Springboard for Efficiency

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Springboard for Efficiency
CONTENTS

To The Leader ................................................. 3
Teaching Notes .............................................. 4
Springboard for Efficiency ................................. 5
What is Efficiency? ....................................... 6
Setting Goals ................................................. 7
Recognizing Resources .................................. 12
Organizing Resources .................................... 13
Using Resources ............................................ 18
Reference Material ....................................... 24
The lesson "SPRINGBOARD FOR EFFICIENCY" was developed to encourage you and the members of your group to study yourself and your activities.

You may decide to "dig" deeply into the subject, or you may decide to take a casual viewpoint toward it.

If you base your decisions concerning additions and deletions on the Learner Objectives, you should have a worthwhile lesson. The Learner Objectives of this lesson are:

1. Identify the roles of an individual.
2. Develop a meaning for efficiency.
3. Realize that setting goals, recognizing resources, and using resources are factors in determining your level of efficiency.
4. Want to make improvements in level of efficiency if (where) needed.

As a Leader of SPRINGBOARD FOR EFFICIENCY

You need to know more about the subject than you can present in your lesson. Listen to the leader trainer, and study the leader material. Decide what is important about each part.

You need to have the learner objectives well in mind as you consider what to teach.

You need to consider the visuals which will help "drive home" the points you decide are important. Decide which ideas you will use. Will you use the ones which are provided, or will you make your own?
Teaching Notes

At the leader training meeting:

Observe leader trainer’s use of visuals. Decide whether they were important in emphasizing main points of the lesson. Decide which ones you will use.

It may be helpful to divide your observations into two categories as you make your "teaching notes."

<table>
<thead>
<tr>
<th>What She Does</th>
<th>What She Says</th>
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</table>
Learner Objective:
Identify roles of individuals.

Ask: "How many roles do you have?"

<table>
<thead>
<tr>
<th>Life Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homemaker</td>
</tr>
<tr>
<td>Citizen</td>
</tr>
<tr>
<td>Employed Worker</td>
</tr>
<tr>
<td>User of Leisure Time</td>
</tr>
</tbody>
</table>

(Visual idea #1)

Most individuals have more than one role in today's world. By role, we mean function or duty or part to play. How many roles do you have? There can be many answers to that question. We see our life roles differently, and indeed, there are individual differences in our life roles.

In general, though, life roles can be classified into four general categories --

Homemaker
Citizen
Employed worker
User of leisure time

You may not identify with all four of these life roles, but you probably will identify with at least three of them. In the broad sense, this classification should apply equally to men and women.

Did you notice that we avoided saying "job to do" as we defined role? There are functions to perform and parts to play and in some cases there are jobs to be done. In much of our concern as individuals in today's world, we are involved in mental activity with as much vigor as we are involved or concerned with physical activity.

The four roles of an individual, then, are concerned with physical and mental activity. The more aggressively we pursue the four life roles, the more activities and projects we enter into---and the busier we become. One way to lessen the strain of becoming busier and busier is to become more efficient. And that's what this lesson is all about!
Learner Objective:
Examine several definitions of Efficiency, and develop one which has meaning to you.

You might list the definitions on a chart or on a blackboard so the group can see them as you read.

(Visual idea #2)

After reading each definition ask:
Is that meaning clearly stated?
Do you agree with that meaning of Efficiency?
A show of hands will easily and quickly check response to these questions.

Basic Elements of Efficiency
Setting Goals
Recognizing Resources
Organizing Resources
Using Resources
(Visual idea #3)

It's different things to different people. We could arbitrarily state a meaning for efficiency. It might or might not mean efficiency to you. See if you can develop a meaning for efficiency which will encompass your mental and physical activities.

These are meanings for efficiency as stated by other people. Read through them and check each one which has a clear meaning with which you agree.

- production with waste
- making the best use of what you have to get what you want
- producing results
- achieving maximum results with minimum effort or resources
- effective operation as measured by comparison of production costs
- simplifying work
- being a good worker or good manager
- systematic methods of making work quicker and easier

Do any of those statements express exactly your definition of efficiency? If not, you may need to combine two or more of them into a statement. Consider your life roles as an individual, and your mental and physical activities as you develop a definition which reflects your philosophy of Efficiency.

The foundation of the Springboard for Efficiency is your NEED for efficiency. Your definition should imply or specify a need.

Other basic elements of the Springboard for Efficiency which will be considered in this lesson are: Setting Goals
Recognizing Resources
Organizing Resources and Using Resources
**Setting Goals**

An individual's **NEED FOR EFFICIENCY** is based on goals and values. Some goals are clear cut and easily stated. Some are vague and unclear. It will be easier to construct a Springboard for Efficiency if you take time to study the goals and values which are important to you. Clarification of the meaning of goals and values is probably in order. Webster's definition of a goal is an object or end that one strives to attain, or an aim. The definition of value is that quality of a thing according to which it is thought of as being more or less desirable, useful, estimable, important, etc.

You will probably agree that Webster was more specific in the definition of goal than in the definition of value. We tend to think that the goals an individual sets are based on values held. So, while we very often use the two words together---values and goals---we are not implying that they have the same meaning.

We do not hold just one value at a time. Likewise, we do not consciously trace goals to the value on which they are based.

**Goals are based on Values**

(Visual idea #4)

Values and goals are put into perspective in this lesson because an understanding of the values one holds is helpful in setting goals.
A sociologist from Cornell University listed fourteen "American Values." Some of these have more meaning for us than others. For example, material comfort was one of the values on the list. We might set these general goals based on our value of material comfort:

- as a homemaker
  - attaining comfortable housing with convenience in furnishings, equipment, and its arrangement
  - accumulating things for convenience now rather than saving for the unknown
- as a citizen
  - assisting others (aged or impoverished) to achieve greater material comfort
  - getting a lesson on Work Simplification into next year's EHU program
- as an employed worker
  - advancing into better paying jobs as rapidly as possible so more material comforts can be bought
  - getting a second job so more money could be available more rapidly
- as a user of leisure time
  - hobbies which tie-in with homemaker role to extend the benefits of material comfort

Skill in setting goals is developed by conscious effort and practice. Each of the general goals could be developed into several specific goals.
Another sociologist, Selz Mayo, related family values to socioeconomic level. He made these distinctions:

<table>
<thead>
<tr>
<th>Ideal typical class</th>
<th>Central Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper class</td>
<td>Gracious living</td>
</tr>
<tr>
<td>Upper middle class</td>
<td>Career</td>
</tr>
<tr>
<td>Lower middle class</td>
<td>Respectability</td>
</tr>
<tr>
<td>Working class</td>
<td>Get by</td>
</tr>
</tbody>
</table>

Which of these central values most nearly describe your family values?

The differences in the central values held by these socioeconomic groupings help to point out differences in attitudes toward goals.

We need to clearly define the values which influence the goals we set. Different groupings are used by various sociologists. It's interesting to notice that Mayo's five classes are divided according to population in this way:

- Upper class: 1%
- Upper middle class: 9%
- Lower middle class: 40%
- Working class: 40%
- Lower class: 10%

It might be assumed that in Mayo's classification most of us would be in the Lower middle class, holding the central value of Respectability with these other prominent values being noted by Mayo:

- High school education and/or some additional training; aspire to college for their children; most regular church goers of our society; strong moral attitudes; homeowner-ship a symbol of stability and respectability.
Do you agree with these assumptions? It might also be assumed that we have very few upper class citizens in our communities, according to Mr. Mayo's classification.

Complete chart is given on page 24.

Another authority, Maya Pines drew out differences in attitude and interpretation of ideas between middle and lower classes. In a chart titled "Cultural Chasm," Pines lists a dozen concepts and contrasts their meanings as viewed by these two groups. For example, "the concept of Authority in middle class terms stands for security -- to be taken for granted, but to the lower class it is something hated--to be avoided.

Ask such questions as:

What are the probable life roles of these two classes?

Are both classes goal setters?

Pines, in this article, does not give a description of middle class and lower class, but surely this contrast in values held by the two classes suggests some extreme differences in attitude toward setting goals.

With these ideas added to your background information on values and goals, can you now pinpoint some of the values you hold?

Do you have a clearer understanding of how values influence goals? Did your values and goals influence your ideas about a definition of Efficiency?

There is one other aspect of values which seems pertinent to this discussion; that is polarization of values. By polarization we mean involving extremely opposite and competing interests.

Some examples of polarization are:

work..............leisure
quantity..........quality
materialism.......humanism

Most of us are faced with some competing interests or polarized values which make setting goals a real challenge. It means that when we set goals we must establish priorities and make choices.

-10-
Sometimes this means that we will achieve in one of our life roles at the expense of another.

In setting goals you need to be concerned with general goals, tentative goals, and specific goals. Some people use the classification of long-time goals and short-time goals, also.

You can develop skill in setting goals if you understand your own value system and the life roles which are important to you. Because your situation is always changing, you need to constantly examine and adjust your goals, and that is a good reason to want to become efficient in Setting Goals.

Your tentative goals of today become your specific goals of tomorrow or of a later time, or else they are discarded because some other goal seems more important. Your general goals will probably be achieved through the setting of a great many specific goals.

You can rank your level of efficiency in a general way, by answering these questions.

In Setting Goals —

- do you know what you want to accomplish?
- do you have specific, tentative, and general goals?
- are you realistic about what you should expect to accomplish today, tomorrow, next week, and next year?
- are you constantly setting goals and revising them?
- are your goals set high enough?
Learner Objective:
Realize that
Knowing Resources is a factor in determining your level of Efficiency.

Ask members to name resources. Make a list on a chart or board.

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human</td>
</tr>
<tr>
<td>Material</td>
</tr>
</tbody>
</table>

(Visual idea #5)

Of course, to make improvements in goal setting, you should study your specific goals, your tentative goals, and your general goals for each of your life roles.

Recognizing Resources

A resource, according to Webster is, "something which lies ready for use—supply of something to take care of a need." In home management study we frequently use two classifications—human resources which describe personal qualifications or capabilities of an individual; and material resources which describe money and the things money has bought or will buy.

Failure to recognize resources is considered, by some authorities, to be one of the major deterrents to efficiency of a great many people. One authority has said, "a resource is not a resource until it is recognized." Do you agree with that statement?

Begin a list of the resources which you recognize. Divide this list into human resources and material resources.

<table>
<thead>
<tr>
<th>Human Resources</th>
<th>Material Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy</td>
<td>Time</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Space</td>
</tr>
<tr>
<td>Abilities and skills</td>
<td>Money</td>
</tr>
<tr>
<td>Attitudes</td>
<td>Community</td>
</tr>
<tr>
<td>Character</td>
<td>opportunities</td>
</tr>
<tr>
<td>Personality traits</td>
<td>Natural resources</td>
</tr>
<tr>
<td>Status</td>
<td></td>
</tr>
</tbody>
</table>

These lists should become a rather complete inventory of the resources which are available to you as you try to achieve your goals as a homemaker, a citizen, an employed worker, and a user of leisure time.

Now that your attention has been brought back to these four life roles, do any more resources come to your mind?

Add any others which you recognize as the lesson progresses.

-12-
Realizing that a given resource is available is one aspect of Recognizing Resources. Another important aspect is determining limitation or adequacy of an available resource. For example, some of us act as though we have 24 hours a day available for whatever use we choose to make of our time. As a matter of fact---there are some prior claims on some of those 24 hours which are not ours to make decisions about. Sleep, nutrition, cleanliness, etc. are some items to which most of us have a rather "fixed" amount of time allotted.

We need to be realistic about resource limitation, but we also need to be realistic about resource adequacy. Some of us do not give ourselves the "benefit of the doubt" where skills and ability are concerned. Some of us fail to achieve because we give ourselves a poor appraisal concerning quality and quantity of our human resources.

Answer these questions to determine your general level of efficiency.

In Recognizing Resources—
- do you think about what you have to work with?
- do you question what is needed to best carry out a project or activity?
- do you consider your personal qualifications (initiative, leadership ability, skills, etc.) as important as your money, time, equipment, etc.?

Organizing Resources

Organizing resources is necessary if general efficiency is to be attained. Of course, we must know what we want to do (Set Goals) and know what we have to use (Recognize Resources) before we can do a very good job with organization.
What is the cost in resources if we use one combination of resources instead of another to reach a goal?

Most of us do, at least in a casual and informal way, organize our resources. In too many cases, however, we are too casual and too informal with our methods in relation to the importance of organizing.

All the elements are constantly changing, therefore organizing resources is a never-ending activity. The best "mix" of resources toward achieving a goal at a given time may be a very poor "mix" at another time. By "mix" we mean the combination of kind and amount of resources which are used together toward a particular goal.

For example, as a citizen you may be interested in Cancer Research and want very much to have your area reach its goal in cancer education and funding so more research may be done. How would you organize your resources to achieve your goal of helping your area reach its funding quota?

This question immediately raises another question. What resources do you have a "choice of" for use toward this goal? Name as many possibilities as you can in a few minutes.

Some possibilities are:

Money
Time and energy for
- Soliciting funds
- Soliciting workers
- Organizing drive
- Publicity
- Office detail

Skills
Enthusiasm
Car
Equipment (office)

What are some of the things which would help you decide which of these resources you would use for this cancer research goal—and how much of each resource you would use?
These are some possibilities:

- Amount of money you have
- Other things you have planned for the use of the money
- Who asks you to contribute money
- Your "time involvement" or "previous commitments" when drive is to be made
- Who asks you to give time
- Other things you want to use your time for at that time
- Your health
- Your age
- Your family responsibilities
- Your aggressiveness and personality traits in meeting people and in "selling" (or soliciting)
- Whether your homemaker role, employed worker role or user of leisure time role have goals which compete for your time, energy, and money resources more forcefully than this citizen role goal.

So, in a given day—or a given time period, this specific goal of helping your area reach its cancer funding quota would be added to other specific goals of the same time period.

You would consider goals for each of the life roles for which you have a commitment. These are the basic "to do" items in your plan for organizing resources.

Decide which of the specific and immediate goals are most important for a given time period.

Some of us make this decision by default, that is, by not deciding. In this habit pattern we do the most demanding thing at the moment and hope all the other things will go away.

When we select our specific and immediate goals by default, we have no fixed notion of what needs to be done—or is wanted, and no particular thought to resources which are available. When there is a demand, a request, or an idea, if resources can be found to do the job or carry out the activity, it is done. People who
follow this pattern would probably tell you they are satisfied with whatever accomplishment is made. They may be Easy Going but are they efficient?—and more than that, should they be?

Consider this example:

The Homemakers and the Citizens live in the same neighborhood.

It's 10:00 A.M. on Saturday. The H's have had breakfast and have accomplished very little else since arising. Mrs. Citizen calls to say that a 4 block area has not been solicited for the Cancer Drive and the chairman would like to have the drive completed and the money turned in by 1:00 today. Could Mrs. Homemaker make calls in those 4 blocks?

Mrs. Homemaker wants Mrs. Citizen to serve as program chairman of a club she's interested in, so she can't easily tell her no and anyway---Mrs. Homemaker has no particular organization for the day's activities.

She devotes 3 hours in the middle of Saturday to this citizen role, even though the house isn't tidied up, and none of the usual "Saturday activities" involving Mrs. Homemaker and the children have been accomplished.

Discuss this illustration in terms of Mrs. Homemaker's "efficiency". Could this be classified as "flexibility in Organizing Resources"?

What goals and values does it suggest?

Does Mrs. Homemaker appear to recognize her resources? Does she appear to care whether she organizes them? Do you know enough about Mrs. Homemaker to judge her efficiency? In what way can you judge her efficiency?

From The Challenge of Leisure by C.K. Brighbill:

"We cannot have attitudes toward anything without judging, without discriminating. When we discriminate we are in effect saying, this is good, that is bad; this is helpful, that is harmful; this is right and that is wrong. Our decisions are based on our values; and our values are never more on display than they are in our choices of the things we do to satisfy ourselves."
Another pattern in organizing resources is attempting to "do everything" instead of deciding which goals are most important, and which resources should be used.

Consider this example:

Mrs. Eager has a general plan for organizing her resources. She is a busy person who lives a full and satisfying life. She recognizes the four roles and has made rather specific decisions about their relative importance. She knows that there is no absolute separation of the 4 roles, but she has decided that the major part of her satisfaction in the "User of Leisure Time" role will be Tuesday, Thursday, and Saturday evenings.

Today is Tuesday. Mrs. Eager enjoys movies and one which she especially wants to see will be shown tonight, only, from 7:00-9:00 and 9:00-11:00 P.M. She enjoys eating out and prefers at least 1½ hours time for it.

She's active in a club and their bazaar is this afternoon and evening. She notices in the morning paper that stores are open tonight with the good "buys" she's been waiting for. A friend called to ask if she might go with her to the bazaar. Little Betty's teacher has asked all parents of blue eyed children to come to PTA at 6:30 P.M. for at least a thirty minute discussion. Meeting is from 6:30 to 8:00 P.M.

How would Mrs. Eager organize her time and energy resources to achieve the greatest satisfaction? What other resources should she recognize?

What are some choices Mrs. Eager has for her "leisure" evening?

Briefly describe the choices Mrs. Eager might make. Use your imagination.

1. She could wait until evening and just do each activity as she comes to it.
2. She could attempt "to do everything."
3. She could make a time schedule.
Perhaps this discussion has stimulated your thinking about Organizing Resources. Most of us could improve in this aspect of our overall efficiency. We may do a good job of organizing resources to achieve our Homemaker goals but be very poor at organizing resources to achieve our citizen goals. Or we may organize our time and energy well, and do a poor job with money.

It's worthwhile to measure your level of efficiency.

In Organizing Resources:
- do you have a plan for reaching your goals?
- does your plan make use of most or all of your resources?
- do you give thought to which resources should be used to achieve your goals?
- do you search for "new" resources, or do you rely on habit and existing resources?

Using Resources
The subject of "Using Resources" may be more familiar to you, as regards Efficiency, than the other sections have been. You noticed, no doubt, that the examples in the previous sections led into use of resources. There is no clear-cut dividing point between recognizing, organizing and using resources. They are interrelated and each one contributes to an individual's efficiency as they tie to goals which have been set.
Using Resources completes the Springboard you have built through determining needs, setting goals, recognizing resources, and organizing resources. Using resources ties closely to organizing resources. What determines one's use of resources?

Using Resources depends on

Your attitudes and philosophy
Your environment
Your methods

Your Attitudes and Philosophy

How you feel about each of your life roles helps to determine efficiency. If, for example, your homemaker role is your most important role, you will give its needs the most emphasis. Your attitude toward the other life roles will be supplemental and your use of resources, when they are needed in more than one role, will go first to homemaking.

Your attitude toward your homemaker role, for example, helps determine your use of resources.

1. It may mean that you will be interested in using resources efficiently for doing homemaking jobs so there is plenty of resources for leisure time activities.

2. It may mean that you will emphasize efficiency in other roles so that you can use more resources for homemaking. For example, you may be an employed worker. That role may be definitely supplemental to your major role which is homemaking. You may not really want to work away from home, and therefore you tolerate your employed worker role. But even with that attitude, you may strive for efficiency in your job so that your advancements will produce more money resources for use in the home.

Time and energy is one example of a resource of concern here.
3. It may mean that you will become more interested in your level of efficiency in use of resources.

As your goals are more fully developed, you clarify your needs. This, if you are "tuned in" to efficiency, prompts you to recognize the resources you could use to satisfy the needs. In recognizing the resources you have available, you give some thought to supply (how much of the resource you have) and demand (what uses you need the resource to serve).

Your organization of resources establishes the structure for their use. As demands on a resource increase, unless supply can also be increased, you may look for ways to become more efficient in use.

4. It may mean that you will lower standards rather than raise level of efficiency.

Your Environment

Your surroundings, and the social and cultural conditions which influence your life make up your environment.

Answers to these kinds of questions may help you see your environment in relation to use of resources:

1. Where do you live in relation to your job, your community center, etc?
2. Does where you live determine how much of a resource is used for a given purpose? For example, does it take more time, energy, effort, money, transportation, housing upkeep, clothes, or initiative to live where you do than if you lived in another area, a different town, or a different part of the country?
3. How do you live? Do you maintain a luxury, moderate, or economy level of living?
Consider two families, each couple is in mid thirties with two grade school children.

a. THE BROWN'S live three blocks from school, 5 blocks from downtown, 7 blocks to employment of both husband and wife. They are in the older part of town which has stabilized residents, mostly older than they are. Many people in the neighborhood are retired or nearing retirement age.

b. THE GREEN'S live in the newest part of town, a suburban area which the Joneses opened up 3 years ago. Their children go to the same school as the Brown's. They are 2 miles to that school, 2½ miles to downtown, 10 miles to Mr. Green's employment and 4 miles (in another direction) to Mrs. Green's job.

What resources are affected by this part of the environment?

What impact does it have on overall efficiency of the Brown and the Green families?

What impact on use of resources for homemaking role? for employed worker role? for citizen role? for user of leisure time role?

Will the impact of the environment be more or less important to these two families when the children are in high school? When the children are independent of the home?

Another aspect of environment is more task oriented. Working conditions are of concern where tasks or jobs are concerned. Some components of efficiency which relate to this aspect are:

- step and motion saving arrangement
- adequate space without being excessive
- adequate lighting, heating, cooling, and ventilation
- freedom from excessive emotional stress
- rate of work suited to job and worker
- pacing work so that peak energy is needed for very short periods
Your Methods

The way you work influences your use of resources. Your methods determine your level of efficiency in using resources.

Observing these points will help develop methods which make efficient use of resources:

1. Be motion conscious.
2. Keep everything in easy reach.
3. Use the best resources for the job.
4. Eliminate any part of a job that is unnecessary.
5. See if jobs or parts of jobs can be combined.
6. Develop methods to ease physical and emotional strain.
7. Develop skill through practice in doing the job.

As you decide your level of Efficiency in Use of Resources, answer these questions:

- do you question your attitude and your methods?
- do you adequately plan and prepare for carrying out projects and activities of your plan?
- do you attempt to eliminate the unnecessary?
- do you concentrate on developing skills through practicing good methods?
- do you determine which of the projects and activities you are interested in are most important and use your resources accordingly?
Distribute the member's leaflet "Efficiency Checkup." The leaflet, "Efficiency Checkup," is designed for you to use in studying yourself and your activities.

Describe 9-point scale. Use your pencil to record your opinion about your level of efficiency. Keep the points in mind as a guide to raise your level of efficiency where you think it is needed.

Answer the questions in the leaflet as you consider:

- Your life roles
- Your meaning for Efficiency
- Your level of efficiency in

  Setting Goals
  
  Recognizing Resources
  
  Organizing Resources
  
  Using Resources
<table>
<thead>
<tr>
<th>Concept</th>
<th>Middle Class</th>
<th>Lower Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority (courts, police, school principal)</td>
<td>Security - to be taken for granted</td>
<td>something hated, to be avoided</td>
</tr>
<tr>
<td>Education</td>
<td>The road to better things for one's children and oneself</td>
<td>an obstacle course to be surmounted until the children can go to work</td>
</tr>
<tr>
<td>Joining a Church</td>
<td>A step necessary for social acceptance</td>
<td>&quot;coolness&quot;: to make out without attracting attention of the authorities</td>
</tr>
<tr>
<td>Ideal Goal</td>
<td>Money, property, to be accepted by the successful</td>
<td>&quot;the MAN&quot; - an enemy to be resisted and suspected</td>
</tr>
<tr>
<td>Society</td>
<td>The pattern one conforms to in the interests of security and being popular</td>
<td>one of life's inevitable events, to be ignored unless the police get into the act</td>
</tr>
<tr>
<td>Delinquency</td>
<td>An evil originating outside the middle-class home</td>
<td>non-existent, so live each moment fully</td>
</tr>
<tr>
<td>Future</td>
<td>A rosy horizon</td>
<td>A meeting place, an escape from a crowded home</td>
</tr>
<tr>
<td>Street</td>
<td>A path for the automobile</td>
<td>A means to welcome oblivion</td>
</tr>
<tr>
<td>Liquor</td>
<td>Sociability, cocktail parties</td>
<td>A tool for living and getting on</td>
</tr>
<tr>
<td>Violence</td>
<td>The last resort of authorities in protecting the law-abiding</td>
<td>One of life's few free pleasures</td>
</tr>
<tr>
<td>Sex</td>
<td>An adventure and a binding force for the family, creating problems of birth control</td>
<td>Something to be used now before it disappears</td>
</tr>
<tr>
<td>Money</td>
<td>A resource to be cautious-spent and saved for the future</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ideal typical class</th>
<th>Percent of total</th>
<th>Central Value</th>
<th>Other prominent Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper class:</td>
<td>1%</td>
<td>&quot;Gracious Living&quot;</td>
<td>Not especially concerned with making money; <strong>family</strong> is important; reverence for past.</td>
</tr>
<tr>
<td>a. &quot;self-made man&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. inherited position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper middle class:</td>
<td>9%</td>
<td>&quot;Career&quot;</td>
<td>Education--almost all are college graduates; outgoing personality; fluent talker; capacity to sacrifice for future success; careful attention to public behavior and reputation.</td>
</tr>
<tr>
<td>a. &quot;old&quot; middle class (independents in business and professions)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower-middle class:</td>
<td>40%</td>
<td>&quot;Respectability&quot;</td>
<td>High school education and/or some additional training; aspire to college for their children; most regular church goers of our society; strong moral attitudes; home ownership a symbol of stability and respectability.</td>
</tr>
<tr>
<td>a. semi-professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. foremen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working class:</td>
<td>40%</td>
<td>&quot;Get By&quot;</td>
<td>A complete separation of &quot;life&quot; and &quot;work&quot;; live comfortably -- a faith that gadgets are per se achievement; not much participation in community life.</td>
</tr>
<tr>
<td>a. semi-skilled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. operative labor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower class:</td>
<td>10%</td>
<td>&quot;Apathy&quot;</td>
<td>Fatalistic, hedonistic; live beyond the pale of respectability; irregular employment; unstable family life.</td>
</tr>
</tbody>
</table>
American Values

R. Williams, a Cornell University sociologist listed these "American Values".

1. Achievement and success
2. Activity and work
3. Moral orientation—conduct
4. Humanitarian mores—brotherhood
5. Efficiency and practicality
6. Progress
7. Material comfort
8. Equality
9. Freedom
10. External conformity
11. Science and secular rationality
12. Nationalism—patriotism
13. Democracy
14. Individual personality