

GUIDELINES AND SUGGESTED PROCEDURES FOR  
IDENTIFYING NEEDS AND RESOURCES FOR  
A HOME ECONOMICS GAINFUL EMPLOYMENT  
PROGRAM IN CHILD CARE

By

BARBARA STRAYER BRITTAIN

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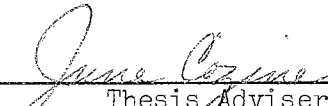
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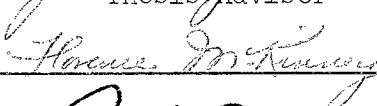
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Thesis Approved:

  
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Thesis Adviser

  
\_\_\_\_\_  
Dean of the Graduate School

  
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Dean of the Graduate School

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## CHAPTER I

### STATEMENT OF THE PROBLEM

As home economics educators enter the new area of gainful employment, guidelines must be established to give these programs a firm foundation in educational philosophy. Before local programs can be developed, procedures need to be found to identify needs and resources for specific areas of training. There is a shortage of research dealing with this aspect of vocational home economics to guide educators working in this field.

One purpose of this study is to develop an educational philosophy from which guidelines can be drawn for gainful employment programs. A second purpose is to suggest methods or procedures which could be used to identify needs and resources for a training program in child care. These methods could be adapted to other areas of home economics as well, and would form a starting point for developing local programs in home economics.

Questions to be answered by this study are:

1. Is there literature available which would justify the establishment of gainful employment programs as a part of the vocational home economics curriculum?
2. Can guidelines be developed to form the basis for gainful employment programs in all areas of home economics?
3. Are there agencies and individuals in the community who could help assess needs and resources for specific gainful

employment programs?

4. Can an interview schedule be developed to use in interviews with these agencies and individuals?

The following procedures were used to find answers to these questions. Extensive library research was used to locate pertinent references on vocational education, women and the world of work, home economics education, and child care. A philosophy of vocational education and gainful employment in home economics was formulated and submitted to members of the home economics education staff of Oklahoma State University for criticism. Guidelines for gainful employment programs were drawn from the revised philosophy. Suggestions for establishing programs and criteria for evaluating them were developed to supplement the guidelines.

A tentative interview schedule was composed to be used with operators of child care centers to identify their need for trained workers. The original interview schedule was evaluated by authorities in the field of child care. In light of their criticisms a revised interview schedule was developed which could be used with a variety of agencies and individuals interested in child care.

At the same time, the authorities mentioned above were interviewed to discover what information they could provide concerning community needs and resources for a training program in child care. Other agencies and individuals who could provide similar information were suggested by these original contacts. Additional resources were acquired through participation in a workshop training program for home economics teachers preparing to offer gainful employment programs. This workshop was held at Oklahoma State University and was sponsored by the Vocational Division of the United States Office of Education.

## CHAPTER II

### REVIEW OF THE LITERATURE

Prior to the passing of the Vocational Education Act of 1963, little attention was given to the employment possibilities of home economics training below the professional level. Two references from the 1940's did suggest some non-professional job opportunities. In 1944, Brown and Arnesen published the results of a survey of two cities, Minneapolis and St. Paul, seeking job opportunities for women with some home economics training.<sup>1</sup> The methods used in their survey provided valuable information for developing the interview schedules suggested in this study.

The second reference, Home Economics in Junior Colleges, included a chapter entitled "Home Economics and Gainful Employment". Along with a general discussion of non-professional job opportunities, several junior colleges offering courses of this nature were listed. Two courses in child care were described.<sup>2</sup>

In 1962 the President's Panel of Consultants on Vocational Education published its report, "Education for a Changing World of Work," which presented the great need for more and better programs of vocational

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<sup>1</sup>Clara M. Brown and Ruth V. Arnesen, Employment Opportunities for Women With Limited Home Economics Training, (Minneapolis, 1944).

<sup>2</sup>I. Spafford, A. Banks, E. Elliott, W. McNeal, M. Pritchard, and R. Simpson, Home Economics in Junior Colleges, (Minneapolis, 1947), pp. 45-56.



education,<sup>3</sup> Many of the Panel's recommendations were followed in the Vocational Education Act of 1963 which was the first vocational act to define vocational home economics to include programs to prepare students for gainful employment.<sup>4</sup>

A detailed study of vocational education in the United States and of the changing employment patterns was found in the book, Man, Education, and Work, by Grant Venn. The interrelationships of these three concepts were clearly described. Federal legislation and vocational programs were interpreted, along with conclusions and recommendations for future programs of vocational education.<sup>5</sup>

The first federally sponsored programs of occupational preparation for home economics related jobs were a part of the Manpower Development and Training Act of 1962. These programs were described by Rua Van Horn in two references. Both discussions included implications for the emphasis on gainful employment programs in vocational home economics.<sup>6,7</sup>

In 1964 the American Vocational Association published a booklet by Dr. Pauline Garrett, "Pilot Training Programs in Home Economics." Garrett discussed the importance of both homemaking and gainful employment

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<sup>3</sup>Panel of Consultants on Vocational Education, Education for a Changing World of Work, U. S. Office of Education, Pub. No. 80020, (Washington, 1962).

<sup>4</sup>Selected Education Acts of 1963, prepared for the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, (Washington, 1963), p. 87.

<sup>5</sup>Grant Venn, Man, Education, and Work, (Washington, 1964), pp. 157-175.

<sup>6</sup>Rua Van Horn, "Home Economics Education for Wage Earners," American Vocational Journal, 39 (1964), pp. 23-24.

<sup>7</sup>Rua Van Horn, "Presentation by Miss Rua Van Horn at the Vocational Home Economics Conference," (Stillwater, Oklahoma, August, 1963).

programs as a part of the home economics curriculum and the various levels on which gainful employment programs could be offered. The latter portion of the booklet described numerous courses for gainful employment. These included programs financed by the Manpower Development Training Act and others which were a part of vocational home economics curricula.<sup>8</sup>

More literature dealing with the new emphasis in home economics began to appear during the latter part of 1964 and has continued to be published. The December 1964 issue of The Bulletin of the National Association of Secondary School Principals focused on "A New Look at Home Economics."<sup>9</sup> During the same month Theory Into Practice emphasized "the new look in vocational education."<sup>10</sup> The January 1965 issue of Educational Leadership discussed "Youth and the World of Work" and included an article by Katherine Conafay entitled "Homemaking and Wage Earning Through Home Economics."<sup>11</sup>

Volume VIII of the Illinois Teacher of Home Economics has stressed gainful employment programs in home economics, discussing various aspects of this emphasis in each issue. The first issue included articles on the purposes of home economics in secondary schools, the development of vocational aspects of home economics, commonalities in vocational courses, and also included an annotated bibliography on gainful employment.<sup>12</sup>

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<sup>8</sup>Pauline G. Garrett, Pilot Training Programs in Home Economics, Publication by the American Vocational Association (Washington, 1964).

<sup>9</sup>The Bulletin of the National Association of Secondary School Principals, (December, 1964).

<sup>10</sup>Theory Into Practice, III(1964).

<sup>11</sup>Katherine R. Conafay, "Homemaking and Wage Earning Through Home Economics," Educational Leadership, 22(1965), pp. 226-229.

<sup>12</sup>Illinois Teacher of Home Economics, VIII (1964-1965).

The second issue printed an article by Elizabeth Simpson, "The Vocational Purposes of Home Economics Education."<sup>13</sup> "A Survey of Occupations Utilizing Understandings and Abilities Related to Home Economics," by Mary Ruth Swope was found in the third issue.<sup>14</sup> The fourth and fifth issues described various pilot programs in education for gainful employment including several courses in child care.<sup>15</sup>

Before January, 1965, there was very little written about gainful employment in home economics, although the need for more up-to-date programs in vocational education had been discussed. With the completion of more pilot programs, more literature appeared on this subject in the spring of 1965. This is still a new area of study and increasing amounts of literature in this field can be expected.

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<sup>13</sup>Elizabeth Simpson, Illinois Teacher of Home Economics, VIII (1964-1965). pp. 87-93.

<sup>14</sup>Mary Ruth Swope, Illinois Teacher of Home Economics, VIII (1964-1965), pp. 107-109.

<sup>15</sup>Illinois Teacher of Home Economics, VIII (1964-1965).

## CHAPTER III

### PRESENTATION OF THE DATA

The questions presented in Chapter I will be answered in the five sections of this chapter. Question one, dealing with literature and justification for programs, will be discussed in the first two sections, "Selected Bibliography" and "Statement of Philosophy." Question two concerning guidelines will be answered in section three, "Guidelines, Procedures, and Criteria." In section four, "Resource Agencies and Individuals;" question three about resources will be discussed. In the last section, "Interview Schedule," question four concerning such schedules will be discussed.

#### Selected Bibliography

The selected bibliography for this study begins on page 26. Many of these references have been mentioned or discussed in Chapter II, Review of the Literature. These and other reference sources have been organized into four main topics.

The first topic, "Child Care," is composed of sources describing child care and welfare services, research studies relating to child care, Oklahoma requirements for licensed child care centers, and pilot training programs in child care.

The second topic, "Home Economics Education," includes references which discuss the need for both homemaking and gainful employment programs in the vocational home economics curriculum. Other articles describe state and local programs and courses in gainful employment.

Vocational education references are listed in the third section of the selected bibliography. Included are sources discussing the history of vocational education, federal legislation influencing vocational education, and the need for vocational education.

The final topic, "Women and the World of Work," is made up of references concerning the status of women and their participation in the labor market, occupational information for young workers, and employment trends.

#### Statement of Philosophy

Education in the United States is based on the belief that each child should be educated to the best of his ability. Ideas concerning the content of this education vary greatly from community to community. This may be due, in part, to the variations in student potentials, social needs, and specific educational objectives of each community.<sup>1</sup> Nevertheless, there is one aim of public education, stated or unstated, that is present in most American educational systems, and varies only in degree. This is the traditional goal of a college education that has been fostered by educators, parents, and students. To many this is the main goal of the public educational system, and even where other goals are present, the academic college preparation program still carries more weight and gains more support than it deserves. Chase implied that it has become too easy for some educators to concentrate on the 20 per cent of their student body who will graduate from college, and to neglect or underestimate the needs of the other 80 per cent who will not get this college

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<sup>1</sup>James B. Conant, Slums and Suburbs (New York, 1961).

education.<sup>2</sup>

In an attempt to help solve this problem, our national system of vocational education in public secondary schools was started with the passage of the Smith-Hughes Act in 1917. The three original areas of study, agriculture, home economics, and trades and industry, have been added to with many other areas of work, and succeeding acts have expanded these areas of training by giving additional federal funds. In times of national emergency these programs have been adapted and have proved their worth.<sup>3</sup> Many young people and adults have been trained by these programs and the 1963 Vocational Education Act gives us the means to greatly increase this number.

At the present time federal funds have been used and added to by many states to establish forward looking vocational programs which better suit the needs of today's labor market and today's youth and adults. Other programs and facilities are in the planning stages. These programs can be found on several educational levels, as a part of the secondary school vocational program, in area vocational schools, in junior colleges, and in degree granting institutions. The growing development of area vocational schools and junior colleges will bring this form of education closer to more students and will encourage students to continue their education after high school graduation. Extending the public educational system to the 13th and 14th grades has two important advantages. First, it gives the student a better chance of finding a job, since employers would rather hire a person who is 20 or 21 years old than one who is only 18 or 19 years old. Second, it decreases employment problems by keeping

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<sup>2</sup>Edward Chase, "Learning to be Unemployable," Harper's Magazine, 226 (1963), p. 33.

<sup>3</sup>Roy W. Roberts, Vocational and Practical Arts Education (New York, 1957).

these young workers out of the labor market for two years.

The 1963 Vocational Education Act increases the number of types of jobs for which training may be given in that training programs may include any occupation except those which require more than two years of preparation past high school graduation. Therefore, federal funds can be used to train students for any type of work with employment possibilities, with this one exception. More individuals can be reached by these programs, for they can be established for drop-outs, high school graduates, adults, as well as high school students.

Pilot programs have shown that students who complete these well planned programs find jobs and keep jobs.<sup>4</sup> If this continues to be, these programs should be a big step toward increasing our industrial output and economic strengths, as well as decreasing the unemployment problems, and the problems that stem from unemployment. Vocational education has proved its worth on a small scale and now has the means to prove its worth on a larger scale with great national significance.

Women are playing an increasingly important part in our economy as workers and their needs for vocational preparation must be considered. Both the status and image of women in America have undergone vast changes since the beginning of this century. For example, women gained equal voting rights with men and went on to prove themselves worthy of these rights. The status of women in the home changed. More and more women went into the world outside their homes. As these things occurred their image increased in scope. Two world wars hastened this movement into the world of men and work and by the end of the Second World War women were no longer considered out of place in these worlds. The image of women was no longer

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<sup>4</sup>Garrett, pp. 8-14.

limited to the traditional roles of homemaker and mother and women gained status outside the home as well as in it.<sup>5</sup>

The majority of women who work need to work. Many need training or retraining to find jobs fitting their potential. Most working women need help in running their homes and raising their children. There are also many women who do not work, but who have had extensive occupational preparation. These women are often trained in professional or technical occupations where their skills are needed and in great demand. Improving the opportunities for those women who are working, for those who need to work, and for those who are needed to work would benefit these women, their families, and their nation as well. To neglect these needs would be a vast waste of human potential, which we can not afford to misuse.

Home economics is a profession founded to help all women and their families have a better life. Professional preparation is carried on by college and universities, while secondary schools have prepared their students for homemaking through programs of home economics. Until recently little has been done to prepare these students for work outside the home in occupations related to home economics. However, the 1963 Vocational Education Act has redefined vocational home economics. This curriculum now has the dual purpose of preparing students for homemaking and for gainful employment. Both are important, for increasing numbers of these students will be playing the double role of homemaker and wage earner.<sup>6</sup>

Preparation for homemaking will probably continue to be the greatest

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<sup>5</sup>President's Commission on the Status of Women, American Women, U.S. Women's Bureau (Washington, 1963).

<sup>6</sup>Conafay, pp. 226-229.



emphasis in vocational home economics programs and it is likely that these courses will have the largest number of students. With the heavier responsibilities these students will face as they work both inside and outside the home, they will have an even more urgent need for all the skill and understandings these courses can give them.<sup>7</sup>

On a smaller scale, but of equal worth, will be the courses for gainful employment. These will prepare a smaller group of carefully chosen students for occupations related to home economics, but of a less than professional level of training.<sup>8</sup> These courses will benefit the student and her community by giving the student occupational training which will help her find a job, and by giving the community a much needed well trained worker to fill an available job. Since most of these home economics related occupations deal with services for families, many families will benefit -- the student's family and the families she serves in her work.

A gainful employment training program in child care would be one example of a program that would benefit both the trainee and the families with whom she will work in a variety of ways. Such training programs would provide the student with training for a specific area of work which would qualify her for several types of work on a part time or full time basis. She could work as a worker in a day care center, play school, nursery school, or kindergarten. She could also work in a private home, in the childrens' ward of a hospital, or in a business establishment that offers child care for its patrons. In addition this training would give the student a better understanding of her own children.

The lack of professionally trained leaders in child care centers,

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<sup>7</sup>Ibid.

<sup>8</sup>Ibid.

and nursery schools makes it impossible to have the needed number of trained personnel with each group of children. This need would be lessened somewhat if there were enough trained workers to work with each professional leader. When the role of these centers in shaping the child's personality is so very influential, the best possible care is needed for these children. For the most part, child care centers are under-staffed and the staff is under-trained. One is able to better see the effects of center deficiencies when one realizes the vast number of children who spend the major part of their waking hours in these centers.

Carefully planned training programs will help to provide understanding and skilled personnel for these centers, thus improving the environment for the child's growth. The worker will have a rewarding job, the child a satisfactory "home away from home," and the working parents an easy mind. In addition, the community will gain more than just one trained worker, as more highly trained women return to work knowing their children will be well cared for at all times.

#### Guidelines, Procedures, and Criteria

The following seven guidelines have been prepared by the writer to form the philosophical foundation for gainful employment training programs:

1. Home economics has the responsibility to prepare women for their dual role as homemakers and as wage earners.
2. Home economics must offer preparation for homemaking and gainful employment to all persons who desire and need this preparation, regardless of age or previous educational experience.
3. Home economics training programs for gainful employment could be established in a variety of educational settings and on different educational levels.

4. The success of a home economics training program for gainful employment would depend on the interest and support of all persons and groups involved with the program.

5. The interest and support of all persons and groups involved with the home economics training program for gainful employment would depend on their recognition of the need for the program and the contribution it would make to their community.

6. The success of a home economics training program for gainful employment would depend on adequate community and individual resources and potential.

7. Being a new focus in home economics, training programs for gainful employment would involve experimentation and constant evaluation.

To supplement these guidelines, the following list contains suggested procedures to follow in establishing and maintaining local programs for gainful employment. This list was compared with lists presented in literature as they became available.<sup>9</sup>

1. Select an advisory committee composed of local businessmen, educators, professional women, homemakers, and other interested citizens.

2. Establish a need for the program on the part of employers and prospective employees by surveying local businesses and industries, persons seeking jobs, local business, educational, and governmental leaders, and other community agencies.

3. Plan the curriculum and work experience on the basis of a

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<sup>9</sup>Clio Reinwald, "Education for Employment," The Bulletin of the National Association of Secondary-School Principals, (December, 1964), pp. 31-34.

a detailed job analysis.

4. Plan the budget and time schedule for the program.
5. Select a teacher with both professional preparation and actual work experience in the job area.
6. Locate or develop teaching materials.
7. Plan for evaluation to be done before the program starts when selecting students, during the program to discover and strengthen student and program weaknesses, and at the end of the program to certify the students as having satisfactorily completed the program.
8. Make arrangements for counseling and placement services for the students.
9. Select students who are interested in the program and who have the necessary aptitude and attitudes to successfully complete the program.
10. Plan for follow-up studies of the graduates of the program and the program itself to see if both are satisfactorily fulfilling the original needs on which it was based.

In order to have quality programs standards must be kept high. The following list gives ten criterion by which programs for gainful employment can be evaluated.

1. Is the training program based on local employment needs?
2. Are there sufficient community resources for the establishment and maintenance of the training program?
3. Is the curriculum for the training program based on a detailed job analysis of the specific job to be done?
4. Has the teacher been professionally trained, as well as having actual work experience on the specific job?
5. Is there an opportunity for work experience on an actual

job as an important part of the learning experience?

6. Are the students able to complete the course successfully, find a job, and hold that job?

7. Is flexible and continual evaluation an important part of the training program?

8. Are counseling and placement services available for the students?

9. Is the training program flexible enough to allow for different and changing community and student needs?

10. Does the training program have community interest and support?

#### Resource Agencies and Individuals

In this study three main types of resource agencies and individuals were located and/or contacted: educational institutions and schools, state and local public agencies and personnel, and private groups and individuals. Educational resources would include colleges, universities, and the public school system. Public agencies and personnel could include state and local employment bureaus and members of the state vocational education department, among others. Private groups and individuals to be contacted might include local businesses and industries, professional women, and homemakers. Time limitations made it impossible to contact all of these agencies and individuals, but those who were contacted were able to give valuable information.

Throughout this study close contact was maintained with the Oklahoma State University Department of Home Economics Education. Many state and federal publications were made available by the staff of this department, along with valuable suggestions and evaluation as the study

progressed. It was through this department that contacts were made with other university staff members as well as state and local personnel.

To obtain more information concerning child care and opportunities for gainful employment in this field the Family Relations and Child Development Department of Oklahoma State University was contacted. In an interview with the Director of Preschool Education the importance of child care and the local child care facilities were discussed. Other resource agencies and individuals to contact for additional information were suggested in this interview.

It was advised that care be taken in contacting local child care centers, since members of that department had established rapport with the operators of these centers with difficulty over a period of years. However, the names of two individuals who had experience in working with these centers were given. It was suggested that any contact with the centers be made through them. One of these was the individual in charge of licensing these centers and the other was a research member of the Family Relations and Child Development Department. Both individuals were contacted.

In several interviews with the latter individual, who was working on a special child care project, local centers were discussed. Again caution was urged in contacting these centers. Approval was given for a gainful employment program, which would make a valuable contribution in raising the quality of child care workers. As a part of the special child care project, a directory of child care centers and homes, play schools, nursery schools, and kindergartens had been compiled in 1962. A copy of the directory was provided for this study. It included the following information for Payne County: name of owner or sponsoring agency; address; person in charge; number of adults working with children;

number of children willing to provide for; days facility would be open per week; hours the facility would be open; and telephone number. Although this directory was not up to date, it did provide some idea as to the number and types of centers, and the ratio of staff members to children.

This study did not include contacting the public school system. This would certainly be done in establishing a local program for gainful employment. School superintendents and principals would have to approve the program and provide financial support, equipment, facilities, and possibly locate a teacher for the program. The home economics teacher(s) would probably have the responsibilities of promoting a program for gainful employment, developing curriculum and teaching materials, locating and supervising work experiences, and could also help assess student needs and potential for the program. The guidance department could help locate students for the program, as well as provide valuable occupational information and help in placement. Students should be contacted to see if they would be interested in such a program.

Staff members of two state agencies, the Child Welfare Department, and the Vocational Home Economics Supervisory Staff, provided resource information for this study. As suggested by the Director of Preschool Education, the state licensing worker for Payne County was interviewed. This interview provided general information concerning the status of local child care centers and the need for trained child care workers, along with more specific information about licensed child care centers in Payne County. Several centers were mentioned as possible sources of work experience.

Specific information concerning licensed centers included: name of center; name of operator; address; telephone; type of care offered;

number of children enrolled; age range of children; total number of staff; and number of paid staff. Staff information included: name; duties; age; marital status; and number of children. This information was taken from the state licensing records.

As a part of the workshop, home economics teachers preparing for gainful employment programs in child care programs visited the state office of the Child Welfare Department. In a discussion with staff members opportunities for work in this field were described, the state child care center licensing act was explained, and one state pilot training program in child care was described. The department was willing to share any information it had concerning licensed child care centers if and when it was needed. It was interesting to note that one staff member had worked closely with the pilot program mentioned above.

Participation in the workshop for gainful employment also provided an opportunity to hear Oklahoma's policies concerning gainful employment programs in home economics discussed by members of the state supervisory staff for home economics. Crediting regulations were listed, work experience requirements were explained, and questions of class members were answered. Four pilot programs in various areas of home economics were described, along with surveys taken in those local communities. These surveys were based on the survey sheets shown in Appendix A. All staff members urged teachers to come to them for help and supervision in establishing and maintaining local programs. The state staff could provide resource materials and references and give help in contacting other state agencies.

Depending on the nature of local programs, other state and local agencies could provide information and help. Although not contacted in this study, one very important resource would be the state or local



employment bureaus who are to cooperate with the public school system in programs financed by the Vocational Education Act of 1963. Job vacancies, employment trends, and potential students could be listed by this agency. It also could help in the placement of these students in work experience situations and permanent jobs.

No private groups or individuals were contacted as a direct result of this study, although several child care centers were visited as a part of the workshop experience. In these visits operators of centers felt that this sort of training would be needed and valuable, but did not commit themselves as to the number of workers they would need. In the area of child care, visits could be made to child care homes, as well as centers and preschools. Bowling alleys and shopping centers offering child care to their patrons, hospitals, and institutions serving children could be contacted. Working mothers who might want a full time worker to stay with their children in the home, and homemakers who might need part time baby sitters could be surveyed.

#### Interview Schedules

Three sample interview schedules are shown in the appendixes of this study. The two part interview schedule shown in Appendix A was developed and used by the State Supervisory Staff for Vocational Home Economics in making surveys of four communities in Oklahoma. One section was given to employers and other resource individuals. The second section was filled out by employees. These survey sheets could be used in any gainful employment area, and would give important, if limited, information.

Appendix B contains the first interview schedule developed for this study. It was designed primarily for use with operators of child care centers, but some sections could be used with other resource persons. Its

four sections covered information concerning: the preschool; the children; the staff; and the need and possible resources for the training program. Many of the questions in the first three sections were included to see how nearly the center met the state licensing requirement.

The original interview schedule was presented to three resource individuals in the area of child care: the Director of Preschool Education; the research staff member for the special child care project in the Family Relations and Child Development Department of Oklahoma State University; and to the Child Welfare Department staff member in charge of licensing centers in Payne County. All felt that the length of the interview schedule and nature of some of the questions in the first three sections might make it difficult to establish rapport in the last section. It was felt that much of this information could be obtained from other sources, and that the center operators would need only to fill out the section concerning opinions on a possible training program.

On the basis of this advice, and the information received from the Child Welfare licensing worker, a revised interview schedule was developed and is shown in Appendix C. To make this survey sheet more flexible it is composed of five separate sections. Only certain parts would need to be filled out in any one interview, although some individuals might have the information for all and be willing to share it.

The first section is a cover sheet to be filled out by the interviewer after the interview. It includes information concerning the interview, sections filled out in the interview, and allows space for recording any comments or questions of the interviewee, and comments by the interviewer.

The second section concerns personal information and would be filled out in all interviews. Questions in this section seek to discover the

interviewee's relation with child care centers, and the extent of this relationship. It also allows space for any suggestions of other persons to be contacted.

The third section gives a brief form to record general information concerning specific child care centers and preschools. The interviewee could give as much information as possible on one or several centers. The interviewer could provide as many forms as necessary. The fourth section deals with specific employee information and would be used in the same manner. The last two forms could be printed on notecards which could be filed or sorted in a variety of ways.

The last section involves questions about the need and possible resources for a gainful employment program in child care. It could be filled out by center operators in light of their own needs and resources, or by an individual who has contact with many centers. The last page allows space for comments about various phases of the program.

## CHAPTER IV

### SUMMARY

The two main objectives of this study were: (1) to develop guidelines which could justify and direct programs of gainful employment in home economics; and (2) to suggest procedures to follow in identifying needs and resources for these programs. The specific program highlighted in this study was child care. The results of this study were described in five topics: selected bibliography; statement of philosophy; guidelines, procedures, and criteria; resource agencies and individuals; and interview schedules.

Library research was used to locate pertinent reference materials in four main areas: child care; home economics education; vocational education; and women and the world of work. These references are listed in the selected bibliography beginning on page 26. Further research could be done as more material is published on these topics.

A statement of philosophy was developed after studying these reference materials. This statement included a discussion of the need for and potential of vocational education in today's world, women and their increasingly important role in the world of work, the changing and expanding responsibilities of home economics education, and the need for more highly trained child care workers.

On the basis of this philosophy, guidelines were developed to support programs of gainful employment in any area of home economics. Along with these seven guidelines, ten procedures were suggested for

establishing and maintaining programs, and ten criterion were listed to be used in evaluating programs. As home economics educators gain more experience in this new emphasis these guidelines, procedures, and criteria would need to be revised. In any case they would need to be adapted to local situations and needs.

A large part of this study was concerned with locating various resource agencies and individuals who could help assess community needs and resources for specific programs for gainful employment. Many of the resource personnel suggested in this study are limited to the area of child care, but others could be contacted to help decide which area of training was most needed. The types of information received from these individuals was listed. As local programs are developed, these and other groups and individuals could be contacted. The types of agencies and individuals contacted and the quantity and quality of their information and cooperation will vary in different communities. Those listed in this study are suggested starting points and should lead to further contacts.

The final section of this study dealt with the development of an interview schedule which could be used with various individuals to obtain a variety of information concerning the needs and resources for a gainful employment program in child care. Appendix A shows a general and rather limited survey sheet used by the State Supervisory Staff for Vocational Home Economics, which was used in surveys of four Oklahoma communities. The original interview schedule developed in this study is shown in Appendix B. After critical evaluation, the interview schedule was revised and the final revision is shown in Appendix C. The revised interview schedule is untested and would need to be tried in actual interviews. On the basis of these interviews the interview schedule could be revised. If successful, it could be adapted and used

with other areas of home economics.

Gainful employment is a new emphasis in home economics, but it is not one in which research will precede practice. Programs for gainful employment have been started and more are starting each year. At the same time, research must be carried out by educators working in these programs. The great need for these programs and for research concerning them will be satisfied as educators and research personnel cooperate to make future programs even better. It is hoped that this study has been a small step in that direction.

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APPENDIX A

INTERVIEW QUESTIONS

## INTERVIEW QUESTIONS - Wage Earning

EMPLOYERS

Name of institution of business establishment \_\_\_\_\_

\_\_\_\_\_ Person interviewed \_\_\_\_\_  
(name and title)\_\_\_\_\_ Address \_\_\_\_\_  
(street number and town)

Number employed on staff \_\_\_\_\_ types of jobs \_\_\_\_\_

Size of Institution (number of hospital beds, hotel or motel rooms, etc)

What training on the job is given to new employees? \_\_\_\_\_

Supervisory personnel \_\_\_\_\_  
(how many? what responsibilities?)

How present employees were secured \_\_\_\_\_

If trained employees are available would employer give them preference?

Would there be a difference in wages for trained employees? \_\_\_\_\_

What characteristics would be desirable in employees? \_\_\_\_\_

What benefits are provided, other than wages? \_\_\_\_\_

(meals, lodging, uniforms, insurance, vacations, etc.)

How much work is expected of employees (average) per working day?

Hours (total per day) \_\_\_\_\_

Average wage \_\_\_\_\_

Average length of employment \_\_\_\_\_

If large turnover, who? \_\_\_\_\_

Resources: (supervisory personnel for work experience, part time instructors who have necessary skills, places for on-the-job training).

Kind of training (area)

Comments or reactions

## INTERVIEW QUESTIONS - Working Women

EMPLOYEES

Name of town or city where person is employed \_\_\_\_\_

Type of work \_\_\_\_\_

Married \_\_\_\_\_ Single \_\_\_\_\_ Divorced \_\_\_\_\_ Widowed \_\_\_\_\_

Education-high school graduate \_\_\_\_\_ Less than 12th grade \_\_\_\_\_

Other persons living with interviewee \_\_\_\_\_

Number of children living at home \_\_\_\_\_ Ages \_\_\_\_\_

Other dependents \_\_\_\_\_

How dependent are you on what you earn? \_\_\_\_\_

If given the opportunity, would you prefer staying at home or working?  
\_\_\_\_\_

At what time during the week does the working homemaker do the following:

shop for groceries \_\_\_\_\_

washing \_\_\_\_\_ ironing \_\_\_\_\_

cleaning \_\_\_\_\_

clothing maintenance \_\_\_\_\_

grooming \_\_\_\_\_ recreation \_\_\_\_\_

What jobs are hardest for you to do at home? \_\_\_\_\_  
\_\_\_\_\_What helps should be included in a pre-job training course? \_\_\_\_\_  
\_\_\_\_\_

How did you secure this job? \_\_\_\_\_

When out of work, how do you go about getting another job? \_\_\_\_\_  
\_\_\_\_\_

Types of jobs held \_\_\_\_\_

Training received for above jobs - if any? \_\_\_\_\_

APPENDIX B

INTERVIEW SCHEDULE FOR PRESCHOOL INTERVIEWS

## INTERVIEW SCHEDULE FOR PRESCHOOL INTERVIEWS

## PART I - PRESCHOOL

1. \_\_\_\_\_ 2. \_\_\_\_\_  
 (Name of Preschool) (Person Interviewed)
3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_  
 (Title) (Address) (Phone)
6. Type of Preschool 7. Main Function 8. Fees
- |                       |                          |                        |
|-----------------------|--------------------------|------------------------|
| _____ Day Care Center | _____ Care & Supervision | \$ . Hour              |
| _____ Play School     | _____ Education          | \$ . $\frac{1}{2}$ Day |
| _____ Nursery School  | _____ Companionship      | \$ . Day               |
| _____ Kindergarten    | _____                    | \$ . Week              |
| _____                 | _____                    | \$ . Month             |
| _____                 | _____                    | \$ .                   |
9. Daily Hours \_\_\_\_\_ 10. School Year \_\_\_\_\_
11. Maximun # of Children \_\_\_\_\_ 12. Age Limits \_\_\_\_\_
13. Organization 14. Sponsor(s) \_\_\_\_\_
- \_\_\_\_\_ Public \_\_\_\_\_
- \_\_\_\_\_ Private 15. Policy Maker(s) \_\_\_\_\_
- \_\_\_\_\_ Profit \_\_\_\_\_
- \_\_\_\_\_ Non-profit \_\_\_\_\_
16. License 17. Liability Insurance 18. Health Inspection
- |           |                |           |
|-----------|----------------|-----------|
| _____ Yes | _____ Children | _____ Yes |
| _____ No  | _____ Staff    | _____ No  |
|           | _____ None     |           |
19. Schedule 20. Noon Meal 21. Snacks
- |           |              |           |              |           |                 |
|-----------|--------------|-----------|--------------|-----------|-----------------|
| _____ Yes | _____ Plan   | _____ Yes | _____ Menus  | _____ Yes | _____ Morning   |
| _____ No  | _____ Posted | _____ No  | _____ Posted | _____ No  | _____ Afternoon |



PART II - CHILDREN

22. Group Age-Range...Children...Teachers...Asst. Teachers...Hours

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

23. Total # \_\_\_\_\_

25. Records

26. Physical Exam

24. Adult Present

\_\_\_\_\_ Identification

\_\_\_\_\_ No Policy

\_\_\_\_\_ Yes

\_\_\_\_\_ Health

\_\_\_\_\_ Recommended

\_\_\_\_\_ No

\_\_\_\_\_ Social

\_\_\_\_\_ Required

\_\_\_\_\_ None

\_\_\_\_\_ Admittance

\_\_\_\_\_

\_\_\_\_\_ Regularly

\_\_\_\_\_

\_\_\_\_\_ After Illness

27. Care of Ill Child \_\_\_\_\_

28. Replacement of Ill Teacher \_\_\_\_\_

PART III - STAFF

29. ....Position.....Full-Time.....Part-Time.....Volunteers

Owner.....

Director.....

Head Teacher.....

Assistant Teacher.....

Assistant.....

Special Teacher.....

Nurse.....

Clerical.....

Cook.....



## 31. Opportunities for In-Service Training

<input type="checkbox"/> Books	<input type="checkbox"/> Short Courses	<input type="checkbox"/> Leaflets & Pamphlets
<input type="checkbox"/> Magazines	<input type="checkbox"/> Institutes	<input type="checkbox"/> Extension Courses
<input type="checkbox"/> Lectures	<input type="checkbox"/> Workshops	<input type="checkbox"/> Special Conferences
<input type="checkbox"/> Films	<input type="checkbox"/> Staff Meetings	<input type="checkbox"/> _____

## 32. First Aid

Training

## 33. Physical Exam

 No Policy Recommended Required Start of Work Regularly After Illness

## PART IV - FACILITIES

## 34. First Aid Kit

 Yes No

## 36. Food Preparation

 Yes No

## 38. Rest

 None Beds

## 35. Telephone

 Yes No Numbers

## 37. Floor Space/Child

 Inside Outside Not Known Cots Mats Linens Head, Foot 2' Apart

## 39. Dangerous Objects

 No Policy Out of Reach Special Location

## 40. Fire Protection

 Prevention Drills, Plans With Children No Policy

## 41. Transportation

 Not Used Driver Insurance Vehicle Loading

## PART V - TRAINING PROGRAM

42. Do you feel that there is a need for trained workers in Stillwater? 42. Y N
43. If so, how many trained workers might be needed in the next three years? (1-5, 6-10, 11-15, 16-20) 43. 5 10  
15 20
44. How many openings might your school have in the next three years? 44. \_\_\_\_\_
45. Would a program of in-service training better suit the needs of workers and centers? 45. Y N
46. Would you be willing to work with the school in developing such a training program? 46. Y N
47. Would you be willing to cooperate in a work-experience for trainees? 47. Y N
48. Would you be willing to hire graduates of such a program? 48. Y N
49. What percentage of a worker's day in your preschool would be spent working directly with the children? 49. \_\_\_\_\_%
50. What percentage of the worker's day would be spent in taking care of physical facilities or arrangements? 50. \_\_\_\_\_%
51. Would the worker ever have the sole responsibility for a child or group of children? 51. Y N
52. A. For a few minutes; B. For 15 to 30 minutes; 52. A B  
C. For 30 to 60 minutes; D. For more than an hour. C D
53. Of the two main types of responsibilities listed above (49, 50), which do you consider the most important duty? 53. 49  
50
54. What other duties or responsibilities would this worker have? \_\_\_\_\_
- 
55. Would she work with more than one group? 55. Y N
56. What would a worker be paid/hour? A. \$1.00-1.50 56. A B  
B. \$1.50-2.00 C. \$2.00-2.50 D. \$2.50+ C D
57. How many hours a week would a worker work? 57. \_\_\_\_\_
58. Would the worker have an opportunity for advancement without additional training? 58. Y N

59. Would the worker have an opportunity for advancement with additional training? 59. Y N
60. For which group do you feel this training would be most valuable? A. Recent high school graduates or high school students B. Recent non-graduates C. Adults D. Older adults. 60. A B  
C D
61. Rank the following characteristics in order of importance in hiring workers: A. Education B. Training D. Experience D. Personality E. Appearance F. Age G. Marital Status H. \_\_\_\_\_ 61. A B  
C D  
E F  
G H
- 
62. What percentage of this training program should be spent in classroom work? 62. \_\_\_\_\_%
63. What percentage of this training program should be spent in a program of work experience? 63. \_\_\_\_\_%
64. List the percentages of time that should be spent in classroom study of the following areas: 64. A \_\_\_\_\_%  
B \_\_\_\_\_%  
C \_\_\_\_\_%  
D \_\_\_\_\_%  
E \_\_\_\_\_%  
F \_\_\_\_\_%  
G \_\_\_\_\_%  
H \_\_\_\_\_%  
I \_\_\_\_\_%
65. How long should this training program last? A.  $\frac{1}{4}$  B.  $\frac{1}{2}$  C.  $\frac{3}{4}$  D. 1 E.  $1\frac{1}{4}$  F. Over  $1\frac{1}{4}$  school year(s) 65. A B  
C D  
E F

APPENDIX C

REVISED INTERVIEW SCHEDULE

REVISED INTERVIEW SCHEDULE

COVER SHEET

- 1. Interviewee \_\_\_\_\_
- 2. Interviewer \_\_\_\_\_
- 3. Date of Interview \_\_\_\_\_
- 4. Location of Interview \_\_\_\_\_
- 5. Questionnaires Answered    PI    GI    EI    TP\*
- 6. Interviewee Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 7. Interviewer Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 8. Date the Data Was Recorded \_\_\_\_\_

\* Personal Information, General Information, Employee Information, Training Program

## PERSONAL INFORMATION

1. Name \_\_\_\_\_
2. Position \_\_\_\_\_
3. Agency \_\_\_\_\_
4. Address \_\_\_\_\_
5. Telephone \_\_\_\_\_
6. What is the extent of your relationship with preschools?  
\_\_\_\_\_  
\_\_\_\_\_
7. Have you worked primarily with certain preschools or with preschools in a certain area? If so, which schools or areas? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Do you know of any other person who might be of assistance in this survey?
  - a. Name \_\_\_\_\_  
Address \_\_\_\_\_ Telephone \_\_\_\_\_  
Position \_\_\_\_\_
  - b. Name \_\_\_\_\_  
Address \_\_\_\_\_ Telephone \_\_\_\_\_  
Position \_\_\_\_\_
  - c. Name \_\_\_\_\_  
Address \_\_\_\_\_ Telephone \_\_\_\_\_  
Position \_\_\_\_\_
9. Could we use your name in making these contacts?      Y    N
10. If necessary could we contact you again?      Y    N



## GENERAL INFORMATION

1. Source of Information \_\_\_\_\_
2. Listing of Preschools:
  - a. Preschool \_\_\_\_\_
  - Operator \_\_\_\_\_
  - Address \_\_\_\_\_
  - Telephone \_\_\_\_\_ License Y N
  - Type of Care IC DC PS NS K \_\_\_\_\_
  - Age of Children 1 2 2½ 3 3½ 4 4½ 5 5½ 6 SA
  - # Children \_\_\_\_\_ # Staff \_\_\_\_\_ FT \_\_\_\_\_ PT
  - # Paid Staff \_\_\_\_\_ Work Experience Y N
  - Comments \_\_\_\_\_

## EMPLOYEE INFORMATION

1. Source of information \_\_\_\_\_
2. Listing of employees:
  - a. Name \_\_\_\_\_
  - Preschool \_\_\_\_\_
  - Position \_\_\_\_\_
  - Education -8 8 9 10 11 12 13 14 15 16 \_\_\_\_\_
  - Age -20 20-29 30-39 40-49 50-59 60-69 70 +
  - Full or Part Time F P Paid or Volunteer P V
  - Marital Status S M W-D # Children \_\_\_\_\_
  - Comments \_\_\_\_\_

## TRAINING PROGRAM

1. Do you feel that there is a need for trained workers in Stillwater? 1. Y N
2. If so, how many trained workers might be needed in the next three years? 2. \_\_\_\_\_
3. How many openings might your preschool have in the next three years? 3. \_\_\_\_\_
4. Would a program of in-service training better suit the needs of workers and preschools? 4. Y N
5. Would you be willing to work with the Stillwater schools in developing such a training program? 5. Y N
6. Would you be willing to cooperate in a work experience for trainees? 6. Y N
7. Would you be willing to hire graduates of such a program? 7. Y N
8. What percentage of a worker's day in your preschool would be spent working directly with the children? 8. \_\_\_\_\_%
9. What percentage of a worker's day in your preschool would be spent in taking care of physical facilities or arrangements? 9. \_\_\_\_\_%
10. Would the worker ever have the sole responsibility for a child or group of children? 10. Y N
11. If yes, for how long?
- For a few minutes \_\_\_\_\_
- For 15 to 30 minutes \_\_\_\_\_
- For 30 to 60 minutes \_\_\_\_\_
- For more than an hour \_\_\_\_\_
12. Which of the two main types of duties listed above (8 and 9) do you consider most important? 12. 8 9
13. What other duties or responsibilities would a worker have? \_\_\_\_\_
- \_\_\_\_\_
14. Would a worker work with more than one group? 14. Y N
15. What would a worker be paid per hour?
- \$1.00 - 1.50 \_\_\_\_\_
- \$1.50 - 2.00 \_\_\_\_\_
- \$2.00 - 2.50 \_\_\_\_\_
- \$2.50 + \_\_\_\_\_

16. Would a worker be paid during her period of work experience? 16. Y N
17. If so, how much?
- One-quarter pay \_\_\_\_\_
- One-half pay \_\_\_\_\_
- Three-quarters pay \_\_\_\_\_
- Full-pay \_\_\_\_\_
18. How many hours a week would a worker work? 18. \_\_\_\_\_
19. Would a worker have an opportunity for advancement without additional training? 19. Y N
20. Would a worker have an opportunity for advancement with additional training? 20 Y N
21. For which of the following groups do you feel this training would be most valuable?
- Recent high school graduates  
or high school students \_\_\_\_\_
- Recent non-graduates \_\_\_\_\_
- Adults \_\_\_\_\_
- Older Adults \_\_\_\_\_
22. Rank the following characteristics in order of importance in hiring a worker:
- Age \_\_\_\_\_
- Appearance \_\_\_\_\_
- Education \_\_\_\_\_
- Experience \_\_\_\_\_
- Marital Status \_\_\_\_\_
- Personality \_\_\_\_\_
- Training \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
23. Rank the following subjects for classroom study in order of importance for this training program:
- First Aid \_\_\_\_\_
- Food and Nutrition for Children \_\_\_\_\_
- Methods of Guiding and Supervising Children \_\_\_\_\_
- Orientation to the World of Work \_\_\_\_\_
- Personal Grooming and Health \_\_\_\_\_
- Planning and Guiding Preschool Activities \_\_\_\_\_
- Preparation and Use of Materials and Equipment \_\_\_\_\_
- Preschool Development and Organization \_\_\_\_\_
- Principles of Child Development \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

24. What percentage of this training program should be spent on classroom work? 24. \_\_\_\_\_%

25. What percentage of this training program should be spent on work experience? 25. \_\_\_\_\_%

26. How long should this training program last?

Less than one year \_\_\_\_\_

One year \_\_\_\_\_

Two years \_\_\_\_\_

27. Comments concerning the need for this training program: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

28. Comments concerning the worker's job: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

29. Comments concerning the training of workers: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

30. Miscellaneous comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

VITA

Barbara Strayer Brittain

Candidate for the Degree of

Master of Science

Thesis: GUIDELINES AND SUGGESTED PROCEDURES FOR IDENTIFYING NEEDS AND RESOURCES FOR A HOME ECONOMICS GAINFUL EMPLOYMENT PROGRAM IN CHILD CARE

Major Field: Home Economics Education

Biographical:

Personal Data: Born in York, Pennsylvania, July 16, 1942, the daughter of James O. and Nellie Metz Strayer.

Education: Attended grade school in York, Pennsylvania; graduated from York Central High School in 1960; attended Millersville State College, Millersville, Pennsylvania the summer of 1962; attended the Merrill-Palmer Institute, Detroit, Michigan, one semester in 1964; received the Bachelor of Science degree from Hood College, Frederick, Maryland, with a major in home economics education, in June, 1964; completed requirements for the Master of Science degree in August, 1965.

Professional Experience: Worked as an assistant teacher in a day care center for the children of migrant workers in Frederick, Maryland the summer of 1964; employed as a graduate assistant in research by the Home Economics Education Department of Oklahoma State University for the 1964-1965 school year.

Professional organizations: Member of the American Home Economics Association and the Pennsylvania Home Economics Association.