HOME ECONOMICS COOPERATIVE JOB TRAINING EDUCATION IN THE TOLEDO PUBLIC SCHOOL SYSTEM

by

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A PROBLEM

Presented to the College of Home Economics

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C.2

CRITIQUE

The weakness of this problem is that the questionnaire does not apply to the objectives. The questionnaire should be developed with the following three main questions as a guideline:

1. What are the major plans you used in establishing a job training program in Home Economics?
2. In what way does job training reinforce what has been learned in the home economics classes?
3. What are the opportunities and outlook for home economics in job training?

We will be using only the cooperative training program in our Toledo high schools the first year that job training is started. Our city schools have a special school where the students fitting the occupational work experience program would be placed. (page 5)

This problem stated that the study is limited in the size and representativeness of the sample. There were only twenty-five schools in Ohio offering job training in Home Economics at the time of the research. The oral examination committee felt however, that this was not a limitation of the study.

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felt however, that this was not [illegible].

ACKNOWLEDGMENT

The writer wishes to express her appreciation to Miss Esther Everett for her guidance and help in the preparation of this thesis; to Dr. Alice Thorpe for her many helpful suggestions.

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CHAPTER I

INTRODUCTION

The purpose of this study was to ascertain types of plans currently in use in establishing a job training program in Home Economics, to ascertain the way job training reinforces what has been learned in home economics classes and to determine the opportunities and outlook for occupations in cooperative education.

It is hoped that the information gained from this study will be of value in developing guidelines for teachers who will be putting job training in their high schools. The Toledo School system will be adding cooperative vocational education to its program of study next year. In this study an attempt will be made to obtain a description of the aims, purposes, and characteristics of several on-going programs as a help in future planning for the Toledo School System.

The major goal of Home Economics since its very inception has been the preparation of youth and adults for the responsibilities and activities involved in homemaking and in achieving family well being. It is in Home Economics that a breadth of basic studies affecting family life--consumer economics, health, psychology, and science are integrated and related to assist the individual in meeting

the increasing challenge of understanding and coping with a myriad of problems in a changing society.

With the passage of the Vocational Act of 1963, Vocational Home Economics has been delegated a new role in addition to its present one of training for the vocation of homemaking. This new role charges Vocational Home Economics with the training of youth and adults for occupations directed toward gainful employment. Wage earning occupations requiring home economics knowledge and skills include those which provide service in child care, food, clothing care and repair, and home care. In summary, Vocational Home Economics has two purposes in education:

> Training for homemaking and family living which we now identify as useful employment in the management of the home.
>
> Training for occupations directed toward gainful employment which we now identify as job training.

Vocational and technical education has become increasingly geared toward the preparation of secondary students for gainful employment. In 1965, 3.8 million young people reached working age. This figure was almost double that of 15 years ago. The number of jobs available for the unskilled has steadily declined during this period, while opportunities in the skilled, technical, and service occupations have increased. Adequate preparation in the skills needed for success in jobs where opportunities are available with both positive attitudes and cultivation of those traits which lead to employability are imperative. A number of new programs have been established

to prepare high school students for gainful employment; some of these programs are federally reimbursable, whereas others are not.[1]

One of the major decisions a young person in our society must make is the choice of a vocational area. Havighurst states that one of the goals of adolescents is to choose an occupation for which one has an adequate ability and to prepare for this occupation.[2] The choice of one's career involves not only a means of earning a living, but is also likely to affect an individual's overall way of life. It is, therefore, of extreme importance to the individual.[3]

The passage of the National Vocational Education Act of 1963 proposed a new dimension in home economics education: home economics related to wage earning. The concern of home economics for wage earning can be justified not only on the strength of the large number of women employed in the labor force who will, as a result of their employment need help with their homemaking activities, but many occupations requiring certain home economics knowledges and skills as a part of job competence.[4]

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[1] Whitmarsh, Ruth, "Attitudes of Beginning Home Economics Education Students Toward An Employment Emphasis in High School Home Economics." Illinois Teacher of Home Economics. Winter 1965-66 Vol. IX, Bonus Issue.

[2] Robert J. Havighurst, Human Development of Education (New York: Longmans, Green, and Company, 1953), p. 128.

[3] Helen Faust and Sidney A. Fine, "Guidelines for Preparing and Evaluating Occupational Materials, "Vocational Guidance Quarterly, XII (Spring, 1964), p. 219.

[4] M. L. J. Bloomfield, Youth, School, and Vocation. (New York: Holt, Rinehart, and Winston, Inc., 1964), p. 35

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CHAPTER II

THE PROBLEM

Home Economics Job Training is a new undertaking in providing vocational education for a large city school system such as Toledo. The area covered includes all the high schools of the Toledo School District. In order to evaluate the possible alternative of the Home Economics Job Training upon the community and the students, extensive research in selection of students, curriculum, follow-up with an evaluation of the program will be necessary.

The purpose of this study in offering suggestions where job training experiences build or relate to training learned in the home economics classes is to: present more uniform information about job training objectives and its value in the Home Economics curriculum, show that job training experiences prepare a student for her home and family life as well as a job, explore the material available for training and the opportunities for employment.

OBJECTIVES:

1. To describe the types of plans currently in use in establishing a job training program in Home Economics.
2. To describe the way job training reinforces what has been learned in the home economics classes.
3. To describe the opportunities and outlook for home economics related occupations. (in cooperative education.)

This study was an attempt to obtain a description of the characteristics in the Ohio schools of the present on-going programs in job training for the future planning of the Toledo School System.

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Definitions of Terms

Vocational Education-Vocational education is a program of education below college level, organized to prepare the learner for entrance into a particular chosen vocation, or to upgrade employed workers. It includes such divisions as trade and industrial education, home economics education, technical education, agricultural education, and distributive education.[5]

Cooperative Training Program-This program is for students of average and above average abilities. The training will include instruction in Home Economics and a supervised on-the-job work experience in the occupation for which the student is trained.[6]

Occupational Work Experience Program-This program is for students of limited abilities. The occupational work experience program is to assist the student identified with limited ability to find a place in employment at the unskilled occupational level. The major objective is one of job placement combined with school work, both aimed at helping the student become a productive citizen and continuing his education as long as possible.[7]

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[5] _____ "Evaluative Criteria for Distributive Vocational Education". American Vocational Association, November, 1964.

[6] Rua Van Horn, "Home Economics Education for Wage Earners," American Vocational Journal, April, 1965. p. 25.

[7] Rua Van Horn, op. cit., p. 26.

LIMITATIONS OF THE STUDY

The study is limited in: a. The size and representativeness of the sample. There were only twenty-five schools in Ohio offering job training in Home Economics at the time of the research. Of the twenty-five schools, nine did not respond to the questionnaire which was mailed.

b. The method and the instrument. The mailed questionnaire method of collecting data cannot fully take the place of an interview. However, it was not feasible to interview all the teachers in the sample due to the number and the distance.

The questionnaire was developed by the writer. The instrument was limited in length in an attempt to try to increase the number of respondents. It was pre-tested on the Home Economics teachers in the Toledo area who will be involved in the new Cooperative Job Training program next year. Revision was made in the wording and the order of questions after the pretest to make the questionnaire more meaningful.

CHAPTER III
REVIEW OF LITERATURE

For many years, Home Economics Teachers have given most of their time and attention to preparation for the role of homemaking. After 1963 with the vocational education act, preparing young women for only homemaking is changing. They are now responding to a new challenge-- that of preparing girls for the wage earning role as well as for homemaking.

Van Horn stated that an increasing number of women are assuming wage-earning responsibilities, in addition to being homemakers. One out of three workers are women; over 50 percent of these are married; one of ten are heads of families, and two of five are mothers with children under six. The home economics courses need to be planned so that girls are prepared to manage a home and also to work outside the home. They need help in deciding whether or not to work, and in determining the values they feel important to maintain the home and the family. They need help in evaluating child care services if needed. Home economics programs preparing for wage earning can be an important part of this program.[8]

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[8] Rua Van Horn, "Home Economics Education for Wage Earners," American Vocational Journal, April, 1964.

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Although the question of an employment emphasis is a controversial issue in home economics education, it is not an entirely new idea. In 1944, Brown and Arneson[10] listed many home economics related jobs requiring less than a college degree, and recommended that adjustments be made in the secondary home economics curriculum in order to offer preparation for employment; furthermore, that junior colleges and special trade schools offer terminal courses for those who could not complete senior college. Also, Spafford,[11] in 1940, included in her text several possibilities for including an employment emphasis in home economics programs. She 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. The school may do several things along these lines without interferring with the achievement of its homemaking purposes.

The major basis 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. It seems apparent that women are working and will continue to work in increasing numbers. Women now

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[9] Clara Maude Brown, and Ruth V. Arneson, Employment Opportunities for Women with Limited Home Economics Training, Burgess Publishing Co., Minneapolis, Minn., 1944. pp. 1-44.

[10] Ivol Spafford, Fundamentals in Teaching Home Economics, John Wiley and Sons, New York, 1942, p. 4.

constitute one third of the labor force[11] and the numbers of employed women have increased six-fold since 1900.[12] Startling labor statistics reveal that today's woman will work outside the home a predicted average of 27 years if she marries and has children, 31 years if she marries and has no children, and 40 years if she never marries.[13] Approximately 60 per cent of the 24½ million women in the labor force are married, and over half of these have children under 18.[14]

Van Horn stated that 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. Programs for the slow learner and work-study programs for the potential drop out are being added to the curriculum of many schools to prepare these students for their places in society.

Statistics reveal that while unskilled jobs are rapidly decreasing, skilled, semiskilled, and service occupations are increasing. Many of these service jobs are directly or indirectly related to home economics. In the light of these

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[11] United States Department of Labor, Women's Bureau, American Women, U.S. Government Printing Office, Washington, D.C., 1963. p.27.

[12] Frank Johnson, Working Women and Their Significance as a Market Sector: A Pilot Study, thesis, University of Illinois, Urbana, Illinois, p.5.

[13] California State Department of Education, Bureau of Homemaking Education, Technical and Semiprofessional Jobs for Women, Progress Report, Sacramento, 1962. p.7.

[14] Frank Johnson, op. cit., p.2

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[illegible]

[illegible]

facts, it seems apparent to Van Horn that a realistic home economics program should include some preparation for employment and the recognition of the dual responsibilities which the young woman of today will be expected to assume.[15]

These factors led to the investigation by Glenna Blunier in 1962-63, of opinions of state supervisors of home economics education concerning the inclusion of an employment emphasis in the secondary home economics curriculum.

The Vocational Education Act of 1963 provides the opportunity for education in gainful employment for occupations involving knowledge and skill in home economics. This Act emphasized the need to develop programs which meet the needs of persons attending high school.

The following are the general characteristics of the job training programs for high school students in home economics under the Vocational Education Act of 1963:

1. The purpose of the program(s) is to prepare persons enrolled in high school for gainful employment in an occupation which uses home economics knowledge and skills.

2. The programs are offered in the eleventh and/or twelfth grades.

3. Types of programs are determined by available job opportunities, needs, and abilities of persons to be trained.

4. The training program is an integral part of the total school program, thus allowing students enrolled to complete requirements for graduation.

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[15] Rua Van Horn, "Home Economics Education for Wage Earners," American Vocational Journal, April, 1965. p. 31.

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3. [illegible]

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5. The program combines and coordinates instruction with field, laboratory, and work experience.

6. Entry into occupation is the focus of the program.

7. Preparation for employment is a more specialized type of program than one which centers on perparation for home and family living.

8. The instruction needs to be sufficiently inclusive and, at the same time, intensive enough to insure preparation for wage earning.[16]

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[16] Martin W. Essex, Manual of Operation in Vocational Home Economics, Division of Vocational Education, Columbus, Ohio, 1966. p. 16.

CHAPTER IV

PROCEDURE

DEVELOPMENT OF THE QUESTIONNAIRE*

Because of the concern about setting up a cooperative job training program in the Toledo Public School system, the possibility of conducting a study of what the schools now operating on this program are doing was discussed with the City Supervisor, State Vocational Supervision, and High School principals. They were all in agreement and indicated they would be very much interested in the results.

The questionnaire was developed with the following statement as guidelines.

1. It must gather data which are related to the objectives of the study.

2. It must be long enough to obtain the desired data, but short enough for teachers to want to answer it.

3. The questionnaire must be set up in such a way that coding the results will be as efficient as possible.

4. The questions and possible responses must be stated in clear, concise terms so that they will be understood, and the desired information will be obtained.

5. The questionnaire must be pretested in such a way so that desired changes in wording and organization can be made.

6. The questions should be arranged logically.

7. The demands of the questionnaire must be reasonable regarding time and effort as the instrument will be answered by busy teachers.

*The questionnaire may be found in the Appendix

COLLECTING THE DATA

Twenty-five high school having job training for the current 1965-66 programs were used in this study. These involved only the schools in Ohio that were offering vocational home economics at the local school level. This list of schools was received from Mrs. Mackey, the Assistant State Supervisor for Job Training.

Each school in the sample was sent a cover letter, a questionnaire, and a stamped self-addressed envelope. The envelope was addressed to the teacher in charge of job training in each high school. (A copy of these items may be found in the Appendix.)

Of the twenty-five high schools receiving the questionnaire, fifteen returned a completed questionnaire, one returned it because the teacher in charge of job training had been out of school due to an operation, and there were nine school that did not respond.

The responses of high school vocational home economics teachers training girls for jobs were recorded and examined. They represent sixty per cent of the total number of questionnaires which were mailed.

The respondents represented the first or second year of teaching job training in the Home Economics curriculum which was set up to meet the local school demands.

EXAMINING THE DATA

The responses were tabulated by itemizing questions according to the categories of the eight questions used in the questionnaire. Open end questions were used in the questionnaire. These responses were then compared on the basis of different areas of job training. The questions were then divided into the three main objectives for cooperative job training in the Toledo Public School system.

CHAPTER V

FINDINGS

Relationships of Occupational Work Experiences to the Home Economics Classes

All respondents replied that the groundwork is laid in the Home Economics classes and from these classes is built a wage earning program. Three stated that they wished they could have some girls doing job training during the home economics classes--that it would make their classes more realistic and related.

Objectives

The teachers' objectives in occupational work experiences were specific, general, or overall. Specific objectives refer to an objective peculiarly adopted to its purpose (as only one area of job training.) General objectives mean the objectives that are not specialized. They would apply to the whole field of occupational work experiences. Overall objectives include the field of occupational work experiences and the areas related or associated to everything connected with work experiences.

The results of this question from the fifteen questionnaires were classified into the three main divisions of objectives. The majority of the respondents favor specific and general objectives. The objectives include the preparation of the students for the dual role of homemaker and wage earner, qualifications and responsibilities of wage earning, the growth and development of children, skills in care and guidance for future parenthood, and personal qualities needed for gaining work experiences.

TABLE I

MAIN OBJECTIVES FOR OCCUPATIONAL WORK EXPERIENCES

MAIN OBJECTIVES	NUMBER OF RESPONSES
Preparing students to become homemakers and wage earners	6
The responsibilities and qualifications of a child care aide	2
Principles of securing and holding a job	2
Understanding of child development	2
Skills in care, guidance, and future parenthood of young children	2
Personal qualities needed for work experiences	1
Total	15

Preparation of Students

Fifteen reported that they felt occupational work experiences prepare a student for a job as well as for both home and family life.

Nine reported the Child Care Assistants can use their skill of patience, maturity, and handling children in the home as well as on the job.

Six referred to the now increasing dual role of motherhood and holding a part-time or full time job. They felt that skills learned for the job in Home Economics programs in job training are applicable to family life.

Value of Wage Earning in the Home Economics Curriculum

When asked to check the value of having wage earning experiences in the Home Economics Curriculum, fifteen felt that it did give value. Eight listed that some orientation to the working world will help students to become more aware of the objectives of the program.

Three felt that no better way could be used to teach money management and time management. They stated as the reason, that girls could learn to manage money they earned and to manage their time for working, homework and extracurricular activities. Learning values, needs, and being a responsible person on a job gives a girl more training than being responsible to a class situation, the teachers stated.

In three responses the teachers felt that many girls who are not going to college are not sure what they want to do. The scope of home economics offers education for many areas of employment while not de-emphasizing the feminine role of being a woman and a homemaker. It can help the young girl adjust to the responsibility we know she will face in the next one or two years.

Material Available

Three said suitable material was available for use in training students for job training in all areas of Home Economics.

Twelve indicated more material was needed. Their greatest need was due to the specialized areas. They felt materials

could be gained in time. However, they stated there are not materials available specifically for wage-earning in many areas. They must adopt or devise their own materials which was stated by all to be very time consuming. To cover the entire area would require more time than most teachers have available. One did not reply.

Continuing of Jobs After Graduation

Four recorded that their students continue on the jobs they have been trained in after their graduation.

Eight have just started the new job training program this year so they have no basis for answering.

Three responded that their students were married after graduation and used their home and family living skills in their own homes. The employees were often discouraged, because after training these girls, the girls would quit work after graduation, leaving the employer to start over again.

One teacher reported that she had seventeen girls enrolled in job training last year. Only three of the seventeen continued on the job. Seven were married and two went to college. Five quit work with no apparent reason.

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[illegible]

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The following is a list of the jobs which were available for employment.

(a). Child Care Assistant in Kindergarden
(b). Child Care Assistant in the first grade
(c). Child Care Assistant in Special Education
(d). Head Start
(e). Child Care Assistant at Day Care Centers
(f). Food Service Worker in the school cafeteria
(g). Food Service--Counter Help
(h). Cooks Assistants (Kitchen Aide)
(i). Waitresses
(j). Food Handlers (Freezer-Locker)
(k). Cafeteria Helper
(l). Food Handler (Grocery Store)
(m). Rest Home Aide
(n). Housekeeping
(o). Dry cleaners (minor repair, bagging, inspection)
(p). Sales (Yard goods and Linens)
(q). Floral Arrangements

Since it is the first year for a few schools, some students were not yet placed in the job. This situation was true in four schools. The disadvantage of this question was that the questionnaire did not ask how many girls were employed in each area. One teacher replied that this is her greatest problem. Though she felt the course is rewarding, there are not enough jobs available.

Basis For Placing Students on Jobs

Twelve of the fifteen responding teachers listed the students' chief interests and potential skills as bases for determining the type of job in which the students will be placed.

Skill was listed by ten teachers as an important basis. Eight gave the students a choice from the jobs available. Aptitudes and personality were listed by four teachers. Two

[illegible]

[illegible]

[illegible]

teachers listed the GATB (tests given by the unemployment bureau). Another factor listed by two teachers were the needs of the community. The remaining were listed only once by the respondents:

Past performance in Home Economics.

Students visiting jobs of their own interest.

Where the best supervision can be found.

The students fill out a questionnaire as to which job they would like and then a personal interview is arranged. The principal makes the final selection as to which student goes into job training. (This was a small school; so they could do this.)

Where she lives and mode of transportation.

The students rotate to three different stations throughout the year. These three stations include:

a. Kindergarden (public)
b. Starlight (retarted)
c. Special Education (crippled)

DESCRIPTION OF RESULTS

The questions which were included in the questionnaire were broken down into the three main objectives of cooperative job training in home economics.

1. THE TYPES OF PLANS CURRENTLY IN USE TO START JOB TRAINING.

In starting job training within the school, there is a great need for the teacher to first survey the community in which the school is located to see if the need and types of jobs the school could offer are available. The needs of the school, its students, and the community should be considered in making the decision regarding program offerings.

The school would next decide on the type of job training program which best suits the students. Cooperatives could be a one or two year program that applies to students of average and above average ability. Occupational applies to programs for students with special needs.

The basis for determining in what job to place the student will again vary with the schools and teachers. Three-fourths of the respondents listed the students' chief interests and skills as basis for determining in what types of jobs the students will be placed. Jobs available, aptitudes, personality, GATB tests, and needs of the community were listed only one time by teachers as factors for placing the girls on jobs.

In one school the students were asked to fill out a questionnaire as to which job they would like and then a

personal interview was arranged. The principal makes the final selection as to which student goes into job training. (This was a small school; so they could do this.)

Another teacher stated that her students rotate to three different stations throughout the year. These three stations include:

a. Kindergarden (public)
b. Starlight (retarded)
c. Special Education (crippled)

The greatest number of jobs the girls were trained for and employed in are the specific areas of child care and food service.

TABLE II

MAJOR AREAS THE STUDENTS IN JOB TRAINING ARE EMPLOYED IN

AREAS	TYPE OF JOB
CHILD CARE	Kindergarden assistant First grade assistant Special education assistant Head Start Day Nursery
FOOD SERVICE	School cafeteria Counter help Cook's assistant waitresses Freezer-locker Grocery Store
HOUSEKEEPING	Rest home aide Housekeeper
CLOTHING	Dry cleaners Yard goods, linens
OTHER	Floral arrangements

Suitable material is needed for teaching any class. Job training is no exception; however, eighty-six per cent feel that there is a strong need for teaching material suitable for use in job training for all areas of Home Economics.

Materials can be gained in time. However, there are not materials available specifically for wage earning in many areas. Teachers must adopt or devise their own material.

It is very time consuming to collect material that is suitable for use in class for job training, the teachers stated. Much of the material that is collected is not paid for by the school or board of education. This means that the materials can become very costly for the teacher who is collecting it, the respondents stated.

A successful program would require the teacher to concentrate her efforts to obtain materials in specific areas. To cover the entire area of job training would require more time than most teachers felt they had available.

For equipment, however, the state supervisory staff in vocational home economics offers services to local administrators in planning both vocational and non-vocational home economics departments. When a request for this service is made to the state supervisor, an assistant state supervisor will visit the school and work with the home economics teacher in developing a plan for facilities and equipment which will meet the needs of the local school and community.

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Legislation enacted in 1963 provided a limited amount of federal money on a matching basis, for equipment in the job training programs in home economics. The homemaking programs do not qualify for equipment under the provisions of this legislation.

A job training program often has pre-training of the students in their Freshman, Sophomore, or Junior year through the Home Economics classes. In some cases the schools set up laboratories in the Home Economics Department for this pre-training. Outside people are often contacted on a paid, unpaid, or supervisory basis to help or conduct classes for the preparation of students in job training.

2. HOW DOES JOB TRAINING REINFORCE WHAT HAS BEEN LEARNED IN THE HOME ECONOMICS CLASSES?

All respondents felt that occupational work experiences build or relate to the training learned in the Home Economics classes. It was by a majority that the respondents in explaining this answer, stated that skills and knowledge developed in job training courses build to training in homemaking.

The groundwork that is laid in Home Economic classes can be used to build or relate to a wage earning program. This groundwork or homemaking background is desirable before entering a wage earning program. The teachers feel that this builds upon basic training from regular homemaking classes. It is the teacher's job to see that they do build and relate to the job for which the student is being trained. The basic motivation is different, however.

In forty per cent of the cases, the objectives of occupational work experiences have specific objectives, (see Figure I) while thirty-three per cent listed general objectives. The objectives include the preparation of the student for the dual role of homemaker and wage earner, qualifications and responsibilities of wage earning, the growth and development of children, and skills in care and guidance for future parenthood.

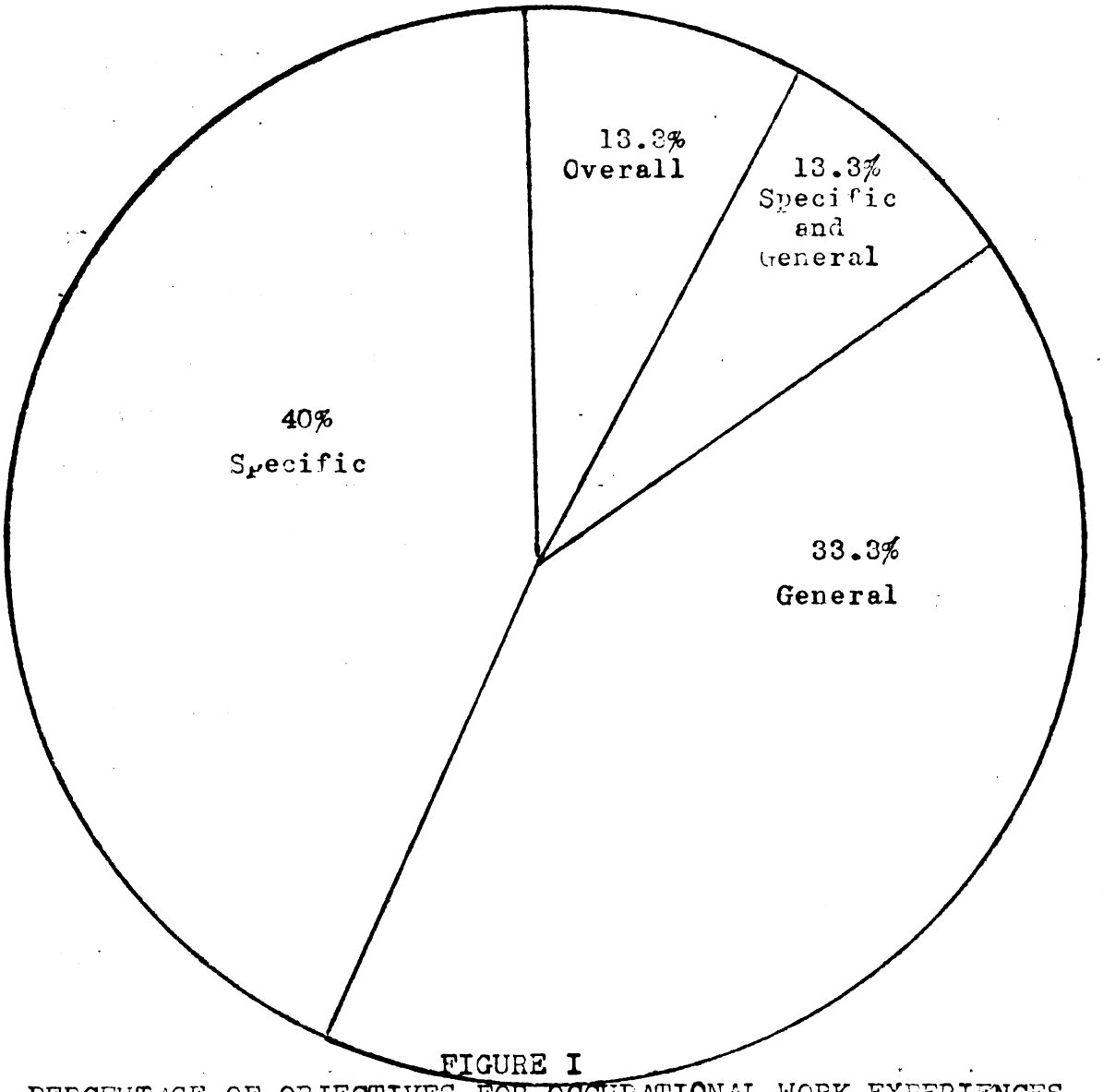

FIGURE I
PERCENTAGE OF OBJECTIVES FOR OCCUPATIONAL WORK EXPERIENCES

The objectives outline briefly the broad concepts of learning that could be included in a job training course. It was necessary for the teachers to select the ideas and experiences that will develop the knowledge and skills needed for successful employability. After the job entry occupations have been determined, a careful job analysis will give an indication of which objectives are the most valuable learnings to be emphasized in the course.

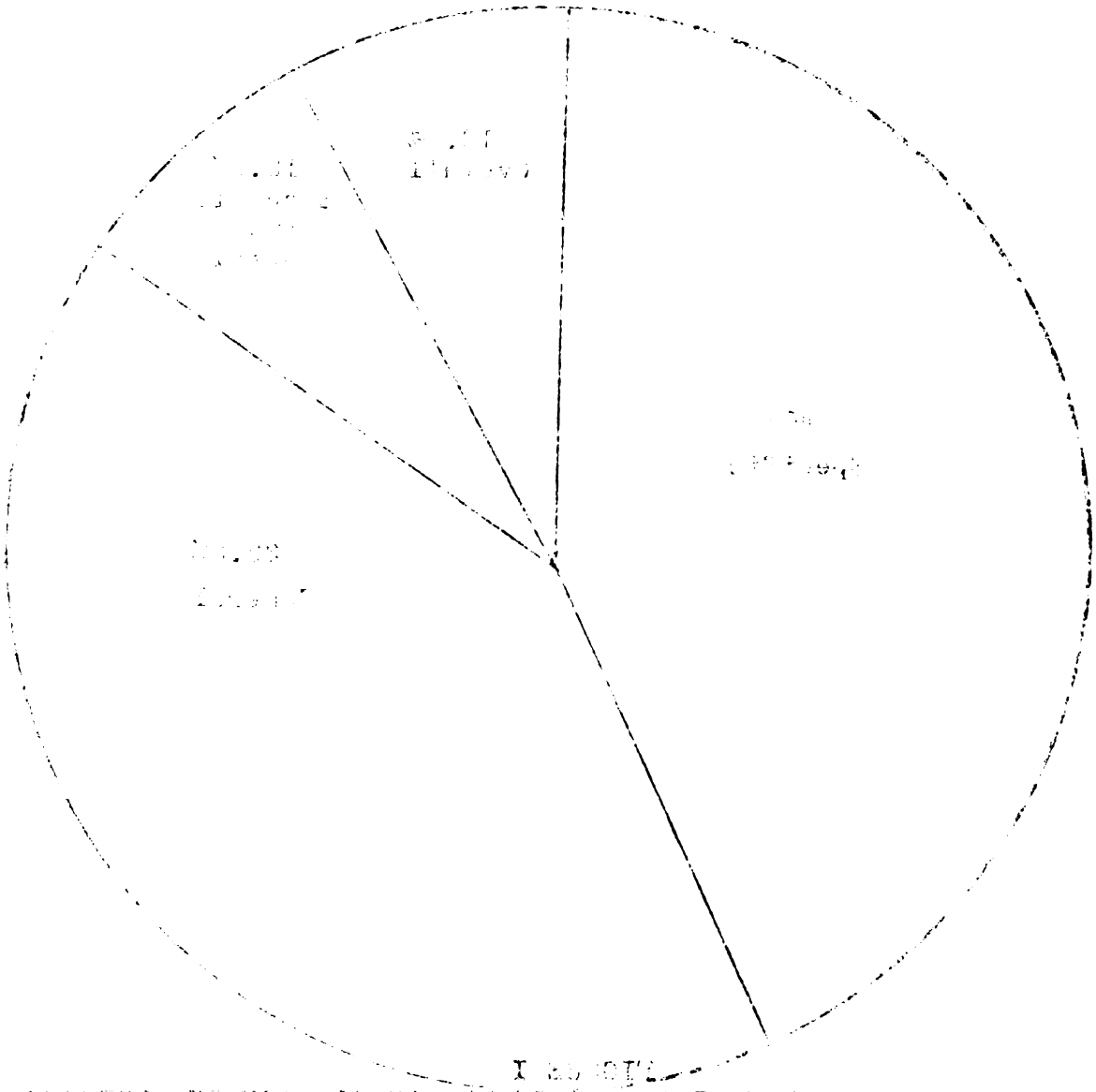

FIGURE I

INCIDENCE OF OBJECTIVES FOR COURSE DEALING WITH MEASUREMENTS

The objectives outline briefly the broad concepts of learning that could be included in a job training course. It was necessary for the teacher to select the ideas and experiences that will develop the knowledge and skills needed for successful employability. After the job entry occupations have been determined, a careful job analysis will give an indication of which objectives are the most valuable learnings to be emphasized in the course.

All respondents felt that occupational work experiences prepare a student for her home and family life as well as for a job. In nine cases the teachers pointed out that the girls in child care areas of training learn skills of patience, maturity, and handling children for the home as well as on the job. Forty per cent referred to more women working; so the skilled learner in job training is applicable to family life.

The program should have a dual purpose. It should prepare the student for gainful financial security by preparing for an occupation, and it should better prepare for motherhood and homemaking. The teacher stresses preparation for work, but the girls need to be aware of the dual responsibility of women today and somehow be prepared to cope with both. Job training should and can help prepare them. In this way, a girl's training enables her to foresee the problems of managing a job plus other duties, the teachers' responses show.

The major areas included in Home Economics in secondary schools are: personal and family relations; home management; consumer competence and responsibility; care and guidance of children; selection and care of the house, its furnishings and equipment; clothing for individuals and families; and food for individuals and families. These multifaceted offerings are fundamental to a program which must develop homemakers who are knowledgeable and skilled in their diversified service to the family. With these major areas covered in class, the respondents felt that the student would have to be

trained for both home and family life as well as a job, because in most cases, the student would have had these classes before entering a job training program.

All home economics teachers now conducting courses in vocational job training expressed that this is of value to the Home Economics curriculum. Their reasons included the need to get orientation for the working world, so that they would better understand money and time management, and to give the non-college bound girl possible training for her future.

Mrs. McDuffee from Bellefontaine, Ohio said, "There is no better way to teach money management and time management; because both of these come to the foreground in job training. Learning values, needs, patience and maturity are easier if a little money is available or connected with it. Being responsible to a job gives a girl better feelings than being responsible to a class."

The teachers reported that job training in the Home Economics curriculum gives a student in a general course definite training rather than graduating from high school without job skills. It definitely fills a need for the girl who is not going to college or working in a secretarial course. Many teachers stated their students have found a new enthusiasm and enjoy this method of learning.

The responses show that the teachers feel some orientation to the working world will help students understand the objectives of the program when they are ready to decide which track to follow.

The respondents felt the value of job training in the Home Economics curriculum to be to train youth and adults for wage earning occupations that require home economics knowledge and skills that lead directly toward employment. These training programs prepare persons to be child care workers, clothing service workers; food service assistants, or homemaker's assistants for home or nursing homes.

3. THE OPPORTUNITIES AND OUTLOOK FOR OCCUPATIONS IN COOPERATIVE EDUCATION:

The number of students enrolled in the cooperative job training program has increased from 153 in the 1965-66 school year to a present total of 369 students in Ohio.

The opportunities are good for many girls who are not going to college and are not sure what they want to do. The scope of home economics offers education for many areas of employment while at the same time, does not de-emphasize the feminine role of being a woman and homemaker. It can help the young girl adjust to the responsibility she will have to face in the next year or two.

Over half of the teachers have just started job training this year in their home economics departments. In these instances, they have not placed girls on jobs prior to this year. This is why they have no basis for answering the question as to the number of students continuing on the jobs they have been trained in after they graduate. Three teachers reported their girls marry after graduation and use their home

and family living skill in their own home. The employers were often discouraging, because after training these girls, the girls would quit work after graduation leaving the employer to start over again.

Twenty-six per cent recorded that their students continue the jobs they have been trained in after they graduated. One teacher respondent had only three out of seventeen girls employed on jobs continue in the same jobs after graduation. The remaining teachers had not kept a record of the students they placed on jobs the previous year in home economics job training.

The opportunities and outlook for occupations in cooperative education seem to be much wider than the area now being covered by the teachers conducting the placements of students on their jobs. The greatest number of jobs the girls were trained for and employed in are the specific areas of child care and food service. There are many other areas in Home Economics that could also have great possibilities for the future students in job training.

CHAPTER VI

SUMMARY AND IMPLICATIONS

SUMMARY

The purpose of this study was to describe the types of plans currently in use for establishing a job training program in Home Economics. The study was to describe the way in which job training reinforces what has been learned in the home economics classes to show the opportunities and outlook for occupations in cooperative education. Thus a study was made of the methods and programs now in operation in the Ohio Vocational Home Economics classes.

In developing this study, a questionnaire was prepared. From this questionnaire evidence was found that supported the objectives of this problem.

Twenty-five high schools have job training for the current 1965-66 programs were used in this study. These involved only the schools in Ohio that were offering vocational home economics at the local school level. Of the twenty-five high schools receiving the questionnaire, fifteen returned a completed questionnaire.

The respondents represented the first or second year of teaching job training in the Home Economics curriculum which was set-up to meet the local school demands.

The plans currently in use in establishing a job training program in Home Economics varies with the communities and the school. The schools have the greatest number of girls employed in the specific areas of child care and food service.

The students chief interests and skills are the primary bases for determining the type of job in which the student will be placed.

Job training is reinforced by what has been learned in the home economics classes. The ground work is laid in the Homemaking classes before the student is placed on the job. In this way the teacher helps to prepare the student for both homemaker and wage earner. The respondents felt that the job training prepares the student for the working world as well as for money and time management, which had previously been taught in class.

In describing the opportunities and outlook for occupations in cooperative education, much more organization is needed. The opportunities and good however, for many girls who are not going to college and are not sure what they want to do. It can help the young girls adjust to the responsibility she will have to face in the next year or two. In many cases the respondents are training the students for jobs that will not adaquately prepare them for a secure future.

IMPLICATIONS

THE results of this research have several implications for the job training program in home economics. The first of these was the fact that the more aware the teacher is of the needs in the community the better prepared she would be to offer training for these types of jobs.

This research indicated the home economics job training would vary within each school system. The job training offered by the school would have to fit the types of students, school and community. The resourse people and the faciliies available for use in starting job training help to decide the types of plans used in setting-up the program. The basis for determining the job placement of the student will again vary with the school and the teacher.

T he results of this research implied that there is a lacking of suitable material for teaching job training. Two possible explanations of these results are that the training is new and printed material is not yet available. A second possible explanation is that the teacher and the community would not be alike in any school system. Material that would meet one teachers needs would not be suitable in another teachers situation. Further investigation needs to be made in this area to determine what material and resources would be suitable for the courses offered in job training.

This research indicated that home economics job training was re inforced in the home economics classes. The ground work that is laid in Home Economics classes can be used to build or relate to wage earning programs. This ground work is laid in the Freshman, Sophmore or Junior year before entering job training. Research has not been done to determine the amount of overlap from the Home Economics classes that is use d in job training.

The results implied that the future of job training is just in its planning stage. This program is needed because of the increasing number of unskilled workers being placed in our social and economic communities. The student if adequately prepared may fit into many of the openings available in the home economics field. It is implied however, that Ohio job training is only filling two of the areas available in the job training program, that of child care and food service.

Indications are that overall enrollments in the home-making programs are continuing to increase in some of the school districts where job training programs were in progress last year. A larger group will be available this year to further check this relationship.

The research implied that the home economics teacher is one of the most important contributions to the program. She is the person who will set up the wage earning program for the school. The teacher will be the person that will reinforce what has been learned in previous home economics classes and she will lead and plan the future success of the program.

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APPENDIX

3607 Shamrock
Toledo, Ohio
November 23, 1966

Dear Home Economist:

Next year 1967-68 Mrs. Mackey, the Assistant State Supervisor for Job Training, hopes to start Job Training in the Toledo School System. Because of this we would like to get help from persons already working in planning of job training programs.

I know you are a very busy person, but I hope you will be willing to answer a few questions for us. Enclosed is a questionnaire about job training. I would appreciate it if you would fill it out, and return it to me in the stamped, self-addressed envelope by December 20, 1966. If for any reason you cannot fill it out please return it in the enclosed envelope.

Thank you, for your time.

Sincerely,

Mrs. Marilyn Schiffer

Mrs. Marilyn Schiffer

QUESTIONNAIRE

1. Do you think that job training experiences build or relate to the training learned in the home economics classes?

____ yes

____ no

explain _____

_____

2. Do job training experiences have a specific, a general or an overall objective?

____ specific

____ general

____ overall

What are your main objectives _____

_____

3. Do job training experiences prepare a student for a job only, or does it prepare her for home and family life as well as a job?

____ job

____ family and job

explain _____

_____

4. Is there any value in having wage earning experiences in the Home Economics Curriculum?

____ yes

____ no

explain _____

_____

5. Do you have suitable material to use in training your students for job training in all areas of Home Economics?

____ yes

____ no

Explain _____

_____

6. Do your students continue on the jobs they have been trained in after they graduate?

____ yes

____ no

Explain _____

_____

7. In what major jobs are your students employed?

a. _____ d. _____

b. _____ e. _____

c. _____ f. _____

8. What is the basis for determining in what type of job your students will be placed _____

_____

_____

_____