

THE DEVELOPMENT OF A TENTIATIVE CURRICULUM  
FOR A WORK EXPERIENCE CLASS IN HOME  
ECONOMICS FOR CLOVIS MARSHALL  
JUNIOR HIGH SCHOOL  
1966-67

By

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## CHAPTER I

### INTRODUCTION

One of the basic principles of American democracy is that all children are entitled to receive a public education. Public education usually connotes that the major expenses of teaching children will be underwritten by the government of a city, state, or nation, and that all the children of all people may avail themselves of this opportunity. The very meaning and ideal of democracy is grounded upon education. American democracy is contingent upon people learning to think and to care for themselves. John Dewey in defining democracy said:

Democracy... means voluntary choice, based on an intelligence that is the outcome of free association and communication with others. It means a way of living together in which mutual and free consultation rule instead of force, and in which cooperation instead of brutal competition is the law of life; a social order in which all the forces that make for friendship, beauty, and knowledge are cherished in order that each individual may become what he, and he alone, is capable of becoming. (16)

Educators cannot teach a person to earn a living, nor can they teach him to think; they can, however, help a person to cultivate and to use inherent powers. Teachers cannot teach thinking or wage-earning, but they can promote situations which invite thinking and encourage learning on the part of the pupil. Also opportunities can be provided for persons to obtain experience in performing tasks necessary for wage earning.

In 1961, John F. Kennedy, then President of the United States of America, named one of the greatest needs of the era: "manpower." Trained personnel were needed to fill available positions. Of great importance was the fact that while new jobs were being created every day there was no one being trained to serve in these positions. Yet, with positions available, there were large numbers of people unemployed--a fact attributable to the lack of training, to the inadequacy of training or to the limitation of their work potential because of the lack of education.

As a home economist and a homemaking teacher, this writer feels that the area of Home Economics can do much toward helping the individual child or adult to recognize and assume responsibility toward himself, his community, and his nation. One way of helping individuals to meet their responsibilities is to provide them with an opportunity to be self-sufficient monetarily.

With the increased interest in job training at all levels of society, perhaps the cycle of the welfare family can be broken; but more important even is the recognition that all individuals, regardless of social or economic standing, can be helped to develop pride in being able to do a job well.

The school is the only institution in our society which has as its sole responsibility the education of the people. Therefore, it is in the school where the training for jobs should begin.

#### Statement of the Problem

For many years the faculty of Clovis Marshall Junior High School has stressed the importance of meeting the individual needs of students.

However, many students have been dropping out of school or have been failing in the majority of their classes. The school curriculum was evidently not meeting the needs of these students.

In an effort to encourage certain students to remain in school, to introduce some students to the many job opportunities available to trained personnel, to enable some few students to obtain work experience, and to try to meet the needs of individuals, the administrative staff decided that additional vocational courses should be added to the total school course offerings. Although some vocational home economics classes for homemaking have been in operation at Marshall since 1936, the heightened pace of modern day living has created new needs and demands for vocational training for gainful employment.

This study is an attempt to ascertain subject matter content for occupational training for gainful employment and to develop a curriculum guide for such a course.

#### Objectives of the Study

The overall objective of this study was the development of a tentative curriculum for a work experience class for students under the auspices of the Marshall Junior High School Home Economics Department.

The subordinate objectives of the study were as follows:

1. To become better informed on the history of vocational education and present trends, on recent developments in regard to job training through home economics, and on curriculum development.
2. To become better informed about the community and to determine availability of home economics related occupations.

3. To determine characteristics of Marshall Junior High School students in regard to present wage-earning jobs, needs, and training desired.
4. To apply principles of curriculum development to the development of a curriculum guide for a work experience class at Marshall Junior High School Home Economics Department.

#### Delimitation

This study was confined to the development of a tentative curriculum guide suitable for Marshall Junior High School students under the auspices of the vocational home economics department for 1966-67. Mechanics of presentation, inauguration, or evaluation were not included as part of this research. This study did not include specific gathering or validating of the statistical information used. Emphasis was placed upon the interpretation of available information as it related to the problem.

#### Definition of Terms

Cooperative vocational education. Cooperative vocational education is the coordinated efforts of school personnel and business establishments of the community to further the knowledge, abilities, and attitudes which one needs for a specific occupation. The work situation is an occupational laboratory for the classroom instruction. Correlated instruction in school with this work situation is with provision for consistent school supervision, school credit, and sometimes pay.

Coordinator. A coordinator is a regularly credentialed employee of the school who supervises the students and coordinates the work between the school and the employer, and between the central

administrators and the school.

Curriculum. A curriculum in this study refers to the general over-all plan of the content or specific materials for a course of instruction.

Pre-occupational training. Pre-occupational training refers to the classroom experiences for work education. In this study it is used synonymously with training for gainful employment.

Vocational education. Vocational education is a specific phase of one's education which prepares him for entrance into and advancement in his vocation--the chief means of making a livelihood.

Vocational supervisor. Vocational supervisor is a teacher assigned the responsibility of overseeing students' work-experience and of evaluating the students' progress.

Work experience program. A work experience program is the planned combination of work and school attendance. This planning schedules teacher-pupil-employer enterprises so that the teaching and the learning experience takes place under the most desirable conditions.

Work observation. Work observation is usually tied in with a class in which occupational information is discussed. The student observes specific tasks being performed, but he does not perform the tasks himself. His chief purpose is to better understand the process involved. The student is unpaid and usually observes for only a short period of time.

## Procedures

A review of literature was used to locate pertinent references on vocational education, both past and present trends; curriculum development as it related to home economics; and programs of vocational training in home economics related occupations in operation. From the review of literature Simpson's Basis of Curriculum Development was selected as the guide for the curriculum development of a work-experience class for Marshall Junior High School. Simpson advocates the formulation of one's philosophy of life, education, home economics, and home economics education. This integrated philosophy is then used to compile, interpret, and apply information concerning the socio-economic conditions of a community, the needs of the students, and the local situation. The application of the stated information is used to select and organize the subject content of the curriculum as it relates to new developments in education, knowledge of teaching, and issues in education.

Chapter I of the study contains the writer's philosophy as it relates to curriculum development, which is Simpson's prerequisite to curriculum development. Chapter II contains the review of literature which is divided into four sections; A Brief Review of the History of Vocational Education, Recent Developments of Vocational Education, A Brief Review of Current Readings on Curriculum Developments for Vocational Home Economics Education, and A Brief Review of Current Programs for Gainful Employment in Home Economics Related Occupations. The readings furnished the background information for the content and organization of the subject field, and the developments in

education, or the equivalent of Simpson's last step.

Chapter III gives information concerning the socio-economic conditions of Clovis with relation to the home economics related occupations--a relationship which is Simpson's first step in curriculum development. Information was analyzed and interpreted from the Area Transportation and Communication Survey of Clovis and Curry County, The United States Census, and the New Mexico Survey of Occupational Needs for Vocational and Technical Education.

Chapter IV gives information concerning the needs of the students and the local situation, which factors fulfill Simpson's second and third steps. The Marshall Student Survey and the Clovis High School Dropout Study were used as the sources for this information.

Chapter V draws conclusions from all of the information as it applied to the actual development of the curriculum guide and the proposed curriculum guide itself. The basic concepts for the formulation of the curriculum guide constitute Simpson's fourth step.

Chapter VI contains the summary, conclusions, and recommendations of the study.

## CHAPTER II

### REVIEW OF THE LITERATURE

Having their beginnings in primitive times, vocational programs have emerged through the ages. The most recent developments represent not only a renewed emphasis upon vocational education but also an expanded concept of training.

#### A Brief Review of the History of Vocational Education

Because primitive existence probably depended first on the preservation of life, one can recognize that the first vocational activity probably consisted of training in securing a livelihood. Children of primitive tribes, living in close proximity to their elders, received their work experience through direct observation and imitation.

As early as 2250 B.C., mention is made of apprenticeship training in the Babylonian Code of Hammurabi (43). The discovery of an Egyptian papyrus showed that legal, indentured apprenticeship was known in Egypt as early as 18 B.C. (80). There is some evidence that apprenticeships similar to those known in Roman Egypt existed in Rome (1). Guild apprenticeship was only a revival of a procedure well known to civilization centuries before the rise of the craft-guilds.

With the rise of the first industrial revolution, apprenticeship

became too slow to meet the demands of increasing production for more workers. The factory system received a strong impetus through the invention of power machinery. Competition was strong and a demand for cheap labor was met by exploiting children. To alleviate inhumane treatment of workers, various acts of legislation were passed in England. However, the laws were not satisfactory.

George Birkbeck, a Frenchman, conceived the idea of giving a series of lectures for the scientific instruction of industrial workers (54). The Russians were the first to demonstrate that the fundamentals of skills could be taught effectively in school shops. The processes of trade or art which were to be taught were analyzed and organized into tool and instruction units. This was known as the Della Vox Plan, which was shown at Philadelphia in 1876 at the Centennial Exposition. American manufacturers and industrialists, observing the superiority of European craftsmen, became aware of the defects of American workers and gave strong support to a drive for vocational education.

The state of Massachusetts charged a special state board of education, in 1906, with the responsibility of establishing schools for the preparation of skilled workers for their factories. The first direct federal aid to vocational education came with the passage of the Smith-Hughes Act in 1917. This act provided a continuing appropriation to be distributed to the states which aided vocational education.

Congress recognized a need for additional federal funds and various acts followed. The George-Reed Act, in 1929, authorized appropriations supplementary to those of the Smith-Hughes. The George-Ellzey Act followed in 1934 and authorized appropriations of three million dollars for the years 1935, 1936, and 1937. The George-Dean Act

of 1937 authorized continuing funds for vocational education and included distributive education in the federally aided program. The George-Barden Act of 1946 made provision for the rental or purchase of equipment and supplies for vocational programs.

The Civilian Conservation Corps and the National Youth Administration were federally developed programs to combat the unemployment of youth during the depression. With the onset of World War II and the ensuing manpower shortage both programs were discontinued. In 1941 work experience programs were developed by the schools in an attempt to induce the upper levels of students to stay in school and to provide training needed for basic skills necessary for jobs.

There was a slight drop in the number of programs offered in the post war era as well as in the number of students participating. However, with the 1950's, the trend quickly changed and there was an increase in the number of students working and desiring vocational skills needed for employment.

Down through the ages then the experiences of the people have evinced a need for vocational training. The artisans, the craftguilds, the factories, and once again modern industry is demanding that youth be trained to meet the increasing need for semi-skilled, skilled, technological, and professional services.

#### Recent Developments of Vocational Education

American parents almost universally expect the public schools to provide their children with a liberal education. Somewhere between the grade school and the end of the twelfth year, children are also expected to obtain some means for earning a livelihood. However, with

the population explosion, the mobile population, and the increased occupation demands, the role of the school has been greatly affected.

The United States population continues to grow at the relatively rapid rate attained shortly after the end of World War II. In the 1940-60 period, the population expanded by about 28 million persons (71). If the birthrate continues at that rate, the total population of the United States will increase to 214 million in 1970, and to 260 million in 1980 (70).

The population explosion has caused increased competition for jobs. The unemployment rate in October, 1962, was 14 percent for high school graduates, compared to 29 percent for 300,000 students who dropped out of high school between January and October of 1962 (76).

During the 1960's the American work force will grow by about 13 million, and between 1970 to 1975 by another 7 million, reaching a total of 93 million. Almost half of these will be women (79).

Vocational Home Economics Education has an interest in these compelling events as the fifth major purpose of home economics is the finding of one's relation to and place in the vocational world and preparing for it (61). The main purpose of home economics has been to improve the quality of family life through the more efficient development and utilization of human and material resources. "It seems most likely that preparation for homemaking will continue to be the central focus in home-economics education at the secondary level" (56). However, the most recent acts of legislation (since 1958) have made it mandatory for home economics education to broaden its scope and encourage wage-earning skills.

The 1958 National Defense Education Act authorized funds for the training of highly skilled technicians. The Area Redevelopment Act provided funds for vocational training and retraining of unemployed workers living in areas of redevelopment. The Manpower Development and Training Act of 1962 authorized funds to be used for training purposes under the control and supervision of state vocational-education boards. The Perkins Act of 1963 expanded vocational training to all recognized non-professional occupations, with 10 percent of all federal funds delegated for training in gainful employment. The Economic Opportunity Act of 1964 encouraged vocational training of underprivileged men and women 16 to 21 years of age, from families with incomes of less than \$3,000 annually.

#### A Brief Review of Current Readings on Curriculum Development For Vocational Home Economics Education

Michelangelo saw a block of marble which the owner said was of no value. "It is of value to me," said Michelangelo. "There is an angel imprisoned in it and I must set it free." Even as Michelangelo saw his purpose in the block of marble, so must educators see their purpose in teaching. "No man is just educated; he is educated for something, for some purpose, for many purposes" (55).

Brown states that with the broad objectives of education being "...self-realization, civic responsibility, economic efficiency, and the ability to sustain cooperative human relationships," curriculum planning should be based upon the application of balanced approaches to the valid needs of children and youth and should recognize (1) scientific principles of learning, (2) the need for realistic facing up

to societal needs, and (3) the elements of cooperation inherent in our concepts of the ideals of democracy (6).

Taba and Noel encourage local teachers in the increasing responsibility of curriculum organization. The variation in the ability range, social learnings and motivation of students prohibits a uniform curriculum. Taba and Noel stress the necessity to determine essential universal learnings with subject content varied to achieve them (63).

If a teacher is to develop a curriculum, he must believe that he has something to teach. He must have in mind that he will be teaching students, not school. Discovery of the most appropriate new approaches of teaching requires a fundamental and continuing willingness to experiment. Experimentation implies careful study and research. Changes are not made only because they seem good. Nor should curricula be continued simply because it is comfortable and familiar. Continual study, revision, and re-study should be a built-in part of any program. The curriculum of yesterday is not sufficient for the needs and demands of today. Today's curriculum must be revised, or a new one must be drafted which will supply the demands for tomorrow.

Simpson has stated the question which home economists have been asking for years, "What responsibility, if any, should home economics education at the secondary level assume for preparing students for wage-earning occupations, as well as for the vocation of home-making?" (57). Home economics educators have accepted the responsibility of teaching students to be successful wage-earners. Home economics educators were listening, even as Thoreau so aptly said, "to a different drummer."

Society expects youth to work (33). The benefits of a work

experience program are many and help to orient students to the responsibilities which society expects them to fulfill. Not only is work-experience helpful in fulfilling the responsibilities of society, but it is also a means of fulfilling one of the basic needs of youth (66). For many students the work and school combination will do more to produce a well-adjusted individual than the regular curriculum (3).

Bushnell encourages the broadening of vocational curricula to the junior high school level so that grades seven through twelve will be blocked out to lead students from one category into another so that entry into the world of work would be a simple transfer of fundamental knowledge (7).

In an attempt to fulfill all of the demands of modern curriculum, Simpson has developed a pattern of curriculum development for gainful employment through home economics education. This pattern for curriculum development is based upon one's philosophy of life, philosophy of home economics, and philosophy of home economics education. These philosophies are used as the basis for the analysis of socio-economic conditions and needs of society and of families within the society, needs of students, the local situation, the content and organization of the subject situation, the content and organization of the subject fields, and developments in education. Simpson states that decisions in curriculum development will largely be a function of beliefs and values in the area mentioned (58).

Tyler gives four fundamental questions to be answered in developing a curriculum. They are as follows:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely

to attain these purposes?

3. How can these educational experiences be effectively organized?
4. How can it be determined whether these purposes are being attained? (68).

Hall and Paolucci give three basic and consecutive steps for teaching, used here to define one's curriculum in home economics for gainful employment:

- (1) determining and stating objectives encompassing home economics content and a specific behavior change desired in learner;
- (2) providing the kinds of experiences that make possible the attainment of these objectives; and
- (3) seeking pertinent and reliable evidence for deciding whether these objectives have been achieved.

Hall and Paolucci believe the definitive set of objectives will tell what one should teach and how it should be taught, and will help one determine what one has taught (27).

The New Mexico Home Economics Curriculum Guide was cooperatively planned and developed by the vocational home economics teachers as a result of individual teaching, state conferences, curriculum workshops, organized curriculum committees, and a state-wide survey of New Mexico girls, their families, and communities. The fundamental philosophy was to insure a comprehensiveness which would help students learn to solve problems, make decisions, adjust to changes, acquire some skills, establish wholesome attitudes and to develop a sense of values. The main purpose of home economics at the secondary level was to help students gain competencies that would enable them to establish a home and develop basic qualities and values necessary for effective family living and responsible citizenship. The guide was

developed with a sequence of basic understandings and learning experiences to guide the teacher in planning and developing a broad home economics program to meet the needs of pupils, families, and communities (45).

Since the completion of the guide in 1961, state and national trends in home economics education have been toward home economics for gainful employment. In keeping with these trends, New Mexico vocational home economics teachers developed tentative working materials for occupational training. These materials, presented in the New Mexico Counselor, State Conference Report of 1965, were to serve as guidelines in establishing programs in occupational training for the state (45).

#### A Brief Review of Current Programs for Gainful Employment in Home Economics Related Occupations

Perhaps the most well-known programs developed for gainful employment in home economics related occupations are those developed for the Manpower Development Training Program through the Office of Education, Division of Vocational and Technical Education. There are nine programs: Child Day-Care Center Worker, Management Aide in Low-Rent Public Housing Projects, The Visiting Homemaker, Hotel and Motel Housekeeping Aide, The Supervised Food Service Worker, Clothing Maintenance Specialist, Companion to an Elderly Person, Family Dinner Service Specialist, and the Homemaker's Assistant.

Each of the above programs was developed with units of course plans, job functions, program objectives, teacher qualification, length of course, suggested background of trainee, and other useful material

for teaching the course. These programs are recommended for post high school trainees, or the equivalent.

Volume VIII, of the Illinois Teacher of Home Economics was devoted to the issue of gainful employment in home economics, with several programs of gainful employment given. Volume IX of the same periodical was devoted to the developing of curriculum for classes of training for gainful employment. Of special interest to this study was the Junior High School Job Training Program in the Houston Independent School District, Texas. The purpose of this project was to provide job training in home economics related occupations for over-aged potential dropouts. The goals of the program in exploring job opportunities were to develop in the student a desire to stay in school in order to secure a better job after graduation and to enable the dropout student to gain the skill required for gainful employment. Skills acquired through the program enabled some of the students to obtain part-time employment in order to continue in school. Opportunity for developing skills for various jobs was available (10).

The December, 1964, issue of the Bulletin of the National Association of Secondary-School Principals, focused administrative attention on "A New Look at Home Economics." Reinwald gave six areas of Home Economics with fundamental guides for Home Economics for homemaking and Home Economics for employment. Reinwald states that Home Economics for homemaking is broad in scope and content and that any student may enroll and participate as the curriculum is beneficial to all students. Home Economics for employment is limited by content, by selection of students, and by counseling and advisory committees (53).

Attention has focused more and more upon training for gainful employment. Since 1963, almost every educational periodical has held some article concerning vocational training. Entire issues of some periodicals, such as Theory into Practice (67) and the Bulletin of the National Association of Secondary-School Principals, and Educational Leadership, January, 1965, have been devoted to the importance of ways and means of training youth and adults for gainful employment.

Almost every issue of American Vocational Journal has had articles of new programs of vocational education. Of special interest to this study was the May, 1966, issue, with the article, "Realistic Vocational Education for Ninth Graders." This article was in accordance with the national trend of thought that at the ninth grade level students are in the tentative stage of occupational choice, and that vocational education at that level should be planning and looking toward the future (9).

Havighurst, however, said in the May, 1966, issue of NASSP that work experience attitudes and interest are most important during the developing age of students at the junior high school level. He cited examples of training programs in Chicago, Kansas City, and New York where youngsters as early as 13 years of age were placed in work experience type programs (30).

Hamlin gives examples of several home economics related programs. Weslaco, Texas, has a Vocational Junior High School primarily for Latins, who are children of migrant workers, and who seldom progress beyond the ninth grade. Harlingen, Texas, provides a half-day in home economics and a half-day of specially adapted general education for high school girls likely to work as domestics or to marry

early (28).

The cooperative occupational training program of Market High School, Warren, Ohio, has six grades, seventh through twelfth, in three general areas of academic, interest, and vocational. This high school was organized to help low I. Q. students develop to the fullest extent their interest and abilities and to try to better prepare them for the adult world. All pupils that had I. Q. 's between 50 and 80, were below their normal grade and academic level, and were at least one year over-age for their grade. This program has been most successful in preparing students for the work world (35).

## CHAPTER III

### CLOVIS SOCIO-ECONOMIC FACTORS FOR CURRICULUM DEVELOPMENT

The City of Clovis, county seat of Curry County, is located in the extreme southeastern portion of the county in East Central New Mexico. The eastern boundary line of Curry County constitutes part of the New Mexico-Texas Boundary, and Clovis is considered the "Eastern Gateway to New Mexico."

Information, concerning Clovis, for this study is divided into two sections. The first section concerning socio-economic conditions was compiled from two major sources of information, the United States Census of Population and the Clovis Area Transportation Study Land Use and Economics Base Study (60). The latter was conducted by a private research firm to aid in planning future facilities for Clovis and Curry County.

The second section of this chapter concerns home economics related occupations within the city. The major source of information was from the Occupational Needs for Vocational and Technical Education Survey. This survey was conducted by the New Mexico State University, University Park, New Mexico, in cooperation with the Division of Vocational Education, State Department of Education, Santa Fe, New Mexico. Clovis was one of the 32 major towns and cities in New Mexico selected for survey. The survey was conducted to aid in

planning for expansion of vocational and technical education for the state.

### Socio-Economic Factors

The most visible, and in many ways the most important economic aspect of a community, is its residential population. The number of people and their ages, wealth and patterns of life determine the character of the community.

Clovis has relatively more young people than the nation as a whole --a condition indicating a high potential for population growth. Almost 17 percent of the population is included in the 20 to 29 year age group compared to about 12 percent for the nation as a whole. Clovis also has relatively more children from infancy to four years of age than the United States average (60, p. 14).

There are three main ethnic groups in Clovis: Anglo, Spanish-American, and Negro. The 1960 Census included Spanish-Americans in the White classification. Clovis has a non-white population of 1,999 with 1,576 of these being Negroes. One out of four of the remaining non-white population is Oriental--a ratio due perhaps to the large number of war-brides connected with Cannon Air Force Base, located six miles west of the city (74).

The majority of persons living in Clovis are native born Americans with fewer than half of them born in New Mexico. A small percentage of the citizens were born outside of the United States; again this fact could be attributed to the large number of military personnel in Clovis (74).

Of the total Curry County population of 32,691 in the 1960 Census,

72 percent, or 23,712, were derived as "urban" or living within the City of Clovis. Since its incorporation in 1909, the City of Clovis has grown from a population of 3,255, to a 1965 estimate of 27,000 (60, p. 15). The growth of Clovis and Curry County since 1920 has been consistent. However, the area has not exhibited the rapid increase since 1940 which is characteristic of most regional economic centers. It is significant, nevertheless, that the City and County population growth rates have exceeded those of the State of New Mexico.

The increase in population has resulted from (and has caused) significant changes in the economy of the area. Agriculture, once the dominant sector of the economy, is still important, but no longer the greatest employer of Clovis and Curry County residents. Approximately one-third of the county income is directly connected to Cannon Air Force Base as wages for civilian and military employees (60, p. 17).

Clovis has, on the one hand, a relatively smaller percentage of its families in the over \$10,000 income than the national average and, on the other hand, it has a larger percentage of families in the \$3,000 to \$5,000 income bracket than the national average. Approximately one-fourth of the families have incomes under \$3,000.

In 1960 the civilian labor force of Curry County was reported by the federal census to be 9,841 persons. The total labor force of the county, including the military personnel was 12,729. The number of persons in the labor force within the county represented almost 59 percent of the population 14 years of age or older. By comparison only about 54 percent of the statewide population of comparable age was in the labor force. Approximately one out of every 25 male workers in Clovis is between 14 and 17 years of age. Approximately

one out of every 20 female workers was between 14 and 17 years of age. This was about the same as the state percentage.

Miscellaneous, personal, domestic and service workers compose a service group related to home economics which earns approximately one-twelfth of the annual Clovis payroll income. There are half as many workers in manufacturing as in service, but the payroll income for both groups is approximately the same--a comparison indicating the much lower salaries of the service type worker. Growth of the service group has not been as great nor as consistent as in other areas. In 1957-62 there was a 43 percent increase in retail trade volume and only a 29 percent growth in the service area (60, p. 26).

#### Home Economics Related Occupations

There were eighteen jobs designated as home economics oriented in the New Mexico Survey of Vocational and Technical Education. Those jobs which render a service were grouped together for this study. There were four groups in that category: food service, laundry and dry cleaning workers, housekeeping and cleaning service, and dressmakers and seamstresses.

There were 314 persons employed in home economics related service positions in Clovis, as shown by Table I. The largest number of these people were employed in some area of food service. In fact, approximately two-thirds of the total service employment was in some type of food service. The second largest group was the laundry and dry cleaning workers with approximately one-sixth of the total service employees. Housekeeping and cleaning service workers were the third largest group with about one-seventh of the total service group.

TABLE I

CLOVIS EMPLOYMENT: PRESENT AND PROJECTED NEEDS  
Home Economics Education  
Service Related Occupations

Job Title	Number Employed			Projection Based On		
	Males	Females	Total	Vacancies	Need	Turn-over
Food Service						
Cooks	41	87	128	4	99	80
Kitchen Workers	35	22	57	1	37	116
Bakers	1	0	1	0	1	0
Bakers' Helpers	0	1	1	0	0	1
Cafeteria Waiters	0	3	3	0	3	1
Candy Makers	2	0	2	0	0	0
Total	79	113	192	5	140	198
Laundry and Cleaning Workers	10	40	50	0	1	13
Housekeeping and Cleaning Services	1	38	39	1	3	91
Dressmakers and Seamstresses	0	13	13	0	1	1
Vocation Totals	90	204	314	6	145	203

The service related occupations have a high rate of turn-over. There was a projected turn-over of 198 for the next five years with a need for 140 additional workers plus the five vacancies, just in the area of food service. The total anticipated need for the five year period represents two-thirds of the entire service employment. The high rate of turn-over indicates a high rate of possibility for placing entry employees.

Available minimum educational background statistics for the service groups are shown in Table II. There were approximately half of the employees with an eighth grade education or less. Fewer than one-fourth of the employees had a twelfth grade education or less, and more than one-fourth had their high school diploma. Laundry and dry cleaning workers had the highest number of high school diplomas, while housekeeping and cleaning service workers had only one worker with a high school diploma. With the minimum educational background shown, it would be possible for junior high students to be employed in these service areas.

Available beginning weekly wage or salary for service workers is shown in Table III. Approximately one-half of the service employees started earning \$40 to \$60 per week. More than half of this group started in food service. More than one-fourth of the given beginning salaries were under \$40 per week. Almost one-third of this group performed some type of housecleaning service. About one-eighth of the total beginning salaries were from \$61 to \$80. Almost one-third of these were in the area of food service, and more than half were for laundry and dry cleaning workers. Cooks had the highest number of workers beginning at higher wages than any of the other areas. One

TABLE II

CLOVIS AVAILABLE MINIMUM EDUCATION BACKGROUND  
Home Economics Education  
Service Related Occupations

Job Title	8th grade or less	Less than 12th grade	High school diploma	Total Response
Food Service	23	16	9	48
Laundry and Cleaning	12	5	13	30
Housekeeping and Cleaning Service	9	2	1	12
Dressmakers and Seamstresses	6	0	5	11
Total	50	23	28	101

TABLE III  
 CLOVIS BEGINNING WEEKLY WAGE OR SALARY  
 Home Economics Education  
 Service Related Occupations

Job Title	Under \$40 Number	\$40-\$60	\$61-\$80	\$81-\$100	Total Response
<b>Food Service</b>					
Cooks	5	16	2	3	
Kitchen Workers	3	12	1	0	
Bakers	0	0	1	0	
Bakers' Helpers	1	0	0	0	
Cafeteria Waiters	0	1	1	0	
Total	9	29	5	3	46
Laundry and Cleaning	7	12	8	3	50
Housekeeping and Cleaning Service	11	1	0	0	12
Seamstresses	1	9	1	0	11
Vocation Total	28	51	14	6	98

cook who had a beginning salary of between \$121 to \$140 per week was not included in the table.

Five questions were asked business men in regard to the training and employing of personnel in their firm.

1. Does the firm offer training?
2. Is additional training needed for the job?
3. Is prior training needed for the job?
4. Would the firm hire vocational graduates?
5. Would the firm participate in a cooperative program?

The responses to the five questions are given in Table IV. There were almost twice as many who offered training as did not. More than half of those offering training were in the area of food service, and almost two-thirds of these positions were cooks. More firms did not require additional training than those who did. More than half of the food service firms desired additional training. Prior training was required by fewer than half of the firms, and almost half of these firms were in food service. Almost three times as many firms said they would hire vocational graduates as those who would not. Again almost half of these were in the area of food service, but more than one-third of the laundry and dry cleaning firms indicated they would hire vocational graduates. However, less than one-third of the laundry and dry cleaning firms would participate in a cooperative training program, while almost half of the food service firms said they would participate.

#### Summary

Clovis has a high potential for growth and for future employment. The family income is relatively smaller than the national average, and

TABLE IV

CLOVIS RESPONSES TO FIVE QUESTIONS  
Home Economics Education  
Service Related Occupations

Job Title	Firm offers training		Additional training needed		Prior training needed		Would hire vocational graduate		Would Participate in coop program	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Food Service										
Cooks	22	5	16	11	17	10	20	7	11	16
Kitchen Workers	11	5	7	9	5	7	9	9	7	9
Bakers	1	0	1	0	0	1	1	0	1	0
Bakers' Helpers	1	0	1	0	0	1	1	0	0	1
Cafeteria Waiters	2	0	1	1	0	2	1	1	1	1
Total	37	10	26	21	21	21	32	15	20	27
Laundry and Cleaning	15	15	11	19	12	18	27	3	9	21
Cleaning Service	6	6	2	10	3	9	8	4	5	7
Dressmakers and Seamstresses	4	7	3	8	8	3	11	0	3	8
Vocational Totals	62	38	42	58	44	51	78	22	37	63

approximately one-third is connected to Cannon Air Force Base.

Cannon has had a direct influence on the growth of the community and its resident population. The labor force of Curry County has a higher percentage of population 14 years of age and older than the state average. Percentages of both male and female workers between 14 and 17 years of age are approximately the same as the state percentage.

The area of food service employed more workers, had a greater turn-over, and a higher projected need for employees than any other home economics related occupation.

Laundry and dry cleaners paid more proportionately but needed only a limited number of future employees, and proportionately more of their workers had a higher educational level.

Housekeeping and cleaning services had the second highest projection of needed employees, the largest proportionate number of employees with the lowest level of education and paid less than the other groups.

Food service firms offered and required more training than the other groups, would hire a greater number of vocational graduates, and were more willing to participate in a cooperative vocational program.

## CHAPTER IV

### LOCAL EDUCATIONAL SITUATION

This chapter is divided into four sections. The first section gives a brief perspective of the Clovis Municipal School System, followed by a short resume of Marshall Junior High School. The third section attempts to ascertain characteristics and needs of Marshall students in regard to gainful employment. Information for analysis and interpretation was taken from the Marshall Junior High School Student Survey. This survey was developed by members of the Marshall faculty as an aid in determining the type of vocational program needed.

The fourth section is an attempt to analyze and interpret information from the Clovis Drop-out Study. This study was conducted by administrators and faculty members of the Clovis School System. The study was concerned with the 1966 Clovis High School Senior Class from the time it enrolled in the seventh grade at either Marshall or Gattis Junior High Schools and the drop-outs since that time. No conclusions or recommendations were made in the survey.

#### A Perspective of Clovis School System

The Clovis Municipal Schools had an enrollment of 7,908 students in September of 1965, and 7,595 students in May of 1966. Enrollment during the 1965-66 school year saw an increase in six out of twelve grades. An increase of 578 students is expected for the September,

1966, enrollment for a total of 8,173 students. The enrollment forecast was based on the assumption that present classes will remain about the same, but that grades moving up will be larger (51).

There is a total of twelve schools in the Clovis system: one high school, two junior high schools, and nine elementary schools. One additional elementary school is scheduled to open in September of 1966. An additional junior high school is being planned.

The Clovis Municipal Board of Education has five elected members, and is legally responsible for the educational program of the Clovis Municipal Schools. Five administrative officers are employed by the board: the superintendent, assistant superintendent, business manager, truant officer, and representative in charge of federally aided poverty programs. A cafeteria supervisor and a reading clinic supervisor are also on the administrative staff.

There are three vocational home economics departments in the Clovis system, one at the high school, and one at each of the junior high schools. At the high school there are a Distributive Education Program and a Vocational Auto-Mechanics Program. Center Tech, a vocational training school for problem boys was closed in the spring of 1965.

#### Perspective of Marshall Junior High School

Marshall Junior High School had a total enrollment of 962 students on September 30, 1965, with fifty faculty members. Marshall has three grade levels: seventh, eighth, and ninth grade. Special education classes are also located on the campus.

Physical facilities at Marshall Junior High School include the

main building which contains 27 classrooms, offices, library, and auditorium; a new second building connected to the old gymnasium containing cafeteria facilities, all-purpose room, band hall, chorus hall, dressing rooms for the physical education classes, and special education facilities; and two barrack buildings which contain classrooms and the clothing bank. Two additional barracks are scheduled to be moved onto the campus for use beginning September, 1966. Enrollment of sixty additional seventh graders above the 1965-66 enrollment made more classroom space essential.

There are seven periods a day at Marshall Junior High School. Regular periods are 52 minutes long, with shortened periods of 40 minutes on Tuesdays and Thursday to allow for assemblies and home-room periods. Intervals for class changes are four minutes long.

Ninth grade students carry four required subjects which allow them three elective periods. The majority of ninth grade electives require two semesters for credit. Eighth grade students have five required subjects with two periods for electives. The majority of eighth grade electives are for one semester. Home Economics is an elective for both eighth grade and ninth grade girls, and it requires two semesters for credit. Seventh graders have only one elective period, most of their electives are on the semester basis, and they may not take Home Economics.

#### Characteristics of Marshall Junior High School Students

Analysis of the data in Table V shows that there were 51 students whose fathers were deceased, and 40 students whose mothers were deceased. Parents of 33 students were separated, while 83 students'

TABLE V  
 INFORMATION REGARDING PARENTS OF  
 MARSHALL STUDENTS

	7th Grade	8th Grade	9th Grade	Total
Father Living	265	228	290	783
Father Not Living	28	8	15	51
Mother Living	260	231	301	792
Mother Not Living	33	4	3	40
Parents Live Together	234	261	267	762
Parents Separated	15	5	13	33
Parents Divorced	32	33	18	83
Father Completed High School	120	170	62	352
Father With Less than High School Educ.	73	87	47	207
Mother Completed High School	143	187	90	420
Mother With Less than High School Educ.	73	82	54	219
Either or Both Parents Have Some College	78	110	115	303

parents were divorced. These students seldom present problems at school, but special arrangements have been made in a few instances. Many fathers are temporarily away from home on military assignments.

A greater number of both fathers and mothers had completed high school than had not. More than half of the fathers and two-thirds of the mothers had completed their high school education. Almost one-third of the students reported that one or both of their parents had some college education.

The income status of students' parents is presented in Table VI. More than two-thirds of the families had incomes over \$3,000. The remaining third of the families are in the lowest income bracket, with almost half of these in the under \$2,000 income bracket. Students from families with incomes under \$3,000 are eligible for programs under the Economic Opportunity Act of 1964.

Students' plans for the future are tabulated in Table VII. More than one-half of the students indicated that they planned to go to college. Almost one-fourth of the students had not decided what they planned to do in the future. The remaining students, less than one-fourth, had various plans. More than a tenth of the students planned to take some type of technical or trade training. The 34 students planning some type of military career represented almost a tenth of the male students. Less than one-twentieth of the total student body listed jobs for which no special training was needed.

Many students are already gaining some type of vocational experiences and/or training through summer and after school jobs. The number of students who reported working is presented in

TABLE VI  
INCOME STATUS OF PARENTS

Grade	Under \$2,000	\$2,000 to \$3,000	Over \$3,000	Total
Seventh	23	48	155	226
Eighth	36	45	174	255
Ninth	16	25	126	167
Total	75	118	455	648

TABLE VII  
STUDENT PLANS FOR VOCATIONAL TRAINING

Plans	7th	8th	9th	Total
College	162	201	151	514
Trade School	29	46	23	98
Military	7	19	9	34
Untrained Position	25	10	10	45
Don't Know	52	68	87	207
Total	275	344	280	899*

\*Some students listed more than one job and not all students responded.

Table VIII. More than half of the total student body works during the summer vacation, with more than one-third continuing to work during the school term.

TABLE VIII  
TABULATION OF MARSHALL JUNIOR HIGH SCHOOL  
STUDENTS WORKING

	7th Grade	8th Grade	9th Grade	Total
Summer	189	220	167	576
School Term	100	127	88	315
School Enrollment	343	335	285	962

The type of jobs and the number of jobs held by students are listed in Table IX. More students did babysitting than any other type of work; in fact, more than one-fifth of the students did some babysitting. Some of these students have had special training for babysitting through a city training program, through girl scouts, through 4-H clubs, and through an extensive course in home economics classes. This job represented the broadest area of work and the job closest to home economics education.

The second largest group of student workers was in the area of yard work, with a close third in agricultural work. It may not be assumed that these groups represent just boys or just girls. Many girls listed yard and agricultural work, and many boys listed babysitting. However, these three larger groups did represent jobs with a close relationship or connection with the home and its environment.

TABLE IX  
NUMBER AND JOBS OF STUDENTS EMPLOYMENT

Job Title	7th Grade	8th Grade	9th Grade	Total
Babysitting (Home Economics Related)	74	84	37	195
Housework (Home Economics Related)	3	8	3	14
Yard Work	42	52	11	105
Agricultural Work	29	28	30	87
Paper Routes	6	9	3	18
Grocery Boys	0	0	8	8
Clerks	4	11	0	15
Did not say	16	4	17	37
Miscellaneous	26	35	46	107
Total	200	231	155	586 *

\*Some students worked at more than one job and not all students responded.

Housework was the only job listed by students which corresponded to any of the home economics related occupations listed for adults. There were 14 students, all girls, who listed housework as their means for earning money.

The remaining groups of jobs were greatly diversified with a limited number of students in each. There were students who did not list what their jobs were. The 107 miscellaneous jobs listed included almost every conceivable area of employment in Clovis. The writer noticed in checking the questionnaires that in numerous instances the student's job was related to the area of the parents' employment and/or interests.

Monetary gains from students' employment were varied. The majority of students received approximately fifty cents per hour. The next largest group received from seventy-five to one dollar. The third group received from fifty cents to seventy-five cents. There were three students who received more than \$2.50 per hour, and one student received \$3.25 per hour.

A study of the data in Table X indicates that approximately one-third of the Marshall Junior High School student body was interested in participating in a work-experience program. More than one-third of the students were interested in a pre-vocational class as an elective. Approximately half of the student body indicated that they would work part-time during the school term, if possible. This indicates the degree of readiness which Marshall Junior High School students have for some type of a vocational training class.

Students rated as first, second, and third choice a group of possible job training courses. The ratings of home economics related

TABLE X  
MARSHALL JUNIOR HIGH SCHOOL STUDENTS  
INTERESTED IN VOCATIONAL  
EDUCATION TRAINING

	7th Grade	8th Grade	9th Grade	Total
Interested in participating in a work experience program	86	130	105	321
Would be interested in a pre-vocational class as an elective	120	122	119	361
Would work part-time during school term	129	184	169	482
Student Body	343	335	284	962

choices are listed in Table XI. Housekeeping and cleaning services received more than twice as many choices as either of the other home economics related areas. Health care service was rated the second highest, and food service was third. Health care services were not designated as home economics related occupation by the State Office of Education as there are a limited number of vocational training centers for health care workers under medically trained instructors. Clovis does not have such a center, but there is a demand for such workers.

TABLE XI  
MARSHALL JUNIOR HIGH SCHOOL STUDENTS'  
RATINGS OF OCCUPATIONAL CHOICES

Occupation	7th Grade	8th Grade	9th Grade	Total
City Employment	78	43	51	123
Food Service *	57	37	36	130
Gardner	40	31	12	83
Grocery Clerk	78	110	73	261
Health Care Service **	45	60	36	141
Housekeeping and Cleaning Service *	179	103	73	360

\*Home economics related occupation.

\*\*Sometimes considered a home economics related occupation.

#### Clovis Dropout Study

The Clovis Dropout Study was concerned with the 1966 Senior Class from the time it first enrolled in the seventh grade at Marshall Junior High School and Gattis Junior High School in 1960 and the dropouts of that class. The study was an effort to identify the characteristics of the dropouts. No attempt was made to draw conclusions or to make recommendations from the study.

The information presented in Table XII is concerned with the original enrollment and the progressive status of students. More than a tenth of the original enrollment dropped out of school before enrolling at the senior high level, or the tenth grade. This was more than half of the total dropout group for the entire period of the study.

TABLE XII

## ORIGINAL ENROLLMENT AND DROP-OUTS CLOVIS SENIOR CLASS 1966

	Total	Sex		Ethnic Groups		
		Boys	Girls	Anglo	Negro	Spanish
Seventh Grade, 1960	584	299	285	434	42	108
Transferred Students	219					
Dropped out before entering high school	68					
Dropped out after entering high school	60					
Total Drop-outs	128	59	69	54	25	45
Seniors, 1966	219					

The total drop-out group constituted almost a fourth of the original enrollment or almost a third of the original enrollment less the transfer students. Transfer students were not included as part of the dropout group. There were 8 percent more girls who dropped out than boys.

Anglos formed 74 percent of the total enrollment and 44 percent of the dropouts, or almost half of the dropouts. Negroes formed 7 percent of the enrollment and 19.4 percent of the dropouts. Spanish students formed 19 percent of the enrollment and 36 percent or almost a third of the dropouts.

Academic standing of students was determined by their grades, achievement test scores and their I. Q. scores. The compilations in Table XIII give information regarding academic standing according to ethnic groups. Percentage-wise fewer Negro and Spanish students in the high I. Q. and high grade point average dropped out. The majority of Negro students dropped out in junior high school. After Negro students reach high school they tend to stay in school. No Negro or Spanish student scoring high on the Achievement Test dropped out. Percentage-wise more than twice as many Negroes and Spanish drop out than Anglos.

The six percent drop-out in junior high school and the low academic status of dropouts were especially important to this research as these students are those who tend to take the entry type of jobs. National studies point out that these dropouts of lower academic standing become the unemployable and fill the rolls of the welfare list. These students are unemployable because of the limited number of non-professional jobs, their lack of training for the

TABLE XIII

PERCENTAGES OF TOTAL DROP-OUTS SCORING HIGH, MEDIUM AND LOW  
ON ACHIEVEMENT TESTS, I. Q. TESTS AND GRADES  
ACCORDING TO ETHNIC GROUPS

	Anglos			Negros			Spanish		
	High	Med.	Low	High	Med.	Low	High	Med.	Low
Achievement Tests	20.6	38.2	41.2	--	16.6	82.4	--	29.4	70.6
I. Q. Tests	18.2	59.1	22.7	--	11.1	88.9	6.5	32.3	61.3
Grades	9.6	28.9	61.5	5.0	--	95.0	2.6	10.3	87.1

\*Percentages shown represent the total number of each test taken, not all students had taken any or all of the tests.

available positions, and their attitude regarding characteristics desirable for successful work experience.

The higher percentage of female dropouts was also of significance to this study as more females tend to be employed in home economics related occupations than males.

### Summary

There were more Marshall Junior High School students who were working than were not. Approximately one-third of the students were interested in a work-experience class, and more than half of the students were willing to work during the school term. The desired occupational training was housecleaning first, health care service second, and food service third.

There was a six percent dropout of students in junior high, with a majority of these in the low academic group. More females dropped out than males, and the total number of dropouts for the six year period was more than one-fourth of the original enrollment.

## CHAPTER V

### PROPOSED CURRICULUM

Information concerning socio-economic conditions of Clovis revealed that there is a definite need for trained workers in home economics related occupations. Food Service had the largest group of employees in home economics related occupations, and it also provided the greatest amount of employee training. More Food Service employers were willing to participate in a vocational cooperative training program and to hire vocational graduates than the other related service areas. The limited education and age of junior high school students would not prohibit their employment in the area of food service.

Information concerning the students revealed that students desired to work, that 6 percent of the junior high students in Clovis never enroll in high school, and that students wished to participate in a work-experience class.

Food Service was the third choice of Marshall Junior High School students for occupational training, and was their second choice of home economics related occupational training. It is the writer's conclusion that these two factors, the need for food service workers, and the students desire for training in food service, determine that the subject content for a work-experience class should be in food service related occupations. Because of the age of junior high

students and their correspondingly slow learning habits, it is the writer's conclusion that the course should be Food Service for Supervised Workers. It should be emphasized that this occupational training is a means for helping these students to stay in school, and that this training is not intended as terminal education.

The following are recommendations for the proposed work-experience class, and are used as guidelines in the formulation of the tentative curriculum guide for the proposed class.

1. That the proposed class be limited to Marshall Junior High Students in the ninth grade who will be at least 15 years of age before the beginning of the second semester.
2. That all students must be recommended by the principal and guidance counselor, and each student must be interviewed and accepted by the instructor of the class and the vocational coordinator.
3. That the class be limited to 18 students.
4. That each student must be able to read, write, speak, and follow oral and written directions as determined by the teachers of the students from the preceding year, from an analysis of the student's permanent folder, and from the information gained through the personal interview.
5. That each student must be able to obtain a health certificate.
6. That for the school-year 1966-67 there shall be only one vocational training class for supervised food service workers at Marshall Junior High School.
7. That the class meet for 180 hours, which is the equivalent of one period per day for two school semesters.
8. That the class be scheduled for the period immediately

following lunch, which is fifth period at Marshall Junior High School, and that it be scheduled for "A" lunch period (the first lunch period).

9. That all students enrolled in the class have their required subjects scheduled for the four morning periods to enable flexible scheduling for working students and for rotation for work-experience, if necessary.

10. That should a student not be working, at the time of enrollment that he be encouraged to wait until the second semester before applying for employment and a school work permit.

11. That should a student be working, his job experiences be used in place of assigned rotation work experiences of the class.

12. That should a student not be working, that he must be willing to follow planned rotation experiences as meets the needs of the class, and the cooperating business firms.

13. That it is the students' responsibility to obtain employment for pay in establishments cooperating with and approved by the supervisor for supervised work experience.

14. That the first semester be devoted to class experiences and work observations.

15. That the second semester include volunteer work experience in non-profit organizations for students not gainfully employed.

16. That a qualified vocational home economics teacher be employed to teach the class.

17. That the teacher employed be a half-time vocational home economics teacher and half-time vocational training teacher.

18. That the teacher have two scheduled conference periods, both to follow the work experience class, and that the periods be used

interchangeably to allow for supervision of working students, as well as for other necessary duties. This scheduling would allow the teacher to have four regularly scheduled home economics classes in the morning.

19. That school personnel will be responsible for helping students to have successful job experiences, but the teacher, coordinator, and school shall not be held responsible for the students' actions.

20. That all work experience classes be tape recorded and saved for at least one week to allow any student missing class for work experience to make up the class work.

21. That as far as possible work experience will be arranged during and after the scheduled class period so as not to interfere with other regularly scheduled classes.

While these were necessary guidelines to the formulation of the curriculum development, the reader should be reminded that mechanics of presentation, inauguration, instruction, and evaluation of the work experience class are not included as part of this study.

It is presumed that the course will be taught in the foods department of the Vocational Home Economics Department at Marshall Junior High School and the Marshall Junior High School Cafeteria, that the class will carry one hour credit as an elective course, that work experience for the students will be arranged cooperatively between the school and business establishments, and that the coordinator will be in charge of these arrangements.

It is suggested that the advisory committee be composed of all or some of the following:

A representative from school health, public health, mental health,

or institutional health area.

A representative from the public assistance office.

A representative from the Clovis Chamber of Commerce.

A representative selected from food service commercial establishments.

A representative from the Clovis judicial profession.

A representative from the New Mexico Employment Commission.

A representative from the City Commission.

The Clovis School Supervisor of Cafeterias

The Clovis Superintendent of Curriculum

A Tentative Curriculum Guide for a Proposed Class of  
Work Experience in Home Economics for Clovis  
Marshall Junior High School 1966-67

Overview:

The tentative curriculum guide is designed to help the teacher plan learning experiences so that students may develop some ability to work under supervision in areas of food service. Suggested employment would include waiters, cafeteria services, bus boys, dishwashers, assistants in short order food establishments, kitchen boys, food service assistants in hospitals, nursing homes and other special care residences, salad and sandwich workers, special employees for receptions, banquets and other such occasions.

Concerns of Pupils:

They want to be qualified workers, acceptable for what they can do.

They want the confidence and self respect of being able to do something well.

They want to be able to provide for the material necessities of personal and social living.

## Unit Outline of Curriculum Guide

Unit	Hours
I. Orientation to the Nature and Scope of Work	10
II. Personal Development	10
III. Sanitation for Food Service	10
IV. Safety and Accident Prevention	10
V. Fundamentals of Table Setting, Clean-up Procedures, and Institutional Service	30
VI. Use and Care of Equipment	30
VII. Basic Skills in Preparation of Selected Short Order Foods	60
VIII. Fundamentals of Nutrition, Menu Planning and Marketing	20
Total	180

Unit I

Orientation to the Nature and Scope of Work

10 hours

Objectives: To help students - To develop the attitude that honorable work well done has status, brings satisfaction, demand for service, advancement, and higher salary.

To understand the importance of education in relation to the wage-earning potential.

To know the wage-earning opportunities available in food service under supervision.

Generalizations: Attitudes help to determine job success.

Education is required for continued job success and advancement.

Knowledge of possible job opportunities in the area of food service provides a basis for job preparation.

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Concept	Suggested Experiences	Resources and Materials
Attitudes determine job success	Study and discuss chapters one and two in <u>Building Your Life</u> . Help students to identify their goals by listing what they expect to be doing 5 to 10 years, and how these goals relate to the class. Students discuss their ideals, successful persons, and why and how these persons succeeded.	"Developing a Respect For Work." Curr. Bul. # 3, Philadelphia School Study, Univ. of Pa. <u>Building Your Life</u> - Landis and Landis.

Education is required for continued job success and advancement

Students study Porter's Education Fact Sheet. Help students identify reasons for continuing in school. Have educational lighted demonstration by guidance counselor

Job Guide for Young Workers.

Porter's Education Fact Sheet, Field Enterprises

Guidance office demonstration.

Food service requires training for job success

Have member of advisory committee discuss job opportunities in food service available to junior high school students trained in food service, monetary gains, responsibility, and possible advancement.

Have students discuss personal experiences related to food service and why they were good, or bad and how they might have been better.

Set up rotation observations of school cafeteria service.

Set up students goals and objectives of class.

Arrange parent, teacher, guidance counselor conferences.

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Evaluation: Written statement of personal goals and aims of student, how he expects to obtain them, and how they related to the food service class.

Parent, teacher, guidance counselor conferences.

Objectives: To help students - To develop desirable personal qualities such as honesty, punctuality, dependability, courtesy, consideration, and good grooming.

To develop a knowledge of procedures for obtaining a job and for holding a job.

Generalizations: Development of desirable personal qualities contributes to securing and holding a position.

A good personal appearance contributes to a favorable impression of a student, applicant, and worker.

Good work habits may be developed through effective use of resources, such as time, energy, money and personality.

Consideration for others is the true basis for success.

Concept	Suggested Experiences	Resources and Materials
Desirable Personal Qualities	Have each student list good and poor personal qualities - this could be centered around the letters of the words or characteristic could be used. Define each characteristic and identify famous persons, literary character, etc. who had such traits. Have students list which traits are important to job success and to choose two traits they are going to try to improve and two they are going to try to eliminate from their character.	Bul. Bd. - Keys to a Good Character or Character Petals of the Flowers of Life, good petals on the good flower of life and poor characteristics on the wilted weed of life (job). <u>Building Your Life</u> - Landis and Landis.

Personal Grooming

Discuss cleanliness as the basis for good grooming and why it is important in food service workers. Identify suitable types of clothing for workers, stressing shoes.

Movies - "Good Looks" by Dial or "How to be Attractive" from Modern Films.

Care and Maintenance of work clothing.

Have two students report on appropriate dress for food service workers. Have one student dress appropriately, and the other student to dress inappropriately. Let students discuss the reasons for the suitability of various articles of the clothing worn by the student reporters.

Bulletins - "Good Looks," from "Heel to Toe" by Johnson.  
"Through the Looking Glass," by P and G.  
"Good Grooming for Boys" Mimeographed - Dunn.

Getting a Job

How to look and act for a job interview, materials to take, how to make appointments in person or by phone. Role play interview situations, fill in application blanks, compile a personal data sheet, and make arrangements for social security card, health certificate, and recommendations.

Application blanks.  
Demonstration Social Security Card  
Play telephone  
Personal Data Sheets

How to Keep a Job

Resource person to speak on what employers expect and how students can know what to expect, and how they can have successful job experiences. Students identify personal responsibilities of any job. Speaker to discuss "Morality on the Job."

What Employers Want  
Worthy. Science  
Research.

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Evaluation: Character Goals  
Personal Data Sheet  
Health Certificate

Objectives: To help students - To develop some understanding of basic principles involved in good sanitation, local and state health laws.

To develop some understanding of handling food sanitarily.

To understand and practice good health and sanitary habits.

Generalizations: An understanding of the principles of personal health and hygiene promotes improved practices related to them.

Sanitary cleaning and storage methods, and proper food handling contributes to the provision of good food.

Food and health laws provide one way of protecting public health.

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Concept	Suggested Experiences	Materials and Resources
Sanitary Practices	Define sanitation, importance of sanitation. County Health Officer speak to class on regulations, laws, and policies governing food service workers in community. Have movie - "Safe Food for Safe Health." List poor health habits which may be done unconsciously. Demonstration of correct way to wash hands, and special care of the hands, other personal habits.	"Safe Food for Safe Health." County Health Office.

Food handling and  
Public Health

Observe school cafeteria dishwashing center. Learn correct methods for washing dishes and other kitchen equipment by hand, and by commercial dish washers. Film, "Germs Take Potluck." Show Film: "Flying Saucers" or "Spotlight on Breakage."

Food Service Industry  
and Sanitation. U.S.  
Dept. of Health and  
Welfare.

Film: "Germs Take  
Potluck" County  
Health Office.

Sanitary House-  
keeping Practices

Identify routine sanitary procedures for a specific food service unit, make a schedule for these procedures, include terms, equipment, and supplies. Set up rotation work experiences for students in school cafeteria.

Food Service Sanitation  
Manual

Sanitary Storage and  
Collection of Refuse

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Evaluation: Evaluation of observation and speaker.  
Schedule of sanitary procedures.  
Student rating schedule.

Unit IV

Safety and Accident Prevention

10 hours

Objective: To help students to develop responsibility for the practice of good safety habits and the prevention of accidents.

Generalization: Safety of the worker depends upon practicing good safety habits and the ability to prevent accidents.

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Concept	Suggested Experiences	Resources and Materials
Safety	Identify safety hazards and causes of accidents in food service areas. List safety precautions which students can practice. Discuss procedures in case of accidents. Discuss safety regulations required by local and state laws. Discuss employer, employee, and customer liability responsibilities in case of accidents. Have County Health Officer or City Fire Chief to speak on safety, accident prevention, and liability responsibility. Home Service Rep. - Electric Co. speak on importance of proper use and care of electrical appliances.	Materials and Movie from National Safety Council  Red Cross First Aid Manual  County Health Office City Fire Department  Electric Service Company

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Evaluation: Student attitude and response towards responsibility for safety, and practice of such.

Unit V Fundamentals of Table Setting, Food Service, Clean-up Procedures and Institutional Service.

30 hours

Objectives: To help students - To develop some skill in setting an attractive table and to serve meals correctly.

To develop some ability to clean-up tables, food service areas, and equipment with quick, efficient and sanitary methods.

To develop some ability to apply table service skills to institutional situations; cafeterias, hospitals, banquets, etc.

Generalizations: An attractively set table and courteous table service increases the enjoyment of a meal.

Sanitary cleaning and storage methods and proper food handling contribute to the provision of good food.

Concept	Suggested Experiences	Resources and Materials
Table Setting and Serving	Discuss correct table setting practices for various types of meals. Let students practice. Demonstrate proper method of serving, ways to handle various types of serving equipment, and different methods for various occasions, (banquets, teas). Let students practice serving, taking orders, and turning in orders, and role play restaurant situations. Illustrate time and energy saving methods (trays, etc.) Role play a situation where the "Customer is always right."	<u>Family Meals and Hospitality.</u> Lewis, Peckham and Harvey. <u>Mealtime.</u> Oerke <u>Meal Planning and Table Service.</u> McLean Filmstrip: Serving Meals Attractively.

~~Clean-up Procedures~~

Demonstrate correct way to remove dishes, stack on tray or in kitchen, care of silver, disposal of waste from area, storage of left-over food, and care of table equipment. Let students practice.

The Correct Waitress  
Dietz, Ahrens

The Waiter and His Public. Lefler, Sack, and Krantz, Athrens.

Institutional Service

Students analyze operation of school cafeteria. Discuss various set-ups for serving large groups of people. Students relate personal experiences of eating out. Students practice setting up trays, selecting table service for various types of foods which require special attention. Students observe mealtime at hospital or nursing home. Let students serve at one of the school functions (banquet, reception, etc.) Let students do volunteer tray service at hospital and nursing homes. Have students rate themselves on rating scale developed in class.

Good Housekeeping  
Family Medical Guide.

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Evaluation: Students ability to perform tasks relating to table service and clean-up practices.

Student-Rating Scale.

Unit VI

Use and Care of Equipment

10 hours

Objectives: To help students - To obtain knowledge and develop skill in the use and care of large and small equipment.

To gain some understanding of efficient methods related to food service.

Generalizations: Ability to use large and small equipment enables one to be a more efficient worker.

Proper use, care, and storage of equipment insures longer service.

Organization of equipment, supplies, and procedures reduces difficulty of task and avoids job confusion.

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Concept	Suggested Experiences	Resources and Materials
Use and care of large food service equipment	Cafeteria manager and cafeteria supervisor demonstrate and explain uses of quantity cooking equipment in school cafeteria. Cafeteria manager and supervisor explain the various work centers, sanitary procedures, and safety precautions used in the school cafeteria. Cafeteria supervisor explain the various stages of meal preparation in the cafeteria, their cost and their serving.  Class visit small cafe, cook demonstrate and explain uses of large equipment.--	School cafeteria manager and supervisor.  <u>Care of Food Service Equipment, Clawson</u>  <u>Care of Food Service Equipment, Kotschevar and Terrell</u>  <u>Food Service Industry</u>

grill, deep fat fryer, frozen food locker, etc. --and explain the various work centers, use of storage space and equipment, sanitary procedures, and safety precautions. Also explain buying practices and serving procedures.

Have class make a written comparison of the cafeteria and the small cafe.

Study use and care of equipment in home economics department and determine storage centers, study manuals for equipment, analyze how limited equipment could be substituted to prepare food for 50 persons.

Have students make a written plan of one meal as it would be prepared in the school cafeteria, the small cafe, and the home economics department, include equipment, supplies, time and work plan.

Use and care of  
small electric  
equipment

Electric Service Representative demonstrate use and care of small electric appliances including mixer, blender, skillet, knife, waffle iron, deep fat fryer, food chopper or salad maker, and toaster, (two or more days) relating information to commercial equipment.

Equipment Use and  
Care Manuals

Standards for Cafeteria  
Service, Dunning.

Food for Fifty, Fowler,  
West, and Shugart.

Use and care of  
kitchen tools

Demonstrate use and care of common tools and utensils used in food preparation.

Southwestern Public  
Service Company

Arrangement of work centers and equipment.

Speaker from County Extension Office on arrangement of supplies and equipment for efficient preparation of foods in quantity. Students demonstrate understanding of equipment and work center arrangement by work and motion application.

Student draw an imaginary plan of what equipment a specific restaurant, not previously visited, might have for food preparation. Visit restaurant, and have students check their plan.

Students contact suggested firms for possible employment.

County Extension Office

Small Homes Council, Illinois

Easy Ways, Purdue University, Ext. Bull.

Materials, Small Homes Council, Univ. of Ill. Bull. No. C531-C511.

Management for Better Living

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Evaluation: Written comparison of school cafeteria and small cafe.

Written plan of one meal prepared in three different situations.

Check list of anticipated equipment for a specific situation.

Students ability to apply work and motion procedures.

Employer, Teacher, Student Conferences.

Objectives: To help students - To develop a thorough knowledge of the terminology, equipment, and utensils used in quantity cookery.

To develop some skill in preparing selected short order foods.

To develop some skill in using good work habits in the preparation of selected foods.

To realize that there is no substitute for properly prepared food.

To develop some skill in the proper use and care of equipment for quantity cooking.

Generalizations: Learning basic techniques and procedures for quantity food preparation contributes to the success of the supervised food service worker.

Concept	Suggested Experiences	Resources and Materials
Interpreting recipes	Study different standardized quantity recipes to become aware of information in recipe, understanding of symbols, abbreviations, terms, directions, equipment, weight, measurements, and temperatures. Teacher demonstrate correct methods of measuring, including liquid and dry ingredients, and use of scales for quantity cooking. Show films "Terms and What They Mean" and "Measuring Accurately."	<u>Food for Fifty</u> , Fowler, West, Schugart. <u>Recipes for Instructional Use</u> , USDA Films: "Terms and What They Mean" and "Measuring Accurately"

Preparing Commercial Beverages

Study different methods of preparing tea and coffee commercially. Study advantages of each. Assign students to prepare coffee for teachers' lounges and tea and coffee for faculty dining room. Students study and discuss coffee service and care of equipment. Show filmstrips "Coffee" and "Tea Times"

Filmstrips "Coffee" and "Tea Times"

Demonstrate the use of a blender for all types of drinks such as slush, shakes, and frosted drinks. Demonstrate the use of individual heating units for hot drinks such as hot chocolate and soups, and how to serve them. Students discuss use of commercial mixes and blenders used where they are working. Students discuss and practice how and where beverages should be served; how to pick up a glass, re-serve beverages, charges for re-fills, how to fill glasses on the table, and how to serve ice. Students report on personal experiences in preparing and serving beverages during work experience.

Proper food storage

Canned  
Frozen  
Fresh  
Dehydrated

Demonstrate rotation of canned foods as new supplies are received and discuss methods of keeping records of purchase dates. Show how cans will look if spoilage is occurring. Study charts which show sizes of canned goods.

Study proper temperatures, care and storage of frozen goods. Compare advantages and disadvantages of frozen foods versus canned foods for quantity buying.

Mealtime, Oerke

Family Meals and Hospitality, Lewis

Charts, National  
Canners Asso.

School Lunch Handbook.

Protein Foods  
Eggs  
Milk  
Grilled Meats  
Fried Meats  
Soup  
Sandwiches

Study how to care for and store fresh fruits and vegetables.

Demonstrate proper storage of dry foods.

Study basic principles of protein cookery. Demonstrate breaking and separating an egg, cooking it on the grill, in a small skillet on the grill, and the correct method of soft and hard cooked eggs, fried eggs, scrambled eggs, and poached eggs.

Demonstrate the use of dry milk and the effects of high and low heat on milk.

Evaluate milk and eggs for flavor, tenderness, and appearance. View films "Effect of Heat on Milk" and "Buying and Using Eggs." Student prepare pudding mix using the commercial mixer and practice dipping food with dipper making neat servings.

Students practice preparing grilled meats such as bacon and hamburger, and cleaning the grill.

Add drive-in cafes to rotation of work experiences.

Demonstrate cutting up of a chicken and deep-fat frying of poultry and fish. Students practice clearing grease and cleaning deep-fat fryer. Assign students to observe frying under pressure at local cafe.

Handbook to Quantity  
Cookery

Food Preparation  
Manual NRA

Mealtime, Oerke

Experiences with Food,  
Pollard

Films "Effect of Heat  
on Milk" and "Buying  
and Using Eggs"

Demonstrate preparation of prepared soups for serving, using individual heating units, garnish, and accompaniments. View film "The Ballad of Soup de Jour."

Film "Ballad of Soup de Jour"

Study different types of sandwiches, hot, open-faced, grilled, club, regular, buns, and party sandwiches. Discuss differences in sandwiches for commercial sale and for entertainment purposes. Identify and study recipes for making sandwich fillings for quantity purposes. Demonstrate various methods of making and serving sandwiches. View filmstrip "How to Make Sandwiches." Students plan, prepare, and entertain invited guests and serve simple refreshments of party beverages and sandwiches.

Modern Sandwich Methods

Filmstrip "How to Make Sandwiches"

## Salads and Salad Dressings

View filmstrips "Magic Knife" and "Song of a Salad." Teacher demonstrate the kinds of knives, their correct use, and proper storage. Demonstrate making a chef salad using good equipment and techniques, include the French knife, vegetable peeler, grater, chopping board, cheese slicer, egg slicer, and other needed equipment. Assign students to help prepare salads for work experience.

Filmstrips "Magic Knife" and "Song of a Salad"

Food for Fifty, Fowler  
Mealtime, Oerke

Students study recipes for various salads and salad dressings and discuss proper combinations of salads and dressings. Help students to identify types of salads for a main course, accompaniment, dessert, etc, and proper service for each.

Handbook to Quantity Cookery.

Study principles and methods of preparing fresh vegetables for storage, use, and serving to maintain nutritive value. Students practice removing the core from vegetables such as cabbage and lettuce. Students observe food chopper for salads, practice cleaning and storing the food chopper. Students report in class about salad making and serving during work experiences. Students set up evaluation chart for salads.

Mealtime, Oerke

Potatoes

Demonstrate preparing baked, fried and creamed potatoes. Discuss proper method for storing potatoes and various methods of purchasing potatoes, relative to their use, such as instant, frozen, and canned potatoes for salads, vegetables or side orders.

Family Meals and Hospitality, Lewis

Food for Fifty, Fowler

Quick Breads

Students discuss various ways of preparing and serving breads and rolls at the establishments where they work, such as heated breakfast rolls, grilled toast, and bread warmers. Students study principles of making quick breads. Discuss various methods of mixing, baking, and serving quick breads. Use commercial mix to prepare pancakes and waffles. Evaluate finished products. Study additional quantity recipes for quick breads. Students demonstrate understanding of such terms as beating, stirring, whipping, and folding. Visit a bakery to observe quantity baking of breads.

School Lunch Handbook

Food Industry Service

Mealtime, Oerke

Prepared desserts

Students discuss various prepared desserts for short orders, for instance how to make strawberry shortcake, pie a la mode, and heating turn overs, etc.

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Evaluation: Written examination

Student ratings of products

Written record of observations

Ability to perform assigned tasks

Employer Ratings

Unit VIII      Fundamentals of Nutrition, Menu Planning and Marketing as Applies      20 hours  
to a Supervised Food Service Worker.

Objectives: To help students to develop some understanding of simple nutrition, menu-planning, purchasing and cost analysis of quantity foods as related to a supervised food service worker.

Generalizations: A balanced diet is essential for good health and for energy for successful job experiences.

Some understanding of the food nutrients, their uses in the body, food sources for each, and recommended daily servings for each contributes to the selection, preparation and service of more nutritious food.

Some understanding of menu-planning will contribute to the service of more attractive, well-balanced, palatable, and varied meals.

Some understanding of quantity food purchasing contributes to the workers sense of responsibility as a member of a private profit-making enterprise which will provide for more harmonious and successful job experiences in food service.

Concept	Suggested Experiences	Resources and Materials
Nutrition	Study food nutrients, their uses in the body, food sources for each, and recommended servings for each day. Have students make a study chart as each nutrient is discussed. Assign students to keep a record of food intake for three days. At the end of that period lead students in analyzing their food intake to see if their diet would provide maximum	"Right Eating Keeps You Swinging" Bulletin and Filmstrip.  General Foods New Bulletin.

health and energy for a food service worker. Students study article "Food Patterns of the Southwest." Students observe eating habits and attitudes of people eating in school cafeteria, restaurants, etc. Students study how nutritive values may be destroyed through poor food preparation, service and storage. Identify how this can be prevented.

### Menu Planning

Pupils study sample menus and analyze specific meals to see if a meal is well-balanced and what might affect the nutritive value of the meal. Pupils analyze menus to see the various ways of ordering and setting up meal plans (Smogsboard, a la carte, hot lunch specials, etc., buffeteria, etc.) Pupils analyze the menus to notice the various types of foods, and problems or limitations imposed by these (China Inn, Guadalehara, Pizza King, Broasty House), Pupils study to determine factors considered by restaurants in planning menus for commercial use in cafes, cafeteria, and special institutional uses.

### Purchasing for Quantity Cooking as relates to better understanding on part of worker

Students study methods, sizes, and other ways of purchasing quantity supplies of foods. Field trips to some of the following in Clovis:

Swift's Meat Packing Plant  
Lucerne or Clardy-Campbell Milk Plants  
Alexander Produce Supply  
Kimbell Wholesale Supplies

Materials from Rio Grande Dairy Council Albuquerque, New Mexico.

Nutrition for Physical Fitness, Bogart

Food Patterns of the Southwest.

Filmstrips "Planning Meals for Nutrition"  
"Vitamins and Minerals"

Food for Fifty

Quantity Cookbook

Handbook of Food Preparation, AHEA

Food Service Industry

Commercial Menus

National Canner's Asso. materials

Resource person connected with wholesale of food supplies.

Student observe grading, packaging for wholesale lots, cuts, sizes, etc. Manager emphasize government and local regulations, sanitary procedures, precautions of workers, etc.

Have supervisor of school cafeterias to speak to students concerning the buying of supplies, and the differences between buying for home, small cafes, restaurants, and large cafeterias, etc.

School Cafeteria  
Supervisor

#### Cost Analysis

Students study resource materials and analyze sample purchasing charts from cafes to ascertain how customer cost is derived.

Sample purchasing  
and cost sheet

Have each student take a specific meal of a specific menu folder and trace the foods to the various supplies to emphasize the total food cost and supply (for instance, flour and milk in gravy)

Commercial menus

Have students approximate cost of eating out for one week; of the approximate cost of one meal per day per employee to a restaurant; of one meal per day for one month for the student-worker.

Commercial menus

Have the student panel to discuss the question of worker responsibility to establishment to try to keep costs down and how the student-worker's attitude may cause poor employee-employer relationships.

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Evaluation: Written observation sheets of field trips.

Ability to comprehend costs of commercial meals.

Tests on nutrition, and methods of purchasing quantity food supplies.

## CHAPTER VI

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS OF THE STUDY

The main objective of this study was to develop a tentative curriculum guide for a proposed class in work-experience for Marshall Junior High School, Clovis, New Mexico, for the school year 1966-

67. The sub-objectives were:

1. To become better informed on vocational education history and present trends; recent developments in regard to job training through home economics; and curriculum development.
2. To become better informed about the community and to determine availability of home economics related occupations.
3. To determine characteristics of Marshall Junior High School students in regard to present wage-earning jobs, needs, and training desired.
4. To apply principles of curriculum development to the development of a curriculum guide for a work-experience class at Marshall Junior High School Home Economics Department.

A review of literature was used to locate pertinent references on vocational history and present trends, curriculum development as it is related to home economics, and programs of vocational training in home economics related occupations. From the review of literature Simpson's Basis of Curriculum Development was selected as the guide for the curriculum development of a work-experience class for Marshall Junior High School.

A philosophy of life, education, home economics, and home economics education was formulated, which Simpson advocates as the prerequisite to curriculum development. This appeared in Chapter I. The review of literature, divided into four sections, furnished the background information for the content and organization of the subject field, and the recent developments in home economics education, which was Simpson's last step.

Chapter III gave information concerning the socio-economic conditions of Clovis as related to the home economics related occupations. It was determined that the area of food service was the largest employer of service groups in home economics related occupations, that vocational graduates in that field would be employable, and that there would be jobs available. Junior high students would not be prohibited in the food service area because of age and level of education.

Information concerning the Clovis educational situation was discussed in Chapter IV. It was found that Marshall students desired to work, that they were interested in participating in a work-experience class, and that the drop out situation in Clovis warranted additional incentive for students to stay in school.

Chapter V was the development of the tentative curriculum guide for the proposed class in work-experience for Supervised Food Service Workers, the area identified through the study as the most appropriate area for a work experience course for Marshall Junior High School.

The writer submits the following recommendations which evolved from the study:

1. That the proposed class be implemented at Marshall Junior High School for the school year 1966-67.
2. That after a trial period of one year that the curriculum guide and the class be evaluated, revised as needed, and considered for incorporation into the total school curriculum.
3. That additional research be conducted concerning implementation of vocational programs at the local level.
4. That further research be conducted concerning development of additional training programs at the local level.
5. That additional research be conducted at the state level to develop refined curriculum guides for pre-occupational employment.
6. That additional research be conducted to develop means of evaluation for local vocational training programs.

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