man scratching his head while facing Income Tax (sketch)
8. Two different cities or communities (poor

9. Ways of controlling waste of food, light water, extravagances, use of leftovers, etc. (sketch)

10. Developmental visual material in six progressive steps (pages to be flipped forward on easel)

11. Address card already prepared for first program

II. Strips (pieces for developmental visual material)

1, 2, 3 have been produced for first program

4. Reaching an Agreement
5. Analysis of Financial Needs
6. Check of Money and Other Resources
7. Make Tentative Plan of Expenditures
8. Compare Expected Income with Proposed Expenses
9. Consider Personality Needs
10. Controlling cost
11. Adapting Methods of Control to one's Own Family
12. Use Simple Methods of Controlling Cost

13. Figure Ways of Controlling Specific Cost of Items
14. Watch Possibilities of Other Expenditures
15. Avoid Money Shocks by Making Notes of Weekly and Monthly Dues
16. Helping Children Best Use Their Money
17. Determine Desired Purpose of Children's Earnings
18. Decide Source of Children's Income
19. Plan Guidance for Children to Help Them Work Out Plan of Expenses
20. Encourage Growth in Ability by:
21. Suggesting, Not Dictating
22. Accepting Mistakes as Part of Learning
23. Extending Range of Child's Money Concern
24. Increase Amount as Needs Change; Widening Their Range of Buying

IV. Poster: "FOUR EASY STEPS" (Was prepared for first program)

V. A Developmental Visual material to be used from easel

STUDIO PERSONNEL (USUAL PLUS THE FOLLOWING:)

Lighting technician

MAIN TEACHING POINT:

Develop understanding, judgment, and ability to figure out more efficient handling of family expenses.

MINOR TEACHING POINT:

Develop understanding, judgment, and ability on:

a. How to develop more efficient financial plans

b. What to consider when facing new situations

c. How to control cost of basic items and leave a sense of fairness with all members

d. How to design a plan to teach children the use of their allowance

PROGRAM: YOUR HOME HOUR — WIPR-TV CHANNEL 6

DATE: TUESDAYS AND THURSDAYS — HOME ECONOMICS PROGRAM

TIME: 3:30 to 4:00 P.M. — DEPARTMENT OF EDUCATION
SAN JUAN, PUERTO RICO

VIDEO	AUDIO	RUNNING TIME
OPENING FILM (Scenes of family life with credit titles superimposed on film)	MUSIC: THEME (Sound on Film)	
1. THE DEPARTMENT OF EDUCATION 2. WIPR-TV CHANNEL 6 3. PRESENTS: YOUR HOME HOUR 4. PRODUCER:_____ 5. MASTER OF CEREMONIES _____ 6. INSTRUCTOR:_____ 7. DIRECTOR:_____	MUSIC FADE OUT	:30
DISSOLVE TO MC STANDING IN FRONT OF SETTING Flip 1 (Super) PROGRAM TITLE	MC: Good afternoon, ladies and gentlemen. This is (M.C.) from the Home Economics Program of the Department of Education, greeting you from WIPR-TV CHANNEL 6 in Hato Rey, Puerto Rico. This is a half-hour program for homemakers. "YOUR HOME HOUR" today brings some more worth-while facts on "Figuring Out More Efficient Distribution of Family Income." But before we begin today's program, Mrs. Gloria Jiménez from Cayey wants us to give her what we consider a fair distribution of the family income.	:30
Cut to GUEST (Super) GUEST'S NAME_____	Here is our instructor, Miss (Guest). She is an experienced home economist who will answer all your questions and	:10
		1:10

VIDEO	AUDIO	RUNNING TIME
	help solve your problems.	
GUEST (HOLD) M.C. OUT	GUEST: (AD-LIB)... Thanks very much, Miss (M.C.) It is indeed a pleasure to help Mrs. Jiménez in relation to what should be considered a fair distribution of the family income.	
Flip 2 SKETCHES OF YOUNG FAMILY "CONSIDERING VALUES, INTEREST AND GOALS"	It is not practical to follow an exact pattern. Everything depends on each family's set of values and interests. It is important for every family to decide first what their set of values, interests, and main goals are. They should decide on these early in their lives and then plan to work toward them. The set of values makes a great deal of difference in what the family does.	
Flip 3 SKETCH SHOWING YOUNG FAMILY "SPYING ON" NEIGHBORS'DOINGS	What about the family that is too concerned with what other families do with their budget? Every family should learn to concentrate on its own values and then use its income accordingly. A family will be more respected in the community if it does what is important for the entire family.	1:00
Flip 4 SKETCH OF CONSCIENTIOUS FAMILY DISCARDING MATERIAL THINGS	GUEST: (AD-LIB)... We should not over estimate the value of material things. Material things should never dominate our lives.	
Flip 5 SKETCH OF A RICH BUT SICKLY FAMILY SUFFERING FROM BROKEN FAMILY RELATIONS	GUEST: (AD-LIB)... Many families have acquired wealth only to find that they lack the most basic thing in life - good health! Family	:30
		2:40

VIDEO	AUDIO	RUNNING TIME
	wealth means little, if it was gained at the cost of losing health and breaking down family relations.	:10
Flip 6 TWO TYPICAL MIDDLE CLASS FAMILIES	GUEST'S VOICE OVER: Let us consider the Martínez family and the Alonso family. They are two conscientious families with average incomes. Let's see how they worked out an effective budget to cover family needs and at the same time meet individual needs. Of course, it is assumed that in one way or another every family has some kind of budget.	
Cut to DEVELOPMENTAL VISUAL MATERIAL OF TWO WHOLE BUDGETS DIVIDED INTO FIVE BLOCKS (POINTS TO TWO BUDGETS ON EASEL)	So these two budgets can be used as a yardstick. Check family spending item by item and determine how your budgeting compares with the budgeting in these two families.	
Dolly in to heading FAMILY OF MODERATE INCOME WITH TWO CHILDREN	The dollar bill you have been watching is representative of the moderate income of any family in a Puerto Rican community.	
Pan down DOLLAR BILL ILLUSTRATES BLOCKS (POINTER ON DOLLAR BILL WITH BLOCKS)	You have observed that the income is divided into five blocks.	1:30
Pan right "A SPENDING PLAN" (HOLD) (POINTS TO BOTH INCOMES SLOWLY AND PROGRESSIVELY AS THEY ARE MENTIONED)	We observe that the Martínez family income in the last few years has fluctuated between $3,000 and $4,500. The Alonso family income in the last few years has fluctuated between $4,100 and $5,500. We notice	:15
		4:35

VIDEO	AUDIO	RUNNING TIME
	also that both families have two children. Let us watch this carefully...	
	MARTINEZ $3000-$4000 2 children — ALONSO $4500-$5500 2 children	
	YOUR EXPENSES	
	You may adapt the budget to suit your own ideas and circumstances. Watch the empty space for your spending plan. You use this space as you measure expenses against these in terms of percentage. But... let us analyze the budget in terms of the five blocks of main items.	:35
Flip to BLOCK I (HOLD)	GUEST: (AD-LIB)... BLOCK I Food 30% to 40% - 18% to 30%	
	Housing 15% to 25% - 15% to 25%	
	Household operation 5% to 10% - 5% to 10%	
Flip to BLOCK 2 (HOLD)	GUEST: (AD-LIB)... Furnishings 3% to 4% - 3% to 4%	1:00
		6:10

VIDEO	AUDIO	RUNNING TIME
	Clothing 10% to 15% - 10% to 12%	
	Car operation and transportation 6% to 8% - 4% to 7%	
Flip to BLOCK 3	GUEST: (AD-LIB)... BLOCK 3 Medical Expenses 5% to 10% - 5% to 10%	
	Personal Expenses 3% to 10% - 3% to 7%	
	Recreation and Education 5% to 10% - 5% to 10%	
Flip to BLOCK 4 (HOLD)	GUEST: (AD-LIB)... BLOCK 4 Gifts and Contributions 2% to 5% - 2% to 5%	
	Life Insurance 2% to 4% - 4% to 5%	
	Operating Margin 1% to 15% - 1% to 15%	1:30
GUEST	GUEST: (AD-LIB)... There is a growing tendency to think more and more about the	:05
		7:45

VIDEO	AUDIO	RUNNING TIME
	future. In life insurance, for example, half of the moderate income class spends less; half spends more. Each family must decide how the income is to be spent. The operating margin can be considered for savings, for emergencies, or even for investments to strengthen the economic status. Every family should put forth every effort to put aside something for savings each pay period.	
Flip to BLOCK 5 (HOLD)	GUEST: (AD-LIB)... BLOCK 5	:30
	_____ - _____	
	_____	
Flip 7 A SKETCH OF A MAN SCRATCHING HIS HEAD AS HE FACES INCOME TAX PAYMENTS	A definite per cent should be put aside for yearly income tax. The amount, of course, depends on the yearly income and on the types of expenditures.	
Flip 8 SKETCH SHOWING TWO DIFFERENT CITIES OR COMMUNITIES	Expenses may vary in different cities and in different communities.	:30
Flip 9 SKETCHES OF WAYS TO CONSERVE FOOD, LIGHT, WATER, ETC. UNNECESSARY EXPENDITURES, USE OF LEFTOVERS, ETC.	Every member of the family must strive to be economical with water and light. Mother should be skillful in food economy, constantly devising ways to turn leftovers into attractive dishes. each member must learn to avoid buying unnecessary food items.	:30
		9:15

VIDEO	AUDIO	RUNNING TIME
Cut to DEVELOPMENTAL VISTAL MATERIAL	We have three suggested spending patterns like the one you have just seen... They are for low, average, and high income families. The ideas can be useful... (PAUSE) especially if your income does not fall within the spending pattern discussed here today. Send your name and address to "YOUR HOME HOUR," Box 607, Hato Rey, Puerto Rico, and receive more information about expenditures in family budgets.	:35
Cut to MC APPROACHES GUEST	MC: That was an interesting exposure. Thanks to Mrs. (Guest). We will be back nest (Day). Thanks very much for being with us. We hope you have enjoyed the program. Now our instructor (Instructor)	:10
INSTRUCTOR	INSTRUCTOR: (AD-LIB)... In previous programs we showed the family reaching the conclusion that there are important criteria to be considered concerning the yearly income, if all family needs are to be satisfied.	
Cut to FLANNELBOARD WITH STRIPS 1, 2 AND 3 AS DISPLAYED IN PREVIOUS PROGRAM	The family is convinced that feelings and attitudes about money, value placed on money, and procedures for planning and controlling money are factors which each member must understand thoroughly. Not only must each member understand these factors, he must share the responsibility of doing all within his power to work with the other	1:00
		11:00

VIDEO	AUDIO	RUNNING TIME
	members in carrying out the conclusions reached.	
Cut to POSTER "FOUR EASY STEPS" (Dolly in as instructor points with a pointer to permit reading the poster)	Today we see the family working out final steps for spending the family income. The "Four Easy Steps" we had mentioned previously. 1. Establishing agreement among all members of the family. 2. Establishing the total income and total expenditures. 3. Developing financial plans to fit all situations and facing personal problems and needs. 4. Controlling cost of basic items and sharing equal responsibility.	:40
INSTRUCTOR NEXT TO FLANNELBOARD	INSTRUCTOR: (AD-LIB)... They have come up with happy results with their first two trials, and now we see them moving forward with the rest of their plans, numbers 3 and 4. (POSSIBLE SITUATIONS AND SOLUTIONS ARE SUGGESTED TO THE AUDIENCE) Now let's see what they have decided about "developing financial plans."	:30
Go to Black GROUP OF ACTORS	SOCIODRAMA: (THE FAMILY IS NOW INVOLVED IN DEVELOPING A FINANCIAL PLAN TO FIT NEW SITUATIONS AND FACING AT THE SAME TIME SOME PERSONAL PROBLEMS OF SOME MEMBERS. (1) FAMILY WALKS ENTHUSIASTICALLY TOWARDS THE PORCH AND EACH POINTS OUT THEIR BASIC NEEDS. (2) KIDS TELL FATHER ABOUT SAVING THEY CAN COUNT ON. (3) AFTER REFERRING TO	1:15
		13:25

VIDEO	AUDIO	RUNNING TIME
	THEIR TOTAL EARNING, THEY MAKE PLANS TO COVER FOR BASIC NEEDS FIRST, AND COMPARE BOTH. (4) KIDS, AS WELL AS FATHER, AGREE ON TAKING CARE OF BASIC NEEDS ONLY FOR THE SAKE OF PLANNING FOR THEIR FUTURE HOUSE AND CAREER. VALUES AND GOALS ARE CONSIDERED.)	:45
Cut to INSTRUCTOR AT FLANNELBOARD PLACES STRIPS AS SHE ANALYZES THEM (HOLD)	INSTRUCTOR: (AD-LIB)... Some of these situations may sound familiar to you. Which was of particular interest? How would you face it? (ANALYSIS WITH THE USE OF DEVELOPMENTAL MATERIAL OF HOW THE FAMILY SET UP THE FINANCIAL PLANS WHILE FACING IMMEDIATE BASIC NEEDS AND CONSIDERING PROBLEMS OF INDIVIDUAL MEMBERS.)	:30
Cut to Strip 4 HEADING "REACHING AN AGREEMENT"	Let's see how they reach an agreement:	
Strip 5	1. Analyze financial needs.	
Strip 6	2. Check money and other resources.	
Strip 7.	3. Make tentative plans of expenditures.	
Strip 8	4. Compare expected income with proposed expenses and decide what expenditures are to be termed "necessities".	
Strip 9	5. Consider personal needs.	
Cut to INSTRUCTOR	INSTRUCTOR: (AD-LIB)... "The family that plans together together." Conscientious members can save the family from bank-	:45
		15:45

VIDEO	AUDIO	RUNNING TIME
	ruptcy by planning to spend less than the total income. How can this be done? Well... let's say, for example... (POSSIBLE SITUATIONS AND SOLUTIONS CAN BE SUGGESTED TO AUDIENCE)	:15
Go to black GROUP OF ACTORS	SOCIODRAMA: (OUR FAMILY IS NOW ABSORBED IN ADOPTING METHODS FOR CONTROLLING ALL POSSIBLE WASTE, FIGURING OUT WAYS TO CONTROL SPECIFIC COST OF SUCH ITEMS AS FOOD, VUEL, WATER, LIGHT, ETC. WEEKLY. IT IS VERY OBVIOUS THAT ALL POSSIBLE LEAKS, EXPENDITURES, AS WELL AS UNEXPECTED, UNFORESEEN, MONEY LAY OUT ARE BEING CONSIDERED.)	2:00
Cut to INSTRUCTOR ON FLANNEL-BOARD PLACES STRIP AS SHE ANALYZES THEM (HOLD)	INSTRUCTOR: (AD-LIB)... Have you experienced similar situations?... How did you react?... Let's see what this family did. (ANALYSIS OF MEANS FOR CONTROLLING COSTS AS THEY WERE SEEN IN SOCIODRAMA WITH THE AID OF DEVELOPMENTAL MATERIAL.)	:30
Dolly in to Strip 10 "CONTROLLING COST"	Let's see how they control costs.	
Strip 11	1. Adapting methods of control to the specific family.	
Strip 12	2. Using simple methods of controlling cost.	
Strip 13	3. Controlling specific cost of items such as foods, light, water, fuel, etc. weekly.	:20
		18:30

VIDEO	AUDIO	RUNNING TIME
Strip 14	4. Being aware of possible unforeseen expenditures.	
Strip 15	5. Avoiding unexpected lay-out of money by noting weekly and monthly bills.	:10
INSTRUCTOR FACING THE AUDIENCE	INSTRUCTOR: (AD-LIB)... Children should learn the value of money early in life. How can they be taught properly? (SOME SITUATIONS AND SOLUTIONS ARE SUGGESTED TO THE AUDIENCE.) Let's watch the members of this family.	:30
Go to Black GROUP OF ACTORS	SOCIODRAMA: (FROM THE CONVERSATION IT IS VERY OBVIOUS THAT THE FAMILY IS (1) DETERMINING SOME DESIRABLE PURPOSE FOR THEM TO LEARN ABOUT MONEY, (2) DECIDING ON CHILDREN"S SOURCES OF INCOME --ALLOWANCE, EARNINGS, OR GIFTS, (3) THEY ARE PLANNING A GUIDE FOR CHILDREN'S EXPENSES BY HELPING THEM WITH THEIR OWN PLAN AND STICKING TO IT, (4) THEY ARE ENCOURAGING GROWTH IN ABILITY BY SUGGESTING, NOT DICTATING, (5) ACCEPTING THEIR MISTAKES AS PART OF THEIR LEARNING, (6) EXTENDING RANGE OF CHILD'S CONCERN FOR MONEY BY CHANGING OR INCREASING AMOUNT OF MONEY AS NEEDS CHANGE, (7) AND WIDENING THE RANGE OF THEIR BUYING ACTIVITIES, ETC.)	
INSTRUCTOR ON FLANNEL-BOARD PLACES STRIP AS SHE ANALYZES THEM (HOLD)	INSTRUCTOR: (AD-LIB)... Does this mean anything to you? What situations were especially appealing? What was your reaction?... (ANALYSIS OF HOW OUR FAMILY PREVIOUSLY DESIGNED THEIR OWN PLAN TO TEACH THEIR CHILDREN	2:30
		21:30

VIDEO	AUDIO	RUNNING TIME
	THE BEST USE OF THEIR ALLOWANCE AND HOW TO LIVE WITHIN IT.)	
Fade out		
Dolly in Strip 16 "HELPING CHILDREN TO USE THEIR MONEY TO THE BEST ADVANTAGE	We have seen that in helping children to use their money to the best advantage there must be a mutual coordination among all members. We have to:	1:00
Strip 17	1. Determine desired purpose for children's spending.	
Strip 18 (HOLD)	2. Decide source of children's income (allowance, gifts, earnings, etc.)	
Strip 19 (HOLD)	3. Plan guidance for children to help them work out a plan of expenses and help them live within it.	
Strip 20 (HOLD)	4. Encourage growth in ability by:	
Strip 21	a. suggesting, not dictating	
Strip 22	b. accepting mistakes as part of learning	
Strip 23	c. extending range of child's money concern	
Strip 24	d. change or increase amount as needs change, widen the range of buying activities	:20
INSTRUCTOR	INSTRUCTOR: (AD-LIB)... As we have seen, the situation could be changed to a more	:10
		23:00

VIDEO	AUDIO	RUNNING TIME
	positive one in every family if they consider what this family did. Feelings the family have in regard to money, values placed on money by all members and some procedures for planning and controlling family expenses are the cue to more satisfactory family life.	:30
DEVELOPMENTAL MATERIALS ON FLANNEL-BOARD (AS SHE TALKS CAMERA MOVES PROGRESSIVELY IN THE ORDER MATERIALS WERE USED THROUGH THE PROGRAM)	Some conclusions every family may draw: 1. The way money is managed determines solvency and feelings of satisfaction result. 2. Money management requires constant choice making. 3. Family agreement based on mutual understanding helps in making workable plans. 4. Sharing experiences of more experienced members of family may help the younger members. 5. We all depend on one budget that goes to meet all individual member's needs. 6. Family needs vary in food, clothing, housing, according to activity, age, size, occupation.	
(CAMERA CONTINUES TAKING PROGRESSIVE SHOTS OF DEVELOPMENTAL MATERIALS ALREADY USED TO DISCUSS PREVIOUS PROBLEMS AS THE INSTRUCTOR BRIEFLY REVIEWS AND CONCLUDES)	7. Family agreement based on mutual understanding helps in making workable spending plans. 8. Considering all members' needs and interests could mean sacrificing the non-essential for the basic.	1:30
		25:10

VIDEO	AUDIO	RUNNING TIME
	9. It is easier to reach family agreement if needs and wants are fairly considered.	
	10. A good plan provides for the unforeseen.	
	11. Written records of money spent help in making future plans workable.	
	12. Luxury items may move into necessities, thereby increasing expenditures.	
	13. Whether an item is considered a luxury or a necessity depends on family feelings.	
	14. Distribution of money and consideration of family needs take into consideration family feelings.	
	The effect of long-term as well as immediate family goals needs to be considered in determining use of credit.	
	16. Patterns of spending should make us think and have us avoid trying to fit family budgets into a mold.	
	And that is the information we have about efficient distribution of family income.	1:40
	Sneak Music:	
Dissolve to MC AND INSTRUCTOR (OUT)	MC: Thanks, Miss (INSTRUCTOR), for the excellent talk you offered our viewers today. If you are interested in some additional information and ideas, write to	:10
		27:00

VIDEO	AUDIO	RUNNING TIME
Flip to ADDRESS CARD	"YOUR HOME HOUR", Box 607, Hato Rey. Please include your opinion of today's program when you write. We will be glad to help simplify your home problems.	
CLOSING FILM WITH SUPERIMPOSED CREDIT TITLES	MUSIC: THEME UP TO CONCLUSION	
Flip 1 PROGRAM TITLE_____		
Flip 2 GUEST'S NAME _____		
FADE OUT		1:00
		28:00

DATE

FIGURING OUT MORE SATISFYING

FOOD EXPENSES

YOUR HOME HOUR

PRESENTED BY THE HOME ECONOMICS PROGRAM

DEPARTMENT OF EDUCATION

SAN JUAN, PUERTO RICO

Producer _____

Instructor _____

Master of Ceremonies _____

Staging _____

Station _____

S U B J E C T

This program will attempt to give some ideas and information to the busy homemaker who works out of her home. She will use this information to help herself face more satisfactorily the difficult problem of providing palatable and nutritious food for her family. Some specific ideas are given to vary and liven up her meals while still reducing her expenditure of time and energy and stretching her food dollar.

S E T T I N G

The setting for this program will be the same used for the whole series of FIGURING OUT SATISFACTORY FOOD EXPENSES. For the purpose of creating an appealing atmosphere, a typical Puerto Rican kitchen will be arranged. Providing enough space for exposition of live materials (props), as well as cards, etc., which will be arranged in advance according to the sequence in which they are to be used through the program. Including raw, fresh, processed, and prepared or ready-made foods. A large lettered flip card with "EASIER FOOD MANAGEMENT" will be used to introduce the subject together with the rest of the development visuals, title cards, etc. Two flannelboards will be used for the developmental materials. As usual, these art materials to be used are to be designed and prepared by the art section of the station.

FORMAT TYPE: Illustrated Talk

THEME: Home Management

TOPIC: Figuring Out More Efficient Food Management

TALENT: Home Economics Teacher (Specially trained to use the medium)

PROPERTIES PROVIDED BY THE STATION (USUAL PLUS THE FOLLOWING:)

Table or laboratory counter

Stove

Running water

TECHNICAL FACILITIES (USUAL PLUS THE FOLLOWING:)

Boom mike

EQUIPMENT AND VISUALS PROVIDED BY THE DEPARTMENT OF EDUCATION (USUAL PLUS THE FOLLOWING:)

I. Flips

1. Title of program _____
2. Name of visitor or guest _____
3. Easier Food Management
4. Pictures for 4,5,6,7,8,9,13,14 *
5. Sketches for 10,11,12,15,16,17,18, 19,20,21,22 *

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* For the sake of conciseness of this project, a series of pictures and sketches are just cited here in terms of the number they represent as the program develops.

II. Strips (pieces for developmental visual material)

1. Check for Adequacy
2. Maintain Variety of Foods
3. Plan Lunches Ahead of Time
4. Plan for Snacks
5. Simplify Your Menus
6. Use Quickly Prepared Foods
7. Reduce Time for Preparation
8. Plan Ahead
9. Arrange Kitchen to Save Time
10. Simplify Food Service
11. Eat out as Family Group

III. Posters with information about:

WHAT DUAL ROLE HOMEMAKER FACES

EASIER STEPS FOR PREPARING MENU I, II

STUDIO PERSONNEL: (Usual)

MAIN TEACHING POINT:

Develop understanding on how family members can enjoy nutritious and palatable foods in a pleasant surrounding while homemaker maintains a dual role.

MINOR TEACHING POINT:

Develop understanding on facing some problems such as:

1. Making sure family eat right food
2. Providing variety in meals
3. Keeping costs down

4. Getting evening meals on time
5. Providing more than three meals for some members
6. Keeping time and energy spent down to prevent exhaustion
7. Controlling weight
8. Controlling prescribed between-meal snacks for some members

PROGRAM: YOUR HOME HOUR WIPR-TV CHANNEL 6

DATE: TUESDAYS AND THURSDAYS HOME ECONOMICS PROGRAM

TIME: 3:30 to 4:00 P.M. DEPARTMENT OF EDUCATION
SAN JUAN, PUERTO RICO

VIDEO	AUDIO	RUNNING TIME
OPENING FILM (SCENES OF FAMILY LIFE WITH SUPER-IMPOSED CREDIT TITLES	MUSIC: THEME (Sound on Film)	
1. THE DEPARTMENT OF EDUCATION 2. WIPR-TV CHANNEL 6 3. PRESENTS "YOUR HOME HOUR" 4. PRODUCER:_____ 5 MASTER OF CEREMONIES: _____ 6. INSTRUCTOR:_____ 7. DIRECTOR:_____		
	MUSIC: FADE OUT	:30
Dissolve to MC STANDING IN FRONT OF THE AUDIENCE	MC: Good afternoon, ladies and gentlemen. This is (MC) from the Department of Education, Division of Home Economics, greeting you from WIPR-TV joining facilities with WIPM-TV Channel 3 to bring you the next half-hour for homemakers. YOUR HOME HOUR today brings some vital and interesting facts about "Easier Food Management" for the modern family. However, before going into our main subject we will answer an inquiry from Mrs. Agueda Flores, a homemaker from Adjuntas, about the different ways she can liven up her meals, lend variety to them and still be stretching her food dollar.	
Flip 2 GUEST'S NAME (Super)	MC AND GUEST: To answer her inquiry, here is our guest (Guest's name)	:40
		1:10

VIDEO	AUDIO	RUNNING TIME
GUEST	GUEST: Hello.... Of course there are so many smart ideas that can be used to have nutritional meals while keeping an eye on the budget, on calories and on the time spent in preparing them.	
Flip 3	In no time at all you can prepare an elegant dessert by simply spooning a little honey on a half of a grapefruit; a sweet treat with not too many fattening calories. Serve it chilled or at room temperature; either way it is tasty. Or, for variety, try broiling the honeyed grapefruit until it is warmed through and tinged with brown. You will like this appetizing but simple dish.	
Flip 4	Don't forget that honey is an excellent topping for waffles, pancakes, and other breakfast specials. It is also delicious with "buñuelos de viento," "torrejas gallegas" and other Home baked biscuits and muffins that can be used for breakfast as well as for desserts. There is no need to put honey in the regrigerator. At room temperature it is easy to spread and keeps perfectly without refrigeration.	1:45
GUEST	GUEST: And remember, there is plenty of honey for all the sweet delights you like to make and enjoy at home. The U.S. Department of Education reports abundant production.	
Flip 6 PICTURE OF FIVE DIFFERENT FRUIT SALADS	We have been talking about honey, but now back to grapefruit. Here is a summer treat to beat the	:15
		3:10

VIDEO	AUDIO	RUNNING TIME
	heat. There is nothing quite so refreshing on a hot summer day as an array of salads made of fresh grapefruit sections to start a meal. Here they are combined with bananas, golden apples, mamey, mango, ripe papaya, pineapple, orange, lemons, etc.	:30
Flip 7 PICTURE OF PEELING THE GRAPEFRUIT	Sectioning a grapefruit isn't really as tricky as you may think. First peel the grapefruit with a sharp knife. Make sure to cut through the membrane to the grapefruit meat, getting off all the white peel. It's a good idea to hold the grapefruit over a bowl and save the juice to be used later.	
Flip 8 PICTURE CUTTING FRAPEFRUIT SECTIONS	Then carefully cut along each membrane that separate the sections, lifting out each section as you go along. Once you get the knack, you can do it very quickly. Then you have the makings for any number of delicious salads.	
Flip 9 PICTURE GRAPEFRUIT BEING ARRANGED ON GREENS	A simple salad like this is always attractive. Arrange the grapefruit sections on salad greens in star fashion with a garnish of orange or grapefruit rind in the center. You can make some delightful variations by altering grapefruit sections with papaya, orange, or cottage cheese, and by adding French dressing if desired.	
GUEST	GUEST: Our delicious Puerto Rican citrus fruits furnish	1:45
		5:25

VIDEO	AUDIO	RUNNING TIME
	nourishment without adding many calories. They are so versatile and rick in Vitamin C which is so important in protecting our health. They can be used as appetizers or combined with other fruits for dessert. They are available all year, but they are more abundant during the spring season.	
Flip 10 SKETCH OF STARCHY VEGETABLES WAVING THEIR HATS	Still want to liven up your meals without too much strain on your pocket book? Then let's get to the root of the matter and welcome the starchy vegetables--the most versatile gay vegetables I know of.	:40
Flip 11 SKETCH OF HAPPY POTATO FACE	With an imaginative push, the lively starchy vegetable can switch faces in a flash--from baked potato (for example) to boiled, to mashed, to French fried. They are always good in a stew or with a roast, in soup, or even in beans. With jacket on or off, the starchy vegetables are a cinch to cook.	
Flip 12 SKETCH SHOWING A CARTOON CHANGING SALAD DRESSING (BUTTER, ETC.)	Then...bring on vinegar and oil, or butter, as a topping for baked potatoes, and your family and guests will request seconds and even thirds. Add onions, salt, and a little black pepper, and very likely someone will ask for the recipe. Starchy vegetables abound in all food stores, especially in January, according to U.S. Department of Agriculture. So give the happy vegetables a good chance to show their many faces at your table.	1:35
		7:40

VIDEO	AUDIO	RUNNING TIME
GUEST	GUEST: And, speaking of onions, we have some important scientific news about them. Pungency--the quality of having a distinct, penetrating smell and flavor--is the most important thing about onions. But some onions have more and better pungency than others. U.S. Department of Agriculture chemists now have found an accurate, easy way of measuring this quality. It should enable producers and processors to give us better onions.	1:05
Flip 13 PICTURE OF A ROAST WITH ONIONS	Onions add a lot of taste appeal to many dishes--a roast like this, for instance. This new pungency-measuring process is nothing more than determining the amount of a particular kind of acid in the juice of ground onions. Formation of this acid is part of the chemical reaction which forms the odor-flavor elements in onions.	
Flip 14 PICTURE OF SPANISH PORK CUTLETS WITH ONIONS	Panels of judges who evaluated the pungency of 25 varities of onions confirmed that this new chemical test of pungency worked the way it was supposed to. That is to say, chemicals are added to the onion juice and red color forms. The amount of color indicates the amount of acid that helps to form the onion odor and flavor. With such a process to help processors select better onions, we can look forward to better flavored dishes like these Spanish pork cutlets, in which onions play an important role.	:45
		9:30

VIDEO	AUDIO	RUNNING TIME
GUEST	GUEST: Scientists are now experimenting to see if the new method can be used with dehydrated as well as fresh with onions.	:10
MC	MC: Thank you Mrs. (Guest) for helping us to help our audience in the solution of every day family problems. And Ladies and Gentlemen, do not forget to write to us if you have problems like the one discussed here. We will be glad to answer any inquiry from you. And now to our Home Economics television classroom with our Instructor, Miss (Instructor's name).	:40
Cut to INSTRUCTOR	INSTRUCTOR: Hello!... Have you ever given a thought to the fact that "the effect of food upon family welfare is great and the cost in money, time, and energy for providing adequate and satisfying meals is high." This is a problem homemakers, like the one we are about to see, face daily. But not every one faces it the same way. (POSSIBLE SITUATIONS AND SOLUTIONS ARE SUGGESTED HERE FOR THE AUDIENCE) Let's see what they do.	:35
Go to Black Fade in GROUP OF ACTORS	SOCIODRAMA: (THE FAMILY HERE ARE EXPERIENCING A REAL SITUATION... THE MOTHER IS HURRIEDLY TRYING TO GET SUPPER READY AND SERVED: THE HUSBAND LATER IS TRYING HARD TO EAT SOME FOOD JUST PREPARED, WHILE THE CHILDREN, ALTHOUGH HUNGRY, ARE NOT EATING WHAT THEY HAVE IN FRONT OF THEM, ARE IRRITATING THE MOTHER. THE FOODS ARE NOT EXACTLY PALATABLE	2:15
		13:10

VIDEO	AUDIO	RUNNING TIME
	AND ADEQUATE, INTEREST IN FOOD IS LACKING.)	
INSTRUCTOR NEXT TO POSTER "DUAL ROLE HOMEMAKER FACES"	INSTRUCTOR: (AD-LIB)... The situations, this dual role the homemaker faces must have been familiar. How would you face them? A situation like this can be corrected easily. How? By improving understanding and becoming interested in facing the family's individual problem. If we analyze, we find that there are various things we can do.	
INSTRUCTOR TAKES A POINTER AND POINTS OUT INDIVIDUALLY TO EACH CONCEPT ON THE POSTER AS SHE MENTIONS THEM WHILE CAMERA PANS DOWN AND RIGHT TO PERMIT READING	1. Make sure family eats the proper food. 2. Provide variety in meals. 3. Keep cost down. 4. Get evening meals on time. 5. Provide more than three meals for some members (snacks). 6. Find time to do marketing. 7. Prepare and serve meals without becoming exhausted. 8. Control weight and prescribe diets for some members.	1:45
Cut to INSTRUCTOR WHO APPROACHES THE FLANNEL-BOARD (CAMERA FOLLOWING ACTION)	INSTRUCTOR: No matter how many problems and situations are to be faced, there are always ways to face them. Let's take, for example, the problem of saving time in preparing and serving food... If we look at these two menus... How can they be prepared easily?	:30
		15:25

VIDEO	AUDIO	RUNNING TIME
Cut to POSTER "EASIER STEPS" (HOLD ON MENUS I AND II TO PERMIT READING)	VOICE OVER: EASIER STEPS TO I Orange Juice String Beans Spanish Cutlets with Onions Boiled Yellow Tanniers Custard II Sliced Ripe Papaya Boiled Lettuce, Avocados, and Tomato Salad Meat Loaf Ice Cream Coffee	:30
Cut to A DISPLAY OF FOOD PRODUCTS IDENTIFIED WITH A SMALL CARD PLACED IN FRONT OF THEM (THE CAMERA WILL TAKE A CU OF EACH ONE BY PANNING FROM EXTREME LEFT TO RIGHT AS THE INSTRUCTOR MENTIONS THEM)	For example?... That is right, you would; 1. Determine items requiring most time, like: meat, potatoes, fresh string beans, home made ice cream. 2. Determine ways of shortening time in preparing each menu: a. Cooking starchy vegetables in pressure cooker without peeling, if possible. b. use frozen string beans. c. Mix meat loaf ahead of time. d. Use mix for custard (ready made). e. Cook meat in pressure cooker.	1:00
		16.55

VIDEO	AUDIO	RUNNING TIME
	3. Consider what substitutes would save time: a. Baked yams or scalloped potatoes. b. Ready-made ice cream instead of home-made.	
	4. Consider possible problems ahead of time when planning the meals; never when the situation arises.	:30
	Other ways to simplify the tasks are:	
Cut to Flip 15 SKETCH OF HAND POURING BOILING WATER OVER TOMATOES (5)	5. Pour boiling water over tomatoes when purchased chilled so they peel easily.	
Flip 16 SKETCH OF HAND WASHING VEGETABLES (6)	6. Wash vegetables before storing them.	
Flip 17 SKETCH OF HAND POINTING TO SOME QUICKLY PREPARED FOODS (7)	7. Include in each meal one quickly prepared food (canned minute rice, ready-made foods).	
Flip 18 SKETCH OF HAND POINTING TO SOME ADVANCED PREPARATIONS (8:a,b)	8. Prepare foods ahead of time when possible: a. Prepare scalloped potatoes ahead and cover tightly to prevent discoloration. b. Make mixes for biscuits or other breads ahead of time.	
Flip 19	9. Cooking double amounts	1:30
		18:55

VIDEO	AUDIO	RUNNING TIME
SKETCHES SUGGESTING LARGE AMOUNT OF POTATOES	a. Boiling enough potatoes for more than one meal.	
Flip 20 DOUBLE AMOUNT OF FRUIT GELATIN	b. Making double quantities of fruit gelatin to use as dessert first day, next day as salad.	
Flip 21 LARGE AMOUNT OF COOKIE DOUGH	c. Mixing cookie dough for several bakings.	:20
INSTRUCTOR	INSTRUCTOR: (AD-LIB)... As we have seen, there are various quick methods for providing palatable foods in a limited amount of time. "Our family" would have saved a lot of trouble. But for a good start, the homemaker should realize that is worth it to face her main problems such as:	:35
INSTRUCTOR (Flips strips progressively as mentioned)	INSTRUCTOR's VOICE OVER:	
Strip 1 CHECK ADEQUACY OF MEALS	a. Checking for adequacy in her meals. Planning for the preservation of food values by cooking in very little water; using left-overs (gravies,) soups, stews); cooking meat at low temperature; avoiding over-cooking; serving raw foods (carrots, cabbage, fruits).	
Strip 2 MAINTAIN VARIETY OF FOOD SERVED	b. Maintaining variety of food served; keeping easily available a record of menus	1:00
		20:50

VIDEO	AUDIO	RUNNING TIME
	generally liked; making a list of ideas for menus as they come to mind; letting others help in planning menus; maintaining a stock of canned and frozen foods to spark up meals and to meet emergencies.	
Strip 3 PLAN FOR LUNCH (HOLD)	c. Planning for lunches: members select own lunch; adult guidance to children's selection of lunches eaten at home or outside; in or out of home; plan ahead for menus of lunches at home.	
Strip 4 PLAN FOR SNACKS	d. Planning for snacks: Plan for easily-prepared and easily served ones (raw vegetables, raw fruits, cheese cubes, raisins, juices, milk, etc.); select foods that will not destroy the attetite; store ones do destroy the appetite; store snack materials where children can find them easily.	1:00
Cut to INSTRUCTOR	INSTRUCTOR:... There are ways of preparing any food in a limited amount of time. For example, how would you...?	
Strip 5 SIMPLIFY MENUS	a. Simplify your menus? (Use) two-dish meals, such as a casserole and a salad, which save time in preparation and dish washing.)	
Cut to Strip 6 QUICKLY PREPARED FOODS (HOLD)	b. Use quickly prepared foods-frozen, canned, ready-to-serve, commercial and home-made mixes.	1:00
		22:50

VIDEO	AUDIO	RUNNING TIME
Cut to Strip 7 "REDUCE PREPARATION TIME" (HOLD)	c. Reduce time for preparation by: slicing potatoes without peeling for scalloping; cutting biscuits in squares instead of using round biscuit cutter; cooking vegetables without scraping and slipping off skin after cooking (carrots, potatoes, bananas, sweet potatoes, etc.); frequently using food that takes little preparation (boiled, baked, broiled); using pressure cooker.	
Cut to Strip 8 "PLAN AHEAD" (HOLD)	d. Plan ahead, making menu flexible enough to allow for use of left-overs; determining what to cook over weekend; putting up and freezing lunches for several days or for a week.	1:00
Cut to Strip 9 "ARRANGE TO SAVE STEPS AND NOTION" (HOLD)	e. Arrange your kitchen to save steps and hand motion. (more to be said in next program); vegetable storage bin near sink; automatic washer in kitchen rather than basement; furnishings arranged to permit direct route from one room to another; telephone placed within arm's reach in most used part of the house; wall can opener at comfortable height; low counter or table surface in kitchen for serving breakfast and for use by youngsters; tools stored	1:00
		24:50

VIDEO	AUDIO	RUNNING TIME
	where easily located when needed; labeling and recording stored foods methodically (door of cabinet or counter, of small bulletin in kitchen board can be used); items used together stored together and utensils kept at convenient height.	:20
Strip 10 "SIMPLIFY SERVICE" (HOLD)	f. Simplify food service: each individual removes his own dishes; use one-plate meal frequently; serve plates at kitchen to save dishes; when possible use cooking utensils that can be used as serving dishes; select such items as soap or detergents, brushes, sponges, scraper racks that simplify washing; plan convenient storage for cleanup supplies and equipment.	
Strip 11 "EAT OUT AS A FAMILY GROUP"	g. Eating out as a family group when time of every one must be conserved; a change from routine practice will help the homemaker; meals can be secured that are within food budget; there are desirable places conveniently located.	1:20
Dissolve to INSTRUCTOR	INSTRUCTOR: Dear homemaker, if you are using these many ideas, there is no doubt that you know what we mean by saying that the homemaker's problems are easily solved by shortening her time, energy, and money expenditures	:20
		26:50

VIDEO	AUDIO	RUNNING TIME
	in meal preparations, no matter what a busy homemaker you are. That is all for today's topic.	:10
	Sneak Music:	
Cut to MC INSTRUCTOR OUT (MC HOLDS A BOOKLET IN HIS HANDS AND READING FROM IT)	MC: Thanks, Miss (Instructor), for the very enlightening talk you have given our viewers today. Now a word on "Food Management Facts"... This is a free booklet we send on request. There is important information on how to reduce your own money, time, and energy expenses in food management for the busy family. In short, it means helping you to face a busy family life with a happier fed family.	
Flip to ADDRESS CARD	There are a few copies of this booklet available. Send a card to: "YOUR HOME HOUR", Box 607, Hato Rey, Puerto Rico. Join us next (day) when our instructor will bring you more information about "controlling food cost wisely." Until then this is:	
CLOSING FILM WITH SUPERIMPOSED CREDIT TITLES	MUSIC THEME UP TO CONCLUSION	
Flip 1 PROGRAM TITLE_____		
Flip 2		
GUEST'S NAME _____		
FADE OUT		1:00
		28:00

DATE: CONTROLLING FOOD COST

YOUR HOME HOUR

PRESENTED BY THE HOME ECONOMICS PROGRAM

DEPARTMENT OF EDUCATION

SAN JUAN, PUERTO RICO

Producer_____

Instructor_____

Master of Ceremonies_____

Staging_____

Station_____

S U B J E C T

The program will be dealing with some ideas and facts in controlling the extra expenses in every family food budget It is being realized in our society that this is one of the main difficulties in all economic levels. The program is meant especially to help the busy homemaker that works out of her home, thus leaving her a limited amount of time and money to face the food needs of a whole family.

Some specific ideas leading to the reduction of food calories and the cost of food, and their relation with overweight, are given to the homemaker so that she will be able to face these problems.

S E T T I N G

The setting for this program will be the same used for the whole series of "FIGURING OUT MORE SATISFACTORY FOOD EXPENSES" programs. The refrigerator will be included as part of the "kitchen laboratory" to be used today.

FORMAT TYPE: Illustrated Talk

THEME: Home Management

TOPIC: Controlling Food Cost

TALENT: Home Economics Teacher (Specially trained to use the medium)

PROPERTIES PROVIDED BY THE STATION (USUAL PLUS THE FOLLOWING:)

Refrigerator

Food Cabinet

Table or laboratory counter

Cupboards

TECHNICAL FACILITIES PROVIDED BY THE STATION (USUAL PLUS THE FOLLOWING:) Boom mike

EQUIPMENT AND VISUALS PROVIDED BY THE DEPARTMENT OF EDUCATION (USUAL PLUS THE FOLLOWING:)

I. Flips

1. Title of program _____
2. Name of visitor or guest _____
3. Mother pouring milk with children around (picture)
4. Machine chopping meat (picture)
5. A clean meat market (picture)
6. One Fourth Pound Daily of Meat or Substitute (sketch)
7. Italian Style: garlic and oregano (sketch)
   Swedish Style: Nuez Moscada, ginger clover spice (sketch)

Mexican Style: Chili powder, tabasco sauce (sketch)

8. Unlabeled bottle of salad oil (sketch)

9. Names of food for refrigerator (for superimposition)

10. Names of food for cupboards (for superimposition)

11. Your experiences in: Controlling food cost, storing food profitably, some time-saving devices (sketch)

II. Strips (pieces for developmental visual material)

1. Deciding How Much Money to Spend on Food
2. How to keep track of cost
3. Practices that affect cost of food
4. How can storage save us food cost?
5. Add the amount of sales slips
6. Subtract the amound spent from amount planned
7. Amount left to spend
8. Make shopping list at home
9. Plan a system of storing your food
10. Saves time for the buyer
11. Make better relationship
12. Reduce number of returned articles
13. Save money by getting right article
14. Specify in list quality or form to get right quality

15. Teenagers can be helped
16. Keep cost within amount alloted
17. Buying foods
18. Canned foods should be placed on lower shelf
19. Meats, vegetables, and fruits should be stored clean
20. Meat products should be stored clean, wrapped, and in coldest place
21. Labelling packages stored in freezer
22. Special precautions with cooked foods
23. Common problems in the use of freezers
24. What foods may be frozen and stored profitably
25. Suggestions and satisfactory plans you have experienced

III. Some live foods

IV. Poster: AMOUNT OF WATER ADDED TO MILK
(4 parts water plus 1 part milk)

STUDIO PERSONNEL: (USUAL)

MAIN TEACHING POINT:

To develop understanding of how family members can enjoy nutritious and palatable food in pleasant surroundings while the homemaker has a dual role.

MINOR TEACHING POINT:

To develop understanding and ability to control food costs while the homemaker is working out of her home by:

a. Using some tips and ideas leading to better dieting on limited budget

b. Deciding money to be spent on food ahead of time

c. Keeping track of food costs

d. Developing good practices to reduce costs in buying food

e. Using proper storage to insure the most efficient use and saving of the food

PROGRAM: YOUR HOME HOUR — WIPR-TV CHANNEL 6

DATE: TUESDAYS AND THURSDAYS — HOME ECONOMICS PROGRAM

TIME: 3:30 to 4:00 P.M. — DEPARTMENT OF EDUCATION
SAN JUAN, PUERTO RICO

VIDEO	AUDIO	RUNNING TIME
OPENING FILM (Scenes of family life with credit titles superimposed on film) 1. THE DEPARTMENT OF EDUCATION 2. WIPR-TV CHANNEL 6 3. PRESENTS: YOUR HOME HOUR 4. PRODUCER: _____ 5. MASTER OF CEREMONIES: _____ 6. INSTRUCTOR: _____ 7. DIRECTOR: _____	MUSIC: THEME (Sound on Film) MUSIC FADE OUT	:30
Dissolve to MC FACING THE AUDIENCE	MC: Good afternoon, ladies and gentlemen. This is (MC) from the Home Economics Program of the Department of Education, greeting you from WIPR-TV, Hato Rey, joining now facilities with WIPM-TV, Mayaguez, to bring this half-hour program to our homemakers. "YOUR HOME HOUR" today brings some interesting facts on "Controlling Food Costs" for the homemaker who works outside her home. Here we have some news that will interest the housewives from the Villa España Project who asked for some ideas on how to eat better on a limited budget.	:30
Cut to mc and guest (HOLD)	Here is our Guest (Guest's name) who will gladly help these	:05
		1:05

VIDEO	AUDIO	RUNNING TIME
Flip 2 GUEST'S NAME	ladies. Miss (Guest), whom we all know already, is a Home Economics specialist with vast experience. She will answer any question you ask in her field.	:05
Dolly in to GUEST MC OUT	GUEST: (AD-LIB)... Thanks very much (MC). Naturally our ladies from Villa España want to be sure that their children eat the proper food. But remember, mothers, that you need to maintain your own health and vitality to keep in step with lively youngsters.	:30
Flip 3 PICTURE OF MOTHER POURING MILK; CHILDREN ARE AROUND THE TABLE	One good way to keep up, is to pour yourself a glass of milk when you give the children theirs. Leading nutrition specialists stress the importance of milk for people of all ages. It's your most important source of calcium as well as a valuable source of protein and important B vitamins. Even after you've reached full growth, you still need to replenish your supplies of calcium in the bones and blood.	:30
GUEST'S HAND POURING OUT A GLASS OF MILK	If you are watching your weight, milk can offer outstanding food value at a reasonable calorie rate. An 8-ounce glass of whole milk has only 165 calories, while a like amount of skimmed milk contains but 90 calories. Now milk production is seasonally high, according to U.S. Department of Agriculture. But skimmed milk is reasonably cheaper and is always abundant. It nourishes the same, but due to the fact that it contains fewer calories per glass, it is	:30
		2:40

VIDEO	AUDIO	RUNNING TIME
	very good for weight control.	
POSTER INDICATING AMOUNT OF WATER BEING ADDED TO POWDERED MILK	You can have milk for the whole family, too, with powdered milk by just mixing 4 parts water and 1 part powdered milk. Remember, for cooking, just mix the equivalent amount of powdered milk to your delicious dishes. It is cheaper than using fresh milk and tastes just as good. Powdered milk nourishes the same as fresh milk for cooking; it is always abundant.	
	Meals should tend toward variety - not monotony. Inexpensive cuts of meat can be nutritional and served in various ways.	:50
Flip 4 PICTURE SHOWING MACHINE CHOPPING MEAT	Chopped meat is as nutritional as more expensive cuts of meat. The price of meat depends on the amount of fat the meat has. The fatter it is, the more calories and less cost per pound; and, naturally there will be less protein. Before buying chopped meat, consider the use to be made of it. Hamburger meat should have about 30% of fat to make it juicy and tender; without this hamburgers become hard and compact. If the chopped meat is for stuffing, meat roll, meat balls, etc., it should have less fat or no fat at all. It is important to remember that milk, eggs, tomato sauce, etc. can be added to make meat tender.	1:00
Flip 5 PICTURE SHOWING CLEAN MEAT MARKET	Cleanliness in the place where you buy meat is very important. Chopped meat can be easily	:10
		4:20

VIDEO	AUDIO	RUNNING TIME
	contaminated since the surface is more exposed. Remember that any meat where snout, lungs, or cereals are added is considered adulterated meat. Buy chopped meat in a reliable market. Some people buy the meat and have it chopped in their presence or chop it at home. This guarantees the quality of the meat.	:20
GUEST	GUEST: ... And talking about meat quality, note the color of the meat. A lively red in your beef means absence of fat. A pinkish color means the presence of fat. The more fat, the whiter it looks. Avoid buying dark red meat; it is not fresh.	:20
Flip 6 TITLE CARD "ONE FOURTH POUND DAILY OF MEAT SUBSTITUTE"	What is the exact amount of meat one should eat to be well provided with daily proteins? Each member of the family needs 1/4 pound of meat or meat substitute daily. That means that every one pound supplies 4 members of the family. If there is no refrigerator in the home, only the amount to be used immediately should be bought.	:30
GUEST OPENING REFRIGERATOR AND PLACING WRAPPED PACKAGE IN COLDEST PLACE	Meat should be stored in the coldest place in the refrigerator and it should be wrapped in aluminum foil or waxed paper. It should be wrapped loosely so that cool air can get to the meat. If there is a special compartment for meat, no wrapping is necessary, but it should be used within 24 hours.	:20
		5:50

VIDEO	AUDIO	RUNNING TIME
GUEST PLACING SEPARATE PACKAGE OF HAMBURGERS IN THE FREEZER (DEMONSTRATE)	If it is put away for a longer time in the freezer, it should be wrapped in aluminum foil. If hamburgers are already prepared, wrap each one separately. Make packs for the amount to be used for each meal for the whole family. This prevents defrosting the other food not to be used, thus avoiding spoilage.	:20
PREPARED FOOD BEING TIGHTLY PACKAGED BEFORE FREEZING (DEMONSTRATION)	Prepared meat should be tightly wrapped to make it air-tight in order to preserve the juice in the meat. This means that both flavor and quality are affected each time meat is defrosted. Prepared and cooked meat can be frozen with fairly good results, if the proper precautions are taken.	:20
Flip 7 TITLE CARD WITH NAME AND USE OF SPICES	To vary its uses, add 1/4 teaspoon of spices and ground herbs to each pound of chopped meat. For Italian dishes, add garlic and oregano. For Swedish style, add "nuez moscada," ginger, cloves, etc. For Mexican style, add chili powder, Tabasco sauce.	:20
Flip 8 UNLABELED BOTTLE OF SALAD OIL	The kind of salad oil used can make a great deal of difference in the taste. Olive, corn, soybean, and other vegetable oils so common on the market today have their own individual flavor. Thus each lends a subtle flavor change and variation in salads. Of course, it must be remembered too, that they are healthier be cause they help prevent the	:30
		7:20

VIDEO	AUDIO	RUNNING TIME
	accumulation of colesterol in the veins, which in turn leads to blood pressure trouble.	
Cut to GUEST'S HAND	Mix your own dressing by using three parts of oil to one part of vinegar. Then for added flavor, blend sald and pepper, a little sugar, paprika, and dry mustard. It is fun to experiment with a variety of spices and herbs to have plenty of variety. There is a good selection at most local stores.	:20
GUEST	And that is all for the day. I do hope I've been helpful. Be with us next (day) for more ideas on how to provide variety more zest in family meals.	
GUEST AND MC	MC: Thank you very much, (Guest's name). You certainly have been very helpful. And now to Television Classroom with your Instructor.	:20
Cut to INSTRUCTOR	INSTRUCTOR: .... Hello!... Working outside the home means that there is limited time for everything around the house. It is very difficult to control food costs. This leads to spending more money than we can afford. This extra spending causes a big leak in the family budget. But let's see what we have here!	:20
Dissolve to Film	(FILM OF SOME BUSY HOMEMAKERS FACING TYPICAL SITUATIONS SUGGESTING EXISTENCE OF PROBLEMS AS:	:10
		8:30

VIDEO	AUDIO	RUNNING TIME
	A. HAVING NO IDEA OF HOW MUCH GOES FOR FOOD EXPENDITURE B. LOSING CONTROL AND HAVING NO IDEA OF HOW MUCH HAS ALREADY BEEN SPENT C. IGNORANCE OF THE PRACTICES AFFECTING THE ALARMING COST OF FOOD D. IMPROPER STORAGE OF FOOD CAUSING SPOILING OF FOOD AND FAILURE TO DETERMINE EXACT NEEDS)	:20
FADE OUT FILM		
INSTRUCTOR NEXT TO FLANNELBOARD	INSTRUCTOR: ... But there are always ways to face situations like this. There are some definite questions which every homemaker can and should ask and answer before the leak goes any longer.	
Strip 1	1. How does a family decide how much money is to be spent on food?	
Strip 2	2. How can one keep track of the money spent for food?	
Strip 3	3. What practices affect cost in buying food?	
Strip 4	4. How can storage help save food cost?	
	Let's see how this group of homemakers solves these problems. (POSSIBLE SITUATIONS AND SOLUTIONS ARE SUGGESTED FOR THE VIEWERS.)	1:00
Go to Black GROUP OF ACTORS	SOCIODRAMA: (A GROUP OF LADIES IS DISCUSSING THESE	:30
		10:20

VIDEO	AUDIO	RUNNING TIME
	SITUATIONS IN ORDER TO OFFER IDEAS AND DRAW CONCLUSIONS. THEY DECIDE ON SOME SUGGESTIONS WHICH CAN BE PUT INTO PRACTICE.)	
Fade Out		:30
Cut to INSTRUCTOR NEXT TO FLANNELBOARD	INSTRUCTOR: (AD-LIB)... Some of the situations must be familiar to you. Which one was the most appealing? How would you face it? Well, let's analyze what these ladies have concluded as desirable for them.	
Strip 5	1. Add the amount of the sales slips from the store each week to get a picture of costs.	
Strip 6	2. Subtract from the amount planned for food the amount spent each time purchases are made.	
Strip 7	3. The balance shows the amount left to be spent.	
Strip 8	4. Make a shopping list at home.	
Strip 9	5. Plan a system of storing food and stick to it.	2:00
INSTRUCTOR	INSTRUCTOR: The ladies have already gone into another discussion. Let's watch them. (POSSIBLE SITUATIONS AND SOLUTIONS ARE SUGGESTED TO THE AUDIENCE.)	:10
Go to Black GROUP OF ACTORS	SOCIODRAMA: (THE GROUP IS NOW DISCUSSING THE ADVANTAGES AND DISADVANTAGES OF THE VARIOUS PLANS SUGGESTED BEFORE. MAKING THE SHOPPING LIST IS OF SPECIAL CONCERN TO THEM RIGHT NOW.)	
Fade Out		2:00
		15:00

VIDEO	AUDIO	RUNNING TIME
INSTRUCTOR NEXT TO FLANNELBOARD "SHOPPING LIST"	INSTRUCTOR: (AD-LIB)... Were these situations familiar? Which one was most appealing? How would you face it? In regard to the importance of making a shopping list, this is what the ladies have come up with:	:15
Strip 10	1. Saves time for the buyer.	
Strip 11	2. Makes for better relationship between buyer and the seller.	
Strip 12	3. Reduces the number of returned articles.	
Strip 13	4. Saves money by getting the right article at the time needed.	
Strip 14	5. If list indicates the quality or form desired (Grade A eggs, fresh vegetables, etc.) who ever shops can get the right quality.)	
Strip 15 (HOLD)	6. Teenagers can be helped to better buying of food by: (VOICE OVER) a. giving them sample shopping lists b. talking over the shopping list with them as they are making it, rather than making it for them. c. commending them on good buying when it is achieved.	1:00
		16:15

VIDEO	AUDIO	RUNNING TIME
INSTRUCTOR	INSTRUCTOR: (AD-LIB)... This is interesting to watch now... What are they doing? (POSSIBLE SITUATIONS AND SOLUTIONS ARE SUGGESTED TO THE AUDIENCE.)	:10
Go to Black GROUP OF ACTORS	SOCIODRAMA: (THE LADIES ARE GETTING QUITE EXCITED ABOUT THE SUBJECT OF PROCEDURES FOR CONTROLLING FOOD COSTS. DIFFERENT OPINIONS ARE GIVEN HERE BUT THEY FINALLY COME UP WITH SOME COMMON PRACTICES AND WHICH ARE WISE FOR EVERY FAMILY.)	
Fade Out		2:00
INSTRUCTOR AND FLANNELBOARD "CONTROLLING COST OF FOOD"	INSTRUCTOR: (AD-LIB)... You must have been as excited as I was. The situations were actually appealing. But summing up what we have seen here in regard to procedures to control cost of food... we may say:	
Strip 16	1. Keeping the cost of food within the amount alloted for the purpose. (VOICE OVER) a. Preventing a "feast or famine" in meals. b. Deciding on methods of checking costs. c. Getting cooperation of other members of the family. d. Keeping track of what is being spent. e. Watching for opportunities to substitute expensive items for less	1:00
		19:25

VIDEO	AUDIO	RUNNING TIME
	expensive ones; as dried for fresh milk for cooking.	
Strip 17	2. Buying food: (VOICE OVER) a. Planning for time to read food ads and deciding where to buy. b. Determining what quality, or in what form, to buy (canned fruits with heavy or light syrop; red or pink salmon; corn or soybean oil; oleo for butter, etc.) c. Watching for seasonal foods and real specials. d. Big families buying per case, not per item. e. Making the shopping list ahead of time.	:30
INSTRUCTOR	INSTRUCTOR: And what are they going to say about food storage? (SOME SOLUTIONS AND SUGGESTIONS FOR THE AUDIENCE.)	:10
Go to Black GROUP OF ACTORS Fade Out	SOCIODRAMA: (OUR ACTORS ARE NOW DISCUSSING A COMMON PROBLEM THAT CAUSES LARGE AMOUNTS OF FOOD TO SPOIL - IMPROPER FOOD STORAGE. THEY ARE CONCLUDING THAT A FEW OF THEM ACTUALLY COULD HAVE BEEN PREVENTED. FINALLY, THEY CAME UP WITH SOME IDEAS AND PROCEDURES FOR BEST RESULTS.)	
INSTRUCTOR AND FLANNELBOARD	INSTRUCTOR: (AD-LIB)... Were some of the situations	2:00
		22:05

VIDEO	AUDIO	RUNNING TIME
	familiar? Which one was most appealing? How would you face it? These practical ladies will explain where and why they will store the following items:	;20
Housewife 1 REFRIGERATOR Super NAMES OF FOODS	REFRIGERATOR milk — avocados meat — sweet potatoes lettuce — pineapples tomatoes — ripe papayas butter — cooked foods	:10
Housewife 2 CUPBOARD Super NAMES OF FOODS	CUPBOARDS coffee — canned pigeon peas soybeans — canned chick peas rice — olive oil red beans — cookies peanuts — vinegar	:10
HOUSEWIFE 1 PLACING FOOD CORRECTLY IN REFRIGERATOR	HOUSEWIFE: ... These foods need refrigeration accordingly. Some need to be nearer the coldest place (milk, meat, cooked food) while others, such as (tomatoes, lettuce, butter) can be placed in cooler places.	:20
HOUSEWIFE 2 PLACING FOOD CORRECTLY IN CUPBOARD	HOUSEWIFE: ... These foods do not need a cold spot in the refrigerator; but they do need a clean, airy spot in the cupboard. For example, legumes, cereals, coffee, rice, flour, cookies, canned food, catsup, etc.	:20
		23:25

VIDEO	AUDIO	RUNNING TIME
INSTRUCTOR NEXT TO FLANNELBOARD	INSTRUCTOR: (AD-LIB)... After noting their suggestions, the following conclusions should be added: Remember that:	
Strip 18	1. Canned foods should be placed on the lower shelf of cupboards as it is cooler and thus prevents spoiling.	
Strip 19	2. Meats, vegetables, and fruits should be stored clean and properly wrapped. The meat in the coldest place, while vegetables and fruits are in the vegetable tray.	
Strip 20	3. Meat products should be stored clean and properly wrapped and placed in coldest spot.	
Strip 21	4. Labelling packages stored in freezer helps in using them before they have been stored too long. Also it helps in proper identification of packages.	
Strip 22	5. Special precautions ought to be taken with cooked foods, and length of time should be shorter (we are providing some complete information in regard to type of food and safest length of time for storage.)	1:05
INSTRUCTOR ON FLANNELBOARD	INSTRUCTOR: (AD-LIB)... As we have seen, there are various methods and systems a well-organized homemaker can use to control food costs and store food to prevent leaks in the	:20
		24:50

VIDEO	AUDIO	RUNNING TIME
	economic security of the family. In our next program we shall continue bringing more facts related to:	
Strip 23	a. Common problems in the use of the freezer.	
Strip 24	b. What foods may be frozen and stored profitably?	
Strip 25	c. Suggestions and satisfactory plans housewives have experienced.	
Strip 26	d. Some favorite kitchen time-saving devices our experienced home-makers are using.	:30
Flip "YOUR EXPERIENCE IN: 1. CONTROLLING FOOD COSTS 2. STORING FOOD PROFITABLY 3. SOME KITCHEN TIME-SAVING DEVICES"	But... You experienced housewives must have worked out an effective method that has not been mentioned here today. The young housewife who is considering going out of her home for a job will appreciate hearing from your personal experiences with food costs and storing problems. Send us a card with your ideas, and we will put them to work through this program.	:30
MC AND INSTRUCTOR INSTRUCTOR OUT	MC: Thanks Miss (Instructor's name), for the interesting information you have offered out viewers.	:05
	Sneak Music:	25:55

VIDEO	AUDIO	RUNNING TIME
MC READING FROM A BOOKLET	MC: (AD-LIB)... Now a word on "FOOD STORAGE FACTS" ... It is a free booklet we send to all who request it. It contains important facts on safe storage of different kinds of food in refrigerator and freezer. It means protecting your health and helping the busy homemaker with ideas for easy storage.	1:30
CLOSING FILM WITH SUPERIMPOSED CREDIT TITLES	MUSIC THEME UP TO CONCLUSION	
Flip 1 PROGRAM TITLE _____		
Flip 2 GUEST'S NAME _____		
FADE OUT		:35
		28:00

DATE:

EFFICIENT WAYS OF FIGURING OUT SATISFACTORY CLOTHING EXPENSES WITH TIPS ON SELECTION, USE, AND CARE OF NEW TEXTILES ON THE MARKET

YOUR HOME HOUR

PRESENTED BY THE HOME ECONOMICS PROGRAM

DEPARTMENT OF EDUCATION

SAN JUAN, PUERTO RICO

Producer _____

Instructor _____

Master of Ceremonies _____

Staging _____

Station _____

S U B J E C T

The program will be an illustrated talk about the most efficient ways of figuring out satisfactory clothing expenses for the whole family. We will present, through the socio-drama technique, various situations and possible solutions that can be used by families where the housewife is or will be working out of her home.

As part of the same program, we will give some basic information on the use and care of new textiles on today's market.

The setting for this program will be the same as for the whole series of programs entitled "FAMILY FACING CLOTHING CARE AND CONSTRUCTION PROBLEMS." All pieces of equipment are to be introduced for the first time at the beginning of the course. A close-up is to be given of the pieces of equipment that are to be used in each particular program, accompanied by a title card. The guest is not necessarily shown in all the shots, but her voice will be heard while describing the equipment and demonstrating her steps during the program. (When teaching adults, the most common pieces of equipment need to be dealt with this way.) Each viewer should have a clear image of the details of the equipment and whatever is shown. Other tools worth being exhibited are a tracing wheel and paper, cutting shears, and sizes of needles. A typical sewing area should be used through the program similar to one which could be arranged in any home in the community. For better effects, some plant arrangements should be made in the background.

The samples to be shown are previously displayed on a velveteen, soft shade of green, or flannelboard, for a captive contrast and and because this holds the cotton materials better.

FORMAT TYPE: Illustrated Talk

THEME: Home Management

TOPIC: Efficient Distribution of Clothing Expenses

TALENT: Home Economics Teacher (Specially trained to use the medium.)

PROPERTIES PROVIDED BY THE STATION (USUAL PLUS THE FOLLOWING:)

A special display device to hold a series of cards to be flipped back.

TECHNICAL FACILITIES PROVIDED BY THE STATION: (USUAL)

EQUIPMENT AND VISUALS PROVIDED BY THE DEPARTMENT OF EDUCATION (USUAL PLUS THE FOLLOWING:)

I. Flips

1. Title of program _____
2. Name of visitor or guest _____
3. Puzzled housewife shopping for some materials (sketch)
4. Material in flame and melting (sketch)
5. Housewife dubious about washing some piece of clothing (sketch)
6. Implications of the Federal Trade Commission Law (sketch)
7. Label showing generic name, percentage of fiber present on blended material (sketch)
8. American Standard Association -- A.S.L. (Sketch)

9. Label indicating color fastness, shrinkage, wrinkle and crease resistance (sketch)
10. Label showing standardization of how to wash instruction (sketch)
11. Puzzled, well dressed housewife facing her family (sketch)
12. A "clothing" dollar being stretched by the whole family (sketch)

II. Strips (pieces for developmental visual materials)

1. What to do?
2. Lwarn the generic names
3. Ask for A.S.L. standardization on good products
4. Use and care for products as it is intended
5. Report dissatisfactions
6. Standards of dressing vary
7. Customs of community
8. Age of family
9. Kinds of recreational activities
10. Occupations of members
11. Well dressed?
12. Some take pride
13. Appropriate for occasion
14. Adolescents like to look like other children

15. The 6 year old wants to look like dad -- long pants
16. Teenagers; plenty of clean clothes
17. Men; comfort to loaf in
18. Feelings influences in clothing decisions
19. Individual differences
20. Special needs
21. Job requirements affect decisions
22. Changes in family activities affect decisions

III. A special set of cards to be clipped on special display device in order to be flipped back (like pages) containing synthesized information about polyester and spandex.

STUDIO PERSONNEL: (USUAL)

MAIN TEACHING POINT:

Develop understanding and judgment to figure out satisfactory clothing expenses.

Develop understanding, judgment, and ability to select, use, and care for new materials on the market by adequate interpretation of the information on labels.

MINOR TEACHING POINTS:

1. Properly read label information
2. Realize implication of the United States Trade Commissions laws

3. Recognize new standardized instructions and information of future label system
4. Recognize the use and care of the generic names of new fabrics on the market

PROGRAM: YOUR HOME HOUR

DATE: TUESDAYS AND THURSDAYS

TIME: 3:30 to 4:00 P.M.

WIPR-TV CHANNEL 6

HOME ECONOMICS PROGRAM

DEPARTMENT OF EDUCATION
SAN JUAN, PUERTO RICO

VIDEO	AUDIO	RUNNING TIME
OPENING FILM (Scenes of family life with credit titles superimposed on film	MUSIC: THEME (Sound on Film	
1. THE DEPARTMENT OF EDUCATION 2. WIPR-TV CHANNEL 6 3. PRESENTS: YOUR HOME HOUR 4. PRODUCER:_____ 5. MASTER OF CEREMONIES: _____ 6. INSTRUCTOR:_____ 7. DIRECTOR_____	MUSIC FADE OUT	:30
Dissolve to MC STANDING IN FRONT OF DESK Flip 1 (Super) TITLE OF PROGRAM	MC: Good afternoon, everybody. This is (MC) from the Home Economics Program of the Department of Education, greeting you from WIPR-TV, Hato Rey, now joining facilities with WIPM-TV, Mayagues, Puerto Rico. Today we are bringing you some interesting facts on budget stretches for buying clothing for the family. Before our instructor begins today's program, a group of ladies from Vista hermosa Project want some facts on the "Uses and care of new textiles on the market.	:30
(Super Out) Dolly back MC APPROACHING THE GUEST STANDING IN FRONT OF DESK	MC: As a service from the U.S. Department of Agriculture, we are pleased to present our Guest (Guest's name), a Textile and Clothing Specialist,	:05
		1:10

VIDEO	AUDIO	RUNNING TIME
	from the Home Extension Program, University of Puerto, Rico.	
Cut to GUEST Dolly back to Bewildered MC FACING GUEST WITH A COLLECTION OF LABELS	GUEST: (AD-LIB)... Thanks very much (MC). It is a real pleasure to be here. (AS SHE TAKES SOMETHING FROM THE TABLE.)	:10
	MC: (Guest's name) ... I am curious ... May I ask, what you are doing with that?	:05
LABELS DISPLAYED OVER A FLANNELBOARD (HOLD)	GUEST'S VOICE OVER: ... You mean ... this? Well ... labels of course. Do you know that there are people who still identify their materials by just "feeling them and looking at them?" With so many ner materials made out of synthetic fibers on the market, how could they fail to make mistakes? There are materials with cotton and linen appearance made out of synthetic fibers, or combined with natural fibers. It is essential to look at the labels to really know the material.	:30
Flip 3 SKETCH SHOWING PUZZLED HOUSEWIFE SHOPPING FOR SOME MATERIALS	... But ... how can we find our way through 700 confusing trade names used today by the textile industry? Do you know that Zefran and Orlon, for instance, are the same sort of fibers? That acetate and TRI-acetate are quite different?	
Flip 4	That acrylics can burst into	:20
		2:15

VIDEO	AUDIO	RUNNING TIME
SKETCH SHOWING MATERIAL IN FLAME AND MATERIAL MELTING	flame while modacrylic will only melt? What about washing instruction tags? What do "wash and wear" (drip-dry, wash-eze, perma-pressed, Bates Discipline, little-or-no-iron, etc.) really mean?	:20
Flip 5 SKETCH SHOWING DUBIOUS HOUSEWIFE GETTING READY TO WASH	Do you know when you can use bleach safely? Whether to use hot or cold water? If you do, you are a wizard ... If you don't, cheer up. At last something is being done to reduce the chaotic state of textile labeling.	:20
Flip 6 SKETCH SHOWING IMPLICATIONS OF THE FEDERAL TRADE COMMISSION LAW	On March 3, 1960, the U.S. approved a law requiring manufacturers, importers, dealers, and store-keepers to print prominently the actual 16 scientific or generic names of fibers on the labels. This means that the consumer needs only to learn the characteristics of 16 groups of fibers, rather than memorize about 700 trade names. Now, when you see Fortrel, Kodel, or Vycron on labels, it is no longer necessary to associate Dacron with its ancestor.	:35
Flip 7 LABEL SHOWING GENERIC NAME AND PERCENTAGE OF FIBER PRESENT IN BLENDED MATERIAL (USING POINTER ON LABEL)	The label will state they are polyesters. The new law enforced by the Federal Trade Commission also requires that the amount of each fiber present in each blended fabric are to be shown on the label. (PAUSE) This is important. The good shopper knows that good wash and wear characteristics	:30
		3:20

VIDEO	AUDIO	RUNNING TIME
	are present only when the proper percentage of synthetic fibers are used.	
Flip 8 SKETCH OF AMERICAN STANDARD ASSOCIATION A.S.L.[22] (HOLD)	Another important new development in the textile world is the voluntary adoption of a new set of standards of performance for some 75 kinds of apparel and home furnishings. Developed by the American Standard Association and 32 trade organizations, it is called the A.S.L.[22]	:20
Flip 9 LABEL INDICATING COLOR FASTNESS, SHRINKAGE, WRINKLE AND CREASE RESISTANCE	The great significance for us here is that manufacturers will have available minimum standards of color fastness, shrinkage, wrinkle and crease resistance, and so forth, as a guide for turning out high quality fibers and fabrics.	
Flip 10 LABEL SHOWING STANDARDIZATION OF WASHING INSTRUCTIONS	Instructions for washing are now being standardized to be exact. The information that fabric conforms to A.S.L.[22] is being passed to consumers for their protection. For high quality in clothing materials, watch for A.S.L.[22] on the labels. Permanent sewn-in labels, with methods of care reduced to a code, are in prospect, to be a real boon to dry cleaners and housewives.	
Cut to BLACKBOARD AS SHE WRITES SOME OF FIVE CODE LETTERS FROM A.S.L.[22]	The A.S.L.[22] symbol will be followed by one of five code letters in different colored threads. For example, you can	1:30
		5:10

VIDEO	AUDIO	RUNNING TIME
	look for these letters and colored threads: B.- Purple, meaning washable at 160 degrees; safe for bleaching. W.-Green, meaning washable at 160 degrees, no bleach. There will be letters C,H, and D, with important implications for us. We will gladly supply all this information to you on request.	:30
CUT TO M.C. AND GUEST	MC: ... These developments are important for all homemakers.	:05
Cut to GUEST	GUEST: ... But how are they to make this development work? It is very important to be familiar with the 16 generic names of fabrics on the market today. This is a key to the quality of your materials and how to care for them.	:20
Cut to MC	MC: ... You mean that today it is the consumer's responsibility to stretch and protect his budget. He can achieve this only by being better informed. Can you give our audience some information about these 16 important generic names which they should know?	:20
Cut to GUEST NEXT TO DISPLAY DEVICE (Each page to be flipped back giving	GUEST: ... Of course, I have simplified the information. We have the 16 family, or generic, names of fibers, and in order to	:10
		6:35

VIDEO	AUDIO	RUNNING TIME
information on each page separately)	help you establish their differences, their commercial names are included. The most important details are the generic names and the outstanding characteristics of each, for we must not only be able to recognize them, but we must also know how to treat them when they are present in our garments. For example, these two:	:20
Dolly in TITLE CARD ON DISPLAY DEVICE (HOLD) PAN RIGHT TO PERMIT READING OF 4 COMMERCIAL NAMES	VOICE OVER: (AD-LIB) ... 1. POLYESTER: Commercial names -- Dacron, Kodel, Vycron and Fortrel. a. Easy to care for (dries quickly). b. Wrinkle and shrink resistant. c. Retains sharp pleats and creases. d. Very strong even when wet. e. White materials tend to turn yellow; wash separately. f. Remove grease stains before washing. g. Bleach resistant. h. Use low temperature when cleaning and ironing. i. Very useful for men's clothing mostly. j. Blended with other fibers for wash and wear garments.	1:00
Flip back to PAGE 2 OF A DISPLAY DEVICE (HOLD) PAN DOWN TO PERMIT READING OF OUTSTANDING	GUEST'S VOICE OVER: (AD-LIB) - 2.SPANDEX: Commercial names -- Lycra, Vyrene, and Curel a. Lighter than rubber with same stretch capacity.	:20
		8:15

VIDEO	AUDIO	RUNNING TIME
CHARACTERISTICS AS THEY ARE MENTIONED	b. Not weakened by heat, body, oils, perspiration, cremes or lotions. c. Very soft and light. d. Useful for girdles, brassieres, and swim suits (for any elasticized garment.) e. Machine washable and dried at low temperature. f. Alternate use with other garments to permit recovery or original shape spandex garment.	:40
Cut to MC	MC: ... So far we have seen two of the 16 generic names we should know of the so-called man-made fibers. How about glass fibers, metallic fibers, and others so new on the market today?	:15
Cut to GUEST HOLDING BULLETIN IN HER HANDS AND LOOKING AT IT CAREFULLY	GUEST: ... Of course I have complete information for those who request it in regard to all the man-made fibers on today's market, as well as some important information about new uses for natural fibers (cotton, linen, silk, and wool) which every housewife should know. It is very important for us to know how the man-made fibers conform to modern housewives' demands and how they compare with the natural fibers. This knowledge will give us a feeling of security when selecting, using, and caring for materials.	:35
Cut to MC	MC: ... But, I have been thinking that there must be	:05
		9:50

VIDEO	AUDIO	RUNNING TIME
	something we must do to help ourselves in the use of this knowledge.	
Cut to STRIP 1 FLANNEL-BOARD "WHAT TO DO?"	GUEST'S VOICE OVER: ... Of course we have said before that today's consumers have a greater responsibility in protecting their own interests. Their responsibility here can be reduced to:	
STRIP 2 LEARN GENERIC NAMES	1. Make an effort to learn the generic names.	
STRIP 3 ASK FOR A.S.L.[22]	2. Ask at local stores about goods produced to A.S.L.[22] specifications so as to encourage more certification on labels.	
STRIP 4 CORRECT USE	3. Use all products you buy as they are intended to be used and cared for.	
STRIP 5 REPORT DISSATISFACTIONS	4. Think of yourself as part of a testing program particularly when buying new fabrics. Report any dissatisfaction to your retail merchant. He is your link with the chemists who work to improve goods.	1:00
Cut to GUEST HOLDING BULLETIN	GUEST: ... And remember ... we send on request the free booklet "A Guide to Shop and Care for Your Fabrics." Few copies are left. Send for yours to "YOUR HOME HOUR," WIPR-TV, CHANNEL 6, Hato Rey, Puerto Rico.	
Cut to ADDRESS CARD		:15
Cut to HOLD MC GUEST OUT	MC: ... This is very interesting and useful information, (GUEST'S NAME). Thanks very much.	:10
		11:15

VIDEO	AUDIO	RUNNING TIME
MC CROSS TO INSTRUCTOR	We hope to return to the air again next (day). And now, our television classroom, with (Instructor's name).	
Dolly in to INSTRUCTOR MC OUT	INSTRUCTOR: ... Hello! ... Having all members of the family appropriately dressed for all occasions within some budget limitations sounds complicated. Let's see what happens to this family.	:15
Go to black Fade in GROUP OF ACTORS	SOCIODRAMA: (A FAMILY IS ABSORBED IN SOME SORT OF ARGUMENT RELATED TO DISSATISFACTION WITH THE WAY THEY ARE DRESSING. COMMUNITY CUSTOMS ARE DEMANDING; AGE OF MEMBERS, RECREATIONAL NEEDS, AND OCCUPATIONS OF PARENTS DEMAND DIFFERENT CRITERIA. THEY ARE DISAPPOINTED.)	2:00
Fade out		
INSTRUCTOR FACING AUDIENCE (HOLD) AS HE WALKS TO FLANNELBOARD	INSTRUCTOR: ... We are to consider each member of the family as an individual with personal needs. Were they considered here? Of course not. First we notice that standards of dress were not considered as varying greatly, according to:	
STRIP 6 COMMUNITY CUSTOMS	a. Customs of the community.	
STRIP 7 INDIVIDUALS AGES	b. Age of individuals.	
STRIP 8 RECREATIONAL ACTIVITIES	c. Kinds of recreation and other activities.	
STRIP 9 MEMBERS' OCCUPATIONS	d. Occupation of individual members of the family	:45
		14:15

VIDEO	AUDIO	RUNNING TIME
	Though for some families clothing considerations are more critical than for others, there are four main criteria of particular concern to many homemakers who work outside their homes:	:20
Flip 11 SKETCH SHOWING PUZZLED, WELL-DRESSED HOUSEWIFE FACING HER FAMILY	a. What does being well-dressed mean to the individuals in my family.	
	b. How can I, as a mother, working outside the home, influence my family's clothing?	
Flip 12 CLOTHING DOLLAR BEING STRETCHED	c. How can money be wisely budgeted for clothing?	
	d. What means can I use to reduce time spent on clothing?	
	Let us consider the first two criteria... (POSSIBLE SITUATIONS AND SOLUTIONS ARE SUGGESTED	:30
Go to black Fade in GROUP OF ACTORS	SOCIODRAMA: (THIS FAMILY HAS DISCOVERED THAT BEING WELL-DRESSED MEANS DIFFERENT THINGS TO DIFFERENT FAMILIES AND TO DIFFERENT MEMBERS OF THE FAMILY. THAT THESE MEANINGS CANNOT BE IGNORED JUST BECAUSE THE HOMEMAKER IS BUSY WORKING OUTSIDE HER HOME IS VERY OBVIOUS. HOW SHE IS TO DETERMINE AND CONSIDER THESE DIFFERENCES IS VERY IMPORTANT).	
Fade Out		2:00
INSTRUCTOR NEXT TO FLANNELBOARD	INSTRUCTOR: (AD-LIB) ... What does being well-dressed mean to most families?	:05
		17:10

VIDEO	AUDIO	RUNNING TIME
STRIP 10 "PRIDE"	a. Some families take pride in being well-dressed.	
STRIP 11 "OCCASION"	b. Many people are particular about having clothes appropriate for every occasion.	
STRIP 12 "LIKE PEER"	c. Small youngsters, as well as adolescents, want to be like their friends and relatives.	
STRIP 13 "LIKE DADDY"	d. Six year-old boys want to wear long pants like daddy while the older boys don't.	:30
STRIP 14 "PLENTY OF CLOTHES"	e. Teenagers want a varied wardrobe and plenty of clean clothes.	
STRIP 15 "COMFORT"	f. Many men want something comfortable to relax in.	
	Everyone wants to feel comfortable, physically and psychologically, in whatever he is wearing.	:25
INSTRUCTOR NEXT TO FLANNELBOARD	INSTRUCTOR: (AD-LIB) ... Let us analyze here some important conclusions: Being well-dressed means something different to every family, and there are individual differences within families, such as:	
STRIP 16 "FEELING INFLUENCES CLOTHING DECISIONS"	a. Feelings influence clothing decisions.	
	1. Hostility or appreciation created by hand-me-downs and made-overs.	:35
		18:40

VIDEO	AUDIO	RUNNING TIME
	2. Jealousy when the 2-year-old gets a new dress and the 6-year-old doesn't. 3. Pride in having a shirt just like dad's. 4. Pleasure in having clothing that conforms with that of their associates.	
STRIP 17 "INDIVIDUAL DIFFERENCES"	b. Individual differences. 1. Clothes and appearances are more important to some people than to others. 2. Teenagers often think that many clean clothes are a must, whereas a young child usually disregards necessity for clean clothing. 3. Children of all ages tend to want to dress like their associates whereas an adult can accept, even enjoy being different (as long as he is conforming in general.) 4. Newest fashions are extremely important to some people	1:00
STRIP 18 "SPECIAL NEEDS"	c. Special needs such as self-help and safety clothing for children. 1. Those requiring few snaps or a one-piece garment when possible. 2. Bright or light colored clothing for dark days. 3. Especially durable materials for active children.	:30
		20:10

VIDEO	AUDIO	RUNNING TIME
	4. Children's garments that are loose and easy to put on and take off.	:05
INSTRUCTOR	INSTRUCTOR: (AD-LIB) ... And how can the homemaker working outside the home plan so that all members continue to feel that they are well-dressed? (SOME POSSIBLE SITUATIONS AND SOLUTIONS CAN BE SUGGESTED TO THE AUDIENCE FOR STIMULATING PARTICIPATION). Let's watch here.	:25
Go to black Fade in GROUP OF ACTORS	SOCIODRAMA: (OUR TYPICAL FAMILY NOW IS MAKING POINTS AND DRAWING SOME CONCLUSIONS IN REGARD TO JOB REQUIREMENTS AND FAMILY: ACTIVITIES AFFECTING CLOTHING DECISIONS. DECISIONS ARE MADE ON UNIFORMS TO BE USED, ADEQUATE CLOTHES FOR PROFESSIONAL OR BUSINESS JOBS, AND POSSIBILITY OF HAVING SOME HOMEMADE CLOTHES.	2:00
INSTRUCTOR	INSTRUCTOR: (AD-LIB) ... Have you recognized any of the situations here? How would you have faced them? Let's see some of the special points and changes in family clothing which this mother working outside her home has considered (COMMENTS ON EACH POINT CONSIDERED.)	:30
STRIP 19 Flipping strips in her hand (HOLD)	1. Job requirements affect decisions. a. Wearing uniforms, white shoes, or any special type of clothing, has to be considered.	:20
		23:30

VIDEO	AUDIO	RUNNING TIME
	b. Will street clothes that are on hand be appropriate for professional or business jobs?	
	c. Will time-consuming activities, like making your own clothes and preparing men's clothes, have to be given up?	
	d. What additional clothes are needed.	
STRIP 20 Flipping strips in her hand (HOLD)	2. Changes in family activities affect clothing.	
	a. Children need different kinds of clothes if they are attending nursery school.	
	b. Fewer "wash days" require purchase of additional clothing.	1:00
INSTRUCTOR	INSTRUCTOR: ... Figuring out clothing expenses can be so much easier and more interesting when we know how to go about it. The family can be much happier. Standards of dress vary greatly with different families.	
Flash back to "STANDARDS OF DRESSING VARY" (ON FLANNELBOARD)	Clothing considerations are more critical for some families than for others, but there are some common concerns for every family.	
Flash back DEVELOPMENTAL MATERIAL ON FLANNELBOARD "BEING WELL-DRESSED: WHAT IT MEANS TO YOU" (HOLD)	This means that we are to accept the fact that being well-dressed means different things to different families. We should determine what it means	1:00
		24:30

VIDEO	AUDIO	RUNNING TIME
	to us. Thus, you need to be concerned about these important facts in regard to your own family to ease your clothing management. Hostility, appreciation, jealousy, pride, and pleasure are some of the feelings we should keep in mind. Individual differences determine special needs. There are job requirements as well as family changes of activities that may determine clothing selections.	:30
	Sneak Music:	
INSTRUCTOR WITH BULLETIN IN HAND (HOLD)	Now a word on "Clothing Facts." This is a free booklet we send on request. There are important criteria to be considered in order to reduce the time and money spent on clothing for the family.	
Dolly in to INSTRUCTOR	In short, it means helping you to face busy family life with happier family clothing management.	
Flip 13	Send a card to "YOUR HOME HOUR", Box 607, Hato Rey, Puerto Rico. As long as the supply lasts, a copy of the booklet will be mailed to you promptly. Ask for ... "Clothing Facts." We invite you to join us again next (day) when "YOUR HOME HOUR" will bring you more help on "using time and money wisely for family clothes."	
CLOSING FILM WITH SUPERIMPOSED CREDIT TITLES	MUSIC THEME UP TO CONCLUSION	2:00
		27:00

VIDEO	AUDIO	RUNNING TIME
Flip 1 PROGRAM TITLE		
Flip 2 GUEST'S NAME		
Fade out		1:00
		28:00

DATE:

MATERIALS FOR FACINGS,
INTERFACINGS, AND LININGS
HAND-MADE, MACHINE-MADE
AND BOUND BUTTONHOLES

YOUR HOME HOUR

PRESENTED BY THE HOME ECONOMICS PROGRAM

DEPARTMENT OF EDUCATION

SAN JUAN, PUERTO RICO

Producer _____

Instructor _____

Master of Ceremonies _____

Staging _____

Station _____

S U B J E C T

This program will be an illustrated talk on materials for facings, interfacings, and linings on today's market and their proper uses for the modern and busy housewife.

The last part of the program is a demonstration illustrating some easy steps for the housewife to make her own bound buttonholes as a practical step towards better sewing.

S E T T I N G

The setting will be the same for the whole series of "FAMILY FACING CLOTHING CARE AND CONSTRUCTION PROBLEMS."

This will be done as mentioned in program proposal. Material, as well as each piece of equipment used in program, are to be introduced to audience.

FORMAT TYPE: Demonstration

THEME: Home Management

TOPIC: Homemade Buttonholes -- Tips on use and selection of materials for facings, interfacings, and linings.

TALENT: Home Economics Teacher (Specially trained to use the medium.)

PROPERTIES PROVIDED BY THE STATION (USUAL PLUS THE FOLLOWING:)

Rotary blackboard

TECHNICAL FACILITIES (USUAL PLUS THE FOLLOWING:)

Boom mike

EQUIPMENT AND VISUALS PROVIDED BY THE DEPARTMENT OF EDUCATION (USUAL PLUS THE FOLLOWING:)

I. Flips

1. Title of program _____
2. Name of visitor or guest _____
3. Help keep better shape (for superimposition)
4. Prevent wrinkles (for superimposition)
5. Prevent starching (for superimposition)
6. Provide some reinforcement (for superimposition)
7. Provide some professional touches (for superimposition)
8. Bring about elegance of sheer or fine materials (for superimposition)
9. Sheath and gathered dress skirt (sketch)
10. Only the blouse lined (sketch)

11. Bouffant style all lined (sketch)
12. Names of fabrics (sketch)
13. Parts of garments where interfacings can
14. Address Card (prepared for first program)
15. Modern lady comfortably making her buttonholes (sketch)
16. A "smart" lady placing snaps under button (sketch)
17. Buttons creating design (sketch)
18. A machine-made and a hand-made buttonhole (sketch)

II. Strips (pieces for developmental visual materials)

1. Weight, style, and kind of material
2. Light materials lined with light materials
3. Heavy materials lined with heavy materials
4. Some styles require a specific material to create design

III. Velveteen covered flannelboard

IV. Pieces of garments for models

V. Pieces of garments for demonstration.

STUDIO PERSONNEL: (USUAL)

MAIN TEACHING POINTS:

Develop understanding, judgment, and ability to make machine and bound buttonholes.

Develop understanding, judgment, and ability to

select proper materials for facings, interfacings, and linings.

MINOR TEACHING POINTS:

Develop understanding, judgment, and ability to:

1. Select and construct machine-made buttonholes according to garment and materials.
2. Select and construct bound buttonholes according to garment and materials.
3. Selection, use, and care of new materials for facings.
4. Selection, use, and care of new materials for interfacings
5. Selection, use, and care of new materials for linings.

PROGRAM: YOUR HOME HOUR — WIPR-TV CHANNEL 6

DATE: TUESDAYS AND THURSDAYS — HOME ECONOMICS PROGRAM

TIME: 3:30 to 4:00 P.M. — DEPARTMENT OF EDUCATION
SAN JUAN, PUERTO RICO

VIDEO	AUDIO	RUNNING TIME
OPENING FILM (Scenes of family life with credit titles superimposed on film) 1. THE DEPARTMENT OF EDUCATION 2. WIPR-TV CHANNEL 6 3. PRESENTS: YOUR HOME HOUR 4. PRODUCER: _____ 5. MASTER OF CEREMONIES: _____ 6. INSTRUCTOR: _____ 7. DIRECTOR: _____	MUSIC: THEME (Sound on Film)	
	MUSIC FADE OUT	:30
Dissolve to MC FACING THE AUDIENCE	MC: Good afternoon, ladies and gentlemen. This is (MC) from the Home Economics Program of the Department of Education, greeting you from WIPR-TV in Hato Rey and now joining facilities with WIPM-TV, Mayaguez, to bring you the next half-hour program for our homemakers. To day YOUR HOME HOUR offers some easy steps in making "Machine and Bound Buttonholes" to help the busy homemaker. (PAUSE) Before our Instructor begins today's program we will answer Mrs. Josefa Oliver from Reparto Apolo. Mrs. Oliver wants to know what kinds of material are best for facings, interfacings, and linings.	
Flip 1 (Super) PROGRAM TITLE		
Cut to GUEST APPROACHING	MC: ... As a service of the U.S. Department of Agriculture, we have	:45
		1:15

VIDEO	AUDIO	RUNNING TIME
Flip 2 (Super) GUEST'S NAME	as our guest today (Guest's name, Specialist on Textiles and Clothing, from the Home Extension Program of the University of Puerto Rico. Mrs. (Guest) will answer some typical questions sent in by homemakers who like to keep up-to-date on sewing details. Today's question will concern materials used for facings, interfacings, and linings.	:35
Cut to GUEST STANDING FACING THE AUDIENCE	GUEST: ... Yes, but first, may I say that it is a great pleasure to be here. Before I answer the question, let's have a brief history of the subject. Going back twenty years, our grandmothers used to treat with starch and borax what we do today with facings, interfacings, and linings. New materials and styles have brought this innovation to the market. Actually, our grandmothers' and today's homemakers' purposes are the same. All they want is:	
Dolly in		
(Super) Flip 3 KEEP BETTER SHAPE	1. To help material keep its shape.	
(Super) Flip 4 PREVENT WRINKLES	2. Prevent wrinkles.	
(Super) Flip 5 PREVENT STARCHING	3. Prevent starching.	
(Super) Flip 6 PROVIDE SOME REINFORCEMENT	4. Provide some reinforcement.	
(Super) Flip 7 PROVIDE PROFESSIONAL TOUCHES	5. Provide some professional touches.	
(Super) Flip 8 BRING ABOUT ELEGANCE (HOLD)	6. Bring about elegance of sheer or fine materials such as jerseys, brocades, lace, etc.	1:40
		3:30

VIDEO	AUDIO	RUNNING TIME
Cut to M.C.	MC: ... I see our purposes are the same. In using these materials, why are some dresses wholly lined and others just partly lined?	:10
Cut to GUEST	GUEST: ... There are various reasons for this:	
Flip 9 SKETCH OF SHEATH AND GATHERED DRESS SKIRT	1. It depends on the style and material used.	
	2. The sheath styles are totally lined except for bulky or heavy materials. Then only the back of the skirt from the waist to the knee is lined.	
Flip 10 DRESS SHOWING ONLY THE BLOUSE LINED (SKETCH)	3. Dresses with non-transparent materials and pleated or gathered skirt should have only the blouse lined.	
Flip 11 SKETCH SHOWING BOUFFANT STYLE ALL LINED	4. Bouffant style skirts are lined to create a design.	1:00
Cut to MC	MC: ... These materials are very useful now with new fabrics. Are there any specific criteria to follow when buying materials for this purpose?	:10
Cut to GUEST Dolly in to Strip 1 BLACKBOARD WITH "IMPORTANT FACTORS"	GUEST: ... Of course consumers have to be aware of various important factors which will point toward the desired and appropriate selection. Some of these factors are:	:15
		5:05

VIDEO	AUDIO	RUNNING TIME
Strip 2 WEIGHT, STYLE AND MATERIAL	1. The weight, style, and kind of dress material.	
Strip 3 LIGHT MATERIAL LINED WITH LIGHT MATERIAL	2. Light weight materials require light weight lining.	
Strip 4 HEAVY MATERIAL LINED WITH HEAVY MATERIALS	3. Heavy materials require heavy or a corresponding lining.	
Strip 5 CREATE DESIGN (HOLD)	4. Some styles require a specific type of lining to create a special design. Example: Bertha collars need crisp, firm material.	
Strip 6 WASHABLE LINING FOR WASHABLE DRESS	5. If the dress is washable, the lining should be washable.	1:00
Cut to MC	MC: ... Is there a way to identify these materials on the market? Are there specific uses for these materials?	:10
Cut to GUEST	GUEST: ... Well, there are various materials with different names, different appearances, varied uses and prices. It is impossible to give detailed information here, but there is free information available on request. Send for it.	
Dolly in to PIECES MADE OF FINE MATERIALS (SILK, LACE) SHOWING USE OF SHEATH LINING	However, some of these materials are: 1. Sheath lining - the commercial name for a rayon material used for lining fine and light materials (silk, lace, etc.)	1:00
		7:15

VIDEO	AUDIO	RUNNING TIME
Cut to PIECES MADE OF MEDIUM HEAVY AND HEAVY MATERIALS SHOWING USES OF SIRI	2. Siri - the commercial name for medium heavy and heavy lining materials.	
Cut to PIECES MADE OF DIFFERENT THICKNESSES MATERIALS SHOWING USES OF PELLON	3. Pellon - different thicknesses, no grainline, can be cut in any direction and needs to be selected according to the materials used.	
Cut to SHEATH DRESS SHOWING ALL BIAS PELLON ADAPTING TO SPECIAL SHAPED DESIGN	4. Pellon - (all bias) - Adaptable for certain shapes and especially sheath styles.	
Cut to STAFLEX MATERIAL BEING IRONED INTO A PIECE IN CONSTRUCTION	5. Staflex - adheres to material by means of ironing an-iron-on material.	
Cut to PIECES MADE OF DIFFERENT THICKNESSES OF MATERIAL SHOWING PROPER USES OF INTERLON	6. Interlon - very much like pellon but there are several thicknesses.	
Cut to PIECES WORKED WITH NON-WOVEN FUSIBLE PELOMITE AND POROUS PELOMITE	7. Pelomite - a non-woven fusible fabric for small areas like buttonholes, belts, zippers, plackets, and hems. There is porous pelomite to use with woven or knitted outer fabrics.	1:30
Cut to MC	MC: ... We know the proper material to use, but in the event that they are not available, are there substitutes which can be used?	
Cut to GUEST	GUEST: ... Yes, there are some	:10
		8:55

VIDEO	AUDIO	RUNNING TIME
	substitutes available if you wish to stretch your dollar. They are very common materials which you can easily identify, such as: Nansu — Taffeta Batiste — Organza French crepe — Tulle	:25
Cut to MC	MC: ... I can see that these materials are easily identified. What about the uses of interfacings?	:05
Cut to SKETCHES SHOWING PARTS OF THE GARMENT WHERE INTERFACINGS CAN BE USED	GUEST'S VOICE OVER: ... Well, interfacings can be used as support and reinforcement in different parts of a garment, such as in lapels, collars, cuffs, facings, pockets, waistbands, etc.	:20
Cut to MC	MC: ... They can really be useful. Are there any special materials we can use?	:05
Cut to GUEST	GUEST: ... Actually, the same materials used for linings are useful for interfacings. And they can also be substituted by the same material as the dress if the material is not too heavy.	:15
Cut to MC	MC: ... That should be very practical. Is there any way to keep the dress and lining materials together while sewing?	:10
Cut to GUEST DEMONSTRATING STEPS, PAN DOWN TO HER HANDS	GUEST: ... There are three simple steps that can be very helpful for best results. (DEMONSTRATE)	:10
		10:25

VIDEO	AUDIO	RUNNING TIME
Step 1	1. Pin the materials together.	
Step 2	2. Gather with tailor basting.	
Step 3	3. Use some stay stitching 1/8" away from seam line.	:30
Cut to MC ADDRESSING GUEST	MC: ... Your information has been quite interesting. There is one other thing which our audience would appreciate seeing. Can you illustrate how to make the hem line in a lined skirt?	:20
Cut to GUEST DEMONSTRATING PAN DOWN TO HER HANDS	GUEST: ... There are several methods, but personally I use three steps that can be easily worked out. (DEMONSTRATE)	
	1. Cut lining by hem folding line.	
	2. Stitch to hem fold using tailor tacks.	
	3. Then fold hem line and stitch as usual.	:30
Cut to GUEST	GUEST: ... As we have seen, it is just a matter of determining the need; what, how, and when to use facings, interfacings, and linings, in order to produce a professional look.	
Cut to MC HOLDING FREE MATERIAL "THIS DRESS NEEDS LINING"	For more information on the why, how, and what of these materials, send for "This Dress Needs Lining" ... free information we send to all who request it. It has the most important suggestions	:30
		12:15

VIDEO	AUDIO	RUNNING TIME
	for better sewing. There are only a few copies. Send a card to YOUR HOME HOUR, WIPR-TV, Channel 6, Hato Rey, Puerto Rico. As long as the supply lasts we will send out copies.	
Cut to MC AND GUEST GUEST OUT INSTRUCTOR IN	MC: ... We thank Mrs. (Guest's name) for her interesting presentation. We hope to be with you again next (day). And now our Instructor (Instructor's name).	:30
Dolly in HOLD INSTRUCTOR MC OUT	INSTRUCTOR: ... Hello! ... Today's topic concerns the modern homemaker who has a constant desire to improve her family's appearance. Her problems are ... Well (SOME POSSIBLE PROBLEMS AND SOLUTIONS ARE SUGGESTED TO THE AUDIENCE).	:10
Go to black Fade in GROUP OF ACTORS	SOCIODRAMA: (A FAMILY'S SEWING ROOM WITH A GIRL AND HER MOTHER WORKING ON A GARMENT. THE GIRL RAISES THE MATERIAL AND NOTICES THAT MAKING THE BUTTONHOLES IS THE NEXT STEP. SHE ASKS IN DESPAIR FOR HER MOTHER'S HELP. THE MOTHER REACTS IN DISGUST. "HORRORS, DO I HAVE TO MAKE BUTTONHOLES NOW?")	2:00
INSTRUCTOR FACING AUDIENCE	INSTRUCTOR: Does this situation sound familiar to you? After I finish the demonstration today you will understand how easy it is to make buttonholes. You will even wonder why you were ever to afraid. I can understand your dislike for making buttonholes. As a student I had to make 20 button-	:30
		15:25

VIDEO	AUDIO	RUNNING TIME
	holes on a sample before I was permitted to put them in a dress. Even the last ones were terrible.	
Flip 14 SKETCH SHOWING A MODERN WOMAN COMFORTABLY MAKING BUTTONHOLES	Today we do not teach dressmaking that way, and we have found that we have more interest and much better workmanship. I suggest that you use a sample piece of material and practice making a few buttonholes before placing them in a dress.	:30
Flip 15 SKETCH SHOWING A "SMART" WOMAN PLACING A SNAP UNDER BUTTON	Many home sewers sew on a button and place a snap under it. This only tends to make the garment look homemade. Rarely do we use a button without a buttonhole.	
Flip 16 SKETCH SHOWING BUTTONS CREATING A DESIGN	Sometimes we use a row of buttons to create a design; otherwise, a button is supposed to be functional. Carelessness in making buttonholes is sure to cheapen the appearance of a garment. It takes time and patience to make a good buttonhole.	
Flip 17 SKETCH SHOWING A MACHINE-MADE AND A HAND-MADE BUTTONHOLE	There are many types of buttonholes, but for beginners, I stress only two. One is the machine-made; the other is the hand-made buttonhole. I have a little trick in finishing the machine-made buttonhole. When finished, you will have a handmade buttonhole.	
Cut to ATTACHMENT (HOLD)	I avoid mistakes by sewing with the attachment first. If you do not have an attachment for your machine, any sewing machine	1:00
		16:55

VIDEO	AUDIO	RUNNING TIME
	store will make the buttonholes for you at a reasonable price.	
Cut to DEMONSTRATION PROCESS	GUEST'S VOICE OVER: (AD-LIB).. (DEMONSTRATION) The most important steps are shown here for conciseness in the machine-made buttonhole.	
Cut to INSTRUCTOR AT TABLE (HOLD) PAN TO HER HANDS	There are ways in which to space buttonholes evenly.	:20
FINISHED EDGE	They must be an equal distance apart from the "finished edge" of the garment when it is finished.	
FOLD ON BLOUSE	This may be a fold on a blouse or dress, or it may be the seam line. You will need to study your pattern carefully.	
DISTANCE BETWEEN BUTTONS	The buttonholes must be an equal distance apart. Buttonholes should be even in length and also in width.	
PIECES MADE OUT OF MATERIALS BEING MENTIONED	Of course you will need to consider the type of material. On cottons and materials used for casual wear, we use machine-made buttonholes. You cannot make bound buttonholes on sheer materials. They will show through and be unsightly.	
INNER FACING BEING USED FOR A PROFESSIONAL FINISH	An inner facing such as organdy or batiste helps to give the professional finish you want. See "Fabric Facts" in selecting materials.	2:00
		19:15

VIDEO	AUDIO	RUNNING TIME
MARKINGS USED IN DIFFERENT PATTERNS	(AD-LIB) Markings for buttonholes vary in different patterns. Simplicity and Advance use a line across, while McCall uses dashes, etc.	
DIAMETER AND HEIGHT	(AD-LIB) To determine the length of the buttonhole, consider the diameter and the height of the button.	1:00
INSTRUCTOR	For the bound buttonhole, the viewer will not find the method I am going to show in the text. This is something worked out for beginners. It has never failed. Everyone can make a bound buttonhole.	:20
Pan down DEMONSTRATION PROCESS	(AD-LIB) (DEMONSTRATION) ... Steps in the construction of bound buttonholes. 1. Transfer each buttonhole marking (width, length). 2. Baste stitch crosswise line 1/4" above buttonhole marking (location line) 3. Fold and stitch finishing strip, right side out 1/8" below buttonhole marking on both sides. Fasten beginning and end of each stitching. 4. Open (buttonhole exposed) and slash finishing strip through center between previous stitching, at 1/8" seam allowance.	3:20
		23:55

VIDEO	AUDIO	RUNNING TIME
	5. On wrong side of garment clip through interfacing and fabric diagonally to corners leaving triangle at both ends of buttonholes.	
	6. Turn finishing strip to wrong side of fabric and gently pull ends to make corners square.	
	7. Hand stitch both sides of buttonholes to keep together and press after removing bastings.	
	8. Stitch triangles after placing garment right side up, clip revealed triangle and end strip. Fasten these square corners securely and strengthen ends of buttonholes.	1:00
	9. After the facing is applied, slash the facing under buttonholes. Turn in slashed edges and lipstitch in place.	:30
Cut to MODELS DISPLAYED ON FLANNELBOARD	(AD-LIB) Here we have various progressively illustrating the key details in each step we have just seen.	
	All you have to do is check location, mark accurately, and follow the steps shown here. If pattern is altered, you may have to change location.	
Cut to Second Flannelboard	(AD-LIB) Buttonholes can create designs. (ILLUSTRATES WHEN BOUND	:30
		25:55

VIDEO	AUDIO	RUNNING TIME
FLANNELBOARD WITH MODELS OF USES AND APPLICATION OF BUTTONHOLES	BUTTONHOLES CAN BE USED IN COATS, SPORTS CLOTHES, SUITS, IN MEN'S AS WELL AS IN CHILDREN'S CLOTHING, CREATING A SPECIAL DESIGN.)	:30
Dolly back to INSTRUCTOR NEXT TO FLANNELBOARD WITH MODELS INSTRUCTOR MOVES TOWARD WORK TABLE Cut to SAMPLE IN HER HANDS	INSTRUCTOR: You can have fun making buttonholes, and you can be your own designer. For bound buttonholes, you can use contrasting materials. Using the methods demonstrated today you can make designs with materials by cutting striped material on the bias; you will get a pleasing effect. In the worked buttonhole, you can use thread of contrasting color.	
Cut to INSTRUCTOR FACING AUDIENCE	An important detail to consider here is that hand-made or machine-made buttonholes are elaborated when garment is completed. Bound buttonholes are made before you put the garment together for the first fitting. Everyone can make either of the buttonholes if she tries and really wants to do it!	:30
	Sneak Music:	
INSTRUCTOR LOOKING AT PAGES IN THE MATERIAL "FABRIC FACTS"	(AD-LIB) Now a word on "Fabric Facts." This is the free material which we send on request while the supply lasts. There is important information on types of synthetics; in short, this is a means of helping you to get what you really want... "your money's worth" when purchasing materials. Of course, there are ideas on how to best use them, too.	:30
		27:25

VIDEO	AUDIO	RUNNING TIME
Flip 18 ADDRESS TITLE CARD	We have only a few copies of "Fabric Facts" left. Send a card to "YOUR HOME HOUR," WIPR-TV, Channel 6, Hato Rey, Puerto Rico. (PAUSE)	
Cut to INSTRUCTOR	As long as our supply lasts, a copy will be mailed to you promptly. Ask for "Fabric Facts." (PAUSE)	
Closing film with Superimposed CREDIT CARDS	MUSIC: THEME UP TO CONCLUSION	
Flip 1 PROGRAM TITLE		
Flip 2 GUEST'S NAME		
FADE TO BLACK		:35
		28:00

DATE:

KIND OF STORAGE THAT
SIMPLIFIES HOME
ACTIVITIES

YOUR HOME HOUR

PRESENTED BY THE HOME ECONOMICS PROGRAM
DEPARTMENT OF EDUCATION
SAN JUAN, PUERTO RICO

Producer _____

Instructor _____

Master of Ceremonies _____

Staging _____

Station _____

S U B J E C T

The program deals with several storage ideas that might be helpful for the busy homemakers who work out of their homes in order for easier and modern living. Some special tips on the best use of already equipped kitchens and some practical ideas for better use of limited space are given.

S E T T I N G

The setting for this program will be the same used for the whole short series "SELECTING AND CARING FOR PRACTICAL HOME AND ELECTRICAL EQUIPMENT." In this special program there will be a modern refrigerator properly installed in a typical home area. It will be properly equipped with foods to illustrate correct storage use of the same.

FORMAST TYPE: Illustrated Talk

THEME: Home Management

TOPIC: Kinds of Storage that Simplify Home Activities

TALENT: Home Economics Teacher (Specially trained to use the medium)

PROPERTIES PROVIDED BY THE STATION (USUAL PLUS THE FOLLOWING:)

Freezer of large refrigerator

Table or laboratory counter

TECHNICAL FACILITIES PROVIDED BY THE STATION: (USUAL)

EQUIPMENT AND VISUALS PROVIDED BY THE DEPARTMENT OF EDUCATION (USUAL PLUS THE FOLLOWING:)

I. Flips

1. Title of program _____
2. Name of visitor or guest _____
3. Puzzled housewife in front of her freezer (sketch)
5. Housewife questioning the audience (sketch)
6. Woman purchasing weekly (sketch)
7. Woman considering storage facilities (sketch)
8. Woman planning appropriate storage (sketch)
9. Woman planning good use of freezer (sketch)
10. Woman considering profitable storage (sketch)
11. Woman planning placement of food (sketch)
12. Woman making room for current needs (sketch)
13. Woman storing suitable portions (sketch)
14. Woman storing foods cooked ahead of time for party (sketch)

15. Hinged vanity center (picture)
16. Wall unit with flower arrangement in center, chair at right (picture)
17. Rounded sofa and chair set, windows in background (picture)
18. Sofa and chair, dog and rug; girl lies on chair (picture)
19. Girl lying on a contour couch lazily (picture)
20. Four section buffet, flower arrangement left (picture)
21. Woman easily cleaning behind some furniture arrangements (picture)
22. Woman and children reaching comfortably to wall cabinet and surface cabinet (picture)
23. Storing away objects not in use (picture)
24. Storage equipment appropriate for user (picture)
25. Storage of materials within easy reach (picture)
26. Correct ways of packing and storing items (picture)
27. Double bed in boy's room (picture)
28. Child reaching books (picture)
29. Young girl participating in food preparation (picture)
30. Young boy using the power lawnmower (picture)
31. Handy drawer with dishes (picture)

32. Kids arranging papers on bulletin board (picture)

33. Girls arranging pennants, souvenirs, and pictures on pegboard (picture)

II. Equipment

III. Flannelboard

IV. Storage equipment

V. Cooking utensils

VI. Some foods, cakes, pies, vegetables, fresh fruits, prepared foods, drinks, aluminum foil, plastic containers, etc.

STUDIO PERSONNEL: (USUAL)

MAIN TEACHING POINTS:

Develop understanding and judgment to use the kind of storage that simplifies the busy homemaker's activities.

MINOR TEACHING POINTS:

Develop understanding and judgment to:

a. Determine and use proper food storage

b. Determine and use proper storage around the house

c. Determine and use proper equipment, storage facilities, and better use of limited space.

PROGRAM: YOUR HOME HOUR

DATE: TUESDAYS AND THURSDAYS

TIME: 3:30 to 4:00 P.M.

WIPR-TV CHANNEL 6

HOME ECONOMICS PROGRAM

DEPARTMENT OF EDUCATION
SAN JUAN, PUERTO RICO

VIDEO	AUDIO	RUNNING TIME
OPENING FILM (Scenes of family life with credit titles superimposed on film) 1. THE DEPARTMENT OF EDUCATION 2. WIPR-TV CHANNEL 6 3. PRESENTS: YOUR HOME HOUR 4. PRODUCER: _____ 5. MASTER OF CEREMONIES: _____ 6. INSTRUCTOR: _____ 7. DIRECTOR: _____	MUSIC: THEME (Sound on Film)	
	MUSIC FADE OUT	:30
Dissolve to MC FACING THE AUDIENCE	MC: ... Good afternoon, ladies and gentlemen. This is (MC) from the Department of Education, greeting all of you from WIPR-TV, Channel 6, to bring you the next half-hour program for homemakers. YOUR HOME HOUR today presents interesting facts about "Kinds of Storage That Simplify Home Activities" to help the busy wife who works outside her home.	
Flip 1 (Super) PROGRAM TITLE	Before we bring you today's topic, there are requests for help from María Beauchamp and from Carmen Nieves, of Flamingo Gardens, Bayamón, Puerto Rico. Mrs. Beauchamp wants some helpful ideas for making better use of storage facilities in the kitchen.	:40
		1:10

VIDEO	AUDIO	RUNNING TIME
Super Out GUEST ENTERS	Well, Mrs. Beauchamp, here is our consultant today. (GUEST'S NAME). She will help you.	:05
Flip 2 (Super) GUEST'S NAME		
MC OUT	GUEST: (AD-LIB) ... Hello! This is a very common situation with the new tendency to build houses completely equipped with the kitchen's washing and drying equipment. The homemakers want to be sure that everything is handy as they move around the house and out to work with limited time for everything. Right now you must be thinking of:	
Flip 3 SKETCH SHOWING A PUZZLED HOUSEWIFE IN FRONT OF HER FREEZER	1. Common problems in the use of the freezer you have.	
Flip 4 SKETCH SHOWING PUZZLED HOUSEWIFE IN FRONT OF GROCERY	2. What foods may be frozen and stored profitably?	
Flip 5 SKETCH SHOWING HOUSEWIFE QUESTIONING THE AUDIENCE	3. What satisfactory plans have you tried? 4. What kitchen time-saving devices do you use?	
	There are common problems (PAUSE)	
Cut to GUEST	GUEST: (AD-LIB) ... In conclusion, time saving devices in your kitchen depend greatly	1:05
		2:20

VIDEO	AUDIO	RUNNING TIME
	on your storage system. The system you use varies greatly, depending on the kind and amount of food you deal with, which, of course depends on the size and food habits of your family. But there are some general practices that can be helpful to everybody. For example, let's mention:	:30
Cut to Flip 6 SKETCH OF WOMAN PURCHASING WITH A FULL CART	1. Purchasing weekly instead of daily.	
Flip 7 SKETCH SHOWING WOMAN CONSIDERING STORAGE FACILITIES	2. Buying in quantities in view of storage possibilities and maintaining quality.	
Flip 8 SKETCH SHOWING WOMAN PLANNING APPROPRIATE STORAGE	3. Planning appropriate storage: a. Canned food in coolest spots or shelves. b. One shelf with easily prepared foods like dried fruits, raw vegetables, raw fruits, prepared cereals, drinks.	
Flip 9 SKETCH SHOWING WOMAN PLANNING GOOD USE OF FREEZER	4. Planning how food is to be put in freezer; a. Keeping track of what is on hand. b. Making a written list of items and their location in the freezer.	2:00
		4:50

VIDEO	AUDIO	RUNNING TIME
	c. Checking off list (will show remaining items).	
	d. Labeling your home packed foods for easy identification.	
Flip 10 SKETCH SHOWING WOMAN CONSIDERING PROFITABLE STORAGE	5. Deciding what kind of storage is most profitable, and how food can best be protected:	:30
	a. Use of space for cakes and pies	
	b. Freezing fresh fruits, vegetables, etc.	
	c. Place for storing bargains or specials.	
Flip 11 SKETCH SHOWING WOMAN PLANNING PLACEMENT OF FOOD	6. Planning arrangement or placement of food in freezer:	
	a. Items of a kind grouped together in sections.	
	b. Items to be used first should be most accessible.	
	c. Selecting and using the proper storage containers.	
Flip 12 SKETCH SHOWING WOMAN MAKING ROOM FOR CURRENT NEEDS	7. Planning for frequent turnover in cooked foods to maintain food supply and to make room for current needs.	2:00
		7:20

VIDEO	AUDIO	RUNNING TIME
Flip 13 SKETCH SHOWING WOMAN STORING SUITABLE PORTIONS	8. Storing serving portions, or portions suitable for one-meal serving for the family: a. Cake stored in halves or quarters. b. Children's food frozen in small portions. c. Meat cut in serving portions with waxed paper between layers. d. Leftover canned vegetables to be used in soup.	:30
Flip 14 SKETCH SHOWING WOMAN STORING COOKED FOODS AHEAD OF PARTY TIME	9. Determining at holiday time what can be cooked ahead and frozen--cookies, cakes, meat rolls, cooked and sliced turkey, etc.	:05
Cut to GUEST	GUEST: (AD-LIB) ... If you do not have enough facilities for this kind of storage, maybe your family is growing in size and in age ...	
Cut to A YOUNG GIRL WRAPPING AND HANDING HER MOTHER A READY-TO-STORE PACKAGE	Perhaps your 8, 10, or 12-year old girl is now a big help. She can take over some of your small duties here. Wrapping and storing for you can be a real help. Maybe you should determine whether additional equipment is needed:	
Cut to A LARGER FULL FREEZER OR REFRIGERATOR	a. Larger refrigerator to permit purchasing groceries weekly.	1:00
		8:55

VIDEO	AUDIO	RUNNING TIME
Cut to A GROUP OF DIFFERENT PLASTIC STORAGE CONTAINERS	b. Additional storage containers and materials--aluminum foil, waxed paper, etc. c. Choosing equipment that requires less care.	:30
Dissolve to GUEST	GUEST: ... Since we have time, we are going to answer another question. Mrs. Carmen Nieves asked for some modern ideas on home furnishings, and how she can make better use of her space without sacrificing comfort. Actually, the home furnishing news is becoming more and more practical to satisfy the demands of modern living. The point is that what we find on the market is really exciting!	:30
	The pieces we are about to see are completely modern. Still, they have the uncluttered beauty and the sense of timelessness that are a part of our daily living.	:15
Flip 14 PICTURE ILLUSTRATING A HINGED VANITY CENTER	Let's look, for example, at this vanity chest. The lines are clear and simple, making it easy to keep clean. The contrast of two tones of wood creates an elegant look which harmonizes easily with your arrangements. Another distinctive feature is the dropped vanity unit with its own hinged lid. Closed, it provides a sleek extra space for your comfort.	:45
		10:55

VIDEO	AUDIO	RUNNING TIME
Flip 15 PICTURE ILLUSTRATING A WALL UNIT WITH FLOWER ARRANGEMENT IN CENTER, CHAIR AT RIGHT	This multiple wall unit uses the contrasting wood textures very well, too. The storage units can be alternated with open shelves to suit your taste. Notice how the slim structure of the legs on each piece adds a feeling of lightness to the whole arrangement.	:30
Flip 16 PICTURE ILLUSTRATING ROUNDED SOFA AND CHAIR SET, WINDOWS IN BACKGROUND	Softer, more rounded, lines give these arrangements a particularly warm quality. The pared away edges of the arm rests and the legs add to the light look so desirable in limited space. The three dropped and shaded lighting units are excellent examples of versatility.	:30
Flip 17 PICTURE SHOWING SOFA AND CHAIR, DOG AND RUG, GIRL LYING ON THE CHAIR	This chair and sofa are designed for casual living. The comfortable chair cushions are suspended in its metal framework. The sofa cushions rest on a tapered wood platform, supported by thin, but strong, metal legs. The metal details make them practical and durable. The total effect is one of practical, floating loveliness.	:45
Flip 18 PICTURE ILLUSTRATING A GIRL LYING LAZILY ON A CONTOUR COUCH	And finally, an example of an attractive piece of furniture is this buffet. The alternating grain line in the drawers and the sliding door panel are eye-catching. Another distinctive touch is the special leg-within-a-leg structure, or the wood and metal support so in fashion.	
Cut to GUEST	GUEST: ... These are only some of the many home furnishing	:50
		13:35

VIDEO	AUDIO	RUNNING TIME
	ideas you can find on the market. They can make your home life quite exciting and comfortable at the same time. So, long live the modern designers who now, more than ever, are keeping you in mind!	
Dolly back GUEST AND MC	MC: ... That is all for today, with the hope of being back with you next (day) with more news and more ideas for your home.	:30
INSTRUCTOR IN MC OUT	And now to our Home Economics television classroom with our Instructor (INSTRUCTOR'S) NAME).	:10
Dolly in INSTRUCTOR FACING AUDIENCE	INSTRUCTOR: ... Hello! ... In one of our previous programs we mentioned some ideas for placing equipment and furnishings in our kitchens to save steps and thus save precious time. Today we are going to add more information to this, as well as to offer some adjustments to simplify home activities in storing and use of space in general. Something must be wrong here... Let's watch them. (POSSIBLE SITUATIONS AND SOLUTIONS CAN BE SUGGESTED HERE)	:35
Go to black GROUP OF ACTORS	SOCIODRAMA: (A TYPICAL FAMILY IN THE MORNING, GETTING READY TO HAVE BREAKFAST AND GO OUT, FATHER AND MOTHER TO WORK, CHILDREN TO SCHOOL AND KINDERGARTEN. BUT THERE IS SOME CONFUSION IN THE FAMILY. MOTHER IS TENSE AND HURRIEDLY	:30
		15:15

VIDEO	AUDIO	RUNNING TIME
	TRYING TO GET HOLD OF DISHES SHE CAN HARDLY REACH. CHILDREN COMPLAIN THEY CAN NOT FIND SOME OF THEIR CLOTHES. FATHER DOESN'T COMPLAIN BUT TRIES HARD TO REACH SOME OF HIS PERSONAL BELONGINGS. IT IS 7:45 A.M. AND EVERYONE HAS TO BE AT DESIGNATED DESTINATIONS BY 8:00 A.M.)	1:00
INSTRUCTOR	INSTRUCTOR: (AD-LIB) ... I can imagine how concerned you have been at seeing this scene. Some situations may even seem familiar. When the lady of the house has to go out to work and thus contributes to the family income, the house chores require some adjustments. Or ... mishaps will occur. The Adjustments to be made depend on the family's particular situation and size as well as on their habits. Still there are some general factors most families can consider	
Flip 20 PICTURE ILLUSTRATING WOMAN EASILY CLEANING BEHIND FURNITURE ARRANGEMENT	a. The furniture can be arranged to simplify work around the house. For example: the sewing machine should be placed where it can be left for later use so that the floor can be cleaned easily; beds should be away from walls to facilitate bedmaking; heavy furniture can be placed where it does not have to be moved to wash windows.	1:15
		17:30

VIDEO	AUDIO	RUNNING TIME
Flip 21 PICTURE ILLUSTRATING WOMAN AND CHILDREN REACHING COMFORTABLY	b. Equipment can be placed at convenient heights. Wall can opener at a comfortable height. Low counter or kitchen surface for serving breakfast, lunch and for use of younger members. Kitchen wall cabinets within comfortable arm's reach.	:30
Flip 22 PICTURE ILLUSTRATING STORING AWAY OBJECTS NOT IN USE	c. Storing to simplify home activities: It is important to decide what must be stored away. We should get rid of what is not definitely needed and then store items used less frequently (magazines, clothes not in use, personal items, books, garden and household tools, ironing board, cleaning equipment and foods).	:45
Flip 23 PICTURE ILLUSTRATING STORAGE EQUIPMENT APPROPRIATE FOR USER'S HEIGHT AND NEEDS	d. Arranging storage appropriate for user: Chests--lower for children, higher for adults. Clothes hooks and Poles in closets at proper height for children and adults. Provision for having each member of the family put soiled clothing in the proper place. Toy storage that is simple for children to use (large basket, carton box, open shelves, etc.). Storage arranged for older people to avoid stooping. Food	1:00
		19:45

VIDEO	AUDIO	RUNNING TIME
	at a position where it can be reached easily by those who must use it. (arranged for youngsters who are to help in storage preparation, or even eating the food.)	:15
Flip 24 PICTURE ILLUSTRATING STORAGE OF MATERIALS WITHIN EASY REACH	e. Determine the best places for storage: Store frequently used materials within easy reach (within 28 and 64 inches from floor). Ironing board near point of use, unless there is a convenient place for it. Vacuum cleaner at spot nearest point of most use. Tools stored where they can be easily located by whoever is most likely to use them	:45
Flip 25 PICTURE ILLUSTRATING CORRECT WAYS OF PACKING AND STORING ITEMS	f. (AD-LIB) ... Determining the best way to pack and store items: Storing unused clothes and personal items. Choosing containers for conserving space or for easy handling. Using appropriate method labeling stored items. Recording where things are stored.	:30
Cut to INSTRUCTOR	INSTRUCTOR: (AD-LIB) ... If there are some adjustments in use of space and operation of home activities, things can be easier.	
Flip 26 PICTURE	1. Appraising use of space as children get older:	:20
		21:35

VIDEO	AUDIO	RUNNING TIME
ILLUSTRATING DOUBLE BED IN BOYS ROOM	Use of double beds or trundle beds may be possible now. There may be need for more storage space for members through changed interests or increased possessions. Height of books and rods may need to be changed. Relocation of drawers and closet space for "big boy".	
	2. Encouraging each member to take responsibilities for determining needed changes in use of house equipment and facilities.	1:00
Flip 28 PICTURE ILLUSTRATING YOUNG GIRL PARTICIPATING IN FOOD PREPARATION	Let us take, for example this case: Luisa, age 15, suggests that the freezer be listed as equipment to be purchased; she has learned to cook and can help prepare food for the freezer.	
Flip 29 PICTURE ILLUSTRATING A YOUNG BOY USING POWER LAWNMOWER	Nestor initiates idea of getting a power lawnmower so he can care for the lawn alone, thereby releasing other members of the family for relaxation or for other jobs.	
	3. Using past experiences as a basis for planning changes:	
Flip 30 PICTURE ILLUSTRATING HANDY SHELF WITH DISHES	Move dishes which are used most often to a shelf within easy reach.	
Flip 31	Provide Angel, 8 and Arnaldo, 7,	1:30
		24:05

VIDEO	AUDIO	RUNNING TIME
PICTURE ILLUSTRATING YOUNGSTERS PUTTING PAPERS ON BULLETIN BOARD	with a larger bulletin board in their room for posting the papers they bring home from school.	
Flip 32 PICTURE OF GIRL ARRANGING PENNANTS, SOUVENIRS, PICTURES ON PEGBOARD	Provide pegboard for Melba, 13, and Lourdes, 12 to display their souvenirs, pictures, etc., and at the same time protect the walls.	:15
Cut to INSTRUCTOR	INSTRUCTOR: ... So far we have noticed that it is just a matter of judgment to determine what specific adjustments are to be made around the house. The size, the interests, the ages, the space on which we count, are some of the factors that determine what adjustments can be made. The busier the homemaker is the more planned and organized her home activities have to be.	:45
	With more coordination among all members of the family, they will achieve more enjoyment from comforts of a home in a practical world.	:10
	You ... the experienced homemaker can be a great inspiration and help to the young housewife who is facing home responsibilities combined with working outside. She will appreciate your valuable ideas. Send us your experiences on storage and better use of space. That is all for today.	
	Sneak Music:	:30
		25:45

VIDEO	AUDIO	RUNNING TIME
Cut to MC HOLDING A BULLETIN	MC: ... Thanks, Mrs. (INSTRUCTOR'S NAME) for the helpful information you offered the audience. And now a word on "Home Storage Facts," we send free material to all who request it. There are some important facts on storage safety for more comfort around the house. This means helping you with storage ideas for an easier home life. Send a card with your ideas and ask for our "Home Storage Facts". We can help each other. Write to "YOUR HOME HOUR" Box 607, Hato Rey, Puerto Rico. As long as our supply lasts a copy will be mailed to you as requested. Ask for "Home Storage Facts."	1:10
Cut to MC	MC: ... We invite you to join us next (day). Our consultant will bring you more information and more ideas in regard to good management of time, money and energy in home activities. This is all for today from your Home Economics classroom and (INSTRUCTOR'S) NAME).	:35
Closing film	MUSIC UP UNTIL COMPLETION	
Flip 1 PROGRAM TITLE		
Flip 2 GUEST'S NAME		
Fade to black		:30
		28.00

DATE:

CONSIDERING SATISFACTORY

FAMILY ROLE CHANGES

YOUR HOME HOUR

PRESENTED BY THE HOME ECONOMICS PROGRAM

DEPARTMENT OF EDUCATION

SAN JUAN, PUERTO RICO

Producer _____

Instructor _____

Master of Ceremonies _____

Staging _____

Station _____

S U B J E C T

This program will present an illustrated talk about the ways in which modern living demand new changes in family roles. This implies that usual roles have to be simplified and a coordination of activities is required within the family. Considerations are to be taken if the young housewife is going out to work to help family income.

S E T T I N G

The setting for this program will be the same used for the short series "CONSIDERING CHANGING FAMILY ROLES." In this specific program there will be some sort of "Family room area" where the family gathers. On one side there will be an ironing area ready for the demonstration to take place in the program. It will simulate a typical ironing area that could be set in a community or neighborhood where all the facilities and equipment for that purpose are to be arranged. The speaker will appear first standing in front of a table or counter top. Some flats simulating a home wall and windows with some curtains to create an atmosphere will be installed in the background.

FORMAT TYPE: Demonstration

THEME: Home Management

TOPIC: Facing Family Role Changes Efficiently and Simplifying Home Tasks. Ironing Can Be Made Easier.

TALENT: Home Economics Teacher (Specially trained to use the medium)

PROPERTIES PROVIDED BY THE STATION (USUAL PLUS THE FOLLOWING:)

Outlet for iron

Ironing board

Refrigerator

Kitchen counter or table (working area)

TECHNICAL FACILITIES PROVIDED BY THE STATION (USUAL PLUS THE FOLLOWING:) Boom mike

EQUIPMENT AND VISUALS PROVIDED BY THE DEPARTMENT OF EDUCATION (USUAL PLUS THE FOLLOWING:)

I. Equipment

1. Iron
2. Sprinkling bottles (soft drink and plastic)
3. Bowl of warm water
4. Turkish towel
5. Rayon
6. Hangers
7. Ordinary vegetable brush
8. Sponge

II. Flips

1. Title of program _____

2. Name of visitor or guest _____

3. Husband and a big question mark in front (sketch)

4. Children with a question mark in front (sketch)

5. Homemaker with big question mark in front of her (sketch)

III. Strips (pieces for developmental visual material)

1. Specific goal to be achieved

2. Circumstances which demand added income

3. Proper stage of family development

4. Serious consideration to effects on family

5. Maintenance of usual meal hours

6. Level or orderliness and cleanliness affected

7. Can management problems be shared. How? By whom?

TECHNICAL PERSONNEL: (USUAL)

MAIN TEACHING POINT:

Develop understanding, judgment, and ability to consider efficient changes and make adaptations to face demand of new living conditions.

MINOR TEACHING POINTS:

Develop understanding and judgment to:

a. Determine logical considerations before

housewife goes out to work.

b. Determine what routines and management problems need to be worked out.

c. Simplify specific tasks, like making ironing easier, through:

   1. Careful sprinkling (variety of methods.)
   2. Ironing equipment and arrangements easy work.
   3. Basic techniques and methods of ironing make job easier.
   4. Care of clothing after ironing is important.

PROGRAM: YOUR HOME HOUR

DATE: TUESDAYS AND THURSDAYS

TIME: 3:30 to 4:00 P.M.

WIPR-TV CHANNEL 6

HOME ECONOMICS PROGRAM

DEPARTMENT OF EDUCATION
SAN JUAN, PUERTO RICO

VIDEO	AUDIO	RUNNING TIME
OPENING FILM (SCENES of family life with credit titles superimposed on film) 1. THE DEPARTMENT OF EDUCATION 2. WIPR-TV CHANNEL 6 3. PRESENTS: YOUR HOME HOUR 4. PRODUCER:_____ 5. MASTER OF CEREMONIES _____ 6. INSTRUCTOR:_____ 7. DIRECTOR:_____	MUSIC: THEME	
	MUSIC FADE OUT	:30
Dissolve to MC FACING THE AUDIENCE	MC: Good afternoon, ladies and gentlemen. This is (MC) from the Department of Education greeting you from WIPR-TV, Channel 6 Hato Rey, joining facilities with WIPM-TV, Channel 3, to bring you the next half-hour program for homemakers. YOUR HOME HOUR today offers some interesting facts about how "Ironing Can Be Made Easier" for the modern, busy housewife.	
Flip 1 PROGRAM TITLE	Before we present our demon- today, Angela Luisa Martinez from Reparto San Jose wants to know how she and her family are to decide whether she should work outside the home. Should there be some cooperation from her husband and the children? (PAUSE)	:45
		1:15

VIDEO	AUDIO	RUNNING TIME
	Here is our consultant for the day; she will give some specific suggestions to help solve one of the common problems of today. She is (Guest's name) a Home Management specialist from the University of	
Flip 2 GUEST'S NAME	Puerto Rico	:20
GUEST FACING AUDIENCE	GUEST: Hello! ... Thanks very much (MC). Deciding whether the homemaker is going to work outside the home requires facing realistically the effects it will have on the family. It is important that homemakers discuss the whole situation and decide how it is going to affect everyone in the family. Some routines and management problems must be worked out in situations like this. Of course, the homemaker's specific tasks can be simplified as we are to see in the second part of this program. For example -- ironing. (POSSIBLE SITUATIONS AND SOLUTIONS ARE SUGGESTED FOR AUDIENCE PARTICIPATION) Let's watch them...	1:00
Go to Black GROUP OF ACTORS	SOCIODRAMA: (A HIGH SCHOOL GROUP IS ACTING OUT A SCENE FROM "HELP WANTED," WHERE GEORGE, THE HUSBAND, EXPRESSES HIS FEELINGS ABOUT MARTHA, HIS WIFE, WORKING OUTSIDE THE HOME. JANET AND WAYNE REACT IN A TYPICAL WAY FOR ADOLESCENTS. THERE ARE OTHER REACTIONS ON THE PART OF THE CHILDREN, BUT MRS. KENNEDY IS TO CONSIDER ONLY	:45
		4:20

VIDEO	AUDIO	RUNNING TIME
	SOME OF THEM. WHAT ARE THE MOST IMPORTANT DE-	
Fade out	CISIONS TO BE CONSIDERED?)	:15
GUEST NEXT TO FLANNELBOARD	GUEST: Some of these situations may sound familiar to you. Some may even help you. What is your reaction? (PAUSE) Let us see what important decisions are to be considered. (PAUSE)	
Cut to Strip 1 (HOLD)	1. There must be a specific goal to be achieved if she is to change some of her present responsibilities. The goal may be to:	:40
	a. Provide better living, reduce debts, provide savings for buying a home, education, vacation, or simply luxuries.	
	b. Get away from what she considers drudgery and boredom.	
	c. Train herself for the time when the children will no longer be at home, or prepare for an untimely loss or disability of her husband.	
	d. Feel the need for wider scope for her special talent, abilities, or previous training.	
	e. Desire to help her husband finish his education.	1:00
Cut to Strip 2 (HOLD)	2. There can be circumstances which demand increased income (widowhood, inadequate aid	:05
		6:20

VIDEO	AUDIO	RUNNING TIME
	for dependent children, invalid or temporarily unemployed husband, support for invalid parent, medical expenses mounting, too much consumer credit, children in college, rising prices with set income.)	:30
Cut to Strip 3	3. The stage of family development. This is a must to consider. Is the husband settled in his work? Are moves related to promotions or changes in job likely? Is yours an expanding family? Will the wife's working mean delay in starting a family or adding to it? Are children at an age when the mother will most enjoy being with them? Are children at an age when they can profit from some independence? Notice, we said SOME independence.	:40
Cut to Strip 4	4. Effects on members of the family which influence the homemaker's decision should be seriously considered.	:10
Cut to Flip 3 SKETCH OF HUSBAND AND A BIG QUESTION MARK IN FRONT	The Husband: Will working out affect him favorably, unfavorably? Will his comfort and pleasure at home be affected? May his feeling of competence as the breadwinner be challenged? Is he relieved of the strain of trying to support the family alone? Will he enjoy taking over additional activities, or will he feel imposed upon by added duties? May closer	:40
		8:20

VIDEO	AUDIO	RUNNING TIME
	associations be developed between father and children?	
Cut to Flip 4 SKETCH OF CHILDREN WITH BIG QUESTION MARK IN FRONT	The Children: In what ways will the children be involved? They should be carefully guided to permit independence self-direction according to their growth and judgment. Certain enjoyment of children and parent to the point that experiences can be stimulating and fun for both. What will the feelings of pre-school, elementary school, or teenage children be? Are children proud, indifferent, or ashamed of having their mother work? May mother try to compensate for her absence by overindulgence, gift giving, or inappropriate privileges? May parents be over-restrictive? Will children receive guidance needed for school-work, homemaking activities, health routine, and recreation? Will mother's working present opportunities for growth of independence, judgment, initiative, and development of valuable skills in taking over home responsibilities?	1:00
Cut to Flip 5 SKETCH OF HOMEMAKER WITH BIG QUESTION MARK IN FRONT (HOLD)	The Homemaker: Will she be affected by worry and conflict over leaving the children? Is she exuberant with feelings of freedom in anticipation of doing a "more interesting" job? Does she look forward to the enjoyment of being out in the "world of people", not confined during most of the day with little or no conversational give and take at the adult level?	:30
		9:50

VIDEO	AUDIO	RUNNING TIME
	Is she unhappy in marriage and/or dissatisfied with financial returns or status the husband's work brings? Does she want to develop and use some special ability or talent? Can she accept her husband as "co-provider"? Will it be difficult for her to have someone else carry on some responsibilities which traditionally she had assumed?	:40
GUEST (HOLD)	GUEST: These are only a few of the important points the family will have to discuss before any decision can be made. Of course, there are criteria in regard to the characteristics of the job itself that have to be weighed, as well as the cost of working. The entire family must understand the importance of the decision. They must decide whether the decision can be postponed for later, or whether it should be made at once. In our next program we will deal further with this problem.	:40
GUEST MOVES TO FLANNELBOARD	GUEST: (AD-LIB)... But I know your uncertainties in regard to household routine and management problems are of great concern to you. Most families in these circumstances will consider specific things like:	
Cut to Strip a.	a. Can meal hours be maintained satisfactory to all members? What can be done?	:30
		11:40

VIDEO	AUDIO	RUNNING TIME
Cut to Strip b.	b. Will it be possible to achieve the level of orderliness and cleanliness acceptable in the house for all members?	:10
Cut to Strip c. (HOLD)	c. Can the management problems now assumed mainly by the wife or mother be shared by others? By whom? These could include: - Planning and accounting for the use of money. - Meeting the buying demands such as getting shoes for the youngsters, etc. - Some essential furnishings and equipment need to be considered, too. Using kind of furnishings which help save time and effort. - Arrangement of equipment and furnishings which save effort and meet family needs. - Storing away items that are not being used to simplify housekeeping.	1:30
Cut to GUEST	GUEST: As we have seen, many many factors need to be considered before the family can decide whether the housewife should or should not go out to	:15
		13:35

VIDEO	AUDIO	RUNNING TIME
	work. Only if there is a specific goal to be reached that can not otherwise be reached would she work. If family circumstances really demand more income, she should work. But the family must decide whether she should work now or later on. The effect on members of the family are to be positive ones, not negative. Of course, there should be a general arrangement of the whole family to accept their share in the redistribution the housewife had taken care of. Only in cases like these should a housewife risk the security and peace of her home life.	1:15
Cut to GUEST	GUEST: Be with us on this program. We will offer suggestions on your type of work, cost of working (both money and other costs), besides more routine and management problems to be worked out. We will demonstrate simplified home tasks. Just write and let us know what is troubling you. And that is all for the day. We hope we have been of help to you.	:40
Dolly back MC APPROACHES	MC: Thank you very much (consultant's name). Your ideas have been quite inspiring. Remember to send us your ideas and your problems.	
INSTRUCTOR APPROACHES	And now to our television classroom with your Instructor (Instructor's name).	:20
INSTRUCTOR (HOLD) MC OUT (SPRINKLING A SHIRT ON A TABLE OR COUNTER	INSTRUCTOR: Hello!...Come right in and join me. I have just finished sprinkling the clothes and am ready to iron them.	:20
		16:10

VIDEO	AUDIO	RUNNING TIME
TOP PROTECTED BY A PLASTIC SHEET) (HOLD ON SAME SHOT AS MAN ENTERS AND TALKS TO HER) Dolly in to HIS CRUSHED SHIRT	MAN: (AD-LIB)... Ironing? Lady, who can afford to do that today?	:15
INSTRUCTOR TALKING TO MAN	INSTRUCTOR: (SMILING PLEASANTLY) Some people complain about disliking ironing. But, ironing can be made easy. Maybe I can show you a few simple ways.	
INSTRUCTOR SPRINKLING SHIRT	In the first place, preparations for ironing are important. Many clothes need to be sprinkled or dampened, and it is necessary to do this carefully. There are various ways of doing it.	
BRUSH AND BOWL WARM WATER	An ordinary vegetable brush and a bowl of warm water can be used.	1:00
PLASTIC SPRINKLER BOTTLE	A soft drink bottle with a sprinkler that fits the top is good, or an inexpensive flexible bottle is easy to handle.	:20
COMPLETE SPRINKLING AND FOLDING OF SHIRT	First sprinkle the sleeves and cuffs, the collar and yoke, inside of the back, fold the front panels over, sprinkle, folk lightly to prevent wrinkles. To speed dampening use warm water.	:30
Dolly back to WRAPPING IN PLASTIC SHEET WITH OTHER CLOTHES	Wrapping in plastic sheet prevents clothes from drying out; it is easy to separate colors and types of fabric, protect table top. Some people store sprinkled clothes in the refrigerator if they are not able to finish all	:30
		18:45

VIDEO	AUDIO	RUNNING TIME
	the ironing at one time -- this prevents mildew in clothes. Of course, this makes some rayons easy to iron.	:15
INSTRUCTOR MOVES TO REFRIGERATOR TO GET RAYON SHIRT WRAPPED IN PLASTIC	This rayon shirt from the refrigerator, for example. Let's iron it.	
INSTRUCTOR MOVES FROM REFRIGERATOR TO IRONING BOARD	Before ironing, be sure to have the ironing board at the proper height. (EXPLAIN). If it is not adjustable, blocks can be used to raise it. Some people prefer to sit down. If a person has been working outside the home, sitting down to iron tends to prevent exhaustion.	:35
IRON AND ASBESTOS MAT	An asbestos mat is a necessary safety device.	:10
THERMOSTAT REGULATOR ON THE IRON	It is important to regulate the iron to the type of fabric... rayon in this case (ILLUSTRATE).	:20
UNWRAPPED SHIRT LYING ON IRONING BOARD WRONG SIDE OUT	It is best to iron rayon on the wrong side to prevent too much shine. Most cottons can be ironed on the right side.	
SLEEVES AND COLLAR	Iron small parts of the garment first. (EXPLAIN WHY).	
IRONING SIDE PANEL WITH BUTTONS	Use a small turkish towel under buttons to prevent wear and to make ironing easier.	
IRONING LARGE PORTION OF SHIRT HAVING A MONOGRAM	Use a towel under lace inset -- monograms, etc.	
SHOWING HOW TO SPONGE	Use a small sponge, slightly	2:20
		22:25

VIDEO	AUDIO	RUNNING TIME
OUT WRINKLES IRONED IN ACCIDENTALLY	dampened, to help remove wrinkles which have been ironed in accidentally.	
FINISHING ON OTHER SIDE OF PANEL	Larger parts of any piece of ironing should be done last to prevent wrinkling.	
GARMENT RIGHT SIDE OUT AND HUNG ON HANGER: MAN APPROACHING	Care of the garment is most important after ironing.	
MAN TALKING IN SURPRISE TO INSTRUCTOR NEXT TO POSTER	MAN: Lady, this shirt is perfect! And you did it in four easy steps! (READING FROM POSTER) 1. Sprinkle carefully with sprinklet (bottles). 2. Preparation for ironing is very important. 3. Iron small parts first and then larger parts. 4. Hang clothes up carefully to prevent wrinkling.	3:00
MAN WITH A PLEASED EXPRESSION	(LOOKING AT HIMSELF WITH HOPE) Now I have news for my wife.	:35
INSTRUCTOR STANDING IN FRONT OF IRONING BOARD HOLDING A FINISHED SHIRT	INSTRUCTOR: Ironing can be made much easier if you just remember to follow the simple suggestions given today.	:15
	SNEAK MUSIC:	
INSTRUCTOR HOLDING BULLETIN Flip 6 ADDRESS CARD	If you would like to know more about ironing, especially ways to iron men's shirts, you can get your copy of the ironing bulletin by dropping a post card to YOUR HOME HOUR, Hato Rey, Puerto Rico. You will	:20
		26:35

VIDEO	AUDIO	RUNNING TIME
	have many hours of easy ironing with your "IRONING BULLETIN." This is all for today from your Home Economics classroom and Miss (name).	:25
Cut to MC	MC: ... We invite you to join us next (day) when a consultant and our instructor will again bring you more information about factors to consider, routine, and management problems to be faced before the homemaker decides to work outside the home. We will be right here in this program simplifying another specific task for you.	:30
CLOSING FILM WITH SUPER CREDIT CARDS	MUSIC UP TO CONCLUSION	
Flip 1 PROGRAM TITLE		
Flip 2 GUEST'S NAME		
FADE OUT		:30
		28:00

CONCLUSION

In order to prepare this study, various important points related to the use of Tyler's Rationale have been discussed and used. Various information sources were used in bringing important points related to the role of mass media in the development of home economics education in Puerto Rico.

While developing this special problem, I became more aware of the local situation as one that, due to the fast urbanization and industrialization and new, large, and heterogeneous audience, is demanding more assistance. Although face-to-face communication (classroom organization) continues to be the most used channel of communication, mass media are being considered as a tremendous tool to supplement face-to-face communication and permit home economics educators to reach more people with less effort and without losing efficiency as communicators. In using these media there are various potentialities to be considered as well as limitations to be aware of in order to avoid negative effects when planning a proposed change. The home economist has to be a good communicator with a thorough knowledge of her subject matter and social system she is to reach. To conduct her work efficiently she has to know how communication works, her role as a communicator in her specific field, and how

her social system is structured in their range of action.

Only a thorough knowledge of the previous factors and conditions will permit her to plan and deliver effective persuasive messages. This way she will get the desired attention from the audience and yet stimulate a favorable response toward the proposed changes.

It is my conviction that most of the problems faced by the home economist in this task of inducing changes are due to lack of good communication and lack of knowledge of the medium.

After so many considerations, and assuming that there are other dimensions and subdimensions that can be considered, the case built here is hoped to finally reach the proposed goals of the home economics program.

APPENDIX A

APPENDIX A

Estado Libre Asociado de Puerto Rico
DEPARTAMENTO DE INSTRUCCION PUBLICA
Junta Estatal de Instrucción Vocacional
División de Instrucción Vocacional y Técnica
Programa de Economía Doméstica
Hato Rey, Puerto Rico

AREAS DE ENSEÑANZA EN EL PROGRAMA DE
ECONOMIA DOMESTICA PARA ADULTOS*

1. Desarrollo del Niño (Child Development)
2. Educación a Padres (Parent Education)
3. Relaciones de Familia (Family Relations)
4. Orientación del Consumidor (Consumers Education)
5. Finanzas del Hogar (Family Finance)
6. Manejo del Hogar (Home Management)
7. Selección y Cuidado de la Ropa (Clothing Selection & Care)
8. Confección de Ropa (Clothing Construction)
9. Selección y Conservación de Alimentos (Food Selection and Storage)
10. Preparación y Servicio de Comidas (Food Preparation)
11. Nutrición (Nutrition)
12. Vivienda (Housing)
13. Mobiliario del Hogar (Home Furnishing)

* De acuerdo con Formulario OE-4050 (5/63)
Enrollment in Home Economics
(Homemaking and Wage Earning)
(Smith Hughes, George Barden)

APPENDIX B

Estado Libre Asociado de Puerto Rico
DEPARTAMENTO DE INSTRUCCION PUBLICA
Junta Estatal de Instrucción Vocacional
División de Instrucción Vocacional y Técnica
Programa de Economía Doméstica
Hato Rey, Puerto Rico

PLAN PARA LA EXPANSION Y NUEVOS ENFOQUES DEL PROGRAMA DE INSTRUCCION VOCACIONAL Y TECNICA
(Informe Preliminar)

I. Introducción

El rápido desarrollo económico y social, así como los adelantos educativos científicos y técnicos que ocurren en nuestra época hacen imprescindible que nos preocupemos por las implicaciones que los mismos tienen en la labor educativa. Especialmente en los programas vocacionales hay la necesidad de evaluar constantemente los servicios educativos que se prestan con los recursos disponibles de suerte que se puedan mejorar y ampliar a tono con la situación cambiante.

Con el propósito de hacer las recomendaciones pertinentes para la expansión del programa vocacional y técnico se analizaron, entre otras cosas, datos relativos a la población escolar de Puerto Rico y la parte de esta que recibe adiestramiento en ocupaciones industriales y comerciales, la situación actual del mercado de empleo y proyecciones futuras así como los grupos de población que necesitan adiestrarse.

A continuación incluimos algunos datos estadísticos que se relacionan con la situación actual de Puerto Rico. Indicamos, además como funcionan en la actualidad los diferentes programas y servicios de la División de Instrucción Vocacional y Técnica. Por último, hacemos recomendaciones específicas para mejorar los programas y servicios existentes, así como los proyectos especiales que pueden desarrollarse para satisfacer adecuadamente las necesidades que no se atienden al presente.

II. Situación

Las estadísticas sobre la matrícula escolar en Puerto Rico revelan que, a pesar de que ha habido un progreso notable en la retención escolar, aún existe un serio problema de deserción. Este problema tiene implicaciones de importancia en las características de la fuerza trabajadora de nuestro país.

En el nivel secundario, pueden citarse los siguientes ejemplos. En agosto de 1956 las escuelas públicas y privadas admitieron 45,660 estudiantes en séptimo grado.(1) En enero de 1962 el grupo se había reducido a 19,851 jóvenes matriculados en el duodécimo grado. (2) En el corto periodo de seis años 25,809 jóvenes de uno y otro sexo, o sea el 56% abandonaron la escuela secundaria que habían iniciado quizás con la esperanza de obtener de ella la mejor preparación escolar posible. De agosto de 1956 a agosto de 1961 se matricularon 310,995 estudiantes en el séptimo grado de las escuelas secundarias públicas y privadas.(1) En febrero de 1962 la matrícula de la escuela secundaria se había reducido a 217,180.(2) La deserción en estos años escolares alcanzó a 93,815.

La mayor parte de estos jóvenes que se dieron de baja de la escuela sin terminar sus estudios secundarios, así como miles de otros que tomaron igual decisión antes y después de aquellos, son hoy miembros de la fuerza obrera.

Para la escuela puertorriqueña y para la sociedad en que vivimos las perspectivas de esta deserción escolar constituyen preocupaciones serias. Al efecto nos pregunatamos: ¿Cuáles son las causas de tal deserción? Que preparación académica y vocacional ofreció la escuela secundaria a los alumnos que la abandonaron, para que ellos puedan competir airosamente en el mundo ocupacional y conseguir un empleo, retenerlo y progresar en él?

En mayo de 1962 el número de graduados de las escuelas secundarias regulares, públicas y privadas, ascendió a aproximadamente 17,000 alumnos. Cerca de 3,000 de estos jóvenes recibieron adiestramiento vocacional para ocupaciones en la industria y el comercio. Alrededor de 9,000 de los graduados continuaron estudios en colegios, universidades u otros centros de enseñanza. Estos significa que 5,000 estudiantes, el 30% de los graduados de las escuelas superiores regulares, pasaron a formar parte de la fuerza trabajadora sin preparación ocupacional específica.

Del grupo de 45,660 jóvenes que en 1956 se matricularon en el séptimo grado, 19,851 se dieron de baja en los siguientes seis años y más de 5,000, como se indica en el párrafo anterior, obtuvieron el diploma de la escuela superior, pero

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(1) Informe anual estadístico del Secretario de Instrucción Pública, 1960-61.

(2) Informe sobre la matrícula y personal al terminar el sexto mes escolar, 1961-62. Boletín Núm. 2 de la División de Estadísticas del Departamento de Instrucción Pública.

no continuaron estudios en colegios, universidades u otros centros de enseñanza. Es, pues, evidente que unos 25,000 ex-estudiantes se emplearon o están disponibles para empleo en ocupaciones que no requieren una preparación vocacional determinada.

Los oficios u ocupaciones que no requieren adiestramiento previo son hoy muy escasos y lo serán aún más en el futuro inmediato debido a los adelantos tecnológicos. Estos oficios u ocupaciones son los que podrían estar accesibles al obrero no diestro. En este grupo se encuentra un buen número de las personas que abandonan la escuela. Por otro lado, los patronos prefieren empleados que posean una preparación académica y ocupacional adecuada.

La suerte que estas personas han de correr en el mundo ocupacional de nuestros días, en competencia desigual con miles de otros desempleados, debe ser motivo de preocupación para todo ciudadano, pero especialmente para los educadores.

En noviembre de 1962 unas 700,000 personas constituian el grupo de trabajador civil. De éstas, 88,000 eran desempleados, de los cuales aproximadamente 11,000 estaban dentro de las edades de 14 a 19 años.(1)

Se estima que para el periodo de 1960 a 1975 habrá la necesidad de 250,000 a 300,000 empleos adicionales. De éstos, 110,000 corresponderán a fábricas e industrias promovidas por la Compañía de Fomento Industrial. Para 1975 deberán existir 830,000 oportunidades de empleo, de las cuales la industria manufacturera proveerá 207,000. (2)

La División de Instrucción Vocacional y Técnica del Departamento de Instrucción Pública, la División de Aprendizaje del Departamento del Trabajo y cualesquiera otras agencias gubernamentales o privadas deberán proveer adiestramiento especializado a 300,000 nuevos empleados, a los obreros desplazados por la creciente mecanización, a los obreros empleados que necesitan readiestramiento y a los múltiples reemplazos de obreros diestros que, por una razón u otra, abandonan el grupo trabajador.

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(1) Informe Trimestral #41 de octubre de 1962 e Informe Mensual #1 de noviembre de 1962 del Negociado de Estadísticas del Trabajo del Departamento del Trabajo.

(2) A Regional Model for Programming Industrial Development, preparado para la Compañía de Fomento Industrial por Adams, Howard y Greely, junio 1962.

Los graduados de noveno grado que no son admitidos a las escuelas vocacionales, los graduados de la escuala superior que no continuan estudios en colegios, universidades u otros centros de enseñanza, los jóvenes que abandonan la escuela, los desempleados, los desplazados por la mecanización y los empleados que necesitan readiestramiento para conservar sus empleos constituyen grupos sociales a los cuales hay que atender, en la medida en que sea posible, en cualquier programa especial de instrucción vocacional y técnica que se establezca. El Departamento del Trabajo estima que el grupo de desplazados por la mecanización es cerca de 2,000 trabajadores anualmente.

III. Programas y servicios educativos de la División de Instrucción Vocacional y Técnica:

El Programa de Instrucción Vocacional y Técnica funciona en el nivel secundario. Dos son sus finalidades básicas. Prepara a los educandos jóvenes y adultos para empleos inmediatos y provee a los ya empleados la oportunidad de obtener conocimientos adicionales y desarrollar destrezas que le permitan progresar en una ocupación u oficio. Además, ofrece oportunidades educativas que propenden a la capacitación de uno y otro sexo para una mejor vida de familia y para el desarrollo de actividades deseables en la convivencia social y en el mundo industrial y tecnológico de nuestros días. Hacia este fin se ofrece orientación educativa y vocacional, enseñanza en artes industriales, economía doméstica, educación comercial, educación distributiva, agricultura vocacional y oficios e industria.

Economía Doméstica

El adiestramiento en economía doméstica se ofrece a los alumnos de uno y otro sexo matriculados en las escuelas secundarias, así como a los adultos y jóvenes que no asisten a la escuela para que puedan atender satisfactoriamente los problemas con que se confrontan como individuos y como miembros de un hogar y de la comunidad. Asimismo, para que puedan hacer las adaptaciones necesarias de acuerdo con los cambios sociales, económicos y tecnológicos que tienen implicaciones en la vida familiar. Esto se logra mediante enseñanza en los aspectos fundamentales y experiencias de la vida del hogar, a saber: relaciones familiares y desarrollo del niño, consumo y otros aspectos económicos de la vida personal y familiar; necesidades nutricionales y la selección, conservación, preparación y uso de los alimentos; diseño, selección, confección y cuidado de la ropa y su significación sicológica y social; tejidos para la ropa de vestir y del hogar; el arte como parte integrante en la vida diaria, y, manejo y uso de los recursos para alcanzar los valores y las metas de los individuos, la familia y la sociedad. La enseñanza en economía

doméstica es requisito para graduación en el nivel de escuela intermedia; en la escuela superior se ofrece como asignatura electiva. También se ofrecen en este nivel cursos especiales para alumnos de ambos sexos sobre algunos de los aspectos de currículo.

Durante el año escolar 1961-62 se alcanzó en el programa regular diurno una matrícula de 44,130 alumnos de las escuelas públicas y privadas secundarias, además de 7,086 adultos y jóvenes que no asisten a la escuela. Actualmente el programa cuenta con los servicios de 597 maestras, a saber: 569 de economía doméstica y 28 de industrias nativas. De éstas, 432 están en la zona urbana y 165 en la zonarural. Este personal sirve un total de 300 escuelas que incluye 144 segundas unidades rurales, 118 escuelas intermedias urbanas, y 38 escuelas superiores.

IV. Recomendaciones (1)

Para la solución de estos problemas se hacen las siguientes recomendaciones específicas en torno a la expansión de los servicios que actualmente ofrece la División de Instruccion Vocacional y Técnica al desarrollo de proyectos especiales en los diferentes programas, tomando en consideración la situación de demanda y oferta del mercado de empleo.

V. Economía Doméstica

1. Crear nuevos departamentos de economía doméstica para atender adolescentes y adultos en áreas de rápida expansión, urbanizaciones públicas y centros rurales donde al presente no existen facilidades para el ofrecimiento de conomía doméstica.

2. Utilizar las facilidades de los laboratorios de economía doméstica para ofrecer cursos cortos relacionados con ciertos tipos de actividades remuneradas, tales como cuidadoras de niños, asistentes en la preparación de alimentos y en la confección de piezas de vestir, enfermería en el hogar y otros de acuerdo a las necesidades en cada comunidad. Estos cursos se ofrecerán a alumnos de la escuela superior y a adultos y jóvenes que no asisten a la escuela.

3. Establecer cursos de economía doméstica para personas lisiadas, mentalmente retardadas o con defectos físicos, con el propósito de ayudarlos con sus problemas personales y prepararlos para formar un hogar con mayor eficacia.

APPENDIX C

SUBJECT: Planning of Television Programs for Home Economics

TO: Women Interested in Home Economics TV Programs

FROM: Home Economics Department, San Juan, Puerto Rico

Dear Homemaker:

You have been recommended as a person to help in planning for a series of television programs in money management for homemakers or other groups in Puerto Rico.

Attached is a check list containing 60 items about different phases of money management. Will you read each of the statements and check them according to the amount of interest which you or other women have in each item.

For example, if you think there would be high interest in an item please check opposite the item in the column headed by "High amount of interest." After you have finished rating all of the items will you add any suggestions or comments.

Please return the attached check list in the attached self-addressed envelope not later than _____.

Thanks!

Vicentita Almeyda,
Teacher in Charge

CHECK LIST FOR DETERMINING INTEREST OF ADULTS

AND YOUTH IN MONEY MANAGEMENT TELEVISION PROGRAMS

IN PUERTO RICO

Participant's Name_____ Address_____

Participant's approximate age level _____ Last Grade in School_____

Date_____

Your contact with home economics (please check)

_____ Have taken one or more courses

_____ Have one or more children who have taken home economics courses

_____ Have taught home economics

Your Occupation

_____ Am now employed outside the home

_____ Have been employed outside the home

(please explain kind of work)

_____

_____

Below are some 60 items derived from ten categories related to the field of family money management. You have been selected to find out which of these items would be of special interest to Puerto Rican women for telecasting. Will you help by checking those items which you or other women think would be interesting future TV programs.

Try to work every item rather rapidly and trust the way you feel about each as you read it.

If you believe there would be some interest in the first example below you would place a (X) check in the column at the right.

Example

	Amount of interest				Do not write in this space.
	High	Some	Little	No	
1. Planning on democratic control of family income		X			
2. Deciding on adjustments in the family should make in their budgets if income is reduced.	X				

	Amount of interest				Do not write in thi space
	High	Some	Little	No	
1. Comparing our family earnings to desirable living expense					
2. Determining what is important in life (values and goals) so as to use our money to best advantage					
3. Considering on acquiring a home and other values and properties as well as other future objectives					
4. Planning distributions of clothing allowance fairly among family members					
5. Distributing food allowance eaten out of home among family members					
6. Learning about determining housing operation expenses					
7. Learning how to make allowance for medical care					
8. Distributing personal care allowance among family members fairly					
9. Distributing recreation allowance among family members					
10. Learning about savings accounts among family members					
11. Learning about money people actually have in relation to appearance					
12. Spending patterns of people with similar and different value system					
13. Considering women and children contribution to family income					
14. Considering clothing needs among the family members					
15. Determing food needs and school lunch needs					

	Amount of interest				Do not write in this space
	High	Some	Little	No	
16. Determining home equipment needs for satisfying each member's need for comfort					
17. Planning medical care needs for family members					
18. Determining recreational needs among family members					
19. Determining personal care needs among family members					
20. Learning about how to open and operate savings accounts in the family					
21. Staying within minimum adequacy or start increasing the family money resources					
22. Comparing young and older peoples' values and goals					
23. Considering family insurances as well as saving institutions					
24. Determining on what family clothes should be home made					
25. Deciding on buying natural fresh food from the market					
26. Selecting electrical equipment for basic needs, not for luxuries					
27. Learning different ways of caring for the sick at home					
28. Learning about providing personal care (articles and cosmetics) with minimum expenses					
29. Providing wholesome recreation at home to satisfy all members needs					
30. Determining how much should the family save according to their income					

	Amount of interest				Do not write in this space
	High	Some	Little	No	
31. Keeping family cooperation in increasing resources					
32. Deciding on the flexibility of plans and efficiency in money management					
33. Figuring allowances for gifts and contributions in the family					
34. Learning about principles of buymanship, family should consider when buying ready-made clothes					
35. Deciding on buying half-cooked food or ready-made clothes					
36. Improving standards of living by learning "how to do it yourself" projects					
37. Learning how to determine the needs of the sick at home					
38. Considering principles of buymanship when buying cosmetics and personal care articles					
39. Considering important factors when planning outside recreation for the family					
40. Deciding when family should save, daily, weekly, monthly, or long term					
41. Revising family budget periodically, is it desirable					
42. Determining efficient management plans for happier money spending and satisfaction of members needs					
43. Considering the need for a percentage of debts within our monthly income					
44. Learning how to care for clothes so they last longer in better shape					

		Amount of interest				Do not write in this space
		High	Some	Little	No	
45.	Learning about principles of buymanship family should consider when buying foods					
46.	Caring for our equipment and belongings to make them give lasting service					
47.	Selecting basic supplies within basic allowance for the home nursing kit					
48.	Caring for and utilizing cosmetics and other personal items					
49.	Improvising and caring for recreational facilities around the home with the least amount of expenses					
50.	Determining desirable use of family savings					
51.	Determining responsibilities on money control within the family members					
52.	Considering only immediate versus long term value and goals					
53.	Learning about facing family deficit and other emergencies					
54.	Learning how to re-style clothes to improve family members wardrobe economically					
55.	Learning to use left-overs and care for foods so as to prevent loss from spoiling and still have economical nutritious dishes					
56.	Re-styling furniture and equipment provide modern comfort and beauty					
57.	Determining allowance and need for professional medical care					

	Amount of interest				Do not write in this space
	High	Some	Little	No	
58. Determining basic needs in personal care (cosmetics and personal items) for each member's needs					
59. Planning for a special recreational activity in family circle (parties) economically					
60. Deciding on establishing emergency funds					

Will you please make any suggestions or comments which will help us plan these television programs?

Thank you!

APPENDIX D

Estado Libre Asociado de Puerto Rico
DEPARTAMENTO DE INSTRUCCION PUBLICA
Hato Rey, Puerto Rico

REGLAMENTO PARA LA OPERACION, FUNCIONAMIENTO Y ADMINISTRACION DE LAS ESTACIONES PUBLICAS DE RADIO Y TELEVISION DEL DEPARTAMENTO DE INSTRUCCION PUBLICA

(SEGUN ENMENDADO EL 30 DE AGOSTO DE 1960 Y CUYAS ENMIENDAS QUEDARON RADICADAS EN EL DEPARTAMENTO DE ESTADO DE PUERTO RICO EL 13 DE SEPTIEMBRE DE 1960)

EXPOSICION DE MOTIVOS

La Constitución del Estado Libre Asociado de Puerto Rico dispone que:

> "Toda persona tiene derecho a una educación que propenda al pleno desarrollo de su personalidad y al fortalecimiento del respeto de los derechos del hombre y de las libertades fundamentales...."

El Departamento de Instrucción Pública, como creación que es de la propia Constitución del Estado Libre Asociado de Puerto Rico, tiene la responsabilidad básica de la educación en Puerto Rico.

Para dar eficaz cumplimiento al precepto constitucional que antecede, y por entender que la extensión cultural de un pueblo se realiza en forma efectiva, entre otros medios, por conducto de radioemisoras y televisoras, el Departamento de Instrucción Pública, opera, funciona y administra estaciones públicas de radioemisión y televisión con fines de ofrecer programas de servicio público, informativos, educativos, recreativos y de interés general.

La educación en cualesquiera de las modalidades que se

desenvuelva, tiende a aumentar en los ciudadanos su fé y creencia en los principios democráticos y considera la democracia, sus valores y sus instituciones como las mejores formas de convivencia humana.

ARTICULO I - Este Reglamento así enmendado, se aprueba en virtud de la facultad que le confiere al Secretario el Artículo 3 de la Ley Núm. 50, aprobada en junio 10 de 1948, y el Artículo I del Plan de Reorganización Núm. 4, aprobado en 1950 y la Sección 66 de la Ley Escolar Compilada.

ARTICULO II - DE LAS DEFINICIONES

Los siguientes términos tendrán el significado que más adelante se indica, a menos que su contexto indique un significado distinto:

1. Estado	-	Estado Libre Asociado de Puerto Rico
2. Secretario	-	Secretario de Instrucción Pública de Puerto Rico
3. Departamento o Agencia	-	Departamentos, Agencias, Instrumentalidades y Corporaciones Públicas del Estado Libre Asociado de Puerto Rico
4. Administrador	-	Administrador General de Radio y Televisión del Departamento de Instrucción
5. Director de Programación de Radio	-	Director de Radioemisión Pública
6. Director de Programación de Televisión	-	Director de Programación de Televisión
7. Estación	-	Estaciones Públicas de Radio y Televisión

ARTICULO III - DE LOS OBJETIVOS Y FUNCIONES DE LA ESTACION

Serán objetivos principales y fundamentales de la estación ofrecer programas de servicio público, informativos, educativos, recreativos y de interés general. A estos fines se entenderá que la Estación es una prolongación de la escuela en la vida ciudadana.

Como excepciones a este Artículo se prohibe a la Estación lo siguiente:

1. No se trasmitirá por la Estación material alguno de carácter sectario-religioso, a excepción de música religiosa, pasajes de la Biblia, dramatizaciones de contenido religioso, siempre y cuando tales trasmisiones no se hagan a nombre de cofradía o secta en particular.

2. No se pasará material alguno de carácter político-partidista, disponiéndose que la concesión de las facilidades de la Estación para tratar asuntos no partidistas a cualquier persona nominada para un cargo de elección popular durante el periodo eleccionario hará mandatorio para la Estación conceder las mismas facilidades a aquella persona nominada para igual cargo de los partidos de oposición que solicite el uso de la Estación para tratar asuntos similares.

3. No se pasará ningún programa, noticia o cuña de carácter libeloso, obsceno o difamatorio, tanto en su tema como en su desarrollo.

4. No se pasará programa o material alguno que incluya o sugiera actitud despectiva a ningún grupo religioso, raza o sector social.

5. No se trasmitirá ningún programa o cuña comercial con fines pecuniarios.

6. No se pasará material alguno que surja de un conflicto entre patronos y uniones obreras, excepto como noticia redactada por los empleados de la Estación. Se hará excepción a esta norma en cuanto a patronos y uniones obreras reconocidas en aquellos casos en que no se le de tiempo en las estaciones comerciales para exponer sus puntos de vista sobre el conflicto. En tal caso, tanto patronos como uniones obreras reconocidas, deberán certificar por escrito al Director la negativa de tiempo por todas las radioemisoras de la localidad. Deberán presentar, con la solicitud de tiempo a la Estación, una copia del programa que interesan trasmitir. Disponiéndose, además, que esta norma será aplicable a cualquier persona natural o jurídica a quien se le haya negado tiempo lor las estaciones comerciales. El Director de la Estación queda facultado para determinar el tiempo y el número de veces en que pueda usarse la Estación para estos fines.

7. No se trasmitirá ningún programa o cuña donde se hagan solicitudes directas de fondos.

8. No se trasmitirán programas que impliquen juego de dinero, tales como carreras de caballos, loterías, jugadas de gallos y otras actividades de la misma naturaleza.

9. No se trasmitirá ningún programa que ofenda la decencia pública.

10. No se trasmitirán programas, ni canciones, ni discursos o cuñas en cuyo contenido o letra se haga referencia a narcóticos, bachata, lascivia o grosería.

11. La Estación no dedicará piezas musicales o programas.

12. No pasará notas luctuosas ni sociales.

13. No se planeará ni trasmitirá ningún programa que incite al derrocamiento de los Gobiernos de Estados Unidos y del Estado Libre Asociado de Puerto Rico, de sus representantes debidamente constituídos o de sus principios fundamentales.

14. No se pasarán declaraciones ambiguas que puedan malinterpretarse fácilmente por la audiencia.

15. No se trasmitirá material alguno que pueda estar en contravención con la reglamentación vigente de la Comisión Federal de Comunicaciones.

A - DEBERES Y OBLIGACIONES DEL ADMINISTRADOR

1. Planear, dirigir y supervisar el Programa de Radio y Televisión del Departamento de Instrucción, incluyendo todas las instalaciones de radio y televisión del Departamento.

2. Sujeto a las normas establecidas y aprobadas por el Secretario de Instrucción, tendrá toda la responsabilidad y la autoridad para desarrollar los procedimientos de operación y funcionamiento del Programa de Radio y Televisión.

3. Asesorar en asuntos técnicos relativos a la compra de equipo, el mejor uso del mismo y otras actividades relacionadas con radio y televisión.

4. Preparar y aprobar los estimados de gastos del Programa.

5. Fijar el horario de trabajo para todo el personal de las estaciones, de acuerdo con las normas establecidas por la Oficina de Personal y sujeta a las necesidades y

características de estos medios de comunicación.

6. Estatuir y regirse por un reglamento para el funcionamiento interno de las estaciones. Este reglamento interno deberá recibir la aprobación del Secretario.

7. Dirigir, sujeto a este reglamento, los distintos programas auspiciados por los departamentos o agencias.

8. Atender las visitas con cortesía y mantener los estudios limpios y ordenados.

B - DEBERES Y OBLIGACIONES DEL DIRECTOR DE PROGRAMACION DE TELEVISION

1. El Director de Programación de Televisión será responsable de sus funciones al Administrador General de Radio y Televisión.

2. Será responsable de la programación general de las estaciones de televisión, evaluando las ideas para los programas y desarrollando nuevos programas en cooperación con los departamentos y agencias del Gobierno, o de Colegios o Universidades, etc. Determinará la aceptabilidad, utilidad y el buen gusto de los programas de televisión, de acuerdo con las normas de la Estación. Cooperará con los encargados de la presentación de programas de instrucción directa por televisión, muy especialmente en relación con la forma adecuada de la presentación de los mismos por televisión.

3. Desempeñará las otras funciones relacionadas con el Programa de Televisión que le puedan ser encomendados por el Administrador General de Radio y Televisión.

4. Será el jefe directo de locutores, libretistas, divisiones de música, de noticias fílmicas, escenografía y producción de televisión.

5. Rendirá aquellos informes sobre la programación de la estación que solicite el Administrador.

6. Será responsable de la puntualidad de los programas.

C. DEBERES Y OBLIGACIONES DEL DIRECTOR DE PROGRAMACION DE RADIO

1. El Director de Programación de Radio será responsable de sus funciones al Administrador.

2. Será responsable de la programación general de la Estación de Radio y estructurará su programación sujeta a la aprobación del Administrador, quien a su vez la someterá al

Secretario para su aprobación final; evaluando las ideas para los programas y desarrollando nuevos programas en cooperación con los departamentos y agencias del Gobierno o de Colegios o Universidades. Determinará la aceptabilidad, utilidad y el buen gusto de los programas de radio, de acuerdo con las normas de la Estación. Cooperará con los encargados de la presentación de programas de instrucción directa por radio, muy especialmente en relación con la forma adecuada de su presentación.

3. Será el jefe directo de locutores, libretistas, divisiones de música, de noticias y de producción de radio.

4. Atenderá la fase funcional del Departamento de Programación como representante del Administrador y cumplirá con aquellas obligaciones adicionales relacionadas con el Programa de Radio que le pueda ser encomendada por el Administrador.

5. Rendirá aquellos informes sobre la programación de la Estación que interese y solicite el Administrador.

6. Será responsable de la puntualidad de los programas.

ARTICULO V - APELACIONES

De cualquier resolución, decisión, determinación que el Director de Programación de Televisión o el Director de Programación de Radio tome sobre cualquier petición, solicitud, norma o asunto relacionado con la operación, tanto de las estaciones de televisión como la estación de radio, podrá apelarse al Administrador, en primera instancia, y de la resolución de éste al Secretario, cuya decisión será final y definitiva.

ARTICULO VI - DE LAS ENMIENDAS

Este reglamento podrá enmendarse con efecto prospectivo cuantas veces lo estime necesario el Secretario ajustándose a las normas aquí establecidas y las que tienen establecidas o pueda establecer en el futuro la Comisión Federal de Comunicaciones.

ARTICULO VII - DISPOSICIONES GENERALES

Nada de lo aquí dispuesto en cuanto a los deberes y obligaciones de los funcionarios mencionados se entenderá como una limitación o en forma restrictiva, ni supone la exclusión de otras responsabilidades como son la preparación de aquellos manuales de procedimiento aplicables a la operación, dirigentes de estudio, anunciadores, restricciones de

los programas, noticieros, Departamento de Música, continuidad e información general.

ARTICULO VIII - VIGENCIA

Este Reglamento, adoptado y aprobado por el Secretario, empezará a regir tan pronto se haya dado cumplimiento a las disposiciones de la Ley Núm. 112, aprobada el 30 de junio de 1957, conocida como Ley de Reglamentos de 1958.

Aprobado hoy 22 de octubre de 1958.

(Fdo.) EFRAIN SANCHEZ HIDALGO
Secretario de Instrucción Pública

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