

JOB TITLES AND ACTIVITIES OF CLOTHING, TEXTILES
AND MERCHANDISING GRADUATES OF OKLAHOMA STATE
UNIVERSITY, 1964-1973, PRESENTLY EMPLOYED
IN NON-RETAILING CLOTHING AND
TEXTILES POSITIONS

By

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CHAPTER I

INTRODUCTION

The question of what job opportunities are available for graduates with a bachelor's degree is one which has been asked for many years, is still being asked today and will continue to be of major concern as long as colleges and universities exist. A second question which in recent years has become exceedingly more important is concerned with the types of activities or duties which are required of graduates in specific fields of employment and whether the college and university curriculum is relevant to these needs. LeBaron (23) stated that "successful education within any society is keyed to the needs of its members" (p. 635). Students have become emphatically more concerned than in the past about their future as a productive member of society capable of substantially meeting personal needs in a country of vast economic changes. Thus, a need for a strong, advanced educational program as it relates to job opportunity and advancement is clearly evident.

Rapid changes have taken place in recent years toward the prominence and acceptance of women in executive positions in the business world. Women have long dominated the field of home economics, and the role of housewife, cook and seamstress is progressively changing to include that of professional businesswoman. Greene (14) noted that "women have begun to be noticed in the higher business echelons as equal competitors; the

inequality gap is being closed" (p. 1). Through higher education, women are broadening their capabilities and beginning to seek higher level positions and higher salaries.

If this rate of progress is to continue, steps must be taken to re-evaluate the effectiveness of university undergraduate curricula in direct reference to the professional and business world. Peters (29) stressed this idea when she said:

A study of the duties involved in the various textiles and clothing related positions in business and industry is needed to provide data that can be of use to those responsible for curriculum decisions in textiles and clothing and to students aspiring to these positions (p. 7).

Home economics should be a leader in updating curricula, stimulating business cooperation and awakening business to the home economist's potential contributions. The challenge is urgent and ever present.

Since clothing is one of the primary needs of the individual, clothing, textiles and merchandising graduates possess a wealth of knowledge which is directly related to many fields of employment. Undergraduates need to know what varied job opportunities are available to them with a major in clothing, textiles and merchandising and the activities of persons in different occupational fields related to clothing, textiles and merchandising.

Presently, two degree options are offered in the Clothing, Textiles and Merchandising Department at Oklahoma State University: (1) clothing and textiles and (2) fashion merchandising. The clothing and textiles option which emerged from two previous options, apparel design and textile science, basically emphasizes clothing construction, fashion design and textiles. The fashion merchandising option basically emphasizes merchandising principles while providing a general background in cloth-

ing and textiles. Either of these options may be combined with home economics education to meet the requirements for teacher certification.

Considerable research has been conducted regarding fashion merchandising competencies and curriculum revisions have been made as necessary (15). Thus, efforts are being made to meet the needs of students and potential employers.

✱ However, very little research has been conducted in non-retailing clothing and textiles related career areas. Research is needed to determine whether courses required under the present clothing and textiles option are meeting the needs of graduates who are employed in non-retailing clothing and textiles related positions.

Statement of the Problem

The purpose of this descriptive study was to identify job titles and activities of clothing, textiles and merchandising graduates from Oklahoma State University, 1964-1973, employed in non-retailing clothing and textiles related positions and to collect reactions from these graduates concerning their undergraduate curriculum.

Objectives

Specific objectives of this study were:

- 1) to identify non-retailing clothing and textiles related positions currently held by clothing, textiles and merchandising graduates from Oklahoma State University, 1964-1973,
- 2) to describe selected characteristics of these positions and of the persons holding them,
- 3) to collect reactions from these graduates concerning their

undergraduate curriculum, and

4) to draw implications for undergraduate curricula (clothing and textiles option) at Oklahoma State University based on the responses.

..... Assumptions

Several assumptions considered basic to this study were:

1) occupation information is a valid basis for curriculum evaluation in higher education,

2) clothing, textiles and merchandising graduates employed in non-retailing clothing and textiles related positions know and can state the activities involved in their positions, and

3) clothing, textiles and merchandising graduates employed in non-retailing clothing and textiles related positions can make valid judgments, based on their experience, concerning the effectiveness of their undergraduate education in meeting the needs for their positions.

Limitations

The study was limited in the following ways:

1) the size of the final sample was small due to the difficulty in locating graduates in clothing, textiles and merchandising from Oklahoma State University, 1964-1973, currently employed in non-retailing clothing and textiles related positions,

2) the clothing and textiles concepts covered in the questionnaire represented only those clothing and textiles courses required under the present clothing and textiles option at Oklahoma State University, and

3) the list of activities obtained in the study was representative of only those non-retailing clothing and textiles related positions currently held by the 22 respondents.

CHAPTER II

BACKGROUND FOR THE STUDY

Rapid changes are taking place in the world which directly affect each individual and society as a whole. Our country has met with inflation and fought for the survival of the "American" way of life through the ecological crisis. Women increasingly are finding it necessary to work outside the home to maintain the family's normal standard of living, and average salaries for women are steadily increasing as more and more job opportunities are becoming available to them. Women have a longer life span than men, and society has begun to change its sex role expectations to meet its ever changing needs. Koontz (22) stated, "the great trend toward women's working outside the home has heightened the importance of home economics, but it also calls for refocusing of home economics in the schools, colleges, and even in extension work"(p. 588). With these and other changes in society, the challenge for home economics was never greater nor more urgent.

The Need for Change

The challenge of change to meet the need for survival is of great concern to those in the area of education. Mangel (25) reminded the educators in the clothing, textiles and merchandising field of this need in 1966 when she stated that, "only those disciplines which have emerged as mature and well defined fields of knowledge and which have significant

relevance for the education of young people for the future will endure in the university setting"(p. 3). Blackwell (4) reinforced this opinion when he said, "the place of home economics in American society will be directly determined by the extent to which it serves"(p. 449). The question arises as to whether higher education in clothing, textiles and merchandising is meeting the needs of its students. Are these students becoming prepared to face the challenge of a new profession in a society which in the past has been essentially dominated by men? Mangel (25) stressed that, "a profession may be mature and relevant to the society it serves, but it is not apt to be recognized as such if it is not effective"(p. 4). Therefore, home economics must remain alert to the changes in society and learn to change with it. Through being abreast of these changes in society, clothing, textiles and merchandising educators must somehow make subject matter more effective and relevant in a professional setting. Tyler (32) spoke of relevancy in the curriculum and the need for a futuristic approach in his comment, "a school or college in developing its curriculum will need to examine carefully current changes in the world, particularly those that have direct implications regarding developing needs and opportunities"(p. 531).

However, this concept is not new to those in the education field. The problem as well as the challenge of curriculum development and re-evaluation has been a matter for consideration since education began. The interest in having college graduates evaluate their courses in home economics has been noted as far back as 1917 (30). Virginia Trotter in explaining job and priorities stated, "Until recently we were continually addressing immediate problems. Now we realize that we need more data that can help us predict future educational needs"(5, p. 49). One

primary and effective method of course evaluation has proven to be the evaluation of the job status of graduates and their satisfaction with or suggestions for the undergraduate program (1) (8) (14). Abshier (1) recognized this concept in her study of the opinions of graduates of Stephen F. Austin State College regarding the clothing and textiles program when she said, "In order for the goals of education to be met in this age characterized by rapid change and an explosion of knowledge, educators need to constantly evaluate or assess what is being taught" (p. 3). Hancock and Bell (16) saw the need to include the views of present as well as past students in assessing the curriculum as it relates to needs. They went further to include the valuable views of employers when they said, "Employers are able to offer meaningful comparisons of the capabilities and weaknesses of graduates from a number of colleges"(p. 8).

It is the task of those concerned with curriculum development in clothing, textiles and merchandising, if it is to continue to be an effective field of study in preparation for the professional world, to take a thorough, critical and objective look at the trends in education and society as a whole, the goals for the future and the potential job opportunities and specific activities of their students as professionals. The reactions of graduates and the comments of the executives in related professional fields concerning their attitudes toward clothing, textiles and merchandising graduates must be a vital consideration in a completely objective curriculum evaluation. Through these reactions, curricula will continue to change to better meet the needs of college students as they prepare for their professional futures.

Toward a Philosophy

Creekmore (9) focused on the two philosophies in education: the vocational philosophy and the university philosophy. Under the vocational philosophy, the curriculum tends to "include only that part of the possible content which has direct relevance to the intended vocational goals" (p. 90). The university philosophy, on the other hand, tends to "emphasize the search of theoretical relationships within segments of the subject matter and the area as a whole" (p. 90).

Creekmore (9) believed that home economics education has become too specialized. Strain (31) reinforced this idea and warned that home economists are pushing themselves out of jobs because they are "working in a narrow area of responsibility" (p. 51). Mangel (25) provided insight into home economics as a profession:

Professions which truly require college preparation are dependent on a body of ideas and principles from some basic fields of knowledge. The student must become aware of dependence of the profession on this body of knowledge and principles and he must develop some ability in relating it to problems in the vocational field, if his practice of the profession is not to become that of a technician who could have been trained in a matter of a few weeks (p. 3).

Collen (8) surveyed catalogues from five colleges and universities to determine what types of clothing and textiles courses were being offered in 1967. She found that clothing and textiles offerings reflected the belief that focus should be placed on broad concepts and on principles rather than on specific facts and skills.

Bates (11) expressed an opposing view in her comment at the Eleventh Lake Placid Conference when she said, "In our urgency to intellectualize our discipline, we have forgotten that perhaps it is our skills that make us different" (p. 10). She suggested that perhaps a new approach

to skills or new skills is essential to future growth, but that skills are a vital part of home economics.

The future of home economics was again given consideration during the 1973 American Home Economics Association (AHEA) annual meeting. At that time, a Delphi study was conducted in an attempt to determine long-range future trends in home economics. A questionnaire of 71 statements was derived from the comments of a representative group of 25 home economics leaders. Members of the Assembly of Delegates responded to the questionnaire in a two-round series as designated under the Delphi Technique. For each statement, respondents were asked to indicate by single digit (0-9) their level of agreement as to the desirability of the statement in one column and their belief as to the probability of the prediction occurring by 1983 in a second column. The responses were computed to provide median, upper quartile and lower quartile scores for each statement in each column. The statements were divided into seven categories: (1) content and organization of knowledge, (2) education, (3) research, (4) business and industry, (5) government and international, (6) health, wealth, and other systems for meeting human needs, and (7) other.

Four statements considered most relevant to this study are presented below (24):

- 1) The statement that more attention should be given to defining the major and relevant concepts for each subject matter within home economics was moderately desirable and also moderately probable.

- 2) The statement that more attention should be given to integration of knowledge from several disciplines than to strong specialization was moderately desirable and also moderately probable.

3) The statement that home economics should seek an increased (or stronger) role as a link between business and the consumer was highly desirable and only moderately probable.

4) The statement that attention should be given to development of a continuous system for critical examination and renewal of the profession was highly desirable and only moderately probable.

The above study and others which deal with curriculum development, relevancy and future trends is an indication that home economics is definitely concerned with its role in education and its role in society.

Profile of Home Economists

What jobs do home economists hold? How much do they earn? What is their educational background? These are questions which might be asked in considering the future of home economics as a profession.

Considering all areas of home economics, the Occupational Outlook Handbook (34) stated that the primary function of home economists is "improving products, services, and practices that affect the comfort and well-being of the family"(p. 241). In 1970, approximately 105,000 persons were employed in home economics occupations. In a survey conducted by the National Educational Association in that same year, it was found that the starting salary for beginning high school teachers with a bachelor's degree ranged from \$6,800 to \$7,200 depending upon the size of the district. The median salary of home economics instructors teaching in colleges and universities was about \$8,360 a year.

Average annual salaries received in the Cooperative Extension Service ranged from \$7,000 to \$13,400 depending upon educational background and experience (34).

Most home economists worked a regular 40-hour week or less while a few, especially teachers and extension workers, worked longer hours (34).

In 1973, the American Home Economics Association (AHEA) conducted a survey to collect facts about the earnings, education and ages of its members (24). Information was obtained through the responses of 16,889 members to a mailed questionnaire. The results of the survey indicated that more than 58 percent of AHEA members were earning between \$10,000 and \$20,000 a year with the median salary for members with a bachelor's degree of \$10,282, a median salary of \$13,027 for those members with a master's degree and a median of \$16,714 for those members with a doctor's degree. Fewer than two percent of the members were earning more than \$25,000 and 36 percent were earning under \$10,000. The highest paying jobs, those of \$25,000 a year and up, were primarily in business and government or in colleges and universities.

More than one-half of AHEA members (53.4 percent) held only a bachelor's degree, 37 percent held a master's degree and approximately six percent held a doctor's degree. Since 1962, there had been an increase in the number of members holding advanced degrees. Results also indicated that 40 percent of the AHEA members were 35 years of age. Ages ranged from under 25 to over 65.

Image of Home Economists

Marshall (26) viewed the home economist of the past, during the twenties, thirties and forties, as a kind of "super homemaker who was offered both the status of a profession and an education geared toward becoming a better wife and mother"(p. 9). During the middle fifties

when vast changes began to take place in the job market, the need for professional home economists and curriculum relevant to changes in society were evident. Functional courses began to appear and an increased emphasis on professional competence was felt.

These changes began twenty years ago, but the impact is still as great. While there may be some transfer of training to homelike situations, that is far from the primary objective of home economics. Inman (20) stressed that those who have a hand in training today's graduates need to find ways to help them become as "employable" as possible. Other disciplines have begun to compete with home economics and to provide the services for which home economists have long been considered responsible.

An assessment of the public image of home economists based on the open-end responses to a 1971 Home Economists in Business (HEIB) survey to which 870 persons responded was conducted (18). The study indicated that the majority of respondents were concerned that the current image of home economics is a poor one that needs upgrading and updating. HEIB members also indicated a feeling that home economists were not meeting the needs of the consumer because they have a narrow vision, are too idealistic, have a naive view of business and an unrealistic approach to today's homemaking problems. One group of respondents placed responsibility with the employers to recognize that the home economists are business women with added skills, while another group felt that HEIBs should work on updating their skills and becoming professional.

It seems apparent that the image of home economists, regardless of the area of specialization, is not consistent. The image of home economists relies heavily on businesses, industry, students and consumers

becoming aware of the contributions that home economists can make, but it is the responsibility of each home economist to do her part for society and her profession in an effort to project a worthwhile image. Strain (31) expressed the opinion that all home economists should publicize successful case histories so that their usefulness as profitable employees can be fully appreciated. He also stressed that management is influenced by success or failure of what was done yesterday. Inman (20) reinforced this opinion in her comment that "home economists who are well prepared for a position benefit the profession as a whole and make the way easier for others to obtain work"(p. 29).

It is the responsibility of education to meet the needs of its students by offering the kind of information they need to know in order to be qualified to hold specific positions within the major area of specialization. Through research, the types of positions available, specifically for clothing, textiles and merchandising students, and the characteristics and qualifications of these positions can be identified.

Related Research

The purpose of a study by Clemens (7) was to ascertain how home economists currently employed in various business positions evaluated the adequacy of their college preparation and to seek suggestions for ways to improve the curriculum. A proportionate stratified random sample drawn from the members of the Home Economists in Business Section of the American Home Economics Association in 1970 comprised the sample. A mailed questionnaire was used to collect information for the study. Three null hypotheses were tested: (1) The proportion of respondents who rate their undergraduate education as very adequate or adequate is

not significantly less than 50 percent; (2) The proportion of respondents who were very satisfied or satisfied with their choice of major in home economics is not significantly less than 50 percent; and (3) There is no difference of opinion between home economists in various business classifications concerning the helpfulness of specified home economics and related subject-matter areas to the professional work. Information about the educational background and professional work, and responses to statements about the business home economists' professional role were also obtained. The first two hypotheses were upheld by the data. The various business classifications differed significantly in their opinions concerning the professional helpfulness of 21 of 34 subject-matter areas listed. Findings revealed an expressed need for increased emphasis in the following areas: home economics in business, speech, equipment, internship (on-the-job experience), consumer economics, business, advertising, journalism, experimental foods and marketing. Less emphasis was indicated for child development, clothing construction, clothing selection, biological sciences, textiles, family relations and sociology. These findings reflect the influence of the foods and home service economists, who constitute the majority of the membership of home economists in business. Courses rated as "very helpful" and suggested improvements to the curriculum offered by the home economists emphasized the need for courses in communications, business and the home economics area of professional specialization. The majority of respondents agreed upon interpreting consumer needs as being the basic function of the home economist.

Although the Clemens study was concerned with all home economists in various business positions and did not give particular attention to

non-retailing clothing and textiles related positions, it did point out the need for curriculum re-evaluation based on professional needs.

Strain (31) sought to determine why businesses need a home economist, what qualifications are considered in hiring a home economist, how the home economist's talents are used, why a business does not maintain a home economist and how the home economist in business can become more valuable as an employee. He found that a business may need a home economist for any or all of six reasons: (1) to make a profit, (2) to increase sales, (3) to meet competition, (4) to handle consumer matters, (5) to achieve more efficiency at lower cost and (6) to repeat previous successes experienced with other home economists. He found that people in business consider teaching home economics in high school an excellent preparation for a career in business due to the added subject matter acquired through teaching. However, fewer graduates in recent years are teaching before entering business fields. The courses outside the realm of clothing, textiles and merchandising listed as valuable to a home economist in business were ranked according to priority as follows: introduction to business, salesmanship, business writing, marketing, public speaking, principles of economics and introduction to psychology. Strain (31) also noted that home economists are occasionally supplemented or replaced by other employees with less technical training indicating that business management as a whole is not yet sold on the necessity of college preparation for the fulfillment of required duties.

* Within the realm of clothing, textiles and merchandising, retailing has been one area most frequently occupied by women in executive positions. According to Greene (14), "Merchandising offers not only a great number of executive opportunities but also the possibility for rapid

advancement into such positions" (p. 3).

In a study by Gillespie (13), 144 senior executives in 84 retailing organizations in 36 states responded to a questionnaire designed to determine what course of studies, in their opinions, would best prepare inexperienced retailers for that field. It was found that the educational background of the individual executives affected their judgments as to what knowledge was considered essential for people entering the retailing field. From a list of 81 course-areas, the executives were asked to rank each course as "essential," "desirable" or "of little value." Executives placed emphasis on specialized knowledge in retailing, mathematics, human relations, communications and general subjects. The ironic result of the study was that the retailing executives expressed negative attitudes toward retailing as a field of study and positive attitudes toward retailing course-areas as they related to essential knowledge for young potential retailers.

Greene (14) conducted a study to identify and describe the job status of clothing, textiles and merchandising graduates from Oklahoma State University, 1961-1970, who were employed in the field of merchandising. A mailed questionnaire was used to obtain data from the 25 graduates used in the study. The questionnaire consisted of questions related to responsibilities, individual job factors and store information. Each respondent was asked to indicate her employing store's job title hierarchy. From this information, the women were ranked as either Management Level I, II or III employees. All responding graduates had been employed seven years or less and the majority worked in midwest department stores. Most had participated in a training program. Most of the graduates were employed in large stores of annual dollar volume

of more than \$1,000,000. The total yearly earnings for the group varied with the largest number falling in the \$6,000-\$8,000 per year range. Responsibility for all three levels involved training and supervision of subordinates.

The following conclusions were drawn from the study:

- 1) Better opportunities for higher salaries and advancement in the field of merchandising seem to be found outside the state of Oklahoma.
- 2) Job titles in stores are inconsistent.
- 3) Progression on job title hierarchies in stores relies on length of employment as does salary.
- 4) Salary earned by women in merchandising in stores with a training program is greater than salary earned by women in stores without a training program (14, p. 46).

Very little research concerning job status and potential opportunities has been conducted specifically in the area of non-retailing clothing and textiles related positions. Clothing and textiles majors are often directed into fashion designing or textile research, yet there are many other positions which fall between these two extremes. Woods (36) conducted an exploratory study to investigate the relative prestige of professional occupational titles of female home economists in business and the relationship of certain prestige factors to the major areas of study selected by prospective home economists. The clothing and textiles related titles given a rating of "good" or "excellent" were: (1) fashion designer, (2) interior designer, (3) clothing designer, (4) fashion editor, (5) fashion illustrator, (6) textile designer, (7) costume designer, (8) fashion coordinator and (9) research specialist. Other opportunities for clothing and textiles majors may be found in fashion promotion, pattern drafting, consumer studies, extension or adult teaching or high school teaching.]

Collen (8) sought to obtain information about the clothing and textiles knowledge needed by employed home economists in their present position and the adequacy of their college preparation to meet these needs. A questionnaire was mailed to all graduates in home economics who were employed in various types of positions. Of the 122 employed respondents, 74 were home economics teachers, 15 were home agents and 33 were employed in other types of positions some of which were unrelated to clothing and textiles positions. Respondents were asked to check the items listed as to the amount used in the present employment. The four categories were: (1) selection, (2) construction, (3) consumption and (4) understanding clothing and life.

Specific needs for knowledge in clothing and textiles as reflected by the use made of information in present employment were revealed by the respondents as follows:

- 1) A majority used information concerning selection of clothing and textiles, care and maintenance, clothing construction and textiles.

- 2) Less than half used information concerning alterations in ready-to-wear, flat pattern techniques, clothing industry and production factors, creative design and technique experimentation.

The main activity in the clothing and textiles area of teachers responding was clothing construction. In general, the respondents indicated that their college preparation had been adequate to meet the clothing and textiles needs in their present positions. More training in teaching people how to sew was the suggestion given most often for improving college preparation. The second most often given suggestion was learning how to make alterations and to fit patterns for other people. Need was expressed for more preparation in socio-psychological

aspects of selection including (1) influence of groups, personality and effect of advertising, (2) economic aspects of clothing, (3) managerial areas of money management, sewing methods determined by fabric used, short-cut methods and techniques experimentation and (4) aesthetic areas of creative design, problems of fit and tailoring. Over one-half felt that principles had received more emphasis than skills in the college clothing and textiles courses they had taken.

Abshier (1) conducted a study to determine the extent to which the clothing and textiles program at Stephen F. Austin State College contributed to the goals of the home economics program and the extent to which it reflected current trends in clothing and textiles. The sample included all graduates who received a bachelor's degree from Stephen F. Austin State College with a major in home economics, 1960-1966. A questionnaire was mailed to 113 graduates with a return of 65 usable questionnaires. The group of 65 respondents were divided into two groups: Group I, 31 respondents graduating between 1960 and 1963, and Group II, 34 respondents graduating in 1964, 1965 and 1966. Approximately one-third of the total group were homemaking teachers and one-third were full-time homemakers. Twenty-eight percent were employed in positions other than home economics and six percent were in home economics related professions. The responses to statements categorized under five trends in clothing and textiles were used as one evaluative device for judging the offerings of the clothing and textiles program. The five trends were: (1) Emphasis is being placed on the sociological and psychological aspects of clothing and textiles; (2) The cultural and aesthetic aspects of clothing and textiles are receiving more emphasis; (3) Consumer education is being emphasized; (4) Creativity,

experimentation and principles are being emphasized rather than the development of skills; and (5) Self-instruction and independent study. The responses to the first three trends indicated that the trend was not considered adequately met. There was no conclusive support for the adequacy of either of the last two trends. Less than 50 percent of the total group indicated a need for the ability or information relating to the six home economics goals. The personal goal indicated as needed by the largest percentage of the total group was consumer buying. The goals of general education were: (1) challenge to do critical thinking, (2) incentive and freedom to develop creative abilities, (3) competency in problem solving, (4) ability to make wise decisions and (5) responsibility for self-evaluation and continuing self-instruction. Goals 2, 4 and 5 were ranked as adequate while Goal 1 and Goal 3 were ranked as inadequate.

The participants were asked to respond to four open-end questions concerning the strengths and weaknesses of the program and suggestions for improving it. Strengths that were cited dealt with information and skills, adequate instruction, guidance and supervision, effective teaching methods and adequate facilities. With reference to the curriculum of the program as a whole, it was thought to be adequate and not repetitious. Those weaknesses not classified in any instance as a strength were concerned with the following aspects: (1) the cultural aspects of clothing and textiles, (2) socio-economic theories, (3) fashion and its relation to clothing and textiles, (4) creating personal designs and (5) pattern making. Lack of teacher motivation and a wider variety of course offerings were also considered weaknesses.

Peters (29) conducted a study designed to obtain information

[relative to the employment of home economists in clothing and textiles related positions in business and industry. The sample consisted of those members of the Textiles and Clothing Section of AHEA listed in the professional sections, Home Economist in Business, Research or Health and Welfare, who were presently employed in clothing and textiles related positions in business and industry. Data were obtained through a mailed questionnaire. The findings indicated that clothing and textiles related positions were identified in nine types of workplaces with larger numbers of positions located in retailing and manufacturing establishments. These workplaces were located in 36 of the 52 states with more than one-third located in the state of New York. Slightly more than one-third of the workplaces provided training programs in which respondents participated. Participation was required in most on-the-job training programs.]

The sample was composed largely of younger home economists. The sample was composed of equal numbers of married and single home economists. Few of the respondents had earned a master's degree. Most respondents participated in an on-the-job work-study program.

The majority of respondents considered a college program in clothing and textiles essential or desirable to their present position.

Direct consumer services and keeping up-to-date with new developments in the field were responsibilities of all home economists in clothing and textiles related positions in business and industry. Practically all home economists in the sample expected recent graduates to be able to update their knowledge of clothing and textiles.

Summary

With the vast changes occurring in society and education, the need to determine the relevancy of university clothing and textiles curriculum in relation to the demands of society and the specific needs of the students is a major concern to all who are responsible for curriculum development. Research is being conducted to help identify characteristics of home economists, and specifically, characteristics of clothing and textiles graduates and their employment needs. One way to determine this is to question graduates about their job activities and their undergraduate curriculum as it relates to the types of jobs they hold.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this descriptive study was to identify job titles and activities of clothing, textiles and merchandising graduates from Oklahoma State University, 1964-1973, employed in non-retailing clothing and textiles related positions and to collect reactions from these graduates concerning their undergraduate curriculum. To accomplish the objectives of the study, employment data concerning these graduates and responses concerning undergraduate curricula were collected and analyzed.

The Sample

The initial sample included all students who received a bachelor's degree in clothing, textiles and merchandising from Oklahoma State University, 1964-1973. Names and addresses of these graduates were obtained from the clothing, textiles and merchandising department files.

Each of the 329 graduates was mailed a cover letter, a return envelope and a brief questionnaire designed to collect information concerning their current employment, correct mailing address and telephone number. (See Appendix A, page 70.)

A total of 127 usable responses were returned. Ninety-five questionnaires were returned indicating an incorrect address and 107 questionnaires were never returned. Of the graduates responding, 39 indicated that they were currently employed in retailing positions, 30

indicated that they were currently employed in positions unrelated to clothing, textiles and merchandising, and 27 indicated that they were currently unemployed. Thirty-one indicated that they were currently employed in non-retailing clothing and textiles related positions and the final sample consisted of these 31 graduates. (See Table I.)

Each of the 31 graduates who was currently employed in a non-retailing clothing and textiles related position was mailed a second cover letter explaining the nature of the study, a return envelope and a questionnaire. (See Appendix B, page 72.)

A total of 22 (70.97 percent) usable responses were returned, one questionnaire was returned indicating an incorrect address and eight questionnaires were never returned. A follow-up postcard was mailed to the eight graduates who had not returned the questionnaire, but none of them responded.

The Questionnaire

The questionnaire was designed to (1) identify the titles of the non-retailing clothing and textiles related positions held, (2) describe selected characteristics of these positions and the persons holding them, (3) determine job activities performed and (4) collect information concerning undergraduate curricula for the clothing and textiles option at Oklahoma State University. (See Appendix B, page 72.) The Oklahoma State University Catalog 1973-74 (28), and the questionnaires used in the studies by Greene (14), Hively (19) and Peters (29) were used as references in developing the questionnaire for this study. The questionnaire was pre-tested by other clothing, textiles and merchandising graduate students in an attempt to check clarity and approximate length

TABLE I

CURRENT EMPLOYMENT OF 127 CLOTHING, TEXTILES AND
MERCHANDISING GRADUATES BY YEAR OF GRADUATION

Year of Graduation	CTM Related Positions		Positions Unrelated to CTM		Unemployed		Total (N=127)
	Non-Retailing (N=31)	Retailing (N=39)	Previously Employed in CTM (N=17)	Never Employed in CTM (N=13)	Previously in CTM Related Positions (N=15)	Never in CTM Related Positions (N=12)	
1964	3	1	1	1	2	1	9
1965	1	1	2	0	1	0	5
1966	5	0	0	0	0	0	5
1967	1	1	0	1	3	0	6
1968	2	0	2	2	0	0	6
1969	3	5	1	0	2	3	14
1970	2	4	2	3	0	0	11
1971	5	5	4	2	1	3	20
1972	4	7	1	2	5	2	21
1973	5	15	4	2	1	3	30
Percentage	24.4	30.7	13.4	10.2	11.8	9.5	100

of time required for completion and revisions were made.

..... Analysis of Data

The responses from the 22 returned questionnaires were compiled and analyzed. Simple numerical computations and percentages were used in the analysis of data.

CHAPTER IV

FINDINGS AND ANALYSIS

The findings of this descriptive study are presented and analyzed in this chapter. Data reported were based on responses of 22 clothing, textiles and merchandising graduates from Oklahoma State University, 1964-1973, employed in non-retailing clothing and textiles related positions.

The Sample

The initial sample consisted of all students who received a bachelor's degree in clothing, textiles and merchandising from Oklahoma State University, 1964-1973. A preliminary cover letter and a brief questionnaire were mailed to each of the 329 graduates identified to determine their current employment.

Responses were received from 127 (38.6 percent) of the 1964-1973 graduates. The information obtained through the questionnaire was used only to identify the type of employment of these graduates. Of the 127 respondents, a total of 100 (78.7 percent) were employed. Of the graduates responding, 31 (24 percent) were employed in non-retailing clothing and textiles related positions and 39 (30.7 percent) were employed in retailing positions. Thirty respondents (23.6 percent) were employed in positions unrelated to clothing, textiles and merchandising. Of these 17 (13.4 percent) had previously been employed in clothing, textiles and

merchandising related positions and 13 (10.2 percent) had never been employed in a clothing, textiles and merchandising related position. Of the respondents, 27 (21.3 percent) were unemployed. Fifteen (11.8 percent) of these had previously been employed in clothing, textiles and merchandising related positions and 12 (9.5 percent) had never been employed in clothing, textiles and merchandising related positions. (See Table I, page 25.)

The final sample consisted of the 31 clothing, textiles and merchandising graduates who indicated on the preliminary questionnaire that they were currently employed in non-retailing clothing and textiles related positions. A second cover letter and questionnaire were mailed to each of the 31 graduates. This questionnaire was designed to (1) identify the titles of the non-retailing clothing and textiles related positions held by the respondents, (2) describe selected characteristics of these positions and the persons holding them, (3) determine job activities performed by these persons, and (4) collect information concerning undergraduate curricula for the clothing and textiles option at Oklahoma State University.

A total of 22 (70.97 percent) graduates returned the questionnaire. The main body of data reported in this study concerns the responses of the 22 graduates employed in non-retailing clothing and textiles related positions.

Characteristics of Respondents

Each of the 22 respondents employed in non-retailing clothing and textiles related positions was asked to supply information concerning her marital status, number of children, undergraduate degree option and

date of graduation.

More than two-thirds (68.18 percent) of the 22 respondents were married. Three-fourths (77.27 percent) of the respondents had no children, while three of the five respondents who had children had only one child each. (See Table II.)

TABLE II
CHARACTERISTICS OF 22 RESPONDENTS

Marital Status of Respondents	Number	Percent
Single	5	22.73
Married	15	68.18
Divorced	2	9.09
Widowed	0	0.00
Children of Respondents		
Do you have children?		
Yes	5	22.73
No	17	77.27
Number of children of 5 respondents:		
One	3	60.00
Two	1	20.00
Three	1	20.00

One-half of the respondents completed requirements for graduation under the fashion merchandising degree option. Only seven (31.82 percent) of the respondents completed requirements for graduation under the clothing and textiles degree option, and the remaining four (18.18 percent) graduates majored in clothing, textiles and merchandising and home economics education. (See Table III.) The majority of those responding had graduated since 1970. This is probably due to the inaccessibility of correct addresses for many students who graduated earlier.

Employment Data

The 22 respondents were asked to supply employment information which would identify characteristics of their positions.

Job Title

Respondents were asked to indicate their job titles. Seven (31.82 percent) indicated that they were employed in positions related to education although each of the seven indicated a different job title. Four (18.18 percent) respondents indicated that they were employed in positions related to design. Two (9.09 percent) respondents were employed with the cooperative extension service either as a county agent or as a state specialist. Two (9.09 percent) respondents indicated job titles in the area of publications. Seven (31.82 percent) respondents indicated job titles which were grouped under the heading "other" due to the variety of titles listed. (See Table IV.)

Location of Employment

The respondents were asked to state the location of their employment.

TABLE III
 UNDERGRADUATE DEGREE OPTION AND DATE
 OF GRADUATION OF 22 RESPONDENTS

Undergraduate Degree Option	Number	Percent
Fashion Merchandising	11	50.00
Textile Science and Apparel Design	7	31.82
Clothing, Textiles and Merchandising and Home Economics Education	4	18.18
Date of Graduation		
1964	2	9.09
1965	1	4.55
1966	3	13.64
1967	1	4.55
1968	1	4.55
1969	1	4.55
1970	2	9.09
1971	3	13.64
1972	3	13.64
1973	5	22.73

TABLE IV
JOB TITLES OF 22 RESPONDENTS

Job Title	Number
Education	
High School Home Economics Teacher	1
High School Distributive Education Coordinator	1
Clothing Teacher	1
Sewing Teacher	1
College Instructor	1
Fashion Merchandising Instructor	1
Fashion Design Instructor	1
Design	
Clothing Designer	2
Colorist/Stylist of Fabrics	1
Interior Designer	1
Extension Service	
Extension Home Economics Specialist - Clothing and Textiles	1
County Home Economist	1
Publications	
Pattern Company Managing Editor - Educational Publications	1
Staff Writer - Youth Editor	1
Others Listed	
Fitter and Seamstress - Alterations	1
Consumer Affairs Consultant	1
Sales Promotion and Advertising Manager - Department Store	1
Assistant Personnel Director - Department Store	1
Assistant to Vice-President - Manufacturing Company	1
Wholesale Sales	1
Owner of Carpet Company	1

Nineteen different cities were listed. The nineteen cities were grouped into six categories according to size. One-half of the respondents indicated that they worked in cities of more than 100,000 population. Nearly one-third (31.82 percent) of the respondents worked in cities with a population of less than 25,000.

The 22 respondents worked in 12 different states with more than three-fourths (81.82 percent) working outside the state of Oklahoma. More than one-fourth (27.27 percent) were working in the state of Texas. (See Table V.)

Length of Employment

Most of the 22 respondents (77.27 percent) had been employed for seven months to three years. One respondent had only been employed for two days and one had been employed for approximately seven years. (See Table VI.)

Work Hours Per Week

More than two-thirds (68.18 percent) of the respondents worked 40 hours per week or more. One respondent worked 40 hours per week only five times a year and also held another part-time job. Three of the six respondents who indicated that they worked 30 to 39 hours per week were employed in the area of education. The one respondent who worked less than 20 hours per week was owner of her own business. (See Table VII.)

Annual Salary

Respondents were asked to indicate approximate annual salary for the non-retailing clothing and textiles position they held. The mean

TABLE V
LOCATION OF EMPLOYMENT OF 22 RESPONDENTS

Location	Number	Percent
Size of Cities by Population		
Less than 25,000	7	31.82
25,000 - 49,000	2	9.09
50,000 - 99,000	2	9.09
100,000 - 499,000	4	18.18
500,000 - 999,000	4	18.18
More than 1,000,000	3	13.64
States		
Texas	6	27.27
Oklahoma	4	18.18
Arkansas	2	9.09
Kansas	2	9.09
California	1	4.55
Georgia	1	4.55
Illinois	1	4.55
Louisiana	1	4.55
Massachusetts	1	4.55
Missouri	1	4.55
Nebraska	1	4.55
New York	1	4.55

TABLE VI
APPROXIMATE LENGTH OF EMPLOYMENT IN PRESENT
POSITION OF 22 RESPONDENTS

Tenure	Number	Percent
6 months and under	4	18.18
7 months - 1 year	9	40.91
13 months - 3 years	8	36.36
Above 3 years*	1	4.55

*One respondent had been employed approximately seven years.

TABLE VII
HOURS WORKED PER WEEK BY 22 RESPONDENTS

Number of Hours	Number	Percent
Less than 20	1	4.55
20 - 29	0	0.00
30 - 39	6	27.27
40 and above	15	68.18

annual salary was computed for the 19 respondents who earned an annual salary of \$4,800 to \$16,799. The two respondents who earned below \$4,800 and the one respondent who earned above \$16,800 were omitted, since their exact salaries were unknown. The mean annual salary earned by the 19 respondents was \$9,694. The median salary for the 22 respondents was in the range of \$8,400 to \$9,599. The two modes which were indicated were within the ranges of \$4,800 to \$5,999 and \$8,400 to \$9,599. (See Table VIII.) One respondent who indicated her salary was below \$4,800 per year stated that she only worked five times a year. The one respondent whose annual salary was above \$16,800 indicated that she also owned a crafts shop which supplied additional income. One respondent who indicated earning an annual salary of \$4,800 to \$5,999 had only been working two days and another respondent in this same salary range indicated that her salary varied with commission.]

Means of Obtaining Present Position

More than one-third (36.36 percent) of the respondents had obtained their jobs through direct application to the personnel department. Nearly one-fourth (22.73 percent) of the graduates had obtained their jobs by word of mouth. (See Table IX.) Some respondents indicated more than one response.

Training Program

The graduates were asked to indicate whether or not they participated in a training program at their place of employment in preparation for their position, the length of the training program and the type of information gained from the program. The majority (59.09 percent) of

TABLE VIII
 APPROXIMATE ANNUAL SALARY OF 22 RESPONDENTS

Approximate Annual Salary	Number	Percent
Below 4,800	2	9.09
4,800 - 5,999	4	18.18
6,000 - 7,199	1	4.55
7,200 - 8,399	1	4.55
8,400 - 9,599	4	18.18
9,600 - 10,799	3	13.64
10,800 - 11,999	2	9.09
12,000 - 13,199	1	4.55
13,200 - 14,399	0	0.00
14,400 - 15,599	2	9.09
15,600 - 16,799	1	4.55
Above 16,800	1	4.55

TABLE IX
MEANS OF OBTAINING PRESENT POSITION FOR 22 RESPONDENTS

Means of Obtaining Position	Number	Percent
Direct application to personnel department	8	36.36
Word of Mouth	5	22.73
Employment agency	3	13.64
Promotion from within organization	2	9.09
Newspaper	1	4.55
Others listed:		
CTM advisor	1	4.55
Friends formed a corporation	1	4.55
Saw a need - Self employed	1	4.55
Master teacher retired while respondent was student teaching	1	4.55
Supervisor knew of respondent's desire to work before starting graduate school	1	4.55
Practice of hiring away	1	4.55

the respondents had not participated in any type of training program. Of the nine (40.91 percent) respondents who had participated in a training program, two-thirds participated in a program lasting from one to four weeks. All nine of these participants indicated that they gained general information applicable in a variety of situations. More than three-fourths (77.78 percent) of the participants also indicated that they gained knowledge of specific policies and procedures and one-third (33.33 percent) gained technical clothing and textiles skills applicable in their work. (See Table X.)

Travel Related to Position

The respondents were asked to indicate whether or not they traveled out-of-town in relation to their job and how often. Twelve (54.55 percent) respondents did not travel out-of-town in relation to their job. Frequency of out-of-town travel varied. (See Table XI.)

Similar Positions at Place of Employment

Respondents were asked to indicate whether or not there were other persons at their place of employment who held positions similar to theirs and approximately how many persons held these positions. They were also asked whether there were positions at their place of employment which required more knowledge of clothing and textiles than their position. Twelve (54.55 percent) of the respondents indicated there were no other persons at their place of employment who held positions similar to theirs. Of the ten (45.45 percent) who indicated that there were similar positions at their place of employment, one-half indicated that three or fewer other persons held similar positions. (See Table XII.)

TABLE X
PARTICIPATION IN TRAINING PROGRAM BY 22 RESPONDENTS

Participation in Training Program	Number	Percent
Did you participate in a training program?		
Yes	9	40.91
No	13	59.09
Duration of Training Program of the 9 Participants		
1 day or less	0	0.00
2 to 4 days	2	22.22
1 or 2 weeks	3	33.33
3 or 4 weeks	3	33.33
More than 4 weeks:		
1 year	1	11.11
Type of Information Gained by the 9 Participants		
General information applicable in a variety of situations	9	100.00
Knowledge of specific policies and procedures	7	77.78
Technical clothing and textiles skills applicable in work	3	33.33

TABLE XI
OUT-OF-TOWN TRAVEL RELATED TO POSITION OF 22 RESPONDENTS

Travel	Number	Percent
Do you travel?		
Yes	10	45.45
No	12	54.55
Frequency of Out-of-Town Travel in the 10 Positions		
Less than once a month	4	40.00
Once a month	2	20.00
More than once a month	4	40.00

TABLE XII
OTHER CLOTHING AND TEXTILES POSITIONS AT
PLACE OF EMPLOYMENT OF 22 RESPONDENTS

Similar Positions	Number	Percent
Are there other persons at your place of employment who hold similar positions?		
Yes	10	45.45
No	12	54.55
Number of Persons in Similar Positions		
1 to 3 persons	5	50.00
4 to 6 persons	2	20.00
7 to 10 persons	3	30.00
More than ten persons	0	0.00

Positions listed that required more knowledge of clothing and textiles than the position held by the respondent were: (1) clothing and textiles extension specialists, (2) designers, (3) piece goods buyers, (4) vice-presidents, (5) pattern makers and (6) divisional merchandise managers.

Job Activities Performed

The 22 graduates were asked to indicate all activities which were performed by them in their present position on the job activities inventory. One-half to nearly three-fourths (72.73 percent) of the total number responding indicated that they performed 13 of the 61 job activities listed in connection with their present position. These activities are shown in Table XIII. Six of these 13 activities dealt with educational responsibilities.

More than one-fourth (27.27 percent) to nearly one-half (45.45 percent) of the respondents indicated that they performed 30 of the remaining activities. Each of the 61 activities listed in the questionnaire was indicated as being performed by at least one respondent and four other activities were listed by the respondents as part of their work activities. (See Table XIII.)

Job titles of the 22 respondents were grouped into five categories: (1) education, (2) design, (3) extension service, (4) publications and (5) other. (See Table IV, page 32.) A list of job activities for each of the first four categories as identified by one-half or more of the respondents in each category is presented in Appendix C, page 82.

The two respondents with positions related to publications both indicated ten job activities that were performed in their positions.

TABLE XIII

ACTIVITIES INVENTORY FOR 22 CLOTHING, TEXTILES
AND MERCHANDISING GRADUATES EMPLOYED
IN NON-RETAILING CLOTHING AND
TEXTILES RELATED POSITIONS

Activity	Number	Percent
Prepare visual aids: samples, slides, films, model garments, posters, etc.	16	72.73
Develop educational programs or projects.	14	63.64
Present lectures, speeches, demonstrations, fashion shows for educational or promotional purposes.	13	59.09
Keep current in new developments in the textiles and/or clothing area.	13	59.09
Prepare lists of needs: equipment, materials, personnel.	13	59.09
Review educational literature.	12	54.55
Represent employer at professional, business, social functions.	12	54.55
Maintain satisfactory rapport between employer and inside/outside business concerns.	12	54.55
Office work (includes typing, filing, business correspondence, bookkeeping, payroll, financial statements, tax returns).	12	54.55
Attend meetings (those not specified as company representative).	12	54.55
Teach classes, using clothing and textiles knowledge, abilities and skills.	11	50.00
Present educational programs.	11	50.00
Answer questions (by phone or in person) concerning the use and care of textile and/or related products.	11	50.00
Explain company products or services to customers.	10	45.45
Supervise the work of subordinates.	10	45.45

TABLE XIII (Continued)

Activity	Number	Percent
Train personnel.	10	45.45
Coordinate educational programs or projects.	9	40.91
Write, revise, edit educational or promotional literature.	9	40.91
Guide consumer choice of textile and/or related products.	9	40.91
Handle consumer complaints concerning company products or services.	9	40.91
Cooperate with allied companies (includes outside committee work).	9	40.91
Evaluate educational programs.	8	36.36
Keep up-to-date on legislation concerning textile and/or related products.	8	36.36
Plan company (or department) business or social functions.	8	36.36
Coordinate advertising efforts.	8	36.36
Generate ideas for future promotions.	8	36.36
Analyze fashion trends (includes forecasting).	8	36.36
Alter patterns or ready-to-wear.	8	36.36
Provide information concerning packaging and/or labeling of textile and/or related products.	7	31.82
Suggest improvements for existing products.	7	31.82
Prepare and disseminate information to customers, co-workers, management, trade magazines, etc.	7	31.82
Write, edit advertising copy.	7	31.82
Review, analyze, direct operations and/or procedures.	7	31.82
Perform liaison work within the company.	7	31.82
Evaluate personnel performance.	7	31.82

TABLE XIII (Continued)

Activity	Number	Percent
Schedule time and activities of personnel.	7	31.82
Display work.	7	31.82
Travel on company business.	7	31.82
Plan or check layouts and/or art work for printed copy.	6	27.27
Prepare special presentations of merchandise or services.	6	27.27
Participate in the formulation of company policy.	6	27.27
Conduct meetings.	6	27.27
Maintenance of work area and facilities (other than testing equipment).	6	27.27
Compile, analyze, evaluate, and/or interpret clothing and textiles.	5	22.73
Develop new products. (Includes new techniques - as for sewing.)	5	22.73
Conduct tours of company facilities.	5	22.73
Contract for media advertising. (Also includes requesting advertising.)	5	22.73
Prepare and/or approve budgets.	5	22.73
Design of clothing and textile items (includes garments, new print lines for fabrics, sewing notions).	5	22.73
Cut, sew, fit garments or other textile items.	5	22.73
Conduct field research. (Includes both marketing research and field testing of fabrics.)	4	18.18
Home visits for consultation concerning company products or services. (Includes repair when needed.)	4	18.18
Work with copywriters and artists to set up advertising.	4	18.18

TABLE XIII (Continued)

Activity	Number	Percent
Recruit, interview, hire, fire personnel.	4	18.18
Test textile and/or related products using standard or special procedures. (Includes experimenting with new fabrics, techniques, etc.)	3	13.64
Entertain company guests.	3	13.64
Negotiate educational services.	2	9.09
Demonstrate testing procedures.	2	9.09
Develop new procedures for testing textile and/or related products.	1	4.55
Establish standards (based on scientific data) for textile and/or related products.	1	4.55
Maintain testing equipment.	1	4.55
Others listed:		
Plan and chaperone fashion tours.	1	4.55
Counsel students.	1	4.55
Teach employment communications and business letter writing (includes sales letters, letters to customers, etc.).	1	4.55
Buy all trim and notions.	1	4.55

One-half or more of the seven respondents employed in education related positions indicated 14 job activities that were performed in their positions. The two respondents employed by the extension service both indicated 18 job activities that were performed in their positions. Two or more of the four respondents in design related positions indicated 33 job activities that were performed in their positions.

Curriculum Information

Respondents were asked to answer questions concerning clothing and textiles concepts and related subject areas, and whether they had taken additional course work since graduation. They were also asked to list subject matter areas which were lacking in their undergraduate curriculum and those most beneficial in their present position.

Necessity of College Degree

Respondents were asked to indicate whether or not a college degree in clothing and textiles would be considered essential, desirable or not necessary for their present position. Slightly more than three-fourths (77.27 percent) indicated that a college degree in clothing and textiles was either essential or desirable. (See Table XIV.) One respondent indicated that a college degree in clothing and textiles or home economics education was essential preparation for her present position. Experience in the field was indicated by one respondent as being more essential than a degree in clothing and textiles.

Related Subject Areas

Eight different subject areas outside clothing and textiles which

TABLE XIV
IMPORTANCE OF COLLEGE DEGREE IN CLOTHING AND TEXTILES
TO THE PRESENT POSITION OF 22 RESPONDENTS

Level of Importance	Number	Percent
Essential	8	36.36
Desirable but not essential	9	40.91
Not necessary	5	22.73

may be considered related to a clothing and textiles position were presented to the graduates for their responses as to whether they had taken a course in that area as an undergraduate and the level of importance of each area to their present position. All 22 graduates indicated that they had taken a course in art. More than three-fourths of the respondents had courses in advertising. Slightly less than one-third (31.82 percent) had taken a course in education and less than one-fourth (18.18 percent) had taken a course in public relations. Other courses taken by some of the graduates and listed as related to their positions were family relations and math.

In response to the level of importance of each subject area, 14 respondents (63.64 percent) indicated that art was desirable. Five considered it not necessary and only four considered it essential.

One-half of the 22 graduates considered psychology desirable. Five considered it unnecessary and only four considered it essential.

Nine respondents considered sociology unnecessary in their present

position. Seven considered it desirable and only two considered it essential.

Nine respondents considered business courses essential. Five considered it desirable and only one found it unnecessary in her present position.

Nine respondents found the area of journalism desirable. Five found it essential and only two found it unnecessary.

One-half of those responding considered advertising desirable, three considered it essential and none considered it unnecessary.

The responses to education as a related subject area were almost equally distributed between essential and unnecessary. Six respondents considered education essential, five considered it unnecessary and three considered it desirable.

Seven of the 22 respondents considered public relations essential, four considered it desirable and only two considered it unnecessary. (See Table XV.)

Clothing and Textiles Concepts

The 22 graduates were asked to react to the 14 clothing and textiles concepts which represent courses offered as a part of the current clothing and textiles degree option at Oklahoma State University. They were asked to consider the level of importance of each concept to their present position. One respondent omitted this question; therefore, percentages were based on the responses of 21 graduates. Responses are presented in Table XVI.

More than one-half of the respondents considered two concepts essential to their present position. They were:

TABLE XV

LEVEL OF IMPORTANCE OF RELATED SUBJECT AREAS TO
THE PRESENT POSITION OF 22 GRADUATES

Subject Matter Area	Enrolled in as an Undergraduate		Level of Importance							
			<u>Essential</u>		<u>Desirable</u>		<u>Not Necessary</u>		<u>No Response</u>	
	No.	%	No.	%	No.	%	No.	%	No.	%
Art	22	100.00	5	22.73	14	63.64	2	9.09	1	4.55
Psychology	21	95.45	4	18.18	11	50.00	5	22.73	2	9.09
Sociology	18	81.82	2	9.09	7	31.82	9	40.91	4	18.18
Business	12	54.55	9	40.91	5	22.73	1	4.55	7	31.82
Journalism	12	54.55	5	22.73	9	40.91	2	9.09	6	27.27
Advertising	10	45.45	3	13.64	11	50.00	0	00.00	8	36.36
Education	7	31.82	6	27.27	3	13.64	5	22.73	8	36.36
Public Relations	4	18.18	7	31.82	4	18.18	2	9.09	9	40.91
Others listed:										
Family Relations	1	4.55			1	4.55				
Math	1	4.55	1	4.55						

TABLE XVI
REACTIONS OF 21 GRADUATES TO CLOTHING AND TEXTILES CONCEPTS*

Concepts	Level of Importance						How Acquired					
	Essential		Desirable		Not Necessary		Acquired in a Course		Never Acquired		Acquired on Your Own	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Clothing construction	12	57.14	5	23.81	4	19.05	20	95.24	0	00.00	3	14.29
Selection of clothing and textiles	11	52.38	9	42.86	1	4.76	20	95.24	0	00.00	2	9.52
Fashion innovation and marketing processes	7	33.33	13	61.91	1	4.76	19	90.48	1	4.76	1	4.76
Care and serviceability of apparel and household fabrics	6	28.57	13	61.91	2	9.52	17	80.95	1	4.76	3	14.29
Current textile developments	9	42.86	9	42.86	3	14.29	14	66.67	1	4.76	8	38.10
Textile testing equipment and methods of use	2	9.52	5	23.81	14	66.67	16	76.19	4	19.05	1	4.76
Fashion illustration	2	9.52	10	47.62	9	42.86	16	76.19	2	9.05	5	23.81
Decorative fabrics through the ages	2	9.52	6	28.57	13	61.91	11	52.38	9	42.86	1	4.76
Design through the flat pattern method	8	38.10	5	23.81	8	38.10	21	100.00	0	00.00	1	4.76
Design through the draping method	6	28.57	7	33.33	8	38.10	11	52.38	8	38.10	2	9.52
Influences on clothing choices of family members	0	00.00	12	57.14	9	42.86	14	66.67	1	4.76	6	28.57
Techniques of dressmaker tailoring	6	28.57	7	33.33	8	38.10	14	66.67	3	14.29	4	19.05
Consumer aspects of clothing	9	42.86	10	47.62	2	9.52	13	61.91	4	19.05	4	19.05
Heritage of dress - History of costume	2	9.52	11	52.38	8	38.10	15	71.43	3	14.29	3	14.29
Others listed:												
Applied design			1	4.76			1	4.76				
Converting and sizing patterns	1	4.76									1	4.76
Display	1	4.76							1	4.76		
Fitting and alterations			1	4.76							1	4.76
Stretch and sew techniques	1	4.76									1	4.76

*Note: Percentages do not always equal 100 because one graduate omitted this page of the questionnaire.

1. Clothing construction
2. Selection of clothing and textiles

At least one-third of the group considered the following four concepts essential:

1. Fashion innovation and marketing processes
2. Current textile developments
3. Design through the flat pattern method
4. Consumer aspects of clothing

More than one-fourth of the respondents considered the following three concepts essential:

1. Care and serviceability of apparel and household fabrics
2. Design through the draping method
3. Techniques of dressmaker tailoring

More than one-half of the respondents considered four concepts desirable to their present position. They were:

1. Fashion innovation and marketing processes
2. Care and serviceability of apparel and household fabrics
3. Influences on clothing choices of family members
4. Heritage of dress - History of costume

At least one-third of the group considered the following six concepts desirable:

1. Selection of clothing and textiles
2. Current textile developments
3. Fashion illustration
4. Design through the draping method
5. Techniques of dressmaker tailoring
6. Consumer aspects of clothing

More than one-fourth of those responding considered the following concept desirable:

1. Decorative fabrics through the ages

Fewer than one-fourth of the respondents considered the remaining three concepts desirable.

More than one-half of the respondents considered two concepts unnecessary to their present position. They were:

1. Textile testing equipment and methods of use
2. Decorative fabrics through the ages

At least one-third of the group considered the following six concepts unnecessary:

1. Fashion illustration
2. Design through the flat pattern method
3. Design through the draping method
4. Influences on clothing choices of family members
5. Techniques of dressmaker tailoring
6. Heritage of dress - History of costume

Fewer than one-fourth of the group considered the remaining six concepts unnecessary.

The 21 respondents were asked to indicate whether they (1) had acquired the concept in an undergraduate course, (2) had never acquired the concept or (3) had acquired the concept on their own. Respondents were asked to check each of the three choices which were applicable to their undergraduate education; therefore, percentages in Table XVI do not equal 100.

More than one-half of those responding had acquired all 14 concepts in a course. More than one-third of the respondents had never acquired

the following two concepts:

1. Decorative fabrics through the ages
2. Design through the draping method

More than one-fourth of the respondents had acquired the following two concepts on their own:

1. Current textile developments
2. Influences on clothing choices of family members

Respondents were asked to list other clothing and textiles concepts considered essential or desirable to their positions. The following five concepts were listed:

1. Applied design
2. Converting and sizing patterns
3. Display
4. Fitting and alterations
5. Stretch and sew techniques

Nearly two-thirds of the respondents had acquired these five concepts on their own. (See Table XVI.)

Subject Areas Lacking in Undergraduate Program

Respondents were asked to list subject matter areas which they felt were lacking in their undergraduate program. Subject matter in the areas of clothing, textiles and merchandising, business, art, journalism and other miscellaneous subject areas were listed as lacking in the undergraduate program of the respondents. Fewer than 20 percent of the respondents listed any one specific area as lacking in the undergraduate program. The two subject areas listed most often were general business and marketing. (See Table XVII.)

TABLE XVII
SUBJECT MATTER AREAS LISTED BY 22 GRADUATES AS
LACKING IN THEIR UNDERGRADUATE PROGRAM

Subject Matter Area	Number
Clothing, Textiles and Merchandising	
Handling and sewing specialty fabrics	2
Upper division textiles	2
Textile identification	1
Orientation to textile related jobs	1
Terminology and application	1
Production of apparel	1
Operation costs (Pricing of garments)	1
Direct selling techniques (Wholesale)	1
Promotion	1
Fashion history	1
Current text books concerning procedures in business world	1
Exposure to actual working people and their jobs	1
Advanced design through the draping method	1
Fitting and alteration techniques	1
Converting and sizing patterns	1
Techniques of dressmaker tailoring	1
Care and maintenance of sewing machine	1
Emphasis on clothing construction and relating it to others	1
Fashion illustration	1
Business	
General business	4
Marketing	4
Business law	1
Basic accounting	1
Statistics	1
Computer science (Reading computer printouts)	1
Math	1
Art	
Basic art	1
Professional art training	1
Drafting or technical drawing	1
Journalism	
Advertising	1
Publishing	1
Others Listed	
Home furnishings (History and technical)	1
Interior design	1
Photography	1
Laundry equipment and additives	1
Problems of the working wife and mother	1

Beneficial Subject Areas to Present Position

Respondents were asked to list subject matter areas which they found most beneficial to them in their present position. Subject matter in the areas of clothing, textiles and merchandising, business, art and other miscellaneous subject areas were listed as most beneficial to the present position of the respondents. Ten respondents, nearly one-half, listed clothing construction, five listed design through the flat pattern method and three listed merchandising and marketing as beneficial to their present positions. (See Table XVIII.)

Additional Course Work

Respondents were asked to indicate whether or not they had taken additional course work since graduation, the type of course work taken and the reason for taking additional course work. Nearly two-thirds (63.64 percent) of the 22 respondents indicated that they had taken no additional course work since graduation. Of the eight who indicated that they had taken additional course work, nearly two-thirds had taken course work for a master's degree, one-half had taken course work in supporting or related areas and one-fourth had taken additional course work in clothing and textiles. None of the respondents had taken course work for a doctor's degree. One-fourth of the group had taken course work for a teacher's certificate.

Respondents indicated that they had taken additional course work for personal satisfaction, gaining knowledge, professional enrichment and professional advancement. (See Table XIX.)

TABLE XVIII
 SUBJECT MATTER AREAS LISTED BY 22 GRADUATES AS MOST
 BENEFICIAL TO THEM IN PRESENT POSITION

Subject Matter Area	Number
Clothing, Textiles and Merchandising	
Clothing construction	10
Design through the flat pattern method	5
Merchandising	3
Design through the draping method	2
Fashion design	2
Retail math	2
Textile selection	1
Fabrics and their uses	1
History of fabrics and clothing	1
Current and future textile developments	1
Pattern alteration	1
Trends in retailing	1
Fashion accessories and sales techniques	1
Principles of retailing	1
Determining fashion trends	1
Consumerism	1
Fashion innovation	1
Display	1
Promotion	1
Business	
Marketing	3
Economics	1
Art	
Color and design	1
Basic art	1
Others Listed	
Interior design	1
Advertising	1
English composition	1

TABLE XIX

ADDITIONAL COURSE WORK OF 22 RESPONDENTS
SINCE GRADUATION

Course Work	Number	Percent
Have you taken additional course work since graduation?		
Yes	8	36.36
No	14	63.64
Type of Course Work Taken by 8 Respondents		
Course work for Master's degree	5	62.50
Additional course work in supporting or related subjects	4	50.00
Additional course work in clothing and textiles	2	25.00
Course work for Doctorate	0	0.00
Others listed:		
Teacher's Certificate	2	25.00
Short course in specialization	1	12.50
Business	1	12.50
Art	1	12.50
Reason for Taking Additional Course Work for 8 Respondents		
Personal satisfaction	6	75.00
Gaining knowledge	6	75.00
Professional enrichment	6	75.00
Professional advancement	5	62.50
Making friends	0	0.00
Others listed:		
Company pays three-fourths of cost	1	12.50

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The purpose of this descriptive study was to identify job titles and activities of clothing, textiles and merchandising graduates from Oklahoma State University, 1964-1973, employed in non-retailing clothing and textiles related positions and to collect reactions from these graduates concerning their undergraduate curriculum. This information should be of value to students majoring in clothing and textiles who are planning to take a non-retailing clothing and textiles related position and to faculty who are concerned with providing relevant professional curricula in clothing and textiles at the undergraduate level.

Specific objectives of the study were: (1) to identify non-retailing clothing and textiles related positions currently held by graduates in clothing, textiles and merchandising from Oklahoma State University, 1964-1973, (2) to describe selected characteristics of these positions and the persons holding them, (3) to collect reactions from these graduates concerning their undergraduate curriculum and (4) to draw implications for undergraduate curricula (clothing and textiles option) at Oklahoma State University.

A preliminary inquiry was made to obtain the type of employment of all clothing, textiles and merchandising graduates from Oklahoma State University, 1964-1973. A brief questionnaire and cover letter were

mailed to the 329 graduates in order to determine which graduates were presently employed in non-retailing clothing and textiles related positions.

The preliminary findings from the study indicated that slightly more than three-fourths of the 127 graduates responding were employed. Of the employed respondents, the majority were employed in clothing, textiles and merchandising related positions. Of those employed in clothing, textiles and merchandising related positions, 39 were employed in retailing positions and 31 were employed in non-retailing positions.

A second questionnaire and cover letter were mailed to the 31 graduates. The questionnaire was designed to collect information concerning job titles, characteristics of the employment positions and the persons holding them, job activities performed and undergraduate curricula in clothing and textiles at Oklahoma State University. The 22 graduates employed in non-retailing clothing and textiles related positions who returned the questionnaire composed the sample for the main body of this study. Simple numerical computations and percentages were used in the analysis of data.

The majority of the respondents were married and had no children. Most had graduated since 1970 and one-half of the respondents had completed requirements for graduation under the fashion merchandising degree option. Seven, nearly one-third of the respondents, had job titles which were related to the education field. Four respondents held design related positions, two held publications related positions and two worked for the extension service. Other titles were varied.

Most of the 22 graduates worked in cities of more than 100,000 population and outside the state of Oklahoma. Most had been employed in

the present position from seven months to three years and worked 40 hours per week or more. The mean annual salary for 19 respondents was \$9,694. The median salary for 22 respondents was within the range of \$8,400 to \$9,599 a year. The two modes indicated by 22 respondents were within the ranges of \$4,800 to \$5,999 and \$8,400 to \$9,599 a year. More respondents had obtained their jobs through direct application to the personnel department and by word of mouth than by any other method. The majority of the graduates had not participated in any type of training program. The nine who had participated in a training program gained general information applicable in a variety of situations. Only one-third of the participants gained technical clothing and textiles skills applicable in their work. Most of the positions did not require out-of-town travel. Ten respondents indicated that there were other persons in the place of employment who held positions similar to theirs and that not more than three other persons held positions of this type. Several positions were listed which required more clothing and textiles knowledge than that of the respondent.

Thirteen of the 61 job activities listed were checked by one-half or more of the 22 respondents. At least six of these 13 activities related to educational services. Other job activities indicated by at least one-half of the respondents were concerned with keeping current in new developments in the clothing and textiles area, preparing lists of needs, acting as business representative, maintaining rapport between employer and business concerns, performing office work, attending meetings and performing consumer services.

The majority of the 22 respondents considered a college degree in clothing and textiles essential or desirable preparation for their

present position.

One-half or more of the graduates had taken courses in art, psychology and sociology. Less than one-fourth had taken a course in public relations. Related courses that were considered essential or desirable to their present positions by one-half or more of the respondents were: art, psychology, business, journalism, advertising and public relations. Nine respondents considered sociology unnecessary.

Most of the 14 clothing and textiles concepts listed had been acquired in a course. Twelve concepts were considered either essential or desirable by at least one-half of the group. Nearly two-thirds of the group considered the following two concepts unnecessary: (1) textile testing equipment and methods of use and (2) decorative fabrics through the ages.

A wide variety of subject matter areas was listed as lacking in the undergraduate program. However, fewer than 20 percent checked any one area. General business and marketing were each considered by four students as lacking in their undergraduate program.

A wide variety of subject matter areas was also listed as beneficial to the present position. The two areas listed most often were clothing construction and design through the flat pattern method.

Most of the graduates had taken no additional course work since graduation. Of the eight who had taken additional course work, most had taken course work for a master's degree or in a related area.

Respondents had taken additional course work for personal satisfaction, gaining knowledge and professional advancement.

Conclusions

The following conclusions were drawn from the study:

1. Of the non-retailing clothing and textiles related positions, more respondents were employed in educational positions than in any other.
2. Job opportunities for clothing, textiles and merchandising graduates employed in non-retailing clothing and textiles related positions are greater in cities of more than 100,000 population and outside the state of Oklahoma.
3. The median annual salary for persons employed in non-retailing clothing and textiles related positions is slightly lower than the median salary of home economists in other home economics related positions. (See page 11.) One reason for this may be that the respondents in this study were younger and had less experience than the respondents in the AHEA survey.
4. A degree in clothing, textiles and merchandising is desirable or essential preparation for most non-retailing clothing and textiles related positions reported in this study.
5. Of the eight related subject matter areas presented in this study all except sociology and education were considered either essential or desirable by at least one-half of the respondents.
6. Most of the clothing and textiles concepts are considered essential or desirable by one-half or more of the respondents.
7. No subject matter area was indicated by as many as 20 percent of those responding as lacking in their undergraduate program.
8. The subject matter areas listed as most beneficial by the

greatest number of graduates related to clothing construction and flat pattern design.

Implications for the Curriculum

Because of the small size of the sample, final judgments concerning the curriculum cannot be made, but this study does point out some implications for curriculum planning. Course requirements for the clothing and textiles option at Oklahoma State University include: (1) general education courses, (2) home economics core courses and (3) professional courses. General education consists of courses in English, biological, physical and social sciences, humanities, art, speech and physical education. Home economics core courses include one or two basic courses in all areas of home economics. Professional courses are clothing, textiles and merchandising courses. Fifteen professional courses are listed on the clothing and textiles option. Six specific clothing, textiles and merchandising courses are required and nine courses are offered from which the student chooses five. (See Appendix D, page 88.)

Respondents were asked to indicate the level of importance of the following eight subject areas to the present non-retailing clothing and textiles related positions: (1) art, (2) psychology, (3) sociology, (4) business, (5) journalism, (6) advertising, (7) education and (8) public relations. Of these eight, art, psychology and sociology are a part of the general requirements under the clothing and textiles degree option. Courses in the areas of education, business, journalism, advertising and public relations are often taken as electives. All of the areas listed except education and sociology were considered essential or desirable by one-half or more of the respondents for their present

positions. Sociology was considered unnecessary by nine respondents; however, sociology was required as a general education requirement and was not intended to be a professional course. The responses regarding education as a related subject area were almost equally distributed between essential and not necessary. One reason for this might be that at least seven positions were directly related to education, and perhaps required a teacher's certificate for employment while other positions were not directly related to education. These areas which were identified as beneficial might be suggested to students as electives depending upon individual professional interests.

The respondents were asked to react to the 14 clothing and textiles concepts which represented the 15 courses offered under the clothing and textiles degree option. Of the 14 concepts, 12 were considered essential or desirable by one-half or more of the respondents for their present positions. The two concepts considered not necessary for the present position were: (1) textile testing equipment and methods of use and (2) decorative fabrics through the ages. Courses listed most often as being beneficial to the present position were clothing construction and design through the flat pattern method. Because the student is allowed to make a choice between alternate courses, data seem to indicate that the present clothing and textiles degree option is meeting a wide variety of needs, as indicated in the activities inventory, of graduates employed in non-retailing clothing and textiles related positions.

Recommendations for Further Study

Recommendations for further study are:

1. Conduct a broader study including graduates from several different universities employed in non-retailing clothing and textiles related positions in order to group job titles and related positions into similar categories and identify similar activities in each category.
2. Conduct a study among employers of graduates in non-retailing clothing and textiles related positions in order to identify employer expectations for different types of positions and suggestions for undergraduate curricula.
3. Conduct a study comparing retailing and non-retailing clothing and textiles related positions in order to identify similarities and differences in job activities and specific knowledge required for each area of employment as a basis for evaluating and developing core courses in clothing, textiles and merchandising.
4. Conduct a curriculum study to evaluate and develop clothing and textiles curriculum based on job oriented competencies.
5. Conduct a longitudinal study to determine changes that occur in job activities and to collect reactions to clothing and textiles concepts in order to continually assure relevancy of the curriculum.

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APPENDIX A
PRELIMINARY QUESTIONNAIRE

March 1, 1974

Dear Alumna:

The Clothing, Textiles and Merchandising Department at Oklahoma State University is in the process of up-dating alumnae records. Your assistance is urgently needed for research now in progress within the department.

We would appreciate your cooperation in filling out the brief questionnaire below regarding your employment status. The stamped self-addressed envelope is enclosed for your convenience in returning this information to us.

Thank you for your prompt response to this request.

Sincerely,

Nita Gorrell and Brenda Johnson
Graduate Students

(TEAR HERE)

NAME _____ PHONE _____
(Last) (First) (Maiden) (Area Code) (Number)

ADDRESS _____
(Street) (City) (State) (Zip Code)

A) ARE YOU PRESENTLY EMPLOYED? ☐ YES ☐ NO (If your answer is NO, go to C)

B) PLACE OF EMPLOYMENT _____

ADDRESS _____

JOB TITLE _____

LENGTH OF TIME IN PRESENT POSITION _____

C) WERE YOU PREVIOUSLY EMPLOYED IN A POSITION RELATED TO CTM? ☐ YES

Additional comments: ☐ NO

APPENDIX B

QUESTIONNAIRE

July 30, 1974

Dear Alumna:

An investigation is being conducted to identify job titles and activities of clothing, textiles and merchandising graduates from Oklahoma State University who are presently employed in non-retailing clothing and textiles related positions. Your name was selected from the responses to the questionnaire concerning job status that was filled out in March, 1974.

As this is the basis for my thesis, your cooperation in answering the enclosed questionnaire will be greatly valued. The questionnaire, which should be answered as accurately as possible, will take approximately 15 minutes of your time. Your questionnaire will be treated as confidential material and your responses will remain anonymous.

A stamped self-addressed envelope is enclosed for your convenience in returning the questionnaire by August 15.

Your assistance and cooperation are greatly appreciated.

Very truly yours,

Nita Gorrell
Graduate Student

Enclosures

QUESTIONNAIRE

1. Name and Address of Respondent _____

Name

Street
City or Town
State
Zip Code
2. Marital Status of Respondent. Check (X) one.

a _____ Single (never married)

c _____ Divorced

b _____ Married

d _____ Widowed
3. Do you have any children? _____ How many? _____
4. Major Subject Area. Check (X) one.

a _____ Textile Science and Apparel Design

b _____ Fashion Merchandising

c _____ CTM and Home Economics Education
5. Date of Graduation. _____
6. Name and Location of your Place of Employment _____

Name

Street
City or Town
State
Zip Code
7. Job Title _____
8. How many hours do you work per week?

a _____ Less than 20

c _____ 30-39

b _____ 20-29

d _____ 40 and above
9. Approximate Length of Employment in Present Position _____
10. Please indicate the approximate salary range your yearly earnings fall within. Check (X) one.

a _____ Below 4,800

g _____ 10,800-11,999

b _____ 4,800-5,999

h _____ 12,000-13,199

c _____ 6,000-7,199

i _____ 13,200-14,399

d _____ 7,200-8,399

j _____ 14,400-15,599

e _____ 8,400-9,599

k _____ 15,600-16,799

f _____ 9,600-10,799

l _____ Above 16,800

11. How did you obtain your current job?
- a ☐ Newspaper
 - b ☐ Word of Mouth
 - c ☐ Direct application to personnel department
 - d ☐ Promotion from within organization
 - e ☐ Employment agency
 - f ☐ Other, please specify _____
12. Did you participate in any type of training program related to your current position either immediately prior to or during your present employment? Check (X) one.
- a ☐ Yes
 - b ☐ No (If "No", proceed to Question 15).
13. What was the duration of the training program in terms of total hours spent in training? Check (X) one.
- a ☐ 1 day or less
 - b ☐ 2 to 4 days
 - c ☐ 1 or 2 weeks
 - d ☐ 3 or 4 weeks
 - e ☐ More than 4 weeks. Give approximate duration _____.
14. What, specifically, did you gain from the program(s)? Check (X) either Yes or No for each item.
- | <u>Yes</u> | <u>No</u> | |
|----------------------------|--------------------------|--|
| a <input type="checkbox"/> | <input type="checkbox"/> | Technical clothing and textiles skills applicable in my work |
| b <input type="checkbox"/> | <input type="checkbox"/> | Knowledge of specific policies and procedures |
| c <input type="checkbox"/> | <input type="checkbox"/> | General information applicable in a variety of situations |
15. Do you travel out of town in connection with your present job?
- a ☐ Yes
 - b ☐ No
16. If you travel out of town, indicate how often. Check (X) one.
- a ☐ Less than once a month
 - b ☐ Once a month
 - c ☐ More than once a month
17. Are there other persons at your place of employment who hold positions similar to yours? Check (X) one.
- a ☐ Yes
 - b ☐ No (If "No", proceed to Question 19)

18. Approximately how many other persons hold positions similar to yours? Check (X) one.
- a _____ 1 to 3 persons
- b _____ 4 to 6 persons
- c _____ 7 to 10 persons
- d _____ More than ten persons
19. If you know of positions at your place of employment that require more knowledge of clothing and textiles than your position does, please list these positions in the space provided below.
20. How important is a college degree in clothing and textiles as preparation for your present position? Check (X) one.
- a _____ Essential
- b _____ Desirable but not essential
- c _____ Not necessary
21. Listed below are areas outside clothing and textiles which may be considered related to a clothing and textiles profession. Please indicate in the left hand column those areas in which you took a course(s) as an undergraduate. Then, with your profession in mind, please indicate whether courses in these areas are essential, desirable, or not necessary.

	Essential	Desirable	Not Necessary
a _____ Advertising			
b _____ Art			
c _____ Business			
d _____ Education			
e _____ Journalism			
f _____ Psychology			
g _____ Public Relations			
h _____ Sociology			
i _____ Other, please list			

23. Consider the concepts listed below again. Then, check (X) the space indicating whether you (1) had a course in which you acquired the concept, (2) never had a course in which such a concept was taught and never acquired the concept or (3) never had a course in which such a concept was taught but acquired the concept on your own.

CONCEPTS

Clothing construction

Selection of clothing and textiles

Fashion innovation and marketing processes

Care and serviceability of apparel and household fabrics

Current textile developments

Textile testing equipment and methods of use

Fashion illustration

Decorative fabrics through the ages

Design through the flat pattern method

Design through the draping method

Influences on clothing choices of family members

Techniques of dressmaker tailoring

Consumer aspects of clothing

Heritage of dress - History of costume

Others, please list

[illegible]

24. What subject matter area do you feel was lacking in your undergraduate program? Please explain below.
25. What subject matter area has been of most use to you in your present position? Please explain below.
26. Have you taken additional course work since graduation to prepare you for your present position? Check (X) one.
- a ☐ Yes
 - b ☐ No (If "No", proceed to Activities Inventory)
27. If yes, indicate the type of course work you took.
- a ☐ Additional course work in clothing and textiles
 - b ☐ Course work for Master's Degree
 - c ☐ Course work for Doctorate
 - d ☐ Additional course work in supporting or related subjects
 - e ☐ Other, please specify
28. Did you take additional course work for
- a ☐ Personal satisfaction
 - b ☐ Gaining knowledge
 - c ☐ Making friends
 - d ☐ Professional enrichment
 - e ☐ Professional advancement
 - f ☐ Other, please specify

ACTIVITIES INVENTORY FOR CLOTHING AND TEXTILES

RELATED POSITIONS

The Activities Inventory contains statements and descriptions of work activities carried out by persons in clothing and textiles related positions. Please check (X) the activities you perform in your current

position.

1. _____ Teach classes, using clothing and textiles knowledge, abilities and skills.
2. _____ Present lectures, speeches, demonstrations, fashion shows for educational or promotional purposes.
3. _____ Prepare visual aids: samples, slides, films, model garments, posters, etc.
4. _____ Develop educational programs or projects.
5. _____ Coordinate educational programs or projects.
6. _____ Present educational programs.
7. _____ Evaluate educational programs.
8. _____ Review educational literature.
9. _____ Write, revise, edit educational or promotional literature.
10. _____ Plan or check layouts and/or art work for printed copy.
11. _____ Negotiate educational services.
12. _____ Test textile and/or related products using standard or special procedures. (Includes experimenting with new fabrics, techniques, etc.)
13. _____ Compile, analyze, evaluate, and/or interpret clothing and textiles.
14. _____ Develop new procedures for testing textile and/or related products.
15. _____ Demonstrate testing procedures.
16. _____ Keep up-to-date on legislation concerning textile and/or related products.
17. _____ Establish standards (based on scientific data) for textile and/or related products.
18. _____ Keep current in new developments in the textiles and/or clothing area.
19. _____ Provide information concerning packaging and/or labeling of textile and/or related products.
20. _____ Prepare lists of needs: equipment, materials, personnel.
21. _____ Suggest improvements for existing products.
22. _____ Develop new products. (Includes new techniques - as for sewing.)
23. _____ Conduct field research. (Includes both marketing research and field testing of fabrics.)
24. _____ Maintain testing equipment.
25. _____ Guide consumer choice of textile and/or related products.
26. _____ Answer questions (by phone or in person) concerning the use and care of textile and/or related products.

27. _____ Explain company products or services to customers.
28. _____ Home visits for consultation concerning company products or services. (Includes repair when needed.)
29. _____ Handle consumer complaints concerning company products or services.
30. _____ Represent employer at professional, business, social functions.
31. _____ Maintain satisfactory rapport between employer and inside/outside business concerns.
32. _____ Conduct tours of company facilities.
33. _____ Plan company (or department) business or social functions.
34. _____ Prepare and disseminate information to customers, co-workers, management, trade magazines, etc.
35. _____ Entertain company guests.
36. _____ Prepare special presentations of merchandise or services.
37. _____ Contract for media advertising. (Also includes requesting advertising.)
38. _____ Write, edit advertising copy.
39. _____ Coordinate advertising efforts.
40. _____ Work with copywriters and artists to set up advertising.
41. _____ Generate ideas for future promotions.
42. _____ Participate in the formulation of company policy.
43. _____ Review, analyze, direct operations and/or procedures.
44. _____ Supervise the work of subordinates.
45. _____ Perform liaison work within the company.
46. _____ Recruit, interview, hire, fire personnel.
47. _____ Conduct meetings.
48. _____ Evaluate personnel performance.
49. _____ Schedule time and activities of personnel.
50. _____ Prepare and/or approve budgets.
51. _____ Train personnel.
52. _____ Maintenance of work area and facilities (other than testing equipment).
53. _____ Display work.
54. _____ Travel on company business.
55. _____ Analyze fashion trends (includes forecasting).
56. _____ Design of clothing and textile items (includes garments, new print lines for fabrics, sewing notions).
57. _____ Cut, sew, fit garments or other textile items.

- 58. _____ Alter patterns or ready-to-wear.
- 59. _____ Office work (includes typing, filing, business correspondence, bookkeeping, payroll, financial statements, tax returns).
- 60. _____ Cooperate with allied companies (includes outside committee work).
- 61. _____ Attend meetings (those not specified as company representative).
- 62. _____ Others, please list.

APPENDIX C

JOB ACTIVITIES BY EMPLOYMENT CATEGORY

JOB ACTIVITIES PERFORMED BY ONE-HALF OR MORE OF THE
RESPONDENTS IN CLOTHING AND TEXTILES RELATED
POSITIONS - PUBLICATIONS

Write, revise, edit educational or promotional literature.

Plan or check layouts and/or art work for printed copy.

Keep current in new developments in the textiles and/or clothing area.

Supervise the work of subordinates.

Perform liaison work within the company.

Schedule time and activities of personnel.

Prepare and/or approve budgets.

Office work (includes typing, filing, business correspondence, book-keeping, payroll, financial statements, tax returns).

Cooperate with allied companies (includes outside committee work).

Attend meetings (those not specified as company representative).

JOB ACTIVITIES PERFORMED BY ONE-HALF OR MORE OF THE
RESPONDENTS IN CLOTHING AND TEXTILES
RELATED POSITIONS - EDUCATION

Teach classes, using clothing and textiles knowledge, abilities and skills.

Present lectures, speeches, demonstrations, fashion shows for educational or promotional purposes.

Prepare visual aids: samples, slides, films, model garments, posters, etc.

Develop educational programs or projects.

Present educational programs.

Review educational literature.

Keep current in new developments in the textiles and/or clothing area.

Prepare lists of needs: equipment, materials, personnel.

Answer questions (by phone or in person) concerning the use and care of textile and/or related products.

Represent employer at professional, business, social functions.

Maintain satisfactory rapport between employer and inside/outside business concerns.

Alter patterns or ready-to-wear.

Office work (includes typing, filing, business correspondence, book-keeping, payroll, financial statements, tax returns).

Attend meetings (those not specified as company representative).

JOB ACTIVITIES PERFORMED BY ONE-HALF OR MORE OF THE
RESPONDENTS IN CLOTHING AND TEXTILES RELATED
POSITIONS - EXTENSION SERVICE

Teach classes, using clothing and textiles knowledge, abilities and skills.

Present lectures, speeches, demonstrations, fashion shows for educational or promotional purposes.

Prepare visual aids: samples, slides, films, model garments, posters, etc.

Develop educational programs or projects.

Coordinate educational programs or projects.

Present educational programs.

Evaluate educational programs.

Review educational literature.

Keep up-to-date on legislation concerning textile and/or related products.

Keep current in new developments in the textiles and/or clothing area.

Provide information concerning packaging and/or labeling of textile and/or related products.

Prepare lists of needs: equipment, materials, personnel.

Guide consumer choice of textile and/or related products.

Answer questions (by phone or in person) concerning the use and care of textile and/or related products.

Prepare and disseminate information to customers, co-workers, management, trade magazines, etc.

Conduct meetings.

Cooperate with allied companies (includes outside committee work).

Attend meetings (those not specified as company representative).

JOB ACTIVITIES PERFORMED BY ONE-HALF OR MORE OF THE
RESPONDENTS IN CLOTHING AND TEXTILES
RELATED POSITIONS - DESIGN

Present lectures, speeches, demonstrations, fashion shows for educational or promotional purposes.

Prepare visual aids: samples, slides, films, model garments, posters, etc.

Plan or check layouts and/or art work for printed copy.

Test textile and/or related products using standard or special procedures. (Includes experimenting with new fabrics, techniques, etc.)

Keep current in new developments in the textiles and/or clothing area.

Prepare lists of needs: equipment, materials, personnel.

Suggest improvements for existing products.

Develop new products. (Includes new techniques - as for sewing.)

Conduct field research. (Includes both marketing research and field testing of fabrics.)

Guide consumer choice of textile and/or related products.

Answer questions (by phone or in person) concerning the use and care of textile and/or related products.

Explain company products or services to customers.

Handle consumer complaints concerning company products or services.

Represent employer at professional, business, social functions.

Maintain satisfactory rapport between employer and inside/outside business concerns.

Plan company (or department) business or social functions.

Prepare and disseminate information to customers, co-workers, management, trade magazines, etc.

Entertain company guests.

Prepare special presentations of merchandise or services.

Coordinate advertising efforts.

Generate ideas for future promotions.

Participate in the formulation of company policy.

Perform liaison work within the company.

Train personnel.

Maintenance of work area and facilities (other than testing equipment).

Display work.

Travel on company business.

Analyze fashion trends (includes forecasting).

Design of clothing and textile items (includes garments, new print lines for fabrics, sewing notions).

Cut, sew, fit garments or other textile items.

Alter patterns or ready-to-wear.

Office work (includes typing, filing, business correspondence, book-keeping, payroll, financial statements, tax returns).

Attend meetings (those not specified as company representative).

APPENDIX D

CLOTHING AND TEXTILES DEGREE REQUIREMENTS

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE IN HOME ECONOMICS

OKLAHOMA STATE UNIVERSITY

FOR STUDENTS MATRICULATING:

GENERAL REQUIREMENTS

CLOTHING, TEXTILES AND MERCHANDISING
CLOTHING AND TEXTILES

FALL SEMESTER 1974

Total hours	124
Minimum overall grade point average	2.0
Minimum grade point average in major	2.0

MAJOR 5021

LOWER DIVISION REQUIREMENTS			UPPER DIVISION REQUIREMENTS	
SUBJECT	HOURS	TO BE SELECTED FROM	CORE COURSES	
English Composition	8	ENGL 1113, 1323 and 2 additional semester credit hours in composition or report writing.	HEC 4112	
Biological Sciences and Physical Sciences	12*	Group 1 BISC 1114, 1214;	FRCD 3753	
		Group 2 CHEM 1114, 1015, 1225, 1364, 1474; GEOL 1014; PHYSIC 1014, ASTRON 1104 *Must include at least 4 hours from Group 1 and 4 hours of Chemistry	HMGT 4123	
Social Sciences	15	HIST 2483 or 2493; POLSC 2013; ECON 1113 or 2123; SOC 1113; PSYCH 1113	CTM 3572	
Humanities	8	HUMAN 2114 and 2224 or one of these courses and 4 hours from two of the following areas: ENGL (Any course taught as literature) ART 1011, 3533 MUSIC 2572, 2582 Philosophy (Any course) Religion (Any course taught as literature)	3213 or 3533	
			3102 or 4272	
Physical Education	2	Any activity courses in Physical Education	4153 or 4512	
Home Economics	20	HMGT 2113; FRCD 2113; FNIA 1112, 2113; HEC 1113; HID 2113; CTM 2213	and	
Additional lower division courses required for this major	17	ART 1213 or any 3 hours in Art. SPCH 1713 or 2713 or any 3 hours in Speech. CTM 1103, 2323, 2433, 2572	2 courses from:	
			CTM 4013 4052 4243	
			ELECTIVES	
			GENERAL	CONTROLLED
			Electives to complete 124 hours	3 hours in CTM

Lele O'Zorke
DEAN

Bronwyn S. Sider
HEAD

VITA

Nita Ruth Gorrell

Candidate for the Degree of
Master of Science

Thesis: JOB TITLES AND ACTIVITIES OF CLOTHING, TEXTILES AND
MERCHANDISING GRADUATES OF OKLAHOMA STATE UNIVERSITY,
1964-1973, PRESENTLY EMPLOYED IN NON-RETAILING CLOTHING
AND TEXTILES POSITIONS

Major Field: Clothing, Textiles and Merchandising

Biographical:

Personal Data: Born in Kerrville, Texas, February 13, 1950, the
daughter of Mr. and Mrs. Loran E. Gorrell.

Education: Graduated from Ysleta High School, El Paso, Texas, in
May, 1968; attended the University of Texas at El Paso in the
summer of 1969, 1970 and 1971, and in spring of 1970;
received Bachelor of Science degree in Home Economics from
Texas Tech University, Lubbock, Texas, in May, 1972, with a
major in clothing and textiles and home economics education;
completed requirements for the Master of Science degree at
Oklahoma State University in December, 1974.

Professional Experience: Assistant buyer at The White House
Department Store, El Paso, Texas, 1972-1973. Graduate teach-
ing assistant in clothing, textiles and merchandising at
Oklahoma State University, 1973-1974.

Professional and Honorary Organizations: American Home Economics
Association, Texas Home Economics Association, Phi Upsilon
Omicron.