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Home economics programs with occupational emphasis are an attempt to provide education for the development of skills, attitudes, and knowledge to the extent that an individual may enter or make progress in his chosen vocation. This study was designed to determine the criteria currently used for selection of participants in high school home economics courses with occupational emphasis and to determine if there is an apparent need to improve procedures for the selection of participants.

A questionnaire was developed for obtaining the desired information and was mailed to a random sample of 110 persons throughout the United States and District of Columbia teaching home economics courses with occupational emphasis during the 1965-66 school year. Two follow-up attempts were made which resulted in a 76.4 per cent return of the questionnaires.

A summary of findings that could be of value to those concerned with the various aspects of programs with occupational emphasis at the secondary level follows:

1. Student interest plays a significant role in the determination of participants for home economics courses with occupational emphasis. Interviews were used frequently as a means of selecting participants. There was evidence that the home economics teacher played the most important role in

encouraging student enrollment with the guidance counselor ranking second.

2. Few schools had used any type of standardized test as a basis for selection of participants for courses with occupational emphasis. Few respondents indicated the use of some type of personal data sheet as a means of obtaining information about the student prior to registration.

3. The majority of students enrolled in home economics courses with occupational emphasis had previously been enrolled in home economics courses. There was evidence that previous course work in home economics was considered desirable. Teachers indicated that a sincere interest in pursuing an occupation in the area of training was more important than having some ability and skill prior to enrollment.

4. The ages most commonly recommended for participants were sixteen, seventeen, and eighteen. Due to school drop-outs, there was evidence that it was undesirable to limit enrollment in home economics courses with occupational emphasis to high school seniors.

5. Evidence from the study reveals that the method for selecting participants for courses with occupational emphasis in the home economics curriculum during the 1965-66 school year had been satisfactory.

Implications resulting from this study may provide a frame of reference for those who plan and evaluate home economics programs with occupational emphasis.

PROCEDURES FOR SELECTION OF PARTICIPANTS
IN HIGH SCHOOL HOME ECONOMICS PROGRAMS
WITH OCCUPATIONAL EMPHASIS

by

Barbara Ann Wise

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APPROVAL SHEET

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Appreciation is expressed to the state supervisors of home economics for listing names of teachers from which the sample was drawn. Also, appreciation is extended to home economics teachers of courses with occupational emphasis throughout the United States who participated in the survey.

B.A.W.

TABLE OF CONTENTS

CHAPTER	PAGE
I. OVERVIEW OF THE STUDY.....	1
Importance of the Study	
Statement of Problem	
Purposes of the Study	
Study Design	
Limitations	
Definition of Terms	
Plan for Remainder of Thesis	
II. REVIEW OF RELATED LITERATURE.....	6
The Role of Vocational Education Programs in Home Economics with Occupational Emphasis	
III. PROCEDURES FOR CARRYING OUT STUDY.....	17
IV. DISCUSSION AND ANALYSIS OF DATA.....	21
V. SUMMARY AND IMPLICATIONS.....	35
The Problem	
Study Design	
Limitations	
Major Findings	
Implications	
BIBLIOGRAPHY.....	43
APPENDICES.....	46

LIST OF TABLES

TABLE	PAGE
1. Number of Occupational Training Programs in the High School Home Economics Curriculum (1965-66) According to States.....	19-20
2. Percentages of Programs in Various Size Schools.....	22
3. Methods Used in Selecting Participants.....	23
4. Number Using Various Kinds of Background Information About Students.....	25
5. Number Using Various Standardized Tests.....	26
6. Home Economics Background of Students Enrolled in Courses with Occupational Emphasis (1965-66).....	28
7. Ability Levels of Student Given Primary Consideration in Selection Procedures.....	30
8. Type of Student Enrolled and the Percentage of Each.....	31
9. Number of Teachers Recommending Age Levels for Students in Home Economics Courses with Occupational Emphasis.....	31

CHAPTER I

OVERVIEW OF THE STUDY

Importance of the Study

Rapid changes in our society are bringing about extensive changes in the field of employment. Our youth must be provided with the kind of education that will enable them to meet the demands resulting from these altered patterns of employment. If it is assumed that education has an important role in bridging the gap between man and work, the need for evaluating present educational programs becomes essential in planning for the future. To meet the challenges of this decade, home economics teachers have accepted a dual responsibility - that of education for family living and that of preparing youth for employment.

It is in relation to this last named responsibility that Whitmarsh states:

The major bases for the development of an employment emphasis as a major trend in home economics education include the changing role of women in our society, the changing nature of pupil population, the high drop-out rate and the changing employment picture. Women now constitute one-third of the labor force and the numbers of employed women have increased six-fold since 1900.... Public schools, while formerly being dedicated to preparing youth for college, must now turn their attentions to the needs of the majority who are not college bound.... Statistics reveal that unskilled jobs are rapidly decreasing, and skilled, semi-skilled, and service occupations are increasing. Many of these

service jobs are indirectly related to home economics.¹

Goodwin states the problems more broadly, with implications for various programs within the total school system. He states:

The decline in unskilled jobs, the rapid increase in service occupations and the creation of entirely new fields of work and new kinds of jobs make it mandatory that the nation's school systems educate and train the present and future members of the labor force in many important directions. It must provide the kinds of education and training which will enable individuals to compete realistically for jobs, as they can become fully productive members of society. It must emphasize the kind of education and training which will make the individual as maneuverable, flexible, and responsive to change as possible.²

Strong programs with occupational training emphasis in the home economics curriculum could help young people solve some of the major problems that confront them when looking for employment. This study was proposed as a step in the evaluation of present practices.

Statement of Problem

Since the passage of the Vocational Act of 1963, many programs with occupational emphasis have been developed

¹Ruth Whitmarsh, "Opinion of City Home Economics Supervisors on the Employment Emphasis in Home Economics Education at the Secondary Level," Illinois Teacher of Home Economics, VII: No. 6 (1963-64), p. 60.

²Robert Goodwin, "Preparing Children and Youth for Work: The School's Role," Educational Leadership, XXII, (January, 1965), p. 220.

for presentation at the high school level. The criteria used for selecting students to participate in courses with occupational emphasis have varied. Thus far, information relative to administrative policies and procedures in the selection of participants has been limited. The manner in which participants are selected may well determine the success or failure of these programs. Therefore, information concerning the criteria used in the selection of participants could have implications for improving the quality and effectiveness of programs presently being offered.

Purposes of the Study

The purposes of this study focus on the selection of participants for high school home economics courses with occupational emphasis. They are:

1. To determine the criteria currently used for selection of participants in high school home economics courses with occupational emphasis.
2. To determine if there is an apparent need to improve procedures for the selection of participants in high school home economics occupational courses.
3. To summarize findings that could be of value to those concerned with the over-all program that has occupational emphasis at the secondary level.

Study Design

A letter was directed to the state supervisors of home economics in each of the fifty states and the District of Columbia to determine the number of home economics

programs with occupational emphasis being offered in that particular state. Each state supervisor was requested to list the names and addresses of persons presently teaching such courses in the home economics curriculum during the 1965-66 school year. Using a table of random numbers, 110 teachers were chosen from the compiled list of names obtained from each state supervisor. A questionnaire was developed as a means of obtaining information related to the purposes of this study. It was mailed to each teacher included in the sample. Descriptive analyses of the data were used to determine and summarize selection procedure findings.

Limitations

This study was limited to a random sample drawn from the list of names of home economics teachers who were teaching courses with an occupational emphasis during the 1965-66 school year. The list of names was obtained from 47 of the 51 supervisors in the United States.

Definition of Terms

The term "course with occupational emphasis" as used throughout this study will refer to those home economics courses for gainful employment involving the use of home economics skills and knowledge.

Plan for Remainder of Thesis

Developments in wage-earning programs in the high school curriculum, provoked by the Vocational Education Act of 1963, form the basis for the survey of related literature discussed in Chapter II. The procedure followed in securing information on the selection of participants in occupational training courses in home economics is presented in Chapter III. Chapter IV presents a discussion and analysis of the data collected. Chapter V includes the summary and implications for those concerned with all aspects of programs with occupational emphasis.

CHAPTER II

REVIEW OF RELATED LITERATURE

The effect of social, economic, and technological change upon employment opportunities available to young people has placed increased emphasis upon the need for occupational education in high school programs. Buchanan states that "occupational education would add diversity and practicality which our educational system lacks in its effort to educate all people."¹ If high school home economics programs with occupational emphasis are to be part of the school curriculum, the various aspects of such programs must be analyzed and studied carefully. The selection of participants for home economics programs with occupational emphasis is the primary concern of this study. At the present time, little information is available concerning this aspect of the program. A brief review of the literature related to programs that prepare youth for successful employment at the completion of high school follows.

The Role of Vocational Education

After World War I the scarcity of competent and

¹ Elsie Buchanan, "Education for Gainful Employment in Occupations Related to Home Economics," Illinois Teacher of Home Economics, VIII: No. 3 (1964-65), p. 98.

skilled laborers was evident. It seemed logical to turn to the public schools for assistance in solving this problem. "The Vocational Education Act of 1917 (The Smith-Hughes Act) offered to states financial assistance for state leadership and local operation of certain programs of education leading to occupational competence."¹ This legislation made available funds for teaching agriculture, trade, home economics, industrial education, and commerce. The aims of vocational education were further expanded in the George-Barden Act of 1946. However, there has been some criticism that vocational education programs have not been available in enough schools and have not prepared students for a wide enough variety of jobs.²

The Perkins Vocational Education Act, signed by President Johnson on December 18, 1963, was the first permanent legislation since the George-Barden Act of 1946. As stated in the declaration of purpose, this act is:

to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue

¹Lee M. Thurston and William H. Roe, State School Administration (New York: Harper & Brothers, 1957), p. 317.

²"Education for a Changing World of Work," Summary Report of the Panel of Consultants on Vocational Education requested by the President of the United States (Washington, D. C.: Government Printing Office, 1962), p. 1.

their vocational training on a full-time basis, so that persons of all ages in all communities of the State will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.¹

Vocational emphasis in home economics is not an entirely new concern. In 1940 Spafford wrote, "An examination of curriculum materials of vocational programs shows little attention being given to employment aspects, either guidance into or education for wage-earning vocations."² Two years later Spafford commented:

The findings of one's relation to and place in the vocational world and preparing for it is the fifth major purpose of importance to home economics. Students in home economics should come to know themselves better - their assets and liabilities for employment - as well as the job demands of many different occupations. The field has much to offer in increasing the general employability and job satisfaction of all young people. Many types of occupations grow out of home economics, some of a semi-skilled type, others of a highly professional nature.³

Williamson and Lyle stressed that "home economics

¹U. S. Congress, Senate, Committee on Labor and Public Welfare, Selected Education Acts of 1963, 88th Congress, 1st session. 1963, p. 67.

²Ivol Spafford, A Functioning Program of Home Economics (New York: John Wiley and Sons, 1940), pp. 249-250.

³Ivol Spafford, Fundamentals in Teaching Home Economics (New York: John Wiley and Sons, 1942), p. 4.

may also contribute to the vocational education of girls in high school by helping them to develop abilities that may be used for wage-earning.¹ Vocational education can make an important contribution by developing marketable skills that will be of immediate value to the student.

After the passage of the Vocational Act of 1963, Reinwald stated that "home economics education to prepare youth and adults for employment has become a reality."² Simpson emphasized three vocational purposes of home economics education at the secondary level. They were:

1. To prepare young people and particularly young women for making a home - the vocation of homemaking.
2. To prepare young people who can profit from such training, for occupations which use home economics knowledge, and skills.
3. To prepare them for combining the dual role of homemaker and employed person with success and satisfaction.³

Home economics educators have been challenged to develop new programs with a wage-earning focus. Dennis considered it appropriate to analyze the reasons why employment

¹Maude Williamson and Mary Stewart Lyle, Homemaking Education in the High School (New York: Appleton - Century-Crofts, Inc., 1961), p. 34.

²Clio Reinwald, "Education for Employment," The Bulletin of the National Association of Secondary School Principals, XLVIII (December, 1964), p. 28.

³Elizabeth Simpson, "The Vocational Purpose of Home Economics Education - With Focus on Education for Employment," Illinois Teacher of Home Economics, VIII: No. 2 (1964-65), p. 87.

should be emphasized as a part of the home economics curriculum. These reasons were:

1. A large number of women are employed outside the home and it seems likely this situation will continue. Home economics has been preparing girls for half of the dual role they will assume as women in the future.
2. Another reason is the sharply dropping proportion of jobs for unskilled workers and the potential of home economics for contributing to preparation for such occupations.
3. A high proportion of unmotivated young people drop out of school and there is strong evidence that they are much more likely to stay in school when the school offers a program to prepare them for wage earning.
4. There has been an increase in service occupations, both in private households and outside the home, and many of these service occupations have a relationship to home economics. For the period between 1960-70, a twenty-five to thirty per cent increase in service occupations has been predicted. One out of eight workers is in a service occupation presently.
5. Of the nearly 12 million boys and girls in high school today only 1.8 million are receiving any kind of vocational education.¹

Home economics programs with wage earning emphasis have a somewhat different purpose from the programs that are primarily concerned with homemaking. Van Horn differentiates the aims of homemaking and occupational programs at the secondary school level as follows:

Homemaking programs aim to help an individual grow in awareness, ability, and perspective for assuming

¹Catherine T. Dennis, "Re-Examination of the Purposes of Home Economics at the Secondary Level," Illinois Teacher of Home Economics, VIII: No. 2 (1964-65), pp. 88-93.

his appropriate role in the family, irrespective of age, sex, or economic status. They aim to help the learner recognize problems and develop some skill in methods of problem solving. They do not aim to teach each technique or skill that may be required for ultimate solution of the problem. They help the learner acquire some basic procedures by which he can move forward in understanding himself and in the management of resources in ways believed useful in achieving the ultimate goals of a more satisfying family life.

Occupational programs aim at helping the individual use only a limited amount of home economics subject matter and use it for a different purpose. That purpose is the development of attitudes and skills essential to performance in an occupation, perfecting skills to the point where they have a wage value.¹

Programs in Home Economics with Occupational Emphasis

According to Hatcher and Andrews, "high school programs in vocational home economics are not generally planned to prepare students for full-time positions requiring proficiency in particular aspects of homemaking." However, with the passage of the Vocational Act of 1963 preparation for employment became a reality. The question of which direction to take in program development was an immediate concern to educators.

¹Rua Van Horn, "Home Economics - Homemaking and Employment," A Conference Report, Contemporary Issues in Home Economics (Urbana, Illinois: University of Illinois, 1965), p. 45.

²Hazel M. Hatcher and Mildred E. Andrews, The Teaching of Home Economics (New York: Houghton Mifflin Company, 1963), p. 450.

Today, the development of programs in home economics with occupational emphasis is taking place at secondary, post-high school, and adult levels. Simpson states:

These developments are characterized by great variety in respect to approach, organization, student vocational goals, program content, involvement of local employers in providing on-the-job experiences for students, use of advisory groups, and facilities for in-school as well as out-of-school experiences.¹

The determining factor in establishing a program with occupational emphasis is the need for the particular marketable skills in the community. "All communities need programs for instruction in homemaking, but programs for employment will be provided only when there is established evidence of job opportunity."² Community support is essential. Hurt states that "effective vocational educational programs cannot be developed without close communication between the persons planning the program, and the agencies, businesses, and industries which will employ the workers."³

¹Elizabeth Jane Simpson, "The Present Challenge in Curriculum Development in Home Economics," Illinois Teacher of Home Economics, IX: No. 1 (1965-66), p. 17.

²Clio Reinwald, "Education for Employment," The Bulletin of the National Association of Secondary School Principals, XLVIII (December, 1964), p. 31.

³Mary Lee Hurt, "Education for the World of Work. A Team Approach," Educational Leadership, XXII (January, 1965), p. 223.

As educators have been expanding existing programs to fulfill legislative obligations, there has been great diversity in the organization and development of home economics programs with occupational emphasis. Vocational education has expanded at an extremely rapid pace in the state of California. Numerous pilot programs, projects, and expansion of on-going programs have progressed with gainful employment education. Workshops were sponsored keeping in mind the apparent need for teachers to become better informed about "trends and changes in home economics education, including women's role in today's world of work, the new Vocational Education Act of 1963, and the current needs of youth."¹ In attempting to meet the needs of youth the following criteria were established in relation to the selection of participants: "successful completion of home economics, completion of a personal interview, and intent to enter merchandizing as a career."² It is evident that different programs within a state will have characteristics unique to the particular school community.

An experimental wage-earning oriented program in home economics was conducted in a high school in Rockford, Illinois during one semester of the 1964-65 school year.

¹Dorothy M. Schnell and Jane Y. Mills, "Education for Gainful Occupations Related to Home Economics in California," Illinois Teacher of Home Economics, VIII: No. 4 (1964-65), p. 157.

²Ibid., pp. 163-164.

According to Johnson, the participants for this program were selected in the following manner.¹ Interest was one criterion used for participant selection, however, it was not possible to include all interested persons in the program. Therefore, the applicants were interviewed by a committee composed of the principal, dean of girls, counselors, and head of the home economics department. Consideration was also given to past experience and future plans of the prospective enrollee.

It was stated in one appraisal of the experimental program, "that the method used to select program participants was quite successful."² It was also stressed that a grade average requirement of "C" prior to enrollment would be too limiting for the many who could profit from such a program.

Educators responsible for developing programs want to utilize available personnel, facilities, and resources to the best advantage. "One of the purposes of the Vocation Act clearly indicates that present programs may be expanded and improved."³ Schnell and Mills state that

the true test will come when an important word is put into actuality, evaluation. This important step needs

¹Mildred B. Johnson, "A Wage-Earning Oriented Experimental Program in High School Home Economics" (Unpublished Doctoral Thesis, University of Wisconsin, 1965), p. 11.

²Ibid., p. 87.

³Schnell and Mills, op. cit., p. 167.

to be built into the planning; it should follow the operation of programs, and it will cause us to take an earnest and realistic look at programs in Home Economics.¹

Follow-up studies of graduates as well as cooperative evaluation with employers will prove necessary in determining the effectiveness of such programs.

Often through vocational guidance units taught in the first and second year home economics curriculum, students are helped to analyze available job opportunities using home economics knowledge and skills. Capps reports that all senior high school students electing home economics in the Detroit Public Schools receive valuable instruction about career possibilities with special consideration given to home economics as a profession. Of prime importance to young people is the consideration given to developing concepts in relation to the world of work:

Competencies or skills learned for effective home-making can be the basis for marketable skills when a need to earn exists. Exploratory work experiences are guides to selection of specific work-training programs. Attitudes toward work, skill in getting along with others, and personal satisfaction through service affect the securing and holding of a job.²

Observation and job-related experiences carried out as part of the home economics program, in some instances,

¹Ibid., p. 172.

²Gertrude S. Capps, "Home Economics-Oriented World of Work Programs - The Current Detroit Scene," Illinois Teacher of Home Economics, VIII: No. 4 (1964-65), p. 179.

are planned to strengthen the preparation for an occupation. One paramount conviction of True and Downs is that "the basic development of the idea will be the same, although the method and approach will assume those characteristics which will meet the existing needs of each situation."¹

The selection of students for courses with wage-earning emphasis is an important consideration in program organization. Van Horn states:

We have operated with the belief that all students can profit by well planned and effectively taught courses in homemaking. This is not true in occupational training. This type of program is to be available to persons who, insofar as can be determined, have the potentials to profit by training and give promise of becoming effective wage earners. They are persons who need to work and who expect to accept employment when the training is finished.²

The needs, interests, and abilities of the students selected could be influential in determining the quality of instruction. The various procedures used to gain information on the selection of participants for occupational training in the home economics curriculum are discussed in the following chapter.

¹ Marcia R. True and Helen Downs, "Work-Study Home Economics Program at Auburn, Maine," Illinois Teacher of Home Economics, VIII: No. 4 (1964-65), p. 223.

² Rua Van Horn, "Home Economics Education - Home-making and Employment." A Conference Report, Contemporary Issues in Home Economics, (Urbana, Illinois: University of Illinois, 1965), p. 52.

CHAPTER III

PROCEDURES FOR CARRYING OUT STUDY

A letter was sent to the supervisor of home economics in each state in order to determine the number of occupational programs offered in home economics during the 1965-66 school year. (Appendix A) The supervisor from each of the fifty states and the District of Columbia was requested to list the names and respective school addresses of persons presently teaching home economics courses with occupational emphasis. Two follow-up letters were sent to those who did not respond. (Appendix A) All but two supervisors, or a total of ninety-six per cent, responded. One state did not wish to participate in the study at this particular time, and the information from one state supervisor was returned too late to be included in the population from which the sample was drawn.

The number of home economics courses with occupational emphasis presently being taught at the secondary level vary from state to state. (Table 1) Information available at the time the sample was drawn indicated that 440 instructional programs utilizing home economics knowledge and skills were in operation.

A complete list of names of all teachers included in the population was compiled. Numbers were randomly assigned to each of the 440 teachers of courses with occupational emphasis. Using a table of random numbers, 110 names were selected, giving a one in four ratio. Of the 42 states offering occupational training programs during the 1965-66 school year, ten states were not drawn in the sample.

A questionnaire was developed to obtain information concerning current procedures being used to select participants for home economics courses with occupational emphasis. (Appendix B) Teachers were asked to answer fourteen questions related to the procedures used in selecting participants. The teachers were invited to share materials that had been developed for use in their particular situation with the investigator. A cover letter accompanied each questionnaire that explained the purposes of the study. (Appendix B) Two follow-up letters were sent to teachers who had not returned their questionnaire. (Appendix C)

The data from the sample population were compiled and analyzed. These findings are discussed in detail in the chapter which follows.

TABLE 1

NUMBER OF OCCUPATIONAL TRAINING PROGRAMS IN THE HIGH SCHOOL
HOME ECONOMICS CURRICULUM (1965-66) ACCORDING TO STATES

States	5 or less	6-15	16-25	26-50	Over 50	No Programs
Alabama	-	-	-	-	-	-
Alaska	-	-	-	-	-	-
Arizona	-	-	-	-	-	-
Arkansas ***	-	-	-	-	-	-
Colorado	-	-	-	-	-	-
California	-	-	-	-	-	-
Connecticut	-	-	-	-	-	-
Delaware	-	-	-	-	-	-
District of Columbia	-	-	-	-	-	-
Florida	-	-	-	-	-	-
Georgia	-	-	-	-	-	-
Hawaii **	-	-	-	-	-	-
Idaho	-	-	-	-	-	-
Illinois	-	-	-	-	-	-
Iowa	-	-	-	-	-	-
Indiana	-	-	-	-	-	-
Kansas	-	-	-	-	-	-
Kentucky	-	-	-	-	-	-
Louisiana	-	-	-	-	-	-
Maine	-	-	-	-	-	-
Maryland	-	-	-	-	-	-
Massachusetts	-	-	-	-	-	-
Michigan	-	-	-	-	-	-
Minnesota	-	-	-	-	-	-
Mississippi **	-	-	-	-	-	-
Missouri	-	-	-	-	-	-
Montana	-	-	-	-	-	-
Nebraska	-	-	-	-	-	-
Nevada	-	-	-	-	-	-
New Hampshire	-	-	-	-	-	-
New Jersey	-	-	-	-	-	-
New Mexico	-	-	-	-	-	-
New York ***	-	-	-	-	-	-
North Carolina	-	-	-	-	-	-
North Dakota	-	-	-	-	-	-

TABLE 1--Continued

States	5 or less	6-15	16-25	26-50	Over 50	No Programs
Ohio		-				
Oklahoma		-				
Oregon		-				
Pennsylvania		-				
Rhode Island ***						
South Carolina		-				
South Dakota	-					
Tennessee	-					
Texas	-					
Utah		-				
Vermont	-					
Virginia					-	
Washington ---		-				
West Virginia						
Wisconsin	-					
Wyoming **						-

* Plans underway for programs another year

** Some programs in operation for adults

*** State supervisors did not reply

--- Did not wish to participate at this time

CHAPTER IV

DISCUSSION AND ANALYSIS OF DATA

A questionnaire concerning the selection of participants for home economics programs with occupational emphasis was developed and mailed to 110 home economics teachers. (Appendix A) Eighty-four teachers, 76.4 per cent of the sample drawn, returned the questionnaire. Three of the eighty-four questionnaires returned were not completed. Therefore, the information from eighty one questionnaires, 73.6 per cent of the sample selected, provided the data upon which the analysis and discussion are based.

Each teacher responded to two questions concerning the type and size of school in which she was teaching and fourteen questions concerning procedures used in selecting participants for home economics programs with occupational emphasis. These responses were considered representative of the procedures being used during the 1965-66 school year. Each item on the questionnaire was analyzed descriptively.

Information concerning the type of school where programs were in operation was not available prior to drawing the sample for the study. The teachers were asked to indicate whether the school in which they were teaching was urban or rural. Based on the data collected, approximately 49.4 per cent taught in an urban setting. About one-third,

32.1 per cent, taught in rural schools and slightly over 14.8 per cent stated they were in settings not considered either strictly urban or rural. There was no response on 3.7 per cent of the eighty-one questionnaires returned.

The size of schools offering courses in home economics with occupational emphasis falls into one of four categories. (Table 2)

TABLE 2
PERCENTAGE OF PROGRAMS IN VARIOUS SIZE SCHOOLS

Size of School	Per Cent
Less than 300 students	13.6
300 to 500 students	11.1
500 to 1000 students.	22.2
Over 1000 students.	48.1
No response	4.9

The largest proportion of courses were offered in schools with an enrollment of over one thousand students.

Teachers were asked to check the methods used in selecting students for occupational programs. Frequently more than one method was used in selecting students. Responses indicate that student interest plays an important role in the determination of participants for the course. (Table 3) Numerous methods other than those listed in the questionnaire were cited by respondents. Several teachers indicated the use of some type of application blank. When students made application for a course with occupational emphasis in a related area of the home economics curriculum, it appeared that

important consideration was given to interest in pursuing an occupation in the area for which the student was receiving training, as well as age, and grade level. One respondent replied that the applicants who were free to work in the afternoons received thoughtful attention. Home economics teachers going into classes and discussing the requirements of the course was another medium used to acquaint students with the course. One teacher thought that visiting the student's home and discussing the program with the enrollee and parents was important. Teachers believed it their responsibility to acquaint participants with course requirements.

TABLE 3
METHODS USED IN SELECTING PARTICIPANTS

Method of Selection	Number	Per Cent
Interview	46	56.8
Interest	52	64.2
Registration	32	39.5
Tests	8	9.9
Recommendations	22	27.2

If an interview were used in selecting participants for training programs with occupational emphasis, 58.0 per cent of the respondents indicated that the home economics teacher was one of those comprising the interviewing committee. The guidance counselor was among those serving

on the interviewing committee in 40.7 per cent of the respondents' schools. The principal and assistant principal were among those serving on interviewing committees in 13.6 per cent of the respondents' schools. Only 6.2 per cent of the teachers checked a response indicating that the interviewing committee included either the homeroom teacher, dean of girls, or home economics supervisor. An occupational teacher training students for nursing aides thought it appropriate that the interviewing committee include a nurse. Other replies indicated that a representative from either the local employment agency or a local director of vocational education had been included on the interview committee.

Of the eighty-one teachers participating in this study, sixty-three indicated that the home economics teacher played the most important role in encouraging student enrollment. Thirty-five respondents cited the guidance counselor as being the one responsible for encouraging students to enroll. Ten teachers indicated that the principal was a key figure in encouraging students to enroll in home economics courses emphasizing occupational training. Only one respondent believed that the state supervisor had played a part in encouraging students to enroll in such courses. Two teachers stated that the advisory council members in their particular school had encouraged students to enroll. One of the teachers commented that publicity given through

the news media had influenced students to enroll in such courses. The findings show that the interest of the students also had been an important factor in enrollment.

Teachers found various kinds of information about the student to be useful. Approximately one-fourth of the teachers indicated that they had information available prior to the time the student enrolled in their classes. In most schools, permanent records provided information pertaining to the student's academic ability, standardized test scores, and ratings of personality traits. Even though this information was available prior to the time the student enrolled in such courses, the questionnaire did not reveal how many teachers had made use of this information.

TABLE 4
NUMBER USING VARIOUS KINDS OF BACKGROUND INFORMATION ABOUT STUDENTS

Kinds of Information	Number
Interests and Aptitudes . . .	63
Family Background	43
Ratings of Personal Traits .	37
Academic Record	29
Standardized Test Scores . .	13

Fewer teachers responded to the question asking if the applicants had been given a standardized test before being accepted in courses with occupational emphasis. Twenty respondents checked one or more of the three choices.

TABLE 5
NUMBER USING VARIOUS STANDARDIZED TESTS

Test	Number
Aptitude	12
Vocational Interest : : : :	12
I. Q.	8

Twelve of the teachers checked that the test given had proved satisfactory.

Some of the I. Q. tests given the applicants were listed as Metropolitan Achievement, Otis Quick Scoring, and Stanford Achievement. Two of the teachers indicated that they had developed vocational interest tests, including a pre-test of knowledge pertinent to the course. The GATB Test had been used by two respondents. The Kuder Preference Test had been used in one school situation offering home economics courses with occupational emphasis while the Edwards Personality Test had been used in another school. There were two indications that a test had been administered by the employment agency. Still another response revealed that the applicants were required to provide necessary health data including a physical examination and a blood test prior to enrolling in the course.

Only twenty-six of the teachers who returned the questionnaire indicated that some type of personal data sheet had been used prior to registration to secure helpful information about the qualifications of the student. On the

contrary, forty-eight teachers responded in the negative. Eighteen respondents forwarded copies of either application blanks or personal data sheet to the investigator. A summary of the information requested in these application or registration forms included: family background, personal data (some forms consisted of separate personality tests and rating sheets for evaluation of personal qualities, interests and skills), academic rating, participation in extra curricular activities, job experience, occupational interest choices and reasons for enrolling in the course, condition of health and physical handicaps, character and ability references. Seldom was a record of attendance requested in the course registration forms.

The consent of a parent or a guardian was required by 41.9 per cent of the respondents before the applicant was accepted for the program. More than half of the respondents, 54.3 per cent, indicated that such consent was not required. Although 2.5 per cent of the eighty-one teachers participating in the study replied that such consent was not necessary, they revealed that parents had been informed about course requirements. The remaining respondents indicated that consent from home was necessary before the student could participate in observation or work experience.

The question seeking information relative to the number of students who have had courses in home economics prior

to enrolling in the current course was answered explicitly by fifty-three persons. From the number reporting, 961 students had had previous training in home economics. The other twenty-eight respondents indicated by a check mark or with percentages those who had previously been enrolled in home economics courses. The home economics background of students enrolled in courses with occupational emphasis is presented in the following table:

TABLE 6

HOME ECONOMICS BACKGROUND OF STUDENTS ENROLLED
IN COURSES WITH OCCUPATIONAL EMPHASIS
(1965-66)

Home Economics	Per Cent
No Economics	27.4%
1 Semester	3.2%
1 year	32.5%
2 years	21.1%
More than 2 years	15.7%

The majority of the respondents, 86.4 per cent, indicated that it was helpful for students to have had some home economics prior to enrolling in courses with an occupational emphasis. Only 6.2 per cent of the answers revealed that teachers did not consider it helpful for students to have had some home economics background. The other respondents, 6.2 per cent, failed to indicate their opinions. However, one teacher's response signified that home economics was not available until this year.

Courses with an occupational emphasis and offered in the home economics curriculum have been limited to girls in 51.8 per cent of the schools in this study whereas 44.4 per cent of the teachers' replies revealed that programs within their school had not been limited to girls. Two respondents stated that in the future they did not plan to limit enrollment in such courses to girls. One teacher stated that no boys were enrolled even though the program was not limited to girls. One teacher noted that the program in her particular school situation had been limited to boys in home economics.

Of the teachers participating in this study, 70.4 per cent indicated that the factor considered most significant to the success of their occupational course was that a student have sincere interest in pursuing an occupation in the area of training after graduation. The factor considered most significant to 23.4 per cent of the teachers was that a student should have some ability and skill prior to enrolling in an occupational course. Four per cent of the respondents stated that both factors were significant for success in such courses. One teacher, 1.3 per cent noted that it had been impossible to secure enough data to arrive at a valid choice.

A question was asked concerning the type of student given primary consideration when selecting students for courses with occupational emphasis. Students with varying abilities had been considered as participants in courses with

occupational emphasis. Some of the eighty-one teachers participating in this study did not make a response as to the type of students given primary consideration in selection procedures in their particular school situations. Other than ability levels of students, additional considerations in selecting students included: students who exhibit a willingness to work, follow directions, and cooperate with others, terminal students for whom it would be necessary to obtain a job upon graduation from high school, students who show special interests and abilities in occupational work for which training is offered, and students that desire to earn money. One teacher stated that the students' attitudes and attendance records were considered in selecting students for the courses in her school.

TABLE 7
ABILITY LEVELS OF STUDENT GIVEN PRIMARY
CONSIDERATION IN SELECTION PROCEDURES

Ability Level	Number
Slow Learner	10
Average student	17
Above average student . . .	0
Students with special needs	20
All of the above	30

Even though the teacher may have indicated important consideration being given to one of the listed categories, this did not necessarily mean that the majority of her students fell into such an ability level. The number of respondents indicating the approximate percentage falling

into each of the listed areas is given in the following table:

TABLE 8

TYPE OF STUDENT ENROLLED AND THE PERCENTAGE
OF EACH ABILITY LEVEL

Type of Student	0-10%	11-25%	26-50%	51-75%	76-100%
Slow Learner	7	10	7	2	2
Average Student	0	1	14	9	6
Above Average Student	11	8	1	1	0
Students with Special Needs	7	4	5	1	1

This study revealed that the most commonly recommended ages for students selected to enroll in such courses are sixteen, seventeen, and eighteen. Based on eighty-one responses, the following table presents the recommended age for students enrolled in training programs with occupational emphasis during the 1965-66 school year:

TABLE 9

NUMBER OF TEACHERS RECOMMENDING AGE LEVEL FOR STUDENTS IN HOME ECONOMICS COURSES WITH OCCUPATIONAL EMPHASIS

Recommended Age	Number
15	6
16	30
17	35
18	21
19	2
No Specified Age.	16

A majority of the respondents, 77.8 per cent indicated that the age level recommendation for enrolling students was satisfactory. Only 2.5 per cent of the eighty-one responses noted that the recommended age had been unsatisfactory. However, 14.8 per cent of the teachers participating in the study left this portion of the question blank. Some of the teachers, 4.9 per cent, revealed that the selection of participants in their school situation had been limited to both juniors and seniors, or to seniors only. Findings from the data indicate that it may be unsatisfactory to have a recommended age because many over-age students are in lower grades. Such students especially need encouragement to stay in school and to develop useful skills for employment. In one school situation where the recommended age had proved unsatisfactory, the teacher indicated that both sophomores and seniors were enrolled. The respondent further stated that although the sophomores benefited, it seemed difficult to challenge both grade levels due to differences in maturity.

Slightly more than half of the teachers, 50.6 per cent, indicated that it was undesirable to limit enrollment in home economics courses with occupational emphasis to high school seniors. Many of the respondents stated that it was undesirable to limit enrollment to high school seniors because many students became drop-outs before they become seniors. Evidence from comments on the questionnaire indicate that potential drop-outs need an opportunity to take

advantage of such courses which prepare students for gainful employment. In some school situations, it appeared that these courses provided an opportunity to earn money and go to school - a necessity if some students were to stay in school. Other teachers indicate that one year was not a sufficient length of time to adequately prepare high school students for job competency and suggested a second year of training as a desirable goal. Considerably less than half of the teachers participating in the study, 40.7 per cent, indicated that they considered it desirable to limit enrollment in such courses to high school seniors. However, 8.6 per cent of the respondents left this particular question unanswered.

According to information supplied by the teachers participating in this study the following percentages indicate the degree of satisfaction realized by the method of selection in use during the 1965-66 school year: (1) very satisfactory - 14.8 per cent; (2) satisfactory - 72.8 per cent; and (3) unsatisfactory - 12.3 per cent. Some of the reasons listed by the small number of respondents who indicated that the method of selecting participants for such courses had been unsatisfactory were:

1. Course development took place too rapidly for students to plan their program in anticipation of this course.
2. More time was needed to interview students and explain nature of occupational course as well as expectations for work experience.

3. Advance publicity of course was not given.
4. Enrollment was selected too quickly. Consequently, instructor did not have time to explain the program and reach students who would profit from the course.
5. Students who were not really interested in gainful employment were placed in the class.

In one school situation where the method of selection had been unsatisfactory, only 48 per cent of the students reached had special needs whereas 52 per cent of the students enrolled planned to go to college.

Various practices and procedures were used in selecting students for programs with occupational emphasis. A summary of the findings and implications for those concerned with programs with occupational emphasis are given in the following chapter.

CHAPTER V

SUMMARY AND IMPLICATIONS

Providing the kind of education that will help youth meet the current demands of daily living and thus prepare them to engage successfully in a socially useful occupation has been a problem encountered by school administrators. It is possible for each individual, with proper guidance, training, and motivation, to engage in and gain satisfaction from an occupation, develop his potential and make a worthwhile contribution to society. To obtain these goals youth must be adequately prepared.

Home economics programs with occupational emphasis are an attempt to provide education for the development of skills, attitudes, and knowledge to the extent that an individual may enter or make progress in his chosen vocation. The quality and effectiveness of such programs are dependent on many factors, one of which being the participants.

The Problem

The present study focused on the criteria used in the selection of participants for high school home economics courses with occupational emphasis. The purposes of this study were to: (1) determine the criteria currently used for

selection of participants in high school home economics courses with occupational emphasis; (2) determine if there is an apparent need to improve procedures for the selection of participants in high school home economics occupational courses; and (3) summarize findings that could be of value to those concerned with the various aspects of programs with occupational emphasis at the secondary level.

Study Design

A letter was directed to the state supervisors of home economics in each of the fifty states and the District of Columbia to determine the number of home economics programs with occupational emphasis being offered in that particular state. The supervisor of each state and the District of Columbia was requested to list the names and addresses of persons presently teaching such courses in the home economics curriculum. Using a table of random numbers, 110 teachers were chosen for the study. A questionnaire was developed as a means of obtaining information related to the purposes of this study. It was mailed to each teacher included in the sample. The data were analyzed descriptively.

Limitations

This study was limited to a random sample drawn from the list of names of home economics teachers who were responsible for instruction in courses with an occupational emphasis

during the 1965-66 school year. The list of names was obtained from 47 of the 51 supervisors in the United States.

Major Findings

1. The largest proportion of home economics courses with occupational emphasis was offered in schools with an enrollment of over one thousand students.

Responses made by the participants provided evidence to support this finding. Nearly one-half of the programs were in schools with an enrollment of over one thousand students.

2. Student interest plays a significant role in the determination of participants for home economics courses with occupational emphasis.

Teacher responses revealed that student interest in home economics courses with occupational emphasis was the basis for selecting the majority of the participants. Interviews were used frequently as a means of selecting participants.

3. There was evidence that the home economics teacher played the most important role in encouraging student enrollment.

Of the eighty-one teachers participating in this study, sixty-three (77.7 per cent) expressed the importance of the home economics teacher in encouraging student enrollment. The guidance counselor ranked second in encouraging

student enrollment in home economics courses with occupational emphasis.

4. Few schools used any type of standardized test as a basis for selection of participants for courses with occupational emphasis.

Only twenty teachers (24.6 per cent) indicated that applicants had been given some type of standardized test prior to selection for the program.

5. There was evidence that few schools had used a personal data sheet prior to registration as a means of obtaining information about the student.

Only twenty-six teachers (32 per cent) indicated that some type of personal data sheet was used as a means of obtaining information about the student prior to registration.

6. Slightly less than half the schools required that consent be given by a parent or guardian for the student to enroll in courses with occupational emphasis.

About 54.3 per cent of the schools did not require that consent be given by a parent or guardian prior to enrolling in courses with occupational emphasis, while 41.9 per cent of the schools required that parental or guardian consent be given prior to enrollment.

7. There was evidence that the majority of students enrolled in home economics courses with occupational emphasis had previously been enrolled in home economics courses.

Only 27.4 per cent of the students enrolled in home economics courses with occupational emphasis had not had previous classes in home economics.

8. There was evidence that previous course work in home economics was considered desirable by teachers of courses with occupational emphasis.

The majority of the respondents (86.4 per cent) indicated that it was helpful for students to have had some home economics prior to enrolling in courses with occupational emphasis.

9. There was evidence that home economics courses with occupational emphasis has been limited to girls.

A slight majority of schools (51.8 per cent) indicated that enrollment had been limited to girls.

10. Teachers expressed that a student should possess a sincere interest in pursuing an occupation in the area of training.

Teachers (70.4 per cent) indicated that a sincere interest in pursuing an occupation in the area of training was more important than having some ability and skill prior to enrollment.

11. There was evidence that the ability level of the student was not significant as a criterion for enrollment.

Teachers indicated that students with varying ability levels were selected as participants in programs with occupational emphasis.

12. The ages most commonly recommended for participants in courses with occupational emphasis were sixteen, seventeen, and eighteen years.

A majority of the teachers (77.8 per cent) indicated that the recommended ages were satisfactory.

13. Teachers considered it undesirable to limit enrollment in home economics courses with occupational emphasis to high school seniors.

Forty-one teachers (50.6 per cent) indicated that it was undesirable to limit enrollment in such courses to high school seniors, whereas thirty-three teachers (40.7 per cent) indicated that it was desirable to limit enrollment to high school seniors.

14. There was evidence that the method for selecting participants had been satisfactory for courses with occupational emphasis in the home economics curriculum during the 1965-66 school year.

A majority of the teachers (87.6 per cent) indicated that their present method of selecting participants for such programs was either satisfactory or very satisfactory.

Implications

The findings were interpreted and the implications were stated with an awareness of the limitations that existed in this study. Implications resulting from this study, however, may provide a frame of reference for those who plan

and evaluate home economics programs with occupational emphasis.

1. Encourage students who have a sincere interest in pursuing an occupation in the area of training to enroll in courses with an occupational emphasis.

It is advisable, probably, to select participants who will be available for employment immediately after training and instruction. There may be pertinent factors which could prevent employment, but instruction becomes effective and meaningful when it is put into practice as soon as possible.

2. If individual needs and interests were criteria for selection, knowledge concerning the home and family background of potential participants could be of value.

Adequate information that could possibly provide deeper insight into individual home and family situations is often lacking.

3. Limiting enrollment to students who had been enrolled previously in home economics courses could be one basis for selection.

A prerequisite course in home economics would be desirable. Greater depth and breadth in knowledge and kinds of learning experiences could be provided if some basic knowledge and skills had been acquired in a previous course. This could be one criteria for enrollment.

4. Boys, as well as girls, could be encouraged to enroll in home economics courses with occupational emphasis.

Knowledge and training provided in home economics courses could be beneficial for both boys and girls. Numerous employment opportunities are available to those having had training in home economics courses with occupational emphasis.

5. Further research is needed in selected aspects of programs with occupational emphasis to determine the extent to which such programs could prepare individuals for the world of work.

Selected aspects of programs with occupational emphasis need to be explored. Further study of the procedures followed in selecting participants is needed to support the findings of this study.

6. A follow-up study of the participants in home economics courses with occupational emphasis is advisable as a means of obtaining evidence of the worth of the program.

Since various methods were used to determine course participants, it would be of value to those concerned with such programs to learn the extent to which individual needs had been met.

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APPENDICES

APPENDIX A

LETTER AND FOLLOW-UP LETTER TO SUPERVISORS

2305 North Elm Street
Greensboro, North Carolina
March 17, 1966

Dear

In the past two years, many occupational courses have been offered in high schools throughout the United States. Methods of selecting participants have varied greatly. As chairman of the home economics department in a school in which such a program is being offered, I have been concerned about selection procedures and have been challenged to explore this topic further.

In discussing my master's program with my major advisor, Dr. Mildred Johnson, at the University of North Carolina at Greensboro, we would like to investigate this challenge.

Since you serve in a strategic position in your state, some information from you will be of significant value.

Would you please send a list of names of the teachers in your state who are presently teaching occupational courses in the home economics curriculum and the addresses of their schools. Fill out the enclosed sheet and return by April 1. Your promptness will be greatly appreciated.

If you desire, I will be happy to supply you with a summary of the findings.

Sincerely

(Miss) Barbara Ann Wise

Do you have schools in your state offering occupational courses in the home economics curriculum?

Yes _____ No _____

If so, please list the name of the teacher and her school address where such occupational courses have been offered during the 1965-66 school year.

Signature of State Supervisor

Name of State

2305 North Elm Street
Greensboro, N. C.
April 7, 1966

Dear

On March 17 a letter was mailed to you requesting the names and school addresses of teachers in your state who are presently teaching occupational courses in the home economics curriculum. Your response is needed in order to complete proceedings for a survey centered around methods of selecting participants in occupational courses.

If the information did not reach you or has been misplaced, I shall be happy to mail a copy immediately upon request.

Your promptness in mailing the information asked for in the previous letter will be greatly appreciated.

Sincerely,

(Miss) Barbara Ann Wise

APPENDIX B

COVER LETTER AND QUESTIONNAIRE

Please fill out the enclosed questionnaire in the self-mailing envelope. Your participation is greatly appreciated. Your responses will be strictly confidential.

Sincerely,

James J. Durkin, Ph.D.

May 13, 1966

Dear

The need for an adequate education for employment is being sharpened to meet the rapidly changing conditions in our present society. Today many schools are offering occupational courses in home economics, thus hoping to bridge the gap between man and work. Such programs could in part, be an answer to the major problem which confronts young people looking for employment, that being the adequacy of their education and training.

Your state supervisor has indicated that you serve in a strategic position, that of teaching occupational courses in home economics in your school. It is hoped that on the basis of this study, recommendations can be made concerning procedures used in selecting participants for occupational courses in home economics.

Will you please fill out the enclosed questionnaire and return it in the self-addressed stamped envelope by June 1. Your cooperation is greatly needed as it will enable us to look more realistically at present procedures for selection of participants for occupational courses.

Your promptness will be greatly appreciated.

Sincerely,

(Miss) Barbara Ann Wise

You have been selected to participate in a nation-wide study.

Please complete the following questionnaire. Directions for the questions will vary, either check each item that most nearly represents you or your situation or list the information requested. Any materials that you have developed and will share with us will be appreciated.

Name: _____

School address: _____

State: _____

Type of school: _____

Urban Rural Other; please indicate

Size of school:

Less than 150 500 to 1000

150 to 300 1000 to 1500

300 to 500 over 1500

Selection of Participants

1. What method was used in selecting students for occupational training programs in your school?

<input type="checkbox"/> Interview	<input type="checkbox"/> Tests
<input type="checkbox"/> Interest	<input type="checkbox"/> Recommendations
<input type="checkbox"/> Registration	

If other methods were used, please list.

2. If an interview were used in your school, who comprised the interview committee?

<input type="checkbox"/> Principal	<input type="checkbox"/> Home economics teacher
<input type="checkbox"/> Guidance counselor	<input type="checkbox"/> Homeroom teacher
<input type="checkbox"/> Dean of girls	<input type="checkbox"/> State supervisor

If others, please list.

3. Who played the primary role in encouraging students to enroll in occupational training programs in your school?

<input type="checkbox"/> The state supervisor	<input type="checkbox"/> The guidance counselor
<input type="checkbox"/> The principal	<input type="checkbox"/> The home economics teacher

If others, please list.

4. What background information about the student have you found useful?

<input type="checkbox"/> Family background	<input type="checkbox"/> Interests and aptitudes
<input type="checkbox"/> Academic	<input type="checkbox"/> Standardized test scores
<input type="checkbox"/> Ratings of personal traits	

Star the information you had available prior to the time the student enrolled in your class.

5. Were the applicants given a standardized test (tests) before being accepted in an occupational training program?

<input type="checkbox"/> I. Q.	<input type="checkbox"/> Aptitude
<input type="checkbox"/> Vocational interest	

If others, please list.

Did the test given prove satisfactory?

Yes No

Please give name of test.

6. Was any type of personal data sheet used prior to registration to secure helpful information about the qualifications of the student?

Yes No

If so, please indicate the most important items included or you may like to mail a copy.

7. Was the consent of a parent or guardian required before the applicant was accepted for the program?

Yes No

8. How many of your students now enrolled in occupational courses have had:

- no home economics
 1 semester of home economics
 1 year of home economics
 2 years of home economics
 2 or more years of home economics

Do you consider it helpful for students to have had some home economics prior to enrolling in occupational courses?

Yes No

9. Has the program been limited to girls?

Yes No

10. Check the one you consider to be most significant to the success of occupational courses:

- a. A student have some abilities and skills prior to enrolling in an occupational course
 b. A student have sincere interest in pursuing an occupation in this area after graduation

11. In selecting students, is primary consideration given to:

the slow learner
 the average student
 the above average student
 students with special needs
 all of the above

If others, please specify.

At the right of each of the above, estimate approximately the percentage of students falling into each category.

12. The recommended age for students enrolled in occupational training programs in your school:

15 16 17 18 19 No specified age

Has the recommended age level been: Satisfactory
 Unsatisfactory

If unsatisfactory, please give a reason:

13. Do you consider it desirable undesirable to limit enrollment to high school seniors?

If undesirable, please give a reason.

14. Has the method of selecting participants this school year been:

Very satisfactory
 Satisfactory
 Unsatisfactory

If unsatisfactory, in what respects?

APPENDIX C

FOLLOW-UP LETTER

June 15, 1966

Dear

About a month ago you received a letter and questionnaire concerning selection of participants for occupational courses. We realize that this is an exceedingly busy time of the year for teachers. Perhaps this is the reason your questionnaire hasn't reached us yet.

Your response is greatly needed if we are to get a true picture of the current practices regarding practices followed in selecting participants for occupational courses. The recommendations made on the basis of this study will be more certain and representative of practices followed throughout the United States if the questionnaires are returned. Won't you please take a few minutes from your busy schedule to fill out your questionnaire and return it as soon as possible?

If you have misplaced your copy of the questionnaire, please drop us a card, and we will be happy to send you another questionnaire.

Thank you for your cooperation. Your promptness in this matter will be deeply appreciated.

Sincerely,

(Miss) Barbara Ann Wise