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GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR
YOUTH ORIENTATION TO THE WORLD OF WORK

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

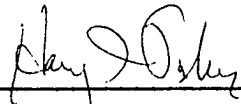
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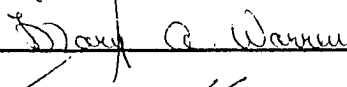
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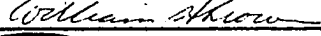
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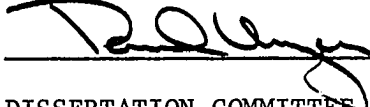
GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR
YOUTH ORIENTATION TO THE WORLD OF WORK

APPROVED BY









DISSERTATION COMMITTEE

To My Parents:

E. M. Elrod and Velma Mercer Elrod

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GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR
YOUTH ORIENTATION TO THE WORLD OF WORK

CHAPTER I

INTRODUCTION

Background and Need for the Study

President John F. Kennedy pointed out that "we are at the beginning of an era when . . . men and women everywhere will have it within their power to develop their potential capacities to the maximum."¹ Work is considered to be a principal avenue through which this potential may be achieved. Work has been referred to as man's closest link to society.² Employment may be youth's primary means of status, and is influenced by education.

The purpose of education is "universal welfare of man living in a culture."³ A concern for the individual has always been a central

¹Speech by President John F. Kennedy, Denver, Colorado, October 14, 1960.

²Sigmund Freud, Civilization and Its Discontents (Garden City, New York: Anchor Press, Doubleday and Company, 1958), p. 21; Aaron Levenstein, Why People Work (New York: The Crowell-Collier Press, 1962), p. 20.

³Theodore Brameld, The Use of Explosive Ideas in Education (Boston, Massachusetts: University of Pittsburg Press, Boston University, 1965), p. 235.

theme in the nation's educational philosophy.⁴ Since people are not equal in native gifts, motivations, or achievements, equality of opportunity⁵ is important for the full development of talent in our society. At this time, full equality of opportunity has not been achieved.⁶

The means for providing equality of opportunity are not to be sought in the past, but must be attempted in terms of the future. Public Law 88-210, the Vocational Education Act of 1963, was an "act to strengthen and improve the quality of vocational education opportunities in the nation." This act also made it within the range of possibility for everyone to find a job and to find some satisfaction in socially useful work at whatever level. More than legislation is required, however, for the utilization of youth potential. New ways and means must be sought for the application of professional knowledge upon this social and economic problem.⁷

The main effort of this study was directed toward the problem of youth orientation to employment. The research was due in part to a con-

⁴John Gardner, Excellence (New York: Harper and Row, 1961), p. 145.

⁵Ibid., p. 12.

⁶Ibid., p. 38.

⁷Anthony J. Celebrezze, Secretary of Health, Education, and Welfare, Speech at the 1963 Annual Convention of the American Vocational Association; Walter M. Arnold, Assistant Commissioner for Vocational and Technical Education, Office of Education, U. S. Department of Health, Education, and Welfare, Conference on Vocational Education, Stillwater, Oklahoma, Fall, 1964; J. B. Perky and Francis T. Tuttle, Area Vocational Schools: A New Concept for Oklahoma (Stillwater, Oklahoma: Oklahoma State Board of Vocational Education, 1965).

cern with the increasing difficulties associated with youth's transition from school to work. This particular problem is so well known and publicized that it has become a point of concentration in countless families, schools, communities, businesses, industries, and governmental circles.

An increase in the number of youth involved helps to create the problem. Today there are more teenagers than ever before, and the number of young people tends to focus attention upon them. Additionally, the problem of youth preparation for employment is intensified because of the heterogeneity of the youth population. Yet one thing they have in common: when seeking employment, each is considered unqualified and inexperienced for entry into the labor force.

The problem of youth preparation for employment is magnified by the current trend toward vast change. This has created a major problem for virtually unemployable youth who lack skill, training, and education. It is evident from employment statistics that the rate of unemployment for workers from fourteen to nineteen years of age is three times that of those in the thirty-five to forty-four year old age bracket.⁸ A Bureau of Labor Statistics report revealed one million unemployed out-of-school youth between the ages of sixteen and twenty-four; with the overall unemployment rate for this age group approximately twelve per cent.⁹ Additionally, unemployment among non-whites in the sixteen to

⁸Ruth Barry and Beverly Wolf, Epitaph for Vocational Guidance -- Myths, Actualities, Implications (New York: Bureau of Publications, Teachers College, Columbia University, 1962), p. 149.

⁹U. S. Department of Labor, Bureau of Labor Statistics, Special Labor Force Reports, Numbers 5, 15, 21, 32, 41 (Washington, D. C.: U. S. Government Printing Office, 1959-1963).

twenty-one year old group was 25.8 per cent; with 18.6 per cent of this age group as a whole.¹⁰ "For young people just entering the labor force, who traditionally have high unemployment, rates remained high in the present decade."¹¹

Whatever difficulties youth may encounter in the world of work are intensified within minority groups.¹² The development of this study concerned with youth preparation for employment therefore offers implications for such groups.

Both the increase in the number of youth seeking employment, and the dynamic changes occurring in our economy have stimulated a changing character in occupational life. "The connections between youth and work are growing more tenuous, to the point where becoming a worker is not a gradual process, but an abrupt event."¹³ A major problem facing

¹⁰Vera C. Perrella and Forest A. Bogan, "Out-of-School Youth, February, 1963," Monthly Labor Review (November, 1964), 1260-1268.

¹¹U. S. Department of Commerce, Bureau of the Census, Americans at Mid-Decade (Washington, D. C.: U. S. Government Printing Office, March, 1966), pp. 26-27.

¹²U. S. Department of Health, Education, and Welfare, Office of Education, "The Youth We Haven't Served, A Challenge to Vocational Education" (Washington, D. C.: U. S. Government Printing Office, 1966), pp. 6-7; U. S., Congress, Invited Comments on Directions for the Future, Twentieth Anniversary of the Employment Act of 1946, Supplement to Hearing before the Joint Economic Committee, 89th Congress, 1966, p. 4.

¹³U. S. Department of Health, Education, and Welfare, Welfare Administration, Office of Juvenile Delinquency and Youth Development, "Getting Hired, Getting Trained" (Washington, D. C.: U. S. Government Printing Office, 1965), p. 85.

youth today is lack of orientation, education, and skill necessary to make a living in an increasingly technological and specialized society.¹⁴

Part of the dilemma faced by youth is that they ". . . are frustrated by sheer ignorance of how to look for a job at all."¹⁵ The use of occupational information and vocational guidance has not solved this problem. Indeed, "one searches the literature almost in vain for any systematic consideration, . . . of the use of occupational information. Discussion of basic principles underlying their application are conspicuous by their absence."¹⁶ Occupational literature reveals no universally accepted set of concepts or plan by which teachers can most efficiently and expediently communicate information related to the world of work.¹⁷

New types of opportunities will open up for job seekers during the years ahead. The ability of young people to embrace these oppor-

¹⁴President's Committee on Juvenile Delinquency and Youth Crime, "Training for New Careers" (Washington, D. C.: U. S. Government Printing Office, 1965), p. 2.

¹⁵Paul Goodman, Compulsory Mis-Education (New York: Horizon Press, 1964), p. 30.

¹⁶A. H. Brayfield, "Putting Occupational Information Across," Readings in Modern Methods of Counseling (New York: Appleton-Century-Crofts, 1950), p. 4.

¹⁷M. Baer and E. Roeber, Occupational Information (Chicago: Science Research Associates, 1964), p. 411; Henry Borow, ed., Man and the World of Work (Boston: Houghton-Mifflin, 1964), pp. 414-415; R. Hoppock, Occupational Information (New York: McGraw-Hill, 1963), pp. 114-115; Willa Norris, Franklin R. Zeran, and Raymond N. Hatch, The Information Service in Guidance (Chicago: Rand McNally, 1960), p. 465.

tunities and make the transition from school to work will depend greatly on their education. Young people with a good basic education, and a broad foundation in their training will have a better chance for employment.¹⁸ General education for youth should include ". . . basic preparation necessary for participation in any work activities."¹⁹ General education should provide general preparation for employment, "designed as a bridge to the labor market in general rather than to specific kinds of occupations."²⁰ It should be recognized that certain concepts of vocational education are relevant to all types of education and should be experienced by pupils at all educational levels.²¹

The achievement of individual potential in employment could be encouraged by orientation of youth to the world of work. Although most students have some general perceptions about occupations and the world of work, these perceptions are often vague, if not erroneous.²² Additionally, young people need to adopt new attitudes toward preparation

¹⁸U. S. Department of Labor, Occupational Outlook Handbook (Washington, D. C.: U. S. Government Printing Office, 1963-64), pp. 11, 25, 26.

¹⁹Will French and Associates, Behavioral Goals in General Education in High School (New York: Russell Sage Foundation, 1957), p. 122.

²⁰Marcia K. Freedman, "Perspectives in Youth Employment," Children, XII, No. 2 (March-April, 1965), 77.

²¹N. H. Frank, "Final Report on the Summer Study on Occupational, Vocational, and Technical Education, Massachusetts Institute of Technology, July 6-August 13, 1965" (Submitted to the U. S. Commissioner of Education), p. 21.

²²C. H. Patterson, "Counseling: Self Clarification and Helping Relationship," Man and the World of Work, ed. H. Borow (Boston: Houghton-Mifflin, 1964), p. 452.

for employment, if they are to achieve their potential.²³ There is a need for a spiraling series of experiences in self study, general education, orientation to work, and exploration of work.²⁴ Such experiences would introduce, develop, and reinforce basic concepts related to work and thus help a student make the transition from school to work.

It is clear that the nation stands to gain by experimenting with new solutions for the problems associated with youth preparation for employment. A general understanding of the world of work would serve to lessen the uncertainty of change for youth. It would appear that the first step of such an enterprise would be the identification of concepts and generalizations important for youth orientation to the world of work.

Statement of the Problem

The problem for this study was to identify generalizations related to concepts important for youth orientation to the world of work.²⁵ Basic concepts were identified during an earlier research conference.²⁶ Generalizations were considered important to make abstractions more definite,²⁷

²³President's Committee on Youth Employment, The Challenge of Jobless Youth (Washington, D. C.: U. S. Government Printing Office, 1963), p. 13.

²⁴Baer and Roeber, Occupational . . ., p. 402.

²⁵For the current study, concept was defined as an abstract idea concerned with general employment, while generalization was defined as an inference or conclusion.

²⁶"Conference on Identification of Concepts Important for Youth Orientation to the World of Work," University of Oklahoma, July 5-16, 1965. See Appendix I for an abstract of the report of this conference.

²⁷"The Spirit of Research," The Royal Bank of Canada Monthly Letter, XXXXVI, No. 12 (December, 1965), 3.

for verbalization and discussion of the concepts, and to bring the concepts into reality.²⁸ The identification of the generalizations was considered necessary to give applicability and support to the concepts. A subsidiary problem of the study was the refinement of the concept framework, necessary for the process of identification and evaluation of the generalizations.

Purposes of the Study

This study was part of a larger plan to guide high school boys and girls to a personal awareness of the demands of the world of work. Through such a plan it was hoped that school experiences would be channeled into a more constructive relationship with the future vocation of the student.²⁹

Purposes Related to the Classroom Situation

It was anticipated that the identified concepts and generalizations would influence classroom situations in the following ways:

1. As a structure for vocational education classes: to build curriculum.

Although much occupational literature exists, a high educational reading level is associated with much of the printed media. The average high school student may have difficulty understanding this material. Several studies examine read-

²⁸Paul L. Dressell, "The Role of Concepts in Planning the Home Economics Curriculum," Home Economics Seminar (French Lick, Indiana, July 24-28, 1961), 10.

²⁹Robert Ulich, A History of Educational Thought (New York: American Book Company, 1950), p. 348.

ability and report essentially the same results.³⁰ A curriculum structured on concepts and generalizations could be simply expressed. Such a curriculum could be flexible, to correspond with local and changing conditions. It could be developed from content chosen from a wide range of possibilities, could be reviewed in the light of new ideas and information, and could facilitate the evaluation of the teaching-learning process.³¹ Such material could also be used as resource material in an already structured class.

2. As a basis for the development of audio-visual media: to clarify the concepts and generalizations and supplement their communication.

Audio-visual media are considered to be effective teaching tools. However, it has been indicated that more extensive exploration is needed in the audio-visual area.³² Occupa-

³⁰T. F. Dierner and H. R. Kazkowski, "Readability of Occupational Information," Vocational Guidance Quarterly (Winter, 1960), 87; Roger A. Ruth, "Readability of Occupational Materials," Vocational Guidance Quarterly, XI, No. 1 (Autumn, 1962), 7; D. E. Watson, R. M. Rundquist, and W. C. Cottle, "What's Wrong with Occupational Materials?" Journal of Counseling Psychology (Winter, 1959), 288.

³¹U. S., Department of Health, Education, and Welfare, Office of Education, Bureau of Educational Assistance Programs, Division of Vocational and Technical Education, Professional Resource Unit, Auxiliary Service Branch, Curriculum Resource Material Conceptual Framework and Generalizations in Home Economics (Washington, D. C.: U. S. Government Printing Office, 1964), p. 1.

³²V. Stockman, "Audio-Visual Materials in Guidance," Educational Screen and Audio-Visual Guide (May, 1960), 220.

tional motion pictures now available must be used with caution due to obsolescence,³³ and biased impressions.³⁴ The Educational Media Index³⁵ records numerous films related to specific occupations, but very few concerned with the general orientation of youth to the world of work. It is important to expand the definition of career development to include fundamental concepts.³⁶ A message designed to use motion pictures can communicate concepts important for youth orientation to the world of work. The value of the media would be influenced by its quality.³⁷ Identification of concepts and generalizations could encourage a basis for quality.

³³Norris, et al., The Information . . ., p. 465.

³⁴Hoppock, Occupational . . ., pp. 303-334.

³⁵"Guidance, Psychology, and Teacher Education," Educational Media Index, VII (New York: McGraw-Hill, 1964), pp. 1-131.

³⁶Ann M. Martin, "Multi-Media Approach to Communicating Occupational Information to Non-College Youth," Project sponsored by the U. S. Office of Education, Contract OE 6-85-052, University of Pittsburgh.

³⁷L. B. Happe, "The Silent Educational Single-Concept Film," Journal of the University Film Producers Association, XVII, No. 2 (1965), 3; Newsletter of Eight Millimeter Film in Education (New York: Horace Mann-Lincoln Institute, Teachers College, Columbia University, No. 2, June, 1965), p. 3; "Conference for Vocational Teacher Educators on New Media of Instruction," August, 1966, Tuskegee Institute, Tuskegee, Alabama (Abstract of Final Report, Project sponsored by U. S. Department of Health, Education, and Welfare).

Purposes Related to Behavioral Outcomes

It was hoped that the following behavioral outcomes would be realized by high school students through such a plan:

1. That from a center of self-knowledge and interpretation of experience, the student could move toward constructive use of individual human and material resources.
2. That from an acquaintance with the ever-changing and expanding phenomenon of knowledge, and with concepts and generalizations related to employment, the student could move more confidently in a complex society.

Purposes Related to Behavioral Objectives

More specifically, it was anticipated that the high school student could make progress toward the following behavioral objectives:

1. The development of flexibility and adaptability in work attitudes, work performance, work environment, and work locale.
2. The attainment of insight into the overall working environment.
3. The development of respect for self, employer, and fellow workers.
4. The development of personal integrity in the work situation.
5. The development of respect and appreciation for useful work.
6. The development of personal responsibility as a part of employment.
7. The achievement of personal potential in employment.
8. The recognition of the importance of human relations in the work situation.

9. The management of human and material resources related to the work situation.

Summary

Chapter I has presented a brief discussion of the background and need for the study, a statement of the problem, and purposes of the study.

Chapter II will focus on a review of the related literature. Chapter III will describe the methodology followed in this research. The results of the study will be analyzed and reported in Chapter IV. Finally, Chapter V will summarize the investigation, present the conclusions, and discuss the implications.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The review of literature for this study included three broad areas:

1. Youth population related to the work situation
2. Vocational education related to general preparation of youth for entry into the world of work
3. The concept and generalization framework related to the methodology for identifying ideas relevant to curriculum development for youth orientation to employment.

Youth Population Related to the Work Situation

Vance Packard writes that American ideology has supported the notion that the United States is unique as a place "where a poor boy can start at the bottom and become a great captain of industry. Furthermore, according to the prevailing ideology, these opportunities for modern boys have been growing."¹ However, the United States and other industrialized nations have been similar in regard to this particular situation.

¹Vance Packard, The Status Seekers (New York: David McKay Company, Inc., 1959), p. 253.

ation of class mobility. It has not, however, been proved that opportunities for boys of lesser means are becoming any more numerous.²

The federal government has become concerned with the problems students face in their occupational planning.³ This interest in students has been influenced by the large number of adolescents in the work situation.

The proportion of youth in the total population has changed since 1940. At that time, youth under fourteen equaled twenty-three per cent of the total population. By 1960, this age group had risen to thirty per cent. Between 1960 and 1975, youth in the total population will approximate twenty-eight per cent,⁴ due to the increased birth rate following World War II.⁵ More youth will have entered the labor force during the present decade, than in any previous ten year period.⁶ In

²Paul Goodman, Compulsory Mis-Education (New York: Horizon Press, 1964), p. 135; Robert Havighurst, Paul H. Bowman, Gordon P. Liddle, Charles V. Matthews, and James V. Pierce, Growing Up in River City (New York: John Wiley and Sons, Inc., 1962), p. 134; August B. Hollingshead, Elmtown's Youth (New York: John Wiley and Sons, Inc., 1951), p. 159; U. S., Children's Bureau, The Adolescent in Your Family, Department of Health, Education, and Welfare Publication (Washington, D. C.: U. S. Government Printing Office, 1966), p. 101.

³Marguerite W. Zapoleon, Occupational Planning for Women (New York: Harper and Brothers, Publishers, 1961), p. 170.

⁴U. S., Department of Labor, Occupational Outlook . . ., p. 12.

⁵U. S., Bureau of Census, Americans at Mid-. . ., p. 4.

⁶U. S., Bureau of Employment Security, Job Guide for Young Workers, U. S. Department of Labor Publication (Washington, D. C.: U. S. Government Printing Office, 1964), p. 14.

1960, two million young workers started their work careers. By the late 1960's, three million new young workers will enter the labor force each year.⁷

There is a noticeable difference in the employment of the younger and older students. "The latter's age and maturity, additional education, and . . . more work experience help older students in holding better jobs, working longer hours, and in being less likely to be unemployed than younger students."⁸ However, some young workers in the labor force have not reached age eighteen. Adolescents are working outside of school hours in greatly increasing numbers.⁹ More youth may be employed than the census figures reveal. Still other students have been unable to find employment.

Observers of the social scene have indicated that one determinant of delinquency among youth is the demoralizing disparity between socially learned aspirations and legitimate opportunities for status achievement.¹⁰

⁷U. S., Department of Labor, Manpower Challenge of the 1960's (Washington, D. C.: U. S. Government Printing Office, 1960), p. 17.

⁸U. S., Department of Labor, "Special Labor Force Report No. 68 Employment of School Age Youth," A Monthly Labor Review Reprint (July, 1966), 740.

⁹U. S., Children's Bureau, The Adolescent in . . ., p. 103.

¹⁰Albert Cohen, Delinquent Boys (Glencoe, Illinois: The Free Press, 1955), pp. 109-111; Richard Cloward and Lloyd E. Ohlin, Delinquency and Opportunity (Glencoe, Illinois: The Free Press, 1963), p. 87; Patricia Sexton, Education and Income (New York: The Viking Press, 1961), p. 158.

The literature has also indicated that one reason for school drop-outs is that curriculum seems unrelated to students' interests and future jobs.¹¹

Wage earning brings its own obligations, restrictions, responsibilities, and opportunities.¹² Regardless of how much the high school drop-out wishes to work, he cannot find work as readily as the high school graduate. The employment problems associated with youth are heightened by the drop-out status.

Eighteen is a crucial age for the majority of people: it is the age at which most of them are graduated from high school. At this time they must choose between further education or full-time work.¹³ Boys must also consider the possibility of military service. The amount and type of schooling achieved influences the level of work opportunity.¹⁴ The educational level influences the ability of youth to embrace future opportunities.

Youth's dilemma in employment today is more complex because many former avenues of work are no longer open. Automation has removed many unskilled jobs. The group of unemployable is enlarging, and yet

¹¹H. Ernst Sverken, "When Dropouts Go Job Hunting," The Clearing House, XXVII (January, 1963), 270.

¹²U. S., Bureau of Labor Standards, Handbook for Young Workers, Bulletin 271, U. S. Department of Labor Publication (Washington, D. C.: U. S. Government Printing Office, 1965), p. 1.

¹³U. S., Department of Labor, Occupational Outlook . . ., p. 12.

¹⁴Joseph A. Kahl, The American Class Structure (New York: Rinehart and Company, Inc., 1957), p. 119.

automation has become a built-in function promoting many changes in society.

Change does not mean that the culture undergoes either a complete transformation or a sharp break. Some values have disappeared and new ones have been adopted to replace them, thus work attitudes have been influenced. The traditional statements associated with personal work seem far removed from the impersonal, mass work forces of today. Mechanization of the work processes has created less pride in accomplishment.¹⁵ For some individuals success in the world of practical accomplishments, regardless of the area, creates a form of happiness.¹⁶ For some others, work is not valued as a path to happiness but as a necessity which gives rise to difficult social problems.¹⁷

A requirement of technology is concurrent adjustment in social and economic institutions as well as in individuals affecting current policies of employment. The procedures of selection by personnel departments may present difficulties for the unskilled and uneducated applicant. Job requirements may be higher with the rise of technological levels in the United States. Occupations where the nature of work has been unchanged for twenty years, now have much higher entrance specifications. Further, hiring practices have lagged behind the population available for work. Company policies sometimes rigidly determine

¹⁵Edwin B. Flippo, Principles of Personnel Management (New York: McGraw-Hill Book Company, Inc., 1961), p. 23.

¹⁶Albert R. Ehrle, "Fallacies of Full Employment," Vocational Guidance Quarterly, XII (Autumn, 1963), 3.

¹⁷Freud, Civilization and Its . . ., p. 21.

whether or not youth will be included on their work roster. The receptivity of individual employers to youth is often a salient factor.

School and community provisions for job placement influence youth and employment.

Today's accelerating and changing technology has placed man, his education, and his work in a new relationship in which education becomes the bridge between man and his work. The difficulty, however, is that relations between education and the world of work have never been close in this country and in many respects remain in a state of bad repair.¹⁸

Ultimately, the aim of vocational guidance is successful placement in a job which will give the individual an opportunity for growth, productivity, and advancement commensurate with his abilities.¹⁹ Moving toward this goal, high school vocational guidance encounters the following hindrances: (1) occupational information is plentiful but the reading level too difficult for maximum usefulness;²⁰ (2) vocational counseling is sometimes regarded as curative rather than preventive;²¹ (3) vocational guidance processes do not begin early enough;²² (4)

¹⁸Grant Venn, Man, Education and Work (Washington, D. C.: American Council on Education, 1964), p. 73.

¹⁹Marion J. Crosby, "Planning Vocationally and Finding a Job," Student Personnel Work as Deeper Teaching, Esther Lloyd-Jones and Margaret Ruth Smith (New York: Harper and Brothers, 1954), 236.

²⁰Leona E. Tyler, The Work of a Counselor (New York: Appleton-Century-Crofts, Inc., 1961), p. 176.

²¹C. Gilbert Wrenn, "School Counselor's Task in a Changing World," The Educational Digest, XXVIII, No. 3 (November, 1962), 19.

²²Wesley W. Tennyson and Lawrence P. Monnens, "The World of Work Through Elementary Readers," Vocational Guidance Quarterly, XII (Winter, 1963-1964), 88.

vocational guidance does not give youth sufficient insight and self knowledge. Under current conditions, many youth seeking employment lack sufficient orientation.

In an industrial society committed to equality of opportunity, the fact of change itself makes the task of educating the young toward adulthood a different and complex task.²³ The process of education in the family is no longer adequate in the preparation for employment. Moreover, adolescents today are cut off, perhaps more than ever before, from the work activities of the adult society as a whole.²⁴ It is, therefore, reasonable that a role of the school is youth orientation to employment.

Vocational Education Related to General Preparation
of Youth for Entry into the World of Work

There is indication that society wants schools to prepare the youth of today for entry into the rapidly changing world of work.²⁵ The literature considers how well the schools are accomplishing this task.

²³James S. Coleman, The Adolescent Society (Glencoe, Illinois: The Free Press of Glencoe, U.S.A., 1961), p. 2.

²⁴Ibid., p. 9.

²⁵George Dawson, "The Economic Forecast: Its Implications for Education," Journal of Educational Sociology, XXXVI (1962-63), 66-69; Louis D. Mason, "Business Education Offers Something of Value to All Pupils," The Clearing House, XXXIX (September, 1964), 51-52; Logan Wilson, "A Time for Decision and Action in American Education," Education in the Nation's Service, ed. August Heckecher (New York: Frederick A. Praeger, 1960), p. 72.

The world's knowledge is not a stock or inventory, but an almost organic growth, in which the role of growth is swiftly accelerating. And to continue to treat our educational programs as though they were designed to transmit to a person, in the early years of life, a portion of the world's knowledge which will be a sufficient base to keep him advanced within his career lines, despite new knowledge which continues to accrue all the time he is applying what he once learned, is to condemn both the individual and our society to unnecessary frustrations and limitations.²⁶

General preparation for employment through vocational classes appears to be a logical means for youth orientation to a transitional work setting. While vocational education is only part of education, it remains an important part.²⁷ However, the degree to which education is organizing its programs consistently and directly in relation to the problems and needs of human beings is being questioned. Additionally, to what degree is education neglecting such problems and needs, due to obsolescent habits and cultural lag?

Education must center on problems of life now, and in the foreseeable future, if it is to be of maximum value.²⁸ Desired learnings which will equip students for a vocation, as well as for daily living,

²⁶Neil W. Chamberlain, "Job Obsolescence: Challenge and Opportunity," The Education Record, XLIV (January, 1963), 32.

²⁷Benjamin Willis, "The Changing Story of Vocational Education and What's Needed Now," Nation's Schools, LXXI (February, 1963), 58.

²⁸John Dewey, Experience and Education (New York: Macmillan Co., 1938), p. 60; Theodore Brameld, The Use of Explosive Ideas in Education (Boston: University of Pittsburg Press, Boston University, 1965), p. 236.

are not clearly defined. Undefined, and unspecified subject matter makes it difficult to achieve maximum value from education, for whatever purpose. Of necessity, individual teachers often determine their own subject matter structure.

Cooperative educational endeavor has been suggested as helpful in the preparation of youth for initial employment.²⁹ The need for materials related to youth and wage earning has stimulated some cooperative effort. Tentative guides have been the result of this pooled effort.³⁰ Cooperative activity extends far beyond simple sharing to voluntary, temporary association of a group of men and women for a specific task.³¹

Vocational educators must work more closely with one another, because of the nature of the occupational world. Vocational educators must have the capacity to set common goals, to fix priorities, to develop new approaches, to test these in action, and to evaluate perfor-

²⁹Center for Vocational and Technical Education, Centergram, I, No. 5 (April, 1966), Ohio State University, Columbus, Ohio, p. 2.

³⁰"Personal Development and Management: A Course for Occupational Education in Home Economics for Alabama High Schools," Home Economics Education, Vocational Division, State Department of Education, Montgomery, Alabama; "Tentative Guide, Orientation to World of Work," Graduate Students in Home Economics Education, University of Missouri, in cooperation with Missouri State Department of Education; Perky and Tuttle, Area Vocational Technical

³¹Anne Roe, The Psychology of Occupations (New York: John Wiley and Sons, Inc., 1956), p. 7.

mance against local as well as national standards.³² The goals of education, examined and refined in the light of our pretensions and practices, must seek not only equality of opportunity but also some degree of equality in educational results.³³ Because of the desirability of becoming economically literate, behavioral outcomes to be sought from general education include beginning basic preparation necessary for participation in any work activity, and making a wise choice of life work.³⁴

Although curriculum content is not uniformly specified in the literature, instructional methods are more descriptive. Concerned with method, the goals of education continue to be prominent in the literature, as related to the aims of vocational education,³⁵ continued education,³⁶ and life-time work education.³⁷ Consideration is given to individual responsibilities of students, both as youth and as adults,³⁸ as

³²"A Framework for Program Development," A National Leadership Seminar on Home Economics Education, Center for Vocational and Technical Education, Ohio State University, Columbus, Ohio, p. 30.

³³Frank G. Jennings, "Education in America," Saturday Review (November 19, 1966), 80.

³⁴French and Associates, Behavioral Goals . . ., p. 122.

³⁵Ernest Harms, Handbook of Counseling Techniques (New York: Macmillan Co., 1963), pp. 208-209; Edward R. Cuony and Robert Hoppock, "Job Course Pays Off?" Personnel and Guidance Journal, XXXII (March, 1953), 389.

³⁶Venn, Man, Education . . ., p. 26.

³⁷Dugald S. Arbuckle, "Occupational Information in the Elementary School," The Vocational Guidance Quarterly, XII (1963-64), 83.

³⁸Gertrude Forrester, Methods of Vocational Guidance (Boston: Heath and Company, 1951), p. 51.

well as to teacher obligations.³⁹ Attention is also given to techniques of instruction.⁴⁰

" . . . The basic purpose of our vocational education effort is sound and sufficiently broad to provide a basis for meeting future needs"⁴¹ The use of concepts or big ideas as a means of identifying the scope and breadth of curricular materials has been recommended.⁴²

The Concept and Generalization Framework Related to the Methodology
for Identifying Ideas Relevant to Curriculum Development
for Youth Orientation to Employment

Since the time of Kant, concept has been recognized as essential in organizing materials of experience.⁴³ In modern times, Hempel has emphasized the interdependence of concepts.⁴⁴ Expressed educational interest in concepts has been developing since 1904.⁴⁵ In 1945, reference to the upper integration which sets the stage for transfer on the

³⁹American Vocational Association, Pilot Training Programs in Home Economics (Washington, D. C.: American Vocational Association, Inc.), p. 15; Katherine W. Dresden, "High School Seniors Survey Job Opportunities," Occupations, XXXIX (October, 1950), 32-35.

⁴⁰George L. Gropper, "Why is a Picture Worth a Thousand Words?" Audio-Visual Communications Review, XI (August, 1963), 93.

⁴¹President John F. Kennedy, Message to Congress on American Education, February 20, 1961.

⁴²Aleene Cross, "Searching Out the Common Concepts," American Vocational Journal, XXXXII, No. 1 (January, 1967), 35.

⁴³Abraham Kaplan, The Conduct of Inquiry (San Francisco: Chandler Publishing Co., 1964), p. 46.

⁴⁴Ibid., p. 52.

⁴⁵Will Grant Chambers, "How Words Get Meaning," Pedagogical Seminar, XI (March, 1904), 30-50.

basis of generalizations described what might be called a conceptual form.⁴⁶ Today, educational literature strives to be objective and analytical. It describes phenomena which include concept formation and create subject matter in professional education.⁴⁷ Concept learning is becoming a dominant element in education.⁴⁸

A necessary prerequisite for the development of systematic practice theory, however modest and limited it may be, is a conceptual frame of reference which limits and focuses the practitioner's efforts in a particular direction.⁴⁹

Criteria vary in the development of curriculum, but in general they involve a conceptual understanding, the development of positive attitudes, and individual creativeness.⁵⁰ Perhaps the most useful aspect of the process of concept and generalization development is the obvious foundation it furnishes for curriculum planning.

Concepts and generalizations serve as the basis of thought and action. A concept is an idea embodying many images and memories which

⁴⁶Albert Rapp, "The Experimental Background of the Problem of Learning," The Classical Journal, XXXX (1945), 467-480.

⁴⁷Herbert L. LaGrone, "Teaching -- Craft or Intellectual Process?" Theoretical Bases from Professional Laboratory Experiences in Teacher Education, Forty-fourth Yearbook of the Association for Student Teaching (Washington, D. C.: Association for Student Teaching, 1964), p. 107.

⁴⁸Asehel Woodruff, "The Use of Concepts in Teaching and Learning," Journal of Teacher Education, XV (March, 1964), 95.

⁴⁹Council on Social Work Education, A Conceptual Framework for Teaching of Social Group Work Method in the Classroom (Council on Social Work Education, Faculty Conference Day, January 29, 1964, No. 64-18-15), p. 20.

⁵⁰U. S., Office of Education, Learning About Learning: A Conference Report, Publication of the U. S. Department of Health, Education, and Welfare (Washington, D. C.: U. S. Government Printing Office, 1966), p. 20.

have been blended into a meaningful whole. A concept categorizes experiences, both new and old. It gives a base for understanding and interpreting new information and experience.⁵¹ The term "concept" has been variously used to mean both simple ideas and complex abstractions, single words and the ideas behind the words, cognitive propositions and normative "shoulds."⁵²

Concepts are complex affairs. One way to appreciate this fact is to think of concepts in geometrical terms: concepts have dimensions.... Some of the dimensions of conceptual development are: from concrete to abstract, from vague to clear, from inexact to definite.... Concepts in their development reveal changes with respect to other dimensions also. To mention but a few, changes occur in their implications, relationships, ramifications, transferability, and figurativeness.⁵³

The procedures of analyzing concepts are an attempt to get at the use that is made of them.⁵⁴ The development of generalizations and conceptual framework is a process of ". . . bringing the familiar to bear on the unfamiliar. . . ."⁵⁵ A set of logical components of the system are identified by interpreting data and making inferences, gathering or

⁵¹Kenneth D. Wann, Miriam D. Seichen, and Elizabeth Ann Liddle, Fostering Intellectual Development in Young Children (New York: Bureau of Publications, Teachers College, Columbia University, 1962), p. 10.

⁵²Council on Social Work Education, A Conceptual Framework . . ., pp. 3-4.

⁵³William Brownell and Gordon Hendrickson, "How Children Learn Information, Concepts, and Generalizations," Learning and Instruction, Forty-ninth Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1950), p. 107.

⁵⁴Kaplan, The Conduct of . . ., p. 46.

⁵⁵Donald A. Schon, Displacement of Concepts (London: Tavistock Publications, 1963), p. ix.

collecting the information, offering reasons or explaining, establishing relationships among certain kinds of information, and finally generalizing on the basis of these relationships.⁵⁶ "Any generalization states some abstract relationship among two or more concepts. . . ."⁵⁷

The concept and generalization framework is not a static model but one which must constantly shift as new knowledge and facts are imposed upon it. A successive defining becomes part of the process. Although concepts have an immediate surface appeal, the transition process is laborious. There is inherent discomfort involved in discarding one concept and developing another. Comprehension of concepts increases learning effectiveness.⁵⁸ Curriculum development is considered a complex, slow, and at times a painful process, yet it is necessary within the present school structure.

The roles played by concepts and generalizations in thought processes have been examined in various ways.⁵⁹ Certain general determinants of concept and generalization formation have been recognized:

⁵⁶National Education Association, The Way Teaching Is, A Report of the Seminar on Teaching (Washington, D. C.: Association for Supervision and Curriculum Development and the Center for the Study of Instruction, National Education Association, 1966), p. 70.

⁵⁷Brownell and Hendrickson, Learning and . . ., p. 107.

⁵⁸LaGrone, Theoretical Bases from . . ., p. 108.

⁵⁹Frank Restle, "Toward a Quantitative Description of Learning Set Data," Psychological Review, LV (1958), 77-91; William H. Burton, Roland B. Kimbal, and Richard L. Wing, Education for Effective Thinking (New York: Appleton-Century-Crofts, 1960), p. 164; Silvano Arieti, "The Microgeny of Thought and Perception," Archives of General Psychiatry, VI (June, 1962), 454-468.

ability to memorize, ability to associate ideas and see relationships, ability of differentiation and discrimination as related to the process of classification, and ability of generalization and reasoning as essential to the process.⁶⁰ Generalization may be termed "understanding"⁶¹ or "principle."⁶² Other factors which affect the efficiency of concept learning are: the ability to see less obvious relationships regularly once the possibility has been discovered,⁶³ the ability to shift to a new concept structure rather than merely altering the relationships within an old structure,⁶⁴ and the ability to handle instruction faster when it is known in advance what structure is being developed.⁶⁵

⁶⁰Mildred Burlingame, "Some Determinants of Concept Formation," The College of Education Record, II (1963), 14-19; Wann, et al., Fostering Intellectual Development . . ., p. 12.

⁶¹Gerald A. Porter, "The Concept Approach to Education in Personal and Family Finance," Topics, XII, No. 2 (Fall, 1962), 3.

⁶²R. M. Gagne, "Learning of Concepts," School Review (Autumn, 1965), 189.

⁶³Woodruff, Journal of Teacher Education, XV (March, 1964), 93.

⁶⁴Garrett Hardin, "The Threat of Clarity," ETC, XVII (September, 1960), 269-278; Martin Harrow and Alexander Bjuchwalk, "Reversal and Non-reversal Shifts in Concept Formation Using Consistent and Inconsistent Responses," Journal of Experimental Psychology, LXIV (1962), 476-481.

⁶⁵Paul M. Fitts and Gail Switzer, "Cognitive Aspects of Information Processing: I. The Familiarity of S-R Sets and Subsets," Journal of Experimental Psychology, LXIII (1962), 321-329; Charles S. Harris and Ralph Norman Haber, "Selective Attention and Coding in Visual Perception," Journal of Experimental Psychology, LXV (1963), 328-333; Richard C. Nies, "Effect of Probable Outcome Information on Two-Choice Learnings," Journal of Experimental Psychology, LXIV (1962), 430-433; Robert C. Craig, "Learning: I. Understanding, Transfer, and Retention," Review of Educational Research, XXVIII (December, 1958), 445-458.

Curriculum planners generally agree that it is better to focus on a few basic ideas and provide as much time and as many learning experiences as necessary to help students develop those basic ideas. However, less depth in learning may be sufficient for meeting some situations common to a particular group of students. Mastery of simple facts or definitions may be adequate to achieve some of the educational objectives of the secondary school.⁶⁶

Curriculum development and the selection of teaching strategies demand that decisions be made, but the bases for the decisions have or are being changed as new understandings of readiness, motivation, learning and the structure of knowledge are developed.⁶⁷

Approaches to learning have gained renewed prominence in the literature.⁶⁸ It has been suggested that learning might be improved by observation of the methods by which a student works and learns, as well as consideration of his affective and other reasons for not learning.⁶⁹

⁶⁶American Home Economics Association, Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development, A Report of a National Project (Washington, D. C.: American Home Economics Association, 1967), p. 59.

⁶⁷Herbert F. LaGrone, A Proposal for the Revision of the Pre-Service Professional Component of a Program of Teacher Education, A Publication of the U. S. Department of Health, Education, and Welfare, Office of Education, Educational Media Branch (Washington, D. C.: American Association of Colleges for Teacher Training, 1964), p. 46.

⁶⁸Benjamin S. Bloom, et al., Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain, (New York: David McKay Co., Inc., 1956); Marjorie Brown, "Schema for Educational Objectives," Illinois Teacher of Home Economics, X, No. 3 (1966-67), 99-102; David R. Krathwahl, Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook II: Affective Domain (New York: David McKay Co., Inc., 1964); Elizabeth Jane Simpson, "The Classification of Educational Objectives, Psychomotor Domain," Illinois Teacher of Home Economics, X, No. 4 (1966-67), 111-112.

⁶⁹Frank Reissman, "The Strategy of Style," Teachers College Record, LXV (March, 1964), 484-489.

The developmental process of identification of concepts and generalizations important for youth orientation to the world of work would appear advisable for the secondary schools.

...understanding of the relationship of the less complex facts, principles, and supporting generalizations to the broad generalizations and concepts will help curriculum planners and teachers 1. to keep the focus of learning on the basic concepts; 2. to select only those specific facts, definitions, descriptions, and principles needed to assist the learner in arriving at broad generalizations which he can apply to everyday life and to later learning experiences; and 3. to determine organization and sequence for teaching.⁷⁰

A system of concepts provides one basis for efficient learning through utilization of a basic form of cognition by which man understands and deals with his environment,⁷¹ as well as through cues for curriculum development in the schools. The ultimate goal of education in the United States for an ever increasing level of educational opportunity, quality, and equality is dependent upon the people and the concepts they use.⁷²

Summary

The review of literature related to youth orientation to employment revealed a great deal of material. Numerous descriptions of the present employment situation, projective statistics in regard to occupations of the future and the number of employable persons were noted. The critical problems in the area of youth and employment were presented by the literature. The literature suggested a willingness to try some-

⁷⁰American Home Economics Association, Concepts and Generalizations . . ., p. 58.

⁷¹Wann, et al., Fostering Intellectual Development . . ., p. 10.

⁷²LaGrone, Theoretical Bases from . . ., p. 93.

thing new, to abandon traditional approaches to education. There were suggestions for improvement of methods of instruction, and interest was noted in curriculum development and content. There appeared to be a need for more material regarding youth's knowledge about the world of work, and its related personal and environmental influences.

The literature indicated an increasing need for youth preparation for entry to the world of work. Additionally, technological change has had an immediate impact, nationwide in scope, stimulating the necessity of occupational education for all. The literature suggested that occupational education must become a responsibility of society, as well as an integral part of total education. It was suggested that "Education, although not the sole means, is the best means by which the individual and society can adjust to technological change."⁷³

⁷³Venn, Man, Education, and . . ., p. 160.

CHAPTER III

METHODOLOGY

Introduction

This study was part of a larger plan to guide high school boys and girls to a personal awareness of the demands of the world of work for successful attainment and advancement in employment. Basic to this plan was the identification of concepts important for youth orientation to the world of work. (Appendix I contains an abstract of this earlier study.)

The current study was concerned with identification of generalizations related to these concepts. (Appendix II contains an abstract of the proposal for this study.) The procedure for this research-developmental study was to identify and evaluate generalizations through a review of literature and through the guidance of selected consultants. The rationale for the identification of these generalizations was to give support and applicability to the concepts in the communications process.

Since this research was developmental in nature, certain basic procedures had to be followed sequentially. The first step was the identification of the concepts as the necessary basis for this study. Prior to the process of identification and evaluation of generalizations, the investigators completed essential preliminary plans. Once these

preliminary plans were completed, the concept framework was refined according to suggestions of consultants. Refinement of the concept framework was followed by a tentative identification of generalizations by the project staff. These generalizations required further identification and refinement. It was considered important that both individual and group assessment of these generalizations take place throughout the study and the one-day evaluation conference. The final step was the development of the concept and generalization framework.

These sequential steps in the developmental research will be considered separately, and in more detail later in this chapter.

Identification of the Concepts

The concepts important for youth orientation to the world of work were identified by consultants during an earlier research conference. The concepts derived from the earlier research (Appendix III) were basic to the current study.

Preliminary Planning

Prior to the process of identification and evaluation of the generalizations related to concepts important for youth orientation to the world of work, the three directors (Appendix IV) planned the study and time schedule. The directors also established criteria for the identification of generalizations. The generalizations were to be based on objective data, experience, or theory accepted by specialists and/or consultants. The generalizations were to express an underlying truth, to have an element of universality, to indicate relationships, and to be simply stated. Further, the combined process of identification and

evaluation of the generalizations was to be continuous throughout the study.

The directors also selected consultants and identified their functions (Appendix V and Appendix VI). The majority of the consultants had been active during the earlier concept study. These consultants, familiar with the earlier study, were considered important and necessary to offer continuity to the present research. Consultants were representatives from business, industry, government, secondary and higher education. Such consultants were local, state, and national leaders. All consultants were to identify, evaluate, and refine concepts and generalizations individually, and attend a one-day evaluation conference. Local consultants were to be accessible at each developmental step of the identification and evaluation process to review the progress.

The directors also selected a project staff research assistant and an administrative-editorial assistant as the staff personnel, and oriented them to the study. The research assistant was made responsible for reviewing materials from the earlier concept study and for reviewing current literature. The administrative-editorial assistant was made responsible for the general clerical and stenographic functions, as well as for editing the materials.

It was decided that the present investigator, as one of the three project directors, would be responsible for the research program.

Refinement of the Concept Framework

The first formal step in the current study was the refinement of the concept framework by the project staff. This was accomplished through a synthesis of the evaluative comments of the consultants. A copy of the revised arrangement of the identified concepts was sent to all the consultants for their evaluation (Appendix VII). This process of refinement continued throughout the study.

Identification of Tentative Generalizations

The second step in the current study was the identification of tentative generalizations by the project staff. The following methods were utilized:

1. Literature reviewed and cited by research assistants during the earlier concept conference were studied to provide objective evidence upon which to base generalizations.
2. Taped speeches by specialists present at the concept conference were analyzed to incorporate their theories and conclusions about the identification of generalizations.
3. Tapes of youth panel comments from the earlier concept conference were analyzed to include pertinent ideas of youth's perception of employment.
4. Tentative generalizations that were proposed during the concept conference were studied to offer support to the identified concepts.
5. Consultant evaluations of the earlier concept conference materials were considered to incorporate their experience in the identification of generalizations related to the concepts.

6. Findings of a concept-generalization conference held at Southern University, Houston, Texas during the summer of 1966 were included to encompass generalizations from a different locale.
7. A review of recent literature was included to provide current evidence upon which to base generalizations.

Tentatively identified generalizations were: (1) the result of the findings from the earlier concept conference; (2) the evaluation of consultants following the concept conference; (3) the review of current literature; and (4) the findings of recent concept-generalization conferences in other states.

Identification of Generalizations by Project Consultants

The revised arrangement of the identified concepts and generalizations, as tentatively identified, were distributed to the national, state, local, and high school faculty consultants for study. Criteria for the identification and evaluation of the concept and generalization framework were enclosed to provide a review of definitions and objectives of the study (Appendix VIII).

Individual study by consultants consisted of identification, evaluation, and revision of the generalizations in light of personal experience. Students in various areas of high school vocational education were asked to respond to the materials as part of a classroom experience. All suggested generalizations were included for review.

It was considered important that the consultants evaluate each generalization which had been contributed by the work groups during the

earlier concept conference. Positive and negative comments were made during this first review of suggested generalizations. The accumulated evaluations were then incorporated into the concept and generalization framework, and submitted to the local consultants for consideration.

The revised concept and generalization framework was mailed to the consultants for a second review. Continued deletion, revision, and addition transpired during this second review. Once again, the high school faculty consultants were asked to present the materials to their students as part of the classroom experience. Additional student groups were also used for evaluation and comments. These groups included: Distributive Education Clubs of America, Future Business Leaders of America, Future Farmers of America, Future Homemakers of America, informal groups of Technical Education students, a terminal Clerical Practice class at the junior college level, Student Council, and Vocational-Industrial Clubs of America.

Upon completion of this second review, the accumulated comments were synthesized and incorporated into the materials. Since generalizations persist, broad applicable terms were used to extend the range of application in both time and student involvement. An attempt was made to combine ideas whenever possible, to discard duplications, and to delete specific or currently factual materials. Careful consideration of comments made by consultants and student groups further delimited the list of generalizations. The combined comments of both consultants and student groups served as a means for identification and adaptation

of relevant materials. Some consultants made similar revisions, suggestions, deletions, and additions. These similar comments suggested a more valid evaluation since they were made through individual critiques by persons from different geographic locales and from different areas of work, rather than from group study.

This continuous process of identification, evaluation, and refinement developed into a working copy of the concept and generalization framework (Appendix IX). These materials were sent to the consultants a third time, for individual consideration before a scheduled one-day group evaluation conference. This conference working copy was then used as the basis for the group evaluation conference.

Group Evaluation Conference

The fourth step of this study was concerned with the group evaluation conference. Two national consultants participated in this conference. Their comments and suggestions were incorporated into the concept and generalization framework.

Questions related to the conference evaluation were sent to four speaker-consultants, representative of broad areas of interest, for their consideration (Appendix X). These speaker-consultants were asked to respond to the conference working copy of the concept and generalization framework, and present a report during the conference. Comments were designed to stimulate the three discussion groups of this conference. (Appendix XI contains a program for this conference.)

The three discussion groups clarified, evaluated, revised, and refined the materials. Representatives of the various areas of vocational

education, business, industry, and education were assigned to each of the three discussion groups to assure heterogeneity. Additionally, a consultant was selected prior to the conference to serve as chairman for each discussion group, to direct the discussion group for expeditious use of time. A recorder was appointed for each group to transcribe suggestions. Comments and revisions generated by the discussion groups, and the conference as a whole, were incorporated into the concept and generalization framework.

Further discussion and evaluation by staff and communication specialists followed this one-day conference. At that time, consideration was given to media by which the results of this study could be communicated to youth.

Concept and Generalization Framework

The fifth and final step in this study was the refinement of the concept and generalization framework. This developmental process was a result of incorporation of consultant suggestions by the project staff and directors.

Summary

Chapter III presented the basic design followed in this study. This design included: incorporation of concepts identified as important for youth orientation to the world of work, preliminary planning by the project directors, refinement of concept framework, identification of generalizations by project consultants, a group evaluation conference, and refinement of the concept and generalization framework.

Chapter IV will discuss this developmental process, and present the concept and generalization framework which resulted.

CHAPTER IV

RESULTS AND DISCUSSION

Introduction

The emergence of a youth unemployment problem in the United States is but one phenomenon indicative of the impact of technology which is "impersonal, nonideological, relentless, and possibly overwhelming."¹ The many socio-economic changes have added impetus to vocational education. However, more and better occupational education has not been necessarily assured. One outcome of these socio-economic changes was the passage of the Vocational Education Act of 1963, designed to promote vocational education programs. Another outcome has been the assessment of existing vocational education programs.

Dr. Walter Arnold, Director of the Vocational Division of the United States Office of Education, has raised still another question: "How do we bring meaningful information to young people and adults about the world of work?"² One suggestion has been related to teaching materials.

¹Edward Chase, "Politics and Technology," Yale Review, LII, No. 3 (March, 1963), 321.

²N. H. Frank, Report of Planning Conference for Vocational Education, Summer Study (Boston: Massachusetts Institute of Technology, April 30-May 1, 1965), p. 2.

Everyone of our programs, no matter what level, what subject, what area, is a hollow and meaningless shell if it does not have actual materials for teachers to use. Unless we start back at the teaching materials level, there is no reason to talk about things that come later.³

The opening wedge for better vocational education centers on the need for identification of pertinent content incorporated into classroom teaching aids. It bears repeating that certain concepts of vocational education are relevant to all kinds of education, and should be experienced by all pupils at all educational levels.⁴

Development of Concept and Generalization Framework

The problem of this study was to identify those generalizations related to concepts important for youth orientation to the world of work. Criteria for identification of generalizations (Appendix VIII) served as guidelines for both individual and group evaluation.

The framework for presentation of identified concepts and generalizations has been employed by various academic disciplines and by various educational and governmental groups.⁵ The concepts and generalizations within the framework were identified through a developmental process of analysis and synthesis, including a review of literature, consultant guidance, and conference findings.

³Ibid., p. 13.

⁴Ibid., p. 8.

⁵Woodruff, Basic Concepts . . ., pp. 1-9; Journal of Home Economics, LIX, No. 2 (February, 1967), 85-99; Council on Social Work Education, A Conceptual Framework for . . ., p. 20; LaGrone, A Proposal for the . . ., p. iii; Carl E. Hall, "Attitudes, Concepts, and Understandings Relative to Six Areas in Family Finance" (unpublished Ph.D. dissertation, University of Oklahoma, 1964), pp. 51-100.

Analysis and synthesis are steps in the cognitive process, as well as the foundation of scientific method. Analysis is the examination and separation of anything into its component parts, for purposes of blending into the whole.⁶ Synthesis is the combination, after comparison, of separate elements or findings into a whole.⁷ Elements obtained by analysis may be synthesized to form combinations which otherwise would not have been apparent.

Social science phenomena are complex, hence it is difficult to isolate relevant and representative factors in a given situation so as to establish relatively stable facts that can be confirmed by any competent observer.⁸ Through critical examination of source materials, practical information can be supplied. The information and developed generalizations can aid in planning educational programs.

General and abstract ideas, concepts and generalizations for higher levels of knowledge, are developed through analysis and synthesis.

⁶Carter V. Good, Dictionary of Education (New York: McGraw-Hill, 1959), p. 29; Webster's Collegiate Dictionary, 2nd edition (Springfield, Massachusetts: G. and C. Merriam Co., Publishers, 1960), p. 32.

⁷Good, Dictionary of . . ., p. 545; Webster's Collegiate . . ., p. 862.

⁸Debold B. Van Dalen and William J. Meyer, Understanding Educational Research: An Introduction (New York: McGraw-Hill Book Co., Inc., 1962), p. 213.

"It is thus that analysis and synthesis, even though they are merely mental in the first instance, provide the basis for experiment, discovery, and invention."⁹

Developmental Process of Identification
of Generalizations

This study stressed the importance of expanding the definition of concepts important for youth orientation to employment to include associated generalizations for a better understanding of the work situation. It was considered important that the national, state, local, and high school faculty consultants of the earlier concept research be involved with this generalization study for continuity. (See Appendix XII for time schedule of current study.)

Particular attention in the research methodology was given to a review of all suggestions for generalizations. Tentative generalizations were listed, therefore, from the earlier research findings of the concept conference, from the experience of individual consultants of heterogeneous backgrounds, from the review of current literature, and from the results of concept-generalization conferences in other states. This extensive review of all suggested generalizations produced a sizeable amount of material for consideration, evaluation, and identification. This procedure, however, was considered necessary for an overall view of ideas related to youth and employment. Agreement on or acceptance of a generalization was considered an indication of its relative importance.

⁹Wilson Gee, Social Science Research Methods (New York: Appleton-Century-Crofts, Inc., 1950), p. 225.

Conversely, failure to achieve agreement on or acceptance of a tentatively identified generalization was considered indicative that it was of questionable value or of lesser importance.

In addition to individual study by consultants, youth response was sought. To accomplish this, high school faculty consultants presented the materials to classes in various areas of vocational education. It was suggested that the materials be presented to additional groups of high school students. This suggestion was incorporated into the second review of the generalization materials.

In responding to the materials, some consultants emphasized the overall picture, others were concerned with specific expression. Their remarks, deletions, additions, and adaptations were pooled to prepare a more refined copy of the generalizations for a second review.

In the second review, the consultants responded that the materials were still too long to be functional. It was suggested that the generalizations should be deliberately condensed to include only key ideas, important to the field of occupational training. Additional concern was related to the technical terminology employed in the statement of generalizations.

As the identification process developed, consultants increasingly expressed the view that the concept and generalization framework was an aid for teachers rather than students. It was believed that the concept and generalization framework could be utilized by student groups since the generalizations were stated in simple terms. However, consultants believed that the framework would be enhanced by teacher guidance through discussion, through planned learning experiences, through classroom

activities, and through developed media. Consultants felt that the teaching-learning steps instrumental in concept and generalization development were highly beneficial to youth. Therefore, youth response to the concept and generalization framework continued as part of the developmental process.

By the end of the second review, there was agreement regarding the three broad categories within the concept and generalization framework: (1) the personal influences on youth orientation to employment; (2) the environmental influences on youth orientation to employment; and (3) the combined personal-environmental influences on youth orientation to employment. These categories appeared appropriate for the presentation of concepts and generalizations.

For the third review of materials, a simple but logical sequence of generalizations within the concept framework was developed for individual study by the consultants. Through a process of synthesis, generalizations were sorted, sifted, and deleted in order that perception would be gained. Emphasis was placed on semantics for clearer terminology.

After individual refinement by consultants, a one-day group evaluation conference was held. (The statement of Conference Guidelines is found in Appendix XIII.) Consultants, selected as representative of high school vocational education, business, government agencies, and higher education presented reports of their reactions to the concept and generalization framework.

During the developmental process consideration was given to the continuing nature of concepts and generalizations. The conference

findings reiterated the changing nature of concepts, which was also supported by the literature.¹⁰ It was found that change was stimulated by time, experience, discussion, and other factors. "The original concept remains a part of the final, but each experience adds meaning and scope."¹¹ "The wider implications and relationships of such concepts, and usually their exact meanings, are not learned all at once"¹²

The different levels of concepts and generalizations became a point for consideration. The consultants responded much in the fashion described by Burton:¹³ Some emphasized description, others advocated interpretations, and still others promoted relationships.

Both during the initial stages of the developmental process and during the one-day group evaluation conference, difficulties were expressed in relating the concept and generalization framework to youth. Expressions of this relationship must be of wide reference.¹⁴ It was felt that the generalization, as a relationship, could be stated in a simple sentence.¹⁵

¹⁰Wann, Fostering Intellectual . . ., pp. 10-13.

¹¹State of Connecticut, "Thinking Toward Concepts," Home Economics Education Service, State Department of Education, Hartford, Connecticut, 1964, p. 12.

¹²Brownell and Hendrickson, Learning and Instruction, Part I, p. 113.

¹³Burton, et al., Education for Effective . . ., pp. 152-172.

¹⁴Brownell and Hendrickson, Learning and Instruction, Part I, p. 117.

¹⁵Ibid., p. 97.

As a part of the one-day evaluation conference, small discussion groups were organized to consider the generalizations (Appendix XIV). Discussion groups also considered dimensions of the study: (1) that attitudes relating to youth and employment will be influenced through the teaching-learning steps instrumental in concept development; (2) that teenage group image and self image are influential as well as the identified career goals of students; and (3) that work time and leisure time are changing, thus creating implications for the total work force.

Repeatedly in the conference discussion, as in the literature, stress was placed on the importance of the teaching-learning process and the countless factors which influence this situation. Education must consider the occupational interest level and the "self concept of the adolescent in planning content" for vocational education courses;¹⁶ verbal learning as well as habits of students must be considered.¹⁷ It was also emphasized that "each teacher will need to assume responsibility for determining the level of difficulty of generalizations and the grade and maturity level where students are likely to be ready for various levels of generalizations."¹⁸

¹⁶Mrs. Lucille Patton, College of Business, Oklahoma State University, Report to the One-Day Evaluation Conference, March 18, 1967.

¹⁷Benton J. Underwood and Rudolph Schulz, Meaningfulness and Verbal Learning (New York: J. B. Lippincott Company, 1960), p. 4.

¹⁸State of Connecticut, "Thinking Toward Concepts," p. 13.

It was considered important, therefore, that the teacher be able to visualize the learning continuum, from simple to complex, in order to guide the students' understanding of the identified concepts and generalizations. It was felt that "the instructional activities of the teacher appear to offer the most significant integrative element for content development."¹⁹

Identification of the generalizations was achieved by consensus of the participants. Generalizations, rather than semantic relationships, were deemed most important in this identification process. Rating was not utilized as a method for identifying generalizations since such a method could have forced premature agreement. Multidimensional scaling of words for specification of the meaning of concepts and generalizations was not employed as a method for this study.²⁰ Conference group discussions proved stimulating, but difficulty was encountered in trying to fuse the ideas of many people.

Identified Concept and Generalization Framework

Extensive and concentrated study by all participants necessarily preceded the development of the broad ideas presented in the concept and generalization framework. These ideas were considered ones with which a student should be familiar for successful attainment and advancement in employment. These ideas, represented in the framework, were considered

¹⁹LaGrone, Proposal for Revision . . ., p. 10.

²⁰Charles E. Osgood, George J. Suci, and Percy H. Tannenbaum, Measurement of Meaning (Urbana, Illinois: University of Illinois, Trustees of the University of Illinois, 1961), p. 318.

important for youth orientation to the world of work. It was believed that these ideas in the concept and generalization framework would help the high school student make progress toward the desired behavioral objectives as stated in Chapter I.

The concept and generalization framework was concerned with general preparation of youth for employment. The concept and generalization framework was divided into three areas: (1) personal influences on youth orientation to employment; (2) environmental influences on youth orientation to employment; and (3) combined personal-environmental influences on youth orientation to employment. To add comprehension to the framework, the three areas had summarized statements of their span of coverage. The identified concepts, as underlined words in the framework, were developed into background statements designed to lend cohesiveness to the framework. The concept statements were followed by identified generalizations associated with each concept. The generalizations were designed as messages, supporting the associated concept.

Personal Influences

Personal influences are unique characteristics from within the individual which affect youth orientation to the world of work whenever they are related to human and personality needs and values. Human needs and values may be expressed through ethical, intellectual, social, and health requirements or qualities, and influence the individual in the work situation.

1. Individual moral standards of conduct are involved in employment.
2. Individual belief that one's work contributes to the welfare of mankind influences mental health.

3. Individual ability to reason and understand those factors which relate self to society affects the work situation.
4. Individual interest in work may be promoted through varying degrees of intellectual stimulation.
5. Individual social and emotional needs and values may be expressed through personal behavior on the job.
6. Individual social and emotional needs may become more active after the basic needs of livelihood are met by employment.
7. Individual physical and mental health may affect each other, as well as the work situation and society.
8. Individual physical and mental health may be affected by the work situation.
9. Individual beliefs about integrity may be expressed in work through responsibility for self.

Individual personalities may be expressed through the personal mental and emotional characteristics, and influence the individual in the work situation.

1. Individual maturity may be expressed through responses to problems, varying degrees of independence, and personal involvement in the work situation.
2. Individual ideas about self may influence personal performance in the work situation.
3. Individual self understanding and self acceptance may promote understanding and acceptance of others in the work situation.
4. Individual maturity level may influence the mental stimulation needed for interest in work.

Environmental Influences

Environmental influences are characteristics from the surroundings of the individual which affect youth orientation to the world of work whenever they are related to technology and automation, economic framework, work legislation, work population, work description, work opportunity, and interested individuals or groups.

Technology and automation may be expressed through the application of science to routine human work functions and influence the individual in the work situation.

1. Technology and automation involve current and future job possibilities and predictions which influence employment.
2. Technology and automation cause rapid changes in occupations.
3. Technology and automation create the need for transferable skills.
4. Technology and automation influence education, as evidenced in current and future training and/or retraining needs.
5. Technology and automation accelerate the demand for educated, trained workers.

Economic framework may be expressed through plans developed to meet the needs of society and influence the individual in the work situation.

1. Individual effort includes education for personal development, influences technology and automation, and contributes to the total economic system.
2. Individual effort included in the work situation is partially dependent on the value which society places on personal endeavor and achievement.

3. Welfare in society includes the well-being of all people.
4. Welfare in society is influenced by the ability and willingness of the individual to fulfill occupational requirements after technical competence has been reached.
5. Power structure in the world of work is concerned with the types and degrees of authority which affect work opportunities.
6. Power structure within the work situation may be affected by positions which require the greatest thought power, mental development, or which have the greatest economic control.
7. Distribution of human and material resources includes the allocation both in quantity and quality, of goods and services.

Work legislation may be expressed through social and economic laws, regulations, or customs and influence the individual in the work legislation.

1. State and federal laws are designed to protect the worker from physical and health hazards, age, sex, or wage discrimination and exploitation, and to promote financial security.
2. Local customs and regulations are designed to encourage further education and training, increase employee interest, improve employer-employee relations, and advance financial security.

Work population may be expressed through persons in the total labor force, both employed and actively seeking employment, and influences the individual in the work situation.

1. Technological progress may increase competition for the job requiring young, unskilled labor.
2. Employment of youth may be associated with greater job turnover and more part-time employment.

3. Technological advances help promote equality of job opportunity.
4. Decisions concerning gainful employment are affected by age, marital status, family responsibilities, other income, work preparation, work experience, activities, and interests.
5. Employment opportunity is influenced by differing physical characteristics of men and women.
6. Gainful employment is usually of greater concern to men than to women.

Work description may be expressed through occupational function and status and influences the individual in the work situation.

1. Occupational information may include such aspects as function, qualifications, appeal, and range in income.
2. The social position of a particular occupation is reflected by the public image of that occupation.

Work opportunity may be expressed through family, education, work experience, and location and influences the individual in the work situation.

1. Family ideas regarding occupational status may or may not agree with the actual job description.
2. Educational and vocational information and guidance may influence an individual's work opportunities.
3. Local work opportunities may be a part of experience and learning within the community.
4. An individual's community status and social role are based on the work he does, how well he does it, and the personal esteem of individuals and groups.

Individuals and groups concerned with employment influence the individual in the work situation.

1. Attitudes toward work and ideas of occupational status may be influenced by the desire for peer approval.
2. Attitudes toward work and ideas of occupational status may influence selection of occupations.
3. Ideas about work are influenced by contacts with individuals and groups, and through mass media.

Personal-Environmental Influences

Personal-environmental influences are combined internal and external characteristics which affect youth orientation to the world of work whenever they are related to vocational plans, work situation, work demands, work quality, work attitudes, human relationships, and work and home management.

Vocational plans may be expressed through personal occupational selections throughout a lifetime and influence the individual in the work situation.

1. Vocational planning includes preparation for allied occupations and for transferable skills.
2. Personal self study with accompanying identification of work attitudes is basic to vocational planning and development.
3. Vocational planning includes consideration of educational or training opportunities and employment practices.
4. Vocational planning may be influenced by the intellectual values held by the individual and his family.

5. Vocational planning may be influenced by the degree to which a particular occupation contributes to individual needs.
6. Job choices may be influenced by individual belief about social responsibility.
7. Job choices may be influenced by and related to self evaluation.

Work situation may be expressed through characteristics of the employment setting, including such factors as employment practices, personal work appearance, physical plant and work equipment and influence the individual in the work situation.

1. Employee selection may be influenced by time and expense required for training.
2. Selectivity in employment influences productivity and job stability.
3. Employment may be enhanced by an understanding of what is expected on the job, as well as by education and training.
4. An awareness of the application process is influential in obtaining employment.
5. Awareness of job advancement opportunities may promote interest in and continuing preparation for employment.
6. The importance of personal appearance varies with each job and employer.
7. Personal appearance may influence personal relations with fellow workers.
8. Physical work plant and equipment influence individual and group motivation, interest, and productivity.

Work demands may be expressed through general employment requirements, including factors of education, mobility, flexibility, responsibility, productivity, and ability and influence the individual in the work situation.

1. Education and training may promote flexibility in work skills and attitudes.
2. Individual mobility within and between occupational and educational levels increases the need for national standards in education.
3. Flexibility within an occupational cluster facilitates greater employment opportunity for an individual.
4. Production is associated with personal feelings, work attitudes, human relationships, and motivation of the individual or group workers.

Work quality may be expressed through job satisfaction involving personal feelings of security, independence, motivation, judgment, creativity, and communication and influence the individual in the work situation.

1. A feeling of security in the form of job continuation, confidence in one's ability, and adaptability may create a feeling of approval and well-being.
2. Varying needs for personal independence may be met by different occupations and influence job satisfaction.
3. Motivation may be promoted by personal interest, personal involvement, and performance recognition.
4. Motivation in the work situation may develop creativity, responsibility, and job satisfaction.

5. Decision making at work may be enhanced by knowledge, skill, and judgment.
6. Knowledge, skill, and judgment may influence job stability and opportunity.
7. Job satisfaction and advancement may depend on careful consideration of personality traits in making a job choice.
8. Workers who are given some degree of independence on the job are more likely to develop creativity in the work situation.
9. Learning and communication are related to work behavior.

Work attitudes may be expressed through beliefs concerning dignity of work, pride in performance, and job satisfaction which influence the individual in the work situation.

1. Dignity of work may be associated with performing activities believed to be worthwhile by the individual.
2. Pride in work performance may provide a sense of personal and group worth, and economic and social fulfillment.
3. Job satisfaction may be influenced by individual aspiration and capability as compared with present employment.

Human relationships may be expressed through factors concerning behavior among and between individuals and groups, and influence the individual in the work situation.

1. Employee-employer relations may be influenced by mutual respect.
2. Employee-employer relations may be affected by the communication process employed.
3. Employee-employer relations may affect individual job satisfaction and work productivity.

4. Relationships with co-workers may be influential in job advancement and in job satisfaction.
5. Public relations may be influential in job advancement and job satisfaction.
6. The degree to which people depend upon one another in the work environment influences human relationships.

Work and home management may be expressed through factors concerning performance, including human and material resources and work-home roles and influence the individual in the work situation.

1. Human and material resources for work and home management include time, energy, abilities, interests, and money.
2. Management of leisure time, work time, and home time involves self discipline to achieve individual goals.
3. Personal, family, and employment relationships may affect one another and influence both work and home satisfaction.
4. Work and home roles include consideration of duties and responsibilities in both living and employment situations.
5. The comparative importance of work and home roles influences the expenditure of human and material resources on any task or goal.
6. Individual money management may be influenced by the status system of society, the reward system for accomplishment, and personal moral values.
7. Management of resources may be influenced by experience, and may affect individual standards of living at home and at work.

Summary

The problem for this study was the identification of generalizations related to concepts important for youth orientation to the world of work. Criteria established for the identification of generalizations were:

1. That the generalizations would be concerned with education which guides high school youth to a personal awareness of the demands of the world of work.
2. That the generalizations would be applicable to all areas of vocational education.
3. That the generalizations would be important for youth orientation to the world of work.
4. That the generalizations be based on objective data, experience, or theory accepted by specialists.
5. That the generalizations express an underlying truth.
6. That the generalizations have an element of universality.
7. That the generalizations usually indicate relationships.
8. That the generalizations use terms of clear and precise meanings.

The findings of this developmental study were presented in the concept and generalization framework. The process of identification was represented in the presentation of the generalization statements, and the concept terms applicable to the three areas of personal, environmental, and combined personal-environmental influences upon youth orientation to the world of work.

It was apparent that not all of the ideas pertinent to youth orientation to employment could be included. The abstract ideas and inferences were not complete, due to the nature of concepts and generalizations. The findings were, however, concerned with ideas and inferences related to the general preparation of youth for employment.

This concept and generalization framework could serve in the development of curriculum materials and media, and assist in the evaluation of vocational education programs. These various implications will be discussed in Chapter V.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

Introduction

This study was part of a larger plan concerned with guiding high school boys and girls to a personal awareness of the demands of employment. The problem was to identify generalizations related to concepts important for youth orientation to the world of work. Concepts were identified earlier, during a research conference. The identification of generalizations was necessary to give applicability to the concepts. The concept and generalization framework developed in this study represented those inferences and ideas considered important in general preparation for employment. This study made no attempt to categorize all generalizations related to youth orientation to the world of work. It did not propose how the concept and generalization framework should be utilized to enhance the orientation process. The findings represented ideas which consultants identified as important for young people to gain perception of the demands of the world of work.

The research related to this study included a review of current literature, a review of the findings of the earlier concept conference, individual and group study of materials by national, state, and local

consultants and by youth, an evaluation conference, and a compilation of the findings.

During this developmental process of identification, the following thoughts evolved:

1. That general preparation for employment requires the use of broad ideas to meet the demands of a variety of students with different vocational goals.
2. That the ideas presented within the concept and generalization framework can be developed beyond the specific fact learning level into a comprehensive level of learning.
3. That inferences and abstract ideas are complex, incomplete, changing, and yet, of a more lasting nature than specific and definitive information.
4. That the crystallization of inferences and broad ideas within the concept and generalization framework can be applicable in the changing world of work.
5. That youth orientation to the world of work includes ideas, both personal and environmental, that are considered influential and important for entry into employment.
6. That the personal and environmental influences are combined to affect the individual in the work situation itself.

Range of Identified Generalizations

The concept and generalization framework is a report of those ideas considered important for youth orientation to the world of work. It is not a final statement, but a summary of ideas and inferences relevant to the general preparation of youth for employment.

The concept and generalization framework was divided into three areas of influences upon the individual in the work situation: personal, environmental, and combined personal-environmental. The range of generalizations associated with each underlined concept is included in the framework summary.

Personal influences: Human needs and values may be expressed through ethical, intellectual, social, and health requirements or qualities; individual personalities through the personal mental and emotional characteristics.

Environmental influences: Technology and automation may be expressed through the application of science to routine work functions; economic framework through plans developed to meet the needs of society; work legislation through social and economic laws, regulations or customs; work population through all persons in the total labor force; work description through occupational function and status; work opportunity through family, education, work experience, and location; individuals and groups concerned with employment.

Personal-environmental influences: Vocational plans may be expressed through lifetime occupational selections; work situation through such factors as employment practices, personal work appearance, physical plant and work equipment; work demands through general employment requirements concerning education, mobility, flexibility, responsibility, productivity, and ability; work quality through job satisfaction, involving personal feelings of security, independence, motivation, judgment, creativity, and communication; work attitudes through beliefs concerning dignity of work, pride in performance, and job satisfaction;

human relationships through factors concerning behavior among and between individuals and groups; work and home management through factors including human and material resources and work-home roles.

Implications Associated with the Concept and Generalization Framework

The concept and generalization framework could serve to stimulate youth's constructive use of human and material resources, orient youth for employment, develop curriculum materials and media, and promote vocational education programs.

Development of Curricular and Research Materials

The concept and generalization framework would be an appropriate background for curriculum development in vocational education. It could serve as resource material in an already structured class, or in a class organized for work orientation. Adequate instruction of the concept and generalization framework would be dependent in some measure on the pre-service and in-service preparation of teachers for the orientation of youth toward the world of work.

The framework could be utilized through teacher guidance in class discussion and through planned learning experience, in the classroom or in field activities. In such a fashion, students would have an opportunity to learn relevant facts and current information associated with the identified generalizations.

With application of the concept and generalization framework in a teaching-learning situation, further refinement could be developed, evaluation instruments planned, and consistent up-dating of the materials achieved.

Another factor that contributes to change in U. S. education is the rapid increase in the body of knowledge that administrators have to communicate to the new generation. There will be more technical knowledge produced in the next 25 years than has been accumulated in the entire history of mankind up to now.¹

Further, utilization of the concept and generalization framework could stimulate research related to semantics and the teaching-learning process. ". . . human semantic processes are very complex, and . . . problems of meaning are inextricably confounded with more general problems of human thinking or cognition."² Other research topics would also be of interest in meeting varying needs of students.

Development of Audio-Visual Media

The concept and generalization framework could be an appropriate basis for the development of audio-visual media. These media could clarify and/or supplement other means of communicating concepts through the curriculum. ". . . Learning and the retention of learning can be improved with the right films correctly used."³ The concept and generalization framework could encourage a basis for quality in media.

Some audio-visual innovations are enthusiastically received by students; others have not been successful. Some are too time consuming or the energy involvement of the staff does not justify the end results; others are judged worthy of repeated use. Experimental approaches carried on informally by individual teachers and research

¹John R. Stark, "Educational Technology a Communications Problem," Phi Delta Kappan, XLVIII, No. 5 (January, 1957), 195.

²Osgood, et al., The Measurement of . . ., p. 318.

³Ira Wolfert, "The Movies Go to School," Reader's Digest, XXXV (February, 1956), 4.

conducted at the university by graduate students and staff have indicated, however, that students can learn effectively in large classroom situations with audiovisual instruction.⁴

Specific use of the framework could be to stimulate the learning process. A generalized response, or understanding of a concept, could be acquired through audio-visual media.⁵

Increasingly, the teacher must become involved in the developmental process of curriculum materials and media. "The basic concepts in the selection, use, and development of media become a part of the pre-professional competencies unique to the teacher as well as a higher quality of education for the learner."⁶

Basis for Equality of Opportunity

The concept and generalization framework could be a basis of equality of opportunity which could ease the transition from school to employment for all youth. The ideas developed in this study should be beneficial in creating an awareness on the part of educators of the ideas considered important in the general preparation of all youth for employment.

⁴Mary L. Gephart, "Teaching with Multi-Media," Focus, New Thought in Home Economics (New York: John Wiley and Sons, Inc., 1967), p. 9.

⁵George L. Gropper, "Why is a Picture Worth a Thousand Words?" Audio-Visual Communications Review, XI (July-August, 1963), 93-95.

⁶LaGrone, A Proposal for . . ., p. 12.

These ideas could aid in decision-making. In selecting an occupation, a person needs to study himself, study the occupational world, and study the relationships among the facts gained.⁷

The concept and generalization framework within vocational education would assist educators in maintaining, extending, and improving programs of vocational education for students of varied abilities and socio-economic levels. The framework could serve to encourage the individual to participate in the planning of his future. Informed students should be motivated toward successful attainment and advancement in employment. Additionally, from a constructive use of individual human and material resources, the student could move with a degree of self confidence in the world of work.

Basis to Extend Vocational Education Programs

The concept and generalization framework could serve as a basis to extend vocational education programs to meet the needs of students, and the needs of the country. "The federal government has now entered the field, but it can only provide funds and leadership. Education itself will have to provide the ideas and programs, and it will need help in their development."⁸

As a basis for extending vocational education programs, schools and communities, and education and business-industry could be encouraged

⁷Donald E. Super, Vocational Development: A Framework for Research (New York: Teachers College, Columbia University, 1957), p. 2.

⁸Francis Keppel, "The Business Interest in Education," Phi Delta Kappan, XLVIII, No. 5 (January, 1967), 188.

to work together in the orientation of youth for employment. "To date, the advent of big business upon the educational scene has had little or no impact on most teachers."⁹ Community needs and vocational education needs should be seen as a whole by the people involved in the education and employment of youth.

Youth orientation to the world of work is inherent in the philosophy of the Vocational Education Act of 1963. The concept and generalization framework could supplement this philosophy.

Recommendations

As a result of the implications, the following recommendations are made with respect to the concept and generalization framework for orienting youth to the world of work:

- One: That it be made known to those persons engaged in all areas of high school vocational education: agriculture, business and office, distributive, health, home economics, technical, and trade and industrial.
- Two: That it be made known to vocational educators on the national, regional, state, and local levels.
- Three: That it be made known to representative persons in business, industry, government, and higher education.
- Four: That it be utilized by the high school faculty consultants as a basis for curriculum development.

⁹Myron Lieberman, "Big Business, Technology, and Education," Phi Delta Kappan, XLVIII, No. 5 (January, 1967), 185.

- Five: That it be utilized as a basis for the development of audio-visual media for use by vocational educators.
- Six: That it be utilized in pre-service and in-service preparation of vocational education teachers.
- Seven: That it be utilized for further study and research.

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APPENDIX I

ABSTRACT

IDENTIFICATION OF CONCEPTS IMPORTANT FOR
YOUTH ORIENTATION TO THE WORLD OF WORKProblem:

This study is concerned with communicating concepts to high school students to give them a personal awareness of the demands of employment. These concepts have special application in the following areas of high school vocational education: agriculture, business and office, distributive, home economics, technical and trade, and industrial.

The concepts were identified in Phase I of this research, completed in October, 1965. The problem now exists to devise methods of communicating these concepts. This proposed study would develop and evaluate motion pictures and accompanying guides for teachers, and student descriptive concept booklets with a teacher's guide.

The communication of identified concepts important for youth orientation to employment would assist students in attaining and advancing in employment, and would also assist educators in extending and improving current programs of vocational education. This research could serve as a criteria base for evaluation of the vocational education programs consistent with the five year evaluation specified in the Vocational Act of 1963.

APPENDIX I -- Continued

Purpose:

The purpose of this project was to identify concepts important for youth orientation to the world of work. The identification of these concepts was the first step of a projected proposal for the development of media to communicate to youth the concepts identified.

The need for research in this area was urgent. A review of occupational-psychological literature revealed that identification and communication concepts related to youth orientation to the world of work was neither formalized nor immediately relevant to the needs of youth. No universally accepted set of concepts or plan was available by which teachers could efficiently and expediently communicate concepts.

It was believed the concepts identified would be important to high school youth in guiding them to personal awareness of the demands of the world of work for the purposes of successful attainment, maintainment, and advancement in employment. Further, these concepts would be applicable to youth in most types of employment and in the areas of high school vocational education: agriculture, business and office, distributive, home economics, technical, and trade and industrial.

Procedure:

During a two-week conference, twenty-four selected high school faculty consultants evaluated relevant materials, resources and media assembled by project research assistants prior to the conference. The conference program consisted of presentations by speaker-consultants representative

APPENDIX I -- Continued

of business-industry, government and higher education; youth panels, and a reacting panel of selected consultants who evaluated the concepts identified. Conference participants evaluated literature reviewed, interacted with speaker-consultants and youth panels and reacted to selected audio-visual media. The concepts were identified and areas noted where media are needed to communicate concepts to students.

Results and Conclusions:

For the conference, "concept" was defined as an abstract idea related to general preparation for employment. The concepts identified are Socio-Economic Concepts Related to Work: Technology and Automation; Work Description and Classification -- occupation classification schemes, prestige status scales; Work Demands -- flexibility, continuing education and training, mobility; Work population -- youth, women, minority groups, men; Work Opportunity -- family, education, community, geographic locales; Work Laws; Psycho-Social Concepts Related to Work: Influence on Total Personality -- ethical and spiritual values, intellectual capabilities, physical characteristics and health needs, social needs, emotional needs; Influences on Individual Success -- self-understanding, independence and autonomy, security, self-involvement, problem solving, judgment and decision making, interpersonal relations, motivation, self-discipline, tolerance; Influences of External Directives -- home and family, school, church, peer groups, other individuals, groups and institutions; Influences on Employer-Employee Satisfactions -- loyalty, dependability, homesty, responsibility, innovative, creative, productivity, flexibility, on-the-job appearance and behavior, acceptability in interpersonal

APPENDIX I -- Continued

relations, belief in dignity of work, pride in performance, opportunity for advancement, compensation based on merited performance; Communication Concepts Related to Work: Self-expression, Empathy, Interaction, Perception of Work Role, Receptivity, Pre-Job Techniques; Individual and Family Management Concepts Related to Work: Time, Energy, Money.

Each of the concepts identified was readily acknowledged as important, with conference participants concluding that communication of concepts poses a most critical problem.

The areas identified where media are needed to communicate the identified concepts represent all aspects of major and supporting concepts listed. These areas suggest the need for cooperative effort on the part of business, industry, government and education to resolve the dilemmas that exist in youth's entry to the world of work. Media are needed to aid students in this orientation process.

A significant finding in this study is that abstract concepts do not communicate per se. Semantic differences in concepts existing in our society affect the understanding a person obtains about the world of work and continues to communicate.

The educator's challenge remains: How to effectively communicate the concepts identified as important for youth orientation to the world of work.

APPENDIX II

ABSTRACT OF THE PROPOSAL
GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR
YOUTH ORIENTATION TO THE WORLD OF WORK

The objectives are: to identify generalizations related to the concepts important for youth orientation to the world of work in order to give support and applicability to the concepts in the communication process; and to evaluate the generalizations and conceptual framework in order to effectively communicate with clear and precise terminology.

This proposal is Phase II of a plan to guide high school boys and girls to a personal awareness of the demands of the world of work for successful attainment, maintainment, and advancement in employment.

Basic to this plan was Phase I, Identification of Concepts Important for Youth Orientation to the World of Work, completed in October, 1965. The generalizations, as the identified concepts, will be considered applicable to boys and girls in most types of employment and in the following areas of high school vocational education: agriculture, business and office, distributive, health, home economics, technical, and trade and industrial.

Phase II involves the identification-evaluation of generalizations related to the concepts through a review of literature and media, and through

APPENDIX II -- Continued

individual and group study of project staff, state and local consultants, and a reviewing panel. Identification-evaluation of generalizations will be a process of encoding the concepts into messages which can be transmitted to young people.

Participants will meet for a one-day conference to further evaluate the developed list of generalizations and conceptual framework and incorporate changes suggested by national consultants.

APPENDIX III

CONCEPTUAL FRAMEWORK

- I. Personal Influences
 - A. Human needs and values
 - B. Individual personalities
- II. Environmental Influences
 - A. Technology and automation
 - B. Economic framework
 - C. Work legislation
 - D. Work population
 - E. Work description
 - F. Work opportunity
 - G. Individuals and groups
- III. Personal-environmental Influences
 - A. Vocational plans
 - B. Work situation
 - C. Work demands
 - D. Work quality
 - E. Work attitudes
 - F. Human relationships
 - G. Work-home management

APPENDIX IV

PROJECT STAFF

Professor Mary A. Warren, Chairman of the School of Home Economics, University of Oklahoma; Dr. Harry J. Parker, College of Education and University of Oklahoma Medical Center; and Mrs. Alice E. Whatley, Instructor, School of Home Economics, University of Oklahoma will serve as directors of the project.

The directors will continue to work together in all phases of the proposed research project. Together, they will coordinate resources of the related academic disciplines and of business-industry in assimilating a basic, integrated body of information related to education for employment needed for the identification of generalizations related to concepts. Additionally, the directors will implement the overall plan of the project and assist in the conduct of a one-day evaluation conference.

The third director, this present investigator, will coordinate the activities of project personnel; plan and assist in the one-day conference; and guide the research assistant in continuing research and delimitation of collected media.

The research assistant, a graduate student, Mrs. Martha R. Wedell, will continue to review literature and delimit the information under the supervision of the third director, develop materials as needed, and serve as a consultant during the project. Consultants will serve as resource persons at various stages in the project development.

APPENDIX IV -- Continued

The administrative-editorial assistant, Mrs. Ora Lee Parker, under the supervision of the project directors, will be responsible for clerical activities, typing of materials, the general business of the project, and editing and organizing the materials and reports.

APPENDIX V

SELECTION OF HIGH SCHOOL FACULTY CONSULTANTS

During Phase I the project directors, working with supervisors of each of the vocational areas of the Oklahoma State Department of Vocational Education, selected twenty-four participants for the first conference. These participants were to continue for the duration of the project to serve as consultants.¹ These twenty-four consultants consisted of:

1. Two high school faculty members to continue serving as consultant-participants from each of the following areas: agriculture education, business and office education, distributive education, technical education, and trade and industrial education. These consultants from various vocational fields contributed to the identification of concepts important to youth orientation to the world of work which will be applicable to boys as well as girls in all areas of vocational education.
2. Eleven high school home economics teachers were selected to continue serving as consultants. This population appeared appropriate for achieving the objective of this project since home economics teachers have, in the past as in the present, focused interest on the needs

¹Prior to the beginning of the current study, one high school faculty consultant withdrew from the project, as she was no longer teaching. During the individual study process, a second high school faculty consultant found it necessary to withdraw because of other professional activities. Two high school faculty consultants were not able to attend the evaluation conference for personal reasons.

APPENDIX V -- Continued

of youth, both boys and girls, in the areas of personal assessment, development, and management. Such interest is central to youth orientation to the world of work. The home economics teachers were, therefore, oriented to make an unique contribution to the total vocational education program.

3. Three high school counselors were selected to continue serving as consultants. The counselors were asked to participate because of the nature of their activities, and the overall view they could present in the identification of concepts.

Selection of all high school faculty consultants was based on recommendations by the Oklahoma State Department of Vocational Education and the project directors. Additional criteria for selection were:

1. Need for education for employment in the community represented by the home economics teacher.
2. Assurance of the willingness of the home economics teacher to participate in the projected proposal by using recommended media, resources and materials in high school home economics classes to communicate the concepts identified as important to youth orientation to the world of work.
3. Agreement of the administrator of the high school represented by the home economics teacher that the recommended media, resources and materials may be used in high school home economics classes to communicate the concepts identified as important to youth orientation to the world of work.

APPENDIX V -- Continued

The high school faculty consultants for the present study were:

Mrs. Juanita Allen²
Miami, Oklahoma

Mr. Lester Batterton
Duncan, Oklahoma

Mrs. Dorothy Boen
Muskogee, Oklahoma

Mr. Charles H. Chapman
El Reno, Oklahoma

Mr. Kenneth Edmond
Oklahoma City, Oklahoma

Mrs. Jessie Erwin
Bethany, Oklahoma

Mr. Paul H. Evans
Perkins, Oklahoma

Mrs. Mary Gatchel²
Norman, Oklahoma

Mrs. Stella Heath
Oklahoma City, Oklahoma

Mrs. Betty Jo Hiss
Norman, Oklahoma

Mr. Jack Hopkins
Muskogee, Oklahoma

Mrs. Lettie Ruth Hunter
Oklahoma City, Oklahoma

Mrs. Ona Keas
Midwest City, Oklahoma

Mr. Bill M. Laman
Oklahoma City, Oklahoma

²Did not participate as a consultant for the entire project.

APPENDIX V -- Continued

Mrs. Claudine Meek
Midwest City, Oklahoma

Mr. Mal Miller
Bartlesville, Oklahoma

Mrs. Lenorah Polk
Midwest City, Oklahoma

Mrs. Martha J. Rodrigues
Ponca City, Oklahoma

Mrs. Betty Roundtree
Lawton, Oklahoma

Mrs. Kathryn Smith
Moore, Oklahoma

Mr. Clarence Sterling
Ardmore, Oklahoma

Mrs. Nora Vandergriff³
Hugo, Oklahoma

Mr. Clyde L. Ward
Washington, Oklahoma

³Did not participate as a consultant for the entire project.

APPENDIX VI

NATIONAL, STATE, AND LOCAL CONSULTANTS

During Phase I consultants were selected for the duration of the larger project. These national, state, and local level consultants were chosen:

Personnel managers, public relations directors and training program directors: to identify concepts intrinsic to performance in business-industry.

Vocational service occupation supervisors: to offer insight to the criteria deemed integral to successful occupational entry and performance.

Occupational analysts, union representatives, editorialists and employment agency representatives: to characterize the immediate state of the world of work.

Government officers concerned with youth, employment and education: to present possible effects of governmental acts on the world of work.

Academic personnel: to offer understanding of youth, the world of work, communication principles and teacher education, and to integrate the varying contributions emerging from the consulting programs above.

These specialists, in addition, had expressed interest in youth and employment. Accordingly, project consultants were used to identify known concepts prior to the conference, to review and evaluate additional concepts identified during the conference and to review and evaluate the areas where media, resources and materials are needed in communication of the concepts. Project consults were also called upon to contribute to the conference program and activities. These same functions were continued during the present study.

APPENDIX VI -- Continued

On the national level, the following people were asked to participate as consultants:

Dr. Walter Arnold
Assistant Commissioner for Vocational and Technical Education
Office of Education
Department of Health, Education, and Welfare
Washington, D. C.

Dr. Johnie Christian
Field Representative, Regional Office
Division of Vocational and Technical Education
Department of Health, Education, and Welfare
Dallas, Texas

Dr. Rua Van Horn
Utilization Officer
Manpower Development and Training Program
Office of Education
Department of Health, Education, and Welfare
Washington, D. C.

Dr. Mary Lee Hurt
Educational Resources and Development Branch
Division of Vocational and Technical Education
Office of Education
Department of Health, Education, and Welfare
Washington, D. C.

Dr. John H. Tyo
Associate Professor of Education and Supervisor
of Motion Picture Production
Center for Instructional Communications
Syracuse University
Syracuse, New York

The Director and Assistant Director of the Oklahoma State Board of Vocational Education, and the State and District Supervisors in each of the following areas were asked to continue to serve as consultants for the duration of the project: agriculture education, distributive education, technical education, trade and industrial education, office education, home economics education, and guidance.

APPENDIX VI -- Continued

On the state level the following persons were asked to participate as consultants:

Mr. Orville Ashcraft
Youth Employment Supervisor
Oklahoma State Employment Service

Mr. W. N. Bobbitt
Executive Officer, Intra-Agency Board
U. S. Civil Service Examiners

Mr. W. Bowman
Chief, Research and Planning Division
Oklahoma Employment Security Commission

Mr. A. J. Dansereau
Oklahoma Governor's Commission on Children and Youth

Mr. J. C. Denham
Assistant, Employment and Training
Oklahoma Natural Gas Company

Miss Lela Gibbens
Oklahoma State Employment Service

Mr. E. W. Harper
Director, Personnel Administration
Oklahoma Gas and Electric Company

Mr. Robert Hickey
Manager, Personnel and Placement
General Electric Company

Mr. Don Hanson
Oklahoma State Personnel Board

Mr. Henry Likes
Secretary-Treasurer
Oklahoma State AFL-CIO

Mr. J. B. Perky
Director
Oklahoma State Board of Vocational Education

APPENDIX VI -- Continued

Mr. Roy E. Ayres
State Supervisor
Vocational Trade and Industrial Education
Oklahoma State Board of Vocational Education

Mr. Lloyd Briggs
Assistant State Supervisor
Technical Training Services
Oklahoma State Board of Vocational Education

Mrs. Ruth E. Burris
State Supervisor
Health Occupations Training
Oklahoma State Board of Vocational Education

Mr. M. J. DeBenning
State Supervisor
Vocational Distributive Education
Oklahoma State Board of Vocational Education

Mr. Lee Hardwick
State Supervisor
Technical Training Services
Oklahoma State Board of Vocational Education

Mr. Hugh Lacey
State Supervisor
Manpower Development and Training
Oklahoma State Board of Vocational Education

Dr. Francis T. Tuttle
State Coordinator
Area Vocational-Technical Schools
Oklahoma State Board of Vocational Education

Mr. Victor Van Hook
State Supervisor
Business and Office Education
Oklahoma State Board of Vocational Education

Dr. William W. Stevenson
Director of Research
Oklahoma State Board of Vocational Education

Miss Blanche Portwood
State Supervisor
Home Economics Education
Oklahoma State Board of Vocational Education

APPENDIX VI -- Continued

Mr. Byrle Killian
Assistant State Supervisor
Oklahoma State Board of Vocational Education

Mrs. Marion Hurst
Special Assistant
Division of Home Economics Education
Oklahoma State Board of Vocational Education

Miss Helen Jensen
Southwest District Supervisor
Home Economics Education
Oklahoma State Board of Vocational Education

Miss Martha Frizzell
Northwest District Supervisor
Home Economics Education
Oklahoma State Board of Vocational Education

Miss Nedra Johnson
Northeast District Supervisor
Home Economics Education
Oklahoma State Board of Vocational Education

Miss May Rollow
Southeast District Supervisor
Home Economics Education
Oklahoma State Board of Vocational Education

Mrs. Beulah Hirschlein
Office of Home Economics Education
Oklahoma State Board of Vocational Education

Mr. Jim Petree
Assistant Director
Division of Guidance and Counseling
Oklahoma State Board of Education

Dr. Oliver Hodge
State Superintendent of Public Instruction
Oklahoma State Board of Education

Mr. Clyde Hamm
Chief, Community Employment and Development
Oklahoma Employment Security Commission

Mr. W. T. Hughes
Oklahoma State Department of Labor

APPENDIX VI -- Continued

Mr. Wallace L. Keating
Oklahoma State Personnel Board

Mr. Morris Leonhard
Director, Employment Services
Oklahoma Employment Security Commission

Mr. Voyle Scurlock
Director, Division of Vocational Rehabilitation
Oklahoma State Board of Education

Mrs. Lucille Patton
College of Business
Oklahoma State University

University of Oklahoma consultants were selected during Phase I from among the following areas: guidance, business administration and management, statistics, data processing and computer science, economics, publications, public relations, communication, adolescent psychology, tests and measurements, sociology, special education, social work, philosophy, and home economics. These continued as resource people for Phase II. Additionally, the following persons were asked to participate as consultants:

Dr. Henry Angelino
Professor
College of Education

Dr. William Keown
David Ross Boyd Professor
Business Management

Dr. Ed F. Crim, Jr.
Professor
Economics

Mr. Robert Ketner
Instructor
Social Work

Dr. James G. Harlow
Dean
College of Education

Dr. Gerald Porter
Professor
College of Education

Mr. Ned Hockman
Director
Motion Picture Production

Dr. Paul Unger
Professor
College of Education

APPENDIX VII

EVALUATION FORM FOR REFINEMENT OF CONCEPTS

To: Consultants for the Project on Identification of Concepts
Important for Youth Orientation to the World of Work

From: Directors of Project 1513, University of Oklahoma Research
Institute

Subject: Evaluation of Identified Concepts

Please respond to the concepts identified by high school faculty consultants during the CONFERENCE ON IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK, Summer, 1963, University of Oklahoma, Norman, Oklahoma.

The following questions may serve to stimulate your response. However, your responses to any part of the list of concepts in any fashion is welcome. Comments may be written throughout the list of concepts attached, and/or after the questions listed below:

1. Are the major areas sufficient to encompass the concepts important for youth orientation to the world of work?
2. Are any supporting concepts omitted under any of the major areas of concepts that need to be included?
3. Are any supporting concepts included under any of the major areas of concepts that need to be omitted?
4. Are the individual concepts communicated through word choice?

APPENDIX VIII

CRITERIA FOR IDENTIFICATION OF THE GENERALIZATIONS

Concepts do not communicate per se due to semantic differences existing in our society. Identification of generalizations is, therefore, necessary for communication of concepts.

During Phase I, "concept" was defined as an abstract idea concerned with general employment. Since an idea is not something final, specifications must be formulated in order to bring the idea into reality.¹ The terminology used in the generalizations will make abstractions more definite and specific. The identification of generalizations related to concepts is necessary for verbalization and rational discussion.²

During Phase I, "generalization" was defined as a general inference or conclusion. However, for the present study, "generalization" will be defined as a general inference or conclusion with more specific criteria used to identify the generalization.

- a. The generalizations, as the concepts, will be concerned with education that guides high school boys and girls to a personal awareness of the demands of the world of work for the purposes of successful attainment and advancement in most types of employment.

¹"The Spirit of Research," The Royal Bank of Canada Monthly Letter, XXXVI, No.12 (December, 1965), 3.

²Paul L. Dressell, "The Role of Concepts in Planning the Home Economics Curriculum," Home Economics Seminar Report (French Lick, Indiana, July 24-28, 1961), 10.

APPENDIX VIII -- Continued

- b. The generalizations, as the concepts, will be considered applicable to the following areas of vocational education: agriculture, business and office, distributive, health, home economics, technical, and trade and industrial.
- c. The generalizations, as the concepts, will be considered important for youth orientation to the world of work.
- d. The generalizations related to the concepts will be based on objective data, on experience, or on theory accepted by specialists; will express an underlying truth, have an element of universality, and usually indicate relationships; and will use terms of clear and precise meanings.³

Identification of generalizations will be a "process of encoding the concepts into messages which can be transmitted to young people and teachers."⁴ The generalizations will give support and applicability to the concepts in classroom communication.

The identification process and the evaluation process will actually be one process of combined identification-evaluation of generalizations and the conceptual framework throughout this study.

³U. S., Department of Health, Education, and Welfare. Conceptual Framework and Generalizations in Home Economics. U. S. Office of Education, Bureau of Education Assistance, Program Division of Vocational and Technical Education, Professional Resources Unit, Auxiliary Service Branch (Washington, D. C.: U. S. Government Printing Office).

⁴Letter from Dr. John H. Tyo, Associate Professor of Education and Supervisor of Motion Picture Production, Center for Instructional Communications, Syracuse University, Syracuse, New York, July 13, 1966.

APPENDIX IX

EVALUATION CONFERENCE WORKING COPY

GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR

YOUTH ORIENTATION TO THE WORLD OF WORK

PERSONAL INFLUENCES

Personal influences are characteristics from within the individual including relationships between ideas associated with human needs and values and individual personalities which affect youth orientation to the world of work.

1. Human needs and values are associated with personal characteristics of ethical, intellectual, social, and health requirements or qualities influencing the individual in the work situation.
 - a. Individual ethical needs and values include personal standards of conduct, religious beliefs, and moral considerations involved in employment, which relate self to society.
 - b. Individual belief that one's work contributes to the welfare of mankind relates to ethical needs and mental health.
 - c. Individual intellectual needs and values active in the work situation, may be reflected by the ability to reason and understand that which relates self to society.
 - d. Individual need for one's work to be intellectually stimulating may be influenced by maturity level and relates to self-evaluation.
 - e. Individual social and emotional needs and values may be expressed through personal behaviors on the job, which relate self to society.
 - f. Individual social and emotional needs may become more active after basic needs of livelihood are met by employment, and relate to maturity level.
 - g. Individual physical and mental health needs and values which function in the employment situation include the traits of well-being which relate self to society.
 - h. Individual physical and mental health may affect each other in the work situation, and relate self to society.

APPENDIX IX -- Continued

2. Individual personalities are associated with distinctive characteristics, including maturity level and self understanding, which influence the individual in the work situation.
 - a. Individual maturity level concerns the total personality structure of ethical, intellectual, social and health needs and values revealed in employment, and relates self to society.
 - b. Individual maturity level may be expressed at work through sources of happiness, responses to problems, and varying degrees of independence, self-discipline, and responsibility which relates to personal needs and values.
 - c. Self understanding in the work environment includes considerations regarding what one should be and do, and relates a person to society.
 - d. Self understanding and acceptance at work may promote understanding and acceptance of others, which relate to personal social and emotional needs.

ENVIRONMENTAL INFLUENCES

Environmental influences are characteristics from the surroundings of the individual including relationships between ideas associated with technology and automation, economic framework, work legislation, work population, work description, work opportunity, and individuals or groups which affect youth orientation to the world of work.

1. Technology and automation are associated with the application of science to routine human work functions, affecting employment and educational factors which influence the individual in the work situation.
 - a. Employment, as a factor of technology and automation, includes current and future job possibilities and predictions which relate work and the individual.
 - b. Advances as a result of technology and automation may change occupations within a short time, and education for transferable skills may relate to individual work opportunity.
 - c. Education, as influenced by technology and automation, includes current and future training and/or retraining needs which relate work and the individual.

APPENDIX IX -- Continued

- d. Technological acceleration creates an increasing demand for educated-trained workers and relates to economic growth potential.
2. Economic framework is associated with plans developed to meet both material and service needs including factors of personal effort, welfare of society, power structure, distribution of human and material resources which influence the individual in the work situation.
- a. Individual effort includes education for personal development, influences technology and automation, and contributes to the total economic system, and thus relates work to society.
 - b. Individual effort in the world of work is partially dependent on the value which society places on personal endeavor and achievement, and relates to technological advances.
 - c. Welfare in society includes the well-being of all people, and relates the individual to work.
 - d. Welfare in society is influenced by the ability and willingness of the individual to perform after technical competence has been acquired, and relates to the total labor force.
 - e. Power structure in the world of work is concerned with types and degrees of authority, and is related to work opportunities.
 - f. Power structure within the work situation may be affected by positions which require the greatest thought power or mental development, or which have the greatest economic control, and relates to job status and function.
 - g. Distribution of human and material resources includes the allocation of goods and services, both in quantity and quality, and relates the individual to the total society.
3. Work legislation may be associated with social and economic rules of conduct, established by state and federal law or by local custom, which influence the individual in the work situation.
- a. State and federal legislation is designed to protect the worker from physical and health hazards, age and wage exploitation, employment discrimination, and to promote financial security, which relate the individual and the total labor force.

APPENDIX IX -- Continued

- b. Local policy may be designed to encourage further education and training, increase employee interest, improve employer-employee relations, and advance financial security which relates to job security, job satisfaction, and advancement opportunity.
4. Work population in the total labor force is associated with persons both employed and actively seeking employment, including youth, women, men, and those in minority groups who influence the individual in the work situation.
- a. Technological progress may increase competition for the jobs requiring young, unskilled labor which relates to work preparation and opportunity.
 - b. Employment of youth may be associated with greater job turnover and part-time work which relates the individual and the economic framework.
 - c. Technological advances have promoted job opportunity and equality for women and relate to work legislation.
 - d. Decisions of women concerning gainful employment are affected by marital status, family responsibilities, other income, work preparation and experience, activities, and interests which relate to individual needs and values.
 - e. Opportunity for employment in some vocations may be influenced by differing physical characteristics of men and women which relate to job satisfaction.
 - f. Gainful employment appears to be of greater concern to men than to women, which relates to the total labor force.
 - g. Cultural minority groups are concerned with the smaller groups in society which are distinguished by physical and mental handicaps, race, age, ethnics, language, and religion, which relate the individual to society.
 - h. Work opportunity for minority groups may be enhanced by education, training, work experience, and individual endeavor, as well as by social and economic legislation.

APPENDIX IX -- Continued

5. Work description is associated with occupational classification schemes including factors of job function and job status which influence the individual in the work situation.
 - a. Information regarding dimensions of occupations may include function, qualifications, appeal, and range in income which may be acquired through educational and vocational guidance and/or work experience.
 - b. The public image of an occupation may reflect the comparative social position of that occupation, and may or may not agree with the job status in the economic framework.
6. Work opportunity is associated with factors concerning employment including family, education, work experience, and location which influence the individual in the work situation.
 - a. Family ideas regarding occupational status may ~~or~~ may not agree with the job description and influence the individual and employment.
 - b. Educational and vocational information and guidance influence work opportunities in relation to technological occupational needs and the economic framework.
 - c. Local work opportunities may be a part of experience and learning within the community, and may influence individual effort.
 - d. Community status and social role for the individual are based on the work a person does, how well it is done, and the personal esteem of individuals and groups, and relate to work opportunities and the economic framework.
7. Individuals and groups are associated with those adults, peers, interest groups, institutions, and agencies concerned with employment, influencing the individual in the work situation.
 - a. Attitudes toward work and ideas of occupational status may be influenced by desire for peer approval and relate to employment opportunity.
 - b. Ideas about work may be influenced by contacts with individuals and groups, and relate to job status and attitudes.

APPENDIX IX -- Continued

PERSONAL-ENVIRONMENTAL INFLUENCES

Personal-environmental influences are a combination of internal and external characteristics including vocational plans, work situation, work demands, work quality, work attitudes, human relationships, and work-home management which affect youth orientation to the world of work.

1. Vocational plans are associated with personal occupational selections throughout a lifetime which influence the individual in the work situation.
 - a. Vocational planning includes preparation for a cluster of allied occupations which relates to the technological and automational requirements for flexibility.
 - b. Self study with accompanying identification of work attitudes is considered basic to vocational planning and development, and relates to employment opportunity.
 - c. Vocational planning includes consideration of educational or training opportunities and employment practices, and relates to technological advances.
 - d. Vocational planning may be influenced by intellectual values held and the degree to which an occupation contributes to individual needs.
 - e. Job choice may be influenced by individual belief about social responsibility and is related to self evaluation.
2. Work situation is associated with characteristics of the employment setting including factors of employment practices, personal work appearance, physical plant, and work equipment which influence the individual in the work situation.
 - a. Selectivity in initial employment may be influenced by the time and expense involved in training personnel and decreases the probability of releasing an employee, which promotes security.
 - b. Continued employment may be enhanced by an understanding of what is expected on the job as well as by the education and training received, which may influence job satisfaction.
 - c. Awareness of job advancement opportunities may motivate interest in and continued preparation for employment, which influences advancement opportunities.

APPENDIX IX -- Continued

- d. Importance of personal appearance varies with each job and employer, and in influencing personal relations with fellow workers.
 - e. Physical work plant and equipment may influence individual and group motivation as well as productivity.
3. Work demands are associated with general employment requirements including factors of education, mobility, flexibility, responsibility, and productivity which influence the individual in the work situation.
- a. Education and training may promote flexibility in work skills and attitudes, and influence advancement opportunities.
 - b. Individual mobility within and between occupational and educational levels increases the need for national standards in education to meet the needs of technology and automation.
 - c. Flexibility within an occupational family facilitates broader job range for an individual and influences employment opportunity.
 - d. Individual beliefs about integrity may be expressed in work through responsibility for self and relate to ethical considerations.
 - e. Production is associated with personal feelings, work attitudes, and motivation of the individual and group workers, as well as by human relationships.
4. Work quality is associated with personal feelings and factors including independence, motivation, judgment, creativity, and communication which influence the individual in the work situation.
- a. A feeling of security in the form of job continuation, confidence in one's ability, and adaptability may create a feeling of approval and well-being, and promote human relationships and job advancement.
 - b. Varying needs for personal independence may be met by different occupations, and may be influential as a factor in job satisfaction.
 - c. Motivation may be promoted by personal interest and involvement, which may result from work performance recognition, and may serve to develop creativity, responsibility, and job satisfaction.

APPENDIX IX -- Continued

- d. Decision making at work may be enhanced by knowledge, skill, and judgment, which may influence job stability and opportunity.
 - e. Personal creativity on the job are more likely to develop if workers are allowed some degree of independent effort which relates to individual needs.
 - f. Communication with learning is associated with change in work behavior, and relates to personal and group needs.
5. Work Attitudes are associated with feelings and opinions concerning dignity of work, pride in performance, and job satisfaction which influence the individual in the work situation.
- a. Dignity of work may be associated with performing activities believed to be worthwhile by the individual and relates to personal needs and values.
 - b. Pride in work performance may provide a sense of personal and group worth, economic and social fulfillment, and relates to job advancement.
 - c. Job satisfaction may be influenced by individual aspiration and capability levels as compared with present employment, and relates to personal needs and values.
6. Human Relationships are associated with factors concerning behavior among and between individuals and groups which influence the individual in the work situation.
- a. Employee-employer relations may be influenced by mutual respect, through communication processes, and relate to individual job satisfaction and productivity as a whole.
 - b. Relationships with co-workers, as well as technical knowledge, may be influential in job advancement and relate to job satisfaction.
 - c. The degree to which people depend upon one another in the work environment influences human relationships and relates to ethics in vocational life.

APPENDIX IX -- Continued

7. Work-home management is associated with factors concerning performance including human and material resources and work-home roles which influence the individual in the work situation.
 - a. Human and material resources for work-home management include time, energy, abilities, interests, and money which relate the individual to society.
 - b. Management of leisure time, work time, and home time involves self discipline to achieve individual goals and relates to job and home satisfaction.
 - c. Personal, family, and employment relationships may affect one another and relate to work and home satisfaction.
 - d. Work-home roles include consideration of duties and responsibilities in living and employment situations which relate the individual to society.
 - e. The comparative importance of work and home roles influence the expenditure of human and material resources on any task or goal and relate to personal needs and values.
 - f. Individual money management may be influenced by the status system of society, the reward system for accomplishment, and relates to personal values and ethics.
 - g. Management of resources may be influenced by experiences and may affect individual standards of living at home and at work and relate to individual needs and values.

APPENDIX X

GENERAL FORM FOR SUMMARY AND EVALUATION OF MATERIALS
GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR
YOUTH ORIENTATION TO THE WORLD OF WORK

Sent to: Dr. William Stevenson
Research Director
Oklahoma State Board of Vocational Education

Mr. Robert Hickey
Manager, Personnel Placement and Development
General Electric Company

Mr. Clyde Hamm
Chief, Community Employment Development
Oklahoma Employment Security Commission

Mrs. Lucille Patton
College of Business
Oklahoma State University

As related to each broad area in the conceptual framework (Personal Influences, Environmental Influences, and Personal-Environmental Influences), please consider the following questions:

1. How applicable are these generalizations to all youth in most types of employment?
2. How applicable are these generalizations in your particular field?
3. Are there unimportant, misleading, or vague generalizations which should be deleted?
4. Is the terminology clear and meaningful?
5. Are there other generalizations which should be included?

APPENDIX XI

EVALUATION CONFERENCE PROGRAM
GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT FOR
YOUTH ORIENTATION TO THE WORLD OF WORK

University of Oklahoma
Center for Continuing Education

March 18, 1967

Morning Session

Introduction
Mrs. Alice E. Whatley
Project Director

Welcome
Dr. James G. Harlow
Dean, College of Education

Introduction
Miss Mary A. Warren
Project Director

Presentation
Dr. Johnie Christian
Department of Health, Education, and Welfare

Comments
Mr. Ned Hockman
Director, Motion Picture Production

Introductions
Dr. Harry J. Parker
Project Director

Reports
Dr. William Stevenson
Research Director
Oklahoma State Department of Vocational Education

Mr. Robert Hickey
Manager, Personnel Placement and Development
General Electric Company

APPENDIX XI -- Continued

Mr. Clyde Hamm
Chief, Community Employment Development

Mrs. Lucille Patton
College of Business
Oklahoma State University

Afternoon Session

Discussion Groups
Personal Influences
Dr. Paul Unger, Chairman

Environmental Influences
Dr. Henry Angelino, Chairman

Personal-Environmental Influences
Mrs. Marion Hurst, Chairman

Discussion Group Reports
Dr. Paul Unger
Dr. Henry Angelino
Mrs. Marion Hurst

Presentation
Dr. John H. Tyo
Director, Motion Picture Production
Syracuse University

Projected Plans
Mrs. Alice E. Whatley
Project Director

APPENDIX XII

TIME SCHEDULE: GENERALIZATIONS RELATED TO CONCEPTS IMPORTANT
FOR YOUTH ORIENTATION TO THE WORLD OF WORK

November 1 - November 15, 1966

- a. Orientation of staff to project
- b. Selection of consultants
- c. Collection of media and literature for review

November 15, 1966 - March 19, 1967

- a. November: Identification of tentative generalizations by project staff.
- b. December: First presentation of tentative generalizations to selected consultants (National, State, Local, and High School Faculty Consultants).
- c. January: Incorporation of consultants' identification-evaluations by project staff.

Second presentation of tentative generalizations to selected national, state, local, and high school faculty consultants.

- d. February: Incorporation of consultants' identification-evaluations by project staff.
- e. March: Third presentation of tentative generalizations to national, state, local, and high school faculty consultants.
- f. March 18, 1967: One-Day Group Evaluation Conference, Center for Continuing Education, University of Oklahoma.
- g. March 19, 1967: One-Day study and evaluation of further research and development of media, attended by project directors, project staff, national consultant, and local specialist.

March 20 - June 30, 1967

- a. Incorporation of adaptations from conference.
- b. Listing of generalizations and conceptual framework.
- c. Writing of project report.

APPENDIX XIII

CONFERENCE GUIDELINES

Problem:

The problem is to identify generalizations related to concepts important for youth orientation to the world of work. The concepts were identified earlier during the project and conference on IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK. At that time it was recognized that communication of the concepts posed a most critical problem. Concepts do not communicate per se due to semantic difficulties existing in our society. Identification of generalizations is, therefore, necessary for communication of concepts.

Concept:

During Phase I, "concept" was defined as an abstract idea concerned with general employment. Since an idea is not something final, specifications need to be formulated in order to bring the idea into reality. The terminology used in the generalizations will make abstractions more definite and specific. The identification of generalizations related to concepts is considered necessary for verbalization and rational discussion.

Generalizations:

During Phase I, "generalization" was defined as a general inference or conclusion. However, for the present proposal, Phase II, a more specific criterion will be used to identify the generalization.

- A. The generalization, as the concept, will be concerned with education that guides high school students to a personal

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awareness of the demands of the world of work for the purposes of successful attainment and advancement in most types of employment.

- B. The generalizations, as the concepts, will be considered applicable to the following areas of vocational education: agriculture, business and office, distributive, health, home economics, technical, and trade and industrial.
- C. The generalizations, as the concepts, will be considered important for youth orientation to the world of work.
- D. The generalizations related to the concepts will be based on objective data, on experience, or on theory accepted by specialists; will express an underlying truth, have an element of universality, and usually indicate relationships; and will use terms of clear and precise meanings.

Identification of generalizations will be a process of encoding the concepts into messages which can be transmitted to young people and teachers. The generalizations will give support and applicability to the concepts in classroom communication. The identification process and the evaluation process will actually be one combined process of identification-evaluation of generalizations throughout Phase II.

Application:

The identified generalizations and conceptual framework can influence communication within the classroom in definite ways:

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- A. As a structure for vocational education classes: to build curriculum. A curriculum that is structured on generalization and conceptual framework is flexible. Such a curriculum can be adjusted to local conditions and changing conditions, can be developed from content chosen from a wide range of possibilities, can be reviewed in the light of new ideas and information, and can facilitate the evaluation of the teaching-learning process. Such material can also be used as resource material in an already structured class.
- B. As a basis for the development of media of any type, motion pictures, descriptive booklets, and/or other media: to clarify the communication process. The quality of the media would have influence on its value. Identification of generalizations and conceptual framework by consultants would encourage a basis for quality.

Behavioral Outcomes:

As stated earlier, this proposal, Phase II, is the second step of a plan to guide high school boys and girls to a personal awareness of the demands of the world of work. Through such a plan it is hoped that the bewildering amount of uncoordinated school experiences and responsibilities of the student can be subordinated into an ordering principle of practice, and that a more constructive relation between the school and the future vocation of the student can be established.

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It is hoped that the following behavioral outcomes can be realized by high school students through such a plan:

- A. That from a center of self-knowledge and interpretation of experience, the student will direct himself into avenues which aim toward constructive use of individual human resources.
- B. That from an acquaintance with the ever-changing and expanding phenomena of knowledge and, at the same time, with an acquaintance of the generalizations and conceptual framework associated with employment, the student will be liberated to move with a degree of confidence in a complex society.

A student with insight of self and his personal environment is more likely to participate in the planning and guidance of his future. Additionally, such a student is more likely to be motivated and inspired toward successful attainment and advancement in employment.

Identification of the generalizations and conceptual framework can assist educators in maintaining, extending, and improving current programs of vocational education through more effective orientation of youth to the world of work.

Through such an orientation to employment, vocational education will make an unique contribution to the high school program for students of various abilities and various socio-economic levels.

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Objectives:

It is believed that through the communication of the identified generalizations and concepts, the high school student will make progress toward the following behavioral objectives:

1. The development of respect and integrity for self, employer, and fellow workers.
2. The development of respect and appreciation for different types of work.
3. The acceptance of personal responsibility as a part of employment.
4. The recognition of personal potential within employment.
5. The attainment of insight into the overall working environment.
6. The acquisition of flexibility and adaptability in work attitudes, work situations, and work locales.
7. The recognition of individual contributions to society through employment.
8. The recognition of human relations as part of the work situation.
9. The management of human and material resources.

From your point of view, or from your area of specialization, list other objectives:

APPENDIX XIV

DISCUSSION GROUP PROCEDURES

1. Introductions.
2. Review of enclosed materials: CONFERENCE GUIDELINES
3. Discussion of morning reports: Identify and record points of agreement.
4. Discussion of individual group member's evaluations of conference working copy of generalizations and conceptual framework. Identify and record points of agreement.
5. Development of a representative group report for afternoon conference presentation by the group leader.