

EDUCATION NOTES

RESIDENT INFORMATION PROGRAM

It is now evident that the many housing developments built in recent years have failed to solve all of the housing problems. In fact, providing a new place to live may actually compound the frustrations of the residents, who may never have experienced living in a housing development or in a new modern apartment. It has become apparent that the quality of the living environment must be considered in addition to the physical structure. A lack of attention to the total needs of socially and economically deprived families is often reflected in a lack of proper upkeep and pride in the environment—all of which may lead to costly repairs for management. Offering programs on consumer information and management of resources would be an important step in meeting such residents' total needs.

The twelve modules of the Resident Information Program provide information that will assist residents to understand and cope with their new environment and to improve their quality of life at a very "teachable moment"—when they move into a new apartment. The first four modules are concerned with the housing development, moving, home care, pest control, and planning the furnishings. These will be more beneficial to the residents if presented as pre-occupancy programs when moving plans are in the early stages. The remaining eight modules are concerned with food, money management, furnishings, storage, and safety and may be offered at weekly intervals as post-occupancy sessions.

The modules can serve as the core of a total

educational experience, with discussions, questions and answers, local resource persons, and follow-up meetings or workshops to reinforce the subject matter. Two related modules may be given in one session approximately 2 or 2½ hours.

The leader is a very important factor in the impact of the program. A successful leader will be well prepared and will take an active part in the presentations by encouraging questions and answers, and leading a helpful discussion. The leader's enthusiasm will be transmitted to the group. The reference sheets for residents, the Quiz Game Sheets, and the Anticipated Questions and Answers form good bases for discussions.

The Leader's Guide in each module provides specific suggestions for presenting the material. A friendly, congenial atmosphere, a well-prepared leader, a comfortable room, and the serving of some refreshments will all contribute substantially to effective and profitable meetings. The use of name tags that encourage the residents to get acquainted with each other could lead to better understanding and cooperation.

The seven-minute cassette tape entitled "Principles of Change" will enable leaders to better understand how adults change. Change is a slow process, and results will not be visible immediately. But as the residents begin to realize that others are concerned with their problems, an improvement in the understanding of and cooperation with management and an improved attitude toward living conditions should be noted. The Resident Information Program can be a significant step toward a successful housing development.

These materials will also be useful for other audiences, such as junior and senior high school students, Home Health Aides, Cooperative Extension Expanded Food and Nutrition Education Program Aides, young marrieds, older teens, and some middle income families. Any interested groups may use the materials.

Regina Rector, Extension Associate and Resident Information Program Leader Department of Design and Environmental Analysis.

*New York State College of Human Ecology
Corness University, Ithaca, N.Y. 14853.*

PROJECTS IN HOUSE DESIGN

The following is a description of a senior course in housing that is offered at Purdue University as part of their course requirements in residential design. It appeared in the publication PATTERNS OF INNOVATION, An Inventory of Non-traditional Instructional Activities, edited by Richard D. Smith at Purdue University. The course has been developed and taught by Marjorie Inman, assistant professor in the Department of Housing, Equipment, and Environmental Design, Purdue University.

Projects in House Design is a senior course developed to meet the need for a professional course offering realistic experience.

The entire class structure of Projects in House Design is based on field projects in house design and especially remodeling. An introductory project from a previous semester's client gives students a base on which to focus during the rest of the semester when they deal with actual clients in the surrounding Lafayette area. The beginning project integrates work from previous courses so the students will be prepared to use this knowledge in dealing with and designing for clients during the rest of the course.

During the client-student experiences, which cover thirteen weeks, each student is exposed to nine to twelve remodeling and new design projects. All students make contact with each of the families involved, visit the site of the problem to

be solved, and submit sketch ideas for a solution. The clients critique the students' preliminary designs, following which each student selects the projects, three in all, on which he or she will work in detail. Further contact with their assigned clients enables students to better fit their project designs to the needs of the families involved. Each client receives two or three student solutions to their individual problem.

For the introductory project and three client projects, students produce full sets of blueprints including floor plans, wiring diagrams, plot plans, foundation plans, roof plans, elevations, and detailed cross-sections of specific areas. Perspective drawings and renderings of remodeled areas, a list of materials specifications, and project costs are also an important part of the student's work. Clients receive a complete copy of each solution to their problem.

Summer 1976 Graduate Courses

Auburn University

Management of Family Resources, FCD 636 (4 credits) Dr. Sherman Hanna, Department of Family and Child Development

Family economics and home management theory and selected readings on applications to family resource management and public policy implications. Consideration of problems of time use, income, credit, etc. Students will act as advisors in the Family Financial Game, and participate in the continued development of the game.

Family Housing, CA 633 (5 credits) Dr. Suzanne Lindamood, Department of Consumer Affairs.

Examines research related to the effect of housing on the family; current housing problems affecting families; constraints preventing families from obtaining adequate housing.

1976 Summer Quarter: June 16-August 6.
Graduate Student Tuition: \$15 per credit plus \$33 fee, total maximum, \$183.

CONTACT: Graduate School, Auburn University, Auburn, Alabama 36830