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English 297
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Teaching Materials—

Writing and Stereotypes: Magazine Fun

Rationale/Introduction:

Students are constantly questioning how their studies relate to “real life.” They write character analyses about Shakespeare, and often fail to see how it pertains to their lives. Though as teachers, it is our job to guide them in seeing the relevance of canonical work, students would also appreciate work that entailed less traditional literature, which is why I want to focus specifically on magazines. Writing must be meaningful in order for students to really learn; they must see how applicable writing is to their lives. By using texts that students encounter on a regular basis in their home lives, they are more able to blatantly see the importance of the writing activities. Using magazines especially appeals to students, because there are so many different elements to them and because they are not *regarded* as academic, but rather as something fun to read for leisure. In order to motivate students and get them interested in reading, we, as educators, should always attempt to utilize those types of texts that appeal to students. Magazines, though typically not viewed as academic, are especially educational in that they greatly demonstrate the ideology of our society—they exhibit what our society truly values as a whole. Students will be able to examine their own culture and how they have been influenced by society in this important genre as well as any other. There are so many ways that we are conditioned to think and feel certain things, but are not even aware of it. The ideologies the images implicitly and explicitly enforce are extraordinary. In order to better critique these texts, I would like to devise a unit where students examine these texts, analyze them, and create their own articles for a specific forum.

For example, it would be beneficial to have students study a specific advertisement or article in a magazine so that they are familiar with the different types of appeals various forums use. Students can analyze the images, colors, words, the audience, purpose of the text, etc., in order to get a feel for what the text is enforcing. An area I particularly want to emphasize includes inspecting how stereotypes, such as gender roles, are portrayed. Students should be able to recognize when women and men are portrayed stereotypically, thus enforcing these naturalized cultural myths they have encountered their entire lives. Of course, this examination would not be limited to gender roles; it is important to discuss how people of various races are depicted, age versus youth, representations of violence, power, as well as reverse stereotypes. As a class, we will primarily focus on the gender roles because it is something that each student can relate to, but for individual assignments and projects, students will be able to choose other focuses. After familiarizing themselves with these different forums, students will be required to write an article or create an advertisement for an assigned magazine. In order to challenge the students’ thinking, I will ask each student to write down three magazines they most identify with and least identify with; students will be assigned forums that they’ve developed themselves while maintaining somewhat of an option. One example could

involve a male writing for *Ms.* magazine in order to challenge the student. After creating their own piece for their forum, students will workshop with one another in order to produce a finished draft. By providing the reader with specific questions, the workshops will be more direct. Students will gain much by working with one another and getting multiple perspectives; this is an invaluable tool. After the final draft has been turned in, we will focus on a specific article. Although the article, “How to be a Good Wife,” was originally published in a textbook, it could very easily be found in a ladies magazine regarding conduct or helpful tips. Again, centering our discussing with gender roles and perceptions in society, students will analyze the text, the period in which it was written, and the social implications of it. In order to make the text more applicable to their lives, students will then re-write the article—perhaps this time they will write about what elements make a good husband, what makes partners equal in a marriage, or a modern day version of what makes a good wife. This activity will really help students take a look at the world around them and how their thinking has been influenced. To take the activity a step further, the students will have to write an analysis of their work, explaining why they made certain changes and what influenced them to do so. Students will be able to discuss how their upbringing and how various images have made them inclined to portray these gender roles in a certain light.

Purpose: It is not too often that high school students are allowed to question issues such as the portrayal of stereotypes and perceptions of society. In my high school career, I was never challenged to explore this issue. It was not until my first English studies course that I realized just how I had been conditioned to think a certain way—how my upbringing and images I had been bombarded with have influenced my thinking. I was completely stunned when I took a look at my own ideology. This is not to say that I am unhappy or that students will be encouraged to criticize their parents in any way, rather they should look critically at their own experiences in order to learn. Not only will students learn much about writing (forum, audience, tone, etc.), but also they will find the learning *meaningful* since the relation to their lives will be directly visible.

Standards Aligned:

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience
3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc.
4. Students adjust their use of written language to communicate effectively with a variety of audiences and for different purposes.
5. Students apply knowledge of language structure, language conventions, media techniques to create nonprint texts.
6. Students use a variety of technological and informational resources.

7. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
8. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc.
9. Students use spoken, written, and visual language to accomplish their own purposes.

Audience/Forum: This unit has been composed for a regular level junior/senior high school composition course. The class is situated in a room with enough computers for every student because it is a writing intensive course. Throughout the year, the students focus on various types of writing in order to familiarize themselves with new forums, different audiences, and a variety of tones to fit their writings.

Topic: Stereotypes and Perceptions of Society in Magazines

Day One:

Objectives: Students will actively engage in a discussion regarding stereotypes in advertisements in various forums for the duration of the period. Students will share their findings in order to produce ideas about stereotypes.

Standards: Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Preparation: Students were assigned through a writing prompt (page 14) to bring in advertisements from appropriate magazines as well as an analysis of their observations.

Materials: additional magazines, journals, writing utensils

Procedure:

Teacher begins class by asking students to take out their completed homework from last night. As a set induction, the teacher will serve as a model and show the students his/her sample advertisement and orally discuss the portrayal of the characters. The teacher will ask questions to prompt further discussion and get students started (10 minutes).

Teacher places students in groups of four in order to share their findings and open up communication. They discuss how various stereotypes are perpetuated in the

advertisement and if that is consistent throughout that specific forum. The teacher must walk around, facilitating discussion and keeping students who misbehave on track (25 minutes).

Class regroups and the students from each group pick one advertisement per group to share and discuss as a class. We will thoroughly investigate the implications made in the advertisement and how that affects people's lives (10 minutes).

Students turn in magazine analyses, are dismissed and homework is given (5 minutes).

Backup Plan and Homework: The timeframe will probably not allow us to finish the discussions, let alone start a new activity, but if there happens to be time, if not, for homework, students will write a journal entry of 300 words regarding whether or not they think more critically of advertisements now and how what they heard in class may influence them.

Evaluation: The teacher will assess the students' on their engagement with the discussion both as a large group and in small groups. The teacher must recognize that engagement does not refer to solely talking, but actively listening and paying attention must also be observed. The students will also be evaluated on the completion of their magazine analyses.

Day Two:

Objectives: Students will actively engage in discussion throughout the duration of the class as well as write a critical journal write-up of a specific forum. The students will be able to categorize elements that make the advertisement specific to their forum.

Standards: Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Preparation: Students have already critically analyzed an advertisement of their choice the previous day and for homework discussed their views of magazines.

Materials: Magazines (provided by me), notecards, journals, writing utensils, board.

Procedure:

Teacher begins by asking groups who were unable to contribute to yesterday's discussion or share their advertisement to briefly start the class (10 minutes).

As a review, teacher writes the word "forum" on the board. Students discuss the many meanings of this word and how it relates to various pieces of literature, specifically magazines (10 minutes).

Teacher passes out a notecard to each student with a specific forum written on it—each notecard contains the title of a magazine (i.e. *Young and Modern*, *Car and Driver*, *Time*, *Ms.*, *Sports Illustrated*, etc.) (5 minutes).

The students within each magazine form one group (for instance, all the students assigned to *Ms.* will be one group) and look at sample magazines (furnished by me) and articles from that particular magazine. As a write-up, students must analyze their assigned forum—its tone, set-up, persona of authors, type of advertisements within it, etc. The teacher will write these elements to consider on the board to give the students some criteria. The students will write one analysis per group. They must brainstorm what type of article would fit into that forum and what elements make it specific to that magazine (20 minutes).

If there is time, the teacher will regroup the students to share findings from different forums. Students will be able to see differences among the various magazines. Teacher will ask the students to consider article topics that would fit into three forums of their choice homework. Although it won't be turned in, students must write down their ideas in order to share with me so I can properly assign them (5-10 minutes).

Evaluation: Students will be observed to make sure that they work cooperatively with their groups and participate in both small group and large group discussion.

Backup Plan and Homework: If there is extra time, students will discuss further as a class the differences among these forums. Homework stated above.

Day Three:

Objectives: Students will actively discuss consistent elements within their assigned forum. The students will begin to draft an article that would fit their forum.

Standards: Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc. Students use spoken, written, and visual language to accomplish their own purposes. Students adjust their use of written language to communicate effectively with a variety of audiences and for different purposes. Students apply knowledge of language structure, language conventions, media techniques to create nonprint texts. Students use a variety of technological and informational resources.

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles

Preparation: For homework, the students will have considered three different forums that they would either feel challenged by or would like to write about.

Materials: Computers, disks, homework from yesterday, sample magazines.

Procedure:

Teacher begins by means of a segway from yesterday—groups who needed more time are able to finish their analyses, while other students must partner up to discuss their homework from yesterday. Students must also turn in their choices containing the three forums. As the students are working, the teacher will circle one of the choices for each student in order to assign everyone a forum (12 minutes).

Teacher finishes group discussion by making concluding remarks about the similarities and differences among all of the magazines. Teacher will facilitate discussion and the students will primarily lead it (10 minutes).

Teacher asks students to go to their computers, log on, and open up Microsoft Word. As the students are turning on their computers, the teacher will hand back the pieces of paper with the circled forum, thus assigning each student to a specific magazine (5 minutes).

Teacher and students discuss their writing assignment. Since they've had some practice analyzing various magazines, they must now write an article that would be fitting for their assigned forum. They must remember to incorporate the elements from the board: tone, set-up, audience, stereotypes, images, etc (5 minutes).

Students have the rest of the hour to begin typing their first draft until dismissal.

Evaluation: Students will be observed in order to ensure their diligence. They will also be observed for engagement in discussion.

Backup Plan and Homework: If a student wildly protests to his or her assigned forum and has a valid reason for changing, s/he may, but for the most part, all students must stick with the forums assigned. There is no homework assigned.

Day Four:

Objectives: Students will work independently on their first drafts. By the end of the period, they must have at least two pages written of their article applying what they have learned about the elements of their forum to their text.

Standards: Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc. Students use spoken, written, and visual language to accomplish their own purposes. Students adjust their use of written language to communicate effectively with a variety of audiences and for different purposes. Students apply knowledge of language structure, language conventions, media techniques to create nonprint texts. Students use a variety of technological and informational resources. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Preparation: The students are aware of their assignment from yesterday. Today is a continuation of the work they have already begun.

Materials: Computers, disks, classical music in background for inspiration

Procedure:

Teacher begins class by asking students if there are any general difficulties/problems with the assignment or questions about it. Afterward, teacher tells students that the time is theirs to continue drafting and that s/he will be around for assistance (10 minutes).

Students have most of the hour to draft while the teacher walks around to offer guidance. Teacher also informs students that they must have two pages finished by the end of the period and three and a half pages finished for the following day. In order to evaluate the students' progress, the teacher will have the students show how far along they are at some point during the hour (25 minutes).

Evaluation: Teacher reminds students to save their work and after she has seen everybody's minimum of two pages, the class is dismissed (5 minutes).

Backup Plan and Homework: Students must have at least a three and a half page preliminary draft finishing for the following day.

Day Five:

Objectives: Students will cooperatively work with one another in order to workshop and peer respond to one another's texts. Students must apply their former knowledge of workshopping to today's activity.

Standards: Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc. Students adjust their use of written language to communicate effectively with a variety of audiences and for different purposes. Students apply knowledge of language structure, language conventions, media

techniques to create nonprint texts. Students use a variety of technological and informational resources and participate in literacy communities.

Preparation: Students have written their first drafts for today. Since this is a composition course, the class has already experienced workshopping days and so most know what to expect. They will have devised questions that they especially want their readers to attend to.

Materials: writing utensils, copies of drafts, computers, board

Procedure:

Teacher begins class by reminding them that today is a workshop day. Since they are workshopping to help the development of their paper, the teacher will refresh the students' memories by asking them what kinds of comments are valuable in peer responses. The teacher will write these factors on the board (10 minutes).

In order to work with a variety of different responders, the teacher will put the students in groups of three, determined before class (3 minutes).

Evaluation and Procedure: The students have the hour to read one another's drafts and respond to them. Each student must keep a record of the comments/responses s/he made in order to receive credit in their writing portfolios (25 minutes).

Teacher assigns homework and dismisses class (2 minutes).

Backup Plan and Homework: If there is time, more students can exchange; however, the short high school periods will probably not allow for this. If the students were unable to get through both of the papers in their groups, they will have to finish responding for homework. If no extra time is necessary, students are instructed to continue working on their drafts and to take into account the peer responses.

Days Six-Seven:

Objectives: Students will continue to apply and synthesize their knowledge of their forum in order to write an effective article that fits their magazine.

Standards: Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc. Students use spoken, written, and visual language to accomplish their own purposes. Students adjust their use of written language to communicate effectively with a variety of audiences and for different purposes. Students apply knowledge of language structure, language conventions, media techniques to create nonprint texts. Students use a variety of technological and informational resources. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Materials: computers and disks, classical music

Procedure:

These two days are especially writing intensive. Students have been given time to work independently on their articles in the classroom. They continue to draft and make changes throughout the two days.

Teacher continues to make him or herself available to students, but does not have to hover over their shoulders to make sure they are writing.

Backup Plan and Homework: Students are aware that they are receiving the two days in order to finish their five page articles. They should expect to work on it for homework if not enough is done during class.

Evaluation: While some talking is allowed in order to confer with one another, these two days are meant for independent writing days. The teacher must be alert to ensure that students are not surfing the Internet, chatting, or staying off task, yet s/he does not have to check in with each student.

Day Eight:

Objectives: Students will cooperatively work with one another in order to workshop and peer respond to one another's texts. Students must apply their former knowledge of workshopping to today's activity.

Standards: Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc. Students adjust their use of written language to communicate effectively with a variety of audiences and for different purposes. Students apply knowledge of language structure, language conventions, media techniques to create nonprint texts. Students use a variety of technological and informational resources and participate in literacy communities.

Preparation: The class has already had many workshopping days, including one already this unit, so they know what to expect. They will have devised questions that they especially want their readers to attend to.

Materials: writing utensils, copies of drafts, computers, board

Procedure:

Since the final draft is due tomorrow, the class begins by forming a list of things to look for while peer responding. Teacher will write the criteria on the board (5 minutes).

The teacher will put the students in predetermined pairs to work together. The students will sit together and begin responding to the articles (5 minutes).

The students have the rest of the hour to respond.

Backup Plan and Homework: If the students finish early, they can switch with another person to get more feedback. The students must have their five page final draft ready for tomorrow.

Evaluation: Teacher will observe how cooperatively each student works. Students must also keep records of their comments in order to put them into their portfolio and receive credit.

Day Nine:

Objectives: Students will use their life experiences and observations of others in order to relate to the text. Students will actively engage in the class.

Standards: Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc.

Preparation: Students will have already examined magazines for stereotypes, including stereotypes regarding gender roles.

Materials: Copy of the article “How to be a Good Wife” for each student, overhead projector, transparency, and overhead markers.

Procedure:

Teacher begins class by asking how their final writings went. Students will then turn in their articles to the teacher (5 minutes).

Teacher will hand out to each student the article “How to be a Good Wife” as well as put an overhead transparency of the article on the projector. We will read the article aloud as a class (10 minutes).

Afterward, we will once again discuss the stereotypes presented in the article, focusing on gender roles and the expectations of the genders. Students will engage in a discussion with one another, voicing their opinions on this matter and how (and if) stereotypes have changed since the time period of the text (1950s). (22 minutes).

Teacher will assign homework and dismiss the class (3 minutes).

Backup Plan and Homework: This article should provoke the students and so a twenty-minute discussion may not suffice. However, if there is extra time, students can begin

journaling their personal responses to the article and expand on class discussion. If not, they will have to write a journal response for homework.

Evaluation: Students will be assessed on their active engagement with the class. They will also eventually be assessed on the thoroughness of their journal entries.

Day Ten:

Objectives: Students will actively engage in classroom discussion. Students will use their prior experiences and opinions to formulate another text. Students will critically analyze the article discussed in class.

Standards: For this lesson, practically all of the standards listed can be aligned.

Materials: Overhead with the article “How to be a Good Wife” on a transparency, computers, disks, inspirational music.

Preparation: Students are already familiar with the text because of discussion from yesterday. They also have analyzed their personal responses in regards to the text and thought critically about it.

Procedure:

The teacher will ask someone to briefly remind the class of what the article contained and basic ideas presented in it. Then, the teacher will ask students what their feelings were about the article and what kind of emotions it elicited with a copy of the article on the overhead (5-7 minutes).

As a class, we discuss how the article could be re-written for a modern day audience. Would it be the same? Would it be entitled “How to be a Good Husband?” Are the same characteristics important now as they once were? (15 minutes).

Students are then assigned to write individually a spin-off of the article. They can be creative as possible and write a politically correct article, write about how to be a good husband, etc. They can be honest and include their own stereotypes of gender roles. They must also write an analysis of their new article: why did they make these changes? Has their upbringing and parental roles influenced them to keep the article along the same lines? How else have they been influenced to make these changes? (10 minutes).

Students are able to draft their article if they have time. Afterwards, students are dismissed with homework assigned (10 minutes).

Backup Plan and Homework: If the discussion does not become as involved as the teacher desires, students will have more time to begin drafting their article. For homework, they are assigned to work on the article and short analysis that is due in two days.

Evaluation: As always, students will be assessed on the amount of engagement with the class as well as how diligently they work with the time available.

Day Eleven:

Objectives: Students will apply the elements of discussion as well as their own opinions in order to write a modern day version of the article “How to be a Good Wife.” Students should work conscientiously during the time allotted.

Standards: Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc. Students use spoken, written, and visual language to accomplish their own purposes. Students adjust their use of written language to communicate effectively with a variety of audiences and for different purposes. Students apply knowledge of language structure, language conventions, media techniques to create nonprint texts. Students use a variety of technological and informational resources. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Preparation: Students have already had much practice evaluating stereotypes in texts. They will also have begun working on their essays for homework.

Materials: computers and disks, classical music

Procedure:

Teacher tells students that today is a free writing day for them to take advantage of. They have the hour to work independently on the computers in order to finish their 2 page typewritten articles as well as the half page of analysis.

The teacher will float around the room answering questions and providing assistance whenever necessary before dismissing the class and reminding them of their homework.

Backup Plan and Homework: If students finish early, they may work in groups or partners and have an informal response time. They must finish their essays for tomorrow.

Evaluation: The teacher will be able to use observation skills to assess the students' attentiveness. Also, ultimately, students must turn in their essays and those that are incomplete face repercussions.

Day Twelve:

Objectives: Students actively form a learning community that shares and offers constructive criticism on one another's work. Students will participate in discussion and apply their knowledge of the subject in order to respond positively to one another.

Standards: Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc. Students adjust their use of written language to communicate effectively with a variety of audiences and for different purposes. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, etc. Students use spoken, written, and visual language to accomplish their own purposes. Students participate in literacy communities.

Preparation: Students will have written their articles and analyses.

Materials: no additional materials are necessary

Procedure:

Today is a reading circle day. Students take the opportunity to read their essays in a large classroom circle. Students in this class know that sharing their texts with the class is enforced. Teacher will first ask for volunteers to read their desks. It should be a fun, informal atmosphere where students are able to share their creativity.

Evaluation: Students will be assessed by their engagement with their class as well as their participation in reading. Eventually, the writings will be evaluated in the students' writing portfolios.



Magazine Assignment

How many times have you perused through a magazine while checking out of a supermarket? While glancing at the magazine section, the vast variety of magazines is obvious. To read tabloids about various celebrities, one may pick up *Star*. To learn more about exercise and health, *Fitness* can be picked up. If there is an interest in vehicles, *Car and Driver* might be a good choice, whereas *Young and Modern (YM)* may be informative about the newest fashions. Just as there is a wide array of magazines available, the agendas of these magazines vary. Although you may not realize it while reading through your favorite magazine, most of these publications are geared toward a specific audience. By analyzing an article or advertisement in a specific magazine, we can learn much about gender stereotypes. Your task tonight is to pick an appropriate magazine article or advertisement to discuss in class tomorrow. In order to prepare yourselves for class, take the time to write an analysis.

Things to consider:

- images, colors, and pictures
- how women and men are depicted
- who the audience is (toward who is this ad/article geared?)
- the purpose of the advertisement or article
- what your piece says about our society
- how that piece fits into the agenda of the magazine

Write a brief analysis of your observations (about one page)
Bring the magazine or page into class tomorrow!



HOW TO BE A GOOD WIFE

The following is excerpted from a 1950's high school home-economics textbook.

Have dinner ready: Plan ahead, even the night before, to have a delicious meal -- on time. This is a way of letting him know that you have been thinking about him and are concerned about his needs. Most men are hungry when they come home and the prospect of a good meal is part of the warm welcome needed.

Prepare yourself: Take 15 minutes to rest so that you'll be refreshed when he arrives. Touch up your makeup, put a ribbon in your hair and be fresh-looking. He has just been with a lot of work-weary people. Be a little gay and a little more interesting. His boring day may need a lift.

Clear away the clutter: Make one last trip through the main part of the house just before your husband arrives, gathering up schoolbooks, toys, paper, etc. Then run a dust cloth over the tables. Your husband will feel he has reached a haven of rest and order, and it will give you a lift too.

Prepare the children: take a few minutes to wash the children's hands and faces (if they are small), comb their hair, and if necessary, change their clothes. They are little treasures and he would like to see them playing the part.

Minimize all noise: At the time of his arrival, eliminate all noise of the washer, dryer, dishwasher, or vacuum. Try to encourage the children to be quiet. Be happy to see him. Greet him with a warm smile and be glad to see him.

Some don'ts: Don't greet him with problems or complaints. Don't complain if he's late for dinner. Count this as minor compared with what he might have gone through that day. Make him comfortable. Have a cool or warm drink ready for him. Arrange his pillow and offer to take off his shoes. Speak in a low, soft, soothing and pleasant voice. Allow him to relax and unwind.

Listen to him: You may have a dozen things to tell him, but the moment of his arrival is not the time. Let him talk first.

Make the evening his: Never complain if he does not take you out to dinner or to other places of entertainment. Instead, try to understand his world of strain and pressure, his need to be home and relax.

The goal: Try to make your home a place of peace and order where your husband can renew himself in body and spirit.