

UTILIZATION OF INTERACTION TECHNIQUES
IN THE HIGH SCHOOL GAINFUL
EMPLOYMENT PROGRAM

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EMPLOYMENT PROGRAM

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CHAPTER I

INTRODUCTION

Much work has been done by leaders in vocational education to identify the areas of commonality of the occupational phase and the home and family living phase of vocational home economics (45). Emphasis on these areas is important in strengthening both aspects of home economics. Without areas of common concern, probably there would be no real bases for teaching the occupational phase within the home economics program. Otherwise, training for an occupation using home economics knowledge and skills might be taken over by industry or by some other agency.

Vocational educators who have been the pioneers in the development of the occupational phase have recognized that even though there is commonality between the two phases of the home economics program, each program has its uniquenesses. It is the opinion of the investigator that one of these differences or uniquenesses of the occupational phase is within its opportunities for interaction and the groups involved in the interaction. Therefore, this study "Utilization of Interaction Techniques in the High School Gainful Employment Program," in keeping with the theme of the 1967 American Home Economics Association Meeting, will focus on interaction.

Statement of the Problem

The main purpose of this investigation is to identify and recommend a network for interaction that can be utilized to promote successful gainful employment programs at the high school level. The problem is developmental in nature; therefore, a pattern for the kinds or types of interaction provided by the various opportunities for interaction will be developed. How these patterns fit together into a whole will constitute the formation of a network of interaction. It is hoped that the development of this network will serve to delineate one of the uniquenesses of the gainful employment program and will contribute to its success.

Objective of the Study

It is the overall objective of this study to identify and recommend a pattern or network of interaction that can be utilized to promote successful gainful employment programs. In order to achieve this objective, answers to the following questions will be sought:

- 1) How may interaction be defined as it relates to home economics in gainful employment?
 - a) What are the kinds and/or types of interaction?
 - b) What are the settings and/or conditions conducive to interaction?
- 2) What are the opportunities for interaction within the framework of the high school gainful employment program?
- 3) What guidelines can be used for "setting up" or providing opportunities for interaction?

4) What techniques have been developed for promoting the various types of interaction for each of the opportunities selected to be studied in the project?

5) How can interaction--or the success or degree of interaction--be evaluated?

6) Finally, what is the pattern or network of interaction recommended that can be utilized to promote a successful gainful employment program in a given high school?

Clarification of Terms

A definition of basic terms frequently used is essential to the clarity of the study. It has been found that a few of the definitions bear different labels in different parts of the nation. Specific labels will be selected, in order of preference, according to the ones commonly used in this locale. A basis for defining the terms as used in the study, and further explanation of most of the terms, can be found in Chapter II.

Vocational Home Economics is defined as a government reimbursable

. . . program of instruction which is planned for the purpose of assisting youth and adults to understand and solve problems in home and family living and/or to prepare for employment and upgrading in occupations involving knowledge and skills in home economics subjects (10).

For purposes of this study the above definition of vocational home economics is divided into two phases or aspects: homemaking and gainful employment.

Homemaking is designated as instruction for youth and adults which will enable families to improve their family life through more effective development and use of human resources (51).

Gainful Employment is defined as training for occupations using home economics knowledge and skills (51). This aspect is new to home economics, having developed as a result of the Vocational Education Act of 1963. Since the occupational dimension of home economics is so new and widespread, there has not yet been an official term adopted or accepted by the American Home Economics Association or designated by any legislation. Therefore, throughout this study the terms, in order of preference, Gainful Employment, Occupational Phase, Wage Earning, Occupational Training and Gainful Occupations will be used interchangeably. This seemingly is the practice across the nation.

Interaction is ". . . a relation between more or less independent entities in which reciprocal influences of one upon the other are possible (19)." This definition is to be accepted as a tentative working definition for the study, and there are two main types of interaction to be considered--individual and group.

Group Interaction occurs when more than two persons are involved in the interaction process, and the network of communication is complex.

Individual Interaction occurs when only two persons are involved in the interaction process, and there is only a two-man network of communication.

Network of Interaction is a graphic representation of the pattern of communication or interaction among persons or groups involved in the interaction process. Interaction is further discussed in the review of selected literature since it is one of the most basic concepts of this study.

Background Information

In 1961, President Kennedy in his message to Congress on American Education recommended a study and evaluation of vocational education--vocational home economics included. A committee was appointed, and its November, 1962, report to the President, Education for a Changing World of Work, was the forerunner of the 1963 Vocational Education Act. After the passage of the act much concern arose among home economists as attempts were made to interpret and implement the act. Generally, the controversy centered around whether educating a girl for successful family life or for homemaking was vocational training. This type of education did not seem to meet the stipulation of the act to provide training for gainful employment.

Since 1963, various attempts have been made across the nation to interpret and develop programs in harmony with the Vocational Education Act. In Oklahoma both the state universities, University of Oklahoma and Oklahoma State University, have completed and are in the process of completing research in the occupational phase of home economics.

At Oklahoma State University continuous research projects have been carried on in the occupational phase of home economics since 1964. The study currently in operation by a research team of five home economists is a pilot study of gainful employment, which is sponsored by the United States Office of Education in cooperation with the State Department of Vocational Education, and the Stillwater Public Schools. The final report date is September 1, 1968. The investigator has served as coordinator of the research team since the spring of 1966

and has been involved with other home economics research projects in gainful employment at Oklahoma State University since June, 1965. This experience as a research assistant has served as a background for this study.

It is well to mention other research projects have been done or are currently in progress that tie into the research described above. These studies have included one on identifying needs and resources for a gainful employment program in child care, one on the development of a curriculum for a work experience class for a junior high school, and another on interest of high school homemaking students toward clothing services. Research in progress at the time of this writing involved work experience background of gainful employment teachers, personality differences of teachers, audio visuals for the occupational phase, and the use of the interview schedule in curriculum planning. The present study is an attempt to determine if one of the uniquenesses of the occupational phase is interaction, and to illustrate how skillful utilization of the technique of interaction is basic to successfully carrying out a gainful employment program in a given high school.

Through such a study of interaction, it is the hope of the investigator that the findings will contribute to future growth and success of gainful employment programs in home economics.

Procedure

From the literature in the field of social psychology, psychiatry, education, and most recently home economics, as well as the writer's three years of experience as a member of a research team, answers to

the questions under the overall objective of the study will be sought. It is hoped in finding answers to these questions that a network of interaction will evolve which can be utilized to promote successful gainful employment programs.

Question 1: How may interaction be defined as it relates to home economics in gainful employment?

- a) What are the kinds and/or types of interaction?
- b) What are the settings and/or conditions conducive to interaction?

Literature on interaction will be reviewed from writings of various authors, including home economists. After this an attempt will be made to formulate a working definition from ideas given by various authorities. Also, the kinds and/or types of interaction will be identified from the literature as well as the elements or bases for the setting for interaction.

Question 2: What are the opportunities for interaction within the framework of the high school gainful employment program?

Six types of opportunities for interaction between individuals and/or groups have been identified and confirmed as a result of the search of the literature and the experiences of the investigator and other members of the research team. These opportunities are listed as follows:

- 1) Advisory committee meetings
- 2) Community involvements
- 3) Employer conferences
- 4) Parent contacts

- 5) Staff meetings
- 6) Student contacts,

These will be further examined in Chapter III by defining and explaining each opportunity and the kind of interaction it promotes. Also, graphic illustrations will help to explain the type of interaction promoted for each opportunity.

Question 3: What guidelines can be used for "setting up" or providing opportunities for interaction?

Guidelines were identified from the writer's gainful employment research team experience with the pilot program and a review of literature pertaining to each opportunity. These guidelines were sent to the other gainful employment teachers of pilot programs in the state for their critical analysis. It is hoped that the guidelines established from this two-step procedure might be helpful in promoting desirable interaction.

Question 4: What activities or techniques have been selected and employed for promoting the various types of interaction for each of the opportunities designated to be studied in this project?

An account of some experiences with the pilot program will be presented. These will illustrate the techniques that have been employed for promoting the various types of interaction for each of the six opportunities. Information for the presentation will come from teacher's logs, case studies, and other records which have been developed during the pilot program. Application of the guidelines presented in Chapter III will be made as the techniques or activities for promoting interaction are described.

Question 5: How can interaction or the success or degree of interaction be evaluated?

An example of evaluation of each opportunity for interaction will be shown. Illustration of effective or ineffective interaction and the absence or presence of interaction will be made by the use of certain appropriate tools that measure or indicate the presence of interaction. Examples of such tools are as follows: case studies, teacher's logs, sociograms, interaction analysis, and attitude scales.

Question 6: Finally, what is the pattern or network of interaction recommended that can be utilized to promote a successful gainful employment program in a given high school?

A culmination of the information obtained in answering the above questions will result in the development and presentation of a network for interaction that can be utilized to promote successful gainful employment programs. The persons or groups designated in the network of interaction mentioned above would be the same persons or groups participating in the opportunities for interaction.

In summary, the study will involve treatment of the selected opportunities for interaction in the following manner:

- 1) A definition and explanation of each opportunity and the kind of interaction it promotes;
- 2) A formulation of guidelines for setting up each opportunity so that desirable interaction is more likely to result;
- 3) An application of the above guidelines in providing experiences in which interaction may take place for each of the six opportunities;

4) An evaluation of each opportunity for interaction including techniques for indicating the presence of interaction.

From this information a network of interaction will be proposed that can be utilized to promote a successful gainful employment program.

Limitations

A variety of approaches could be used to learn about gainful employment. This study will center around interaction as it relates to gainful employment programs. Six opportunities for interaction have been identified for treatment in the study. They are as follows:

1) advisory committee meetings, 2) community involvement (contacts), 3) employer conferences, 4) parent conferences, 5) staff meetings, and 6) teacher-student contacts.

Illustrations of interaction that apply to the above opportunities will be drawn from the writer's experience as a research assistant and coordinator of a research team involved in a pilot study in gainful employment in the Stillwater Public Schools. More specifically, illustrations will be drawn from the gainful employment program including classes of child care services, clothing services, and food services for the 1965-1966 school year, the 1966-1967 school year, and the 1967-1968 school year.

Evaluative techniques will include those appropriate for identifying interaction and an appraisal of the techniques as to positive (contributing) factors, negative (hindering) factors, or neutral factors for promoting interaction.

Organization of the Study

This chapter includes the statement of the problem, the objective of the study, a plan for the procedure to be followed, and other necessary information for the completion of the research. Chapter II will contain a review of literature of interaction, of the occupational phase of home economics, and of selected opportunities for interaction within this phase of home economics. Chapter II serves to answer questions one and two under the overall objective of the study.

The third chapter focuses on the six opportunities for interaction. At the first of the chapter a general format is given to explain the step-by-step procedure followed in dealing with each of the opportunities. Thus, answers to questions three, four, and five of the objective of the study will be answered.

Finally, question six is answered with the summary, conclusions and recommendations of Chapter IV. In this final chapter a network of interaction for a high school gainful employment program is presented.

CHAPTER II

IDENTIFICATION OF BASIC ELEMENTS OF INTERACTION AND THEIR APPLICATION TO GAINFUL EMPLOYMENT PROGRAMS

Introduction

The review of selected literature in this chapter will be presented in three parts. The first section will deal with interaction, since it is common to all areas of the study. Various definitions for interaction will be examined as a basis for the development of a definition for use in the investigation. The kinds and types of interaction will be identified as well as the setting for interaction.

The second section will be a review of the occupational phase, or gainful employment, as related to home economics and vocational-technical education. This will serve as a background of understanding of gainful employment programs, the success of which is a primary concern of this study. The final section will deal with the opportunities for interaction and their place in the high school gainful employment program.

Interaction

Definition of Interaction

It is the purpose of this section of the review of literature to examine definitions of interaction by various authors, including home economists. In the process a definition of interaction for the study will be derived.

Moore (35), in a 1967 address to AHEA on "Interaction Among Generations," implies that a common element in all definitions of interaction is action. Certainly interaction connotes action on the part of those involved in the process--whether it is from generation to generation, among peers, or among other groups and individuals.

Other writers refer to the action involved in interaction. Hopkins (29), in his book, Interaction, The Democratic Process, is in accord with Moore (35) as he states, "In a literal sense interaction means action among people." Also, in Mirrors and Masks the Search for Identity, Strauss (48) refers to interaction ". . . as goings on between persons who each enact a role or occupy a status." He further states that, "Interaction appears to be a fantastically complex web of action and counteraction." On the other hand Strauss (48) says, "To be sure, 'interaction' is such a sufficiently ambiguous term as perhaps to signify no more than the encounters and interplay of persons."

According to other leaders interaction is more than Strauss implies; it is more than action. Newcomb, et al. (40) writes about another trait that various types of interaction have in common; he states, "What all these observable forms of interaction have in common is a sequence of behavior on the part of two or more persons."

Newcomb, et al. (40), then, chooses to interpret ". . . 'interaction' to refer to any set of observable behaviors on the part of two or more individuals when there is reason to assume that in some part those persons are responding to each other."

In 1937, Hopkins (28) stated, "All living is interacting, adjusting behavior." He was also of the opinion that the ". . . process of interaction is a social process . . . [and that man] . . . is constantly in the process of interacting with his environment." In 1953, Shaw and Ort (43) published this definition: "Interaction, then, is a two-fold process of reaction to and influence upon the environment." In the same publication they wrote of the relationship between the individual's interaction and his social environment. Bogardus (4) defines interaction as ". . . the operation of stimulus and response. . . . If there be no response, then there is no interaction, so the stimuli have been wasted."

Participants of a conference of the National Education Association held to study Interaction in Learning: Implications for Television, agreed upon a formal definition of interaction as follows: "Interaction is the pattern of reciprocal effects of ideas, things, or people on each other--the reciprocal effects of stimuli (15)." The participants also stressed in their report that interaction involves a two-way process of communication. Moore (35) stressed this two-way communication process in her address previously cited.

McCall and Simmons (33) feel they have a case for interaction, "Whenever a relationship of deterministic influence between two events cannot be resolved into a simple function of one but instead must be treated as a joint function, as a mutual or reciprocal influence . . ."

They also refer to social interaction by stating that it cannot

. . . be viewed simply as a result of two independent units simultaneously unwinding their self-determined lines of action. The action of one unit is dependent upon the action of the other, and vice versa (33).

There must be mutual influence before interaction can be seen in the social world. Homans (26) implies that interaction revolves around the social world.

The home economists, like members of other professions, are vitally interested in the interaction that takes place in the social world; therefore, interaction is important to the total home economics profession. LeBaron (32), in an opening address to the 58th AHEA annual meeting, underscored the degree to which home economics as a profession relies upon interaction. She emphasized that the profession has a potential for interaction, and the profession contributes to the well being of families through interaction with other professions. If home economists are really dedicated to improving conditions for individuals they must accept LeBaron's (32) challenge to be "where the action is." LeBaron (32) defines interaction as follows: "Interaction signifies activity with others and being influenced by them in turn." She warns home economists that:

Interaction is a dangerous undertaking, for those who participate in it are changed by the experience. And change is exciting as a topic of conversation but traumatic as an event. Whenever two groups interact, they act upon one another to the point that neither is quite as it was before (32).

The idea of change brought about by interaction is basic to this study. If interaction techniques are utilized in the high school gainful employment programs, it is hoped that change can take place and that the programs will continue to grow and strengthen.

In summary a definition, of interaction, drawn from the ideas by the various authors cited above, follows: Interaction is mutual, reciprocal action on the part of two or more persons in a sequence of behaviors, responding to stimuli, and resulting in change. This definition is adopted for use by the writer.

Kinds or Types of Interaction

Some hint of the kinds or types of interaction is made in the section on definition of interaction. The investigator has found little repetition in the literature as various authors refer to kinds or types of interaction. It seems that the kinds or types of interaction are so designated according to the discipline under which interaction is being discussed or the way in which it is defined.

Dalton (9), in his book Personality and Social Interaction, identifies three components of the interaction process. The units of consideration are listed as follows with a brief explanation:

(1) Dyadic relationship--a unit of consideration simpler than the total psychological field, it is a relationship between two people.

(2) Stimulus--anything which arouses action in the individual, therefore, when two individuals are interacting each reacts to the stimulus of the other. Stimulating conditions are classified as external and internal.

(3) Response--composed of two parts on behalf of each participant: (a) response to initial action and (b) response to the effect perceived in the other as a result of the stimulus. Dalton (9) further explains that the second type of response provides the best example of mutual interaction or communication. Additional discussion of

communication and interaction will follow in a later part of the review of literature entitled Settings and Conditions for Interaction.

McCall and Simmons (33) also refer to the dyadic relationship of interaction. They suggest that such interpersonal relationships have distinct features such as uniqueness, intimacy, and consecration.

Two different writings deal with unilateral and bilateral forms of interaction. Newcomb, Turner, and Converse (40) in listing "Some Forms of Interaction" categorize unilateral effects and reciprocal effects under interpersonal influence. They define unilateral effects as ". . . any response by one person to another . . . [or] . . . an instance of influence upon the responder." Reciprocal effects ". . . have to do with the simultaneous effects of two or more persons upon each other." Edelson and Jones (12) refer to these same two types of interaction with terminology varying somewhat. Unilateral interaction occurs when ". . . one individual is expressing and the other is receiving." Bilateral interaction occurs when ". . . both individuals [are] expressing and receiving reciprocally." It is also pointed out in the same article that interaction occurs on conscious as well as unconscious levels of expression and reception (12).

Various authors (48, 43, 18, 29) write about face-to-face interaction according to the units of organization in which it occurs. The two divisions are:

(1) Unfocused interaction--consisting ". . . of those interpersonal communications that result solely by virtue of persons being in one another's presence . . . while each modifies his own because he himself is under observation (18)."

(2) Focused interaction--occurring ". . . when people effectively agree to sustain for a single focus of cognitive and visual attention as in a conversation, a board game, or a joint task sustained by a close face-to-face circle of contributors (18)."

Goffman (18) calls ". . . the natural unit of social organization in which focused interaction occurs a focused gathering, or an encounter, or a situated activity system." According to Goffman (18), the study of focused gatherings has been recently stimulated by small group analysis. It seems evident that face-to-face interaction involves persons in both individual and group situations.

In a report of a conference sponsored by the National Education Association to study educational television the participants identified the kinds of interaction ". . . according to the amount of direct contact possible between the teacher and the learner or between the medium and the learner (15)." The publication contains an elaboration of three kinds of interaction with diagrams. They are identified as follows with brief comments:

(1) Live Interaction--". . . characterized by adjustive responses . . . two people talking together, a conversation or dialogic relationship (15)."

(2) Quasi-Interaction--designated as ". . . interaction by identification with one's representatives. . . (15)." An example is, the use of a panel.

(3) Simulated Interaction--stimuli organized ". . . in terms of the responses they predict will have been aroused (15)."

The same NEA publication includes a discussion of organisms, such as interaction between learner and learner, in which interaction takes place either directly or indirectly. Here again, inference is made to face-to-face interaction with bilateral and unilateral effects.

Hopkins (29), rather than listing kinds or types of interaction, refers to levels of cooperative interaction. This, too, has meaning in the overall process of interaction as cooperation is an important element in it. The levels that Hopkins (29) identifies are listed in ascending order: (1) compulsion, (2) compromise, (3) exploitation, (4) bargaining, (5) leadership, and (6) democratic cooperation.

Bogardus (4) in writing about the Fundamentals of Social Psychology states that "Interaction assumes form under five-fold interlocking patterns: (1) inherited tendencies, (2) environmental factors, (3) spatial relationships, (4) cultural relationships, and (5) daily experiences."

Certainly these interstimulation patterns might apply to any of the kinds and types of interaction described above. However, they could be considered as important elements in a setting for interaction. The next section of the review of literature will deal with the settings for interaction.

In summary, there is no precise list of kinds or types of interaction, but instead a list is set up in terms of the definition and the context of interaction. It is well to emphasize at this point that the above discussion of the kinds and types of interaction may be applicable for groups as well as individuals. Interaction involving both groups and individuals is basic to this investigation, since

opportunities for interaction involve both individuals and groups.

Setting and Conditions for Interaction

Although the kinds and types of interaction described previously appear to be quite different, there are some elements of similarity. One such group of similarities may be found in the setting for interaction. Gutsch (20) describes some common elements of interaction settings in a 1967 Guidance Journal article. The elements were listed and defined as follows:

- (1) Pattern--implies that within a one-to-one relationship a thematic pattern emerges with a sequence of ideas and events.
- (2) Ideas--usually refer to thoughts, and they seem inseparable from events as a person is experiencing an ideas-events sequence.
- (3) Events--refer to any activity which is functionally connected with a previous event through training. The term situational event is used when referring to events external or internal for the individual.
- (4) Values--serve as a reference point for action and determine to some degree the intensiveness with which such action is initiated. Values are strengthened by drives and activated by cues.

Other elements are identified in additional works of literature. Strauss (48) also refers to cues, but in relation to motivation. Interaction requires motivation and perhaps the cue for this lies within a person's set of values. McCall and Simmons (33) also deal with motivation in their writing on Identities and Interaction.

Homens (26) explains that one must have freedom and time within the environment to permit interaction. Bales and Borgotta (2) also says that time is needed for interaction to take place. A NEA (15)

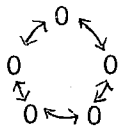
publication refers to the problem of time and states that delayed interaction may still serve learning. Moore (35) says interaction is continuous.

Moore (35) emphasizes the importance of communication as the "key" to the process of interaction by stating, "All of social interaction has its being in communication." Dalton (9), in agreement with Moore, states that "Communication, the key to interaction, occurs as a result of the concrete acts of one party to the dyad which are perceived by the other as cues to his own action." Dalton (9) further indicates that communication is affected by three mediating agencies: (1) verbalization, (2) goal-directed action, and (3) non-verbal expressive acts.

Glanzer and Glaser (17) graphically present communication structures which may represent individual or group interaction and thus may be applied to the six opportunities identified by the investigator.

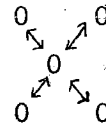
Examples of such communication structures are as follows:

Circle



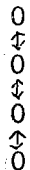
continuous
interaction going
back to originator

Wheel



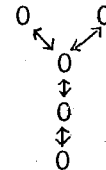
one person is the cen-
ter-or-hub-around which
the interaction revolves

Chain



unilateral or bilateral interaction
going from one person to another

Y



same as chain except originates
from two sources

By developing skills in communication, regardless of the structure, persons are better prepared to see interaction in the social world. The social world is a broad setting for interaction, and it is often referred to in literature.

Even a broader setting for interaction is the environment. Zaleznik and Moment (54) refer to environmental determinants as ". . . influences 'outside' the group or the interpersonal relationship."

The elements of interaction as discussed above could be classified as external or internal determinants of the environment. However, these elements--patterns, ideas, events, values, motives, time, freedom, communication, and communication structures--are all a part of the total environment or social realm of life which provides the setting or condition conducive to interaction in the environment.

Gainful Employment in Home Economics

This section of the review of literature will be a review of gainful employment, or the occupational phase, in home economics and vocational-technical education. This will serve as a background of understanding for gainful employment programs. The reader is directed to the Background of the Study in Chapter I for additional information on the gainful employment aspect of home economics.

Since the passage of the Vocational Education Act of 1963, there has been the stimulus for home economics leaders to extend their program to include education for employment. By so doing, it may be possible for home economists to make their contribution toward meeting the challenges of the far-reaching social problems of unemployment, school dropouts, automation, poverty, mobile population, technological

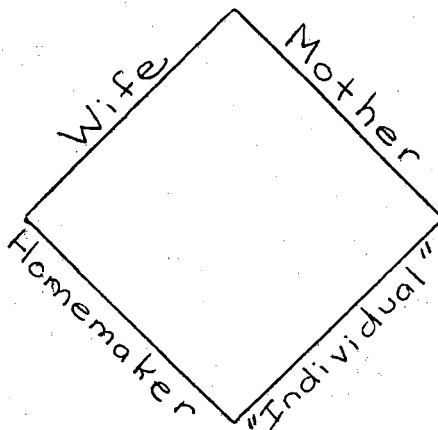
developments, population explosion, and women in the world of work.

As Hill (24) reviews the past 50 years in home economics for the American Vocational Journal, purposes are discussed in keeping with these challenges. These following statements of educational purposes or goals incorporate responsibilities usually accepted as contributions by home economics:

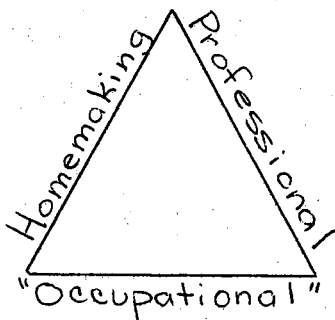
1. Improve the quality of family living so all families may provide the needs basic to the development of individuals and to the maintenance of good mental health.
2. Develop abilities needed for the occupation of homemaking--guidance of children, management of resources, and feeding, clothing and housing families.
3. Enable families to fulfill their functions as basic economic units of the society--development, allocation and expenditure of family resources.
4. Develop occupational competence in a variety of occupations, other than homemaking within one's own home; help meet manpower needs of our society; enable persons to increase financial resources of families.

Even after a half century there is still dilemma over the multiple purposes of home economics. Perhaps home economics has had goals involving occupational education since its beginning, but as was brought out previously, woman's occupational role has changed from homemaking to a dual role of homemaker and wage earner. However, education for employment has gained in stature since the 1963 Vocational Education Act. Just as Friedan (16), who is representative

of popular writers, has recognized a new dimension for womankind-- the "individual,"



so has Simpson (44), representing vocational education, recognized a new dimension for home economics education--the "occupational."



Simpson (45) feels that there is an area of commonality among the three dimensions of home economics and that the changing roles of women are at the core of this commonality. As the roles for women change, it is anticipated that home economics will continue to prepare women to fulfill their roles.

Looking more closely at the background of these new dimensions it is found that they are related to reports of the Presidential Committee, The American Woman and Education for a Changing World of Work. Facts concerning women in the world of work can be seen more

clearly because of the first report, and the results of the latter report was the Vocational Education Act of 1963 and the gainful employment program in home economics. "One worker in three is a woman, [and] the forecast [for woman workers] is for 30 million in 1970 (1)."

Of every ten youngsters now in grade school--three will not finish high school--seven will earn a high school diploma--three will go to work, some as wives and mothers--four will continue their education--only two will finish four years of college (13).

Statistics such as these point up the extent of the challenge for employment education. Home economists have traditionally been interested in preparing women to fulfill their roles, and in preparing youth for their place in society. Gainful employment courses across the nation are attempting to meet the challenges emphasized in these two presidential reports.

As was previously implied, education for employment in home economics is not new but can be traced back further than the presidential studies or committee recommendations cited. Spafford (46) wrote about it in 1940:

An examination of curriculum materials of vocational programs show little attention being given to employment aspects, either guidance into or education for wage-earning vocations. The school may do several things along these lines without interfering with the achievement of its homemaking purposes.

Spafford (47) continued by giving several possibilities, and wrote again in 1942:

The findings of one's relation to and place in the vocational world and preparing for it is the fifth major purpose of importance to home economics. . . . The field has much to offer in increasing the general employability and job satisfaction for all young people. Many types of occupations grow out of home economics, some of a semi-skilled type, others of a professional nature.

The occupational phase of home economics as it is recognized today is not designed to interfere with the homemaking phase of home economics, but to expand or supplement it. The commonalities of the two phases illustrate that there is a body of knowledge and an area of skill in home economics that would serve to prepare a person for an occupation. The preparation for an occupation using home economics knowledge and skills is designed for both youth and adult. Course offerings in home economics may take many approaches--there are offerings in the vocational departments of comprehensive high schools; there are special schools, such as the area-vocational and the trade schools, which serve the secondary level; and there are post-secondary schools and the special adult programs which also offer home economics training.

The structure of the gainful employment or occupational program will vary from state to state across the nation. In Oklahoma, the state plan seems to call for gainful employment courses revolving around a specific occupation or cluster of occupations. At the secondary level these courses are offered in the traditional high school as well as area vocational schools. In Stillwater, the courses included in the gainful employment pilot program have been child care services, clothing services, and food services. The promotion of successful gainful employment programs through the utilization of interaction techniques is the primary concern of this study.

Opportunities for Interaction

The final section of the review of literature will deal with opportunities for interaction. Six opportunities for interaction

have been identified for use in this study as a result of the review of literature and the investigator's experience with gainful employment research projects. The opportunities that tend to promote interaction are (1) advisory committee meetings, (2) community involvements, (3) employer conferences, (4) parent contacts, (5) staff meetings, and (6) student contacts. They will be reviewed in this order in the discussion that follows.

Advisory Committee Meetings

The Vocational Education Act of 1963 established an Advisory Committee on Vocational Education in section nine of the act. The committee is appointed by the Commissioner with the endorsement of the Secretary of Health, Education, and Welfare. The commissioner is chairman with a committee of one representative from each of the departments of Agriculture, Commerce, and Labor and twelve other appointive members with varying qualifications and interests. The Advisory Committee meets at least twice a year or at the call of the chairman. The committee shall advise the commissioner in his administration of the 1963 act, the Vocational Act of 1946, any supplementary acts, and also state plans or projects (42).

As is recognized here, the Vocational Education Act of 1963 involves the establishment of an advisory committee which aids in the administration of the act. Similarly, in the implementation of the act, the establishment of gainful employment programs in Vocational Home Economics calls for the organization of an Advisory Committee. Nelson (39), in an American Vocational Journal article entitled "200

Advisors Serve Trade Tech", recommends the establishment of an advisory committee as the first step in starting a new program. Certainly, if the greatest benefit is to be derived from an advisory committee it should be organized as an integral part of a new program. Also, it is hoped that the meetings of the advisory committee will provide an opportunity for interaction that will help to promote the success of the program.

Community Involvement by Surveys

"Gaining an insight into a community can only be acquired by mixing and talking with people in various walks of life (22)." It seems that advisory committee meetings, as previously discussed, parent contacts, employer conferences, and possible staff meetings and student contacts serve as a means of involving the vocational home economics teacher in the community, and thus with people of various walks of life. In a publication by the U. S. Department of Health, Education, and Welfare entitled "Homemaking Education Programs for Adults," a question is asked in regard to getting to know the adults in a community. The answer was given as follows and has relevance to this discussion:

Visits to home; simple questionnaires answered by adults; informal conversations and planned interviews with such key people as ministers, business executives, and school administrators; and close cooperation with parent teacher associations, women's clubs, church and other community groups may help acquaint the teachers with adult needs and interests (27).

Hatcher and Andrews (22) suggest a list of activities similar to the above for helping the teacher to know the community. At any rate, participation in the activities on the above list would provide the

teacher the opportunity for interaction within the community whether her area of concern is adult education or work experience programs.

With the establishment of the work experience programs, knowing the community or becoming involved in the community has become even more important since the community is a classroom for work experience programs (14). Pearce (41) has written a journal article entitled, "Vocational Education [is] a Community Responsibility." However, obtaining community cooperation for a work experience program possesses an even greater need for "knowing the community."

To locate resource persons, work stations and job possibilities requires broad community involvements. Doing a community survey is suggested as one of the essential activities in the establishment of an occupational training program. The survey provides opportunity for getting to know the community.

Employer Conference

A list of responsibilities for the teacher-coordinator includes items which refer to conferring with employers (5). When the employer accepts the responsibility of training student workers he (the employer) becomes a teaching colleague. It is the obligation of the teacher-coordinator to see that the teaching colleague understands the purpose of the program and the part to be played. Consistent long-term direction which will link the employer closer to the school can best be achieved through employer conferences (21).

Conferences may be formal or informal in nature. According to Telfer and Sleeper (49), "In the formal conference, topics of immediate concern to both the classroom teacher and the . . . [employer] are

discussed." Both of these types of conferences promote interaction of teacher and employer. Regularly scheduled, formal conferences may serve one function, while the informal conference that just seems to happen when there is a need for communications may fulfill still another function (49).

Parent Contacts

Parent contacts may vary from the traditional "back-to-school" nights and open houses to the "Kaffeeklatsches" of one school system where parents and school officials met informally for a coffee hour (52). Chance meetings of parent and teacher may also provide opportunity for interaction. There are no infallible rules or formulas for promoting interaction through parent contacts. The personality of each parent and each teacher, as well as each situation, is unique; therefore, each contact is different (37).

In vocational home economics the customary contact with parents has been by making visits to the student's home. Home visits in relation to the occupational phase of home economics have changed in purpose somewhat but not in procedure. In regard to home visits, Hatcher and Andrews (22) state that:

It is difficult to make specific recommendations in reference to home visits that will be applicable to all teachers. Differences in local attitudes and customs and in the purpose of a visit affect the way in which visiting is carried out. There are, however, certain general considerations that every teacher needs to keep in mind.

General considerations for making home visits, such as those referred to by Hatcher and Andrews, will be presented under guidelines for promoting interaction in parent contacts by home visits.

Staff Meetings

The vocational home economics teacher may have opportunity to participate in staff meetings of various types or levels. The state staff may invite teachers to participate in their meetings. There are the staff or faculty meetings called by the local administrators which all faculty members are required to attend. If the teacher has certain auxiliary staff working with her to handle routine duties then the teacher has a staff to work with. Edelfelt (11) refers to a system ". . . which involves a cooperative effort by teachers, teacher aids, consultants, and other support personnel . . . [as being] the central focus of the 'Teacher and His Staff'." To coordinate the efforts of all these people and to effectively utilize the services of the staff the teacher should hold staff meetings.

With the expansion of vocational home economics to include the occupational phase, multi-staff departments are becoming more common. Therefore, it may be necessary for departmental staff meetings to be held. Also in cooperative programs where several vocational teachers join forces to teach a work experience program, it is necessary to have staff meetings as a tool for coordination.

In the case of the Stillwater Pilot Program, staff meetings were held weekly to coordinate the activities of the local high school teachers with those of the research team. Since the pilot program was a joint endeavor, staff meetings were a necessity.

Student Contacts

The forces abounding in our society are the best signs to look for in predicting the way the secondary schools are going to move. When society became concerned about students who do badly in school, who drop out, whose occupational prospects are dim, the following question was asked, " 'What can the school really do to help these youngsters get their toe in the economic door?' [Vocational educators posed an answer,] . . . more vocational education (53)." Wilhens (53), the associate secretary of the National Association of Secondary School Principals, states: "When congress passed the radically new Vocational Act of 1963, it not only added hundreds of millions in funds but also 'opened up' the whole [school] structure to encourage a great diversity of offerings." This, of course, broadened student contacts in the public schools at the secondary level.

Home economics teachers are accustomed to student contacts that are provided through classroom experiences, and possibly contacts provided with extra-curricular activities, such as FHA. However, the home economics education field has recently made provision for a new dimension of student contacts--those that accompany a gainful employment program or the occupational phase of home economics. Venn (50) says, "Occupational education must . . . become a fundamental part of the total educational program for every individual." Certainly, the broadening of vocational offerings has resulted in a greater potential for contacts with students, specifically in the area of work experiences.

Summary

In summary, the investigator has reviewed literature on the subjects of interaction, gainful employment, and opportunities for interaction in the high school gainful employment program. In reviewing interaction a definition was made, and the kinds and types of interaction were identified. Also, settings conducive to interaction were discussed.

A brief background of gainful employment in home economics was presented to aid in the overall understanding of the investigation. The opportunities for interaction in the high school gainful employment program were identified, along with a brief background for each. Thus, questions one and two of the study were answered. Answering question one involved the formulation of a definition of interaction. Parts "a" and "b" of the question referred to the kinds and types of interaction and the settings and conditions conducive to interaction. Question two refers to the opportunities for interaction in the high school gainful employment program.

CHAPTER III

GUIDELINES FOR PROMOTING INTERACTION BY SIX OPPORTUNITIES

Introduction and General Procedure

Reason indicates that every educational program should have some established criteria or guidelines. When new programs are developed, guidelines for working with the programs are likely to evolve. It is the guidelines that come out of experiences of others that facilitate the establishment of future programs.

Since the establishment of the Vocational Act of 1963 various sets of guidelines have been developed regarding occupational training or work experience programs. Juergenson (31), from the field of agriculture developed some guidelines for "Planning Work Experience." From the field of business, Neel (38) developed "Guide Lines for a Work Experience Program."

Other groups or writers (25, 3, 22, 8) have presented guidelines for certain phases of a work experience program, and have labeled them "suggestions" or "ideas" according to the subjects of the guidelines. To the knowledge of the investigator there has not been a set of guidelines developed regarding the work experience programs in home economics. Therefore, in this chapter, an account of the development of guidelines for six different aspects of the gainful employment or work experience program will be given. The guidelines were developed to promote interaction in the high school gainful employment program and are

presented in six sets, one for each of the following topics: advisory committee meetings, community involvements, employer conferences, parent contacts, staff meetings, and student contacts.

Development of Guidelines

The six sets of guidelines were developed from two main sources. One was a review of literature in the areas of cooperative business programs, agricultural occupations, trade and industry programs, vocational home economics programs, and vocational education in general. The other source was the investigator's experience as a member of a gainful employment research team at Oklahoma State University from the summer of 1965 through the summer of 1968. The research team experience involved participation in a research project sponsored by the United States Office of Education which was entitled Pilot Study for Gainful Employment in Home Economics. As a part of this project the investigator taught a child care service class at C. E. Donart High School, Stillwater, Oklahoma. A blending and refinement of information from the two sources resulted in six sets of guidelines for promoting interaction in the high school gainful employment program. The guidelines were then reviewed by a "panel of experts."

Panel of Experts

The "panel of experts" or "board of judges" was composed of the teachers of pilot programs in gainful employment in Oklahoma, and the special assistant in gainful employment from the state department of vocational home economics. The teachers from the pilot programs were

selected to participate because the guidelines were developed by the writer who participated in a similar type of program. The special assistant was selected because of her valuable contribution to the establishment of gainful employment programs in Oklahoma. The complete list of teachers involved in pilot programs was obtained from the special assistant in gainful employment.

Other than the investigator there are six teachers participating in the gainful employment pilot programs in Oklahoma. One of these teachers was eliminated from the panel due to the uniqueness of the situation with which she was working at the Oklahoma School for the Deaf. The guidelines being developed would not be applicable to a residential type school or to youth with special needs.

The six sets of guidelines were mailed to the other teachers of the pilot programs as well as to the special assistant from the state department. A cover letter and a stamped, self-addressed envelope was included. In the cover letter (See Appendix A) the respondents were instructed to discount any set of guidelines on a subject with which they had not had experience.

The panel members were instructed to rate each guideline of each set according to their experiences as to high importance, moderate importance, or low importance in promoting interaction. The instrument or list of guidelines was so arranged that the panel members could check their reaction to high, moderate, or low importance in appropriate blanks to the right of each statement or guideline. When the panel members returned the sets of guidelines the responses were tabulated to be used as a basis for setting up a revised set of guidelines for each opportunity for interaction.

Procedure Followed for Each Opportunity

Each of the six opportunities for promoting interaction previously identified will be treated by steps described in the paragraphs that follow. However, after this explanation of common procedure, the six opportunities will be dealt with in separate sections.

Step One. First, a definition for the specific opportunity for interaction will be given. The definitions will come principally from two sources: Good's (19) Dictionary of Education and an American Vocational Association (10) publication, Definitions of Terms in Vocational Education and Practical Arts Education.

Step Two. The type of interaction promoted by each opportunity will be identified, and a schematic presentation of the communication system provided by the opportunity for interaction will be shown.

Step Three. Each opportunity for interaction will be discussed as it applies to the gainful employment program. The discussion will go from the broad emphasis of vocational education to the specific emphasis in gainful employment in home economics as used in the Stillwater School System.

Step Four. The guidelines for promoting interaction with a specific opportunity will be presented by a statement of the emphasis of the guidelines, and by a listing of the revised set of guidelines. The list of guidelines will be divided according to considerations before, during, and after the individual or group activity permitting opportunities for interaction.

Step Five. The response of the panel of experts will be summarized by the presentation of a revised set of guidelines. The criterion for the inclusion of the guideline will involve a cut-off point of 60%. In other words, if 60% or more of the panel rated the guideline of high importance, it will be retained. At the time of this writing one of the panel members had not returned the packet of guidelines, so her responses are obviously omitted from the findings. This lessened the number of potential panel members by one, making a total of five respondents on the panel.

Step Six. An application or illustration of selected guidelines for promoting interaction within each of the specific opportunities will be drawn from the experiences of the members of the research team. Case studies, situations, and procedures will be described that have occurred during the three-year pilot study of gainful employment in Stillwater.

Step Seven. Lastly, suggestions for evaluating each set of the guidelines in regard to the promotion of interaction will be made. Methods will be suggested that may be used in evaluating the success, degree, or presence of interaction promoted by an opportunity or activity.

In summary, each of the opportunities for interaction will be considered separately in relation to the following factors:

- (1) A definition of the opportunity
- (2) The type of interaction promoted by the opportunity
- (3) The emphasis of the opportunity in the gainful employment program

- (4) A presentation of guidelines for promoting interaction with the specific opportunity
- (5) An account of the response to the guidelines by the panel of experts
- (6) Application or illustration of selected guidelines for a specific opportunity
- (7) Appropriate methods of evaluation for the interaction promoted by each opportunity.

Advisory Committee Meetings

Definition of Advisory Committee Meetings

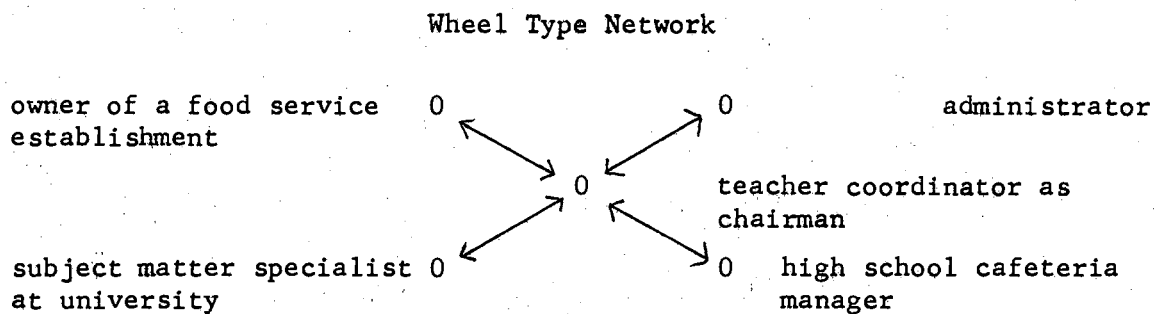
An advisory committee meeting, as the term is used in this discussion, is based on a definition of an advisory committee from a publication of the American Vocational Association. It is a meeting attended by

--a group of persons, [including key persons within as well as] outside the educational profession, selected for the purpose of offering advice and counsel to the school regarding the vocational program. Members are representatives of the people who are interested in activities with which the vocational program is concerned (10).

Types of Interaction Promoted

Whether the advisory committee is general or specific, permanent or temporary, the interaction that takes place as members meet together may be generally classified as group interaction. The interaction may be unilateral as well as bilateral and certainly face-to-face, mostly focused as opposed to unfocused. The council meeting might include administrators, high school counselors and other school officials,

employers or other community representatives, and resource persons such as the county health nurse and subject matter specialists. Patterning after Glanzer and Glaser (17), an illustration of the type of network that evolves due to interaction in a group, and in this case an advisory committee meeting for a food service class, the following diagram is given:



The circles in the diagram represent the people as labeled, and the spokes represent the paths of communication. In the case of this network the group members are interacting with the chairman. Interaction would also take place between members. The number of spokes coming from the hub will vary with the number of members on the advisory council.

Emphasis in the Gainful Employment Program

There are various types of advisory committees--general, departmental, craft, state or area-wide advisory groups, and national advisory groups such as those referred to in the review of literature in connection with the Vocational Act of 1963. All of these groups affect either directly or indirectly the high school gainful employment program. Advisory committee meetings can have various functions according

to committee type. The function can be very specific as is implied in the diagram referring to the food service class, or the function can be more general, as in the area of communication between school and community. Interaction can take place beyond the confines of an advisory committee and its meeting. It is hoped that having an advisory committee meeting does provide opportunity for interaction for the teacher-coordinator of the high school gainful employment program.

Presentation of Guidelines

The following presentation of guidelines for promoting interaction during an advisory committee meeting is divided into three parts:

(1) considerations before the meeting, (2) considerations during the meeting, and (3) considerations after the meeting. It should be emphasized that plans should be made before the meeting in order to provide the setting for interaction during the meeting. Considerations after the meeting may serve as a type of evaluation and follow through.

Guidelines for Promoting Interaction During an Advisory Committee Meeting

Advisory Committee Meeting:

The idea of having advisory committees is not new to home economics. However, with the new emphasis in vocational education, advisory committees have gained importance. Various authorities suggest that organizing an advisory committee is the first step in beginning an occupational training program. The guidelines that follow were written with the assumption that working with an advisory committee is a responsibility of the gainful employment teacher.

The percentage figure in parentheses found at the end of each guideline indicates a rating of high importance by the panel of experts.

Considerations Before the Meeting.

1. The school administration should be consulted before any action is taken regarding plans for organization or function of an advisory committee. (100%)
2. Representative committee members should be selected in relation to their potential contributions to the success of the program. (100%)
3. The function, purpose, or goals of the advisory committee should be clearly defined for all concerned. (100%)
4. The size of the advisory committee should be determined by its functions. (75%)
5. The frequency of required meetings should be considered in determining the size of the advisory committee. (75%)
6. The length of term of service and plans for termination of the advisory committee should be designated at the time of committee organization. (75%)
7. A competent chairman should be selected from the membership. (100%)
8. Each committee member should be notified well in advance as to time, place, and date of the meeting. (100%)

Considerations During the Meeting.

1. Each member should be given an opportunity to express his ideas, making him feel that his contributions are valuable. (75%)

2. The atmosphere for the meeting should be made as relaxed as possible. (75%)

3. Each committee member should be provided opportunity to become acquainted with the program, its curriculum, policies, objectives, and personnel. (100%)

4. A deadline for the work of the committee should be set to keep up interest; however, important decisions should be made only after there has been time for thought. (75%)

Considerations After the Meeting.

1. Before committee reports and recommendations are made public, the individual and/or institutions directly involved in the gainful employment program should be informed in writing of the advisory committee action. (75%)

The above set of guidelines is considered a revised list in accordance with the response of the panel of experts.

Application or Illustration of Guidelines

No attempt will be made to apply or illustrate each of the established guidelines on the revised set. A record has been kept for the past three years of the activities of the advisory committee for Vocational Home Economics in the Stillwater School Systems. Examples will be taken from these records in an attempt to illustrate the selected guidelines.

Considerations Before the Meeting.

Guideline:

1. The school administration should be consulted before any action is taken regarding plans for organization or function of an advisory committee.

Application: The first two years of the program the administrators of the local junior high and senior high schools were contacted and invited to the advisory committee meetings, before any contacts were made with other members of the advisory committee. The functions and purposes of these meetings were general in nature.

At the beginning of the 1967-1968 school year, plans were made to formulate an advisory committee with a very specific function. The identified function was to examine and study facilities of the home economics department at C. E. Donart High School in relation to the goals of both the home and family living programs and the gainful employment program. An administrator was approached with the plans and function for the 1967-1968 advisory committee and the teachers organizing the committee were discouraged to the extent that the plans were discarded. The administration felt that a study of facilities could be approached better by other procedures. This situation illustrates the importance of consulting an administrator before taking any official action regarding the organization of an advisory committee.

Guideline:

2. Representative committee members should be selected in relation to their potential contributions to the success of the program.

Application: The membership list of the 1966-1967 advisory committee included persons from various aspects of school and community life. There were representatives from local business, subject matter specialists from Oklahoma State University, homemakers and parents, the ministerial alliance, the state vocational home economics staff, and the local administration and school counseling department. Community agencies such as the public health department, gas company, and news media were also represented. This was a broad representation for an advisory committee, but since the committee served both aspects of home economics at the junior and senior high schools, it needed to be broad.

Guideline:

3. The function, purpose, or goals of the advisory committee should be clearly defined for all concerned.

Application: In all cases when an advisory committee meeting was called a letter including an explanation of the function, purpose, or goals preceded the meeting. In one letter a sentence read, "The purpose of this meeting will be to acquaint you with other committee members and our program." In another memo sent, the statement of the purpose was a little more indirect. It read, "It is our desire to call the advisory committee together for an evaluation session and to make some future plans." Both of these letters (See Appendix B) were written regarding advisory committee meetings during the 1966-1967 school year. One letter was for the meeting at the beginning of the year and the other letter was at the end of the year.

Guideline:

8. Each committee member should be notified well in advance as to time, place, and date of the meeting.

Application: The letters described above have reference to time, place, and date of the advisory committee meeting. The letter dated September 16, 1966, includes the statement, "The first meeting will be September 22, 1966, at the C. E. Donart High School Home Economics Department at 3:30 p.m." The memo sent in regard to the evaluation meeting at the end of the year included this statement, "You will be contacted later as to the exact time and place of the meeting." The questionnaire accompanying the memo included an item in reference to time and date of the meeting. (See Appendix B for the complete questionnaire)

Considerations During the Meeting.

Guideline:

2. The atmosphere for the committee meeting should be made as relaxed as possible.

Application: At the first advisory committee meeting of the 1966-1968 school year, refreshments were served before the meeting began. This provided an informal period for visiting. The meeting room was arranged so that all members could sit at tables that were arranged in a "U" shape. The tables provided an easy place to rest plates and cups while eating, and later on a place to write.

Guideline:

3. Each committee member should be provided opportunity to become acquainted with the program, its curriculum, policies, objectives and personnel.

Application: At the fall meeting in 1966 a folder was prepared for each committee member. The contents of the folder were as follows:

- a) Agenda for the Meeting
- b) A List of Advisory Committee Members
- c) Preplans for Classwork for Homemaking I (Junior High);
Homemaking II, III, IV (High School), and Child Care
Services, Clothing Services, Food Services, and Job Ori-
entation in Gainful Employment
- d) Information Sheets for Counselors and Students on Gainful
Employment on each of the three services
- e) Pamphlet from the state office, "Opportunities in Home Eco-
nomics Education in Oklahoma for Students and Adults"
- f) Pamphlet, "FHA in Focus."

Each folder was labeled with a committee member's name. The contents of the folder were examined during the meeting, and it was suggested that the folder be taken home for further study. The teacher delivered the folders to advisory committee members who were unable to attend the meeting.

Considerations After the Meeting.--Since several guidelines have been eliminated by the panel's response, the investigator does not have an illustration that could be categorized as high importance. For example, newspaper publicity was given to the 1965 fall meeting, but the guideline about publicity has been eliminated.

Suggested Methods of Evaluation for Interaction Promoted By
the Opportunity

Methods for evaluating the effectiveness of an advisory committee meeting as a method of promoting interaction are more subjective than

objective. The methods of evaluation to be discussed are merely suggested as means of evaluation that might be used.

If the interaction that occurs during the advisory committee meeting is to be evaluated, some means of recording the communication patterns that occur during the meeting is appropriate. For example, an observer could record the type of action and response of each advisory committee member during the meeting, then with this record a communication system or a sociomatrix could be compiled (36). This communication system or sociomatrix would show the total picture of the group interaction that occurred during the meeting.

The accomplishments of the purposes of the meeting and other factors that could be an indication of a successful meeting might be developed as a checklist for each member to complete. This could be an indication of group interaction if interaction was required to accomplish the purposes of the meeting.

Summary of Advisory Committee Meetings

Advisory committee meetings are not new to vocational home economics programs, but they have received new emphasis since the Vocational Act of 1963. It seems that the occupational phase of home economics requires the organization of an advisory committee to assist in carrying out the program.

Guidelines have been established that cover the function, organization, and other aspects of promoting interaction at an advisory committee meeting. Examples of activities of work with advisory committees during the Stillwater Pilot Program serve as an application of the

guidelines. Interaction, or the success or degree of interaction, may be evaluated by various methods that are appropriate for indicating the presence of interaction in any group meeting.

Community Involvement by Surveys

Definition of Community Involvement--Surveys

Community contacts or involvement may take different forms. One of the most extensive ways to know the community, and recommended for vocational education, is the community survey. Surveys in vocational education are

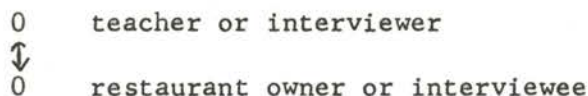
. . . a study to obtain necessary information as a basis for the proper development of programs in vocational education. It serves to identify the needs for vocational training, recommend suitable types of classes, assist in the development of new instructional processes, and evaluate the results of work already done (10).

In some cases the term survey refers to community or occupational surveys. All surveys have the same purpose--identifying the present status of the community.

Types of Interaction Promoted

Community involvement may come in many forms if the vocational home economics teacher follows the procedure suggested in Chapter II for getting to know the community. If the teacher attends club meetings or other group activities then the interaction is of the group type. If she makes home visits or does interviews as a part of a community survey, then the interaction is in the individual category. Since the emphasis here is on the survey using the interview, the individual interaction would be the most descriptive. As in the case

of contacts by home visits and employer conferences, the interaction may be further described as bilateral, face-to-face, and focused. The communication system is represented with a chain network as follows (17):



The person doing the interviewing, the interviewer, would most likely remain the same in all encounters. However, the interviewee or respondent would change.

Emphasis in the Gainful Employment Program

The concept of the "community classroom" is not new to vocational home economics, but with the establishment of the occupational phase the community offers an almost untapped resource. However, there must be some means of utilizing community resources (30). It is the opinion of the investigator that conducting a survey of the community is one of the most efficient means of discovering resources for the occupational phase of home economics.

Presentation of Guidelines

Again, the guidelines for promoting interaction in community involvement by surveys are presented in three parts. They are considerations before, during, and after the surveys. It is hoped that this revised set of guidelines will assist the vocational home economics teacher in knowing the community.

Guidelines for Promoting Interaction During Community
Involvement by Surveys

Community Involvement or Contacts:

The home economics teacher by position has for years been considered an active community member. Knowing the community is one of the prerequisites for establishing a curriculum for any home economics program. With the beginning of occupational training in home economics has come even greater necessity for knowing the community. Various authorities in vocational education have suggested the survey as the most effective procedure for the occupational training teacher to follow in acquainting herself with the community. Promoting interaction during a community survey is the emphasis for this set of guidelines on community involvement.

The percentage figure in parentheses found at the end of each guideline indicates a rating of high importance by the panel of experts.

Considerations Before the Survey.

1. The purpose of the survey should be clearly in mind before the details of the survey are planned. (100%)
2. The administration or school officials should be brought in on the plans for the survey. (80%)
3. The interview schedules or questionnaires should be formulated in the light of anticipated use of data. (100%)
4. Plans should be made in advance to code and tabulate the data from the interviews. (100%)

5. Technical or professional help should be consulted in the construction of the interview schedule. (60%)
6. Sampling should be done carefully to avoid error and bias. (80%)
7. A pilot study should be conducted to perfect the questionnaire and practice interviewing techniques. (60%)
8. Cover letters explaining the program or purposes of the interview should be sent to the prospective respondents. (80%)
9. The respondents should be contacted by telephone to schedule the interview at their convenience. (80%)

Considerations During the Surveys.

1. The interview should be conducted in private, informal surroundings with a minimum of distractions and interruptions. (80%)
2. The interviewer's opening remarks should be brief but at the same time serve as identification and an attempt to establish rapport. (100%)
3. Simplicity of dress, the level of language suitable to the occasion, and sincere interest in the respondents point of view will help gain acceptance for the interviewer. (100%)
4. If specific appointments have been made with the respondent the interviewer should be punctual. (100%)
5. The interviewer's job should be fundamentally that of an unopinionated reporter without showing surprise or disapproval of a respondent's answer. (100%)

6. The interviewers must ask every question written and in the order prescribed, unless the directions on the questionnaire specifically direct skipping certain ones. (80%)

7. The respondent should be given ample time to reply. (80%)

8. During the interview, the interviewer should do the recording of the responses to the items on the interview schedule to make for consistency and accuracy. (60%)

9. The interviewer should be receptive to responses outside the structure of the interview schedule. (80%)

10. Thank the respondent for his time, cooperation, and helpfulness. (100%)

Considerations After the Survey.

1. The interviewer should automatically check each interview schedule or response sheet after completion to avoid errors and omissions. (80%)

2. Notes taken during an interview should be expanded immediately after the interview so that a clear impression will be retained. (100%)

3. If results of the survey have been promised to the respondent, follow through by sending them after the results have been tabulated and analyzed. (100%)

The twenty-two guidelines presented above represent the revised set of guidelines according to the panel's evaluation.

Application or Illustration of Guidelines

Selected guidelines from the revised list of Guidelines for Promoting Interaction During Community Involvement by Surveys will be

illustrated. The illustrations again will be divided into the same three parts as the guidelines themselves. The examples for the illustrations will be taken from the records of the survey procedure used by the Oklahoma State University research staff in completing surveys. These surveys were a part of the study sponsored by the United States Office of Education entitled Approaches to Use in Assessing Needs for, Content of, and Certain Factors to be Considered in Offering Home Economics Courses Preparing for Gainful Employment (7). A supplement to this report was prepared that included the area of food services. These are the three areas--child care, clothing, and foods--that were taught in the pilot study of gainful employment at Stillwater.

Considerations Before the Survey.

Guideline:

5. Technical or professional help should be consulted in the construction of the interview schedule.

Application: Brittain (6), who served as a research assistant in the Home Economics Education department prior to the funding of the project named above, developed and revised an interview schedule that could be used with a variety of individuals and agencies interested in child care. Various authorities in the field of child care were used in the revision of this instrument. Brittain's interview schedule was later utilized as a guide in the development of an interview schedule for the child care survey.

Guideline:

6. Sampling should be done carefully to avoid error and bias.

Application: In selecting a sample for one aspect of the child care service interviews, thirty homemakers with small children were identified. The 1965 School Census Report Books were used for compiling a list of names of mothers who had children under five years of age on September 1, 1965 and who lived within the city limits of Stillwater. By selecting names from every other page of the odd numbered School Census Report Books a total of 225 names was obtained. These were then sectioned into 32 groups of seven with the last group having eight. The last name in each group was selected and then cross-checked with the 1965 City Directory, both the 1964 and 1965 Oklahoma State University Student and Faculty Directory, and the local telephone directories for the same two-year period. If the cross-checking revealed that the person was employed or had moved from Stillwater, the name directly above the name used in the groups was selected and cross-checked (7).

Cover letters then were mailed to 32 persons so selected. A telephone call or personal visit to set an appointment for an interview followed the letter within a week. If it was impossible to arrange an interview with any person on the original list the next name in the small group division on the master list was selected and cross-checked.

Guideline:

8. Cover letters explaining the program or purposes of the interview contacts should be sent to the prospective respondents.

Application: An example of the letter sent to the 32 homemakers is included in the Appendix C of this study. This includes a brief explanation of the program and the purposes of the interview. More important, the letter served as a means of identification for the

interviewer when a phone call or visit was made to set up the appointment for the interview.

Guideline:

9. The respondents should be contacted by telephone to schedule the interview at their convenience.

Application: In setting up interviews with managers of food service establishments, telephone calls to set up appointments were made at a slack time for the establishment. In other words, the manager would not be called at 11:45 a.m., a peak time for production and service. As was mentioned previously, a contact visit might be necessary if telephone is not available. This visit would also be planned at a slack time for the interviewee.

Considerations During the Survey.

Guideline:

1. The interview should be conducted in private, informal surroundings with a minimum of distraction.

Application: If the manager of a food service has an office this would be an appropriate place for an interview. If the interviewee does not go in the direction of the office, the interviewer may ask, "Is there a quiet place we may go where we can avoid being disturbed?"

Guideline:

2. The interviewer must ask every question as written and in the order prescribed, unless the directions on the questionnaire specifically direct skipping certain ones.

Application: In some instances on an interview schedule, one question builds on the previous question, and this is one reason it is best to ask questions in the order as given. This point is illustrated by the following two questions from an interview schedule used with child care service personnel.

4. Would you be willing to cooperate in a work experience for trainees? 4. Yes _____ No _____

5. What hours would you prefer to use the student trainees?

before school	5. _____
morning	_____
noon hour	_____
afternoons	_____
after school	_____
evenings	_____
weekends	_____

The last question could be omitted if the answer was "no" to the first question.

Guideline:

8. During the interview, the interviewer should do the recording of the responses to the items on the interview schedules to make for consistency and accuracy.

Application: It was the practice of the research team members to do the recording of the responses during the interviews. This made for consistency in recording and permitted ease in tabulation.

Guideline:

9. The interviewer should be receptive to responses outside the structure of the interview schedule.

Application: At the end of the survey questionnaires there was a section for comments and/or reactions, which provides a place to record the responses not included in the items on the interview schedule.

Considerations After the Survey.

Guideline:

2. Notes taken during an interview should be expanded immediately after the interview so that a clear impression will be retained.

Application: The majority of the questions on the interview schedules used by the research team provided for yes-no answers or blanks to check appropriate answers. Examples of these types of questions are as follows:

4. Number of persons your establishment employs in food services:

1-5___; 6-10___; 11-15___; 16-20___; 21-25___; 26-30___;

31 plus___.

5. Do you expect to increase this number within the next two years? Yes _____ No _____

However, when the questions call for comments, then it is important that the comments be expanded for the sake of clarity. An example of this type of question is as follows:

14. Which of the following characteristics do you consider most important in hiring a worker in food service?

Age	_____	_____
Appearance	_____	_____
Education	_____	_____
Marital Status	_____	_____
Personality	_____	_____
Training	_____	_____
Experience	_____	_____
Other	_____	_____

In summary, selected Guidelines for Promoting Interaction During Community Involvement by Surveys have been illustrated with experiences of the gainful employment research team at Oklahoma State University. Other guidelines could be illustrated by experiences from the same sources since the experiences of the research team were used as one of the bases for the development of the set of guidelines on community involvement by surveys.

Suggested Methods of Evaluation for the Interaction Promoted by the Opportunity

Methods for evaluating surveys as a procedure to follow in promoting interaction in the community may be both objective and subjective. The examples given are merely suggestions that might be used.

Community involvements may be recorded objectively. Simple statistics about surveys, such as the number of original contacts made and the number of surveys completed, could be some indication of the extent of community interaction. This data could be carried further by longitudinal records of the number of contacts made between teacher-interviewer and employer-interviewee after the original contact in the survey. These contacts should be divided into ones initiated by the teacher and the ones initiated by the respondents. Another type of record that could be an indication of community interaction could be the state vocational reports. The teacher could refer to these reports for the types of contacts made in the community.

Community involvement also may be recorded subjectively. The case study method could be used as a record of the interaction that occurs between teacher and employer on a school as well as a community

basis. All of the case studies would begin at the point of the survey as in the case here recorded.

In the original survey of child care services in the community of Stillwater, Mrs. X was contacted as an owner-operator of an infant care center. The interview schedule, included four main categories:

Part A: Personal Information of Interviewee

Part B: General Information for the Center

Part C: Willingness to Cooperate and Participate in Work Experience Programs

Part D: Characteristics of Students and Training Program

At the time of the first interview in 1965, Mrs. X was not ready to hire a student worker or to participate in the training program. In the fall of 1966 Mrs. X was contacted again and was not ready to expand her staff. The teacher had various other contacts with Mrs. X at community functions. For example, one Saturday on the way to the football game the teacher saw Mrs. X and a little neighbor boy walking to the stadium. The teacher gave Mrs. X a ride and asked to take her home. This was a chance to visit about the infant care center.

In 1967, prior to the opening of school, when Mrs. X was contacted she had decided to use one of the student workers, and thus participate in guiding a work experience. On several occasions during the 1967-1968 school year Mrs. X called the investigator-teacher of child care service to report how pleased she was with the student worker. After mid-term Mrs. X called and inquired about hiring another student worker. Following an established procedure, several students were sent to be interviewed. When Mrs. X was contacted to learn of her decision regarding the girls, she told the investigator, "I'd rather do without

than have any one of those girls around here. If that is all you have, I don't need anyone."

When the final evaluation of the student worker was made she asked about using the girls during the 1968-1969 school year and told the investigator how much their relationship had been enjoyed.

This case study illustrates the type of interaction that may come after the initial contact is made with the survey. The survey itself provided the first opportunity for interaction.

Summary of Community Contacts by Surveys

From the experiences of the investigator and other members of the research team it has been illustrated that the survey is a feasible procedure to follow in getting to know the community. Getting to know the community has become more complex for the vocational home economics teacher since the beginning of the occupational phase of home economics.

Employer Conferences

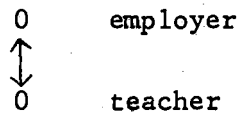
Definition of Employer Conference

Mather (34) defines a conference as a ". . . means of communication involving two or more persons for a serious conversation or discussion." In keeping with this idea, an Employer Conference is a meeting of employer and teacher, and possibly student, for a discussion to plan, guide, direct, and evaluate the work of the student involved in on-the-job training.

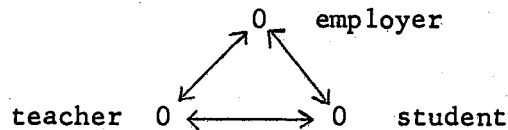
Types of Interaction Promoted

If only the employer and teacher are in conference, then it is a one-to-one relationship or a dyadic relationship. The interaction promoted is individual, focused, and, hopefully, bilateral. However, if the student is included in the conference, the interaction would then be group interaction, even though it still would be focused and bilateral.

The interaction pattern or network for an employer conference would be similar to that of an interview during a survey. If only employer and teacher are involved, the communication network is a chain structure (17).



If a third party, the student, is added to the chain it then becomes a three-man network as used by Heise and Miller (23). Again, the arrows represent the paths of communication, and the more involved communication paths could be represented as follows:



There are situations when it would be ideal to have the student participate in the conference, but not in all cases. The purpose of the conference, as well as the participants, would affect the type and pattern of interaction.

Emphasis in the Gainful Employment Programs

It is imperative, on various occasions, that the employer and teacher meet together during the time the student is participating in the work experience (21). The employer, if a true teaching colleague, needs to assume certain responsibilities in the gainful employment program. These responsibilities can best be considered or explained in a conference of employer and teacher. Guidelines for promoting interaction during the employer conference may be found in the next part of this section.

Presentation of Guidelines

A revised set of Guidelines for Promoting Interaction During Employer Conferences as reacted to by the panel is presented here in three parts: considerations before, during, and after the conference with an employer. Since employer conferences have evolved with the occupational phase, it is important that the secondary home economics teacher is provided with some direction for these conferences.

Guidelines for Promoting Interaction During Employer Conferences

Employer Conferences:

Having conferences with employers is new to home economics at the secondary level. In proceeding with a work experience program of any type, the employer's guidance and evaluation of the student is important. Therefore, it becomes necessary for the teacher coordinator to meet with the employer in conference to permit interaction.

The percentage figure in parentheses found at the end of each guideline indicates a rating of high importance by the panel.

Consideration Before the Conference.

1. The purpose of the conference should be clearly defined to make for a more productive conference. (80%)
2. The number, frequency, and length of conferences will vary with the needs and purposes of the work experience program. (100%)
3. Conferences should be scheduled in advance whether at the request of the employer or teacher-coordinator. (80%)
4. In emergency situations the teacher-coordinator should be the one to make schedule adjustments, as far as possible. (60%)
5. It is desirable to plan a time for the conference when it is not likely to be interrupted or disturbed. (100%)
6. If the employer is to complete an evaluation form or student rating sheet, it should be mailed in advance of the conference to permit time for study. (60%)
7. The place chosen for the conference should be dictated by the immediate facilities of the building. (60%)
8. The employer should be considered a teaching colleague.
(100%)

Considerations During the Conference.

1. It should be made clear at the first conference the responsibilities the employer will have in providing a work experience.
(80%)

2. The structure, mechanics, and purposes of the program need to be outlined and reviewed periodically for the employer. (80%)

3. The teacher-coordinator should point out to the employer the role business has in broadening the student's educational experiences. (80%)

4. The content of the conference should be determined by matters of concern to the participants. (100%)

5. Records of suggestions and agreements should be kept as they contribute to continuity in conferences. (100%)

6. The teacher-coordinator should point out that by participating in the work experience program the employer is gaining a potential full-time employee. (100%)

7. Be receptive to the suggestions of the employer regarding curriculum, evaluation, structure, mechanics and purposes of the program. (100%)

8. A successful conference should not be rushed. (60%)

Considerations After the Conference.

1. The teacher-coordinator should give consistent long-term direction which will link the employer closer to the school and its basic philosophy. (100%)

2. The matters discussed at the conference should be kept confidential or handled ethically in the best interest of the student. (100%)

The eighteen guidelines above comprise the revised set of guidelines as judged by the "panel of experts."

Application or Illustration of Guidelines

Selected guidelines will be illustrated from the list of guidelines on the revised set of Guidelines for Promoting Interaction During Employer Conferences. The illustrations are grouped in the same manner as the list of guidelines. The examples for the illustration are from the experiences of the investigator and other research staff members in implementing the pilot program in gainful employment in the Stillwater Public Schools.

Considerations Before the Conference.

Guideline:

2. The number, frequency, and length of conferences will vary with the needs and purposes of the work experience program.

Application: To illustrate this guideline, two records of conferences with employers are shown. The conferences dealt with the work experiences of two different students.

Student I - Employer I

<u>Date</u>	<u>Type of Conference</u>	<u>Purpose</u>	<u>Time</u>
September 1965	Initial Contact	Explain program and purpose of work experience	1 hr.
November 1965	Evaluation Conference- First Nine Weeks	Evaluate progress of student on the job. Employer completes rating sheet.	30 min.
December 1965	Emergency Conference- employer initiated	Disciplinary matters	1 hr.
January 1966	Mid-Term Evaluation Conference	Teacher checks progress of student	1 hr.

<u>Date</u>	<u>Type of Conference</u>	<u>Purpose</u>	<u>Time</u>
January 1966	Phone call from employer	Report of continued disciplinary problems	15 min.
	Conference with student	Follow through with disciplinary problems	20 min.

Student was later dismissed by the employer

A telephone call preceded each of the above conferences, except when the conference was handled by telephone.

Student II - Employer II

<u>Date</u>	<u>Type of Conference</u>	<u>Purpose</u>	<u>Time</u>
August 1967	Re-contact after initial contact in 1965, and employer in 1966-67 school year	Discuss placement of student	20 min.
November 1967	Evaluation conference First Nine Weeks	Check student pro- gress--picked up evaluation form	30 min.
January 1968	Mid-Term Evaluation Conferences	Check student pro- gress; completed evaluation form	30 min.
March 1968	(No conferences) Correspondence--Third Nine Weeks Evaluation	Employer checked evaluation form and returned it by mail	--
May 1968	Final Evaluation conference	Employer completed form for student evaluation	20 min.

A telephone call or student message preceded each of the above conferences.

Records of conferences, such as the two just presented, will probably be different for each student participating in a work

experience program. Just as students needs vary, so will the type of conference needed with employers.

Guideline:

3. Conferences should be scheduled in advance whether they are at the request of the employer or teacher-coordinator.

Application: There are various procedures that can be followed in scheduling conferences. The following list represents the procedures practiced by the investigator over a three-year period.

(1) Since a survey was made of all the child care facilities in the City of Stillwater, the survey provided initial contact.

(2) The teacher-coordinator scheduled the conferences by phone.

(3) The employers called and initiated conferences.

(4) For the places without telephones, it was necessary to call in person.

(5) Arrangements for conferences were made through the students. The student was informed in advance as to the time the teacher-coordinator could visit. The students checked with the employer and scheduled the conferences.

Guideline:

5. It is desirable to plan a time for the conference when it is not likely to be interrupted or disturbed.

Application: It was best to schedule the conferences with employers who owned and operated day care centers during rest period when all of the children were napping. When the employer was a kindergarten teacher, the conference was scheduled after school.

Guideline:

6. If the employer is to complete an evaluation form or student rating sheet, it should be mailed in advance of the conferences to permit time for study.

Application: At the first of the evaluation period which is the week when all of the evaluation conferences were held, evaluation forms were sent to the employers by way of the students. When the actual appointment was made, the conference was expedited. It was wise to take extra copies of the evaluation form in case the form sent had been misplaced or lost.

Considerations During the Conference.

Guideline:

4. The content of the conference should be determined by matters of concern to the participants.

Application: Reference should be made to the record of employer conferences given in application to Guideline 2 under considerations before the conference. The content or emphasis of the conference is included in the records of employer conferences.

Guideline:

5. Records of suggestions and agreements should be kept as they contribute to the continuity in conferences.

Application: After each conference, the evaluation form completed by the employer is placed in the student's folder. A place to record general comments was provided on the evaluation form; therefore, a record is provided for future conferences. An example of the student evaluation form is found in Appendix D.

It is the policy of the Stillwater High School to require triplicate copies of training agreements. These agreements bear the signatures of employer, student, and teacher. One copy of the agreement is filed in the principal's office, one copy with the employer, and the other copy remains in the student's work experience folder in the teacher's file.

Considerations After the Conference.

Guideline:

2. The matters discussed at the conference should be kept confidential or handled ethically in the best interest of the student.

Application: In practice, the investigator found it necessary on very few occasions to reveal the contents of an employer conference. In some instances a conference with an employer brought about a conference with the guidance counselor or assistant principal. On some occasions the employer conference was discussed with the members of the research team, particularly the coordinator of the gainful employment program at the high school.

Suggested Methods of Evaluation for the Interaction Promoted by the Opportunity

Methods for evaluating employer conferences as a procedure to follow in promoting interaction are mostly subjective in nature. Case studies, such as the ones recorded previously in this chapter, anecdotal records, teacher's logs, and check sheets can be used. Since a conference involved only two people, employer and teacher, it was considered individual interaction. Therefore, any method that is suitable

for measuring individual interaction could be used.

The most likely type of evaluation for an employer conference probably would be completely subjective on the part of the teacher-coordinator. The conference could be judged a success by the teacher if communication channels were open, the purpose of the conference was accomplished, and a positive rather than a negative relationship existed. A check sheet could be developed using the points just mentioned to assist the teacher in evaluating an employer conference.

Summary of Employer Conferences

An employer conference is a completely new area of concern for the home economics teacher who has started an occupation training program. In the past, contacts with employers have been included in the total community involvement. However, employer conferences now have a special role in the guiding of student work experiences.

Guidelines have been established to promote interaction during the employer conferences, and the application of selected guidelines illustrates that the guidelines could be used to help promote interaction with the new teaching colleague--the employer.

Parent Contacts or Home Visits

Definition of Parent Contacts--Home Visits

Parent contacts may occur in different situations--a casual chance meeting, club, group participation, or planned, scheduled meetings (conferences) such as home visits. A definition of home visits by Good (19) is expanded by the writer to include the occupational phase.

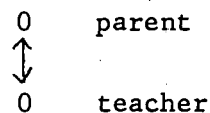
Home visits, the traditional contact by vocational home economics teachers, are

. . . visits by the teachers to the homes of pupils for the purpose of knowing them in their home environments and . . . [acquainting both pupils and parents with expectations of the gainful employment programs: thus] strengthening the bond between home and school [and job].

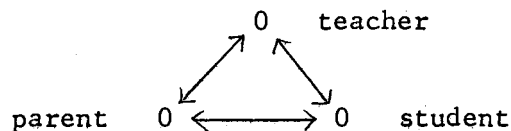
Types of Interaction Promoted

The interaction promoted would be individual, focused, bilateral, and of a dyadic relationship if the parent contact is a home visit where only the parent is involved. However, if the home visit includes the student as is recommended above, then the interaction promoted would fall in the group category, even though it would still hopefully be focused and bilateral where a response is given at each attempt at communication.

If only the parent and teacher are involved, then the communication network could be a chain structure (17).



Again, as in the case of employer conferences, if the student is added to the conference a chain pattern is changed to a three-man network as illustrated by the following diagram (17).



Referring to the definition of home visits, it would seem that the three-man network is the most typical of home visits--unless a second parent participates; then the network would again be expanded.

Emphasis in the Gainful Employment Program

In vocational home economics the customary contact with parents has been making visits to the students' homes. Home visitation is such a vital part of the program that vocational home economics teachers receive financial remuneration for making home visits. With the establishment of the occupational phase of home economics, home visits have received less emphasis than on-the-job visits; however, home visits are still important. The purposes of the home visits have been changed somewhat as the parents are informed of the goals of an occupational program and their responsibility in it.

Home visits should be one of the responsibilities of a teacher-coordinator of an occupational home economics class. Vocational programs other than home economics, have identified home visits as being a responsibility of the program coordinator. For example, the following charge was on the list of responsibilities for a coordinator of a cooperative office education program in the business field:

Visit the home and arrange school visits by parents to provide an opportunity to orient the parents and student to the responsibilities involved in participation in the cooperative program. Parental contact gives the coordinator a better understanding of the student (5).

Parent contacts, regardless of type, are an important aspect of the high school gainful employment program, and home visits provide an

opportunity for interaction between the teacher, parents, and in most cases, the student.

Presentation of Guidelines

A three-part consideration of the Guidelines for Promoting Interaction During Parent Contacts by Home Visits is presented in this section of this investigation. The set of guidelines below represents a revised set according to the panel's ratings.

Guidelines for Promoting Interaction During Parent Contacts by Home Visits

Parent Contacts:

The high school gainful employment teacher-coordinator, as other teachers, has various opportunities for parent contacts. However, conferring with the parent in the home has been a traditional parent contact in home economics programs. Now, with the addition of the occupational phase to home economics, the purposes of the home visits are new or at least expanded. Parental contact, whether at home or school, regarding the work experience program is the subject of the guidelines below.

The percentage figure in parentheses found at the end of each guideline indicates a rating of high importance by the panel.

Considerations Before the Contact or Visit.

1. The teacher-coordinator should plan to make parent contacts prior to the opening of school in the fall so that parents and students

alike may become familiar with the responsibilities of participating in a work experience program. (60%)

2. The purpose of the parent conference or home visit should be defined in the initial contact arranging for the conference whether it be by telephone or written communication. (80%)

3. The time and place for the parent contact should be planned so as to avoid interruptions and ensure a relaxed atmosphere. (80%)

4. A checklist, conference guide, or other form should be developed to use in structuring the visit so that all points needing consideration may be covered. (60%)

5. The teacher should prepare herself for a conference or home visit to the extent that she will feel confident during the contact. (60%)

Considerations During the Contact or Visit.

1. Parent contacts or home visits should be convenient for the parent as well as the teacher. (100%)

2. Rapport should be established at the opening of the visit or conference, before plunging into the planned agenda. (100%)

3. A conference guide or outline should be used for reference during the visit to conserve time and keep to the purpose of the visit. (60%)

4. The teacher should be dressed simply and neatly. (80%)

5. The teacher should be a good listener being receptive to parent questions and suggestions. (100%)

6. The teacher's remarks to the parents should be friendly and cooperative in tone, should be positive in nature, and should support and encourage parents when possible. (100%)

7. The teacher should give specific suggestions on how the parents are to assist with the work experience program. (60%)

8. In home visits or conferences parents should have an immediate opportunity to ask for clarification or explanation of the gainful employment program. (80%)

9. Although it is essential for the teacher to observe carefully, while in the home she needs to do so unobtrusively. (80%)

10. Upon leaving the home, the teacher should express her appreciation for the time the parent has taken to talk with her and extend an invitation to family members to visit the school and the home economics department. (100%)

Considerations After the Contact or Visit.

1. Notes from the conference or visit should be reviewed for use in effective follow-up work with students. (100%)

2. The channels of communication should be kept open by putting into operation at once any steps agreed upon in the conference. (80%)

3. Successful parent contacts should improve communication between home and school. (100%)

4. Each conference or visit should be evaluated realistically and impartially. (80%)

The revised list of guidelines above represents the original set of 19 guidelines presented to the panel for their consideration.

Application or Illustration of Guidelines

Selected guidelines will be illustrated that involve the promotion of interaction during parent contacts by home visits. The examples for the illustrations will come from the experience of the investigator and other members of the research staff involved in the three-year pilot study in home economics in the Stillwater School System. The illustration will be divided according to the division of the guidelines.

Considerations Before the Contact or Visit.

Guideline:

2. The purpose of the parent conference or home visit should be defined in the initial contact arranging for the conference whether it be by telephone or written communication.

Application: It was the practice of the investigator to schedule the home visits by telephone either with the parent or student if the home visits were made during August. When the scheduling of home visits continued after school started, then the appointment for the home visit was made through the student. In either case, the purpose of the visit was made clear to the parents and the student. The purpose was given in general terms such as "to explain the gainful employment program;" rather than in specific terms such as, "to find out if transportation will be furnished the student to and from the job."

Guideline:

4. A checklist, conference guide, or other form should be developed to use in structuring the visit so that all points needing consideration may be covered.

Application: After it was decided that home visits should become a part of the gainful employment program, consideration was given to the development of a procedure to follow in making home visits. A Home Visit Schedule for Gainful Employment Classes (Appendix E) was developed to use as a guide during a visit. The form included questions of a personal nature as well as the topics to be covered during the visit, with a place for the visitor to check as the topics were discussed. The teacher could keep the home visit or parent contact as informal as desired; however, the Home Visit Schedule for Gainful Employment Classes provided a structure for the visits if one was needed.

Considerations During the Contact or Visit.

Guideline:

2. Rapport should be established at the opening of the home visit or conference, before plunging into the planned agenda.

Application: The first question in the Home Visit Schedule for Gainful Employment Classes referred to general information which could have served to establish rapport. Then toward the end of the interview schedule one of the specific questions was, "Will transportation be furnished from school to job?" Questions such as this are better received after rapport is established.

Guideline:

3. A conference guide or outline should be used for reference during the visit to conserve time and keep to the purpose of the visit.

Application: The investigator found that using the Home Visit Schedule for Gainful Employment Classes was a great help in achieving the purposes of the home visits. The manner in which the form was used

did not always conserve time, but it did help the investigator to keep the conference on the subject which indirectly shortened the conference.

Guideline:

7. The teacher should give specific suggestions on how the parents are to assist with the work experience program.

Application: It is one thing to ask a parent for cooperation with the teacher and student in carrying out the work experience program and another to ask specifically, "Will transportation be furnished from school to job?" Transportation has been a major problem in the coordination of the gainful employment program in the area of child care. This problem is one of the conditions that brought about the necessity for home visits as a part of the occupational phases of home economics. This problem was lessened after the home visit was started and the parents were asked specifically, "Will transportation be furnished from school to job?"

Considerations After the Contact or Visit.

Guideline:

1. Notes from the conference or visit should be reviewed for use in effective follow-up work with students.

Application: The teacher investigator periodically used the home visit schedule to obtain information. For example, when it was necessary for a student to change jobs, in the process of job placement the teacher-investigator could use certain items on the schedule as a guide, such as the ones given on the following page.

7. Hours you prefer student to work for convenience of family and/or student:

Afternoons after school	_____
Mornings before school	_____
Noon hour	_____
Evenings	_____
Saturdays	_____
Sundays	_____
Afternoons after 2:10	_____

8. Are there any of the above times the student cannot work?

Yes _____ No _____

Specify: _____

Selected Methods of Evaluation for the Interaction Promoted by the Opportunity

Since home visits and employer conferences have similar communication structures, the interaction promoted by both opportunities would be similar. Therefore, the suggested methods for evaluation of the interaction provided by home visits would be similar, if not the same as those for employer conferences. Reference should be made to the section, "Employer Conferences" to the discussion of Selected Methods of Evaluation for the Interaction Promoted by the Opportunity. Continuous communication between parents and teacher is a good indication that interaction occurred during the home visit.

Summary of Parent Contacts or Home Visits

In education the important role of parent-teacher communication has not changed with the beginning of occupational education programs in home economics. The success of any educational program depends on

parental acceptance. However, before a new program can merit the cooperation of parents, the parents must understand its purposes. What better way can be used to familiarize parents with the gainful employment program in home economics than through home visits?

Staff Meetings

Definition of Staff Meetings

In the Dictionary of Education the following definitions of a staff meeting are given:

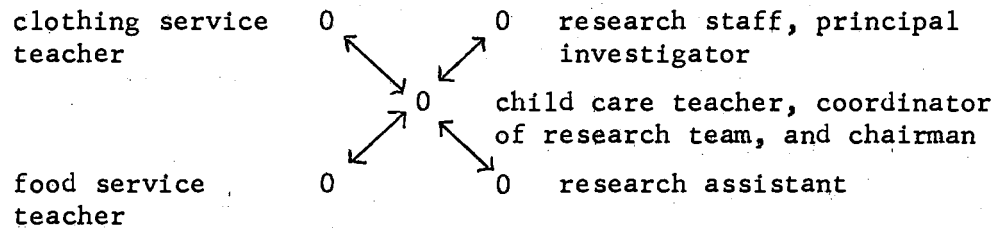
Staff Meeting: (1) a meeting of the principal, teachers, and other school workers for the consideration of professional problems; (2) a meeting of the workers of any division of school service to consider professional problems of their area (19).

The teacher of the occupation phase of home economics may be involved in staff meetings representing either of the concepts of staff meetings defined above, plus those previously discussed in Chapter II.

Types of Interaction Promoted

The type of interaction promoted during staff meetings would be similar to the interaction promoted during advisory committee meetings. The purposes of the two meetings would differ, but group interaction would be descriptive of both situations. The interaction during staff meetings could also be classified as bilateral, face-to-face, or focused. The wheel network is also appropriate for staff meetings, but the individuals comprising the network vary with the type of staff meeting. An illustration of a gainful employment research staff meeting is shown in the labeled diagram (17).

Wheel Network



Again, referring to the definitions of staff meetings, it should be made clear that persons involved in the staff meetings would vary with the type of meeting. The position of chairman would change according to the person filling it--administrator, department chairman, or teacher.

Emphasis in the Gainful Employment Program

The vocational home economics teacher's participation in staff meetings will differ in various situations. One may be the chairman and actually be responsible for the meeting on one occasion and the next meeting be a participant. Regardless, it is hoped that the staff meeting will provide an opportunity for interaction in the high school gainful employment program that will serve as a means of improving such programs.

Presentation of Guidelines

The following presentation of the Guidelines for Promoting Interaction During Staff Meetings is divided into a three-part consideration. It should be emphasized that staff meetings are very similar in structure to advisory committee meetings.

Guidelines for Promoting Interaction During Staff Meetings

Staff Meetings:

The gainful employment teacher may participate in staff meetings at various levels--from departmental to state; however, the faculty-staff meetings in their local high school may be the ones in which participated in most frequently. With the degree of specialization required in the gainful employment programs, multi-staff teacher departments are becoming more common; therefore, staff meetings may consist solely of home economics teachers. There are certain elements and responsibilities that are important for success in staff meetings at any level. These are the subjects for the guidelines on promoting interaction during staff meetings.

The percentage figure in parentheses found at the end of each guideline indicates a rating of high importance by the panel.

Considerations Before the Meeting.

1. If the staff meeting is to be formal in nature, a planned agenda or list of topics should be compiled to guide the meeting. (80%)
2. Members of the staff should be contacted regarding agenda suggestions. (80%)
3. An agenda should be formulated in advance by the chairman or person in charge, and distributed prior to the meeting to permit study. (60%)
4. Staff should be given opportunity for clarification of the agenda prior to the meeting. (60%)

5. The function of the staff meeting should be defined in the agenda for the meeting. (60%)
6. Items on the agenda should appear in order of importance so that critical decisions may be considered while the staff is alert. (60%)
7. Staff members should prepare for the meeting by studying the topics on the agenda that will require reaction or decisions by the staff. (60%)
8. A yearly schedule should be made for regular staff meetings and the schedule should be followed, if at all possible. (80%)
9. The time and date of the staff meeting should be scheduled as conveniently as possible for all involved. (80%)
10. If it is impossible to notify the staff at least a week in advance of the meeting regarding changes in time and date, then the staff meeting should be canceled. (60%)
11. The person in charge of the staff meeting should select an adequate, comfortable room for the meeting. (80%)

Considerations During the Meeting.

1. Participation by staff members should be guided by the agenda. (60%)
2. The person presiding at the staff meeting should help keep the discussion centered on topics or issues on the agenda. (80%)
3. The chairman should try to make every staff meeting a valuable experience in problem-solving for all the members by recognizing their contributions. (80%)

4. The chairman should handle specific staff problems on an individual basis rather than make broad generalizations about school policies. (100%)

5. Staff meetings should start and end on time--according to schedule. (100%)

6. Decisions by the staff should be made only after careful consideration of facts involved in the decision. (100%)

Considerations After the Meeting.

1. Individual work assigned staff members at the meeting should be pursued promptly and efficiently. (100%)

2. All committee work should be followed through and completed prior to the next meeting or by the appropriate deadline. (100%)

The above set of guidelines is considered a revised list in accordance with the response of the panel of experts.

Application or Illustration of Guidelines

Selected Guidelines for Promoting Interaction During Staff Meetings are to be illustrated with examples of experiences of the investigator and other members of the research staff in carrying out the pilot study in gainful employment. Therefore, the subject of the illustrations will be the weekly research staff meetings and the faculty-staff meetings of C. E. Donart High School faculty in Stillwater, Oklahoma.

Again, the discussion will be divided into three parts following the format of the guidelines.

Considerations Before the Meeting.

Guideline:

2. Members of the staff should be contacted regarding agenda suggestions.

Application: It has been the practice of the coordinator of the gainful employment pilot project to contact the various research staff members for their suggestions regarding the agenda of the weekly research staff meeting. If this was done, the staff members were more likely to bring their problems before the staff for consideration.

Guideline:

8. A yearly schedule should be made for regular staff meetings and the schedule should be followed, if at all possible.

Application: In setting up a long-range schedule for research staff meetings other responsibilities of each member had to be considered and adjusted at the beginning of each semester. In designating a meeting time, it was necessary to change from semester to semester.

Guideline:

11. The person in charge of the staff meeting should select an adequate, comfortable room for the meeting.

Application: The research staff meetings were scheduled in the research office which permitted the staff members to be near their reference materials as well as have a comfortable place to sit and write.

The faculty meetings at the C. E. Donart High School, where the pilot program was taught, had its staff meetings in the high school cafeteria. This provided a room with adequate seating space, coffee facilities nearby, and large tables for displays.

Considerations During the Meeting.

Guideline:

1. Participation by staff members should be guided by the agenda.

Application: Each member was contacted prior to compiling the agenda and invited to suggest items which she felt desirable to be included at the meeting. It has been the practice of the investigator when organizing an agenda to list the person's name along with items that are to be discussed.

Considerations After the Meeting.

Guideline:

12. All committee work should be followed through and completed prior to the next meeting or by the appropriate deadline.

Application: In working on the final report for the research project, A Pilot Study for Gainful Employment in Home Economics, the principal investigator of the project on one occasion asked the staff to list the problems and concerns of the gainful employment program. From a compilation of the list contributed by each of the staff members, the conclusions and recommendations were written for the final report of the project.

Suggested Methods of Evaluation for the Interaction Promoted by the Opportunity

Suggested methods for evaluating the degree or presence of interaction promoted by staff meetings would be the same as for any group meeting. Since the research staff consisted of only five persons, it is interesting to compare the activity of the staff meetings with some

work done on small group behavior by Glanzer and Glaser (17). Five-man networks were used as illustrations in this study of small groups; therefore, the small groups described in the study and staff meetings have the same communication structures.

Advisory committee meetings and staff meetings also have similar communication structures, so it seems feasible that similar methods for evaluating the presence or degree of interaction could be suggested. Reference should be made to the section Advisory Committee Meetings to the discussion of Suggested Methods of Evaluation for the Interaction Promoted by the Opportunity.

Summary of Staff Meetings

Staff meetings are a necessary opportunity for interaction in the high school gainful employment teacher's program of activities. The staff meetings will vary in level and type. Vocational staff meetings at the state level have a direct effect on the gainful employment teacher, as do staff-faculty meetings of the local school. Channels of communication may be kept open within a department of home economics, and departmental staff meetings are important for providing opportunity for communication to take place between staff members.

Student Contacts by Work Experience

Definition of Student Contacts by Work Experience

Generally student contacts are considered any meeting of student and teacher within the framework of the school's total curriculum. However, student contacts unique to the occupational phase are

categorized as "work experiences." The American Vocational Association defines Work Experience as:

--employment undertaken by a student while attending school. The job may be designed to provide practical experience of a general character in the work-a-day world (10).

Further, the definition of Work Experience Education or Occupational Experience is given as:

--employment undertaken as part of the requirements of a school course and designed to provide planned experiences, in the chosen occupation, which are supervised by a teacher-coordinator and the employer (10).

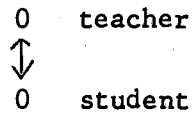
The latter definition is more applicable to the concept of work experience as used as an opportunity for interaction in the high school gainful employment program.

Types of Interaction Promoted

Student contacts are as varied as there are differences in communities, school systems, and individual teachers and students. Depending on the situation or occasion, the student contact may promote either group or individual interaction. The kinds of interaction may also be identified according to the amount of direct contact possible between teacher and learner. According to a NEA publication, if the interaction is confined to the classroom, then as explained in Chapter II of this study, the contact may be identified as live, quasi, or simulated interaction (15).

The supervisor's activities of the work experience will promote interaction that occurs on a one-to-one basis. The individual student contacts that are essential to the work experience program are termed dyadic, bilateral, and focused.

Also, since the interaction provided with the work experience is usually on a one-to-one basis, the chain type of communication network is appropriate (17).



The student may participate in other types of communication networks. For example, if the employer is present when the students' work experience is supervised, then a three-man network of interaction occurs (17).

Emphasis in the Gainful Employment Program

Venn (50) challenges vocational educators by saying, ". . . we know that education is a bridge between man and work, that our occupational education effort must be doubled and redoubled to provide needed manpower." Leaders in vocational education in various fields write that work experience programs are designed to bridge the gap between school and the world of work (50, 53).

It should be emphasized that gainful employment courses prepare students for the world of work with entry level skills in home economics. A work experience in child care services, food services, clothing services, or some other home economics related subject may serve as a bases for classroom instruction. The supervision of the work experience provides the teacher-coordinator with a unique opportunity for interaction with the student.

Presentation of Guidelines

The Guidelines for Promoting Interaction During Student Contacts by Work Experience is divided into three parts for consideration. The guidelines that are presented are the ones that have been rated of high importance by at least 60% of the panel.

Guidelines for Promoting Interaction During Student Contacts or Work Experience

Student Contacts:

It is taken for granted that the most common student contact that any teacher has is within the confines of the classroom. The gainful employment teacher has this opportunity for student contact as well as others. Supervising students on the job or during a work experience adds a very important dimension to teacher-student involvement. The contact that a teacher-coordinator has with the student on the job provides an opportunity for interaction with the student that is unique to the gainful employment or work experience program.

The percentage figure following each of the guidelines represents the rating of high importance by the panel.

Consideration Before the Work Experience.

1. Meeting the needs of the student for adequate work experience should be one of the concerns of the teacher-coordinator as she identifies through surveys opportunities for work experience that are available in the community. (100%)

2. The establishment and maintenance of personal contacts with students, employers, and school officials promotes the success of a work experience program. (100%)

3. It should be made clear that the training in the work experience program is geared toward entry level occupations. (80%)

4. A training agreement should be developed through the coordinated efforts of the employers, school administrators, students, and parents. (80%)

5. A training agreement including a sequential list of activities to be completed by the student at his training station will tend to maximize the educational value of the work experience. (80%)

6. Various job skills should be grouped for classroom consideration according to background knowledge, manipulative skills, and attitude skills. (100%)

7. The work station selected should be one that will make the maximum contribution to the development of skills needed by the student. (80%)

8. Students' needs, interests, abilities, and occupational objectives should be considered in guiding students and making curriculum plans. (100%)

Considerations During the Work Experience.

1. Students should be provided with opportunities not only to apply the skills and knowledge acquired in the classroom but to extend them through exposure to facilities and procedures on the job. (100%)

2. An orientation period before placement can be used to assess the student's maturity, motivation, and other mental and personal characteristics. (60%)

3. Teacher-coordinators should be alert, observant, and friendly and yet professional when supervising students on the job. (60%)

4. Close supervision in the beginning of the work experience helps to assure a successful start and "iron out" any small problems that may arise. (60%)

5. The teacher-coordinator should call to the attention of the student, in private, any bad practices, unsafe conditions, or lack of skill observed during the supervisory visit. (80%)

6. Students are encouraged to telephone the coordinator when faced with a problem for which special help is needed. (60%)

7. Through frequent written evaluation of the student's performance by the cooperating employer, the student and coordinating teacher may work together on the improvement of deficiencies that may not have been evident in the classroom. (60%)

8. Keeping work records (student folders) serves the coordinator with a sound basis for individual assignments and emphasizes the relationship of classroom to on-the-job instruction. (100%)

9. There should be a periodic appraisal of work stations, wages received, and other mechanics of the work experience to assure its success. (100%)

Considerations After the Work Experience.

1. The work experience should become a part of the high school record counting toward college entrance. (60%)

2. Tabulations of the results of the ratings of participating students provide information that point out the weaknesses and strengths of existing course offerings. (60%)

3. Evaluation of the program should be in terms of drop-out rates, attitudes assessed by before-after interviews, and the number of students placed on jobs with marketable skills. (60%)

4. The teacher-coordinator with the assistance of the school guidance department should direct students into job areas that will provide long-range possibilities for the students. (80%)

The above list of guidelines represent the revised set as determined by the panel, of Guidelines on Promoting Interaction During Student Contact by Work Experiences.

Application or Illustration of Guidelines

Selected Guidelines for Promoting Interaction During Student Contacts by Work Experiences will be illustrated with examples from the experiences of the pilot program following the format of the guidelines. Therefore, the application or illustration of guidelines will be divided into three parts.

Considerations Before the Work Experience.

Guideline:

1. Meeting the needs of the student for adequate work experience should be one of the concerns of the teacher-coordinator as she identifies through surveys opportunities for work experience that are available in the community or market area.

Application: Prior to the pilot project, a study entitled Approaches to Use in Assessing Needs for, Content of, and Certain Factors to be Considered in Offering Home Economics Courses Preparing for Gainful Employment (7) was completed. This involved making community surveys regarding the job possibilities for and locating desirable stations for work experiences. Child Care Services and Clothing Services were later supplemented with a similar survey in the Food Services Area.

Guideline:

3. It should be made clear that the training in the work experience program is geared toward entry level occupations.

Application: The title of the position for which a girl receives training in child care class exemplifies that the job of this Child Care Aide is at the entry level. The title of the job tells the employer and the community that the student is merely an assistant. The student often finds it necessary to use the job title of Child Care Aide or Kindergarten Aide in completing forms for the work experience records.

In order for the student to gain a clear picture of what the job of child care aide is like, a series of slides entitled, "The Child Care Aide" was developed by members of the research staff. The slide series was shown at the beginning of the 1967-68 school year to help the class to understand the concept of "Child Care Aide."

Considerations During the Work Experience.

Guideline:

5. The teacher-coordinator should call to the attention of the student in private, any bad practices, unsafe conditions or lack of skill observed during the supervisory visit.

Application: Previous reference has been made to the private conferences held with the student after an employer conference has been held. In one conference a kindergarten teacher had remarked to the teacher-investigator that the student worker used negative statements in guiding the children. It was felt that the student was unaware of the practice, since positive and negative guidance had not been studied in class. Therefore, when the conferences with the student was held, the practice of using negative statements when guiding the children was called to the attention of the student.

Guideline:

6. Students are encouraged to telephone the coordinator when they are faced with a problem with which special help is needed.

Application: The first year the child care class was taught all of the students had some problems that justified calling the coordinator. For example, one student worker had assumed the responsibility of going to a day care center in advance of the owner-operator about 7:00 a.m. each day to open up and to begin receiving the children.

The owner-operator had entrusted the student with this responsibility at the discouragement of the teacher-investigator. Nonetheless, several different mornings the student could not locate the day care center operator to report inability to go to work or possibility of lateness, so the teacher-investigator would receive a telephone call about 6:00 a.m. It was discovered that the day care center operator

had had the telephone number changed from the directory listing to avoid any business calls at her home or in off hours. After conference with the employer and student, the correct telephone numbers were established and the student was able to communicate problems directly to the employer.

Guideline:

8. Through frequent written evaluation of the student's performance by the cooperating employer, the student and coordinating teacher may work together on the improvement of deficiencies that may not have been evident in the classroom.

Application: A work experience evaluation form such as the one found in the Appendix D writing was used during each of the nine-week grading periods. This provided an opportunity to identify the students' problems and make an attempt to help overcome such problems. For example, one student was rated low on "Shows Ability to Work Independently." An explanation was given for the rating during the evaluation conference. The employer had given the student worker the opportunity of leading the craft period for the four-year old group at the day care center. When the employer planned the craft or activity and told the student what to do, it was done, but when the student was given the responsibility of planning it was "forgotten" or no idea was promoted. The coordinator tried to improve the situation indirectly. The student worker was given several reference books of craft ideas. By the next evaluation period this problem was solved, and it was explained that perhaps the student worker had not been ready to assume the responsibility.

Considerations After the Work Experience.

Guideline:

3. Evaluation of the program should be in terms of drop-out rates, attitudes assessed by before-after interviews, and the number of students placed on jobs with marketable skills.

Application: Attitude change is an important element in determining the success of gainful employment programs. The following case study illustrates attitude change in a student concerning the world of work.

Susie Smith, a cute, intelligent Negro girl, remarked, "As soon as I get 300 hours I'm quitting my job down at the Little School." (a Community Action Head Start Program) No comment was made to Susie, hoping the student would forget making such a statement. The school year ended and Susie was still on the job with over 300 hours accumulated. In fact, Susie kept the job all summer as the Neighborhood Youth Corps (NYC) funds continued during the summer.

At the beginning of the next school year, when the coordinator of the Head Start Nursery School Program was consulted, it was discovered that Susie was working and another student, Jane, had also been placed at "Little School" for the 1967-68 school year on NYC funds. Susie approached the teacher-investigator one day in the hall saying in an excited manner, "Mrs. Dick, don't give my job to Patsy; I know she needs to work down there for credit, but I like my job and I don't want to give it up! Besides I'm going to major in it at college." Patsy was placed on another job.

Attitude change could possibly be shown by the use of attitude scales concerning the world of work. However, a longitudinal study would be necessary to determine drop-out rates.

Follow-through information, such as that required to complete the scanner sheets that are a part of the state vocational office records, provide statistical information that helps in evaluating a work experience program quantitatively. The data given below is an example of follow-through information on a class two years after completing training.

Child Care Class 1965-66
(Follow-through summer, 1968)

	<u>Students</u>
Employed in child care.	4*
Attend college.	3
Married	4
Care for own children	2
Working in other areas.	4
Unknown	<u>1</u>
Total	18 students

*Two of these students attend college during the regular session.

Selected Methods of Evaluation for the Interaction Promoted
by the Opportunity

Various methods may be suggested in determining the presence or extent of interaction that is possible through student contacts. An example of an objective measure of the presence of interaction during

student contacts would be data on the type of jobs the students are holding after completing a work experience. This is assuming that interaction took place during a work experience if the student is holding a job in the area of training. A sample of data in reference to a follow-through on a child care class two years after training was completed in child care has been presented above. This is the type of evaluation at the national level used to measure the effectiveness of the training courses in the occupational phase of home economics.

Most of the interaction that occurs between teacher and student during a work experience is on an individual basis. For this reason subjective-type records may be the best indication that interaction has occurred. Case studies and records in teacher's logs give a more complete picture of the opportunity for interaction. Examples of case studies and other information of this nature have been cited previously.

The work experience as an opportunity for interaction for students and teachers is difficult to evaluate. Objective data does not give a complete story, and the subjective data is questionable as far as validity is concerned.

Summary of Student Contacts

In home economics, student contacts that are unique to the occupational phase are found in work experience. Participation in a work experience program serves as an opportunity for interaction that is an asset to the student as he is entering the world of work. The home economics teacher of the occupational phase is challenged as she supervises students on the job.

Summary

In summary, Chapter III has dealt with six opportunities for interaction within the high school gainful employment program. These are listed as follows: advisory committee meetings, community involvements, employer conferences, parent contacts, staff meetings, and student contacts. Through the material presented in this chapter the investigator believes that at least partial answers can be given for questions three, four, and five as listed in Chapter I.

Question three referred to the "setting up" of guidelines for each opportunity, which was done after a preliminary definition of the opportunity was given, as well as other pertinent information about the opportunity. The revised list of guidelines as presented is evidence that a "panel of experts" is in agreement with investigator that each guideline is of "high importance" in providing opportunities for interaction.

Question four involved the application of the guidelines by an illustration of various techniques used by the research staff in carrying out the pilot study in gainful employment. A number of examples of activities have been presented for promoting interaction. These activities were developed by the investigator and other members of the research team as a part of their participation in a three-year pilot study in a gainful employment program. These activities indicated how selected guidelines could be used to promote successful interaction.

Question five presents suggested methods for evaluating interaction, that is, the success or degree of interaction promoted by each

of the opportunities. The methods for evaluation suggested by the investigator indicate that it might be possible to measure the interaction promoted by each opportunity presented in the study.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

General Summary

This research was initiated for the purpose of identifying and recommending a network for interaction that can be utilized to promote successful gainful employment programs at the high school level. Thus far an attempt to achieve this objective has involved the answering of five of the six questions under the overall objective of the study. The sixth question will be answered in the culmination of the study. A statement of the question and a brief summary answer for each of the first five questions follows.

Question 1: How may interaction be defined as it relates to home economics in gainful employment?

- a) What are the kinds and/or types of interaction?
- b) What are the settings and/or conditions conducive to interaction?

As a result of the review of literature on interaction a definition for interaction was formulated. The definition is given as follows:

Interaction is mutual, reciprocal action on the part of two or more persons in a sequence of behaviors, responding to stimuli, and resulting in change.

Part "a" of question one was answered as the kinds and/or types of interaction were identified. The following terms were used to describe the kinds or types of interaction as used in the study: dyadic, unilateral and bilateral, face-to-face (which is focused or unfocused), and group or individual interaction. A more detailed explanation of the kinds and types of interaction may be found in Chapter II.

Part "b" of question one is answered as the settings and conditions for interaction are described. There are common elements in interaction that affect a person's potential for interaction. These elements are patterns of relationships, ideas or thoughts, events and activities, and a person's values. Motivation is also required in interaction and the cues for motivation may lie in a person's values. Freedom and time within the environment are necessary to permit interaction; however, delayed interaction may facilitate learning. The key to all interaction is communication and the structures of communication may serve to further describe the settings and conditions for interaction. As identified in the investigation, the structure may have a circle, wheel, chain, or "Y" network. Lastly, the social world, or one's total environment provides a broad setting for interaction.

Question 2: What are the opportunities for interaction within the framework of the high school gainful employment program?

Six opportunities for interaction have been identified as a result of the review of literature and the investigator's experience as a member of a gainful employment research team. These six opportunities-- advisory committee meetings, community involvements, employer

conferences, parent contacts, staff meetings, and student contacts-- are discussed in Chapter II. Through this discussion contributions have been identified with which each of the six opportunities can promote successful gainful employment programs in home economics.

Question 3: What guidelines can be used for "setting up" or providing opportunities for interaction?

Six sets of guidelines have been developed for promoting interaction with the opportunities. The guidelines were developed using two main sources of information: (1) the investigator's experience as a research assistant in a gainful employment pilot project and (2) a review of literature of each of the six opportunities. From compilation of information a statement of guidelines was evolved. The guidelines are presented in three parts--considerations before, during, and after the opportunity. The six sets of guidelines as revised in regard to the response by the panel of experts may be found in Chapter III.

Question 4: What activities or techniques have been selected and employed for promoting the various types of interaction for each of the opportunities designated to be studied in this project?

Selected guidelines were illustrated with examples of activities or techniques that promoted interaction in the gainful employment pilot program in Stillwater, Oklahoma. A guideline was selected from the revised list and the application of the guideline was presented by an example or illustration from the activities of the pilot program. This procedure was followed for each of the six sets of guidelines for the opportunities for interaction.

Question 5: How can interaction or the success or degree of interaction be evaluated?

Suggested methods for indicating the success or degree of interaction has been given for each of the six opportunities for interaction. No attempt was made to actually evaluate the interaction that was promoted by the opportunity; however, it is hoped that the methods suggested would be appropriate tools to use in determining the absence or presence of interaction, and the effectiveness or ineffectiveness of the interaction.

Recommendations and Conclusions

The recommendations for the study are a result of the culmination of the information from the answers to questions one through five under the overall objective of the study. The recommendations are given in answer to Question 6 which reads as follows:

Question 6: What is the pattern or network of interaction recommended that can be utilized to promote a successful gainful employment program in a given high school?

The pattern or network of interaction was developed in the course of the study as the first five questions were answered. The network of interaction recommended is a result of this investigation of opportunities which is shown in Figure 1.

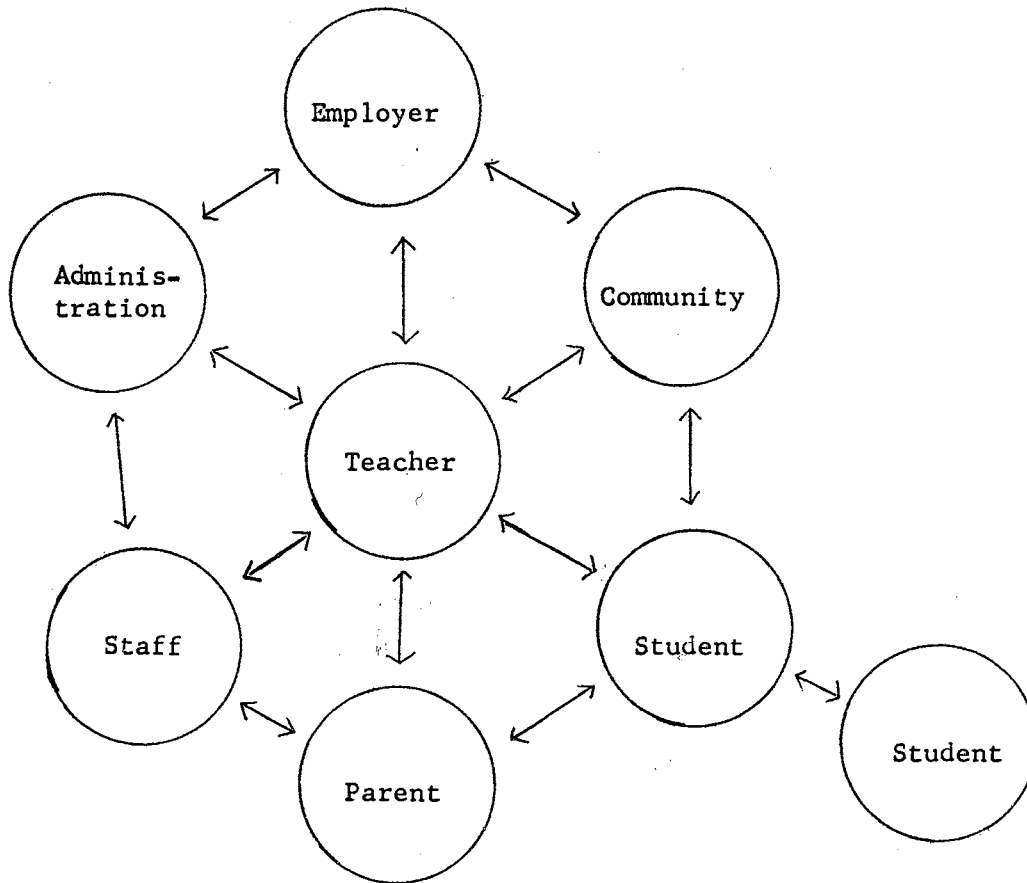


Figure 1. Network of Interaction for a Successful High School Gainful Employment Program

Wheel Type Network--The paths of communication in the network are represented by the arrows or spokes in the wheel. The teacher is at the center of the network, and interacts with those around her. However, interaction may occur among the other members of the network.

Recommendations are made as the above diagram is explained. The same persons or groups designated in the network of interaction are the same persons or groups involved in the opportunities for interaction. It is the opinion of the investigator that the following statements should be given consideration by those who are to be involved in the teaching of gainful employment courses in home economics.

1. Advisory committee meetings--provide the teacher opportunity to interact with the administrator and other community members. The success of many educational programs reach back to the support received from the administrator. If the community really is to become a classroom, the teacher must know the community and interact in it.

2. Community involvements--may come about in various ways as the vocational home economics teacher gets to know the community. Teachers of the occupational phase may become acquainted with the resources of the community classroom by making a survey of the community.

3. Employer conferences--are necessary in carrying out a work experience program. Supervising the student on the job provides the opportunity for the teacher and employer to work together as colleagues.

4. Home visits--are the specific opportunity recommended in this study for the teacher to communicate and interact with parents.

5. Staff meetings--bring together the gainful employment teacher with other teachers in the department or school for the consideration of common problems. In this way, channels of communication are kept open between teacher and teacher.

6. Student contacts--by work experience provide opportunity for teacher-student interaction. As the teacher supervises the student on the job, ideas presented in the classroom may be reinforced. The work experience program provides a unique opportunity for communication between teacher and student.

The teacher is at the hub of the wheel or the center of the interaction that takes place in successful gainful employment programs. The teacher is the key to the success of communication or interaction

that takes place in gainful employment in home economics. Guidelines for promoting interaction during each of the opportunities reviewed in the investigation will serve to assist the teacher in her role as "key" to the success of the gainful employment program.

In conclusion, it is recommended that guidelines for promoting interaction during each of the six opportunities--advisory committee meetings, community involvements, employer conferences, parent contacts, staff meetings, and student contacts--should be used to promote interaction in a high school gainful employment program. Some of the opportunities for interaction will serve both phases of home economics--the home and family living phase and the occupational phase--equally well. It is hoped that from the illustrations of the guidelines, by using experiences from the pilot program, that teachers of the occupational phase will better understand the interaction techniques in the high school gainful employment program.

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APPENDIX A

COVER LETTER TO PANEL OF EXPERTS

May 21, 1968

Dear _____,

Would you please do me a favor? I would like to use the teachers from the gainful employment pilot programs in the state as the "panel of experts" for my study, "Utilization of Interaction Techniques in the High School Gainful Employment Program." Since you are one of the teachers of the pilot program, I am requesting your services.

All I ask is that you check the six sets of guidelines according to whether you think they are of high importance, moderate importance, or low importance in promoting interaction in the high school gainful employment program. If there is a set of guidelines that covers an opportunity for interaction that you have not dealt with, just leave it blank.

I know that this is a busy time for you and I apologize for adding to your list of work. However, I will sincerely appreciate your help for I know that it will strengthen my study.

If there is further information that you need regarding the guidelines, please call collect. Also, I will be happy to give you a copy of the study when it is completed.

I am presently involved in writing so please complete the guidelines as soon as you have time and return them in the enclosed envelope. Thank you.

Sincerely,

Virginia Porter Dick
Research Assistant in Home Economics

cc: Mrs. Marion Hurst
(letter and guidelines)

APPENDIX B

LETTER TO ADVISORY COMMITTEE MEMBERS
MEMO AND QUESTIONNAIRE

September 16, 1966

Dear Advisory Committee Member:

The Vocational Home Economics Teachers of the Stillwater School System express appreciation and thanks to you for consenting to serve as a member of the advisory committee for the vocational program. You are to be congratulated for your keen interest in the youth of our community, and for your efforts to see that all youth prepare themselves to be gainfully employed.

There are two aspects of the vocational program. One that prepares individuals in all of the various areas of home and family living, and the other that prepares youth and adults for gainful employment using home economics knowledge and skills. The latter being developed as a result of the Vocational Act of 1963.

Because of your position in the community and your understanding of community needs, we feel that your advice and suggestions will be an invaluable asset to the success of our total program. The purposes of the advisory committee are listed as follows:

- (1) Actively support the program.
- (2) Help us broaden contacts with people in the community by reaching more groups and individuals.
- (3) Interpret community needs and interest and interpret the program to the community.
- (4) Cement relationships between and among groups and thus help us win community support.
- (5) Suggest and help secure resource people.
- (6) Guide us in choosing the type of publicity which will draw people we want to serve.
- (7) Assist in the evaluation of the program.
- (8) To help select occupations for which future training programs should be offered.

You will be expected to serve only one year, and the meetings will be few and purposeful. The first meeting will be September 22, 1966, at the G. E. Donart High School Home Economics Department at 3:30 p.m. The purpose of this meeting will be to acquaint you with other committee members and our program.

Again, may we express our thanks and appreciation for your interest in the Vocational Home Economics Program and the Stillwater School System.

Sincerely,

Vocational Home Economics Teachers
Stillwater School System

May 5, 1967

Memo: Advisory Committee Members for Gainful Employment

From: Gainful Employment Teachers: Mrs. Paulette Kraybill - Food
Services
Mrs. Regina Brinkerhoff - Clothing
Services
Mrs. Virginia Porter Dick - Child
Care Services

We need your help! We are in the midst of planning our work for next year. Our pre-enrollment is in and we need to formulate program plans and identify work stations for the 1967-68 school year.

It is our desire to call the advisory committee together for an evaluation session and to make some future plans. We hope you will fill out the enclosed evaluation sheet and return it to us by May 20th. Below is a tentative agenda for the meeting.

- (1) Review slide series shown in student recruitment (15 min.)
- (2) Group work in subject matter groups (30-45 min.)
 - (a) Recommendations for work stations for next year
 - (b) Discussion of evaluation sheet items

We know this is a busy time for you, but we certainly appreciate your help on this and previous occasions. You will be contacted later as to the exact time and place of the meeting.

EVALUATION FOR 1966-1967 SCHOOL YEAR
GAINFUL EMPLOYMENT PROGRAM AT C. E. DONART HIGH SCHOOL

Please respond to the following items to the extent of your experience with the program. Return in the enclosed envelope by May 20, 1967.

- I. Do you feel that there is a community wide understanding of the gainful employment program at C. E. Donart High School? Explain.
- II. What could you suggest that might be done to further community support in the future?
- III. Do you have suggestions for places that students could work in fulfillment of their work experience requirement next year? List any work stations you might like to suggest.
- IV. If you have been in contact with any student workers, can you give suggestions for curriculum changes which would improve their employability?
- V. Since you are serving on the 1966-1967 advisory committee would you be willing to meet for an evaluation session? (See proposed agenda listed on memo.) _____ Yes _____ No

If so, which of the times and dates listed below would best fit into your schedule? Please check.

Monday, May 29	1:30 _____	2:30 _____	3:30 _____
Thursday, June 1	1:30 _____	2:30 _____	3:30 _____
Monday, June 5	1:30 _____	2:30 _____	3:30 _____

APPENDIX C

COVER LETTER FOR SURVEY

August, 1965

Dear _____,

As a part of the current research project in Home Economics Education, we are presently making a survey of homemakers in the Stillwater area to determine possibilities for work experiences in a Gainful Employment Course in Child Care Services. The class will be conducted in the Stillwater High School, beginning September, 1965.

The course is designed to train high school students for employment by providing work experiences in day care centers, nursery schools, kindergartens, or other types of child care services. Also, we would like to place such students in homes, at least on a part-time basis, if feasible. In any case, it is hoped that the student would become a skilled worker with children, and upon completion of the course be placed in this area of employment.

You have been chosen as one of the homemakers of the city to be interviewed. Within a few days we will contact you by phone to set up an appointment for the interview. We hope that you will be able to participate in the study. Your cooperation will be greatly appreciated.

Sincerely,

(Mrs.) Polyanna Rogers
Teacher in Home Economics
Gainful Employment
Stillwater High School

(Miss) Virginia Porter
Research Assistant
Oklahoma State University

APPENDIX D

STUDENT WORK EXPERIENCE EVALUATION FORM

all

STILLWATER INDEPENDENT SCHOOL DISTRICT
FINAL APPRAISAL FORM
CHILD CARE SERVICES
A HOME ECONOMICS OCCUPATIONAL EDUCATION PROGRAM

NAME OF STUDENT-LEARNER _____
POSITION _____
EMPLOYER _____
IMMEDIATE SUPERVISOR _____

Since the gainful employment program is a cooperative effort between an employer and the school, the completion of this rating or appraisal sheet by encircling a number will help us determine a grade for the student. Please use the reverse side of this sheet for any comments that would aid in evaluating the student's work. Thanks.

Traits for Holding a Job in Child Care Services	Not Applicable	Deficient	Fair	Average	Exceptionally Good
Gets along well with others	0	1 2 3	4 5 6	7 8 9	
Is dependable - reliable	0	1 2 3	4 5 6	7 8 9	
Is well groomed for the job	0	1 2 3	4 5 6	7 8 9	
Is able to follow instructions	0	1 2 3	4 5 6	7 8 9	
Is cooperative	0	1 2 3	4 5 6	7 8 9	
Shows initiative	0	1 2 3	4 5 6	7 8 9	
Shows ability to work independently	0	1 2 3	4 5 6	7 8 9	
Has toleration for distractions	0	1 2 3	4 5 6	7 8 9	
Has ability to adjust to change and pressure	0	1 2 3	4 5 6	7 8 9	
Has physical stamina required	0	1 2 3	4 5 6	7 8 9	
Possesses emotional stability	0	1 2 3	4 5 6	7 8 9	
Is able to accept criticism	0	1 2 3	4 5 6	7 8 9	
Is cheerful	0	1 2 3	4 5 6	7 8 9	
Has understanding of children	0	1 2 3	4 5 6	7 8 9	
Has skill in communication with children	0	1 2 3	4 5 6	7 8 9	
Possesses personal qualities desirable of workers with children	0	1 2 3	4 5 6	7 8 9	
Shows an interest in her work	0	1 2 3	4 5 6	7 8 9	

Rank (If applicable) _____

Suggested Letter Grade _____

Score _____

Date _____

Signed _____

APPENDIX E

HOME VISIT SCHEDULE FOR GAINFUL EMPLOYMENT CLASSES

HOME VISIT SCHEDULE FOR GAINFUL EMPLOYMENT CLASSES

1. Student's name: _____
2. Student's address: _____ Telephone: _____
3. Parent's name: (or Guardian) _____
4. Parent's address: _____ Telephone: _____
5. Gainful employment class in which enrolled:
 Child Care Service _____ Clothing Service _____ Food Service _____
6. Student has had previous experience in:
 Child Care Service _____ Clothing Service _____ Food Service _____
 Explain: _____
7. Hours you would prefer student to work for convenience of family and/or student:

Afternoons after school	_____
Mornings before school	_____
Noon hour	_____
Evenings	_____
Saturdays	_____
Sundays	_____
Afternoons after 2:10	_____

8. Are there any of the above times students cannot work?
 Yes _____ No _____
 Specify: _____
9. Will transportation be furnished from school to job?
 Yes _____ No _____
10. Check the following topics as they are discussed during the home visit:
 - Explanation of total program
 - Explanation of specific service
 - Work requirements for credit
 - Five references
 - Fees and equipment to be furnished by students

Reaction or comments:

Teacher: _____

Date: _____

VITA

Virginia Ann Porter Dick

Candidate for the Degree of

Doctor of Education

Thesis: UTILIZATION OF INTERACTION TECHNIQUES IN THE HIGH SCHOOL GAINFUL EMPLOYMENT PROGRAM

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Decatur, Texas, July 24, 1936, the daughter of Henry M. and Gladys P. Porter. Married Roy Dennis Dick, March 25, 1967.

Education: Graduated from Bridgeport High School, Bridgeport, Texas in May, 1954; received the Bachelor of Science degree in Home Economics Education with a Vocational Teaching Certificate from North Texas State University, Denton, Texas, in May, 1957; received a Master of Education degree in Secondary Education with a Home Economics emphasis from North Texas State University, Denton, Texas in August, 1964; completed the requirements for the Doctor of Education degree in Home Economics Education at Oklahoma State University, Stillwater, Oklahoma, July, 1968.

Professional Experience: Taught vocational home economics at West High School, West, Texas from 1957 to 1960; taught vocational home economics at Victoria High School, Victoria, Texas from 1960 to 1963 in Victoria, Texas; served as instructor in home economics at Southwest Texas State College, San Marcos, Texas from 1963 to 1965 in the area of Foods and Nutrition; served as a graduate research assistant in Home Economics Education from the summer of 1965 through the summer of 1968.

Professional Organizations: Member of the American Home Economics Association, American Association of University Women, Phi Upsilon Omicron, and Omicron Nu.