

DETERMINING EMPLOYMENT NEEDS, EDUCATIONAL
FEASIBILITIES, AND POTENTIAL ENROLLMENTS
IN OCCUPATIONAL HOME ECONOMICS AT
THE POST-SECONDARY LEVEL
IN OKLAHOMA

BY

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TABLE OF CONTENTS

Chapter	Page
I. DESCRIPTION OF THE STUDY.	1
Statement of the Problem	3
Significance of the Study.	5
Objectives of the Study.	6
Definition of Terms.	7
Delimitation of the Study.	9
General Procedure of the Study	9
II. SUPPORTING PHILOSOPHY	11
Vocational Legislation Affecting Home Economics.	11
Educational Goals of Two-Year Post-Secondary Schools	13
Characteristics of the Students.	15
Need for Training Programs	16
Beliefs of Educators and Business Personnel Regarding Occupational Preparation	17
Types of Training Programs Needed.	19
Summary.	25
III. METHODOLOGY OF THE STUDY.	27
Development of the Instruments	27
Collection and Analysis of the Data.	29
Summary.	34
IV. PRESENTATION OF THE DATA.	36
Business Establishments and Agencies	38
School Personnel	58
Students	69
Recommendations for Developing Occupational Curricula in the Locations Studied	82
V. SUMMARY, CONCLUSIONS, RECOMMENDATIONS	103
Summary.	103
Conclusions.	105
Recommendations.	109

Chapter	Page
SELECTED BIBLIOGRAPHY	111
APPENDIX A.	115
APPENDIX B.	123
APPENDIX C.	142

LIST OF TABLES

Table	Page
I. Total Responses of Business Personnel Regarding Employment Shortage by Home Economics Area.	39
II. Total Paid Employers for the Organizations Interviewed and Future Predictions.	40
III. Levels of Employment for the Business Organizations Interviewed and Future Predictions.	41
IV. Employment Levels Most and Least Difficult to Fill. . .	42
V. Utilization of Placement Sources by Employers	43
VI. Willingness of Employers to Permit Students to Observe and Receive Work Experiences at Establishments by Locations	46
VII. Percentage of General Education Courses for Occupational Preparation by Locations.	48
VIII. Frequency and Percent of Employers Who Reacted to Distributions of Training Time in the Occupational Programs by Locations	49
IX. Interests of Employers in Graduates of Food Management, Production, and Services Curricula.	53
X. Interests of Employers in Graduates of Clothing Management, Production, and Services Curricula.	54
XI. Interests of Employers in Graduates of Care and Guidance of Children Curricula	55
XII. Interests of Employers in Graduates of Home Furnishing, Equipment, and Services Curricula	56
XIII. Interests of Employers in Graduates of Institutional Management and Supporting Services Curricula.	57
XIV. Frequency and Percent of Employers Who Reacted to Distributions of Training Time in the Occupational Programs by Locations	62

Table	Page
XV. Interests of School Personnel in Developing Food Management, Production, and Services Curricula	65
XVI. Interests of School Personnel in Developing Clothing Management, Production, and Services Curricula	66
XVII. Interests of School Personnel in Developing Care and Guidance of Children Curricula	67
XVIII. Interests of School Personnel in Developing Home Furnishing, Equipment, and Services Curricula.	68
XIX. Interests of School Personnel in Developing Institutional Management and Supporting Services Curricula	69
XX. Total Home Economics Courses All Students Have Had By Locations.	71
XXI. Plans of Students for Next Year.	72
XXII. Utilization of Employment Sources by Students.	74
XXIII. Interests of Students in Enrolling in Food Management, Production, and Services Curricula	78
XXIV. Interests of Students in Enrolling in Clothing Management, Production, and Services Curricula	79
XXV. Interests of Students in Enrolling in Care and Guidance of Children Curricula	80
XXVI. Interests of Students in Enrolling in Home Furnishing, Equipment, and Services Curricula.	81
XXVII. Interests of Students in Enrolling in Institutional Management and Supporting Services Curricula	82
XXVIII. Interests of Business Personnel, School Personnel, and Students in Occupational Curricula by Location	143
XXIX. Summary of Specific Curricula Meeting the Proposed Criteria for Location I.	93
XXX. Summary of Specific Curricula Meeting the Proposed Criteria for Location II	95
XXXI. Summary of Specific Curricula Meeting the Proposed Criteria for Location III.	98
XXXII. Summary of Specific Curricula Meeting the Proposed Criteria for Location IV	100

CHAPTER I

DESCRIPTION OF THE STUDY

The vocational home economics leaders of the secondary programs have given most of their time and attention to the development of programs which were aimed at preparation for home and family living. Home economics is now accepting the dual responsibility of preparing for homemaking and for occupational education on the secondary and post-secondary levels. The provisions of the Vocational Education Act of 1963 have indicated the need for home economics to provide education for wage earning in occupations which utilize knowledge and skills commonly considered a part of home economics. Home economics educators throughout the nation have shown increasing concern in recent years for the responsibility of educating persons at the secondary and post-secondary levels for employment. This concern is reflected in the statement of multiple purposes as presented by Hill: (22, p. 38)

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 home-making--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.

There is a variety of jobs today which require the use of knowledge and skills derived from home economics courses. These jobs require workers with competences which will enable them to become contributing members to the world of work. It is evidenced that an increasing number of women enter the labor market yearly, remain for longer periods within their life times and are capable of performing in a greater variety of jobs than ever before. These facts identify a need for home economists to develop occupationally-oriented curricula for those students who plan to become employed immediately after completing high school. These facts have implications also for those who plan to complete two years of post-secondary school work before employment.

Persons who desire to be employed in jobs which use home economics knowledge and skills will need to obtain training before accepting employment. Some may need retraining and/or updating of their training in order to remain or advance in their present positions. Home economics, through occupationally-oriented programs, can contribute to the improvement of family life by providing educational programs necessary for preparing individuals for occupations which utilize home economics knowledge and skills. Some of these programs would also contribute to the living conditions of families.

The major responsibility for training for occupations which utilize home economics knowledge and skills rests with home economics educators.

Because of the basic place which work experiences occupy, employers in business organizations have a contribution to make toward developing adequately trained personnel for the labor market. The responsibility of providing this type of training has been shared by some educators and employers in recent years by offering gainful employment programs in home economics at the secondary level. This responsibility has been extended through some post-secondary programs, the majority of which have been developed recently.

The present study developed from a concern for the initiation of occupational home economics programs on the post-secondary level in Oklahoma. It was the belief of the researcher that many students are interested in home economics positions but lack the financial resources, interests, motivation, or scholastic ability required to succeed in a professional curriculum. Another belief was that employers of business establishments and supervisors of child care agencies are interested in hiring trained personnel to fill positions and in allowing present employees to obtain additional preparation for advanced positions in the establishments. The researcher also believes that the area vocational-technical centers and junior colleges in Oklahoma have the potential for contributing much to present and future labor needs by providing semi-professional training for students who desire work upon completion of a post-secondary school program of less than four years of study.

Statement of the Problem

The study was designed to survey the needs for developing occupational home economics programs in four locations in Oklahoma. There

were two aspects of the study. The first aspect was concerned with the development of interview schedules through which data could be collected from (1) personnel representing business establishments and child care agencies, and (2) administrators and home economics instructors in area vocational-technical centers and junior colleges. Data from senior students enrolled in home economics in selected high schools and students enrolled in home economics related courses at selected area vocational-technical centers and junior colleges would be obtained through the administration of a student occupational interest inventory.

The second aspect was to survey the needs of employers for trained personnel; the interests of school personnel in developing occupational programs at the two-year post-secondary level; and the interests of students in enrolling in an occupational program. The researcher felt a broader insight into the need for establishing occupational programs could be obtained if these three groups of people were interviewed. A comparison of the responses from these groups regarding the program would help to determine the need for establishing one or more programs which would meet the needs of business establishments, appeal to the interests of the potential students, and fit within the educational programs of the institutions. The study could provide additional information as plans to expand the present home economics program offerings at the post-secondary level are made.

Significance of the Study

A high school diploma is a prerequisite for many jobs today and there is an increasing need for workers with education above the high school level. A shortage of personnel with the necessary technical training to meet the demands of many positions today is acute.

(51, p. 192) This shortage has resulted in the underutilization of the educational backgrounds of a great many women in the jobs they presently hold. In March, 1965, a startling seven percent of employed women who had completed five or more years of college were employed as service workers. More than 20 percent of the employed women with four years of college education and 66 percent of those who had completed one to three years of college were working in service occupations.

(52, p. 18)

Nationally, women comprise 35 percent of the labor market. The 1964 Manpower Report for Oklahoma showed women comprised 33 percent of the state's labor market. The age groups were categorized into three major groupings. Those under 35 years of age accounted for 42.1 percent; those 35 through 54 years, some 45.2 percent; and those 55 and over 12.7 percent. (34, p. 37) It is apparent that women workers in Oklahoma who can profit from occupational training are a part of the labor force.

"One of the most important determinants in a woman's employment is the amount and type of education or training she has received."

(51, p. 171) Untrained, unemployed, and underemployed individuals are a major concern to our nation and to many home economics educators.

Simpson (40, pp. 16-17) listed five conditions which contribute to the

concern of the home economics educator and for which the profession can be of service as:

1. The sharply dropping proportion of jobs which may be done by unskilled workers.
2. The high proportion of young people who drop out of school and the strong evidence that they are more likely to stay in school if the school offers a program to prepare them for employment.
3. The increase in service occupations, both in private households and outside the home, many of which have a relationship to home economics.
4. The high proportion of school dropouts related to the low proportion of high school students who receive vocational training.
5. The large number of women who will continue to become employed outside the home.

Employment opportunities for women with limited home economics skills were studied in the early 1940's by Brown and Arnesen.

(10, p. 24) These home economists observed that:

Most of the jobs in which people can find employment do not require a Bachelor's degree but an increasing number do demand some work on a post-high school level; and many of the people who will find these jobs desire a certain amount of liberal education as well as the technical skill demanded by the job.

Objectives of the Study

One objective of the study was to determine if employers in business organizations felt there was a need for personnel trained in selected occupations which utilize knowledge and skills in home economics subject matter areas at the post-secondary level in Oklahoma. A second objective was to determine if administrative and faculty interests, educational facilities, and potential student enrollment

encourage the consideration of developing home economics occupationally-oriented programs at selected junior colleges and area vocational-technical centers at the post-secondary level in Oklahoma. Specifically, through the study the researcher sought answers to the following questions:

1. Do agencies and business establishments in Oklahoma perceive a need for occupationally-oriented programs in home economics at the post-secondary level?
2. Are there junior college and area vocational-technical center administrators and faculty interested in developing occupationally-oriented programs?
3. Are there students interested in enrolling in occupationally-oriented programs to justify the development of such programs?
4. Should one or more occupationally-oriented programs be recommended for development at the schools studied? If so, which of the programs?

Definition of Terms

The following terminology will be accepted for the purpose of the study:

Area Vocational-Technical Center

An area vocational-technical center is a school established to provide occupational training in any trade or skill below professional level, for which a need exists and employment is available within commuting distance of its students.

Junior College

A junior college is a two-year college which provides short and long-range occupational programs as well as parallel academic college programs. (1, p. 48)

Occupational Home Economics

Occupational home economics refers to a program of instruction which is planned for the purpose of assisting youth and adults to prepare for employment and upgrading in occupations involving knowledge and skills in home economics subjects. (13, p. 11)

Occupationally-Oriented Curriculum

An occupationally-oriented curriculum consists of those experiences which are provided for the students who seek immediate employment upon completion of a prescribed program of study.

Post-Secondary Level

The post-secondary level refers to the first two grades beyond high school. It may involve less than one year to two years of training beyond the high school level in which the instruction is given at area vocational-technical centers and junior colleges.

Program of Study

Program of study is a number of courses organized into learning units for the purpose of preparing persons for occupations to meet the increasing demand for technicians, semiprofessional and skilled workers for employment in agencies and business establishments. The term may also be referred to as program or curriculum.

Semiprofessional Level

The semiprofessional level is a level of training less than that required for a profession but greater than it is possible to acquire in the four-year high school period. It connotes a combination of general and specialized education. (32, p. 54)

Delimitation of the Study

The study was limited to selected junior colleges and area vocational-technical centers in Oklahoma which met an established criteria.

The sample of agencies and business establishments was limited to those that employed personnel who utilize home economics knowledge and skills and that were located in an area served by junior colleges and area vocational-technical centers.

The chief administrators at the area vocational-technical centers and junior colleges were a part of the study. The sample of faculty was limited to those employed in the areas related to home economics at the area vocational-technical centers and junior colleges.

A representative sampling of students was limited to those students who were enrolled at the respective junior colleges and area centers in home economics courses and to those senior students who were enrolled in home economics courses at selected secondary schools in the locations selected.

General Procedure of the Study

The researcher studied the feasibility of developing a program of study in home economics at the post-secondary level for students who plan to enter the labor market after completing an occupationally-oriented curriculum. The subsequent employment of these qualified individuals should raise the living conditions of the students and should free the professional home economists to discharge duties commensurate with their preparation and abilities.

The procedure for conducting the study was initiated through a conference with selected members of the home economics division of the State Department of Vocational-Technical Education staff and Oklahoma State University personnel. The conference was planned for the purpose of determining if these educators felt there was a need for conducting the study. Another purpose of the conference was to request cooperation from the members involved. The state director of the Vocational-Technical Education Department was contacted by the Director of the Research Coordinating Unit. The state director expressed an interest in having this type of study conducted.

There were two general aspects of the study. The first aspect was concerned with the development of instruments to be used in obtaining the data for the study. Two interview schedules and an interest inventory were developed. The second aspect was concerned with collecting data from three groups of people: representatives from selected agencies and business establishments; representatives from area vocational-technical centers and junior colleges; and students who were enrolled in home economics courses at selected high schools, area vocational-technical centers and junior colleges. The data were collected, tabulated, analyzed and interpreted. Conclusions were drawn from the findings of the study. Recommendations were made regarding further research in the area.

CHAPTER II

SUPPORTING PHILOSOPHY

The purpose of this chapter is to relate information which has an effect upon occupational home economics at the post-secondary level. The literature pertinent to the background of this study was separated into the broad categories: (1) Vocational Legislation Affecting Home Economics, (2) Educational Goals of Two-Year Post-Secondary Schools, (3) Characteristics of Students, (4) Need for Training Programs, (5) Beliefs of Educators and Business Personnel Regarding Occupational Preparation, and (6) Types of Training Programs Needed.

Vocational Legislation Affecting Home Economics

Home economics has been a part of public education in the United States since the 1800s. Because the majority of wives and mothers in the early 1900s did not work outside the home for pay, many educators felt the girls and women should be prepared for effective home and family living through home economics courses. This concept of home economics for useful employment was embodied in the Smith-Hughes Act of 1917. (38, p. 132) Although the Act made provisions for home economics education in higher education, greater attention was placed at the secondary level. The George-Reed Act of 1929, the George-Ellsey Act of 1935, and the George-Deen Act of 1937 were passed for short periods of time and served to strengthen this growing philosophy

of home economics. The George-Barden Act which amended the George-Deen Act in 1946 provided administrators more flexibility in the use of funds for home economics programs. (38, pp. 133-135)

Changes in societal conditions lead to the employment of increased numbers of women in the labor market. These societal changes also implied to some educators that the focus of the programs should be studied and possibly revised. Increased emphasis on the need for training for occupations which utilize home economics knowledge and skills is the focus of the Vocational Education Act of 1963. The Act also specifies that vocational education programs should be conducted in a variety of types of schools or institutions. (3, p. 2) This provision included area vocational-technical centers, junior colleges, technical institutes as well as secondary schools.

The Smith-Hughes and George-Barden Acts were amended in 1963 to (1) permit funds earmarked for home economics to be used for training for gainful employment in any occupation involving knowledge and skills in home economics subjects; and (2) require that at least 10 percent of the funds earmarked for home economics be used to fit persons for gainful employment in occupations involving knowledge and skills in home economics subjects. (38, p. 138)

The provisions of the Vocational Education Act of 1963 and the amended Smith-Hughes and George-Barden Acts have made many home economics educators increasingly cognizant of the need for developing occupational programs in home economics at the post-secondary level at junior colleges and area vocational-technical centers. These programs can also be structured to serve the needs of persons who have academic, socioeconomic, or other handicaps which prevent

them from succeeding in a professional home economics curriculum. Persons who need training or retraining to obtain a job or achieve stability or advancement in employment may find that occupational programs at the post-secondary level can provide the necessary training. (39, p. 1)

Educational Goals of Two-Year Post-Secondary Schools

Objectives of two-year post-secondary schools were studied by the researcher. It was found that the junior college concept began with a desire to provide the first two years of liberal arts education for students who attended and planned to transfer to a senior college for the remaining two years of the professional degree. By 1945, there was a definite trend toward preparation for terminal and semi-professional programs in many areas of study. (9, p. 26) As early as 1917, California offered courses in home economics at the junior college level. The first courses were considered terminal. (26, p. 50) Some educators believed the first concern of the junior college should be for those who planned to terminate their education at this level.

Within recent years some administrators of two-year institutions have begun to accept the challenge to modify their educational goals. Many of the post-secondary schools have increased interest and responsibility for providing education for occupational preparation. (14) An article in the March, 1968 issue of the American Vocational Journal revealed that revisions are being made at the junior college level in home economics programs as well. Johnston (26, p. 50) discussed the changes which had occurred in the California junior college system thusly:

Over the years home economics has expanded its program in keeping with the philosophy and function of the public junior college. It has developed courses and often complete curriculums to meet the requirements for the associate degree, and to provide students with entry-level job competencies.

Part of the philosophy seems to be in keeping with the provisions of the Vocational Education Act of 1963. Many educators agree that two-year colleges should serve as a means of extending full opportunity for post-secondary education to all who seek and can profit by it.

(17, p. 10; 48, p. 17; 12, p. 3; 18, p. 61)

Voth (48, pp. 1, 7) conducted a study in an effort to determine what selected persons in major Oklahoma firms considered to be desirable features of the occupational curricula of the junior colleges within the State. The responses to Voth's questionnaire recommended (1) the inclusion of certain innovative and familiar occupational curricula in the junior college programs and (2) the blending of occupational training with general education courses. These findings have implications for occupational programs in home economics within the State.

Venn projected that vocational and technical education programs should be a fundamental institutional goal for two-year colleges.

Venn (47, p. 165) states:

A key to occupational preparation for tomorrow will be the comprehensive post-secondary educational institution. Reason: more advanced vocational and technical educational courses are needed beyond the high school to meet the educational demands of more sophisticated technologies; employers favor the older employee who has had post-high school occupational training; adults continuing their education seem to favor the post-secondary institution over the high school; and many occupational fields are requiring more post-high school general and related education to complement the more specialized technical training.

Some of these trends are seen in many home economics occupational programs which have recently been initiated at the post-secondary level in some states.

The Oklahoma area vocational-technical centers are designed for people with a desire to learn a productive skill and offer training at the high school, post-high school, and adult education levels. (2) The development of post-secondary occupational training seems to embody several advantages for adults and for those youths who do not find conditions feasible for embarking upon a professional home economics career.

Characteristics of the Students

The students who enter area vocational-technical centers and junior colleges feel a need for advanced education. (45, p. 334) These students come with varied backgrounds and interests. Fields (18, pp. 78-79) hypothesized that because of the stated purposes and admission policies, public community colleges would be expected to enroll a less selective group of students than four-year colleges. He found that in general, the median scores for two-year college students were less than those for university and four-year college students. Fields (18) also found that some students who attend the junior college possess unusual ability and promise. Many of these students might not have enrolled in other types of institutions because of geographical locations and economic conditions. (45, p. 334) Some of these students fail to transfer to four-year colleges and universities. "There are implications here for program planning in home economics." (26, pp. 50-51) In a few junior colleges the

interdisciplinary approach is used to combine the family living and gainful employment aspects. This has increased the awarding of certificates and associate degrees to junior college students enrolled in home economics. (26, p. 51) This approach has also served to improve the living conditions of students who complete only fourteen years of formal education. These students are provided some basic training which allows them to become gainfully employed in a home economics related position as well as enjoy a satisfying home life.

Junior college students were studied at a mental health conference at Atlanta, Georgia. The findings revealed that students who attend the junior college hold goals which are parallel to the goals of two-year post-secondary schools. Some students come for the first two years of the baccalaureate program; some for an associate degree which prepares for a semiprofessional or technical job; some for short term pre-employment training; and others for post-employment training to upgrade themselves on a job. (14) Home economics has the potential for meeting the needs of students in each of these categories.

Need for Training Programs

It has been increasingly manifested that women are continuing to comprise a greater proportion of the labor force. This willingness of women to work for pay helps American business and industry to grow by creating new market opportunities. (20, p. 21) Many of these working women are mothers of preschool children, thus increasing the demand for adequate child care centers which should

be staffed with qualified personnel.

A National Advisory Committee on the Junior College was developed under the direction of the American Association of Junior Colleges in 1964. The Committee was concerned about "the need for multiplying and broadening opportunities for education beyond the high school in order to fulfill the cultural, social, and economic aspirations of millions of Americans." (33, p. 1) It was the feeling of the Committee that the problems of poverty, unemployment, social, and ethnic unrest can be alleviated with the right kind of education. Certain education and career goals of Americans can be accommodated, manpower needs can be met, and many social ills can be treated through occupational programs which prepare the individuals to go immediately into a job. (33, p. 7) Some home economists are accepting this challenge by offering a child care curriculum as a day program, an evening program, or both. The curriculum is designed to prepare students for entry-level jobs and to upgrade the knowledge and skills of employed persons. (26, p. 51)

Beliefs of Educators and Business Personnel
Regarding Occupational Preparation

A survey conducted in the twin cities of Minnesota revealed that more than 25 major areas of employment opportunities for mature women existed in business organizations. Women with home economics preparation entered positions in each of the five areas of home economics considered in this study. Bates feels the women with some home economics training can bring to the world of business the taste, the sense of gracious living, and the feminine point of view without which business tends to become increasingly impersonal and automated

in its relations with the consumer. (5, pp. F-42, F-43)

Many home economics educators feel there is a need to train persons for home economics related occupations. Programs at the post-secondary level in foods, clothing, and child care are under way in Ohio, California, Illinois, and Connecticut. (31, pp. 128-131; 30, p. 199; 41, p. 119; 43, pp. v-vi) Proposals for developing programs in other states are being developed.

Several studies have been conducted in an effort to determine the employment needs for personnel who utilize knowledge and skills which are a part of home economics subject matter. Many of these studies have been made as a part of related problem areas in the labor market and field of education in general.

A study to determine the effectiveness of Utah's publicly supported vocational-technical education program in meeting the training needs of business and industry, with special emphasis on programs designed to upgrade the skills of the existing work force was made by Dean. (16, p. 51) Employers from three geographical areas of Utah containing about 70 percent of the population were interviewed to obtain information on: (1) their knowledge and support of vocational-technical education as a median for upgrading the skills of the work force; (2) the present relationship between the educational system and their training needs; and (3) the need for changes which might more nearly serve their interests. College credit for some technical curricula which would help build a better relationship between education and the work force was recommended. The addition of semi-skilled and service occupational training programs to the curricula of the schools was another of the recommendations made

as a result of the study.

During the summer of 1967, the Oklahoma State Employment Service in cooperation with the State Department of Vocational-Technical Education, conducted a study of the current and future manpower needs of Oklahoma. Information was gathered for the eleven geographic regions of the State. Several job classifications which require the skills of foods and clothing personnel were included. An analysis of the data for all regions combined revealed that nonfarm wage and salary employment should climb to 15.8 percent within the next five years. (8, p. 1) These data indicate a need for additional employees in the foods and clothing areas for the future in Oklahoma.

Types of Training Programs Needed

The Home Economics Publications Committee of the American Vocational Association (23, p. 12) conducted a survey involving State Supervisors of Home Economics in an effort to determine the offerings at the post-secondary level in occupationally-oriented curricula. The following areas were the major ones indicated as those which utilized home economics knowledge and skills on the job market:

Food Management, Production, and Services

Clothing Management, Production, and Services

Care and Guidance of Children

Home Furnishing, Equipment, and Services

Institutional and Home Management and Supporting Services

The description of projected program activities in vocational education for the fiscal year 1968 for Oklahoma indicated that needs for training in the gainful employment aspect of home economics

continues to increase. The report specified a need for expanding five training areas at the post-secondary school and adult levels. (35, p. 1) The five areas indicated for expansion were the same as those indicated by the Publications Committee survey.

The need for additional employees who utilize home economics knowledge and skills prompted Witt and Wall (50, p. 2) of Mississippi State University to work with other educators within the State in conducting five pilot projects in home economics occupational areas. The study was comprehensive and had as its specific objectives:

1. To explore various procedures to use in organizing classes for gainful employment in local communities.
2. To obtain information on employment opportunities at the local level.
3. To explore possibilities for job placement of trainees, evaluation of their work, and follow-up.
4. To develop curriculum materials in child care, clothing, family, and food service.
5. To provide student teachers with the opportunities to see the role of wage earning in the total home economics program.

Five colleges and universities within the State participated in the study by obtaining data for each of the objectives for one home economics area. Several recommendations were made in the study.

Among these were the following:

1. Work experience in preparing for wage earning should be a required part of each class.
2. Local businesses should be contacted to determine

their willingness to cooperate in providing work experiences.

3. Careful consideration should be given to the possibility of conducting a pilot study in wage earning in home economics at the junior college level. (50, p. 3)

Food Management, Production, and Services

The director of the Betty Crocker Kitchens, Mercedes Bates, (5, p. F-43) feels the home economist has a special contribution to make in the food business. Food service is expanding at an accelerated rate today and is an area in which feminine imagination, warmth, and understanding can bring to the atmosphere of the establishment, the needed individuality and gracious living.

Stiles and associates (43) studied the education of employees in one phase of the food industry in Connecticut, food handling and distribution. The survey of food store employees, managers, and food distribution teachers was conducted to determine the level and type of training needed for vocational programs in food handling and distribution. Some of the findings from the study were:

1. Persons preparing for entry and ultimate advancement into managerial positions needed a common core of competencies in areas of human relations, mathematics, merchandising, marketing, salesmanship, product knowledge, business management, and accounting.
2. A definite need was cited for placement training and or on-the-job training for successful preparation

- entry and advancement in food store occupations.
3. Food store managers regard the "Ability to get along and work with others," as the most important vocational trait that enhances job advancement. A person "Well informed about his work" was next in line of importance.
 4. Food store personnel indicated that work performance was positively related to the level of education of persons under their supervision.
 5. The greatest single factor that seemed to limit job advancement opportunity was a lack of necessary occupational preparation.

Clothing Management, Production, and Services

An article in the America's Textile Reporter stated that persons are needed to fill managerial and sales positions in the clothing business. The article related that many business organizations ascribe to the policy of promotion from within; however, diversification as well as the increase in product and process change. These changes require new skills in management and salesmanship positions. The company with few qualified employees are having to seek personnel from the open market. (42, p. 37) Starck (44, p. 147), in another publication, expressed the belief that training in textiles and art related to fabric design could help students prepare as fabric sales personnel.

Care and Guidance of Children

Day care is a service which provides essential care and

protection to children outside their home for a major part of the day on a regular basis. Good day care assures opportunities for physical, emotional, and intellectual growth to the maximum of the child's capacity through group programs for preschool and school-age children as well as through family day care. (28, p. 301)

This concept was used in the present study to include all types and levels of child care and guidance services.

The coupling of job training with the provision of day-care centers for children might enable some families in poverty or deprived situations to obtain a better living. Garfinkle (20, p. 23) perceives the need for developing special programs designed to maximize the work potential of women and facilitate their entry and advancement on jobs while at the same time, providing better circumstances for child care while mother and child are away from home.

A national study was conducted in 1956 by the Children's Bureau in cooperation with the Bureau of the Census. Child care arrangements of mothers who worked and who had children under 14 years of age was the focus of the study. The results of the survey showed that 46 percent of the children were cared for in their own homes by relatives. Fifteen percent were cared for outside their homes, with relatives as the most frequent source of care. Only about six percent of the children under six were cared for in organized day care facilities. These facilities were frequently overcrowded. The survey also revealed an estimated one percent of the children under six and eight percent of the children between six and 11 were caring for themselves during the time the mother was working. (28, pp. 317-319)

In evaluating the care given disadvantaged children through headstart programs, Gordon (21, p. 8) feels many of the headstart programs

do not consistently meet the needs of the children they enroll. While they usually provide an atmosphere which is warm and accepting, they are not always as successful in providing an atmosphere which offers psychological support to each child. Gordon (21) credits this discrepancy with the observation that these preschool classes have often been started and staffed by ardent, well-meaning, but untrained amateurs. These amateurs bring to their work many virtues and some skills, but frequently not among them are the specific techniques that will really equip these disadvantaged youngsters to start and move ahead in school. The provision of more child care centers, staffed with qualified personnel would tend to improve the care and guidance of these children.

Home Furnishing, Equipment, and Services

The expanding economy and population bring with them an expanding need for additional personnel in occupations related to the home furnishing area. The interiors industry encompasses designing and supporting resources. The variety of products, services, and functions which includes manufacturing and designing materials and products, distributing, exhibiting and managing showrooms are a part of the resources for the interior design profession. The resources must be provided on a large scale to operate the interiors industry as it is known today. (25, p. 87)

Institutional Management and Supporting Services

Institutional services is an area of home economics which requires trained personnel for the type of work to be done. Sanitation cannot

be stressed too strongly. According to Kelly (29, p. 2), the National Executive Housekeepers Association is a leader in working toward the satisfactory fulfillment of this educational need. Sanitation is a necessary part of any hotel, motel, hospital, nursing home, or school. Workers in the field of housekeeping technology feel training is vital to efficient performance of their job. (29, p. 2; 24, p. 26; 27, p. 49)

A survey designed to determine the training needs of hospitals in Pennsylvania was conducted under the leadership of Dubin and Marlow (46, p. 38) of the Pennsylvania State University in cooperation with the Hospital Association of Pennsylvania. The data were collected through the use of a questionnaire composed of three parts: supervisory training needs; departmental training needs; and probability of enrolling in areas of instruction. Each of the 6,021 respondents indicated the extent of his self-perceived educational need. In addition, interviews were held with supervisory personnel in 50 representative hospitals. Fifty-nine percent of the institutions studied ranked training of housekeeping personnel in the use of proper cleaning equipment and supplies as needed.

Supplementary training in home management was offered through a course during the summer of 1964 to an adult group. The need for the course was evidenced by the fact that all 11 enrollees were placed on jobs within 72 hours after their graduation exercises. (7, p. 258)

Summary

In summary, the researcher has reviewed literature related to vocational legislation, the goals of two-year post-secondary schools,

and the characteristics of students who attend these schools. Studies made by home economists, other educators, and business personnel were also reviewed. These studies emphasized the increasing need for persons trained in occupations which use home economics knowledge and skills as a basic part of their work. The employment of more and better trained people in the labor market should aid the economy. Home economists are more concerned about the effect the training and subsequent employment will have on the living conditions of a great many families.

CHAPTER III

METHODOLOGY OF THE STUDY

The study was a survey designed to ascertain the feasibility for developing occupational programs in home economics at the post-secondary level in Oklahoma. The researcher attempted through the study to determine if post-secondary school administrators and instructors were interested in developing home economics occupationally-oriented curricula; if business organizations were interested in hiring persons who had completed the curricula; and if students were interested in enrolling in home economics occupationally-oriented curricula. It was hoped the findings of this study could be used in making recommendations for developing occupational programs at selected post-secondary schools in Oklahoma. It was also hoped the instruments developed and method used could be employed by others in assessing needs for occupational programs at post-secondary schools in Oklahoma.

Development of the Instruments

In developing instruments for use with the study, the researcher surveyed several interview schedules which had been used in the collection of data for studies similar to this study. No instrument sufficiently contained items which would encompass the information for which the researcher hoped to obtain through this study. As a result,

instruments were developed for collecting the data. The interview schedules used with institutions and business organizations were based on items from Cozine's Interview Schedule of Business Establishments (15, pp. 29-51) and Voth's Questionnaire on Occupational Preparation in Junior Colleges (48, pp. 1-4). The interest inventory used with the students was based on items from Bentley's My Future Plans scale (6, pp. 328-332).

The procedure in developing the instruments was as follows:

1. Related instruments were studied in an effort to determine the form which should be used.
2. Texts and recent publications in the field of home economics along with publications released by state departments of education were studied.
3. A list of occupationally-oriented curricula was developed for each of the five areas of home economics.
4. A list of questions was drafted for use in developing the instruments.
5. The three instruments were then drafted and compared. This was done in an effort to determine if the answers to the questions would yield similar information.
6. Each instrument was checked by the thesis adviser. Revisions were made where recommended.
7. Each instrument was then reviewed in consultation with the statistician of the Research Coordinating Unit, Oklahoma State University. The purpose of the review was to determine if the subsequent data could be effectively computerized.

8. The instruments were tested with employers in home economics related organizations. Junior college personnel and high school students also served as interviewees for the testing of their respective instruments. These individuals rendered helpful suggestions regarding improving the clarity of the instruments.
9. The suggestions were considered and the three instruments were revised and printed. These instruments were used with the business personnel, post-secondary school personnel, and students enrolled at selected high schools, area vocational-technical centers, and junior colleges.

Collection and Analysis of the Data

The sample of business organizations and institutions was selected from among those who met an established criteria. A statement of the criteria follows:

1. The junior colleges and area vocational-technical centers should:
 - a. Be located in a city in which a sample of at least five business establishments and child care agencies can be selected from four of the five home economics areas to be studied.
 - b. Be in operation for at least one year with an on-going home economics program at the time of the interview.

- c. Employ teachers of home economics courses who are interested in occupational home economics.
 - d. Be able to acquire facilities appropriate for meaningful academic and work-related experiences.
2. The business establishments and child care agencies should:
- a. Be established within the limits of the area in which the area vocational-technical center or junior college is located.
 - b. Be interested in educational programs focused upon occupational preparation in the area which utilizes home economics knowledge and skills.
 - c. Be those which employ persons in one or more of the five areas of home economics to be studied.
 - d. Be those in the location which employ the greatest number of workers in the home economics subject area studied.
3. Students should:
- a. Be in attendance at public secondary schools which are located within a 30 mile radius of the respective area vocational-technical center or junior college.
 - b. Be enrolled in at least one home economics course at the time of the interview.
 - c. Be classified as seniors at the high school, juniors or seniors at the area vocational-technical centers, or as first or second year junior college students at the time of the interview.

- d. Be in attendance at the junior college, area vocational-technical center, or at one of five high schools selected through a stratified random sample.

The managers of business establishments, supervisors of child care agencies, principals and superintendents of high schools, presidents of junior colleges and directors of area vocational-technical centers were contacted by mail. The purpose of the study was explained and the participation of these personnel was solicited.

Five business organizations in each of the five areas of home economics occupations were selected for the study in each of the four locations. In locations in which less than five organizations were established, the population of the organization was asked to participate. A telephone call to managers and supervisors was made to verify their participation in the study. A suitable time for an interview was agreed upon. Interviews which ranged in time from 30 minutes to two hours in length were held with these personnel. The type of information sought through the interview was that which indicated (1) general information about the agency or business, (2) a willingness of business personnel to cooperate and participate in training programs, (3) preferable types of programs for post-secondary schools, and (4) needs for and interests in hiring persons who are trained in occupationally-oriented curricula at the post-secondary level.

Two area vocational-technical centers and two junior colleges were selected for the study. Presidents and directors of these institutions were contacted by telephone regarding their willingness

to participate in the study. A time for the interview was established. The home economics teachers and chief administrator of these institutions were interviewed. The interviews lasted from 40 to 60 minutes in length.

The type of data sought through the interviews with these persons was that which indicated (1) general information about the present programs at the institutions, (2) the interest of administrators and home economics faculty in developing a training program, (3) the preferable type of occupational program for the post-secondary school curricula, and (4) interests of the administrators and instructors in developing selected occupationally-oriented curricula at the post-secondary level.

A time for discussing occupational home economics and administering the interest inventories to the students enrolled in home economics classes was agreed upon in consultation with the home economics instructor. At the given time, students were brought together as a group or in regular class periods for the discussion and administration of the inventory. The researcher utilized approximately 50 minutes with the students at each group meeting. During the meeting, the purpose of the study was explained and occupational home economics was discussed. Particular emphasis was given to educational requirements, possibilities for employment, salary ranges, job requirements, and possibilities for advancement in each of the five areas of the study. Students were instructed to complete the inventory in the presence of the researcher. Questions were asked and answered regarding the correct procedure for responding to items on the inventory.

The high school principals were telephoned to verify their participation in the study. When the principals indicated a willingness to participate, the schedule for home economics classes which enrolled senior students was obtained and a desirable date for the visit to the school was agreed upon. In many cases, these appointments were made in consultation with the home economics teacher of the classes in which the inventories were to be administered.

Five high schools in each of the four locations of the State in which senior students were enrolled in home economics classes were selected. The researcher utilized one class period with the students at high schools in three of the four locations. Home economics instructors at one location administered the inventories to their students. These instructors were instructed to follow the same procedure as the researcher. The occupational phase of home economics was discussed and inventories were administered during the class period the senior students normally were scheduled for their home economics courses. The procedure followed in working with the students in area vocational-technical centers was the same as that for the high school students.

The inventories for the three groups of students were designed to obtain (1) information regarding the home economics courses the students had taken, (2) interests of students in pursuing occupational home economics at the semiprofessional level, (3) feelings of the students about training for occupations which utilize home economics knowledge and skills, and (4) plans of the students for next year. Responses were obtained from a total of 678 students.

The Oklahoma State University Computer Center was used to make the analysis of the data. This consisted of frequency counts of the various categories and tabulations of total responses to the alternative possible answers for each of the three groups of respondents as a whole. Percentage counts were also made. Frequency and percentage counts were made for the three groups of respondents by locations, for the students by individual schools, for institution personnel by individual institution, and for business representatives by individual areas of home economics.

A summary of the analysis is shown in the appendices and discussed in detail in chapter four of this study. The data were used as a basis for:

1. Determining the interest of employers in employing students who complete the occupational curricula at the post-secondary level.
2. Determining the interests of administrators and faculty in developing occupationally-oriented curricula in one or more of the home economics areas studied.
3. Determining the interests of students in enrolling in a post-secondary occupationally-oriented curriculum which leads to immediate employment.
4. Making recommendations for one or more occupationally-oriented curricula at the semiprofessional level if the findings indicate.

Summary

In summary, the methodology used in this study included a survey

of related interview schedules and questionnaires. Instruments used in the study were based on Cozine's Interview Schedule of Business Establishments, Voth's Questionnaire on Occupational Preparation in Junior Colleges, and Bentley's My Future Plans scale.

Area vocational-technical centers and junior colleges were selected from the population of state junior colleges and area vocational-technical centers in Oklahoma which met an established criteria. Administrators, instructors, and students at these institutions participated in the study. Twenty high schools were included in the study. A total of 92 business organizations participated in the study. In locations where less than five business organizations of one subject area was established, the population of that area participated. The Care and Guidance of Children area was the only area of the five which had less than five establishments in all locations studied.

Three groups of participants were visited, the data were collected and summarized. The Oklahoma State Computer Center obtained frequency and percentage counts for the data.

CHAPTER IV

PRESENTATION OF THE DATA

This chapter summarizes the findings of interviews made with employers in 92 business organizations related to home economics. Six hundred and seventy-eight students who were in attendance at 20 high schools, two area vocational-technical centers and two junior colleges were interviewed. Administrators and home economics instructors at the area vocational-technical centers and junior colleges were interviewed. Data from these three groups of people were obtained for four locations within Oklahoma.

The four locations will be identified by roman numerals as they are referred to throughout the presentation and as they are listed in the tables and appendices. Location I is in the Northeastern area of the State. Location II is in the Northern area. Location III is in the Southern area and Location IV is in the Southwestern area of the State.

The objective of this chapter is to present data relating to the research questions posed in Chapter I of the study. Specifically, through this chapter the researcher will present the findings of the study as revealed through the interview process. For the business organizations, the researcher will describe the

- (1) employment patterns and the feeling of adequacy of workers in each area of home economics.

- (2) interests of business organizations in cooperating and participating in occupational programs.
- (3) preferable types of programs for the training as indicated by the business organizations.
- (4) interest of business organizations in persons prepared in each of the five home economics occupational curricula.

For the school personnel, the researcher will describe

- (1) the educational characteristics of the institutions.
- (2) the interests of the school personnel in developing occupational programs.
- (3) preferences of school personnel for types of occupational programs.
- (4) the interests of school personnel in preparing persons in each of the five home economics occupational curricula.

For the students, the researcher will describe

- (1) certain general information about the student's home economics interest and background.
- (2) the interests of the students in pursuing occupational home economics at the post-secondary level.
- (3) the interests of the students in enrolling in each of the curricula in the five areas of home economics.

The researcher believes that the type of responses and the trends found in these locations may also be found among other locations with similar characteristics; however, the descriptions and observations of data will be limited to the four locations studied. The recommendations for development of occupational programs will be limited to the four locations studied.

The chapter is divided into four sections. The first section shows the information obtained for business organizations. The second shows the information obtained for the school personnel and the third

deals with information obtained for the students. The last section treats recommendations for developing occupational curricula in each of the four locations.

BUSINESS ESTABLISHMENTS AND AGENCIES

Questions asked business managers in five home economics related areas through interview sessions were designed to answer research question one:

Do agencies and business establishments in Oklahoma perceive a need for occupationally-oriented programs in home economics at the post-secondary level?

The interview schedule can be found in Appendix B.

Employment Patterns and Feeling of Adequacy

There were 92 business establishments and child care agencies surveyed in the study. Data from these organizations were collected from persons in managerial positions at each establishment. Of the persons contacted, 11 (12 percent) were supervisors of child care centers, 73 (79.3 percent) were managers or administrators and 8 (8.7 percent) were personnel managers of the other four home economics related areas.

Each person interviewed was asked if he felt there was a shortage of trained workers in his area of business. Table I shows the responses for this question according to subject area. Of the 92 persons contacted, more than three-fourths (82.6 percent) answered "yes," less than one-fourth (16.3 percent) answered "no" and one person answered "uncertain." In studying the Table, one can see the Care and Guidance of Children area showed the greatest percentage of

negative responses. Many of the supervisors qualified their answer by saying they were always able to employ persons in the center when they needed additional help and these persons were usually employed at the helper level.

TABLE I
TOTAL RESPONSES OF BUSINESS PERSONNEL REGARDING
EMPLOYMENT SHORTAGE BY HOME ECONOMICS AREA

Home Economics Area	Yes		No		Uncertain		Total	
	#	%	#	%	#	%	#	%
Food Management, Production, and Services	19	95	1	5	0	0	20	100
Clothing Management, Production, and Services	16	80	4	20	0	0	20	100
Care and Guidance of Children	7	58	5	42	0	0	12	100
Home Furnishing, Equipment, and Services	17	85	2	10	1	5	20	100
Institutional Management and Supporting Services	17	85	3	15	0	0	20	100
TOTAL	76	82.6	15	16.3	1	1.1	92	100

To obtain a picture of the employment needs of the five home economics related areas, the researcher asked questions which would show the number of present employees, replacement needs, expanding needs, new employees, and if there were decreases in personnel. This information was obtained for full-time and part-time paid employees. There

were no volunteer workers in the businesses. These data are presented in Table II.

TABLE II
TOTAL PAID EMPLOYEES FOR THE ORGANIZATIONS
INTERVIEWED AND FUTURE PREDICTIONS.

Employers	Present	Replace- ment	Expand- ing	New Employees	Decreas- ing	Total in 2 Years
Full-time Paid	2,829	395	147	542	0	2,976
Part-time Paid	550	109	18	127	9	559
TOTAL	3,379	504	165	669	9	3,535

One can see from the table that the organizations expect replacements for about 15 percent of the employees within two years. All of the decreases in employees are expected to be with part-time employees. Proportionately, more expansion is expected among full-time employees. The data also show that nearly 700 new employees are needed in these areas within two years.

There were five levels of employment presented to each employer. The employers were asked to indicate the number of employees hired at each level, the level most difficult to fill, and the level least difficult to fill. Table III shows this distribution for the business organizations interviewed by employment level. The data in Table III show that the greatest number of replacement and expansion needs are expected at the helper and assistant levels. No turnover is expected at the manager and supervisory levels. Nearly all of the new employees

are needed to fill positions at the helper and assistant levels. The post-secondary programs can train persons at the assistant level who would be qualified for positions at these levels.

TABLE III
LEVELS OF EMPLOYMENT FOR THE BUSINESS ORGANIZATIONS
INTERVIEWED AND FUTURE PREDICTIONS

Employment Level	Present	Replacement	Expanding	New Employees	Decreasing	Total in 2 Years
Helper	1,492	419	108	527	0	1,600
Assistant	1,266	81	54	135	7	1,313
Midmanager	371	4	2	6	1	372
Manager	96	0	1	0	1	95
Supervisor	154	0	1	1	0	155
TOTAL	3,379	504	165	669	9	3,535

Table IV shows the information regarding the levels most and least difficult to fill. An observation of Table IV shows that nearly all of the employers were able to identify one level as most difficult and one level as least difficult to fill. A few employers felt all levels were equally as difficult or that no difficulty had been experienced in employing personnel at the levels needed. Some employers who responded to the item added they had little difficulty filling some positions but much difficulty keeping the positions filled. According to the employers, this difficulty was caused by the high mobility rate of persons in helper and assistant level positions. The majority of

employers felt the helper level was least difficult to fill. Some employers felt the managerial level was least difficult to fill because the need for managers was not as great as the need at other levels of employment. Some employers commented that while there were fewer openings at the supervisory level, the competencies needed to qualify for the position made this level most difficult to fill.

TABLE IV
EMPLOYMENT LEVELS MOST AND LEAST
DIFFICULT TO FILL

Level	Helper	Assistant	Mid- Manager	Manager	Supervisor	Total Number
Most Difficult	17	32	10	2	21	82
Least Difficult	48	14	3	12	6	83

Table V shows the sources which employers utilize in obtaining employees to fill positions in the establishments. It should be noted that three employers did not indicate a source for this question. These employers replied their business was very stable and they had not had to employ new personnel.

The campus placement offices and private employment agencies were the sources used least by business managers. The majority of employers used public contacts and direct contact by the prospective employees most frequently. A great number of employers, nearly one-fourth, advertised for prospective employees.

The majority of employers in the business establishments felt

there were needs for additional workers who were trained in the area of work in which they were hired to perform. Many supervisors in the child care area had experienced little difficulty in obtaining personnel. Much of this was attributed to the fact that their employees were hired at the helper level.

About one-fifth of the employers in the areas studied were hired on a part-time basis. All decreases in staff projected for the next

TABLE V
UTILIZATION OF PLACEMENT SOURCES
BY EMPLOYERS

Source	No. of Persons Who Used the Source	%
Campus Placement Office	1	1
Public Employment Agency	13	14
Private Employment Agency	1	1
Advertisements	21	23
Contact by Employer	3	3
Contact by Employee	24	28
Public Contacts	24	28
Advisory Committee	2	2
Other	0	0
TOTAL	89	100

two years were for the part-time employees. The greatest number of replacements, expansions, and decreases for the next two years is expected to be at the helper and assistant levels. Almost no turnover is expected at the midmanager, manager, and supervisory levels.

Campus placement offices and private employment agencies were used least by employers. Public contacts and direct contact by the prospective employee were the two sources used most by employers when seeking persons to fill the positions.

Interests of Business Employers in Occupational Programs

When the employers were asked if they were interested in working with school personnel in developing occupational programs, the vast majority (84.8 percent) answered "yes," less than one-fourth (13.0 percent) answered "no," and two employers answered "uncertain." Those who were uncertain qualified their answers by saying they would have to clear the matter with the owner of the business before they could give a definite positive or negative answer. Some of the employers who answered "no" added that the company had its own training program or that they preferred to train the employees themselves.

Of the 78 persons who were interested in working with the schools in developing training programs, nearly one-fourth (23.1 percent) preferred to serve in an advisory capacity. Seven (9 percent) preferred to serve as consultants, 11 (14 percent) preferred to assist with the development of skills of the enrollees, a little over one-half (51.2 percent) were interested in serving in all three capacities, and two preferred to serve in other capacities.

When employers were asked: "Would you hire persons who had completed the semiprofessional program if there were openings at the levels of work in which you needed help?" Nearly all employers answered "yes" (91.3 percent). Three answered "no," and five were

uncertain. The employers who answered "no" felt they would not be in favor of paying the salary the trained persons would desire or that the business would not need additional employees.

One way of keeping employees abreast of new trends in their area of work is through study. (46, p. 38) Employers were asked "Would you be interested in having presently employed workers obtain further training in preparation for new or advanced positions if the junior college or area vocational-technical center were to make this training available?" More than one-half (57.6 percent) of the employers answered "yes," a little over one-fourth (26.1 percent) answered "no," and the remaining employers (16.3 percent) answered "uncertain." Many of the employers who answered "no" added that they did not feel their present employees could gain from enrolling in courses at this level. Some of the employers who answered "uncertain" felt they should leave the decision with each employee. They added that if there were employees who wished to attend classes, they would cooperate by re-arranging the work schedules of those who wished to attend classes.

The provisions for students to observe and receive work experience while enrolled at the institution has been recommended by some educators. (43, p. vi; 50, p. 2) The researcher sought the reactions of employers regarding their willingness to permit students to observe and receive work experience at the establishments. Table VI shows these reactions.

It can be observed that employers in Location II were most willing to permit students to observe and receive work experience at the establishments. In each location, those employers who answered "no" felt they would not be able to pay a student for working or they would

not have adequate time to supervise the experiences of a student. Many of the employers who answered "uncertain" wanted to clear the request with the owner. Others felt certain basic rules or policies should be developed and agreed upon by the business and institution before they could give a definite positive or negative reply. Also, some of the managers who answered "uncertain" said their answer would be "yes" if they were not required to pay any of the wages for the students while they worked at the business.

TABLE VI
WILLINGNESS OF EMPLOYERS TO PERMIT STUDENTS
TO OBSERVE AND RECEIVE WORK EXPERIENCES
AT ESTABLISHMENTS BY LOCATIONS

Location	Will Permit		Will Not Permit		Uncertain		Total for Location	
	#	%	#	%	#	%	#	%
I	18	81.0	0	0	4	19.0	22	100.0
II	22	88.0	2	8.0	1	4.0	25	100.0
III	14	66.7	2	9.5	5	28.8	21	100.0
IV	19	79.2	1	4.2	4	16.7	24	100.0
TOTAL	73	79.1	5	5.5	14	15.4	92	100.0

In summary, the general attitude of the business managers regarding development of occupational programs in home economics was highly positive. It has been seen that the majority of the employers were interested in working with school personnel in one or more capacities in developing occupational programs. Nearly all employers stated they

would hire persons who had completed a program and more than one-half were interested in their present employees obtaining additional training.

The majority of employers in each location was willing to allow students to observe and receive work experience; however, some employers had reservations. Employers in Location II were most willing to cooperate and employers in Location III expressed the greatest amount of reservations.

Preferable Types of Programs for Training

The researcher presented two types of programs to each employer. Program A was a post-secondary school training period which was 100 percent vocational-technical. Program B was a post-secondary school training period which was primarily vocational-technical but included courses in general education. Each employer selected the program he felt should be developed.

One-third (33.7 percent) of the employers interviewed preferred Program A. They felt the time spent for such occupational training should be a concentration of preparation for the job. Nearly two-thirds (64.1 percent) of the employers preferred Program B. This group believed general education was a necessary part of any training and that the occupational program should certainly include some courses in general education. Two employers preferred a third type of program to the two types presented. One employer believed the training period should be primarily liberal arts education with vocational-technical education courses. The other employer preferred a

program which was more of an apprenticeship nature and provided much on-the-job experience.

Sixty-two employers reacted to a question designed to ascertain from each, his estimate of the most desirable percentage of courses in general education for the occupational training. Four percentages were listed: 15 percent; 25 percent; 35 percent; and 45 percent. The sixty-two employers were those who preferred Program B, those who preferred other programs, and one employer who preferred Program A. Table VII shows the distribution of answers given by these employers.

TABLE VII
PERCENTAGE OF GENERAL EDUCATION COURSES FOR
OCCUPATIONAL PREPARATION BY LOCATIONS

Location	15%		25%		35%		45%		Total	
	#	%	#	%	#	%	#	%	#	%
I	1	1.6	9	14.5	1	1.6	2	3.2	13	21.0
II	2	3.2	11	17.7	1	1.6	1	1.6	15	24.2
III	4	6.5	9	14.5	1	1.6	1	1.6	15	24.2
IV	2	3.2	12	19.4	3	4.8	2	3.2	19	30.6
TOTAL	9	14.5	41	66.1	6	9.7	6	9.7	62	100.0

One can observe from Table VII that the majority of employers in each location believe general education courses should occupy 25 percent of the occupational training curriculum. This appears to agree with the findings of the Voth (48) study.

Five distributions of training time were presented to the employers. Each distribution consisted of a percentage of time for theory

and development of background knowledge along with a percentage of time for the development of technical skills and knowledge for the job. Each employer selected the time in which he preferred as a most desirable combination for the training. Table VIII shows the reactions of employers to the question. Two employers preferred a distribution different from the five listed. This distribution is included in the Table.

TABLE VIII
FREQUENCY AND PERCENT OF EMPLOYERS WHO REACTED TO
DISTRIBUTIONS OF TRAINING TIME IN THE
OCCUPATIONAL PROGRAMS BY LOCATIONS

Distributions of Training Time	LOCATIONS									
	I		II		III		IV		Total	
	#	%	#	%	#	%	#	%	#	%
25% Theory 75% Skills	9	9.8	18	19.6	14	15.2	8	8.7	49	53.3
33% Theory 67% Skills	2	2.2	0	0	0	0	0	0	2	2.2
40% Theory 60% Skills	0	0	1	1.1	4	4.3	5	5.4	10	10.8
50% Theory 50% Skills	9	9.8	4	4.3	2	2.2	9	9.8	24	26.1
60% Theory 40% Skills	2	2.2	2	2.2	0	0	0	0	4	4.3
75% Theory 25% Skills	0	0	0	0	1	1.1	2	2.2	3	3.3
Total	22	23.9	25	27.2	21	22.8	24	26.1	92	100.0

One may note from the Table that more than one-half (53.3 percent) of the employers who were interviewed preferred a distribution in which

one-fourth time is spent in theory and development of general background knowledge along with three-fourths of the time spent on the development of basic knowledge and technical skills for the job. The smallest number of employers, two, felt the distribution should be one-third theory and two-thirds skills. It is noted that this distribution is the next progression in size relationship, yet few people desired the combination.

Each employer was asked if he thought students enrolled in occupational home economics programs should have background knowledge and understanding of one area with intensive training in one aspect only of this knowledge. Each was also asked if the program should provide background knowledge and understanding of an area, with training in several aspects, hence less intensive training in any one application. About one-fifth (21.7 percent) of the group felt students should be intensively trained in one aspect of an area. Approximately three-fourths (76.1 percent) felt students should be provided background knowledge and understanding in an area but should also have training in several aspects of the area. Two persons believed neither of the two programs should be developed, but that students should have intense training in several aspects of one area.

It is the general belief among some employers that persons who plan to enter the labor force should possess a positive attitude toward work, be able to relate positively with people, and possess knowledge and skills for the job. (43) The employers in this study were asked to indicate the one quality which they felt was the most important. More than one-half (54.4 percent) of the employers thought positive

attitudes toward work was the quality needed most by employees. About one-fifth (22.2 percent) believed positive relationships with people was the quality needed most. Almost one-fifth (18.9 percent) thought the employees needed knowledge and skills for the job more than any other quality. Four employers were unable to rate one quality above the others. Three of these employers felt all three qualities were needed most. One employer believed positive attitudes toward work and knowledge and skills for the job were needed equally as much.

A summary of the findings showed that nearly two-thirds of the employers preferred the program which included general education along with vocational-technical training. Of these employers, two-thirds preferred a program in which one-fourth of the courses are general education courses.

More than one-half of the employers preferred that 25 percent of the time in training be spent in theory development and the remaining 75 percent be spent in developing technical skills and knowledge for the job. Three-fourths of the group felt students should be provided background knowledge and understanding in an area but should also have training in several aspects of the area.

Although nearly all employers believed the employees should possess positive attitudes toward work, positive relationships with people, and knowledge and skills for the job, more than one-half of the employers thought positive attitudes toward work was the quality needed most by employees. The remaining two qualities were selected in nearly equal amounts by employers.

Interest of Employers in Home Economics Occupational Curricula

Employers in each of the five home economics related areas were asked to rate their degree of interest in employing persons who had completed an occupational curriculum. Each employer was asked to react only to the curricula in his business area. Tables IX, X, XI, XII, and XIII show the interests of employers in each of the five areas. An observation of Table IX reveals that employers in food establishments are most interested in persons prepared in a quantity foods preparation curriculum. Employers in food establishments are least interested in persons who have completed a curriculum in school lunch management. Over one-half of the employers in food establishments were highly interested in persons who had completed curricula in food supervision, food handling and distribution and quantity purchasing. Some employers suggested that by combining two or more of the closely related curricula, the students could obtain a broader background and could advance more quickly when placed on jobs.

An observation of Table X reveals that employers in the Clothing Management, Production, and Service area were most interested in persons who had completed a retailing and salesmanship. Least interest was shown for persons in the power machine operation curriculum. High interest was shown by one-half of the employers for persons in dressmaking and clothing and design curricula. Many employers said the demand was not great enough in their location for persons with training in millinery, factory line supervision or laboratory technician training.

TABLE IX

INTERESTS OF EMPLOYERS IN GRADUATES OF FOOD MANAGEMENT,
PRODUCTION, AND SERVICES CURRICULA

Curricula	Highly Interested		Moderately Interested		Slightly Interested		Not Interested		Total	
	#	%	#	%	#	%	#	%	#	%
Catering Service	3	15	4	20	5	25	8	40	20	100
Quantity Food Preparation	15	75	2	10	0	0	3	15	20	100
Food Supervision	11	55	5	25	1	5	3	15	20	100
Dietary Science	4	20	7	35	2	10	7	35	20	100
Food Handling and Distribution	11	55	6	30	0	0	3	15	20	100
Food Service and Hotel Administration	4	20	3	15	3	15	10	50	20	100
Quantity Purchasing	10	50	2	10	4	20	4	20	20	100
Laboratory Technician in Food and Nutrition	2	10	3	15	8	40	7	35	20	100
Bakery	7	35	7	35	3	15	3	15	20	100
Food Processing	6	30	5	25	5	25	4	20	20	100
School Lunch Management	1	5	1	5	3	15	15	75	20	100

TABLE X

INTERESTS OF EMPLOYERS IN GRADUATES OF CLOTHING MANAGEMENT,
PRODUCTION, AND SERVICES CURRICULA

Curricula	Highly Interested		Moderately Interested		Slightly Interested		Not Interested		Total	
	#	%	#	%	#	%	#	%	#	%
Clothing Maintenance	8	40	5	25	2	10	5	25	20	100
Dressmaking and Alterations	10	50	6	30	1	5	3	15	20	100
Retailing and Salesmanship	16	80	1	5	0	0	3	15	20	100
Clothing and Design	10	50	2	10	2	10	6	30	20	100
Garment Construction	7	35	7	35	1	5	5	25	20	100
Millinery	4	20	3	15	2	10	11	55	20	100
Laboratory Technician in Clothing and Textiles	2	10	3	15	4	20	11	55	20	100
Power Machine Operations	4	20	0	0	1	5	15	75	20	100
Factory Line Supervision	6	30	0	0	3	15	11	55	20	100

Table XI reveals that child care supervision and nursery school education were two curricula in which supervisors in the area of Care and Guidance of Children showed a high interest. The curriculum of least interest to the supervisors was care for the handicapped. The Care and Guidance of Children was another occupational area in which

the employers felt the combination of two or more curricula would serve to prepare persons to perform in a wider range of capacities, thus develop a more competent employee for the job.

TABLE XI
INTERESTS OF EMPLOYERS IN GRADUATES OF CARE
AND GUIDANCE OF CHILDREN CURRICULA

Curricula	Highly Interested		Moderately Interested		Slightly Interested		Not Interested		Total	
	#	%	#	%	#	%	#	%	#	%
Child Care Supervision	11	91.7	1	8.3	0	0	0	0	12	100
Kindergarten Education	4	33.3	4	33.3	2	16.7	2	16.7	12	100
Recreational Services	5	41.7	5	41.7	1	8.3	1	8.3	12	100
Care for the Handicapped	2	16.7	3	25.0	2	16.7	5	41.6	12	100
Nursery School Education	10	83.3	2	16.7	0	0	0	0	12	100
Teacher's Aide	4	33.3	3	25.0	2	16.7	3	25.0	12	100

In Table XII, more interest was shown by employers for persons who had completed curricula in retailing and salesmanship and in interior decoration. Least interest was shown for persons who had completed a furniture refinishing curriculum. The equipment and appliance curriculum was not very attractive to employers as a separate curriculum. Some employers felt the competencies of persons in this

curriculum are used by persons in the salesmanship area and the two curricula should be taught as one curriculum.

TABLE XII
INTERESTS OF EMPLOYERS IN GRADUATES OF HOME FURNISHING,
EQUIPMENT, AND SERVICES CURRICULA

Curricula	Highly Interested		Moderately Interested		Slightly Interested		Not Interested		Total	
	#	%	#	%	#	%	#	%	#	%
Furniture Refinishing	5	25	2	10	0	0	13	65	20	100
Equipment and Appliance Demonstration	5	25	2	10	2	10	11	55	20	100
Interior Decoration	14	70	2	10	1	5	3	15	20	100
Retailing and Salesmanship	15	75	3	15	1	5	1	5	20	100
Upholstery and Drapery Making	11	55	2	10	2	10	5	25	20	100

In Table XIII, the curriculum attracting the greatest interest by employers in the Institutional Services area was housekeeping technology. Most employers in this area showed little interest for the other curricula. Some employers indicated that some of the skills associated with home health care technology, homemaker's services, and home management can be adapted to institutional work but persons who had completed the curricula would be suited more for work in private homes. Most of the employers felt the demand for public

housing managers was not very great in their locations.

TABLE XIII
INTERESTS OF EMPLOYERS IN GRADUATES OF INSTITUTIONAL MANAGEMENT
AND SUPPORTING SERVICES CURRICULA

Curricula	Highly Interested		Moderately Interested		Slightly Interested		Not Interested		Total	
	#	%	#	%	#	%	#	%	#	%
Home Health Care	4	20	2	10	2	10	12	60	20	100
Homemaker's Services	0	0	3	15	1	4	16	80	20	100
Housekeeping Technology	16	80	3	15	0	0	1	5	20	100
Public Housing Management	0	0	3	15	3	15	14	70	20	100
Home Management	4	20	2	10	3	15	11	55	20	100
Hotel-Motel Management	4	20	3	15	3	15	10	50	20	100

The Institutional Services area was the area in which most employers indicated they had trained their own employees in the past because the salaries which trained persons would desire would be beyond that which the company could pay.

In summary, these data reveal that in general, the majority of the business employers who were interviewed for this study were receptive toward occupational preparation. Many were willing to work with school personnel in developing a program and in providing work stations for the students.

Although most of the employers believed an employee needed all three qualities stressed when preparing for an occupation, many employers felt if the employee maintained a positive attitude toward work, he would have little difficulty attaining the other two qualities: positive relationships with people and knowledge and skills for the job.

Varying degrees of interest were shown for hiring persons who had completed an occupational curriculum at the post-secondary level. Business managers tended to react more favorably to the curricula which were designed to prepare persons for work in the areas closely related to their business interests.

SCHOOL PERSONNEL

The interview schedule used when interviews were made with administrators and home economics instructors at two junior colleges and two area vocational-technical centers was designed to seek an answer to research question two of the study:

Are there junior college and area vocational-technical center administrators and faculty interested in developing occupationally-oriented programs?

The interview schedule is a part of Appendix B of this study.

Educational Characteristics of the Institutions

There was a total of four administrators and six instructors who responded to the interview schedule. Home economics related programs were offered at both area vocational-technical centers. Courses in all areas of home economics except Institutional Management and

Supporting Services were offered at both junior colleges.

All administrators and instructors in the study felt there was a need for training workers at a semiprofessional level in home economics. When asked to identify the area or areas in which they felt there was a need for training in their location, the personnel at the junior colleges felt occupational programs should be developed in all areas except Institutional Services. The area vocational-technical center personnel in Location II believed occupational programs should be developed in clothing, food and child care areas. Area vocational-technical center personnel in Location III preferred that occupational preparation be limited to the foods area.

All home economics instructors were employed on a full-time basis. Three instructors were employed at the junior colleges and three were employed at the area vocational-technical centers. There were no replacement needs and no institution was expecting to reduce its home economics faculty. If the present enrollments continue to increase, four additional teaching personnel would be needed within two years. These additional personnel needs were suggested by the administrators. The combined enrollment in home economics for the four schools is 185. This number is expected to reach 310 by 1970. These totals do not include the non-majors who elect home economics courses at the junior colleges.

Three institutions offered a preprofessional curriculum and two offered occupational curricula at the high school level. No school offered an occupational home economics curriculum at the post-secondary level. One area vocational-technical center, however, had

immediate plans for offering occupational training in foods to an adult group.

When instructors and administrators were asked if they would require the students to observe and receive work experience as a part of their occupational preparation, all except one answered "yes." The one person answered "no" with an explanation.

In summary, the data for the school personnel showed that:

- (1) all instructors, and administrators believed there was a need for training workers at the semiprofessional level in home economics related occupations.
- (2) the personnel showed a willingness to develop curricula in the five areas; however, least interest was shown for developing curricula in the home furnishing and institutional services areas.
- (3) the area vocational-technical center personnel showed a greater interest for providing training for updating the skills of workers already in the labor force.
- (4) nearly all personnel would require the students to observe and receive work experience as a part of their occupational preparation. One instructor had reservations regarding the possibilities for scheduling such experiences.

Preferable Type of Post-Secondary School Training

Two types of programs for post-secondary school preparation were presented to each educator. Program A consisted of a post-secondary

school training period which is 100 percent vocational-technical. Program B consisted of a post-secondary school training period which is primarily vocational-technical but includes courses in general education. One instructor preferred Program A and the remaining nine educators preferred Program B.

Percentage of courses in general education were listed as 15 percent, 25 percent, 35 percent, and 45 percent. The persons who favored Program B were asked to select the percentage of courses in general education most desirable for the training. One person (11 percent) selected 15 percent general education courses as most desirable, five persons (56 percent) selected 25 percent, and two persons (22 percent) selected 35 percent. No one selected 45 percent; however, one administrator (11 percent) preferred that 40 percent of the course be offered in general education.

A question which dealt with the division of the training time in the occupational programs was presented to the school personnel. One phase dealt with the percentage of time spent on theory and development of background knowledge. The other phase focused upon percentage of time spent on development of technical knowledge and skills for the job. Table XIV shows the reaction of the school personnel to the question. The Table reveals that the majority of the school personnel questioned preferred a program which consisted of 25 percent theory along with 75 percent technical skills. Only three of the distributions were considered by this group.

There were two types of programs offered as preparation for a career employee. Program A suggested background knowledge and understanding in one area with intensive training in one aspect only of

this knowledge. Program B suggested background knowledge and understanding in one area with training in several aspects, hence, less intensive training in any one application. All school personnel preferred Program B.

TABLE XIV

FREQUENCY AND PERCENT OF EMPLOYERS WHO REACTED
TO DISTRIBUTIONS OF TRAINING TIME IN THE
OCCUPATIONAL PROGRAMS BY LOCATIONS

Distributions of Training Time	I		II		III		IV		Total	
	#	%	#	%	#	%	#	%	#	%
25% Theory 75% Skills	2	20	2	20	0	0	3	30	7	70
33% Theory 67% Skills	0	0	0	0	2	20	0	0	2	20
40% Theory 60% Skills	0	0	1	10	0	0	0	0	1	10
50% Theory 50% Skills	0	0	0	0	0	0	0	0	0	0
60% Theory 40% Skills	0	0	0	0	0	0	0	0	0	0
75% Theory 25% Skills	0	0	0	0	0	0	0	0	0	0
TOTAL	2	20	3	30	2	20	3	30	10	100

The administrators and instructors were asked to indicate which of the three qualities they felt an occupational program should stress most: positive attitudes toward work; positive relationships with people; or knowledge and skills for the job. The majority (40 percent)

of the educators thought the quality needing most stress was positive attitudes toward work. Positive relationships with people was chosen by 30 percent of the educators. The remaining 30 percent selected knowledge and skills for the job as the quality an occupational program should stress most.

In summary, nearly all instructors preferred to offer a program which is primarily vocational-technical but includes courses in general education. One-half of the personnel preferred that one-fourth of the curriculum be composed of general education courses. About three-fourths of the school personnel preferred that 25 percent of the time be spent in theory development and the remaining 75 percent be spent in the development of technical skills.

All school personnel preferred to develop curricula in which background knowledge and understanding in one area was the focus with training in several aspects of that area. Hence, the students would be more broadly prepared in the area in which they are employed.

The majority of personnel felt the quality which needed most stress while students were in school was positive attitudes toward work. Positive relationships with people and knowledge and skills for the job were selected by equal numbers of the personnel.

Interest of School Personnel in Developing Occupational Curricula

Thirty-six occupationally-oriented curricula which can be adapted to local employment needs were presented to each administrator and instructor. Each was asked to rate the degree to which he was interested in developing each of the curricula at his school. Each was

reminded to consider the present and projected educational facilities and faculty competencies in making the decision. Some administrators and instructors rated the curricula in each home economics related area and some rated curricula in the areas in which they felt there were potentials for development.

Nine persons reacted to the Food Management, Production, and Services and the Institutional Management and Supporting Services Curricula. Eight persons reacted to the Clothing Management, Production, and Services; Care and Guidance of Children; and Home Furnishings, Equipment, and Services curricula. Tables XV, XVI, XVII, XVIII, and XIX show the interests of the school personnel in developing occupational curricula in the home economics related areas studied.

An observation of Table XV shows quantity food preparation, food supervision, and quantity purchasing were the three curricula in the Food Management, Production, and Services area in which three-fourths of the school personnel showed a high interest. Least interest was shown for developing catering services, food processing, and school lunch management curricula.

In Table XVI, a high interest of school personnel was shown for dressmaking and alteration, garment construction, and clothing and design curricula. Many instructors believed their present facilities and competencies would be an asset in developing these curricula. Some instructors felt concepts of clothing maintenance could be combined in one or more of the other curricula. As a result, the students would be more broadly trained in related areas of clothing competencies. Least interest was shown for preparing persons in a factory line supervision curriculum.

TABLE XV

INTERESTS OF SCHOOL PERSONNEL IN DEVELOPING FOOD MANAGEMENT,
PRODUCTION, AND SERVICES CURRICULA

Curricula	Highly Interested		Moderately Interested		Slightly Interested		Not Interested		Total	
	#	%	#	%	#	%	#	%	#	%*
Catering Services	3	33.3	2	22.2	4	44.4	0	0	9	99.9
Quantity Food Preparation	7	77.7	1	11.1	1	11.1	0	0	9	99.9
Food Supervision	7	77.7	1	11.1	1	11.1	0	0	9	99.9
Dietary Science	4	44.4	4	44.4	1	11.1	0	0	9	99.9
Food Handling and Distribution	4	44.4	4	44.4	1	11.1	0	0	9	99.9
Food Service and Hotel Administration	5	55.5	2	22.2	1	11.1	1	11.1	9	99.9
Quantity Purchasing	7	77.7	2	22.2	0	0	0	0	9	99.9
Laboratory Technician in Food and Nutrition	4	44.4	3	33.3	1	11.1	1	11.1	9	99.9
Bakery	4	44.4	2	22.2	1	11.1	2	22.2	9	99.9
Food Processing	3	33.3	2	22.2	0	0	2	22.2	9	99.9
School Lunch	3	33.3	3	33.3	2	22.2	1	11.1	9	99.9

* These percentage totals were obtained to the nearest point.

TABLE XVI

INTERESTS OF SCHOOL PERSONNEL IN DEVELOPING CLOTHING
MANAGEMENT, PRODUCTION, AND SERVICES CURRICULA

Curricula	Highly Interested		Moderately Interested		Slightly Interested		Not Interested		Total	
	#	%	#	%	#	%	#	%	#	%
Clothing Maintenance	5	62.5	1	12.5	1	12.5	1	12.5	8	100
Dressmaking and Alterations	6	75.0	1	12.5	1	12.5	0	0	8	100
Retailing and Salesmanship	3	37.5	5	62.5	0	0	0	0	8	100
Clothing and Design	6	75.0	1	12.5	1	12.5	0	0	8	100
Garment Construction	6	75.0	1	12.5	1	12.5	0	0	8	100
Millinery	3	37.5	4	50.0	0	0	1	12.5	8	100
Laboratory Technician in Clothing and Textiles	4	50.0	2	25.0	1	12.5	1	12.5	8	100
Factory Line Supervision	1	12.5	3	37.5	1	12.5	3	37.5	8	100
Power Machine Operation	3	37.5	1	12.5	1	12.5	3	37.5	8	100

Table XVII shows that the school personnel were highly interested in developing all curricula in the Care and Guidance of Children area except the teacher's aide curriculum. Only one-fourth of the personnel showed a high interest in this curriculum.

TABLE XVII
INTERESTS OF SCHOOL PERSONNEL IN DEVELOPING CARE
AND GUIDANCE OF CHILDREN CURRICULA

Curricula	Highly Interested		Moderately Interested		Slightly Interested		Not Interested		Total	
	#	%	#	%	#	%	#	%	#	%
Child Care Supervision	7	87.5	0	0	1	12.5	0	0	8	100
Kindergarten Education	6	75.0	0	0	0	0	2	25.0	8	100
Recreational Services	6	75.0	1	12.5	0	0	1	12.5	8	100
Care for the Handicapped	5	62.5	2	25.0	0	0	1	12.5	8	100
Nursery School Education	6	75.0	1	12.5	1	12.5	0	0	8	100
Teacher's Aide	2	25.0	3	37.5	1	12.5	2	25.0	8	100

Table XVIII revealed that one-half of the school personnel were highly interested in developing a curriculum in interior decoration. The other one-half were moderately interested. From one-fourth to one-third of the personnel showed a high interest in the other curricula. One-half of the school personnel who responded were not interested in developing a curriculum in furniture refinishing.

Table XIX showed that most of the personnel were not interested in developing curricula in the Institutional Management and Supporting Services Area.

In summary, the school personnel showed a high interest in

developing occupational programs in home economics at the post-secondary level. Junior college personnel were not interested, however, in developing programs for the retraining of adults at this level.

It seems the curricula in the Institutional Management and Supporting Services area were of least interest to the administrators and instructors. The Care and Guidance of Children area appeared to be the area in which greatest interest was shown for developing curricula.

TABLE XVIII

INTERESTS OF SCHOOL PERSONNEL IN DEVELOPING HOME FURNISHING,
EQUIPMENT, AND SERVICES CURRICULA

Curricula	Highly Interested		Moderately Interested		Slightly Interested		Not Interested		Total	
	#	%	#	%	#	%	#	%	#	%
Furniture Refinishing	2	25.0	2	25.0	0	0	4	50.0	8	100
Equipment and Appliance Demonstration	3	37.5	2	25.0	2	25.0	1	12.5	8	100
Interior Decoration	4	50.0	4	50.0	0	0	0	0	8	100
Retailing and Salesmanship	3	37.5	2	25.0	0	0	3	37.5	8	100
Upholstery and Drapery Making	3	37.5	1	12.5	3	37.5	1	12.5	8	100

TABLE XIX

INTERESTS OF SCHOOL PERSONNEL IN DEVELOPING
INSTITUTIONAL MANAGEMENT AND SUPPORTING
SERVICES CURRICULA

Curricula	Highly Interested		Moderately Interested		Slightly Interested		Not Interested		Total	
	#	%	#	%	#	%	#	%	#	%*
Home Health Care Technology	3	33.3	1	11.1	0	0	5	55.5	9	99.9
Homemaker's Services	2	22.2	1	11.1	1	11.1	5	55.5	9	99.9
Housekeeping Technology	3	33.3	0	0	2	22.2	4	44.4	9	99.9
Public Housing Management	2	22.2	1	11.1	0	0	6	66.6	9	99.9
Hotel-Motel Management	3	33.3	2	22.2	0	0	4	44.4	9	99.9
Home Management	2	22.2	2	22.2	2	22.2	3	33.3	9	99.9

* These percentage totals were obtained to the nearest point.

STUDENTS

A student interest inventory was designed to answer question three of the study:

Are there students interested in enrolling in occupationally-oriented programs to justify the development of such programs?

Data were collected from 678 students for the study. This represented senior students enrolled in home economics at 20 high schools, seniors and juniors enrolled in occupational home economics courses at the two

participating area vocational-technical centers, and first and second year students enrolled in one or more home economics courses at the two participating junior colleges. Of this group, 40 students were classified as juniors in high school, 550 were classified as seniors, 57 were junior college freshmen and 31 were classified as junior college sophomores. Eighty-one percent of the students interviewed were high school seniors.

Home Economics Interests and Background of the Students

To obtain some knowledge of the student's background in home economics, each was asked to circle the home economics courses she had taken. This number included the course in home economics in which the students were presently enrolled. A course was counted as one year of study in any area or in several units of home economics. Table XX shows the number of students who had enrolled in one or more courses in home economics. Though the majority of students had taken only two courses in home economics, more students had taken four courses than three. Only a small number of students had taken five and six courses. Table XX also shows the information regarding courses by locations. The largest percentage of students in three of the four locations had taken four years of home economics. The largest percentage of students in Location II had taken only one home economics course.

Only the junior college students were asked to indicate if they were majoring in home economics or in another program of study. Of the 88 junior college students responding through the interview, 74 (84 percent) were home economics majors and 14 (16 percent) were majoring in other fields.

TABLE XX
TOTAL HOME ECONOMICS COURSES ALL STUDENTS
HAVE HAD BY LOCATIONS

Years of Home Economics	LOCATIONS								Total #
	I		II		III		IV		
	#	%	#	%	#	%	#	%	#
One Year H. E.	6	7.1	161	41.3	2	2.9	3	2.2	172
Two Years H. E.	7	8.2	141	36.2	16	23.2	15	11.2	179
Three Years H. E.	18	21.2	64	16.4	22	31.9	15	11.2	119
Four Years H. E.	37	43.5	21	5.4	26	37.7	63	47.0	147
Five Years H. E.	17	20.0	3	.7	2	2.9	33	24.7	55
Six Years H. E.	0	0	0	0	1	1.4	5	3.7	6
TOTAL	85	100	390	100	69	100	134	100	678

The plans of students for next year were analyzed for 365 students. This figure was more than one-half of the total group. The remaining 313 students listed a number of plans. Table XXI shows the plans of 365 students for next year. The largest number of students who listed one plan composed the "other" category. The smallest number of students expected to attend an area vocational-technical center. The researcher believes the student's concept of the area center was that of the high school vocational training and not at a post-secondary school level.

TABLE XXI
PLANS OF STUDENTS FOR NEXT YEAR

Plan	# Students	% Students
1. Get a job	64	17.5
2. Become a homemaker	21	5.8
3. Return to high school	17	4.7
4. Attend a junior college and major in home economics	31	8.4
5. Attend an area vocational-technical center and major in home economics	2	.6
6. Attend a four-year college and major in home economics	54	14.6
7. Other plans (attend college in another major, marry, travel, etc.)	151	41.3
8. Undecided	25	6.9
TOTAL	365	99.8*

* Discrepancy due to rounding off to nearest tenth percent.

In analyzing the data according to locations, the researcher observed that Location II accounted for 107 of the 151 answers attributed to number seven, Other Plans. Location II also accounted for 59 of the 64 students who checked plan one, Get a Job. It was noted that no student in Location III planned to get a job next year; however, 15 of the 26 students who responded to this question had other plans. Of the four locations, students in Location IV composed the greatest number who planned to attend a four-year college and major in

home economics. Eighteen of the 19 students were currently enrolled at a post-secondary school. It should be remembered that the total number of students in no location was recorded for this item.

Students were asked to indicate their most important source of obtaining a job. Four hundred and sixteen students listed one source while the remaining 262 students listed a combination of sources. The results of the 416 students who named one source is shown in Table XXII.

One can see the majority of students use public employment agencies and direct contact by the employer more than any other source. Direct contact by employee and friends and neighbors were used by a number of students. Few students utilized the services of advisory committees and private employment agencies.

In summary, this portion of the student data has shown that the majority of students had enrolled in two home economics courses at the time of the interview. Location II was the only location in which the majority of students had taken only one course. The major number of students in the other locations had enrolled in four courses.

Nearly one-half of the students who responded by checking one plan indicated they had other plans. This category included plans to get married, enter the armed forces, travel, or attend college in another field. Several students who checked this category indicated their plans for next year were to attend a four-year college in another major. A substantial number of students planned to get a job.

TABLE XXII
UTILIZATION OF EMPLOYMENT SOURCES BY STUDENTS

Source	# Students	% Students
1. Campus department or placement bureau	36	8.5
2. Public employment agencies	100	24.4
3. Private employment agencies	10	2.4
4. Advisory Committees	4	.9
5. Friends and neighbors	50	12.0
6. Family	32	7.6
7. Direct contact by employer	123	29.6
8. Direct contact by employee	61	14.6
	<hr/>	<hr/>
TOTAL	416	100.0

Interests of Students in Pursuing Home Economics
Occupational Curricula

The interest of students in each of the five areas of home economics was studied. Students as a group, indicated a greater interest in the clothing area than in any other area. Care and Guidance of Children ranked second, Home Furnishing, Equipment and Service ranked third, and the Foods area ranked fourth. Institutional Management and Supporting Services was of least interest to the group as a whole.

Students were asked to answer "yes" or "no" to the question: "Would you be able to complete an occupational program?" They were also instructed when answering, to think of their ability also in

terms of the likelihood of their remaining in the location long enough to complete a curriculum, their financial conditions, scholastic abilities, and interests in training at the semiprofessional level of education. Six hundred and seventy-seven students answered the question. This number accounted for everyone except one senior student. Four hundred and forty-three (65.4 percent) of these students answered "yes" and 234 (34.6 percent) answered "no." When these data were calculated by grade level, the first year junior college students showed the greatest interest in the occupational program with 79.3 percent "yes" and 20.7 percent "no" answers. The three other grades ranged from 63.9 percent to 67.5 percent "yes" and 32.5 percent to 36.1 percent "no" answers.

When the students were asked "Would you like to observe and work part-time in a business establishment or agency for a time while training?" all students except one senior answered. Four out of five students (80.6 percent) answered "yes" and one in five students (19.4 percent) answered "no." When the answers were analyzed by grade level, the eleventh grade students were most in favor of observing and working part-time. Nearly all of the eleventh grade students (92.5 percent) answered "yes." Senior students were least in favor of observing and working part-time while enrolled in school. Four out of five of the senior students answered "yes" to the question.

All except two senior students responded to the question: "Which of the qualities below do you believe an employer most desires in an employee: positive attitudes toward work; positive relationships with people; knowledge and skills for the job." Positive attitudes toward

work was checked by approximately one-third (34.5 percent) of the students. Approximately one-fifth (19.2 percent) of the students believed positive relationships with people was the quality most desired by employers. The largest percentage of the students (46.3 percent) believed knowledge and skills for the job was the quality desired most by employers.

This portion of the data for the students has shown that the majority of the students:

- (1) felt they would be able to complete an occupational program,
- (2) would like to observe and work part-time in an establishment while training for an occupation,
- (3) believed knowledge and skills for the job was the quality desired most by employers.

Interests of Students in Enrolling in Occupational Curricula

The students were asked to indicate their feeling about enrolling in each of the occupational programs in each of the five home economics related areas. There were four degrees of interest from which the students could choose. If a student checked the first degree, this indicated she was eager to train for the job. If degree two was checked, the student was definitely interested in preparing for the job. A check in the third degree indicated the student was undecided about training for the job and a check in the fourth degree indicated the student preferred not to prepare for the job.

Six students failed to indicate an interest in enrolling in any of

the curricula in the Clothing Management, Production, and Services and in the Food Management, Production, and Services areas. Nine students failed to indicate an interest in preparing for any of the curricula in the Care and Guidance of Children area. Ten students did not indicate an interest in preparing for any of the curricula in the Home Furnishing and Equipment nor in the Institutional Management and Supporting Services area.

Data showing the interests of students in enrolling in occupational programs at the semiprofessional level will be presented in table form. Each of the five occupational areas is represented for the group as a whole. Data for the students by locations are presented in Appendix B.

One can see from an observation of Table XXIII that less than 50 percent of the students were interested in enrolling in any of the Food Management, Production, and Services curricula. The foods area was the fourth choice for an area of interest as chosen by the majority of the students.

Table XXIV shows more than 50 percent of the students preferred not to train in seven of the nine occupations in the Clothing Management, Production, and Services area. The curriculum in the clothing area with most appeal to students is clothing and design. A substantial amount of interest was also shown for the retailing and salesmanship curriculum. It should be remembered that the clothing area was the first choice of the majority of students.

More interest was shown by students for the Care and Guidance of Children occupations than for any area. This information is

TABLE XXIII

INTERESTS OF STUDENTS IN ENROLLING IN FOOD MANAGEMENT,
PRODUCTION, AND SERVICES CURRICULA

Curricula	Eager		Interested		Undecided		Prefer Not		Total	
	#	%	#	%	#	%	#	%	#	%
Catering Services	25	3.7	41	6.1	127	18.9	479	71.3	672	100
Quantity Food Preparation	29	4.3	67	10.0	127	18.9	449	66.8	672	100
Food Supervision	40	6.0	74	11.0	171	25.4	387	57.6	672	100
Dietary Science	40	6.0	83	12.4	145	21.6	404	60.1	672	100
Food Handling and Distribution	25	3.7	48	7.1	110	16.4	489	72.8	672	100
Food Service and Hotel Administration	35	5.2	92	13.7	145	21.6	400	59.5	672	100
Quantity Purchasing	30	4.5	62	9.2	152	22.6	428	63.7	672	100
Laboratory Technician in Food and Nutrition	56	8.3	93	13.8	126	18.8	397	59.1	672	100
Bakery	69	10.3	124	18.5	139	20.7	340	50.6	672	100
Food Processing	31	4.6	61	9.1	146	21.7	434	64.6	672	100
School Lunch Management	21	3.1	49	7.3	113	16.8	488	72.7	672	100

TABLE XXIV

INTERESTS OF STUDENTS IN ENROLLING IN CLOTHING MANAGEMENT,
PRODUCTION, AND SERVICES CURRICULA

Curricula	Eager		Interested		Undecided		Prefer Not		Total	
	#	%	#	%	#	%	#	%	#	%
Clothing Maintenance	50	7.4	85	12.6	143	21.3	394	58.6	672	100
Dressmaking and Alterations	79	11.8	121	18.0	133	19.8	339	50.4	672	100
Retailing and Salesmanship	105	15.6	177	26.3	135	20.1	255	37.9	672	100
Clothing and Design	160	23.8	181	26.9	129	19.2	203	30.2	672	100
Garment Construction	85	12.6	102	15.2	142	21.1	343	51.0	672	100
Millinery	34	5.1	76	11.3	125	18.6	437	65.0	672	100
Laboratory Technician in Clothing and Textiles	49	7.3	82	12.2	140	20.8	401	59.7	672	100
Factory Line Supervision	27	4.0	80	11.9	123	18.3	442	65.8	672	100
Power Machine Operation	33	4.9	58	8.6	96	14.3	485	72.2	672	100

indicated in Table XXV. Nearly one-half of the students were eager or definitely interested in training for four of the six curricula in this area. Care for the handicapped and teacher's aide were the two curricula of least interest.

TABLE XXV

INTERESTS OF STUDENTS IN ENROLLING IN CARE
AND GUIDANCE OF CHILDREN CURRICULA

Curricula	Eager		Interested		Undecided		Prefer Not		Total	
	#	%	#	%	#	%	#	%	#	%
Child Care Supervision	151	22.6	198	29.6	118	17.6	202	30.2	669	100
Kinder- garten Education	134	20.0	190	28.4	116	17.3	229	34.2	669	100
Recreation- al Services	111	16.6	200	29.9	149	22.3	209	31.2	669	100
Care for the Handicapped	108	16.1	168	25.1	135	20.2	258	38.6	669	100
Nursery School Education	130	19.4	172	25.7	114	17.0	253	37.8	669	100
Teacher's Aide	110	16.4	171	25.6	129	19.3	258	38.7	669	100

It can be noted from an observation of Table XXVI that more than 50 percent of the students preferred not to train for employment in four of the five curricula cited in the Home Furnishing, Equipment, and Services area. The greatest interest, however, was shown for the curriculum in interior decoration.

Of the five home economics related areas, students showed less interest for training in occupations in the institutional services area than any. This was the area in which the majority of students were least interested. Of the six curricula listed in Table XXVII, hotel-motel management was most appealing to the students.

TABLE XXVI

INTERESTS OF STUDENTS IN ENROLLING IN HOME FURNISHING,
EQUIPMENT, AND SERVICES CURRICULA

Curricula	Eager		Interested		Undecided		Prefer Not		Total	
	#	%	#	%	#	%	#	%	#	%
Furniture Refinishing	48	7.2	106	15.9	137	20.5	377	56.4	668	100
Equipment and Appliance Demonstration	54	8.1	121	18.1	128	19.2	365	54.6	668	100
Interior Decoration	182	27.2	192	28.7	111	16.6	183	27.4	668	100
Retailing and Salesmanship	68	10.2	131	19.6	128	19.2	341	51.0	668	100
Upholstery and Drapery Making	41	6.1	71	10.6	122	18.3	434	65.0	668	100

Although little eagerness was shown by the students for training in home economics related occupations when one observed the percentage for the columns, the number of students who responded in the eager and definitely interested categories were substantially great enough to justify the development of curricula in each of the five areas.

In summary, the data show that students were not very eager to enroll in occupational programs at the post-secondary level. Many of the students had other plans for next year. The researcher believes these plans had an effect upon the way the students in this study reacted to the proposed curricula.

The majority of students believed they would be able to complete

TABLE XXVII

INTERESTS OF STUDENTS IN ENROLLING IN INSTITUTIONAL
MANAGEMENT AND SUPPORTING SERVICES CURRICULA

Curricula	Eager		Interested		Undecided		Prefer Not		Total	
	#	%	#	%	#	%	#	%	#	%
Home Health Care Tech- nology	40	6.0	103	15.4	157	23.5	368	55.1	668	100
Homemaker's Services	46	6.9	98	14.7	129	19.3	395	59.1	668	100
Housekeeping Technology	56	8.4	88	13.2	110	16.5	414	62.0	668	100
Public Housing Management	44	6.6	80	12.0	154	23.1	390	58.4	668	100
Hotel- Motel Management	27	4.1	76	11.5	195	29.4	365	55.1	668	100
Home Management	102	15.3	112	16.8	120	18.0	334	50.0	668	100

an occupational program. The majority of students also believed they would enjoy observing and working part-time at an establishment in the type of work for which they were being trained.

RECOMMENDATIONS FOR DEVELOPING OCCUPATIONAL
CURRICULA IN THE LOCATIONS STUDIED

This section of the chapter is designed to answer the research question:

Should one or more occupationally-oriented programs be recommended for development at the post-secondary schools studied? If so, which of the programs?

The researcher will seek to answer this question by comparing the responses from the three groups of people in the four locations studied. The interview schedules and interest inventory designed for each group were structured so that each group of people was required to respond to questions which would yield similar information. The students were not asked questions which related to their interest in developing occupational programs. Nor were they asked questions regarding the types of occupational programs which should be developed.

The business and school personnel were asked a question regarding the need for additional personnel at the semiprofessional level. The majority of the business employers answered "yes" when asked if they felt there was a shortage of workers in their area of major interest. When school personnel were asked: "Do you feel a need for training workers at the semiprofessional level in home economics?" all personnel answered "yes." Another question which related to the need for the program was question eight. The business employers were asked if they would be interested in working with the area vocational-technical center or the junior college in developing a training program in the area of interest. If the answer was "yes," the capacity of cooperation was sought. The vast majority of the managers answered "yes" and all specified a capacity. More than one-half of the employers indicated they would be interested in working in all capacities suggested on the interview schedule. (See Appendix B.) All school personnel were willing to develop a program which leads to immediate employment of students. When the 678 students were asked if they would be able to complete an occupational program, a majority

(65.4 percent) answered "yes." Nearly all of the employers (91.3 percent) were willing to hire persons who had completed an occupational program if there were openings at the level in which workers were needed.

The three groups responded to a question regarding observation and work experience. Table VI shows by location, the willingness of business employers to permit students to observe and receive work experience at their establishments. An average of four-fifths (79.1 percent) of the employers would permit observations and work experience. Nearly all of the school personnel indicated they would require the students to observe and receive work experience as a part of the occupational preparation. The one instructor in Location II who answered no, added that she would make this a requirement if these experiences could be scheduled for Saturdays, after school hours, or during the summer months. More than three-fourths of the students (80.6 percent) answered "yes" when asked if they would like observing and working part-time in a business establishment while in post-secondary school. When the students were analyzed by locations, the greatest percentage of interest was shown by students in Location III.

Preferable types of programs were discussed with the business representatives and school personnel. (See questions 10, 11, 12, and 13 of the Interview Schedule for School Personnel and questions 12, 13, 14, and 15 of the Interview Schedule for Agencies and Business Establishments in Appendix B.) For question 12, nearly two-thirds of the business representatives preferred Program B, a post-secondary period which is primarily vocational-technical but includes courses

in general education. For question 10, nearly all of the school personnel preferred Program B. Table VII shows the information by locations for business representatives regarding question 13. The reactions of the school personnel to this question showed that about three-fourths of the group preferred that 25 percent of the courses be in general education. When analyzed by locations, the researcher observed that:

1. Both persons in Location I preferred that 25 percent of the courses be in general education.
2. The one person who desired Program A was in Location II and did not respond to this question. One person in this location preferred 15 percent and the other person preferred 25 percent of the courses in general education.
3. Both persons in Location III preferred that general education courses comprise 25 percent of the curriculum.
4. The two instructors in Location IV preferred 35 percent of the curriculum be composed of general education courses. The administrator suggested that the general education requirement be 40 percent.

Tables VIII and XIV show the reactions of business personnel by location to question 14 and school personnel by location to question 12. It can be seen that the majority of persons in both groups prefer that students spend one-fourth of the time in theory and three-fourths in the development of technical skills for the job.

The last question in this series dealt with the intensiveness of the training. Three-fourths of the business personnel and all of the school personnel felt Program B should be provided.

All interviewees were asked a question regarding qualities an occupational program should stress. (Appendix B.) More than one-half of the business representatives (54.4 percent) believed most

emphasis should be placed upon positive attitudes toward work. A substantial portion of school personnel also felt most emphasis should be placed upon developing positive attitudes toward work (four or 40 percent). A large number of students believed most stress should be placed upon providing knowledge and skills for the job (46.3 percent).

Table XXVII (Appendix C) is a comparison by locations of the reactions of business personnel, school personnel, and students to the curricula in the five home economics related areas. The curricula have been assigned numbers, however, the names appear in Appendix B and elsewhere in this chapter. An analysis of the table reveals certain general interests about the three groups as a total. These interests were summarized by home economics area.

1. Business and school personnel showed a higher interest in developing curricula in quantity food preparation in three of the four locations than in any other curriculum in the food area.
2. All three groups in three locations were more interested in developing a curriculum in clothing and design than in any other curriculum in the clothing area.
3. Greatest interest was shown in the Care and Guidance of Children area for the curriculum in child care supervision in all locations.
4. In the home furnishing area, the interior decoration curriculum was most appealing to all groups in all locations.
5. Business representatives in the institutional management area in all locations were most interested in the

development of a curriculum in housekeeping technology.

The school personnel and students in each location showed little interest in the curriculum.

6. Greatest interest was shown by all three groups of people in each location for the Care and Guidance of Children area.

The Table also shows that in the food area, the three groups in Location I showed most interest for food supervision and bakery curricula. However, the business establishments and school personnel were highly interested in quantity food preparation. The students showed less interest here.

In the clothing area for Location I, a comparison of the three groups reveal highest interest in clothing and design. This accounted for three-fifths of the business personnel, all of the school personnel, and nearly one-fourth of the students.

All business personnel and all school personnel were highly interested in developing programs in child care supervision and recreational services. A greater percentage of students were also eager to train in these areas. All school personnel and many students were highly interested in kindergarten education but only one-half of the child care supervisors in the location showed a high interest.

All business personnel and all school personnel were highly interested in developing a curriculum in interior decoration. It can also be noted that the greatest percentage of students were eager to train in this curriculum. The three groups were not as interested in the other curricula in this area.

Of the three groups, the business representatives showed the highest interest in developing a curriculum in housekeeping technology. This accounted for three-fifths of the business personnel. The majority of the business personnel were not interested in the other curricula. One-half of the school personnel were highly interested and the other one-half was not interested in this home economics area. The students also showed little interest in the area.

When a comparison was made of the three groups in Location II, it was found for the foods area that greatest interest was shown by all groups for the bakery curriculum.

Dressmaking and alterations was most appealing to the groups. All business personnel, one-half school personnel and a number of students were highly interested in the curriculum. High interest was generally shown by two of the three groups in the other curricula.

Of the six curricula in the Care and Guidance of Children area, greatest interest was shown for child care supervision and nursery school education.

Interior decoration rated highest among the groups in the home furnishing area. Three-fifths of the business personnel, one-half of the school personnel, and nearly one-fourth of the students expressed a high interest in the curriculum.

School personnel and students showed little interest for curricula in the institutional services area. Business personnel showed some interest in housekeeping technology and the remaining groups were more interested in home management.

The comparison of the responses for the groups in Location III

for foods curricula revealed that most interest was shown for quantity food preparation. Varying degrees of interest was shown by each group for the other curricula.

Only one-half of the school personnel in this location responded to curricula needs in the remaining four areas. The highest positive relationship was shown for the curriculum in clothing and design.

A high interest was shown by the groups for developing a curriculum in child care supervision. A high interest was shown by the school personnel and students for the care for the handicapped curriculum. The child care supervisor, however, was only slightly interested in the curriculum.

Little agreement was shown by the three groups for interest in curricula in home furnishing area. The three groups showed a high interest in interior decoration only.

Again, the business personnel were highly interested in the housekeeping technology curriculum and the school personnel and students showed little interest. School personnel were most interested in home health care technology and students were most interested in hotel-motel management.

The greatest interest shown by business and school personnel in Location IV for the food area was in the quantity food preparation curriculum. Students showed little interest in this curriculum. Their greatest interest appeared to have been for a dietary science curriculum.

Two-thirds of the school personnel and a little more than one-fourth of the students showed a high interest in clothing and design.

This curriculum has appeared to be of average interest with business personnel as compared to the other curricula considered for development in the area.

Comparatively, high interest was shown by all groups for the curricula in the Care and Guidance of Children area. All business personnel, two-thirds of the school personnel and nearly one-third of the students were highly interested in child care supervision. This was the largest percentage of student interest in any of the child care curricula. More than one-third of the students were also definitely interested in training in the child care supervision curriculum. Similar interest was shown by the three groups for the nursery school education curricula.

Interest of business and school personnel in the home furnishing area was quite varied. The students showed a definite interest in the interior decoration curriculum; however, more interest was shown for this curriculum by business and school personnel than any other in the area.

All business personnel were highly interested in the development of a housekeeping technology curriculum. The vast majority of school personnel and students were not interested in the curriculum. It can also be noted that very little interest was shown for the other curricula in the institutional services area.

The recommendations for developing curricula in each of the four locations were made on the basis of proposed criteria. A statement of the criteria follows: At least

1. Three-fifths of the business personnel in the home

economics related area should respond in the highest degree (highly interested in graduates of the curriculum).

2. One-half of the school personnel should respond in the highest degree (highly interested in developing the curriculum).
3. Forty students should respond in the first two degrees (eager and definitely interested in enrolling in the curriculum). Because of the smaller number of students in some locations, the researcher will consider less than forty students in the two degrees if the number is at least one-third of the total number of students responding in that location.
4. Two of the three groups should be composed of at least the minimum numbers required in one, two, and three above.

The city in which the junior college in Location I is established had a population of 13,000 people in 1965. There is one senior high school in the city; however, there are other high schools in surrounding counties. Many students from outside the city and county in which the junior college is located are in attendance at the college. After receiving training, many of these students are expected to return to their home towns. Other students migrate to other sections within and out of the State.

The city is a part of a rural area of Oklahoma. Although it appears that the number of business establishments within the city could not absorb many students who might be trained for employment at

the post-secondary level, it is suggested that many students would probably seek jobs in other cities.

Table XXIX shows the curricula in each home economics area which have potential for development in Location I. The researcher suggests that in curricula where the business establishments have little or no interest in developing the occupational programs, that a more extensive investigation should be made to determine if the conditions are desirable for developing the program.

One can see from the Table that curricula in each of the home economics areas met the criteria. The researcher recommends for Location I, the development of the

1. Four curricula in the food area. The managers and school personnel appear to be highly interested in the curricula. The number of students was below the one-third necessary to meet the criterion regarding student interest; however, the number meets the state requirements for organization of a new class.

2. Three curricula in the clothing area. Interest was shown by all groups for the curricula.

3. Four curricula in the child care area. The three groups appeared to be highly interested in these curricula. The researcher wishes to emphasize that the two supervisors who responded in the study composed the population of the child care supervisors in this area. While there is a need for additional provisions for the care of children, the researcher also questions the likelihood that adequate provisions can be made for observation and work experiences as well as for job placement of the great number of interested students if all of

TABLE XXIX

SUMMARY OF SPECIFIC CURRICULA MEETING THE
PROPOSED CRITERIA FOR LOCATION I

Food Management, Production and Services	Business (N = 5) %	School (N = 2) %	Students (N = 85) #
Quantity Food Preparation	80	100	20
Food Supervision	100	100	21
Dietary Science	60	100	25
Quantity Purchasing	80	50	22
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Clothing Management, Production, and Services			
Retailing and Salesmanship	60	50	47
Clothing and Design	60	100	47
Garment Construction	60	50	30
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Care and Guidance of Children	(N = 2)		
<hr/>			
Child Care Supervision	100	100	62
Kindergarten Education	50	100	65
Recreational Services	100	100	57
Nursery School Education	50	50	61
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Home Furnishing, Equipment, and Services	(N = 5)		
<hr/>			
Interior Decoration	100	100	62
Retailing and Salesmanship	80	50	34
Upholstery and Drapery Making	60	100	24
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Institutional Management and Supporting Services			
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Housekeeping Technology	60	50	29
Hotel-Motel Management	---	50	42
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these curricula were developed in this location. There is a possibility that two or more of the curricula could be combined to form a cluster. This should result in a more broadly trained person for a position in the child care area.

4. Three curricula in the home furnishing area. High interest is shown among the groups for the curricula. When choices must be made regarding which of a number of curricula should be developed, the researcher recommends that the curriculum which attracts the highest interests of business and school personnel should receive first consideration.

5. Two curricula in the institutional services area. The researcher recommends that further investigation be made prior to developing these curricula. The recommendation is made on the basis of the degree of interest shown by the business and school personnel.

An area vocational-technical center is established in Location II. The city in which the area vocational-technical center is located had a population of 280,000 people in 1965 and is a metropolitan area.

The majority of the students in this area attended the area vocational-technical center from within the city. There are some students from surrounding counties who may attend the center. The vast number of establishments within the location in each of the home economics areas suggested to the researcher that employment opportunities, as well as opportunities for observing and receiving work experiences, are adequate if occupational programs were developed in Location II.

Table XXX shows the curricula in each home economics area which have potential for development in the location.

TABLE XXX

SUMMARY OF SPECIFIC CURRICULA MEETING THE
PROPOSED CRITERIA FOR LOCATION II

Food Management, Production and Services	Business (N = 5) %	School (N = 2) %	Students (N = 385) #
Quantity Food Preparation	60	50	39
Food Supervision	20	50	50
Dietary Science	---	50	44
Food Service and Hotel Administration	40	50	66
Quantity Purchasing	20	100	45
Laboratory Technician in Food and Nutrition	---	50	67
Bakery	60	100	96
Food Processing	20	100	49
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Clothing Management, Production, and Services			
Clothing Maintenance	80	50	70
Dressmaking and Alterations	80	100	106
Retailing and Salesmanship	100	50	132
Clothing and Design	20	100	174
Garment Construction	20	100	113
Factory Line Supervision	60	100	56

TABLE XXX (CONTINUED)

Care and Guidance of Children	Business (N = 5) %	School (N = 2) %	Students (N = 385) #
Child Care Supervision	80	100	162
Kindergarten Education	20	50	135
Recreational Services	40	50	136
Care for the Handicapped	20	50	128
Nursery School Education	100	100	130
Teacher's Aide	60	---	127
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Home Furnishing, Equipment, and Services			
Interior Decoration	60	50	171
Retailing and Salesmanship	80	50	98
Upholstery and Drapery Making	60	50	53
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Institutional Management and Supporting Services			
Housekeeping Technology	60	50	92
Home Management	40	50	49
Hotel-Motel Management	40	50	122

The researcher recommends for the Location, the development of

1. Eight of the 11 curricula in the food area. The researcher recommends that for the curricula in which the interest of business personnel is low, that a more extensive investigation be made prior to developing the curricula. Where the interest of business and school personnel is low, the researcher questions the development of the curricula.

2. Six of the nine curricula in the clothing area. High interest was shown by the three groups for most of the curricula in the clothing area. The similarities of some of these curricula might make conditions possible for combining two or more of the curricula to form one broad curriculum.

3. All curricula in the child care area. Two or more curricula may be combined to form one broad curriculum. A broad program was recommended by the child care supervisors and by some of the school personnel.

4. Three curricula in the home furnishing area. Since the interest of school personnel and business personnel is less than for other areas, the researcher questions the development of an occupational program in this area at this time.

5. Three curricula in institutional services. The proposed criteria were met, however, the interest of the groups in this location is considerably lower than for other areas of home economics. The researcher recommends that additional investigation of the three groups be made before developing programs in this area.

An area vocational-technical center is established in Location III. The city had a population of 23,000 people in 1967. The population of the labor drawing area of the county and seven adjacent counties was 143,861 persons in 1960.

The city in which the area vocational-technical center is located has two high schools. Many of the students who attend the area vocational-technical center are from surrounding counties as well as from the city. The researcher feels that although the businesses in four

of the home economics areas can absorb several new employees, many students would probably return to their home towns after completing the training.

Table XXXI shows the curricula in each home economics related area which have potential for development in Location III.

TABLE XXXI
SUMMARY OF SPECIFIC CURRICULA MEETING THE
PROPOSED CRITERIA FOR LOCATION III

Food Management, Production, and Services	Business (N = 5) %	School (N = 2) %	Students (N = 69) #
Quantity Food Preparation	100	100	22
Food Supervision	60	100	23
Quantity Purchasing	60	100	12
Bakery	---	50	30
<hr/>			
Clothing Management, Production and Services		(N = 1)	
Dressmaking and Alterations	60	100	32
Retailing and Salesmanship	80	---	36
Clothing and Design	80	---	38
Garment Construction	20	100	26
Care and Guidance of Children	(N = 1)	(N = 1)	
Child Care Supervision	100	100	43
Care for the Handicapped	---	100	35
Nursery School Education	100	---	37
<hr/>			
Home Furnishing, Equipment and Services	(N = 5)		
Interior Decoration	80	---	47
Retailing and Salesmanship	60	---	25

The researcher recommends for Location III the development of

1. Four curricula in the food area. The researcher questions the development of two of these curricula because of the low interest shown by one group. In these cases, reinterviewing the business and school groups should prove valuable.

2. Four curricula in the clothing area. The business personnel showed a high interest in the development of three curricula, but the interest of school personnel was varied. There are possibilities for combining two of the curricula to form a broad program.

3. Three curricula in the child care area. There is a high interest among the groups for the child care supervision curriculum. Since one group in each of the two remaining curricula did not express an interest in a curriculum, the researcher questions the development of these curricula without further investigation.

4. Two curricula in the home furnishing area. These curricula were recommended because of the interest shown by the business personnel and students. The school personnel should evaluate their potential for offering the curricula when considering possibilities for developing occupational programs at the post-secondary level.

A junior college is established in Location IV. The city had a population of 250,000 persons in 1965. The area is primarily an agricultural area. There are two high schools within the city. There are several high schools in surrounding counties. Many students from outside the city and county in which the junior college is located are in attendance at the junior college. After receiving training, many of these students return to their home towns and some migrate to other

cities. A study of the city shows that there are a number of establishments in each of the five home economics areas which could utilize the skills of trained persons. It is the belief of the researcher that many of the students who receive the training will return to their homes and to other locations within the State. Some students will seek employment in the city.

Table XXXII shows the curricula in each home economics area which have potential for development in Location IV.

TABLE XXXII

SUMMARY OF SPECIFIC CURRICULA MEETING THE
PROPOSED CRITERIA FOR LOCATION IV

Food Management, Production, and Services	Business (N = 5) %	School (N = 3) %	Students (N = 131) #
Quantity Food Preparation	60	66.7	15
<hr/>			
Clothing Management, Production, and Services			
Retailing and Salesmanship	80	33.3	68
Clothing and Design	40	66.7	83
<hr/>			
Care and Guidance of Children (N = 4)			
Child Care Supervision	100	66.7	82
Kindergarten Education	50	100	84
Recreational Services	25	100	70
Care for the Handicapped	25	66.7	63
Nursery School Education	75	100	74
Teacher's Aide	25	66.7	70
<hr/>			
Home Furnishing, Equipment, and Services			
Retailing and Salesmanship	80	33.3	43

The researcher recommends for Location IV, the development of

1. A curriculum in the food area. A number of business and school personnel were highly interested in the program. A few students were interested.

2. Two curricula in the clothing area. The students showed a high interest in the curricula. Since the curricula are related, the researcher recommends that they be combined to form a broader curriculum.

3. All the curricula in the child care area. A high interest was shown by the three groups for most of the curricula. The researcher recommends that some of the curricula be combined. This would prepare a person with a broader background. It would also make greater provisions for adequate observation and work experiences.

4. One curriculum in the home furnishing area. The researcher hesitates to recommend the curriculum because of interest shown by two of the groups. The school personnel were below the required percentage and the students barely met the criteria. The business personnel were highly interested in the curriculum.

In summary, information obtained through interviews made of business personnel in five areas of home economics in four locations of the State was analyzed and presented in an effort to answer research question one of the study. The data presented has shown that business personnel perceive a need for developing occupational home economics programs at the post-secondary level in Oklahoma.

School personnel in four locations of the State, representing two area vocational-technical centers and two junior colleges were

interviewed in an effort to obtain information which would aid in answering question two of the study. This information was analyzed and presented in this chapter. The data revealed that school personnel felt there was a need for developing occupationally-oriented programs at the semiprofessional level. These personnel were interested in developing such programs.

Students enrolled in selected high schools, area vocational-technical centers, and junior colleges were interviewed in an effort to obtain information which when analyzed, would answer question three of the study. The data showed that there were numbers of students interested in the programs which would justify the development of some programs in some areas of occupational home economics.

The information from the three groups served to answer question four of the study. This was done by comparing the responses of the groups to the similar questions on the interview schedules and interest inventory. Data in this chapter have shown that occupationally-oriented programs should be recommended for development at the schools studied. These recommendations are presented in this chapter.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

This study was concerned with determining if occupationally-oriented curricula in home economics should be developed at the post-secondary level in Oklahoma. Because of the inherent advantages of the interview approach, it was used in this survey to collect the data.

It was the belief of the researcher that a broader insight into the need for establishing occupational programs could be obtained if three groups of people were interviewed. The design of the study included these items:

1. A survey of business organizations to determine if employers felt a need for trained workers in their areas of work. The willingness of employers to work with school personnel in developing occupational programs, training students, and hiring the students who had completed an occupational program was also determined.

2. A survey of school personnel to determine if they felt a need for training students at the post-secondary level in home economics occupationally-oriented curricula. The willingness of school personnel to develop occupational programs and train the students was also determined.

3. A survey of students to determine if they would be interested in completing an occupational curriculum on the post-secondary level at an area vocational-technical center or a junior college.

4. A comparison of the findings from the three groups of people in order to make recommendations for the development of one or more occupationally-oriented curricula in each of the four locations which were a part of this study.

The researcher reviewed literature relating to vocational legislation affecting home economics, educational goals of two-year post-secondary schools, characteristics of students, need for training programs, beliefs of educators and business personnel regarding occupational preparation, and types of training programs needed. The literature revealed that many two-year post-secondary schools were accepting the challenge to modify their objectives and provide occupational training for students who plan to enter the world of work immediately upon completing an occupationally-oriented curriculum. In some junior colleges, the number of home economics students who receive certificates and associate degrees has increased because of the development of the occupational aspect at this level. The studies revealed needs for additional employees trained in each of the five home economics areas studied. Home economics educators are becoming increasingly cognizant of their responsibility for training persons for the labor force who utilize home economics knowledge and skills as a part of their job.

Data were collected by interviewing 92 business employers, 10 administrators and home economics instructors at two area vocational-technical centers and two junior colleges, and 678 students enrolled in

home economics at 20 selected high schools and the participating area vocational-technical centers and junior colleges. These groups comprised the personnel who indicated a willingness to participate in the study when they were contacted by mail and later by telephone. The administrators at each high school and each participating post-secondary school were contacted regarding their permission to allow the students at the schools to participate in the study. The contacts made of the administrators employed much of the same procedure as those made of the employers in the business organizations. The interviews with the school personnel and students were about one hour in length. Interviews with the business managers ranged from approximately one-half hour to two hours in length.

It was hoped the analysis of the data would provide some bases for determining if occupational programs in home economics are needed at the post-secondary level and for making recommendations for developing the occupational programs needed. Carefully planned occupational programs should be helpful in raising the living conditions of those persons who enroll and receive employment as a result of having completed a curriculum. The subsequent employment of the trained individuals should serve as an asset to many business organizations, thereby aiding the economy in general.

Conclusions

The recommendations for developing occupational programs in each of the four locations studied were based on the findings from the data presented in this study. Data were collected from business

organizations, school personnel, and students. The business personnel were asked to respond to the items on the interview schedule as they affected his situation. Each employer reacted to only the occupational curricula in his area of major interest. The school personnel and students reacted to occupational curricula in each of the five home economics related areas.

The majority of business and school personnel was interested in developing some occupational programs in each of the five areas. Both groups believed students should observe and receive work experience as a part of the occupational training. The majority of students believed they would be able to complete an occupational program and would like observing and working part-time in a business establishment while training for a job. Although the percentage of students who indicated an eagerness to train in each of the home economics related areas was small, the actual numbers of students were substantial for some of the curricula. The greatest amount of interest was shown for curricula in the Care and Guidance of Children area. The least amount of interest was shown for curricula in the Institutional Management and Supporting Services area.

Although many supervisors of child care centers believed the need for additional trained personnel in the Care and Guidance of Children area was small, all supervisors were highly interested in working with school personnel in developing occupational curricula in the area. Least interest was shown for the curriculum in the care for the handicapped. Most of the supervisors said they were not equipped to provide adequate care for the handicapped child. As a result, they discouraged

parents of these children from seeking the services of their establishments.

The most desirable curricula are those which include about 25 percent of the course work in general education. Most of the employers and school personnel also preferred a distribution in which 25 percent of the time is spent in theory and development of background knowledge along with the remaining 75 percent of the time spent in the development of technical skills and knowledge for the job.

Positive attitudes toward work was the quality believed by the majority of the business and school personnel to be most needed by the employers. Many students believed knowledge and skills for the job was the quality desired most by employers.

After comparing the findings of the three groups by locations, the researcher recommended the development of more curricula in Location II than in any of the four locations. These recommendations were based on the evidence that the compared findings of the three groups in this location showed a greater interest in more of the occupational curricula. The findings of the study also revealed that curricula in all five areas were recommended for two locations. No curriculum in the Institutional Management and Supporting Services area was recommended for development in two locations at the post-secondary level. These decisions were based on the indication that the interests shown by the school personnel and the students were not sufficiently high in Locations III and IV in any curriculum in that area. The decisions were also based on the fact that business personnel showed a high interest in only one of the curricula in this occupational area.

There were other curricula which had potential for development in each of the four locations; however, it is the opinion of the researcher that the school personnel should consider developing occupational curricula after a careful consideration of the educational facilities and instructional personnel has been made. The availability of adequate observation and work experience stations should be determined prior to developing the curriculum. Opportunities for employment should also be determined before an institution embarks upon developing occupational curricula, especially those curricula which entail the use of a great amount of funds, facilities, and time.

Most of the business personnel and all of the school personnel were highly interested in seeing the occupational aspect of home economics developed at the post-secondary level. They believed it would provide an avenue through which more individuals could obtain additional education and at the same time become prepared in an occupation which would lead immediately to employment. Many of the students commented that an occupational program would be very beneficial for those persons who want only two years of training before they enter a job. All students who commented about the occupational program indicated they believed the program would be beneficial to those who enrolled.

After conducting the study, the researcher believes the interview approach can be effective with similar surveys to identify curricula with potential for development at the post-secondary level in the occupational aspect of home economics. The needs of business organizations, the interests of students, and the educational facilities and

instructional competencies of school personnel should be considered when planning occupational programs. It is believed by the researcher that the process of interviewing the three groups of people who will be involved in the programs is one approach which can effectively be used to help determine the curricula which should be developed.

Recommendations

The researcher recommends that the survey approach be used by supervisors when planning to add occupational programs to the state vocational home economics offerings. A survey of the need could be employed through interviewing the three groups who would be involved.

School personnel could survey their local communities using this procedure before developing new curricula. This would provide a broader insight into the needs of the business establishments, and the interests of the students and would help the school personnel to evaluate their potential for offering new curricula.

The researcher recommends that when possible, the population of the business organizations in the related area be surveyed in the location. The population of students enrolled at the levels in school who could benefit from the first courses in the new curriculum should be interviewed. The proposed curriculum should be discussed with the students before they are requested to react to the interest inventory. Students and business representatives should have all information needed in order to render meaningful replies to the interviewer. The items on the interview schedule should be so stated that they mean the same to each person who reacts to the instrument.

The instruments used in this study were developed for use by others when engaged in similar surveys. The researcher wishes to emphasize the fact that the instruments were used with small samples in each home economics area as well as with small samples of school personnel and students. Portions of the instruments should be revised if information in a more detailed form is desired from the groups.

There is a need for additional research in the area of occupational home economics at the post-secondary level. Competencies needed by students at this level in occupationally-oriented curricula should be studied. The length of time needed for the completion of occupational curricula in these five areas of home economics should also be studied. Course combinations and sequences at this educational level merit some research. The length and sequences of observation and work experiences should be considered for study.

The researcher offers the results of the present study in the hope that they might be utilized by persons who plan and develop occupational home economics programs for locations with similar characteristics of the locations studied by the researcher. The results of this study may also have implications for other locations. It should be remembered that this study, the identification of interests, was the initial stage in the development of occupational programs. There are other factors which should be considered before a location develops one or more occupationally-oriented curricula.

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APPENDIX A



VOCATIONAL RESEARCH
COORDINATING UNIT

Oklahoma State University
Stillwater, Oklahoma 74074
Gundersen Hall 302
AC 405, Frontier 2-6211
Extension 6204

Office of the Director

January 15, 1968

_____, President

_____, Oklahoma

Dear Dr. _____:

I am presently a doctoral student at Oklahoma State University in the Department of Home Economics Education. I am conducting a research study under the direction of Dr. June Cozine and Dr. Bill Stevenson. The research is a feasibility study focusing upon the occupational aspect of home economics.

The objectives of the study are two-fold. One is to determine the employment needs of agencies and businesses for personnel trained in selected occupations involving knowledge and skills in home economics subject matter areas at the post-secondary level in Oklahoma. (Home economics subjects as food, clothing, child care, home furnishing and equipment, and institutional services.) A second objective is to determine if administrative and faculty interests, educational facilities, and potential student enrollment encourage the consideration of developing home economics occupationally-oriented programs at selected junior colleges and area vocational-technical centers at the post-secondary level in Oklahoma.

Your assistance is greatly needed. I wish to include the _____ College in my study and would appreciate your participation. I would like to obtain a good representation of the opinions of students and faculty under your administration at the College. I have developed an interview schedule and a student interest inventory. I shall like very much to talk with you and the instructor of the home economics courses at the College regarding the research. I shall like also to discuss the occupational aspect of home economics at the post-secondary level with the students presently enrolled in home economics courses. After discussing the occupational aspect, I shall like to administer the student interest inventory. I know there are great demands made upon the time of you and your faculty, therefore, I hope to utilize less than an hour of each of your time.

_____, President

Page 2

January 15, 1968

It is hoped the findings of this study will provide useful information as plans are made for advancing vocational programs in the State. The sources of information obtained will be held in confidence and no specific answers to questions will be identified with your students.

I hope you will agree to participate in the study as I am looking forward to visiting with you soon.

Yours very truly,

(Mrs.) Lillie Robinson
Graduate Student



VOCATIONAL RESEARCH
COORDINATING UNIT

Oklahoma State University
Stillwater, Oklahoma 74074
Gundersen Hall 302
AC 405, FRontier 2-6211
Extension 6204

Office of the Director

January 29, 1968

Mr. _____, Principal
_____ High School
_____, Oklahoma

Dear Mr. _____:

I am presently a doctoral student at Oklahoma State University in the Department of Home Economics Education. I am conducting a research study under the direction of Dr. June Cozine and Dr. Bill Stevenson. The research is a feasibility study focusing upon the occupational aspect of home economics.

The objectives of the study are two-fold. One is to determine the employment needs of agencies and businesses for personnel trained in selected occupations involving knowledge and skills in home economics subjects as food, clothing, child care, home furnishing and equipment, and institutional services. A second objective is to determine if administrative and faculty interests, educational facilities, and potential student enrollment encourage the consideration of developing home economics occupationally-oriented programs at selected junior colleges and area vocational-technical centers at the post-secondary level in Oklahoma.

Your assistance is greatly needed. I wish to include the _____ area in my study and would appreciate your participation. I would like to obtain a good representation of the opinions of senior students who are enrolled in home economics at _____ High School. I have developed a student interest inventory which I wish to administer to the students. I shall like to discuss the occupational aspect of post-secondary home economics with the students before administering the inventory. I hope to utilize only a class period or less for the discussion and the administration of the inventory. The sources of information obtained will be held in confidence.

It is hoped the findings of this study will provide useful information

_____, Principal

Page 2

January 29, 1968

as plans are made for advancing vocational programs in the State. I hope you will agree to participate in the study as I am looking forward to visiting with you, the home economics teacher, and students soon.

Very truly yours,

(Mrs.) Lillie Robinson

|R|C|U| VOCATIONAL RESEARCH
COORDINATING UNIT

Oklahoma State University
Stillwater, Oklahoma 74074
Gundersen Hall 302
AC 405, Frontler 2-6211
Extension 6204

Office of the Director
February 1, 1968

Mr. _____, Manager

_____, Oklahoma

Dear _____:

I am presently a doctoral student at Oklahoma State University in the Department of Home Economics Education. I am conducting a research study under the direction of Dr. June Cozine and Dr. Bill Stevenson. The research is a feasibility study focusing upon the occupational aspect of home economics.

The objectives of the study are two-fold. One is to determine the employment needs of agencies and businesses for personnel trained in selected occupations involving knowledge and skills in home economics subject matter areas at the post-secondary level in Oklahoma. (Home economics subjects as foods, clothing, child care, home furnishing and equipment, and institutional services.) A second objective is to determine if administrative and faculty interests, educational facilities, and potential student enrollment encourage the consideration of developing home economics occupationally-oriented programs at selected junior colleges and area vocational-technical centers at the post-secondary level in Oklahoma. It is hoped the findings of this study will provide useful information as plans are made for advancing vocational programs in the State. The sources of information obtained will be held in confidence.

Your assistance is greatly needed. I wish to include your area in my study and would appreciate your participation. I shall like very much to interview you or one of your assistants during the middle part of February, 1968. I know there are great demands made on your time, therefore, I hope to utilize only about one-half hour of your time.

_____, Manager

Page 2

February 1, 1968

I will be in your area soon regarding some other matters and will contact you regarding a suitable time for an interview. I hope you will agree to participate in the study as I am looking forward to visiting you soon.

Yours very truly,

(Mrs.) Lillie Robinson

|R|C|U| VOCATIONAL RESEARCH
COORDINATING UNIT

Oklahoma State University
Stillwater, Oklahoma 74074
Gundersen Hall 302
AC 405, FRontier 2-6211
Extension 6204

Office of the Director
February 1, 1968

Mr. _____, Superintendent
_____, High Schools
_____, Oklahoma

Dear Mr. _____:

Mrs. Lillie Robinson, Research Assistant for the Vocational Research Coordinating Unit, is conducting a research study focusing upon the feasibility for developing occupationally-oriented curricula in home economics at the post-high school level.

The objectives of the study are two-fold. One is to determine the employment needs of business and agencies for personnel trained in selected occupations involving knowledge and skills in home economics subjects. A second objective is to determine if administrative and faculty interests, educational facilities and potential student enrollment encourage the development of home economics occupationally-oriented programs at selected junior colleges and area vocational-technical centers at the post-secondary level in Oklahoma.

Mrs. Robinson's study has the full approval of her advisory committee. We would like your permission to administer a student interest inventory to twelfth grade students enrolled in home economics at _____ High School. The inventory is designed to canvas the interests of students in enrolling in an occupational program at the junior college or area vocational-technical center level upon completion of high school. I hope that you and your staff will see fit to allow Mrs. Robinson to conduct her study in your school.

Thank you very much for your consideration.

Sincerely,

Bill Stevenson, Director
Research Coordinating Unit

APPENDIX B

INTERVIEW SCHEDULE FOR AGENCIES AND BUSINESS ESTABLISHMENTS

Schedule _____
Date of Interview _____

PART A: Personal Data

1. Name: _____ Address: _____
2. Position: _____
3. Agency or Business: _____ Phone: _____

PART B: General Information about the Agency or Business

4. _____ Food Management, Production, and Services
 _____ Clothing Management, Production, and Services
 _____ Care and Guidance of Children
 _____ Home Furnishing, Equipment, and Services
 _____ Institutional Management and Supporting Services
5. Do you feel there is a shortage of trained workers in the area checked in four above? Yes _____ No _____
6. Number of employees in the area checked employed by your firm.

	Total (Present Employees)				Total Expected in 2 Years
	Replacement (Number Needed)				
	Expanding (Number Needed)				
	Contracting (Numbers)				
	No Change				
Type of Employment					
Full time paid					
Part time paid					
Full time volunteer					
Part time volunteer					
Levels of Employment					
Helper					
Assistant					
Midmanager					
Manager					
Supervisor					

Which level is most difficult to fill? _____

Which level is least difficult to fill? _____

7. What is the most important source you use to find persons to fill jobs?

Campus placement bureau or department
 Employment agencies (public)
 Employment agencies (private)
 Advertise
 Direct contact by employer
 Direct contact by employee
 Public Contacts
 Advisory Committee
 Other

PART C: Interest in Cooperating and Participating in an Occupational Program

8. Would you be interested in working with the area vocational-technical center or the junior college in developing a training program in an occupational area? Yes No In what capacity? Advising Consulting Assisting in skills development Other (list) _____
9. Would you hire persons who have completed the semiprofessional program if there were openings at the levels of work needed? Yes No Uncertain Explain _____
10. Would you be interested in having presently employed workers to obtain further training in preparation for new or advanced positions if a junior college or area center were to make this training available? Yes No Uncertain Explain _____
11. Would you cooperate by permitting trainees to observe and receive work experience at your establishment? Yes No Uncertain Explain _____

PART D: Preferable Type of Program for Post-Secondary School Training

12. Which of the following types of programs, A or B, is preferable as preparation for a career employee in your organization?
- Program A: A post-secondary school training period which is one hundred percent vocational-technical.
 Program B: A post-secondary training period which is primarily vocational-technical, but includes courses in general education.
13. If a post-secondary school training period included courses in general education, which would you estimate to be the most desirable percentage of courses in general education for the training?
 15% 25% 35% 45%

14. Which of the following distributions of the training time in the program is preferable to spend in the vocational-technical training?

	Distribution				
	A	B	C	D	E
Percent of time spent on theory and development of background knowledge.	25%	40%	50%	60%	75%
Percent of time spent on development of technical skills and knowledge for the job.	75%	60%	50%	40%	25%

15. Which of the following types of programs, A or B, is preferable as preparation for a career-employee in your organization?

___ Program A: Background knowledge and understanding of one area with intensive training in one aspect only of this knowledge.

___ Program B: Background knowledge and understanding of an area with training in several aspects, hence less intensive training in any one application.

16. Which of the qualities below do you desire most in an employee?

___ Positive attitudes toward work.
 ___ Positive relationships with people.
 ___ Knowledge and skills for the job.

PART E: Occupationally-Oriented Curricula at Post-Secondary School Level

17. Thirty-six occupationally-oriented curricula suited to the program of a junior college or area vocational-technical center are listed below. Please rate the degree to which, in your opinion, each of these curricula would be helpful in preparing a person to qualify for a position in your organization by checking the appropriate column to the right. On the far right, please comment on concepts unique to "helpful" curricula.

CURRICULA	Highly Interested				Comments
	Moderately Interested		Slightly Interested		
	Not Interested				
	A	B	C	D	
	Food Management, Production, and Services				
Catering Services					
Quantity Food Preparation					
Food Supervision					
Dietary Science					
Food Handling and Distribution					
Food Service and Hotel Administration					
Quantity Purchasing					
Laboratory Technician in Foods and Nutrition					
Bakery					
Food Processing					
School Lunch Management					
Other					

PART E: Continued

Thirty-six occupationally-oriented curricula suited to the program of a junior college or area vocational-technical center are listed below. Please rate the degree to which, in your opinion, each of these curricula would be helpful in preparing a person to qualify for a position in your organization by checking the appropriate column to the right. On the far right, please comment on concepts unique to "helpful" curricula.

CURRICULA	Highly Interested				Comments
	Moderately Interested		Slightly Interested		
	Not Interested				
	A	B	C	D	
Clothing Management, Production, and Services					
Clothing Maintenance					
Dressmaking and Alterations					
Retailing and Salesmanship					
Clothing and Design					
Garment Construction					
Millinery					
Laboratory Technician in Clothing and Textiles					
Power Machine Operation					
Factory Line Supervision					
Other					

PART E: Continued

Thirty-six occupationally-oriented curricula suited to the program of a junior college or area vocational-technical center are listed below. Please rate the degree to which, in your opinion, each of these curricula would be helpful in preparing a person to qualify for a position in your organization by checking the appropriate column to the right. On the far right, please comment on concepts unique to "helpful" curricula.

CURRICULA	Highly Interested				Comments
	Moderately Interested		Slightly Interested		
			Not Interested		
	A	B	C	D	
Care and Guidance of Children					
Child Care Supervision					
Kindergarten Education					
Recreational Services					
Care for the Handicapped					
Nursery School Education					
Teacher's Aide					
Other					
Home Furnishings, Equipment and Services					
Furniture Refinishing					
Equipment and Appliance Demonstration					
Interior Decoration					
Retailing and Salesmanship					
Upholstery and Drapery Making					
Other					

PART E: Continued

Thirty-six occupationally-oriented curricula suited to the program of a junior college or area vocational-technical center are listed below. Please rate the degree to which, in your opinion, each of these curricula would be helpful in preparing a person to qualify for a position in your organization by checking the appropriate column to the right. On the far right, please comment on concepts unique to "helpful" curricula.

CURRICULA	Highly Interested				Comments
	Moderately Interested		Slightly Interested		
			Not Interested		
	A	B	C	D	
Institutional Management and Supporting Services					
Home Health Care Technology					
Homemaker's Services					
Housekeeping Technology					
Public Housing Management					
Home Management					
Hotel-Motel Management					
Other					

18. Please comment freely.

INTERVIEW SCHEDULE FOR SCHOOL PERSONNEL

Schedule _____
Date of Interview _____

PART A: Personal Data

1. Name: _____ Address of School: _____
2. Position: _____
3. School: _____ Phone: _____

PART B: General Information about the School or Department

4. Areas of home economics offered:
 _____ Food and Nutrition--Management, Production, and Services
 _____ Clothing and Textiles--Management, Production, and Services
 _____ Care and Guidance of Children
 _____ Home Furnishing, Equipment, and Services
 _____ Institutional Management and Supporting Services
5. Do you feel a need for training workers at the semiprofessional level in home economics? Yes ___ No ___ In which area(s) _____
6. Number of home economics staff at your school.

Type of Employment	Total (Present Employees)				
	Replacement (Number Needed)	Expanding (Number Needed)	Contracting (Numbers)	No Change	Total Expected in 2 Years
Full time paid					
Part time paid					
Full time volunteer					
Part time volunteer					
Type of Curricula					
Preprofessional Curriculum					
Terminal Curriculum					
High School Curriculum					
Occupational Curriculum					

Enrollment in home economics now ___ Expected enrollment within two years ___.

7. What is the most important source of jobs for your students?

- Campus placement bureau or department
 Employment agencies (public)
 Employment agencies (private)
 Advertisements
 Direct contact by employer
 Direct contact by employee
 Friends and neighbors
 Family (including relatives)
 Advisory Committee

PART C: Interest in Developing Occupational Program(s)

8. If there were evidences of employment needs in the area, would you be interested in developing a program which leads to immediate employment of the students? Yes ___ No ___ For junior college or area vocational-technical center students ___ For retraining experienced workers ___.

9. Would you require the students to observe and receive work experiences as a part of their occupational preparation? Yes ___ No ___

PART D: Preferable Type of Program for Post-Secondary School Training

10. Which of the following types of programs, A or B, is preferable as preparation for an occupation in a home economics related area?

- Program A: A post-secondary school training period which is one hundred percent vocational-technical.
 Program B: A post-secondary school training period which is primarily vocational-technical but includes courses in general education.

11. If a post-secondary school training period included courses in general education, which would you feel to be the most desirable percentage of courses in general education for such training?

15% 25% 35% 45%

12. Which of the following distributions of the training time in the program is preferable to spend in the vocational-technical training?

	Distribution				
	A	B	C	D	E
Percent of time spent on theory and development of background knowledge.	25%	40%	50%	60%	75%
Percent of time spent on development of technical skills and knowledge for the job.	75%	60%	50%	40%	25%

13. Which of the following types of programs, A or B, is preferable to offer as preparation for a career-employee?

 Program A: Background knowledge and understanding of one area with intensive training in one aspect only of this knowledge.

 Program B: Background knowledge and understanding in one area, with training in several aspects; hence, less intensive training in any one application.

14. Which of the qualities below do you believe an occupational education program should stress most?

 Positive attitudes toward work.

 Positive relationships with people.

 Knowledge and skills for the job.

PART E: Occupationally-Oriented Curricula at Post-Secondary School Level.

15. Thirty-six occupationally-oriented curricula which can be adapted to local employment needs are listed below. Please rate the degree to which you are interested in developing each of these curricula at your junior college or area vocational-technical center. (Consider the present and projected educational facilities and faculty competencies.) On the far right, please comment on concepts unique to the interested curricula.

CURRICULA	Highly Interested				Comments
	Moderately Interested		Slightly Interested		
	Not Interested		Not Interested		
	A	B	C	D	
Food Management, Production and Services					
Catering Services					
Quantity Food Preparation					
Food Supervision					
Dietary Science					
Food Handling and Distribution					
Food Service and Hotel Administration					
Quantity Purchasing					
Laboratory Technician in Foods and Nutrition					
Bakery					
Food Processing					
School Lunch Management					
Other					

PART E: Continued

Thirty-six occupationally-oriented curricula which can be adapted to local employment needs are listed below. Please rate the degree to which you are interested in developing each of these curricula at your junior college or area vocational-technical center. (Consider the present and projected educational facilities and faculty competencies.) On the far right, please comment on concepts unique to the interested curricula.

CURRICULA	Highly Interested				Comments
	Moderately Interested		Slightly Interested		
	Not Interested				
	A	B	C	D	
Clothing Management, Production, and Services					
Clothing Maintenance					
Dressmaking and Alterations					
Retailing and Salesmanship					
Clothing and Design					
Garment Construction					
Millinery					
Laboratory Technician in Clothing and Textiles					
Power Machine Operation					
Factory Line Supervision					
Other					

PART E: Continued

Thirty-six occupationally-oriented curricula which can be adapted to local employment needs are listed below. Please rate the degree to which you are interested in developing each of these curricula at your junior college or area vocational-technical center. (Consider the present and projected educational facilities and faculty competencies.) On the far right, please comment on concepts unique to the interested curricula.

CURRICULA	Highly Interested				Comments
	Moderately Interested		Slightly Interested		
			Not Interested		
	A	B	C	D	
Care and Guidance of Children					
Child Care Supervision					
Kindergarten Education					
Recreational Services					
Care for the Handicapped					
Nursery School Education					
Teacher's Aide					
Other					
Home Furnishing, Equipment and Services					
Furniture Refinishing					
Equipment and Appliance Demonstration					
Interior Decoration					
Retailing and Salesmanship					
Upholstery and Drapery Making					
Other					

PART E: Continued

Thirty-six occupationally-oriented curricula which can be adapted to local employment needs are listed below. Please rate the degree to which you are interested in developing each of these curricula at your junior college or area vocational-technical center. (Consider the present and projected educational facilities and faculty competencies.) On the far right, please comment on concepts unique to the interested curricula.

CURRICULA	Highly Interested				Comments
	Moderately Interested		Slightly Interested		
	Not Interested				
	A	B	C	D	
Institutional Management and Supporting Services					
Home Health Care Technology					
Homemaker's Services					
Housekeeping Technology					
Public Housing Management					
Home Management					
Hotel-Motel Management					
Other					

16. Please comment freely.

STUDENT OCCUPATIONAL INTEREST INVENTORY

Date _____

PART A: Personal Data

1. Name: (Optional)
2. Grade:
3. School:

PART B: General Information about Yourself

4. Circle the home economics courses you have had. Home Economics I, II, III, IV, Family Living, Wage Earning, HE at JC, HE at AC.

5. Post-High School Major: Home Economics _____ Other _____

6. Check your plans for next year.

- | | |
|--|---|
| <input type="checkbox"/> Get a job | <input type="checkbox"/> Attend a junior college, |
| <input type="checkbox"/> Become a homemaker | major in home economics |
| <input type="checkbox"/> Return to high school | <input type="checkbox"/> Attend an area center |
| <input type="checkbox"/> Attend a 4-year college | in home economics |
| <input type="checkbox"/> or university, major in | <input type="checkbox"/> Have not decided |
| home economics | <input type="checkbox"/> Other Plans |

7. What is your most important source of obtaining a job?

- | |
|--|
| <input type="checkbox"/> Campus placement bureau or department |
| <input type="checkbox"/> Employment agencies (public) |
| <input type="checkbox"/> Employment agencies (private) |
| <input type="checkbox"/> Direct contact by employer |
| <input type="checkbox"/> Direct contact by student of employer |
| <input type="checkbox"/> Friends and neighbors |
| <input type="checkbox"/> Family (including relatives) |
| <input type="checkbox"/> Advisory committee |

PART C: Interest in Pursuing Occupational Home Economics at Semi-professional Level.

8. Number the following areas according to your interest in enrolling in an occupational curriculum at the junior college or area vocational-technical center if there were evidences you could obtain a job immediately upon completing the program.

- | |
|---|
| <input type="checkbox"/> Food Management, Production, and Services |
| <input type="checkbox"/> Clothing Management, Production, and Services |
| <input type="checkbox"/> Care and Guidance of Children |
| <input type="checkbox"/> Home Furnishing, Equipment, and Services |
| <input type="checkbox"/> Institutional Management and Supporting Services |

9. Would you be able to complete an occupational program? Yes ___ No ___

10. Would you like to observe and work part-time in a business establishment or agency for a time while training? Yes__ No__
11. Which of the qualities below do you believe an employer desires most in an employee?
- _____ Positive attitudes toward work
 _____ Positive relationships with people
 _____ Knowledge and skills for the job

PART D: Occupationally-Oriented Curricula at Post-Secondary School Level

12. Below are listed some curricula for which you may enroll at a junior college or area vocational-technical center. Should you decide to continue your education at this level in an occupational program, which of these statements would describe your feelings about training for the jobs?
1. I would be eager to train for this job. (E)
 2. I would be definitely interested in training for this job. (I)
 3. I am undecided about training for this job. (U)
 4. I would prefer not to train for this job. (P)

Place the letter in the column which best describes your feelings about each curriculum.

JOB AREA	How I Feel About the Job			
	E	I	U	P
Food Management, Production, and Services				
Catering Services				
Quantity Food Preparation				
Food Supervision				
Dietary Science				
Food Handling and Distribution				
Food Service and Hotel Administration				
Quantity Purchasing				
Laboratory Technician in Foods and Nutrition				
Bakery				
Food Processing				
School Lunch Management				

JOB AREA	How I Feel About the Job			
	E	I	U	P
Clothing Management, Production, and Services				
Clothing Maintenance				
Dressmaking and Alterations				
Retailing and Salesmanship				
Clothing and Design				
Garment Construction				
Millinery				
Laboratory Technician in Clothing and Textiles				
Power Machine Operation				
Factory Line Supervision				
Care and Guidance of Children				
Child Care Supervision				
Kindergarten Education				
Recreational Services				
Care for the Handicapped				
Nursery School Education				
Teacher's Aide				
Other				

JOB AREA	How I Feel About the Job			
	E	I	U	P
Home Furnishing, Equipment, and Services				
Furniture Refinishing				
Equipment and Appliance Demonstration				
Interior Decoration				
Retailing and Salesmanship				
Upholstery and Drapery Making				
Other				
Institutional Management and Supporting Services				
Home Health Care Technology				
Homemaker's Services				
Housekeeping Technology				
Public Housing Management				
Home Management				
Hotel-Motel Management				
Other				

13. Please comment freely about the semiprofessional program.

APPENDIX C

TABLE XXVII

INTEREST IN FOOD MANAGEMENT, PRODUCTION, AND SERVICES CURRICULA BY LOCATION

	LOCATION I												LOCATION II											
	Business				School				Students				Business				School				Students			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1 #	1	2	1	1	1	1			4	7	19	55	1	1	2	1	1			12	14	69	290	
1 %	20	40	20	20	50	50			4.7	8.2	22.4	64.7	20	20	40	20	50		50	3.1	3.6	17.9	75.3	
2 #	4			1	2				5	15	21	44	3			2	1	1		13	26	65	281	
2 %	80			20	100				5.9	17.6	24.7	51.8	60			40	50	50		3.4	6.8	16.9	73.0	
3 #	5				2				9	12	31	33	1	1	1	2	1	1		20	30	82	253	
3 %	100				100				10.6	14.1	36.5	38.8	20	20	20	40	50	50		5.2	7.8	21.3	65.7	
4 #	3		1	1	2				8	17	21	39		1	1	3	1		1	12	32	77	264	
4 %	60		20	20	100				9.4	20.0	24.7	45.9		20	20	60	50		50	3.1	8.3	20.0	68.6	
5 #	2	2		1	1	1			4	12	22	47	2	1		2	2			11	19	59	296	
5 %	40	40		20	50	50			4.7	14.1	25.9	55.3	40	20		40	100			2.9	4.9	15.3	76.9	
6 #			1	4	2				6	14	19	46	2	1		2	1		1	23	43	79	240	
6 %			20	80	100				7.1	16.5	22.4	54.1	40	20		40	50		50	6.0	11.2	20.5	62.3	
7 #	4			1	1	1			7	15	26	37	1		2	2	2			15	30	83	257	
7 %	80			20	50	50			8.2	17.6	30.6	43.5	20		40	40	100			3.9	7.8	21.6	66.8	
8 #	2		1	2	2				11	21	16	37		1	1	3	1		1	28	39	69	249	
8 %	40		20	40	100				12.9	24.7	18.8	43.5		20	20	60	50		50	7.3	10.1	17.9	64.7	
9 #	2	2		1	1	1			11	19	22	33	3		1	1	2			41	55	72	217	
9 %	40	40		20	50	50			12.9	22.4	25.9	38.8	60		20	20	100			10.6	14.3	18.7	56.4	
10 #	2	1	1	1	1	1			6	10	26	43	1	2		2	2			18	31	77	259	
10 %	40	20	20	20	50	50			7.1	11.8	30.6	50.6	20	40		40	100			4.7	8.1	20.0	67.3	
11 #		1	1	3	1	1			7	7	21	50			1	4	1	1		7	19	50	309	
11 %		20	20	60	50	50			8.2	8.2	24.7	58.8			20	80	50	50		1.8	4.9	13.0	80.3	

TABLE XXVII (CONTINUED)

INTEREST IN CLOTHING MANAGEMENT, PRODUCTION, AND SERVICES CURRICULA BY LOCATION

	LOCATION I												LOCATION II												
	Business				School				Students				Business				School				Students				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	#	2	2		1	2				9	24	17	35	4			1	1	.1			28	42	85	230
	%	40	40		20	100				10.6	28.2	20	41.2	80			20	50	50			7.3	10.9	22.1	59.7
2	#	2	1	1	1	2				10	23	16	36	4	1			2				52	54	68	211
	%	40	20	20	20	100				11.8	27.1	18.8	42.4	80	20			100				13.5	14.0	17.7	54.8
3	#	3			2	1	1			15	32	20	18	5				1	1			55	77	71	182
	%	60			40	50	50			17.6	37.6	23.5	21.2	100				50	50			14.3	20.0	18.4	47.3
4	#	3			2	2				20	27	20	18	1	1	1	2	2				82	92	71	141
	%	60			40	100				23.5	31.8	23.5	21.2	20	20	20	40	100				21.2	23.8	18.4	36.5
5	#	3	1		1	1	1			10	20	22	33	1	2	1	1	2				56	57	80	192
	%	60	20		20	50	50			11.8	23.5	25.9	38.8	20	40	20	20	100				14.5	14.8	20.8	49.9
6	#	1		1	3		2			4	9	18	54	1			4		2			19	32	65	269
	%	20		20	60		100			4.7	10.6	21.2	63.5	20			80		100			4.9	8.3	16.9	69.9
7	#	1		2	2	2				8	17	23	37	1	1		3		1	1		23	34	72	256
	%	20		40	40	100				9.4	20.0	27.1	43.5	20	20		60		50	50		6.0	8.8	18.7	66.5
8	#	1			4	1	1			1	14	19	51	2			3		2			19	43	63	260
	%	20			80	50	50			1.2	16.5	22.4	60.0	40			60		100			4.9	11.2	16.4	67.5
9	#	2		1	2	1	1			2	9	20	54	3		1	1	2				22	34	51	278
	%	40		20	40	50	50			2.4	10.6	23.5	63.5	60		20	20	100				5.7	8.8	13.2	72.2

TABLE XXVII (CONTINUED)

INTEREST IN CARE AND GUIDANCE OF CHILDREN CURRICULA BY LOCATIONS

	LOCATION I												LOCATION II											
	Business				School				Students				Business				School				Students			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	#	2			2				32	30	10	13	4	1			2				65	97	66	155
	%	100			100				37.6	35.3	11.8	15.3	80	20			100				17.0	25.3	17.2	40.5
2	#	1		1	2				28	37	6	14	1	1	2	1	1			1	52	83	68	180
	%	50		50	100				32.9	43.5	7.1	16.5	20	20	40	20	50			50	13.6	21.7	17.8	47.0
3	#	2			2				23	34	14	14	2	2		1	1			1	45	91	91	156
	%	100			100				27.1	40.0	16.5	16.5	40	40		20	50			50	11.7	23.8	23.8	40.7
4	#		2		1	1			19	31	14	21	1	1		3	1			1	44	84	74	181
	%		100		50	50			22.4	36.5	16.5	24.9	20	20		60	50			50	11.5	21.9	19.3	47.3
5	#	1	1		1	1			22	39	11	13	5				2				56	74	63	190
	%	50	50		50	50			25.9	45.9	12.9	15.3	100				100				14.6	19.3	16.4	49.6
6	#		1			2			21	31	19	14	3		1	1		1		1	45	82	66	190
	%		50			100			24.7	36.5	22.4	16.5	60		20	20		50		50	11.7	21.4	17.2	49.6

TABLE XXVII (CONTINUED)

INTEREST IN HOME FURNISHING, EQUIPMENT, AND SERVICES CURRICULA BY LOCATIONS

	LOCATION I												LOCATION II												
	Business				School				Students				Business				School				Students				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	#	1	1		3	1	1			8	27	19	31	2	1		2				2	22	42	71	247
	%	20	20		60	50	50			9.4	31.8	22.4	36.5	40	20		40				100	5.8	11.0	18.6	64.7
2	#		1	1	3	1	1			9	27	19	30	2			3			1	1	25	48	71	238
	%		20	20	60	50	50			10.6	31.8	22.4	35.3	40			60			50	50	6.5	12.6	18.6	62.3
3	#	5				2				27	35	13	10	3			2	1	1			81	90	65	146
	%	100				100				31.8	41.2	15.3	11.8	60			40	50	50			21.2	23.6	17.0	38.2
4	#	4	1			1	1			8	26	19	32	4	1			1			1	39	59	66	218
	%	80	20			50	50			9.4	30.6	22.4	37.6	80	20			50			50	10.2	15.4	17.3	57.1
5	#	3	1	1		2				9	15	18	43	3			2	1		1		20	33	56	273
	%	60	20	20		100				10.6	17.6	21.2	50.6	60			40	50		50		5.2	8.6	14.7	71.5

TABLE XXVII (CONTINUED)

INTEREST IN INSTITUTIONAL MANAGEMENT, AND SUPPORTING SERVICES CURRICULA BY LOCATIONS

	LOCATION I												LOCATION II												
	Business				School				Students				Business				School				Students				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	#	1	1		3	1			1	8	23	26	28	2	1	1	1		1		1	23	52	83	224
	%	20	20		60	50			50	9.4	27.1	30.6	32.9	40	20	20	20		50		50	6.0	13.6	21.7	58.6
2	#		1		4	1			1	9	18	20	38		1	1	3			1	1	27	54	76	225
	%		20		80	50			50	10.6	21.2	23.5	44.7		20	20	60			50	50	7.1	14.1	19.9	58.9
3	#	3	1		1	1			1	8	21	21	35	3	2			1			1	38	54	57	233
	%	60	20		20	50			50	9.4	24.7	24.7	41.2	60	40			50			50	9.9	14.1	14.9	61.0
4	#		1		4	1			1	7	16	25	37			2	3		1		1	34	32	77	239
	%		20		80	50			50	8.2	18.8	29.4	43.5			40	60		50		50	8.9	8.4	20.2	62.6
5	#	1	1		3	1			1	5	21	28	28	2		2	1	1			1	17	32	120	213
	%	20	20		60	50			50	6.1	25.6	34.1	34.1	40		40	20	50			50	4.5	8.4	31.4	55.8
6	#		1	1	3	1			1	11	31	23	20	2		1	2	1		1		65	57	52	208
	%		20	20	60	50			50	12.9	36.5	27.1	23.5	40		20	40	50		50		17.0	14.9	13.6	54.5

TABLE XXVII (CONTINUED)

INTEREST IN FOOD MANAGEMENT, PRODUCTION, AND SERVICES CURRICULA BY LOCATION

	LOCATION III												LOCATION IV												
	Business				School				Students				Business				School				Students				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	#	1		1	3	1		1		6	5	17	41		1	1	3		1	2	3	15	23	93	
	%	20		20	60	50		50		8.7	7.2	24.6	59.4		20	20	60		33.3	66.7	2.2	11.2	17.2	69.4	
2	#	5				2				7	15	14	33	3	2				2	1	4	11	28	91	
	%	100				100				10.1	21.7	20.3	47.8	60	40				66.7	33.3	3.0	8.2	20.9	67.9	
3	#	3	1		1	2				5	18	19	27	2	3				2	1	6	14	39	75	
	%	60	20		20	100				7.2	26.1	27.5	39.1	40	60				66.7	33.3	4.5	10.4	29.1	56.0	
4	#	1	3		1			2		8	14	13	34		3		2		1	2	12	21	34	67	
	%	20	60		20			100		11.6	20.3	18.8	49.3		60		40		33.1	66.7	9.0	15.7	25.4	50.0	
5	#	4	1			2				5	6	14	44	3	2				1	1	1	5	11	16	102
	%	80	20			100				7.2	8.7	20.3	63.8	60	40				33.3	33.3	33.3	3.7	8.2	11.9	76.1
6	#	1	1	1	2	1		1		3	17	12	37	1	1	1	2		1	2	4	18	35	77	
	%	20	20	20	40	50		50		4.3	24.6	17.4	53.6	20	20	20	40		33.3	66.7	3.0	13.4	26.1	57.5	
7	#	3		1	1	2				6	6	13	44	2	2	1			2	1	2	11	31	90	
	%	60		20	20	100				8.7	8.7	18.8	63.8	40	40	20			66.7	33.3	1.5	8.2	23.1	67.2	
8	#			4	1			2		9	10	14	36		2	2	1		1	1	1	8	23	28	75
	%			80	20			100		13.0	14.5	20.3	52.2		40	40	20		33.3	33.3	33.3	6.0	17.2	20.9	56.0
9	#		4	1		1	1			7	23	11	28	2	1	1	1			1	2	10	27	35	62
	%		80	20		50	50			10.1	33.3	15.9	40.6	40	20	20	20			33.3	66.7	7.5	20.1	26.1	46.3
10	#	2	1	1	1			2		3	8	18	40	1	1	3				1	2	4	12	26	92
	%	40	20	20	20			100		4.3	11.6	26.1	58.0	20	20	60			33.3	66.7	3.0	9.0	19.4	68.7	
11	#	1		1	3	1	1			5	9	15	40				5			2	1	2	14	27	90
	%	20		20	60	50	50			7.2	13.0	21.7	58.0			100			66.7	33.3	1.5	10.5	20.3	67.7	

TABLE XXVII (CONTINUED)

INTEREST IN CLOTHING MANAGEMENT, PRODUCTION, AND SERVICES BY LOCATIONS

		LOCATION III												LOCATION IV											
		Business				School				Students				Business				School				Students			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	#	2	1	1	1	1	9	15	14	31	2	1	2	2	1	4	4	28	98						
	%	40	20	20	20	100	13.0	21.7	20.3	44.9	40	20	40	66.7		33.3	3.0	3.0	20.9	73.1					
2	#	3	2		1	11	21	14	23	1	2	2	1	1	1	6	24	35	69						
	%	60	40		100	15.9	30.4	20.3	33.3	20	40	40	33.3	33.3	33.3	4.5	17.9	26.1	51.5						
3	#	4		1	1	14	22	12	21	4	1		1	2	22	46	32	34							
	%	80		20	100	20.3	31.9	17.4	30.4	80	20		33.3	66.7	16.4	34.3	23.9	25.4							
4	#	4	1		1	23	15	10	21	2	1	2	2	1	35	48	28	23							
	%	80	20		100	33.3	21.7	14.5	30.4	40	20	40	66.7	33.3	26.1	35.8	20.9	17.2							
5	#	1	3	1	1	15	11	19	24	2	1	2	2	1	4	14	22	94							
	%	20	60	20	100	21.7	15.9	27.5	34.8	40	20	40	66.7	33.3	3.0	10.4	16.4	70.1							
6	#		2	1	2	1	7	14	16	32	2	1	2	2		1	4	21	26	83					
	%		40	20	40	100	10.1	20.3	23.2	46.4	40	20	40	66.7		33.3	3.0	15.7	19.4	61.9					
7	#			2	3	1	10	13	10	36		2	3	2	1	8	18	36	72						
	%			40	60	100	14.5	18.8	14.5	52.2		40	60	66.7	33.3	6.0	13.4	26.9	53.7						
8	#		1	4		1	5	6	18	40	1		4		3	2	17	23	92						
	%		20	80		100	7.2	8.7	26.1	58.0	20		80		100	1.5	12.7	17.2	68.7						
9	#		1	4	1	6	9	11	43	1		4		3	3	6	14	111							
	%		20	80	100	8.7	13.0	15.9	62.3	20		80		100	2.2	4.5	10.4	82.8							

TABLE XXVII (CONTINUED)

INTEREST IN CARE AND GUIDANCE OF CHILDREN CURRICULA BY LOCATIONS

	LOCATION III												LOCATION IV											
	Business				School				Students				Business				School				Students			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1 #	1				1				18	25	9	17	4				2	1			36	46	33	18
1 %	100				100				26.1	36.2	13.0	24.6	100				66.7	33.3			27.1	34.6	24.8	13.5
2 #		1						1	19	21	16	13	2	2			3				35	49	26	23
2 %		100						100	27.5	30.4	23.2	18.8	50	50			100				26.3	36.8	19.5	17.3
3 #			1				1		19	29	14	7	1	3			3				24	46	30	33
3 %			100				100		27.5	42.0	20.3	10.1	25	75			100				18.0	34.6	22.6	24.8
4 #			1		1				21	14	16	18	1		1	2	2	1			24	39	31	39
4 %			100		100				30.4	20.3	23.2	26.1	25		25	50	66.7	33.3			18.0	29.3	23.3	29.3
5 #	1						1		19	18	15	17	3	1			3				33	41	26	33
5 %	100						100		27.5	26.1	21.7	24.6	75	25			100				24.8	30.8	19.5	24.8
6 #				1				1	15	17	16	21	1	2	1		2		1		29	41	29	34
6 %				100				100	21.7	24.6	23.2	30.4	25	50	25		66.7	33.3			21.8	30.8	21.8	25.6

TABLE XXVII (CONTINUED)

INTEREST IN HOME FURNISHING, EQUIPMENT, AND SERVICES CURRICULA BY LOCATIONS

	LOCATION III												LOCATION IV												
	Business				School				Students				Business				School				Students				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1	#	1			4				1	10	10	10	39	1			4	1	1		1	8	28	37	60
	%	20			80				100	14.5	14.5	14.5	56.5	20			80	33.3	33.3		33.3	6.0	21.1	27.8	45.1
2	#	1		1	3	1				6	15	13	35	2	1		2	1	1	1		15	31	25	62
	%	20		20	60	100				8.7	21.7	18.8	50.7	40	20		40	33.3	33.3	33.3		11.3	23.3	18.8	46.6
3	#	4		1			1			21	26	11	11	2	2		1	1	2			53	42	22	16
	%	80		20			100			30.4	37.7	15.9	15.9	40	40		20	33.3	66.7			39.8	31.6	16.5	12.0
4	#	3	1		1				1	9	16	9	35	4		1		1	1		1	13	30	34	56
	%	60	20		20				100	13.0	23.2	13.0	50.7	80		20		33.3	33.3		33.3	9.8	22.6	25.6	42.1
5	#	2	1	1	1				1	7	10	14	38	3		2			1	1	1	5	13	34	81
	%	40	20	20	20				100	10.1	14.5	20.3	55.1	60		40			33.3	33.3	33.3	3.8	9.8	25.6	60.9

TABLE XXVII (CONTINUED)

INTEREST IN INSTITUTIONAL MANAGEMENT AND SUPPORTING SERVICES CURRICULA BY LOCATIONS

	LOCATION III												LOCATION IV											
	Business				School				Students				Business				School				Students			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	#	1		4	1				5	11	15	38			1	4			3	4	17	34	78	
	%	20		80	100				7.2	15.9	21.7	55.1			20	80			100	3.0	12.8	25.6	58.6	
2	#		1	4		1			7	16	9	37				5			3	3	10	25	95	
	%		20	80		100			10.1	23.2	13.0	53.6				100			100	2.3	7.5	18.8	71.4	
3	#	5					1		7	7	11	44			5				1	2	3	6	22	102
	%	100					100		10.1	10.1	15.9	63.8			100				33.3	66.7	2.3	4.5	16.5	76.7
4	#		1	4				1	3	13	9	44			1	1	3	1			2	19	44	70
	%		20	80				100	4.3	18.8	13.0	63.8			20	20	60	33.3		66.7		14.3	33.1	52.6
5	#	1		4		1			3	12	15	37			1	1	3		1	2	2	12	32	87
	%	20		80		100			4.5	17.9	22.4	55.2			20	20	60		33.3	66.7	1.5	9.0	24.1	65.4
6	#	1	2	2		1			11	13	12	33		1		1	3		1	2	15	11	34	73
	%	20	40	40		100			15.9	18.8	17.4	47.8		20		20	60		33.3	66.7	11.3	8.3	25.6	54.9

VITA

Lillie McCray Robinson

Candidate for the Degree of

Doctor of Education

Thesis: DETERMINING EMPLOYMENT NEEDS, EDUCATIONAL FEASIBILITIES,
AND POTENTIAL ENROLLMENTS IN OCCUPATIONAL HOME ECONOMICS
AT THE POST-SECONDARY LEVEL IN OKLAHOMA

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