

ATTITUDES AND INTERESTS OF HIGH SCHOOL
HOMEMAKING STUDENTS TOWARD GAINFUL
EMPLOYMENT FOR CLOTHING SERVICES

By

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Berry

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CHAPTER I

INTRODUCTION

There are more women in the labor force today than at any other time in the nation's history. In 1965 the number of women working was about twice as many as it was before World War II. Women have been responsible for sixty per cent of the total increase in the labor force since 1940.¹ This revolution in the structure of women's time has had immeasurable impact upon methods of fulfilling family needs.

The increase in the number of women working outside the home has created the necessity of having service workers to perform tasks that are no longer the prescribed responsibility of homemakers. Subprofessional occupations have emerged to provide these services and home economics educators have found it necessary to develop curriculum and training programs to prepare workers to enter these job areas.

Although several programs have been initiated by the United States government in an effort to supply the needed workers, the Vocational Education Act of 1963 is the legislative action that has resulted in the only permanent change in vocational education since the George-Barden Act in 1946.² Home economists have conducted various

¹Wilburn Cohen, "Womanpower in the 1970's," mimeographed report of the Brookings Institute Manpower Seminar (Washington, 1967), p. 1.

²Clio Reinwald, "Education for Employment," The Bulletin of National Association of Secondary School Principals, 48 (Washington, 1964), p. 29.

experimental projects and have participated in several pilot programs that have initiated a number of programs in gainful employment education. The three major areas in which programs have been developed have been for the training of workers in child care services, clothing services, and food services.

One of the ideals in a democracy is that everyone will do a certain amount of work. With increased technology, however, the type of workers needed has steadily changed. A major difficulty resulting from this change has been in getting people to realize the need for workers in non-professional occupations, particularly in service type occupations in which knowledge and skills in home economics are used. Clothing services is such an area.

Statement of the Problem

Many courses in gainful employment have met with a great deal of success, however, some classes have not had such attractive results. Students have not enrolled in the classes, teachers have been reluctant to initiate the program, desirable part-time work experiences have been limited for inexperienced persons, and/or students have not entered the labor market after receiving training.

Before any vocational educational program can be successful, there must be trainees who feel a need for the training. Swanson has stated that

no student should be permitted in a vocational program unless there is evidence that he has the interest, the aptitude, and the motivation to succeed. Vocational education cannot be effective if it is a "dumping ground" for those who have not been able to succeed in academic subjects. Often vocational classes have been the exit vestibule from high school for those who have already been labeled failures. The vocational class

cannot succeed if it consists solely of students who are classified as second-class citizens.³

Other educators have felt that students should be selected for gainful employment classes on the basis of interests, abilities, and attitudes. Reinwald has suggested that qualities and aptitudes should be the basis for selecting enrollees.⁴ Another source has indicated that general school records, exploratory experiences, activities, and test results should be carefully reviewed in determining whether or not a prospective student has the ability, aptitude, and interests needed to master the skills and knowledge required.⁵

Objectives of the Study

One objective of this study is to determine if there is enough interest on the part of students to enroll in clothing service classes if made available in either the secondary schools or in area vocational-technical schools of Oklahoma. A second objective is to identify the attitudes and interests students have about work and clothing service occupations that might influence their decisions to select training in this area.

The information received from the study may be used in the following ways:

1. To determine if it would be desirable to provide training for

³Chester Swanson, mimeographed material distributed by the State Board of Vocational Education of Oklahoma, February, 1967.

⁴Reinwald, p. 33.

⁵Vocational-Technical Education in Oklahoma! Distributed by the State Board for Vocational Education (Stillwater, 1967), p. 5.

the area of clothing services as part of the home economics offerings either in local high schools or in area vocational-technical schools.

2. To acquaint students and teachers with the various occupations in clothing services and with the types of activities that would be engaged in for the various occupational services.

3. To decide the factors of clothing service occupations that may affect the planning or revisions of course curriculums.

4. To aid in the recruitment of students.

Delimitation

This study was confined to only one area of gainful employment -- clothing services. The sample was limited to a stratified random sample of vocational homemaking departments in Oklahoma that do not or have not offered gainful employment. Only junior and senior homemaking students were included in the study.

Definition of Terms

Vocational Education -- Vocational education is the part of a person's education that trains him to make a contribution to his own well being and to society through training for success in employment. It is more than training for a job, but it does not equal preparation for a profession. The challenge of vocational education lies in the fact that it is designed for those people with less than a college education. Eighty-five per cent of the labor force are in this category.⁶

⁶Henrietta Fleck, "Vocational Education," Practical-Forecast, 11 (January, 1966), p. F-9.

Gainful Employment -- Gainful employment is that part of vocational home economics below the professional level that trains for entry level jobs in home economics-related occupations. It is also called occupational education, gainful occupations, and wage earning, but for the purpose of this paper it shall be gainful employment.

Clothing Services -- Clothing services is one of the three main areas of preparation in gainful employment. It is intended to train girls for occupations that use skills and knowledge in clothing construction or clothing maintenance. Included in clothing services are such job titles as dressmaker assistant, dry cleaning assistant, alterationist, clothing maintenance specialist, and power machine operator. It is sometimes called sewing services.

Procedure

A questionnaire was developed to assess general information about the students, their attitudes toward work, and their attitudes and interests toward occupations and training in the area of clothing services.

A review of other theses and the Johnson Home Economics Interest Inventory⁷ was made to obtain ideas for designing the questionnaire. As a considerable portion of the questionnaire was concerned about specific tasks related to various clothing service occupations, the Tentative Clothing Services Curriculum Guide that had been prepared after an intensive study of clothing-related occupations was used to supply ideas

⁷Hildegarde Johnson, Johnson Home Economics Interest Inventory (Ames, Iowa, 1955).

of skills that were peculiar to certain job titles. This curriculum guide was developed by trainees in special training programs and classes and by members of the research staff working on a special gainful employment project at Oklahoma State University.⁸ A tentative questionnaire was reviewed by the staff. Revisions were made where necessary.

The revised questionnaire consisted of three parts, namely:

(1) personal data, (2) attitudes toward work in general, and (3) attitudes and interests toward occupations in clothing services. The part on personal data contained information such as years of high school homemaking, clothing construction experience, previous work experience, and future plans. Part II was concerned with the reasons for working, factors to consider when seeking employment, outlooks on work, and desirable characteristics of a job. Part III acquainted the students with job titles in clothing services and assessed their reactions to the occupations and to a course that would help them develop skills in this area. It also contained a list of activities in various clothing-related occupations to which they were to indicate whether they might like or dislike.

The sample of selected schools was stratified by dividing the state of Oklahoma into the eight districts that are defined by the College of Home Economics Extension Service of Oklahoma State University. Schools that offered vocational home economics within the eight districts were then divided into three sized groups according to the number of teachers employed within the individual school system. In order to receive a

⁸Tentative Clothing Services Curriculum Guide (unpublished) Oklahoma State University, Stillwater, Oklahoma (1966).

return of twenty-four schools of the proper size and district, twice as many schools as were planned for use in the study were randomly drawn from each sized group within the districts.

A letter was sent to each teacher of the forty-eight selected schools and as the return was greater than the number of schools needed, the sample was further limited by randomly selecting one school from each size and district pair. There were only twenty-one schools that fell within the stratified sample because three districts had a sized group that did not indicate willingness to cooperate.

Questionnaires were sent for all junior and senior homemaking students for each of the twenty-one high schools. The homemaking teachers were instructed to either administer the questionnaire during class time or to allow the students to complete them at home. The questionnaire could be completed in one class period.

The data were compiled and results were incorporated into tables in order to analyze the findings to determine the extent to which the objectives of the study had been achieved.

Organization of the Report

The report of this study is organized into four chapters. Chapter I has presented the problem, objectives, limitations, definitions, procedure, and organization of the study.

Chapter II presents a review of literature that pertains to the study.

Chapter III presents the findings from the questionnaire and an analysis of the data.

Chapter IV presents a summary of the study and conclusions reached as a result of the study.

CHAPTER II

REVIEW OF THE LITERATURE

A significant change in the importance of vocational education occurred late in 1963 when the Vocational Education Act was passed by Congress.¹ This act is the most recent of a number of legislative procedures that began in 1917 with the passage of the Smith-Hughes Act.² It resulted from accumulating evidences that former vocational education programs were neither broad enough nor flexible enough to meet present or future needs and from the recognition of various social problems. Concern for lessening the problems of juvenile delinquency, school drop-out rates, poverty, and unemployment lead in part to the expansion of vocational education as was made possible by the 1963 Vocational Education Act. Kemp has stated that the goal for an educational program to serve youth with special needs should be dedicated

to help all people develop their individual interests and abilities for work in occupations requiring less than a Baccalaureate degree and for which there is or is expected to be an economic demand; and to encourage and prepare persons for continuing study or for training at a higher level.³

¹Selected Education Acts of 1963, prepared for the Subcommittee on Education of the Committee on Labor and Public Welfare, United States.

²Walter Arnold, "Fifty Years of Federal State Partnerships," American Vocational Journal, 42 (Washington, 1963), p. 21.

³Barbara Kemp, "The Youth We Haven't Served," U. S. Office of Education Pub. No. OE - 8003 (Washington, 1966), p. 31.

The Vocational Education Act of 1963 was preceded by two short-term vocational training programs, the Area Redevelopment Act of 1961 and the Manpower Development and Training Act of 1962 and its authors were able to benefit from suggestions made in 1962 by the President's Panel of Consultants on Vocational Education. The panel's published report, "Education for a Changing World of Work," favored an extended program in vocational education.⁴

One of the areas in which vocational education has had particular success is home economics. The offerings in home economics have for years been directed to assist youth in preparation for homemaking. The leaders in home economics are now revising the program to include preparation for home economics-related occupations.

The inclusion of gainful employment in home economics is quite significant. It means not that a former program has been eliminated but that a new aspect has been added.⁵ Vocational home economics serves high school youth in a number of ways. As listed by Simpson and Barrow, home economics will prepare young people for making a home, prepare some students for occupations requiring home economics skills and knowledge, and provide a basis for professional preparation for the college-bound girl.⁶ Another reference had an additional objective -- preparing

⁴Panel of Consultants on Vocational Education, "Education for a Changing World of Work," U. S. Office of Education, Pub. No. 80020 (Washington, 1962).

⁵Ellen Champoux, "Emphases on Wage Earning in Home Economics Classes in Kansas," Illinois Teacher of Home Economics, 8 (1964-1965), p. 187.

⁶Elizabeth Simpson and Joseph Barrow, "Flexibility to Meet New Challenges in Home Economics Education," Illinois Teacher of Home Economics, 8 (1964-1965), p. 74.

students to satisfactorily combine the dual role of homemaker and employee.⁷

There are many reasons why education for employment is appropriate in home economics. Simpson has listed a number of them: (1) As many women are and will continue to be employed outside the home, home economics as it has been was preparing girls for only half of their dual role. (2) There is a sharply dropping proportion of jobs for unskilled workers and home economics has the potential for the contribution to prepare workers for employment. (3) Home Economics can offer a program stimulating to many potential drop-outs. (4) Many of the service occupations that have increased are related to home economics. (5) Many youth neither get a college education or have job training and home economics can serve these youth.⁸

Venn reported that some fifty-four per cent of all full-time enrollees in vocational programs are in homemaking. It is offered in about half of the high schools in the nation and the 9 million dollars contributed by the Federal Government have been over-matched by state and local government.⁹ These evidences of popularity also indicate that home economics has a strategic place in this new emphasis to assist youth.

⁷Elizabeth Simpson, "The Vocational Purposes of Home Economics Education -- With Focus on Education for Employment," Illinois Teacher of Home Economics, 8 (1964-1965), p. 87.

⁸Ibid., p. 88.

⁹Grant Venn, Man, Education, and Work (Washington, 1964), p. 76.

Vocational education is intended for all people who want it, need it, and have the initiative to obtain it;¹⁰ however, the vocational program is more successful when trainees possess attitudes and interests in the work for which they are training that are conducive to success in their chosen job areas.

In a nation-wide survey made by Bedford to determine opinions of certain faculty members concerning topics that should be included in a job orientation course, "vocational aptitudes" and "vocational interests" were ranked fourth and fifth out of fifty topic suggestions. They were preceded only by three topics, "how to study," "how to use the library," and "planning a course of study," all of which concerned school adjustment.¹¹

Educators at Yale University have stated that the two factors most significant for success in any career are ability to perform one of the types of work important in that occupation and sufficient interest or enthusiasm for the day-to-day activity therein, to capitalize that ability effectively.¹² By finding out the things one enjoys doing, a career can be chosen which will develop strong points instead of one that will result in work poorly done as a result of lack of interest.¹³

Interests can be measured in a variety of ways. An analysis of interests can be made through a study of hobbies, leisure time

¹⁰Vocational Technical Education in Oklahoma!, p. 1.

¹¹James H. Bedford, Your Future Job (Los Angeles, 1956), pp. 12-13.

¹²Albert Crawford and Stewart Clement, ed., The Choice of an Occupation (New Haven, 1932), p. 3.

¹³Virginia Westervelt, Choosing a Career in a Changing World (New York, 1959), p. 3.

activities, and types of reading enjoyed.¹⁴ One should not depend upon himself, however, as an expert analyst. Only standard tests, interpreted by experts, are reliable guides.¹⁵

Attitudes are also an important consideration in obtaining and keeping a job. The attitude that work is merely something to be done before other pursuits can be enjoyed has no place in the business world if success is to be obtained. In a work situation a person will be expected to put forth his best efforts -- not occasionally but all of the time. Work is more burdensome to the person to whom work is a means and not an end.¹⁶ Sifferd listed "attitudes and behavior" as reasons for not obtaining jobs and he named "attitudes and behavior on the job" as reasons for not holding the job.¹⁷

Vocational education is intended to include high school students, post high school youth, working youth, adults, and persons with special needs. With this wide range of age and ability levels, a major consideration of educators is the level at which the training can be most effectively provided. Programs may possibly be offered for varying degrees of skill development at different levels in the educational system. Upper secondary grades, post high schools, junior or community colleges, and adult programs are possible levels.¹⁸

¹⁴Crawford and Clement, p. 17.

¹⁵Westervelt, p. 3.

¹⁶Crawford and Clement, pp. 15-16.

¹⁷Calvin Sifferd, Selecting an Occupation (Bloomington, Illinois, 1962), p. 195.

¹⁸Reinwald, p. 36.

Venn has recommended that two-year colleges should make vocational and technical education a major part of their mission and objective. He states that the comprehensive post-secondary educational institution will be the key to occupational preparation. Reasons for having the training at this level are: advanced vocational and technical education courses are needed beyond the high school, many occupations are requiring more post-high school general and related education, employers favor the older employee who has had post-high school training, and adults who are continuing their education seem to favor an institution beyond the high school level.¹⁹

Some educators believe that secondary schools are resistant to change and flexibility in structure and curriculums and thus cannot provide vocational education adequate to meet today's needs.²⁰ Venn, however, contends that secondary schools should establish vocational education programs that either prepare graduating youth with occupational skills or that prepare them for further occupational education. Post-secondary schools can be no stronger than the previous schooling where educational foundations are laid.²¹

Conant is convinced that to divide students into separate schools depending upon their academic ability and their vocational ambitions is a mistake. He contends that in this arrangement there is no basis for the growth of mutual understanding between different cultural, religious,

¹⁹Venn, p. 165.

²⁰Morgan Lewis and Jacob Kaufman, "The Role of Secondary Schools in the Preparation of Youth for Work," a paper presented to a convention session of the American Vocational Association (Denver, 1967).

²¹Venn, pp. 166-167.

and occupational groups. Some media need to be provided through which students from widely different walks of life come to know one another. By cutting across vocational interests and covering a wide range of aptitudes, groups can learn to live together as they later will have to in the adult community.²²

Conant suggests that there should be further utilization of the local two-year terminal college course. The principles of the comprehensive high school could be followed but an expansion might be made to include thirteenth and fourteenth years for work experience programs. He also proposes that educators should project the attitude that length of education is not the hallmark of its respectability.²³

Oklahoma is striving to meet the new vocational needs through development of area vocational-technical schools. In order to lessen the tax burden, such schools would be placed in strategic positions that are accessible to all citizens of Oklahoma. The schools will be designed for the high school student to spend one-half of his day at the area vocational-technical school and one-half of the day at his local high school. Full-time training will be available for students who can spend the entire day at school and evening classes will be provided when demand for such a class develops.

The pertinence of job preparation for women has recently been brought to attention. What a few years ago was a widely discussed issue is now a decided trend -- women are working. They are involved in clerical occupations, service work, operative jobs, and professional and

²²James Conant, Education and Liberty (Massachusetts, 1953), pp. 59-63.

²³Ibid., p. 57.

technical occupations.²⁴

The most significant determinants of whether a woman will work are her age, education, and husband's income. Wives of advanced age or mothers with young children are less likely to be working than are women who are unmarried, have no children at home, have education beyond high school, or have husbands who earn less than \$10,000.

Women work primarily because they want the money to improve their standard of living. Married women who are employed now earn more than one-fifth of their families' income. They are using this money to send children to college, to help buy a new house, or to otherwise increase the family goals.²⁵

One of the new occupational areas of vocational education available for women is clothing services. Clothing construction and maintenance has come to be a much needed service since the change in women's roles has occurred.

The role of clothing in the home economics classroom has changed considerably within the century. In a 1900 publication edited by Wilson, it is stated that within the last ten or twelve years, nearly every public school in America had introduced sewing as a part of a child's education. Hope was that it would soon become universal.²⁶ Great strides have been taken since that time.

²⁴Helen Brown, Louise Lemmon, and Selma Lippeatt, "The Changing Roles of Women," Illinois Teacher of Home Economics, 10 (1966-1967), pp. 24-38.

²⁵Cohen, p. 3.

²⁶Lucy Wilson, Handbook of Domestic Science and Household Arts, (New York, 1900), p. 369.

Clothing services as an occupation began quite simply. Dressmaking is an example of this beginning. The first shaped and sewn garments were products of the home. As they increased in number and became more fitted, they required more people and greater attention. Thus, it became necessary to employ those who could sew and had time to make the family clothing.²⁷

In the late 1920's and early 1940's, women interested in sewing were encouraged by Baldt²⁸ and Pickens²⁹ to sew for recreation, economy, self-gratification, creativity, and self-expression. The encouragement for women to sew for profit was first noted by the author in educational literature in the middle 1950's. Lowrie suggested sewing as the ideal part-time occupation because it could be so easily coordinated with other home tasks. She dubbed sewing as a "creative art, feminine, clean, dignified, physically easy, and satisfying."³⁰ Included in some of the chapters of her book were ideas for salable products, setting up a dressmaking shop, selling a sewing service, and mending to make money.³¹

Since the passage of the Vocational Education Act of 1963 several publications concerning clothing services have appeared. One publication important to home economists setting up a clothing service course is the suggested training program sponsored by the Manpower

²⁷Jane Forbes, Dressmaking (Boston, 1917), p. xi.

²⁸Laura Baldt, Dressmaking Made Easy (New York, 1928), p. v.

²⁹Mary Brooks Pickens, Sewing for Everyone (Ohio, 1944), p. vii.

³⁰Drucella Lowrie, Sew and Make Money (New York, 1956), p. 5.

³¹Ibid.

Development and Training Act for the clothing maintenance specialist. The clothing maintenance specialist is employed in the home to maintain, repair, and store the clothing of families or individuals.³²

Assistance to teachers and students planning a clothing service workroom appeared in a recent publication. A report on an experimental clothing services nook that was an outcome of a research project at Oklahoma State University included ideas for equipment that could be incorporated into a dressmaking - alteration room.³³

Another outcome of the Oklahoma State University research project was a tentative curriculum guide for clothing services. This guide was prepared to help teachers have a basis for programs in their own local schools and it is based on needs peculiar to Oklahoma.³⁴

Various programs concerned with clothing service occupations have been reported. One such program in Oakland, California, has resulted in girls being trained for entry-type jobs such as working in the clothing manufacturing industry, working in dry cleaning shops as tackers, seamstresses, counter girls, hand pressers, or markers, or working in home employment. Some work experience was available through a weekly clothing clinic where students were able to perform beginning jobs in clothing services.³⁵

³²Clothing Maintenance Specialist, U. S. Office of Education, Pub. No. OE - 87005 (Washington, 1964).

³³Margaret Ann Berry and Grovalynn Gould, "Planning a Clothing Services Nook," Forecast, 12 (1967), p. F-36.

³⁴Tentative Clothing Services Curriculum Guide.

³⁵Dorothy Schnell and Jean Mills, "Education for Gainful Occupations Related to Home Economics - In California," Illinois Teacher of Home Economics, 8 (1964-1965), p. 156.

An unusually successful adult class in alterations for wage earning was held in Florida. Findings from this experience indicate that recruitment, qualified teachers, certification of trainees, and facilities are some of the major factors concerned in a clothing service class.³⁶ In another study, Starck indicates that home economics training in textiles and art related to fabric design could help students prepare for occupations selling fabrics.³⁷

With expansion and acceptance of the new emphasis in vocational education, and particularly in gainful employment, more studies and program development aids can be expected. As gainful employment is young, there has not been time for a wealth of literature to appear in specific gainful employment areas such as clothing services. Publications, then, can be awaited with anticipation.

³⁶Gladys Hutchinson, "Clothing Alterations: A First Attempt in a Home Economics Course for Wage Earning," Illinois Teacher of Home Economics, 8 (1964-1965), p. 313.

³⁷Helen Starck, "A Report of Two Studies With Implications for the Education of Fabric Sales Clerks," Illinois Teacher of Home Economics, 8 (1964-1965), p. 147.

CHAPTER III

PRESENTATION OF DATA

The data for this study were obtained through a questionnaire. The questionnaire consisted of (1) personal data, (2) attitudes toward work in general, and (3) attitudes and interests toward clothing service occupations. While the number of schools that were willing to cooperate in the study exceeded the amount to be used, the final number of participating schools was nineteen. Six of the schools participating were large, six were medium, and seven were small schools. There were 533 students responding in the study.

Description of the Group Studied

Although the group studied consisted of junior and senior high school homemaking students, the number of years the girls had taken homemaking varied. Approximately one-half (43.3%) of the students were completing their third year of homemaking and almost one-third (30.8%) were finishing their fourth year. A small per cent of the girls (4.1%) had five years of homemaking (Table I).

When asked the amount of previous clothing construction experience they had had, slightly over one-half (51.4%) indicated that they made "some" of their clothing. Approximately one-fourth (24.6%) do very little sewing, while almost one-fifth (18.6%) made most of their (or another person's) clothing. Only a small percentage (4.9%) do no sewing

at all outside of homemaking class (Table II).

TABLE I
NUMBER OF YEARS OF HOME MAKING

Number of Years									
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
43	8.4	68	12.8	231	43.3	164	30.8	22	4.1

TABLE II
PREVIOUS CONSTRUCTION EXPERIENCE

Experiences	N	%
Make most of my own (or another person's clothing)	99	18.6
Make some clothing	274	51.4
Do very little sewing	131	24.6
Do no sewing outside home economics class	26	4.9
No answer	3	0.6

Babysitting was reported to be the type of work experienced most by the girls. Exactly two-thirds (66.6%) of the group had worked as baby-sitters. One-fourth (25.5%) of the students had served as waitresses and about one-sixth (16.1%) had worked in offices. Less than one-tenth (7.7%) had clerked and approximately one-tenth (9.6%) had not worked at all. Almost one-third (30.6%) of the group had work experience in jobs other than those listed in the questionnaire (Table III).

Twenty-seven other work experiences were written in by the girls. The amount of work experience that was added most frequently had to do

with some type of food service. Among food service occupations mentioned were cook, car-hop, fountain girl, dietitian, and bakery helper. Several others have worked in housecleaning services, yard or field work, and Neighborhood Youth Corp. A few number listed nurse's aid, teacher's aid, library assistant, hairdresser, and switchboard operator as examples of work experiences they had had.

TABLE III
PREVIOUS WORK EXPERIENCE

Experiences	N	%
Babysitting	355	66.6
Waitress	136	25.5
Office worker	86	16.1
Clerk	41	7.7
None	51	9.6
Other	163	30.6

A majority of the girls plan some type of further education after high school graduation. About two-fifths (42.0%) of the girls wish to train for a specific occupation after they graduate, while over one-third (34.3%) plan to complete a four-year college program. Although one-fifth (21.8%) of them foresee full-time work in the future, one-fourth (25.9%) of them plan to work only part time and two-fifths (39.2%) expect marriage. A small per cent (3.1%) have other plans -- all of which indicated some branch of the women's military service (Table IV).

TABLE IV
FUTURE PLANS

Plans	N	%
Go to college and plan to complete a four-year program	183	34.3
Train for a specific job such as beautician or secretary	224	42.0
Work full time	116	21.8
Work part time	138	25.9
Marriage	209	39.2
Other	17	3.1

Summary of Personal Data

Most of the students responding to the questionnaire were completing their third or fourth year of homemaking and they were responsible for the construction of some clothing. Very few of the girls had not had some type of employment. A majority of the girls had been baby-sitters and there had also been employment in a large number of jobs that were not listed in the questionnaire.

Some type of continued education is planned by most of the respondents. Full- or part-time work is expected by more than are anticipating marriage. Girls planning for a future other than items listed on the questionnaire indicate that they want some type of military service.

Attitudes Toward Work

The reason for working chosen by the largest number of students was to earn money (83.9%). Approximately three-fourths (72.8%)

indicated they would work because of self-satisfaction and accomplishment and only slightly over one-fifth (21.2%) will work to please parents, friends, or other people (Table V).

TABLE V
REASONS FOR WORKING

Reasons	N	%
To earn money	447	83.9
To have self-satisfaction and accomplishment	388	72.8
To achieve success	342	64.2
To gain personal development	330	61.9
To be of service to mankind	230	43.1
To have fellowship and companionship	218	40.9
To please parents, friends, or other people	113	21.2

By the largest number of girls checking amount of pay as a factor to consider when selecting a job, the students reaffirmed that their reason for working was for earning money. Over three-fourths (76.9%) of the girls marked amount of pay as a major factor and only a few less (75.8%) chose type of work. Working conditions were a concern to over two-thirds (69.6%) of the group and almost one-half (49.3%) of the students indicated that they would seek possibilities for advancement and promotion. A slightly fewer number (47.5%) were concerned with the amount of training required and just below that was security in keeping the job (46.1%). Very little difference was noted in what they said they would consider concerning the number of hours worked (38.3%) and location (37.5%), but there was a considerable drop to benefits (26.6%)

and then in last place, status of job (15.0%) (Table VI).

TABLE VI
FACTORS TO CONSIDER WHEN CHOOSING A JOB

Factors	N	%
Amount of pay	410	76.9
Type of work	404	75.8
Working conditions	371	69.6
Possibilities for advancement and promotions	263	49.3
Amount of training required	253	47.5
Security in keeping the job	246	46.1
Number of hours worked	204	38.3
Location	200	37.5
Benefits	142	26.6
Status of job	80	15.0

Approximately the same number of girls rated "would be proud to have a job," "would take pride in work," and "would find satisfaction in work" as outlooks on work that would be most characteristic of them. The percentages varied only from 31.7% to 28.5%. Very few students thought that having a job would add prestige to them and nobody indicated that to avoid all work possible was most important to her. Having prestige in a job was the fourth choice of most of the responding girls (48.8%) and avoiding all work possible was most often the fifth choice (85.9%) as seven-eighths of the girls put it in last place. None of the items that were listed for outlook on work received a total of 100 per cent because several of the students gave only their first and fifth

place ratings (Table VII).

TABLE VII
RATINGS OF THE OUTLOOKS ON WORK

Outlooks	Percentages in Rank Order				
	1	2	3	4	5
Would be proud to have job	28.5	17.1	26.5	11.6	1.1
Would avoid all work possible	0.0	0.8	0.4	2.3	85.9
Would find satisfaction in working	29.1	20.6	24.6	10.9	0.4
Would have prestige in having a job	2.3	9.2	15.0	48.8	2.8
Would take pride in work	31.7	28.1	16.3	4.7	0.9

In order to assess the specifics about a job that was desired by the girls, fifty job characteristics were listed on the questionnaire. These characteristics were such that they applied to work in general. For each of the fifty items, the students responded by checking in a "like" or "not like" column. The group was then divided into thirds according to the per cent of girls indicating that they would like a particular characteristic. The group containing the characteristics desired by two-thirds or more of the students had twenty-two items. Eleven items were included in the group that was desired by one-third or less of the respondents.

High concern was placed upon the social aspects of the work, environment, salary, advancement opportunities, dress, the job itself, and relationship with customers. The highest ranked work characteristic was development of several skills on the job. To learn a number of skills was indicated as being desired by 95.1% and work providing a

number of activities was wanted by 91.2% of the girls (Table VIII).

Work for which one would receive appreciation was rated second highest (94.7%). Additional concern for customer relations was evident as 77.9% were willing to please customers and 71.7% wanted work where maintenance of customer good will is essential.

The group sampled showed much desire to be with others. Work that puts one in contact with many different people was liked by 91.9% of the students, work that involves association with both children and adults was chosen by 84.6% and 80.7% selected work in which many others are present.

Over nine-tenths (91.5%) of the girls would like work where neat dress is required and 88.9% want it in a clean, decorated establishment (Table VIII).

Half as many of the items fell in the characteristics desired by one-third or less of the respondents than were in the characteristics desired by two-thirds or more. Only eleven work characteristics were chosen by one-third or less of the students and these tended to be opposite of the characteristics that were desired. Concern was again evidenced for the social aspects, environment, and job itself. The least liked work characteristic was pressure to meet deadlines for only 11.3% felt that this characteristic of the job was one they would want. Approximately one-fourth of the group desired work where noise is always present (24.2%), work that involves only one part of something (24.2%), and work that is an identical task every day (25.3%). Only 26.5% want an occupation where no decisions are necessary. The environment desired by 17.4% is one located in a busy, unglamorous place. Socially, just

TABLE VIII
JOB CHARACTERISTICS CHECKED BY TWO-THIRDS OR MORE

Characteristics	%
Work in which I develop several skills	95.1
Work in which I receive appreciation for what I have done	94.7
Work in which salary is guaranteed	92.3
Work that puts me in contact with many different people	91.9
Work where neat dress is required	91.5
Work where I could have a variety of activities	91.2
Work in which there is opportunity for advancement	90.2
Work that gives satisfaction from having improved something	89.5
Work that is in a clean, decorated establishment	88.9
Work that involves association with both adults and children	84.6
Work in which many others are present	80.7
Work that allows opportunity for overtime	78.9
Work where I try to please customers	77.9
Work that is definitely a specified number of hours per week	74.7
Work in which my opinions and decisions are necessary	73.2
Work in which maintenance of customer good will is essential	71.7
Work in which I must keep up-to-date in new products	71.1
Work in which I manage my own time and energy	69.9
Work that can be done in or near a homelike atmosphere	69.4
Work that must be done in a business establishment	68.1
Work that involves many employees	67.7
Work done by hand	67.2

22.1% desire their only contacts to be other employees and 22.9% want work that allows them to be mostly alone (Table IX).

TABLE IX
JOB CHARACTERISTICS CHECKED BY ONE-THIRD OR LESS

Characteristics	%
Work that demands rapid production	31.7
Work that takes me into other people's homes	29.8
Work that involves only adults	28.5
Work in which no decisions are necessary	26.5
Work in which I would do an identical task every day	25.3
Work that involves only one part of something	24.2
Work where noise is always present	24.2
Work that allows me to be mostly alone	22.9
Work in which my only other contacts are other employees	22.1
Work that is located in a busy, unglamorous place	17.4
Work in which there is great pressure to meet deadlines	11.3

Summary of Attitudes Toward Work

The replies of the respondents would seem to indicate that the majority of students had wholesome and desirable attitudes toward work in general. The outlooks chosen by the group were those usually considered as some that would contribute to being a conscientious employee.

Money was listed as both the main reason for working and the major factor to consider when selecting a job. Other important reasons for working included self-satisfaction and accomplishment, success, and personal development.

Type of work and working conditions were the only other factors to be considered when choosing a job that received a majority of checks.

The three highest rated outlooks toward work, "would be proud to have a job," "would find satisfaction in working," and "would take pride in work," had only a 3.2% difference. Each received about one-third of the first place ratings. "To avoid all work possible" was the lowest ranked outlook.

In choosing job characteristics the girls wanted variety, appreciation, guaranteed salary, work with other people, and neat dress in an attractive business establishment. What they least liked were the things that were "opposite to what they indicated they would like in a job.

Attitudes and Interests Toward Clothing

Service Occupations

After reading a list of clothing service occupations and a brief description of each, the students were asked if they would be interested in becoming trained in one of the jobs listed. Over one-third (35.3%) of the girls said they would like to have this training. Over two-fifths gave an affirmative reply when asked if they would take a course in their high school to prepare them for such an occupation (Table X).

An indication of the reason that more were willing to take the course than wanted to be trained was found in the reasons they listed for enrolling or not enrolling in a clothing services class. The most frequently listed reasons for taking the course were: "because of interest in clothing and sewing," "for personal use," "to learn more," "for use in future home," "to use for work or as something to fall back

on," "for experience," or "because of the belief that every girl should know how to care for clothing."

TABLE X

INTEREST IN CLOTHING SERVICE OCCUPATIONS AND CLASS

Questions	Yes		No	
	N	%	N	%
Would you be interested in being trained in a clothing service occupation?	188	35.3	337	63.6
Would you be interested in taking a course in clothing services if it were offered in your school?	237	44.6	284	53.3

Less frequently mentioned reasons were that they may "benefit or enjoy it," "it never hurt anybody," "it would supplement home economics," or for "curiosity."

Thirty-one reasons were given for NOT taking the course. The reason most frequently cited was simply "not interested." One hundred and eleven girls, 39.1% of those saying they would not take the course, responded in such a way. One-fourth (25.0%) of the girls stated they had other interests. The next most frequent reason given was that they did not like to sew or work with clothing.

Other reasons stated a number of times included: "too simple, dull or boring," "do not like this type of work," or "do not want to work on other people's clothing." Some of the other reasons stated by a small number of the respondents were: "not enough patience," "sewing makes me nervous," "not enough pay," "not interesting," "do not like the pressure," "would never use the training," or "can get the information from the regular homemaking class."

The data concerning the types of clothing service occupations the group desired were recorded in two ways -- by the occupation most desired by the girls and according to the percentage of activities required of the occupation that they checked as one they would like. An effort was made to determine if size of school had any bearing upon the answer given by the girls.

As it had been wondered by members of the Gainful Employment Research Staff at Oklahoma State University if glamour were not a factor that girls seek in a job, the occupation of dress design helper was included in the questionnaire to determine if students might select it because it is a more glamorous title than terms most commonly used. Dress design helper is not an occupation suggested in the tentative curriculum guide for Oklahoma, but rather it was added to the list. According to the findings, glamour may be the reason for the large number of girls selecting this occupation. Almost three times as many girls checked dress design helper as their first choice than checked the next highest occupations which were specialized seamstress and dry cleaning assistant. Both of the latter were selected by 13.8% of the group. The two selected least were dressmaker assistant (6.4%) and alterationist (5.3%), however, the actual work of the dressmaker assistant and the dress design helper are almost identical (Table XI).

Little difference was noted in the average percentage of amount of activities desired that correspond with the activities required in the occupation. Five of the seven percentages were between 63.5% and 68.4%. The other two were alterationist, (72.2%) the highest percentage, and power machine operator (57.1%) the lowest percentage.

TABLE XI

OCCUPATIONAL CHOICES OF RESPONDENTS WHO INDICATED AN INTEREST
IN CLOTHING SERVICE TRAINING

Job Titles	N	%
Dress design helper	68	36.2
Specialized seamstress	26	13.8
Dry cleaning assistant	26	13.8
Power machine operator	19	10.1
Clothing maintenance specialist	16	8.5
Dressmaker assistant	12	6.4
Alterationist	10	5.3

There appeared to be no meaningful pattern exhibited in type of occupation desired or percentage of activities liked by the girls choosing specific occupations in relation to the size of the school. A main factor affecting average percentages of occupational activities liked by the girls was the number of girls who had chosen the occupation. The average was more representative when a number of persons had listed it. When only a few had chosen the occupation, there often were not enough scores to average out the unusually high or low percentages (Table XII).

Summary to Attitudes and Interests Toward

Clothing Services

More students indicated an interest in taking a course in clothing services than would want to be trained for a clothing-related occupation.

TABLE XII

PERCENTAGE OF OCCUPATIONAL ACTIVITIES LIKED BY GIRLS DESIRING THE OCCUPATION

School Size	Occupational Titles						
	Dry Cleaning Assistant	Power Machine Operator	Alteration- tionist	Dressmaker Assistant	Dress Design Helper	Specialized Seamstress	Clothing Maintenance Specialist
	%	%	%	%	%	%	%
Large	66.6	61.5	70.6	69.2	64.9	64.3	37.0
Medium	69.0	55.7	69.5	49.2	62.1	68.1	74.1
Small	57.5	53.8	88.9	79.6	69.9	71.4	65.5
Averages	65.2	57.1	72.2	63.5	65.0	68.4	67.5

The reasons given by the respondents were that many of the girls are interested in having the knowledge for their personal use and not for earning an income.

The routineness of a clothing service occupation does not appeal to many girls. A number of girls are opposed to working on other people's clothing or they do not like that type of work.

Dress design helper is the occupation desired by many more girls than was any other job in clothing services. In fact, several girls expressed an interest in taking the course only if they could have assistance in dress designing.

Although alterationist was the occupation least desired, the girls checking this seemed to have a better understanding of the activities involved than did those for any of the other occupations. Those desiring to be a power machine operator had the least concept of what this occupation entailed.

Although size of town had no noticeable bearing on the girls' realistic concept of what they indicated they like to do and what they would have to do on the job, it is quite evident that the students are unaware of what they would have to do in the occupations that they selected.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The objectives of this study were: (1) to determine if there was enough interest on the part of students to enroll in clothing service classes if made available in either the secondary schools or the area vocational-technical schools of Oklahoma and (2) to identify the attitudes and interests students have about work and clothing service occupations that might influence their decisions to select training in this area.

It was hoped that the information obtained in the study could be used to assist in:

1. Determining if it would be desirable to provide training for the area of clothing services as part of the home economics offerings either in local high schools or in area vocational-technical schools.
2. Acquainting students and teachers with the various occupations in clothing services and with the types of activities that would be engaged in for the various occupational services.
3. Deciding the factors of clothing service occupations that may affect the planning or revisions of course curriculums.
4. Aiding in the recruitment of students.

The study was limited to junior and senior homemaking students from selected high schools in Oklahoma that offer vocational home

economics. The schools were randomly selected according to size and district. A total of 533 girls from nineteen responding schools participated.

The instrument used for obtaining the data was a questionnaire. The questionnaire was developed to obtain personal data, attitudes toward work in general, and attitudes and interests toward occupations in clothing services.

Conclusions

From data obtained in this study, the writer has come to the following conclusions regarding the extent to which the two objectives have been achieved:

For objective one, which was to determine if there was enough interest on the part of students to enroll in clothing service classes if made available in either the secondary schools or the area vocational-technical schools of Oklahoma, the writer believes that there was sufficient evidence to question the advisability of offering clothing service classes in the majority of secondary schools in Oklahoma.

A minimum of ten students is recommended for a gainful employment class. Because the number of students in this study that indicated interest in training for an occupation in clothing services does not average to ten students per school, it would seem that clothing services should not be included in the homemaking programs of medium and small secondary schools. On the basis of this study and unless the students change their reactions, there would not be enough interested students to justify the expense of setting up the course.

The type of school in which clothing service classes seemed more feasible was area vocational-technical schools. These schools could possibly offer cooperative courses with other vocational classes which might stimulate interest for prospective trainees. Alterationist and dry cleaning assistant are examples of clothing service occupations that could be taught cooperatively with another area -- distributive education. As the respondents indicated much interest in being with other people and with meeting clientele, perhaps being able to learn selling techniques would both glamorize and strengthen training for an alterationist or dry cleaning assistant. Dress design helper is another clothing service occupation that could be combined with a different vocational training area. Taking courses in art could be beneficial to the clothing service trainee aspiring to be a dress design helper.

The writer realizes that students are not the only reason a course is offered. There must also be a need for the trained worker. Student interest, however, is the concern of this study and the writer believes that these interests were assessed.

The second objective, to identify the attitudes and interests students have about work and clothing service occupations that might influence their decisions to select training in this area, resulted in the following conclusions based on data obtained in this study:

1. Responses indicated that the respondents held wholesome attitudes toward working in general and that they possessed desirable outlooks on work. Some of the outlooks they seem to have were that they would take pride in their work, would be proud to have a job, and would find satisfaction in working. They are interested in the social aspects

of work, environment, salary, advancement opportunities, dress, the job itself, and relationship with customers.

2. Most girls do not seem interested in gainful employment education in clothing services and some of those who indicated that they were interested did not want the training for use in an occupation but rather they wanted it for personal use.

3. Glamour seemed to be a major factor in whether the girls indicated that they wanted to train for an occupation in clothing services and in which occupation they thought would interest them if they did desire the training.

4. Most respondents who indicated that they wanted gainful employment training did not appear to be aware of the activities that were involved in the occupations that they listed as their first choices.

5. There seems to be a need to create interest in clothing services before it will be successful with secondary school students.

Recommendations

The writer makes the following suggestions for further study:

1. An item analysis of the instrument as used and revisions as would seem desirable.

2. A further study using the large, non-vocational schools in metropolitan areas along with a community survey to determine occupational needs of the community.

3. A similar study with adults.

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APPENDIX

April 19, 1967

Dear

I am working on a master's degree at Oklahoma State University and as a basis for my thesis I am using a problem concerning the attitudes and interests of high school girls toward occupations in clothing services. I hope to assess these attitudes and interests through a questionnaire dealing with students' feelings of work and of clothing services. The sample that I plan to use is a selected number of schools in Oklahoma where courses in gainful employment are not currently being offered.

Would you be willing to cooperate in this endeavor by administering a questionnaire to your junior and senior homemaking classes? The questionnaire could be completed in one class period or the students might take it home to complete.

I hope that the results of the questionnaire will reveal some ideas for the age level at which clothing services can be effectively taught, for recruitment, and for acquainting students with occupations in clothing services. I am sure that you will be interested in having the results of my findings so I will be happy to make them available to you.

Please fill in the enclosed card and return it to me at your earliest convenience.

I look forward to working with you. Thank you very much.

Sincerely,

Margaret Ann Berry

Encl.

Questionnaire

1. Of the following reasons for working, check the four (4) reasons that are of most importance to you.

to achieve success
 to gain personal development
 to earn money
 to have fellowship and companionship
 to have self-satisfaction and accomplishment
 to please parents, friends, or other people
 to be of service to mankind

2. Of the following factors to consider when choosing a job, check the five (5) factors that you consider most important.

security in keeping the job
 amount of training required
 location
 working conditions
 benefits such as vacation, sick pay, insurance
 possibilities for advancement and promotion
 type of work - interesting
 number of hours worked
 amount of pay
 status of job

3. Rate these outlooks on work in the way that you feel they apply to you. The one you feel is most applicable to you would be numbered 1 and the one you feel is least applicable to you would be numbered 5.

would be proud to have a job
 would avoid all work possible
 would find satisfaction in working
 would have prestige in having a job
 would take pride in work

After reading each job characteristic below,
Mark in column one (1) if it is a characteristic that you would like.
Mark in column two (2) if it is a characteristic that you would not like.

	LIKE	NOT LIKE
1. Work in which I would do an identical task every day		
2. Work in which I am mostly seated		
3. Work that puts me in contact with many different people.		
4. Work which involves association with both adults and children.		
5. Work in which I must keep up-to-date in new products		
6. Work where I try to please customers		
7. Work where competition is keen		
8. Work in which I develop several skills		
9. Work that is located in a busy, unglamorous place.		
10. Work that gives satisfaction from having improved something.		
11. Work in which my job would be only part time		
12. Work in which there is great pressure to meet deadlines.		
13. Work where type of dress does not matter		
14. Work in which no decisions are necessary		
15. Work in which my only contacts are other employees		
16. Work that demands rapid production		
17. Work in which my opinions and decisions are necessary.		
18. Work in which I receive appreciation for what I have done.		
19. Work in which I may do some selling.		
20. Work in which maintenance of customer good will is essential		
21. Work that must be done in a business establishment		
22. Work where neat dress is required.		
23. Work where major decisions are made by someone more experienced.		
24. Work where I could have a variety of activities.		
25. Work that can be done in or near a homelike atmosphere		
26. Work in which there is opportunity for advancement		
27. Work in which I would be mostly on my feet		
28. Work that involves only adults		
29. Work in which I manage my own time and energy.		
30. Work that demands imagination and resourcefulness.		
31. Work done with a machine		
32. Work in which I have responsibility for handling money		
33. Work that is scheduled by customer demand.		
34. Work that includes completion of a product		
35. Work done by hand.		
36. Work that involves only one part of something.		
37. Work where noise is always present		
38. Work where competition is keen		
39. Work that allows me to be mostly alone		
40. Work that is definitely a specified number of hours per week		
41. Work for which I am trained in one skill		
42. Work in which salary is guaranteed		
43. Work in which many others are present.		
44. Work that allows opportunity for overtime.		
45. Work that is in a clean, decorated establishment		
46. Work in which my speed, ability, and output determine salary		
47. Work that involves many employees.		
48. Work that takes me into other people's homes		
49. Work that involves only a few employees.		
50. Work that involves various upkeep procedures		

1. An area of work with which you may not be familiar is that of clothing services. Below are listed some of the various job titles in this area. Please read the list carefully.

After reading the list, do you feel you would be interested in becoming trained to perform one or more of these jobs? yes no
Check one

If you checked yes, will you list by number the order in which you would choose these occupations? Number 1 should be the occupation you would most desire and number 7 should be the occupation that you least desire.

 dry cleaning assistant -- receive clothing from customers, spot clothing, etc.

 power sewing machine operator -- operate a power sewing machine

 alterationist -- change clothing sizes to fit customers

 dressmaker assistant -- do handwork and uncomplicated tasks for dressmaker

 dress design helper -- be on hand to perform tasks needed by dress designer

 specialized seamstress -- make specific items to sell such as toys, drapes, household linens

 clothing maintenance specialist -- care for clothing, linens for families

2. If a course was offered in your high school to prepare you for occupations in clothing services, do you feel that you would enroll in the course?

 yes no
Check one

3. Why or why not?

Below are listed various activities that workers in clothing services might be expected to do. After reading each characteristic,

Mark in column one (1) if the activity is one you feel you would like to do.

Mark in column two (2) if the activity is one you feel you would not like to do.

	LIKE	NOT LIKE
1. Do handwork on garments such as hemming or sewing on buttons . . .		
2. Try new laundry products		
3. Develop speed on one task.		
4. Cut out garments		
5. Hear the noise of a busy establishment		
6. Make no or very few decisions.		
7. Keep records such as measurements, cost lists.		
8. Have someone appreciate the job I do		
9. Be able to write down specific instructions.		
10. Press seams open		
11. Work outside my home		
12. Perform the same task every day.		
13. Straight stitch on the machine		
14. Pack things neatly as for storage or for delivery.		
15. Work only part time.		
16. Prevent waste in my job.		
17. Cover buttons, buckles		
18. Be able to follow instructions		
19. Replace broken items on clothing such as zippers, buttons.		
20. Have someone instruct me on what to do next.		
21. Make decisions		
22. Create new things.		
23. Iron clothes		
24. Work with fabrics that are exquisite in design and texture		
25. Make gifts for special occasions		
26. Work in my own home.		
27. Make items usable as long as possible.		
28. Try new, speedy methods of construction.		
29. Work in a large room		
30. Work for a family.		
31. Think up ways to make a product sell		
32. Make new styles from out-of-date garments.		
33. Work with machines or other equipment.		
34. Judge fit of garments.		
35. Wear comfortable clothing to work.		
36. Operate a power sewing machine		
37. Identify and distinguish between various textiles.		
38. Be responsible for handling money.		
39. Work with many different types of people		
40. Select sewing equipment.		
41. Repair clothes for men and boys.		
42. Promote good will between customers and the business		
43. Be under pressure to meet a certain daily quota.		
44. Remove spots and stains from garments.		
45. Make a worn-out pocket like new.		
46. Organize closets and drawers for storing clothes and linens.		
47. Deal with customers who may be hard to please.		
48. Work on a variety of clothing.		
49. Be in-the-know about fabric finishes		
50. Save hang tags (tags attached to garments giving cleaning instructions) and follow cleaning instructions.		

VITA

Margaret Ann Berry

Candidate for the Degree of

Master of Science

Thesis: ATTITUDES AND INTERESTS OF HIGH SCHOOL HOMEMAKING STUDENTS
TOWARD GAINFUL EMPLOYMENT FOR CLOTHING SERVICES

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Tipton, Oklahoma, October 1, 1944, the daughter of Talma G. and Margaret Vernon Jennings, Jr. Married Joe Gene Berry, August 12, 1965.

Education: Attended grade school in Tipton, Oklahoma; graduated from Tipton High School in 1962; received Bachelor of Science degree from Oklahoma State University in May, 1965; completed requirements for the Master of Science degree in July, 1967.

Professional Experience: Taught home economics in Marshall High School, Marshall, Oklahoma, during the 1965-1966 school year.

Professional Organizations: Member of Oklahoma State University Home Economics Alumni Association, Kappa Delta Pi, Phi Upsilon Omicron, and Omicron Nu.