

THE FUTURE HOMEMAKERS OF AMERICA

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Guide



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Guide

Iowa Association Future Homemakers of America FHA and HERO Chapters

**The Vocational Student Organization
of
Home Economics Education**

**State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Career Education Division
Grimes State Office Building
Des Moines, Iowa 50319**

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Section 1:

**Introduction
to FHA/HERO**

Toward New Horizons

FHA and HERO Chapters

Chapter members are young men and women in a search of direction for a full and useful life. Through their interest in home economics and the jobs and careers related to this area of education, they have become members of Future Homemakers of America. These vocational home economics students encounter many facets of themselves as they look for meaningful, satisfying skills to complement their interests, abilities, and personalities.

The Future Homemakers of America has two types of chapters. FHA chapters are a part of the consumer and homemaking programs, and HERO (Home Economics Related Occupations) chapters are a part of the home economics occupations programs.

Goal

To help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement.

Purposes

To provide opportunities for self-development and preparation for family and community living and for employment.

To strengthen the function of the family as the basic unit of society.

To encourage democracy through cooperative action in the home and community.

To encourage individual and group involvement in helping achieve world-wide brotherhood.

To institute programs promoting greater understanding between youth and adults.

To provide opportunities for decision making and for assuming responsibility.

To become aware of the multiple roles of men and women in today's society.

To develop interest in home economics, home economics careers, and related occupations.

Future Homemakers of America operates through middle, junior, and senior high schools as an integral part of home economics education in public and private schools.

Membership is voluntary for all students who are enrolled in or who have taken a course in homemaking, consumer education, family life, or home economics-related occupations.

Future Homemakers of America operates through middle, junior, and senior high schools as an integral part of home economics education in public and private schools.

Membership is voluntary for all students who are enrolled in or who have taken a course in homemaking, consumer education, family life, or home economics-related occupations.

Adult leadership for chapters is provided by the local home economics teacher. State association activities are headed by a member of the vocational home economics education staff in the State Department of Public Instruction. A full-time staff serves the membership from national headquarters in Washington, D.C.

Future Homemakers of America

<p style="text-align: center;">FHA CHAPTERS</p> <p>Emphasize preparation for jobs and careers in home economics-related occupations, recognizing that wage-earners will fill multiple roles as family members.</p>	<p style="text-align: center;">HERO CHAPTERS</p> <p>Emphasize preparation for community and family life, recognizing that homemakers will fill multiple roles as wage-earners.</p>
<p style="text-align: center;">HOME ECONOMICS CLASSES</p> <ul style="list-style-type: none">● food management production, and services● clothing management, production, and services● home furnishings, equipment, and service occupations● institutional and home management and supporting service occupations	<p style="text-align: center;">HOME ECONOMICS OCCUPATIONS CLASS</p> <ul style="list-style-type: none">● child development● family living and parenthood● food and nutrition● clothing and textiles● housing and home management● consumer education

History of Future Homemakers of America

In February 1917, President Woodrow Wilson signed the first National Vocational Act. The act created federally supported state programs of vocational education which included home economics. The establishment of home economics education laid the foundation for the development of Future Homemakers of America as an integral part of the home economics program.

As early as 1920, high school home economics students belonged to home economics clubs sponsored by adults interested in home economics education. These adults usually were connected with the Home Economics Division of the State Department of Education, Department of Student Clubs of the American Home Economics Association, or the Home Economics departments of colleges and universities. The clubs had many names and programs. Only those clubs sponsored by the American Home Economics Association had any affiliation with a national group.

Interest in one overall program for high school home economics grew. In 1943 the American Home Economics Association in cooperation with the Home Economics Branch of the United States Office of Education, Division of Vocational and Technical Education, appointed a committee to study high school home economics club programs. The committee believed that all existing programs could be strengthened by a united effort.

In March 1944, home economics leaders from 29 states met in Chicago, Illinois, and plans for developing one national organization were begun. In June 1944, a committee selected from those attending the March meeting, student representatives and advisers of home economics clubs, started plans for the development of a national organization.

On June 11, 1945 in Chicago, a group of national officer candidates from several sub-regions and a group of advisers drew up a temporary constitution. They also selected a name for the proposed national youth organization of students studying home economics education. The name was Future Homemakers of America.

The American Home Economics Association and the United States Office of Education under the direction of its home economics staff in the Division of Vocational and Technical Education became co-sponsors of the organization. The National Education Association and the American Vocational Association through their home economics divisions became cooperating groups.

Future Homemakers of America started with 42 affiliated associations; 2,487 chapters; 92,516 members; and \$7,200.00, loaned by the American Home Economics Association. Within the first year of its existence, FHA/HERO had paid back the loan and become a self-supporting, private, nonprofit organization for students enrolled in home economics education. FHA/HERO was incorporated in the District of Columbia and is one of the six national vocational student organizations.

Twenty years later, July 1965, FHA and New Homemakers of America (NHA) merged into one organization keeping the name Future Homemakers of America. NHA was a separate organization for black home economics students in the southern states where segregation was the law.

In May 1971, HERO chapters were introduced as a part of Future Homemakers of America to meet the needs of students in occupational home economics programs.

FHA/HERO Structure

The organization functions at three levels:

1. National organization

The national organization, headquartered in Washington, D.C., operates year-round through a staff of professional and supportive personnel who give direction to:

- a. National program of activities
- b. National publications
- c. National programs for decision-making and personal growth
- d. Preservice and inservice training for advisers
- e. Participation of youth in meetings of other organizations interested in the future of families, home economics, and home economics related occupations.

Activities at the national level are financed by national dues.

2. State association

At the state level, a member of the state staff of vocational home economics serves as state adviser to the association's membership. A state executive council is made up of youth members elected by the state membership.

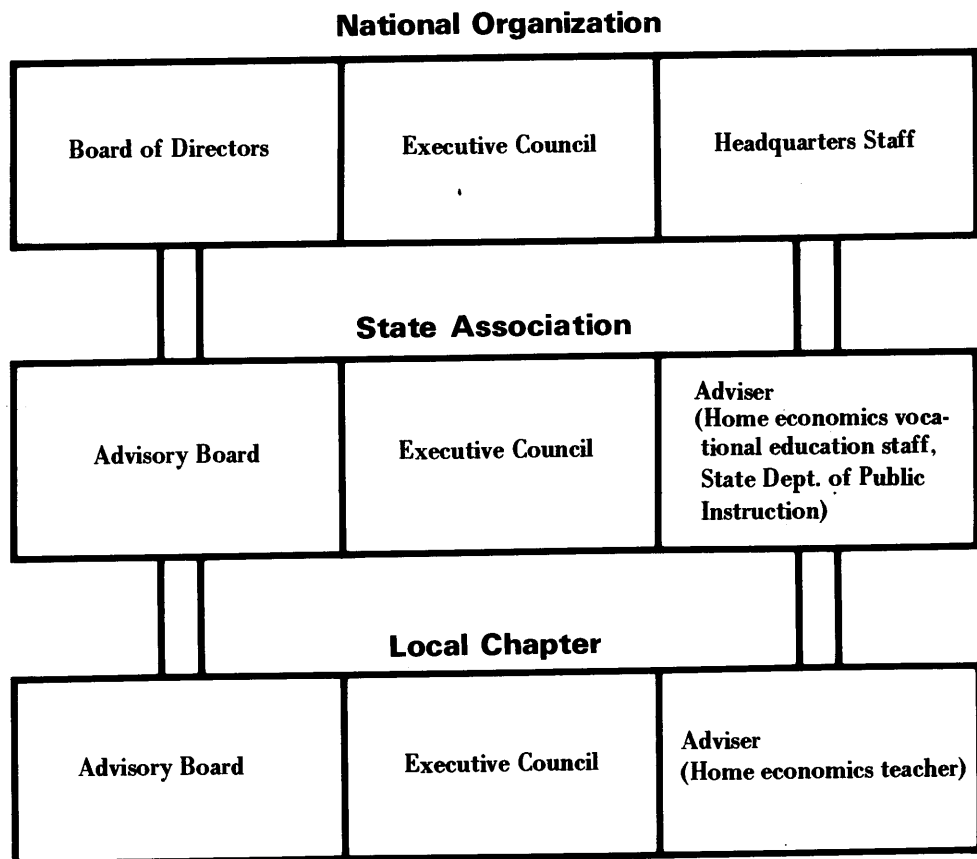
Activities at this level are financed through state dues set by each state.

3. Chapter or local level

At the chapter level the home economics teacher acts as chapter adviser, and elected leaders of the chapter make up the executive council. A chapter advisory committee of interested adults may be set up to give direction and support to the chapter.

Activities at this level are financed through chapter dues, money making activities, and special grants or donations.

Relationship of National, State, and Local Organizations



Should I Organize an FHA/HERO Chapter in My School?

IF YOU BELIEVE:

that preparation for students' futures as homemakers/wage-earners can encompass more than classroom learning and on-the-job participation through involvement in the FHA or HERO chapter;

that students should be encouraged to use and to practice home economics and home economics-related occupation learnings while working on projects designed around their own interests and concerns for family life, self, community service, and a job;

that when students are allowed to build upon their own interests, they become more involved in the learning process;

that student participation in projects they have chosen personalizes learning and presents home economics and home economics related occupations as an integral part of everyday life;

THEN: the answer is yes, you should organize a chapter.

Outline of Steps for Organizing an FHA/HERO Chapter

1. Familiarize self with the Future Homemakers of America
 - a. obtain information available from national office
Future Homemakers of America
2010 Massachusetts Avenue, NW
Washington, D.C. 20036
 - b. obtain information from state office
 - c. talk with FHA/HERO adviser and/or members who live in the community or nearby communities.
2. Take time to organize — teach a unit on FHA/HERO early in the course.
3. Talk with school administrators
 - a. summarize what FHA/HERO is and what the students can gain from having such an organization as a part of the home economics program
 - b. discuss meeting times, goals, purposes, finances, public relations, etc.
4. Contact state FHA/HERO adviser for
 - a. information about the Iowa association
 - b. resources available
 - c. suggestions for possible FHA/HERO meetings to attend
 - d. state and district program activities.
5. Decide on the chapter structure best suited to your school's schedule and needs.
6. Meet with interested leaders enrolled in home economics. Explain and discuss the purpose and value of a chapter.
7. Discuss purposes, goals, and so on in home economics classes. Have someone from an active chapter — either adviser or member — speak to classes or an interested group on the program, benefits, and problems to avoid in organizing a chapter.
8. Plan a meeting for those who are interested in organizing a chapter. The type of meeting will depend on the structure you have selected to fit your situation.
9. Discuss qualifications of leaders — experience, because of leadership ability instead of popularity, will be invaluable in getting the program off to a good start.
10. Arrange for prospective members to visit an active chapter. Prospective members who attend the meeting should report to other interested persons.

11. Contact state adviser if you feel you need further support.
12. Make a decision. Is there enough interest to organize a chapter?
 - a. evaluate feedback from students
 - b. inform state adviser.
13. Elect leaders.
14. Report back to administrators on progress.
15. Affiliate. Pay state and national dues.

Chapter will receive:

- a. Membership cards for all affiliated members
 - b. A chapter charter
 - c. A copy of "Teen Times" for every five members
 - d. FHA/HERO Action and Chapter Adviser Newsletter
 - e. A copy of Program Action IMPACT
 - f. A copy of "Chapter Guides"
 - g. A copy of Iowa Association GUIDE BOOK.
16. Plan a tentative budget.
 17. Help your school, particularly faculty and administrators, to understand:
 - a. purposes of the organization
 - b. the tentative chapter program and how it relates to home economics education.
 18. Develop a constitution and bylaws. Use national and state bylaws as guides for developing a constitution.
 19. Schedule an organizational meeting.
 20. Brainstorm to identify concerns of the total membership.
NOTE: Use IMPACT for this meeting to organize ideas into a plan for reaching chapter goals.
 21. Hold an executive meeting to organize ideas into a plan for reaching chapter goals.
 22. Make FHA/HERO an integral part of the home economics program by:
 - a. Selecting home economics program and FHA/HERO goals jointly with members and advisers
 - b. Correlating FHA/HERO and class experiences
 - c. Helping others see FHA/HERO as part of the home economics program.

Questions from Home Economics Teachers

• • • Answered

"Much more important than the answers we give are the questions we ask." —Max Lerner

- Q. What do you mean by "integrating FHA/HERO into the classroom"?
- A. This means that rather than operating the FHA/HERO chapter outside of class time, it meets during class as part of the instructional program.
- Q. How do I get started with integrating FHA/HERO into the class?
- A. A good place to start might be with first-year home economics students, although any interested class might be used. First, teach a unit on "What is FHA/HERO?" Explain how the activities could be carried on in class and give examples. Then, see how many would be interested in trying this. Do not worry if not everyone wants to be involved at first. Experience has shown that eventually almost all students decide to participate.
- Q. Are all the students in the class part of the chapter?
- A. Yes, this is one way it might be organized. Or, only those students interested in FHA/HERO participate in activities and meetings, while the others study or work on assignments.
- Q. But what do I do with those students who do not want to participate at first?
- A. They could work on class assignments or learning packages, use the time for supervised study, or do other assignments. They should not be allowed to "goof off."
- Q. Can we require students to join?
- A. Membership on both the state and national levels is voluntary, according to the bylaws. We encourage all home economics students to become involved in FHA/HERO activities whether they are members or not. The FHA/HERO activities should be considered learning experiences. Nonmember involvement outside of the classroom would be limited. For example, only members will:
- be eligible to be candidates for local, district, state, and national office
 - attend district, state, or national meetings
 - receive the national magazine "Teen Times"
 - participate in local activities supported by membership dues

- Q. I teach Independent Living—are boys eligible to join?
- A. Definitely, FHA/HERO has been open to male membership since it was organized in 1945. Last year there were more than 10,000 male members nationally, and the number is growing each year. Relate the chapter activities to what is happening in class.
- Q. Are seventh and eighth graders allowed to have FHA/HERO as part of classroom instruction and to be members of FHA/HERO?
- A. Yes. Any student who is or who has been enrolled in home economics through grade twelve may belong to FHA/HERO. Since middle and junior high students often do not have other activities in which they participate, they become very interested in FHA/HERO.
- Q. What about students who are not enrolled in home economics but still want to participate in FHA/HERO?
- A. Perhaps they could attend the meeting during one of the classes if they have a study hall or, if there were enough students interested who were not enrolled in home economics, they might still need to meet outside of class time.
- Q. Neither my students nor I know much about FHA/HERO—its purposes, organizational structure, history, and so on. How do we find out?
- A. Review national and state FHA/HERO publications. Contact district and state officers as well as district and state advisers for additional information. Perhaps you might teach a one-week unit on FHA/HERO at the first of the year to all incoming students.
- Q. What officers would the chapter in each class have?
- A. Probably each class would have leaders such as a president or chairman, secretary or recorder, treasurer, and others as needed. These officers would serve as an executive council to meet with the teacher in planning the meetings of the chapter. This gives many more students an opportunity to develop leadership abilities and to serve in leadership roles.
- Q. How often does the chapter meet when it is part of classroom instruction?
- A. This varies depending upon the school situation, interests, and needs of the students. Some chapters meet weekly; others, only once or twice a month.
- Q. Does this mean you would have an FHA/HERO meeting in every class of home economics every week?
- A. It might—or all the home economics classes meeting in a particular period might join together for a meeting once a month or so.

Q. In a department with more than one teacher, does each teacher have an FHA/HERO chapter?

A. Yes, this would be the ideal; that is, there would be a mini-chapter in each class. Perhaps teachers might have joint meetings of classes during the school day if space is available. Then a coordinating or executive council of the presidents and secretaries of each class might be organized to plan joint activities. Not every class would have to work on the same projects. However, the project would be tailored to fit what is being taught in that class at that time.

Q. How would you coordinate the activities of all those chapters?

A. A coordinating council might be set up composed of the chairman or president and secretary or recorder from each class. This council would meet regularly to plan joint projects and activities.

Q. What goes on during the chapter meeting?

A. Chapter meetings might be of several types: (1) *educational*, designed to help members acquire additional knowledge on a particular subject through a special speaker, panel, film, etc.; (2) *developmental*, designed to maximize student participation in developing leadership ability and membership skills and organizational ability; (3) *business*, such as election of officers and handling routine business; (4) *service*, in which the members work on projects to help people; and (5) *social*, fun-type meetings—party, picnic, potluck.

Q. But, how does this help me teach home economics?

A. Through relating chapter activities to classroom instruction. For example, when the students are studying nutrition, their FHA/HERO project might be teaching nutrition to elementary students or making a survey of food-selection habits of students in the cafeteria.

Q. How can I find the time to do both FHA/HERO and the home economics content?

A. Through the FHA/HERO chapter activities, when it is part of classroom instruction, you should be able to teach more of the subject matter content. If the students plan projects and activities related to their interests and concerns in a particular subject such as child development, then their learnings are likely to be much more realistic and relevant to them.

Q. Won't it cut down enrollment if students are told they have to belong to FHA/HERO to enroll in home economics?

A. If FHA/HERO participation remains voluntary—that is, students are not required to pay dues and participate—then there shouldn't be any adverse effect on enrollment. If we can make FHA/HERO activities interesting, fun, and worthwhile enough, students will enroll in home economics to get to join FHA/HERO.

Structure I



MEMBERSHIP: Members have taken or are taking a class in home economics.

OFFICERS: Usually there is one set of officers, one chapter in the school.

MEETINGS: Meetings are independent from classroom, usually held before or after school, during lunch, or activity period.

CHAPTER ACTION: Chapter action is independent from class, before or after school, during activity period, or on weekends.

This structure was most often found until the problems of a meeting time and transportation arose.

The officers were responsible for:

- Conducting chapter meetings — outside of class
- Keeping records of chapter finances and activities
- Providing leadership for the organization
- Directing all chapter plans and projects

The **executive council**, consisting of chapter officers and representatives of each class — either each home economics class or class in school as freshman, sophomore, etc. — was responsible for the implementation of program of work objectives and goals and purposes of the organization in relation to the curriculum. The executive council also planned chapter activities and projects.

The **chapter adviser** is the home economics teacher who:

- Serves in an advisory capacity—is alert and ready to set limits or sometimes finds the project too large for chapter members' time and experience
- Provides leadership as needed
- Assists in planning chapter activities

Keeps the group informed of materials from state and national officers

Provides for participation in district and state activities

Affiliation: Members of these chapters are affiliated with state and national organization and may:

Hold office in local, district, state, and national organizations

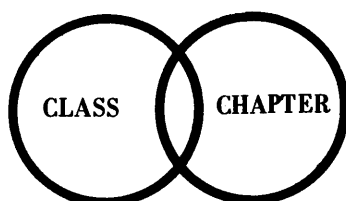
Attend district and state meetings

Wear the official emblem

Wear the official pin

Be required to meet other requirements as determined by the chapter

Structure II



In this structure there is an overlapping or partial integration of the classroom and chapter activities.

MEMBERSHIP: Members are students presently and previously enrolled in a home economics class.

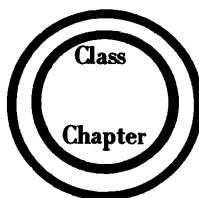
OFFICERS: Officers preside over a combination of out-of-class and in-class membership. Officers are elected from the total membership and function with committees from each home economics class. There is an overall executive council of officers and class representatives.

MEETINGS: The total membership meets after school or during an activity period to discuss chapter business and make overall plans. Committees may meet in individual classes.

Committee leaders and officers meet with adviser during class to plan and coordinate activities.

CHAPTER ACTION: Chapter action occurs before or after school, during activity period, on weekends, and in class.

Structure III



MEMBERSHIP: Members are students enrolled in home economics or home economics related occupations class this term.

OFFICERS: Each class has its own set of officers, and each class sends one or more representatives to an overall executive council; each class constitutes a chapter and each affiliates separately. Chapters work both independently and jointly on projects.

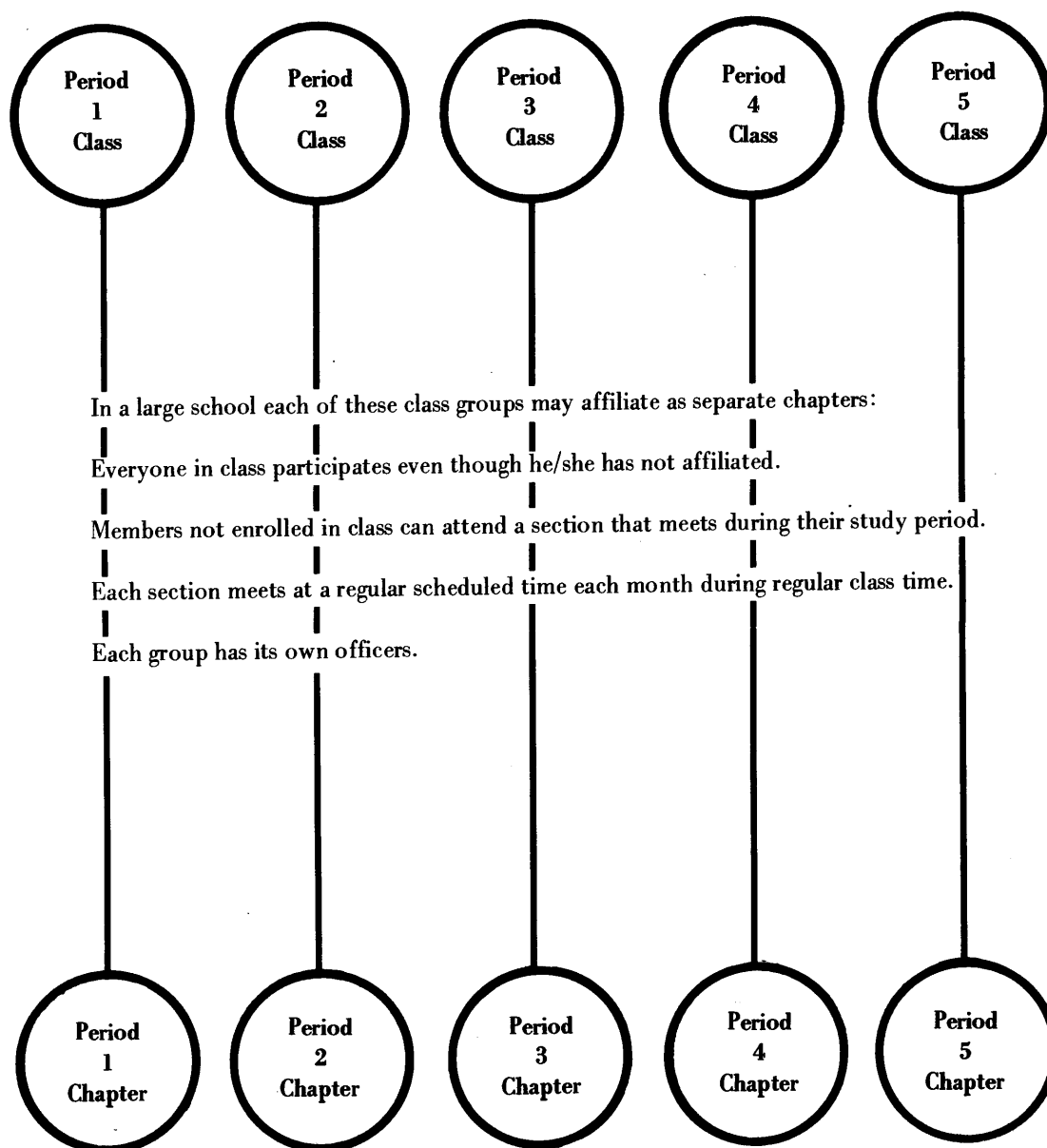
MEETINGS: Meetings occur as part of class time and lessons. The entire class functions as a planning unit for curriculum and extended learning activities. Affiliated members have opportunities beyond the chapter for personal growth such as:

- holding office
- attending district meetings
- attending state meetings
- attending national meetings

CHAPTER

ACTION: The majority of action occurs in class with outside resources brought into class settings. It may involve some out-of-class action for those who can participate weekends or after school.

Individual Class Chapters



Teacher Advisers

If there are several mini-chapters involved, each chapter will have a teacher adviser to work with class members. Teacher advisers:

Are responsible for the implementation of the purposes, goals, and objectives of the organization in relation to curriculum in home economics

Make plans for implementation of the program

Promote service and social activities in and out of class

Conduct organization business and monthly affairs

Provide for keeping of records and finances

Chapter Adviser

This adviser is designated to coordinate the total program if there is more than one teacher in the department. He/she is responsible for:

Total affiliation of class organizations as one unit

Distributing state and national material to teacher advisers

Coordinating representation of members in district and state activities

Other duties as needed in different situations

Section II:

**Integrating
FHA/HERO and
Home Economics
Education**

Toward New Horizons

Correlating FHA/HERO and Classroom Activity

The basic purposes of home economics education and Future Homemakers of America are the same. As an integral part of home economics secondary education, FHA and HERO chapters provide students with an opportunity to branch out in a variety of directions for self-growth. FHA/HERO can add new impetus to what happens in the class and can broaden the horizons of home economics. The role of the homemaking teacher is to coordinate class and chapter experiences in order that they complement and enrich each other.

Techniques for integrating FHA/HERO into the classroom include the use of the national program, Program Action IMPACT. IMPACT begins with the concept that although each person is an individual, youth have certain interests and concerns common to them as a group. Thus, IMPACT leads youth and adviser in working together to focus on common concerns and to develop a step-by-step plan of action. The teacher should analyze FHA/HERO and think of ways the organization can be used as a teaching tool. Teacher and students together may determine what home economics classes are working to accomplish and how FHA/HERO goals relate. A simple technique for involving everyone is clipping statements, pictures, quotes, etc., from "Teen Times." Give one to each student. Ask the students to define what their clippings tell about FHA/HERO. Stimulate their thinking about the role of the organization and how FHA/HERO is a part of home economics. Then, analyze with them the value they see in an FHA/HERO chapter and how that value ties with home economics classwork. Lead them into thinking about the benefits they gain from being a member of a large national organization. Once each class understands that FHA/HERO is a part of home economics education, the teacher is ready to plug FHA/HERO chapter action into the class.

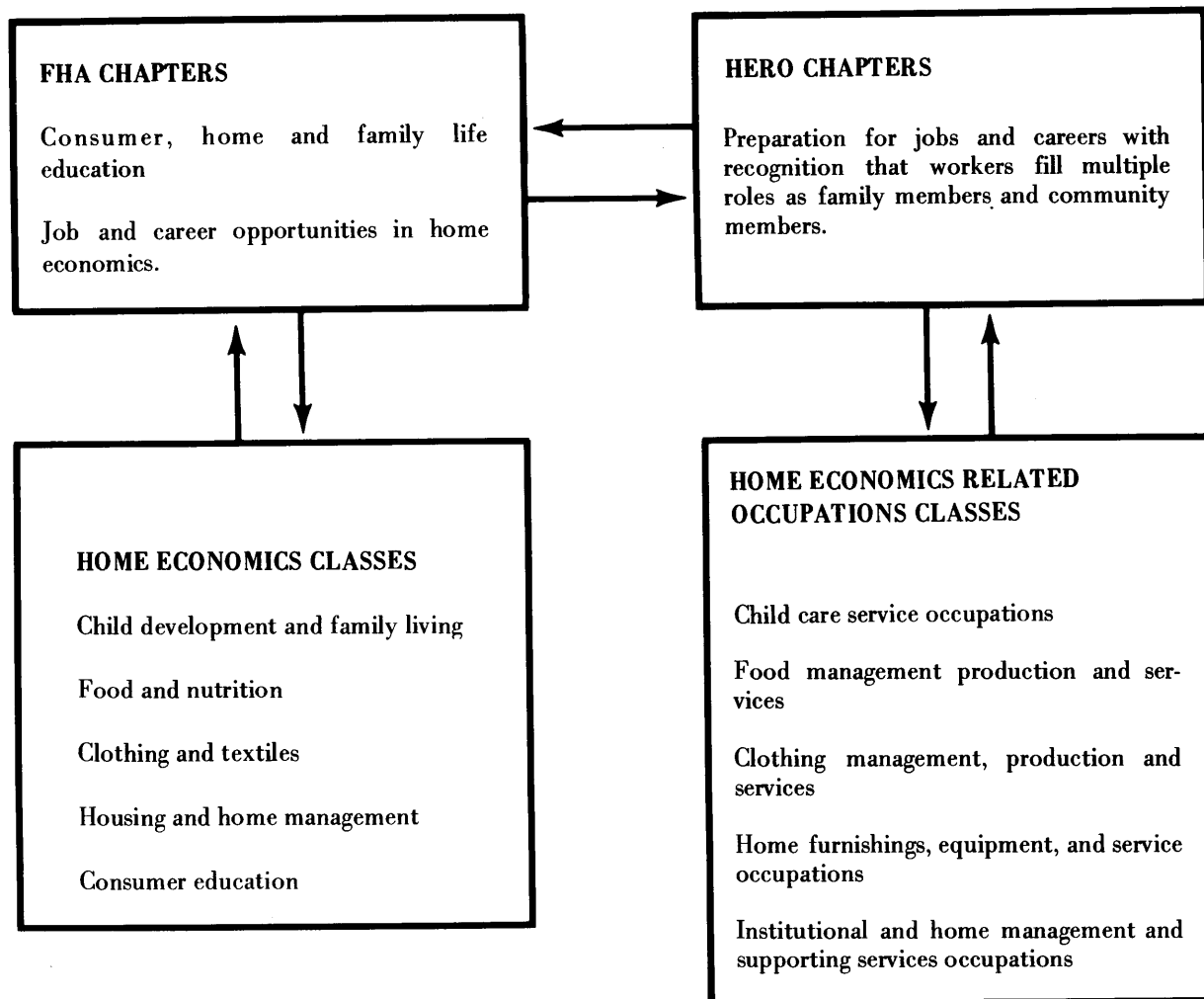
Let us assume that family relations is being taught. First, student concerns should be elicited. Various techniques may be used to obtain a list of concerns. Once the concerns are identified, the class is ready to define those on which they wish to work. Next the group is ready to set up action steps. To develop an awareness of using the seven planning steps of IMPACT, divide the students into groups of seven members each. Give each group a set of the symbols and have them arrange the symbols on the floor in the manner that is logical to them. Analyze with them why they arranged the steps as they did and why the sequences varied from group to group. Once they understand that the steps in planning are to help them proceed with action based on their concerns, they are ready to use their family concerns to develop plans for action as a part of class and beyond.

Another part of the FHA/HERO program that ties into classwork is the ENCOUNTER program. Personal growth is particularly relevant to home economics units in family living. In addition, home experiences may be chosen from work necessary to reach goals set for ENCOUNTER activities. Home experiences and classwork can be used interchangeably to reach home economics education goals.

**Relationship
of
Home Economics Classes
and
FHA/HERO**

FHA and HERO chapters are meant to be an integral part of the home economics and home economics occupations programs in secondary schools. They can provide a variety of opportunities to develop leadership potential with the curriculum while focusing on aspects, skills, and theory.

The following chart shows that relationship



How Do I Integrate FHA/HERO into the Home Economics Classroom?

Students and administrators must all recognize FHA/HERO as a part of the home economics program.

Each class must understand what FHA/HERO is and how it relates to the class, how it can add to classroom learning, and how it offers opportunities for leadership development.

If there are students in class who do not want to join FHA/HERO they must understand that the learning experiences are for everyone in class, members and non-members. However, only FHA/HERO members may hold office; vote; be committee chairmen; attend district, state, and national meetings; hold state and national office; and attend programs of civic groups when FHA/HERO members are often invited.

A plan for electing officers must be chosen, depending on the chapter and class structure selected.

There should be some provision in FHA/HERO for those students not enrolled in home economics classes, but who are eligible to belong to become active members of the organization.

Each chapter has to analyze its own situation and make a plan that best meets the needs of its school and home economics program.

FHA/HERO should maintain its identity as an organization while it functions as a part of home economics education.

The work identifies a project that involves classroom activities and learning but carries the performance beyond the classroom.

The work involved is divided among the classes — each class doing the work most closely related to its objectives and interest at that time. The work is done during class time.

The project or activity is executed with representatives of each class present to supervise and carry out the work from their class. The final activity usually takes place during an activity period or after school.

The representatives report to the class their evaluation of the part their class performed.

Class chairmen report evaluation and suggestions to FHA/HERO members at a meeting of the entire group.

Integrating FHA/HERO into the Home Economics Classroom*

CHAPTER STRUCTURE IS AFFECTED BY

- Local school administration policy concerning organizational meetings
- Student scheduling
- Tradition dictating the chapter structure over an extended period of time
- State Department of Public Instruction policy
- Union influence on use of teacher time
- Participation due to conflicts in activities scheduling, e.g. transportation, work, school, and home commitments
- Willingness of the adviser to give time to organizational functions

STRENGTHEN CHAPTER MANAGEMENT THROUGH

- FHA/HERO orientation in each home economics class
- Continuing emphasis upon relationship between FHA/HERO and home economics
- Use of IMPACT and ENCOUNTER to identify real concerns, ideas, and needs of students in order to plan more meaningful activities
- Planning activities which provide something for everyone — members and non-members
- Use of FHA/HERO resources in planning classroom activities
- Keeping administration, counselors, and others responsible for formulating school policies and scheduling informed of FHA/HERO action
- Communication between the FHA/HERO organization—home economics class by keeping a bulletin board posted with information concerning activities, suggestions, ideas, and committee sign-up sheets
- Teacher/advisers functioning in an advisory capacity
- Regularly scheduled coordination between teacher/adviser and chapter officers
- Seeking improvement and increased student involvement through continuing evaluation of chapter structure.

“Everything we do in the classroom should be educationally defensible!”

*AVA Cross Talk VI, December 1975, Anne Rushing, Program Consultant, Florida

Curriculum Suggestions

CLOTHING AND TEXTILES

MAJOR CONCERN: Running a Boutique

GOAL STATEMENT: The student will understand the management principles and skills needed to operate a small clothing business

CAREER EDUCATION ELEMENT: Employability Skills

ELEMENT THEME: The student will recognize the implications of working with and without supervision, independently and with others.

APPROXIMATE TIME NEEDED: 4-5 class periods for initial instruction.

PERFORMANCE OBJECTIVE:

Given a particular service to perform in altering, repairing, or constructing clothing, the student will use the correct technique to produce desired results as established by teacher and/or students.

FHA/HERO LEARNING ACTIVITIES:

1. Students receive instruction in how to do various types of alterations-lengthening or shortening, letting out, taking in, etc. Students practice making alterations on garments provided or brought from home.
2. Students visit alteration department of a clothing store or dry cleaning establishment.
3. Students set up an alteration service as part of an "FHA/HERO Boutique." Students develop an alteration tag and determine cost of each type of alteration. Students are assigned their particular duty in the alteration service. Hours for the service to be open are set, and service, publicized to the student body.
4. A similar type of service may be developed for clothing repair and/or dressmaking. This could become a fund-raising activity.

IMPLICATIONS FOR FURTHER USE WITH FHA/HERO:

Students may develop an alteration or dressmaking service in their home.

Students may obtain employment in an alterations department.

Students may volunteer to work with elderly people in doing alterations or dressmaking.

SUGGESTED MEDIA AND RESOURCE MATERIAL:

Textbooks on clothing alterations and repairs.

Filmstrips on techniques of dressmaking.

METHOD OF EVALUATION:

Student demonstrations on how to make a given type of alteration.

Student repairing correctly a garment brought into the classroom by another student.

Student report on altering, repairing, and/or constructing family clothing.

ENVIRONMENTAL HOUSING AND LIFE STYLES

MAJOR CONCERN: Ecology

GOAL STATEMENT: The student will develop an awareness of ecology by conserving available resources to be recycled.

CAREER EDUCATION ELEMENT: Self-awareness

ELEMENT THEME: The student will understand that he has responsibilities to himself and others.

APPROXIMATE TIME NEEDED: 4-5 class periods

PERFORMANCE OBJECTIVE: When given a variety of learning experiences, the student will be able to demonstrate an ecologically safe way to recycle available resources.

FHA/HERO LEARNING ACTIVITIES:

1. Students observe a demonstration of ways to recycle common household articles.
2. The demonstration is followed by a brainstorming session of other items to be recycled.
3. Students consider other factors to be involved in recycling.
 - cost of recycling (materials needed)
 - time required
 - energy needed
4. Students bring items from home and break into groups to discuss the possibilities of recycling.
5. Students complete project and present finished product to the class.
6. Students investigate facilities for recycling glass, tin, and paper in their community. If such facilities are not available, students work with city council and/or other agencies to establish such facilities.
7. Students collect paper and cans and take to a recycling center for proceeds as a fund-raising project.
8. Students develop an illustrated talk using cartoon characters to create an awareness in elementary school of environmental problems. Students work with elementary children on an ecology project.

IMPLICATIONS FOR FUTURE USE WITH FHA/HERO:

- Students give talks or prepare reports on recycling materials or resources.
- Students complete ENCOUNTER project by recycling, displaying, and discussing the item.
- Students plan a "boutique" to sell recycled items to raise funds for FHA/HERO.
- Students plan an "ecological Christmas" creating decorations and gifts from recycled items.

SUGGESTED MEDIA AND RESOURCE MATERIAL:

"What Can You Learn At A Vacant Lot??" "Teen Times" Sept./Oct. 1974, 13ff.

METHODS OF EVALUATION:

Evaluation for finished product that students presented to the class.
Student reports on items they are recycling at home.

cont. on p. 7

HUMAN DEVELOPMENT AND THE FAMILY

MAJOR CONCERN – Life Styles

CAREER EDUCATION ELEMENT – Career Awareness

GOAL STATEMENT – The student will be able to describe and understand various life styles of women and men and the value of home economics education in each situation.

ELEMENT THEME – The student will understand the relationship between career and life style.

APPROXIMATE TIME NEEDED – 2 hours

PERFORMANCE OBJECTIVE – When exploring the various roles of men and women, students will be able to identify specific areas in home economics.

IMPLICATIONS FOR FURTHER USE WITH FHA/HERO:

Members (students) may develop (an) out-of-class project(s) using the IMPACT process or an individual ENCOUNTER project to strengthen school and community relationships or to prepare for adulthood.

FHA/HERO LEARNING ACTIVITIES:

1. A panel composed of
 - a full-time homemaker
 - a married career woman
 - a single working woman
 - a single parent
 - a student male homemaker

Discuss

- problems of their situations
- satisfactions of their situations
- feelings about their situations.

2. Students consider how home economics education would be helpful in each situation.
 - knowledge and skills need to be covered in home economics

3. Students do further research to reinforce findings from panel.
 - compose an instrument to be used in a community survey of practicing homemakers to discover what career preparation or information they feel they need.

SUGGESTED MEDIA AND RESOURCE MATERIAL

Panel
Survey

METHODS OF EVALUATION:

IMPACT or ENCOUNTER projects through which members (students) would measure their own growth.
Written evaluation of survey (optional).

NUTRITION AND FOOD

MAJOR CONCERN: Convenience Foods

CAREER EDUCATION ELEMENT: Beginning Competency
ELEMENT THEME: The student will develop the skills required to identify the objectives of a task, specify resources required, outline procedures, perform operations, and evaluate the product.

GOAL STATEMENT: The student will become aware of the vast assortment of commercial mixes and those prepared at home.

APPROXIMATE TIME NEEDED: 3-4 class periods.

PERFORMANCE OBJECTIVES:

The student will demonstrate ways convenience foods may provide savings in time and energy, and that they may or may not be more expensive than food entirely prepared from scratch.

The student will explain that home prepared mixes may not always save time, but may be convenient because they can be made when the homemaker is not rushed.

IMPLICATIONS FOR FURTHER USE WITH FHA/HERO:

Students may expand the project at home, preparing other mixes and comparing them using the same criteria for evaluation.

SUGGESTED MEDIA AND RESOURCE MATERIAL:

Labels from packages and envelopes of convenience mixes.
 Cote, Patricia. *People, Food and Science*, Ginn and Company, pp. 357, 360, 361.

FHA/HERO LEARNING ACTIVITIES:

1. Students list as many convenience foods as they can think of in three minutes. Students formulate a definition of convenience foods.
2. Students list the most popular mixes used by students and their families. Students choose the three most popular to prepare in the classroom laboratory.
3. Students prepare same items using home prepared mix.
4. Students develop an evaluation form for products made with commercial and home prepared mix, comparing taste, appearance, cost, and time to prepare.
5. Students prepare and serve products made from two types of mixes to a faculty test panel. The evaluation form in No. 4 could be used as criteria for testing.
6. Faculty members could be requested to test mixes with their families and tabulate results.
7. The outcomes of the experiments could be published in school and community newspapers as a consumer education project.

METHOD OF EVALUATION:

Student reports on experiences using convenience foods.
 Teacher observation of students work habits in preparing mixes.
 Student demonstrations to class on how to prepare a special mix.
 Student articles on convenience and cost of mixes.

Section III:

Chapter Management

Toward New Horizons

How to Have a Chapter that Functions Well

Keep members interested, active, informed, and cooperative:

Allow as many members as possible to assume leadership roles

Encourage every member to be on a program or committee

Use parliamentary procedure

Respect members opinions

Encourage members to accept responsibility

Recognize a job well done

Express appreciation for advice and help

Plan activities for members to become better acquainted

Keep officers informed, interested, and active:

Have well planned and regular executive board meetings

Acquaint officers with their respective duties

Have leadership training periods

Expect officers to take responsibility and to evaluate programs

Keep advisers and administrators active, interested, and informed:

Look to adviser and administrator for advice and guidance

Encourage adviser to recognize each member as an individual

Encourage adviser to be a part of your activities

Invite administrators to meetings and activities

Expect, receive, and appreciate help from your adviser and administrators

Keep the program one that:

Is based on the purposes of the organization, concerns of the group and goals of the home economics program

Follows the ideas presented in IMPACT and ENCOUNTER

Gives opportunities for members to participate at local, district, state, and national levels

Is planned early in the year and based on definite goals

Is challenging and includes education, service, social, and financial experiences

Correlates chapter and home economics programs

Keep public informed of program and activities:

Use services of newspaper, radio, and television

Observe FHA/HERO week

Invite parents and faculty in Home Economics Department to FHA/HERO meetings

Speak out for home economics education

Conducting the Business Meeting

Call to order

Roll call by secretary

Secretary's report of minutes of previous meeting

Treasurer's report

Committee chairmen reports

Old business — any unfinished business from previous meeting

New business

Announcements — members and chairmen

When announcements have been completed and the president is sure there is no more business to come before the meeting, a motion to adjourn is in order.

Adjournment

Democratic Procedures in FHA/HERO Chapter Elections*

Careful consideration is given to each FHA/HERO member as a possible candidate for an FHA/HERO office.

All members are given the opportunity to suggest nominees for officers.

The nominating committee is selected by the members.

Members of the nominating committee are acquainted with a majority of members.

Members of the nominating committee are willing to serve on the nominating committee.

The procedure used by the nominating committee insures that every member has a chance to be considered for an office.

The nominating committee thoughtfully considers the qualifications of each nominee in relation to the qualifications of the office.

Each nominee has the opportunity to gain an understanding of the duties and amount of time required before agreeing to be a candidate.

Each nominee has the opportunity to accept or decline the offer to be a candidate.

Methods used to acquaint members are such that members have a clear understanding of the duties and qualifications of each office before the election.

Members have the opportunity to become acquainted with the qualifications of the nominees prior to the day of election.

The method of voting insures that each member has the opportunity to vote.

Enough time is allowed during the time of the election so each member can seriously and carefully consider each candidate.

Each member is given privacy to vote as he/she chooses.

*From "Criteria For Democratic Selection and Training for Chapter Officers of Future Homemakers of America" by Betty L. Trout, unpublished M.S. Thesis, Iowa State University, 1959.

Handling Chapter Money*

Discuss regulations concerning money-making activities with your school administrators. Determine approved method for handling FHA/HERO money, i.e., when and how money should be deposited in the office, the type of records required, and the method of withdrawing money.

Secure a ledger or FHA/HERO Treasurer Notebook from *Balfour Supply Service*, 11722 Parklawn Drive, Rockville, Maryland 20852. Keep all records accurately, entering debits and credits as they occur, and keeping an accurate balance.

File the financial record book and receipts in the FHA/HERO section of the Home Economics Department files. Leave a copy of the records with the principal.

Be positive that there are no outstanding bills at the close of the school year.

Send checks to the state office made out to the *Iowa Association of Future Homemakers of America*. State on the check what it is for.

As part of the FHA/HERO program of activities for the chapter, plan at the beginning of the year a chapter budget. Include a list of possible expenditures and suggestions for raising funds to meet these needs. (see following page)

Consider the following questions when deciding upon a money-making project.

Will it be in keeping with the goals of FHA/HERO?

Will it be fun?

Will the members really be learning something?

Will it be in keeping with school policies and state laws?

Can it be completed in a reasonable amount of time?

Will it make enough money to be worth the time and effort?

Will the work be shared by all members?

Will the members have to sacrifice much time or many materials or services?

*From GUIDEBOOK, Georgia Association, Future Homemakers of America 1969-1977.

Suggested Format for Setting Up a Chapter Budget*

Goals of committee (check goals accomplished):

() _____

() _____

() _____

() _____

BUDGET

Estimated Chapter Expenses for the Year
(To be filled in by Finance Committee at beginning of year)

BALANCE SEPTEMBER 1, 19____ \$_____

How Chapter Plans to Secure Money		How Chapter Plans to Spend Money	
	Amount		Amount
	\$		\$
Total Expected Income (Include balance from previous year)	\$	Total Expected Expenditures	\$

*From CHAPTER RECORD BOOK, South Carolina Association, Future Homemakers of America, 1971-72.

Actual Chapter Expenses*

How Chapter Secured Money	Amount	Ways Chapter Used Money	Amount
Balance September 1, 19____	\$		\$
TOTAL INCOME	\$		\$

BALANCE _____ 197_____

Evaluation:

Chapter Budget was set up at beginning of year

Sufficient funds were secured to meet the needs of the budget

Accurate record of receipts and expenditures kept by treasurer

National, state, and district dues paid by appropriate date

TOTAL

Yes	No

(Signed by)

Chapter Treasurer

Chapter President

*From CHAPTER RECORD BOOK, South Carolina Association, Future Homemakers of America, 1971-72.

FHA/HERO Guide

Appendix

Toward New Horizons

Important Addresses

State FHA/HERO Adviser
Career Education
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319
515/281-3381

National FHA/HERO Headquarters
2010 Massachusetts Avenue N.W.
Washington, D.C. 20036
202/833-1925

L.G. Balfour Supply Company (emblematic materials)
1722 Parklawn Drive
Rockville, Maryland 20852

**Iowa Association
of
Future Homemakers of America
Bylaws**

Article I

Name, Sponsor, Goal – Purposes

Section 1. Name. The name of this organization shall be the Iowa Association of Future Homemakers of America (with FHA and Home Economics Related Occupations chapters). The name shall be used only by the State Association and affiliated chapters.

Section 2. Sponsor. The sponsor of the Association shall be the Career Education Division, State Department of Public Instruction. A state home economics education consultant shall be designated as state adviser.

Section 3. Goal and Purposes. The goal of the organization shall be to help youth assume their roles in society through home economics education in the areas of personal growth, family life, vocational preparation, and community involvement. Organized instruction relating to the goal is a part of the home economics education program in the schools. The purposes of the organization shall be as follows:

- To provide opportunities for self-development and preparation for family and community living and for employment.
- To strengthen the function of the family as a basic unit of society.
- To encourage democracy through cooperative action in the home and community.
- To encourage individual and group involvement in helping achieve worldwide brotherhood.
- To institute programs promoting greater understanding between youth and adults.
- To provide opportunities for decision making and for assuming responsibility.
- To become aware of the multiple roles of men and women in today's society.
- To develop interest in home economics, home economics careers, and related occupations.

Article II

Organizational Structure

Section 1. Membership. The Iowa Association of Future Homemakers of America with FHA and HERO chapters shall consist of the affiliated chapters composed of qualified members.

Section 2. Affiliation.

- A. **Affiliation of New Chapters.** A chapter may be organized whenever, in the judgment of the teachers, students, and administrations [sic], it would be advantageous to do so. Application for affiliation shall be made on forms provided by the state adviser, Career Education Division, State Department of Public

Instruction. Application shall be signed by the president and the adviser of the chapter and shall be sent to the state adviser accompanied by the following:

- A copy of the proposed bylaws which are consistent with the bylaws of the state and national organizations.
- A copy of the current program of activities.
- A remittance to cover state and national membership dues.

A newly formed chapter shall be issued a certificate of affiliation through the state adviser upon completion of the above.

- B. Annual Affiliation. Chapters shall affiliate annually on forms provided by the state adviser. In addition to the forms, the following materials shall be sent prior to November 1:

- State and national dues.
- A copy of the current program of activities.
- Any amendments made to the chapter bylaws.

Section 3. Membership Qualifications.

- A. Active Members. Students enrolled in home economics classes through grade twelve or previously so enrolled, shall be eligible for membership in an organized chapter within the school. Such members may retain active membership during the time they are enrolled in school through grade twelve. Active members shall be eligible to hold office, to make motions, and to vote.
- B. State Honorary Members. Any individual who has rendered outstanding service to the Iowa Association of Future Homemakers of America (FHA/HERO) by advancing its purposes shall be eligible for honorary membership and may be recommended by any local chapter. Honorary members shall be approved by a committee of chapters and their advisers who have been appointed by the chairman of the advisory board. Honorary members shall have the privilege of attending all meetings of the organization, but shall have no vote.

Article III

Dues, Fiscal Year, Budget, Audit

Section 1. Dues.

- A. National Dues. National dues are determined by the national organization.
- B. State Dues. Individual membership dues shall be determined by the state executive council and the state advisory board, subject to the approval of the delegates at a state meeting. Such dues shall be in addition to the national dues. Dues for each member shall be sent annually by each local chapter to the state adviser prior to November 1.
- C. District Dues. District dues are determined by individual districts.
- D. Chapter Dues. The chapter executive council shall determine local membership dues, subject to approval by members of the chapter. They shall be in addition to the national and state dues.

Section 2. Fiscal Year. The fiscal year shall be August 1 through July 31.

Section 3. Budget. The budget shall be prepared by the state adviser in consultation with the state treasurer. It shall be submitted to the state advisory board for approval after which the state treasurer shall submit it to the state executive council for adoption.

Section 4. Audit. The financial statement of all income and expenditures prepared by the state adviser shall be audited annually by a public accountant and presented to the state advisory board for approval.

Article IV

Assets

Section 1. Dissolution or Liquidation. Upon final dissolution or liquidation of the State Association of the Future Homemakers of America (FHA/HERO), liabilities, the remaining assets of the State Association shall be used by the advisory board in accordance with the purposes of the national organization or be transferred to a government instrumentality or a qualified exempt organization within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954.

Article V

Officers

Section 1. Officers. The State Association shall have eight elected state officers who shall be members of the state executive council. The eight officers shall elect from their ranks a president, a vice president, a secretary, and a treasurer. Each of the remaining officers shall bear the title of state FHA/HERO officer.

Section 2. Qualifications. State officers shall have the following qualifications:

- A. Active membership in an affiliated chapter.
- B. One year of study in home economics or home economics related occupation.
- C. A scholastic rating above average.
- D. Leadership ability in responsibilities at the chapter level or above.
- E. Approval of the local chapter, adviser, and school officials.

Section 3. Duties. All officers shall attend state executive council meetings, state meetings, and national meeting. Each shall prepare a report of his/her activities for the year. In addition:

- A. The president shall preside at state meetings and the executive council; be a member of the state advisory board; and serve as liaison to the state executive council.
- B. The vice president shall serve in the absence of the president and shall serve as the national committee member.
- C. The secretary shall record the minutes of state meetings and executive council meetings, and keep a record of affiliated chapters in the State Association.
- D. The treasurer shall report to the delegates assembled at the state meeting the financial status of the organization, review the records of receipts and disbursements submitted by the state adviser, and present to the state executive council the proposed budget for the coming year for approval.
- E. All state officers shall carry out leadership responsibilities for the State Association and serve as members of the state executive council.
- F. National officer candidates shall represent the State Association in national officer elections. If elected, shall serve as a liaison to the state executive council. If not elected, shall assume the position of state officer on the state executive council.
- G. HERO representatives shall promote home economics related occupations.

Section 4. Term of Office. The term of office shall be for one year or until successors are elected and installed. If an officer moves to a school where there is no chapter, the officer automatically forfeits the office.

Section 5. Vacancies. In the event that a vacancy occurs in a state office, the opposing candidate automatically becomes the officer for the remainder of the year. When this plan is not possible, the state president, with the state adviser, fills the vacancy from the list of members whose credentials were previously submitted for the state office.

Article VI

Nominations and Election

Section 1. Nominations. Candidates for state offices may be nominated by affiliated chapters not currently represented by a state officer. Nomination forms from chapters shall be mailed to the state office by a specified date.

A nominating committee consisting of a state officer, state adviser, and local chapter officers shall select the slate of candidates from the nominations. A list of officer candidates, together with qualifications of these candidates, shall be made available by the state adviser to the voting delegates prior to the state meeting.

Section 2. Introduction of Candidates. Officer candidates shall be presented to the voting delegates at the time of the state meeting.

Section 3. Election of the officers. The voting delegates shall vote by ballot for the officers at the state meeting. The candidates receiving the highest number of votes for the state office shall be elected and shall assume office at the close of the state meeting.

Article VII

National Meetings

Section 1. Delegates.

- A. **Voting Delegates.** The number of voting delegates to which the Iowa Association of Future Homemakers of America is entitled shall be determined by the number of members within the state in the year prior to the meeting, according to the scale established by the national organization.
- B. **Non-voting Delegates.** The Iowa Association of Future Homemakers of America shall be entitled to send non-voting delegates according to the quota set by the national board of directors.

Section 2. State Candidate for National Office. A nominee [sic] for candidate for national office may be submitted by any affiliated local chapter. The credentials should be submitted at the same time as the credentials for state officer nominees. The nominee for national office should possess the qualifications set up in the national bylaws.

Article VIII

State Meetings

Section 1. State Meetings. The state meeting shall be held at such time and place as the state advisory board, after consultation with the state executive council, shall determine. The purpose shall be to elect the state officers, to hear reports of officers, to promote the program of activities, and to transact other business of the association.

Section 2. Delegates.

- A. **Voting Delegates.** Each chapter is entitled to two voting delegates.
- B. **Non-Voting Delegates.** Each chapter shall be entitled to send non-voting delegates according to a quota set by the state advisory board.

Section 3. Voting. The privilege of making motions, debating, and voting shall be limited to the voting delegates and the state officers. The privilege of discussion may be extended to the non-voting representatives upon the consent of the voting delegates.

Section 4. Quorum. Voting delegates from three-fourths (3/4) of the local chapters shall constitute a quorum unless in an emergency the state executive council and state adviser shall declare a smaller quorum.

Article IX

The State Advisory Board

Section 1. State Advisory Board. The state advisory board shall be composed of:

- A. The chairman of the state advisory board, who shall be elected by the board from the representatives of the board.
- B. The state adviser of the Iowa Association of the Future Homemakers of America.
- C. Other state consultants of home economics, who shall serve on the board as ex-officio members.
- D. A representative of the Iowa Home Economics Association, selected by the association in keeping with the following criteria:
 - 1. A member of the Iowa Home Economics Association.
 - 2. An adviser of a local FHA/HERO chapter.
- E. A representative of the Iowa Association of Vocational Home Economics selected by the association in keeping with the following criteria:
 - 1. A member of the Iowa Vocational Association.
 - 2. An adviser of a local FHA/HERO chapter.
- F. A representative of the Iowa Home Economics Teachers Advisory Council appointed by the council.
- G. A teacher educator from each regents university approved for training vocational home economics teachers.
- H. A teacher educator from schools not represented in G, selected by the chairman of the College and University Section of Iowa Home Economics Association.
- I. The state FHA/HERO president.
- J. Adviser to the state FHA/HERO president.
- K. The adviser to the past president.

Section 2. Term of Service. The length of service of representatives and of advisers to state officers shall be as follows:

- A. Representative of the Iowa Home Economics Association—3 years.
- B. Representative of the Iowa Association of Vocational Home Economics Teachers—3 years.

- C. Representative of Iowa Home Economics Teachers Advisory Council—3 years.
- D. Teacher educators from universities approved for training vocational home economics teachers—3 years.
- E. Representative of College and University Section of Iowa Home Economics Association—2 years.
- F. Adviser to the state president—2 years.
- G. State president—1 year.

The rotation sequence shall be planned to retain a minimum of five members each year. August 1 through July 31 constitutes an official year of service on the board.

Section 3. Duties. The duties of the board shall be to:

- A. Serve in an advisory capacity to the state executive council.
- B. Recommend policies and procedures to state executive council.
- C. Counsel with state adviser.
- D. Approve the budget for submittal to the state executive council.
- E. Approve the time and place of the state meeting.
- F. In case of emergency, cancel the state meeting, and determine the procedure for electing officers and transacting the necessary business.

Section 4. Meetings. The advisory board shall determine the time and place of its meetings. Special meetings may be called by the chairman and shall be called upon request of any five members of the advisory board.

- A. Quorum. A majority of the membership of the advisory board shall constitute a quorum.

Section 5. Executive Committee. The executive committee of the state advisory board shall be composed of the chairman of the board, the state adviser, the representative of the Iowa Home Economics Teachers Advisory Council, and the adviser of the state president. This committee shall act in times of emergency to transact business as shall require immediate attention.

Article X

The State Executive Council

Section 1. The State Executive Council. The state officers compose the state executive council. The state adviser shall serve as official adviser to the Council. Chapter advisers accompanying the officers to the state executive council meetings shall serve as consultants.

Section 2. Duties. The executive council shall:

- A. Determine the business to be brought before the delegates at the state meeting.

- B. Conduct such other business as shall be necessary to facilitate the progress of the organization.
- C. Plan the program for the state meeting.
- D. The state president shall be a member of the state advisory board.

Article XI

Districts and Chapters

Section 1. Districts.

- A. Districts. There shall be designated districts of the Iowa Association of Future Homemakers of America.
- B. Sub-Districts. Within each district, sub-districts may be formed if the need arises.
- C. Meetings. District meetings will be held annually.
- D. Quorum. Representation of a majority of the chapters within the district shall constitute a quorum.

Section 2. Chapters.

- A. The local adviser shall be a home economics teacher in the school in which the chapter is established.
- B. Local advisory board and/or chapter parents may be selected by the chapter to help give guidance.

Section 3. Bylaws. District and chapter bylaws shall be adopted by the respective group to govern the transaction of business, provided such bylaws shall be consistent with those of the state and national organization.

Section 4. Honorary Memberships. Honorary memberships in the chapter shall be determined by the chapter members.

Article XII

Parliamentary Authority

Section 1. Parliamentary Authority. ROBERT'S RULES OF ORDER, newly revised, shall govern the Future Homemakers of America in all cases in which they are applicable and in which they are not inconsistent with these bylaws.

Article XIII

Amendments

Section 1. Amendments. These bylaws may be amended at the state meeting by a two-thirds (2/3) vote of the voting delegates present and voting provided that:

- A. The amendments shall be proposed by any of the following:
 - 1. The state executive council.
 - 2. The state advisory board.
 - 3. The state adviser.
 - 4. A local chapter.
- B. Amendments shall be received by the state adviser ninety (90) days prior to the state meeting.
- C. All amendments must have majority approval of the state executive council before being presented to the local chapters.
- D. Notice of proposed amendments shall be sent to the local chapters by the state adviser one month prior to the state meeting.

Sample Chapter Bylaws

Article I

Name, Sponsor, Goal – Purposes

Section 1. NAME. The name of this organization shall be the _____ chapter of the Future Homemakers of America.

Section 2. SPONSOR. The sponsor of the _____ chapter of the Future Homemakers of America is the _____ community school, _____, Iowa.

Section 3. GOAL AND PURPOSES. The goal of the organization shall be to help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation, and community involvement. Organized instruction relating to the goal is a part of the home economics education program in the schools. The purposes of the organization shall be as follows:

- To provide opportunities for self-development and preparation for family and community living and for employment.
- To strengthen the function of the family as a basic unit of society.
- To encourage democracy through cooperative action in the home and community.
- To encourage individual and group involvement in helping achieve worldwide brotherhood.
- To institute programs promoting greater understanding between youth and adults.
- To provide opportunities for decision making and for assuming responsibility.
- To become aware of the multiple roles of men and women in today's society.
- To develop interest in home economics, home economics careers, and related occupations.

Article II

Organizational Structure

Section 1. MEMBERSHIP QUALIFICATIONS.

- A. **ACTIVE MEMBERS.** Students enrolled in home economics classes through grade twelve or previously so enrolled, shall be eligible for membership in an organized chapter within the school. Such members may retain active membership during the time they are enrolled in school through grade twelve. Active members shall be eligible to hold office, to make motions, and to vote.
- B. **HONORARY MEMBERS.** Any individual who has rendered outstanding service to the chapter of Future Homemakers of America by advancing its purposes shall be eligible for honorary membership and may be recommended by executive council. Honorary members shall have the privilege of attending all meetings of the organization but shall have no vote.

Article III

Dues, Fiscal Year, Budget, Audit

Section 1. DUES.

- A. **CHAPTER DUES.** The chapter executive council shall determine local membership dues subject to approval by members of the chapter. They shall be in addition to the national and state dues.
- B. **DISTRICT DUES.** District dues may be determined by individual districts.
- C. **STATE DUES.** Individual membership dues shall be determined by the state executive council and the state advisory board and subject to the approval of the delegates at a state meeting. Such dues shall be in addition to the national dues. Dues for each member shall be sent annually by each local chapter to the state adviser prior to November 1.
- D. **NATIONAL DUES.** National dues are determined by the national organization.

Article IV

Officers

Section 1. OFFICERS. The officers of the chapter shall be elected to the executive council. The officers shall elect from their ranks a president, a vice president, a secretary, a treasurer, and a district representative. Each of the remaining officers shall bear the title of FHA/HERO officer.

Section 2. QUALIFICATIONS. Candidates for state office shall have the following qualifications:

- A. Active membership in an affiliated chapter.
- B. One year of study of home economics or home economics related occupation.
- C. A scholastic rating above average.

Section 3. DUTIES. All officers shall attend executive council meetings. Each shall prepare a report of his/her activities for the year. In addition:

- A. The president shall preside at all meetings and the executive council.
- B. The vice president shall serve in the absence of the president and shall serve as the program chairman.
- C. The secretary shall record the minutes of meetings and executive council meetings, and keep the records of the chapter.
- D. The treasurer shall keep the financial records of the chapter.
- E. All chapter officers shall carry out leadership responsibilities for the chapter and serve as members of the executive council.

Section 4. TERM OF OFFICE. The term of office shall be for one year or until a successor is elected and installed. If an officer moves to a school where there is no chapter, the officer automatically forfeits the office.

Section 5. VACANCIES. In the event that a vacancy occurs in a chapter office, the next candidate in order of votes automatically becomes the officer for the remainder of the year. When this plan is not possible, a new officer is elected by the chapter.

Article V

Nominations and Election

Section 1. NOMINATIONS. Candidates for offices may be nominated by the nominating committee, executive council, or chapter members.

Section 2. INTRODUCTION OF CANDIDATES. Officer candidates shall be presented to the voting delegates at a designated chapter meeting.

Section 3. ELECTION OF THE OFFICERS. The chapter members shall vote by ballot for the officers at a chapter meeting. The candidates receiving the highest number of votes for the office shall be elected and shall assume office when installed.

Article VI

Chapters

Section 1. CHAPTERS.

- A. The local adviser shall be a home economics teacher in the school in which the chapter is established.

Chapter Bylaws Outline

Article I

Name -- Sponsor -- Goal and Purposes

Section 1 -- Name

Section 2 -- Sponsor

Section 3 -- Goal and Purposes

Article II

Membership

Section 1 -- Individual membership in chapter

Section 2 -- Honorary Membership

Article III

Dues -- Fiscal Year

Section 1 -- Chapter dues, date due

Section 2 -- Fiscal year

Article IV

Officers

Section 1 -- Officers in chapter

Section 2 -- Qualifications of officers

Section 3 -- Duties of officers

Section 4 -- Term of office

Section 5 -- Vacancies

Article V

Nominations and Elections

Section 1 -- Nominations

Section 2 -- Introduction of candidates

Section 3 -- Election of officers

Article VI
Meetings

- Section 1 – Chapter meetings
- Section 2 – Executive Council meetings
- Section 3 – Voting
- Section 4 – Special meetings
- Section 5 – Quorum

Article VII
Executive Council

- Section 1 – Composition of council membership
- Section 2 – Duties

Article VIII
Parliamentary Authority

- Section 1 – Parliamentary Authority

Article IX
Amendments

- Section 1 – Amendments

Possible Bylaws Sections

Article V Nominations and Elections

Section 1. Nominations. The nominating committee shall be: selected by the members, acquainted with the majority of the members, willing to serve on the nominating committee.

The nominating committee shall give careful consideration to each FHA/HERO member as a possible candidate for an FHA office. Members shall have the opportunity to suggest nominees.

Each nominee shall have the opportunity to gain an understanding of the duties of the office and the time required to fulfill these duties before accepting or declining the offer to be a candidate.

Section 2. Introduction of Candidates. The candidates for office and their qualifications, as well as the duties and qualifications of each office, shall be presented to members prior to the day of election.

Section 3. Election of Officers. The members shall vote by ballot for the officers on an announced election day. The candidate receiving the highest number of votes for the office shall be elected and shall assume office after installation.

Article VI Meetings

Section 1. Chapter Meetings. Chapter meetings will be held _____ times a month September through May. Members shall decide whether to hold summer meetings. The time and place to be decided by the members in consultation with the school administration.

Section 2. Executive Council. Executive Council meetings shall be held one week before each chapter meeting.

Section 3. Voting. All members shall have the privilege of making motions, debating, and voting.

Section 4. Special meetings. Special meetings may be called by the executive council or president when the need arises as authorized by adviser.

Section 5. Quorum. Three-fourths (3/4) of the membership shall constitute a quorum. No voting can take place until 3/4 of the members are present.

Decisions Before Writing Bylaws

Major questions your members will need to decide before writing bylaws.

Membership — whether to have honorary members.

When membership dues are due and who collects them.

What dates shall determine the fiscal year. (Might be well to have these in keeping with school calendar year.)

What officers shall be elected.

When officers are to be elected.

Qualifications of the chapter officers.

Procedure to be followed when electing officers.

Duties of the chapter officers.

What to do if there is a vacancy in an office.

How often the chapter shall meet.

Composition of executive council.

When the executive council shall meet.

Skeleton of an FHA/HERO File

One key to an effective FHA/HERO chapter is an information-storing system which enables adviser and members to quickly locate and use materials. It is recommended that the FHA/HERO file be set up where students as well as teacher have access to it.

The manner in which information is filed should be determined by each chapter, but the following information should be on file in every chapter.

NATIONAL

Chapter Guides (will be sold by National Headquarters, as available)*

IMPACT (distributed to all chapters, fall 1973)*

ENCOUNTER

Up Membership Booklet (distributed to all chapters, fall 1975)*

FHA/HERO ACTION Newsletters

"Teen Times"

Order and Report Forms

. . . . national publications

. . . . Balfour Supply

Fact Sheet

Other National Publications (optional)

(These must be purchased from the National Headquarters. Consult National Publications order form for prices.)

STATE

GUIDE

State Bylaws

Duties of officers

Ceremonies

Facts of FHA/HERO

State officers and addresses

*State office does not have extra copies of materials which have been distributed to all chapters; if you need replacement or additional supplies, order direct from National Headquarters.

State officer candidate blanks and rules for running for office

State meeting registration and information

Materials and information

Honorary membership

Advisory council

State Newsletter

Recognition activities

DISTRICT

General Information on District Meeting

Map of Iowa FHA/HERO Districts

List of Schools in each District

Names of District Officers

Name of District Adviser

Qualifications of Candidates for District Office; Method of selection

CHAPTER

Questions to be asked Officer Candidates.

Activities

. . . . Current (folder for each committee chairperson, to include list of duties of chairperson)

. . . . Ongoing or Traditional

. . . . Historical (done from time to time; any information that would be helpful in repeating the activity)

. . . . Ideas for activities (educational, service, social, money-making)

. . . . Evaluation of Activities

Budget

Chapter Bylaws

Chapter History, to include

. . . . Honorary Members

. . . . Past Officers

. . . . Past Chapter Parents

. . . . Yearly Membership List

Correspondence

Duties of Officers

Procedures for Candidates and Method of Selection

Qualifications of Candidates for Chapter Office

School Policies Relating to Organizations; other school organizations

. . . . Officers

. . . . Cooperative Activities

Types of Recognition and/or Awards Given, Criteria for selecting

Ceremonies

OPENING CEREMONY

- President:** (Gives a rap with the gavel signaling the start of the opening ceremony and says:)
- We are the members of Future Homemakers of America. Our goal is to help youth assume their roles in society through home economics in areas of personal growth, family life, vocational preparation, and community involvement.
- Officers:** Our activities focus on individual growth, preparation for family life, development of occupational skills and career, and participation of youth in today's society.
- Members:** As we work toward the accomplishment of our goal, we learn cooperation, take responsibilities, develop leadership, and give service.
- President:** The ____ meeting of the Iowa Association of Future Homemakers of America is now in session. You may be seated.

CLOSING CEREMONY

- President:** (Gives a rap with the gavel as a signal to stand and says:)
- FHA/HERO members, we are challenged to accept the responsibility of making today's decisions that affect our lives and the world in which we live. Let us repeat our Creed.

FUTURE HOMEMAKERS OF AMERICA CREED

- Members:**
- We are the Future Homemakers of America.
We face the future with warm courage
And high hope.
- For we have the clear consciousness of seeking
Old and previous values.
For we are the builders of homes,
Homes for America's future.
Homes where living will be the expression of everything
That is good and fair.
Homes where truth and love and security and faith
Will be realities, not dreams.
- We are the Future Homemakers of America.
We face the Future with warm courage
And high hope.
- President:** The ____ meeting of the Iowa Association of Future Homemakers of America is now adjourned.

INITIATION OF CHAPTER MEMBERS

Arrangements

A table covered with a white cloth is in the front of the room. The emblem of the organization is displayed. In the center of the table is an arrangement of red roses, eight white candles, and a lighted red candle. On the table to the left is a tray of FHA/HERO pins (or other symbols used for the occasion) to be awarded the new members during the initiation ceremony.

The president stands behind the table. To his/her right are the vice president and secretary; to his/her left, the treasurer. Standing to the right of the table are eight members serving as guides for the incoming members. Guides may be other chapter officers. The candidates are seated in the front of the room near a point of entrance. The position of candidates during the ceremony is determined in accordance with the number of persons involved.

Ceremony

Vice President: Will the candidates please stand?

Vice President: Mr./Madam President, it is my pleasure and privilege to present the candidates who desire to become members of our organization. These candidates meet the requirements for membership as stated in the bylaws.

President: You are acquainted with the program of work. As members you will assume responsibility for helping to plan and carry out the activities of the chapter. To reaffirm the purposes of the Future Homemakers of American, the guides will state them for you.

(Guides give the eight purposes in sequence. As each guide says one purpose he/she moves forward, lights one candle and returns to his/her position.)

Guide 1: To provide opportunities for self-development and preparation for family and community living and for employment.

Guide 2: To strengthen the function of the family as a basic unit of society.

Guide 3: To encourage democracy through cooperative action in the home and community.

Guide 4: To encourage individual and group involvement in helping achieve worldwide brotherhood.

Guide 5: To institute programs promoting greater understanding between youth and adults.

Guide 6: To provide opportunities for decision making and for assuming responsibility.

Guide 7: To become aware of the multiple roles of men and women in today's society.

Guide 8: To develop interest in home economics, home economics careers, and related occupations.

The following is optional:

- President:** Will the vice president please say the Creed of the Future Homemakers of America and explain the significance of the emblem?
- Vice President:** (Says the Creed and explains emblem.)
- President:** As chapter members you will be expected to devote time and effort to the purposes which have been stated. You should be familiar with the regulations outlined.
- President:** To carry on the program of the local, state, and national organizations, each member pays annual dues. Will the treasurer please report that each candidate has fulfilled this requirement?
- Treasurer:** The record is complete for each candidate.
- President:** As members of the Future Homemakers of America you are entitled to wear the emblem. It should remind you of our purposes and our objective which is to help individuals to improve personal, family, and community life.
- Secretary:** Will each candidate please come forward as your name is called?
- Treasurer:** (Gives pin or symbol to the president who pins it on or gives it to each candidate. If a large group, the officers may assist the president.)
- President:** As president, it is my privilege to welcome you as members of the _____ chapter of Future Homemakers of America.

Any further comments may be given at this time.

Following the ceremony, the president may wish to give a challenge to the new members.

Honorary Membership Ceremony

Arrangements

The conferring officers are the president and secretary. The organization usually confers honorary membership at the time of the annual meeting.

Ceremony

President: Honorary membership in the Iowa Association of Future Homemakers of America is granted persons who have made outstanding contributions in our behalf. We take pride in conferring these memberships.

First, it is our pleasure to receive (Name) , (Title) , (Name) , will you please come forward? The secretary will read the resume of contributions for which (Name) was selected for state honorary membership in the Future Homemakers of America.

(After the person to receive honorary membership steps forward, the secretary reads a resume of services given.)

President: (Name) , please accept this FHA/HERO pin with an honorary membership guard.

(Pins on pin.)

(Each person receiving an honorary membership is given an opportunity to respond briefly to the presentation. This procedure is followed for each person receiving honorary membership. After all honorary memberships have been conferred, the president closes the ceremony.)

President: State honorary membership is awarded only to those who have helped advance the home economics education program or who have rendered outstanding service to the organization. We are proud to have awarded to these persons our symbol of recognition. Our congratulations to you as (year) state honorary members of Future Homemakers of America.

Guidelines for Advisers to State FHA/HERO Officers

I. Responsibilities of advisers for guidance of a state officer

Attend all designated meetings with the officer so that he/she may be effective:

- Assist the officer with his/her meeting responsibilities
- Be aware of detailed responsibilities accepted by the officer
- Assist officers in distinguishing between suggestions and decisions
- Assist officers in making sound decisions
- Have a better awareness of the contributions a state officer makes to the state organization

Serve as session adviser for one session of the leadership conference (attend rehearsals, supervise back stage, and give support to officers and other session participants).

Assist officer in interpreting and using FHA/HERO materials including knowing purposes, Creed, the use of IMPACT and ENCOUNTER, and other important materials.

Interpret the officer's role and clarify financial responsibilities to parents, administration, chapter, and community.

Help the officer to use correct parliamentary procedure.

Before attending meetings, see that officer is fully prepared to assume responsibilities of office and interpret the objectives and program content to his/her levels of the organization.

Help the officer acquire the ability to act with poise in all situations.

When he/she is to attend meetings, help the officer to select and assemble the appropriate clothes in order to feel at ease.

Help him/her appreciate that proper conduct and personal grooming reflects not only upon his/her local chapter and community but also upon the entire state FHA/HERO organization.

Encourage the officer to share as many experiences as possible with the local chapter in order that the entire FHA/HERO chapter may profit from the officer experiences.

Help the officer understand that he/she is representing a chapter and state; therefore, he/she has an obligation to gain ideas which will make a contribution upon return.

II. Policies for the Iowa FHA/HERO state officer

All correspondence from the state adviser will be addressed to the officer in care of the adviser and is to be read by both.

The adviser will accompany the state officer to designated meetings and on overnight stays.

The Iowa Association assumes the financing of: (1) mileage to the spring and fall executive council meetings, (2) partial expenses to the national meeting (personal expenses not included), (3) mileage to special meetings approved by the state office, and (4) supplies for the officer to carry out his/her responsibilities which have been approved by the state office before purchase.

Public appearances as a state officer are to be cleared with the state adviser before any appearance.

All speeches and other materials to be given or distributed by the state officer are to be approved by the state adviser and copies are to be filed in the state office.

III. Cautions

Budget the chapter money so that the entire contents of the treasury are not spent on one member.

Involve all officers in chapter decisions, thereby avoiding having the state officer assume an excessive amount of local control.

Encourage all chapter members to participate in helping the state officer prepare for her responsibilities and give recognition to the chapter for its support.

Share state meeting responsibilities with chapters not having state officers.

Avoid unnecessary expenditures such as gifts for new officers and unnecessary clothing (remember some students can't afford this).

Prevent conflict of activities by keeping track of FHA/HERO responsibilities and activity dates.

Limit too much officer participation at state meeting; try to include other delegates and chapters.

Encourage the state officer not to make decisions through correspondence, of which the advisers are not aware, with other state officers.

IV. National Meeting Policies

The National Board and Directors establishes the quota of delegates and adults according to membership for each state.

Delegates are selected according to priorities listed in the Iowa bylaws.

Advisers to state officers may submit a "willingness to serve as chaperone, if needed," statement. Selection will be determined by the quota and state responsibilities at the national meeting.

Partial expenses to the national meeting for state officers, national officer candidate, and chaperones will be paid by the Iowa Association according to policy established by the State FHA/HERO Advisory Board.

V. In Case of Change of Advisers

The former adviser should furnish the new adviser with the following:

List of responsibilities assigned to the officer

Calendar of events for officer
Financing a state officer information sheet
A copy of the signed agreement sheet
All other information pertaining to FHA/HERO

The new adviser should:

Become familiar with responsibilities included in materials left for the adviser
Contact the state adviser in case of a change and receive instructions
Become familiar with the FHA/HERO organization
Review plans with the state officer, chapter officers, and school administration

FHA/HERO District Policies

ELECTION OF DISTRICT OFFICERS

Each chapter has one representative on the district executive council.

District offices include president, vice president, and secretary/treasurer. Representatives act as liaisons between district officers and local chapters.

LEADERSHIP WORKSHOP

FHA/HERO leaders meet to:

- Set up plans for district planning meeting
- Work out suggestions for district meetings based on the state objective and project which were selected by the state executive council
- Develop suggestions for carrying out projects and activities

The state FHA/HERO adviser calls the leadership workshop. The meeting should demonstrate appropriate techniques for planning and carrying out meetings and activities.

DATES OF THE DISTRICT PLANNING MEETING AND DISTRICT MEETING

District adviser and officers select a locality and date for the planning meeting and they also select a tentative locality and date for district meeting.

DISTRICT PLANNING MEETINGS

The district officers, district representatives, district adviser, chapter presidents, and state officers in the district meet to:

- Plan the program for the district meeting
- Decide on chapter responsibilities
- Select the date of the fall district meeting

DISTRICT MEETINGS

District meetings will be held each fall to:

- Elect and install the district officers
- Explain the state activities
- Involve all FHA/HERO members in the district
- Give suggestions for local chapter activities
- Conduct the business of the district

EVALUATION OF DISTRICT MEETINGS

District meetings will be evaluated by members attending in order to provide a basis for planning next year's district meeting. A summary of the evaluation is to be sent to the state adviser within two weeks following the meeting.

DISTRICT MONIES

It is preferable to have a permanent checking account in a centrally located bank within the district. All monies should be handled through the district adviser and treasurer.

DISTRICT ADVISER

Is responsible for coordinating the activities within the district
Assists with the program planning and supervises the district officers as they carry out their responsibilities.

ASSISTANT DISTRICT ADVISER

Assists in coordination of the activities within the district
Assists with the program planning and supervises the district officers as they carry out their responsibilities.

Responsibilities of District FHA/HERO Officers

Responsibilities of All District Officers

Attend state conference.
Participate in planning district meetings
Report planning meeting to local chapter
Become acquainted with members in chapters in the district.
Keep appropriate records and pass them on to successors.
Know the opening and closing ceremonies.
Serve as a member of the chapter executive council.
Accept responsibilities of the office and carry them out in consultation with the adviser.

Specific Officer Responsibilities

President

Carries out "responsibilities of all district officers" above.
Knows parliamentary procedure and order of business.
Files copies of communications received for one year in record book and passes it on to successor.
Attends local chapter meetings upon invitation.
Presides at district planning meeting.
Plans with representatives for their specific duties at district meeting.
Presents the selected goals and ideas about district projects at the district planning meeting.
Leads discussion of the evaluation of the previous district meeting at the planning meeting.
Serves as chapter host and guide at the district meeting.
Assumes responsibility with chapter for securing the speaker and for making arrangements for luncheon, stage decorations, and special room for discussion and equipment.
Sees that all responsibilities of officers are assigned if there is no representative(s) or other officers.

Vice President

Carries out "responsibilities of all district officers" above.
Assists the president at planning meeting.
Duplicates the program for the district meeting or sees that it is done.
Is responsible for hosting guests who appear on the district meeting program.
Presides at the second session of the district meeting.

Secretary/Treasurer

Carries out "Responsibilities of all district officers" above
Handles all correspondence of the district, sending a copy to the president.
Sends state adviser a list of names and chapters of all newly elected district officers.
Takes minutes at the planning meeting and at the business session of the district meeting and mails copies to

all chapters.

Notifies all chapter presidents of the date and place of the district meeting and invites interested schools.

Sends information about the district meeting responsibilities and program to district officers and/or chapter presidents who did not attend the planning meeting.

Invites state adviser to the district meeting giving details of date, location, and time, and notifies him/her of any changes in these.

Records attendance at the district meeting.

Is in charge of roll call at the district meeting.

Sends thank you letters.

Takes charge of all the district finances, such as registration, meals and paying bills.

Keeps records and gives report of financial affairs at district meetings.

Is responsible with his/her chapter for registration at the district meeting and reports registration at the business meeting.

Pays all district meeting bills promptly and sends financial statement to all the chapters after the district meeting.

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