

A SURVEY OF EMPLOYMENT PATTERNS AND INTERESTS
OF A SELECTED GROUP OF YOUNG HOMEMAKERS

by

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CHAPTER I

INTRODUCTION TO THE STUDY

The importance of education of women for employment is clarified by a look at their changing role and the emerging employment picture in this nation. During recent decades, women in the United States have increasingly participated in employment outside the home. Today, one out of every three workers is a woman. The President's Commission on the Status of Women¹ reported that eight out of ten women are in paid employment outside the home at some time during their lives.

Preparing girls and women for wage earning in occupations related to home economics is becoming a recognized purpose in home economics education. Basic to the building of a sound educational program in home economics at any level is the need to know those who are to be taught, how they live, their interests and needs, and the problems they face.

Kansas Senate Bill No. 438 defined and made provisions for the establishment of area vocational-technical schools in Kansas as one means of working toward the goal of educating for the world of work. One of the provisions of

¹American Women, Report of the President's Commission on the Status of Women, p. 6.

the bill is that each school should include curriculum in at least three of the four general areas of vocational and technical training. Home Economics is one of the four general areas of training. Well founded curriculums pertinent to the needs of students enrolled will be essential to the success of these schools. Basic to the development of such curriculums will be identification of employment interests and opportunities for women as well as men.

I. THE PROBLEM

Statement of the Problem

The purposes of this study were: (1) to identify types of employment engaged in by respondents and factors affecting choice of employment, (2) to identify stated reasons for working and satisfactions gained as a result of employment, (3) to identify contributions of high school home economics classes to preparation for employment, and (4) to determine types of home economics related employment respondents would consider if training were available.

II. DEFINITION OF TERMS

The Labor Force

As defined by the United States Department of Labor,¹

¹United States Department of Labor, Women's Bureau, 1962 Handbook on Women Workers, p. 5.

the labor force includes both employed and unemployed women fourteen years of age and over. Unemployed women are those actually seeking work.

Young Homemakers

This group included all women who had attended Paola High School between the years of 1958-63, who had completed two or more semesters of high school home economics, who were from fifteen years to nineteen years of age at the time of marriage, and who were residing within a twenty-five mile radius of Paola at the time of the study. Other terms used to describe them were: wives, young women, homemakers, and respondents.

Home Economics-related Employment

Employment that is based on knowledge and skills in home economics subject matter areas is referred to as home economics-related. Subject matter areas might include child development, clothing and textiles, food and nutrition, home management, home furnishings and equipment, and care of sick.

The remainder of the thesis contains a review of related literature, a discussion of subjects and materials used, the presentation of data, a summary, and recommendations.

CHAPTER II

REVIEW OF LITERATURE

Materials related to the employment of women and the role of education for the world of work were reviewed by the investigator.

I. EMPLOYMENT OF WOMEN

The economic, social, and political ferment of the past several decades has created a climate in which the employment of women in jobs outside the home has become increasingly common and accepted. Women's participation in the work force has risen spectacularly since the turn of the century, both as percentages of all workers and of all women in the population.

In a study of the historical bases for participation by women in the labor force, Greenwald and Greenwald¹ analyzed major factors which provided the foundation for the evolution of increased employment of females. They stated that changes in the employment pattern of wives are related to changes in the pattern of family formation. Changes in family formation include marriage at a younger age and decline in birth rate, resulting in a pattern of living making

¹Shirley E. Greenwald and William I. Greenwald, "Historic Bases for Female Labor Force Participation," Journal of Home Economics, 55:351, May, 1963.

it possible for a woman to return to work within a shorter period of time after marriage and childbearing.

According to the United States Department of Labor,¹ factors responsible for expansion in women's employment have been: (1) the rapid growth of population, (2) the proportion of men to women in the population, and (3) the greater tendency of women to work outside the home.

In 1900, there were twenty-five million women fourteen years of age and over. This number was increased nearly threefold by 1962 when there were 66.5 million women in the United States. The total number of women in November, 1964, was reported by the United States Department of Labor² to be nearly 69.5 million.

Today there are 3.5 million more women than men of working age, fourteen years and over, while in 1900 men outnumbered women by over 1 1/3 million.

The female labor force was nearly five times as large in 1962 as in 1900. In 1900, women workers in the labor force numbered nearly five million. Thus, one out of five women were either working or seeking employment at the turn of the century. Nearly twenty-four million women were

¹United States Department of Labor, loc. cit.

²United States Department of Labor, Women's Bureau, Background Facts on Women in the United States, January, 1965, p. 1, citing United States Department of Labor, Bureau of Labor Statistics, Special Labor Report, No. 40.

in the labor force in 1962, with an additional two million women by November, 1964. In 1962, women workers represented 36 per cent of all women in the population. The forecast, according to the President's Commission on the Status of Women,¹ is for thirty million women workers in 1970. Of the women workers today, approximately three out of five are married. Among married women, one in three is working. Nearly a third of all employed women work part-time; three-fifths of all part-time work is done by married women.

Making it easier or more desirable today for women to work outside the home, reported the United States Department of Labor,² are such factors as the easing of household tasks by use of modern appliances and equipment, the higher standard of living desired by our society, the need of an expanding economy for additional workers in occupations employing women, and changes in traditional attitudes toward women's work outside the home.

Although it appears that it would be realistic for a woman to expect to work outside her home after she is married, young girls still indicate they do not expect to

¹American Women, Report of the President's Commission on the Status of Women, p. 27.

²United States Department of Labor, Women's Bureau, 1962 Handbook on Women Workers, p. 5.

do so. Beck¹ reported that only 6 per cent of a stratified sample of girls selected by the Purdue Opinion Panel by grade, mother's education, religion, family income, and region to be representative of our nation's teens said they intended to work permanently when they were adults. Fifteen per cent of these high school girls said they were not planning to work at any time; 62 per cent wanted to remain employed only until they had children; and 11 per cent indicated they felt it was a good idea to work only until they "felt financially secure."

Factors affecting the decision of women to work outside the home are numerous. Myers² reported variations in the proportion of mothers working in three selected suburban areas were due to: (1) nature of the community--employment opportunities, diverse social characteristics; (2) economic necessity--particularly when wives with higher education had husbands employed in working-class positions; (3) number of children--more likely to work if only one child at home. Other aspects of sibling structure were not significant.

¹Joan Beck, "How Well Do You Know Teen-Agers?," Today's Health, 43:48, February, 1965.

²G. C. Myers, "Labor Force Participation of Suburban Mothers," Journal of Marriage and the Family, 26:307, August, 1964.

Data analyzed by Weil¹ suggested that the following factors influenced actual or planned work participation by women:

1. The positive attitude of the husband toward the wife working.
2. The performance of the wife before marriage in an occupation classified as professional, technical, or managerial.
3. The professional or managerial status of the husband.
4. The participation of the wife in the labor force after marriage.
5. The high educational achievement of the wife.
6. The helping by the husband with household chores and with care of children.
7. The specialized training beyond high school that the wife received.
8. The fact that children were of school age.

Factors discussed by Duvall² that both should and would affect decisions about women's employment included: psychological need, possession of special talents and skills which ought not be wasted, occupation of husband, time devoted to various civic and community organizations and enterprises, health and interests, lack of desire on either the part of the wife or the husband for the

¹Mildred W. Weil, "An Analysis of the Factors Influencing Married Women's Actual or Planned Work Participation," Journal of Home Economics, 54:295, April, 1962.

²Evelyn M. Duvall, Being Married, p. 233.

employment of the wife, age of children, and money needs of the family.

Siegel and Haas¹ found evidence that mothers worked to supplement family income, to satisfy a need for achievement that only outside employment could fulfill, or to escape from "horrendousness" of housekeeping to the "rapturousness" of the workaday world.

When Holmes² asked 186 wives why they were working, three-fifths simply stated that they were employed to get extra money, without giving any details as to its use. One-fifth said they were working to earn money for a definite purpose, like paying specific debts, making mortgage payments, building up an educational fund for their children, or supporting persons outside the family. Seventeen per cent mentioned noneconomic reasons for working; 15 per cent said that they liked work outside the home better than housekeeping, and 2 per cent stated that their doctor had prescribed employment. Proportionately more of the women with thirteen or more years of schooling than of those with less education gave noneconomic reasons for their employment (36 and 14 per cent, respectively).

¹A. E. Siegel and M. B. Haas, "The Working Mother: A Review of Research," Child Development, 34:524, September, 1963.

²Emma G. Holmes, Job-Related Expenditures and Management Practices of Gainfully Employed Wives in Four Georgia Cities, Home Economics Research Report, p. 5.

The United States Government¹ reported that women, eighteen years of age and over in the work force in March, 1962, averaged 12.2 years of schooling. For all women eighteen years of age and over, the average was twelve years of formal education. Chances that a woman will seek employment, pointed out the United States Department of Labor,² tend to increase with the amount of education she has received.

For example, more than half of the American women with a college degree were working in 1959, in contrast to less than one-third of the women who had left school after the eighth grade. The relationship of educational attainment and employment was almost as strong for married women living with their husbands as it was for single women. The percentages of married women in the labor force were: 43 percent of the college graduates, 34 percent of the high school graduates, 28 percent of the elementary school graduates, and 18 percent of those with less than 5 years' schooling.³

When Weil's⁴ respondents were asked why they were participating in the labor force, these reasons were given: (1) additional income, (2) outside stimulation,

¹United States Department of Labor, Women's Bureau, Background Facts on Women in the United States, January, 1965, p. 2, citing United States Department of Commerce, Bureau of the Census, Current Population Report P-60, No. 42.

²United States Department of Labor, Women's Bureau, 1962 Handbook on Women Workers, p. 109, citing United States Department of Labor, Bureau of Labor Statistics, Special Labor Force Report, No. 1.

³Ibid.

⁴Weil, op. cit., p. 296.

(3) opportunity to utilize education and training, (4) additional income plus outside stimulation, and (5) finding the occupational experiences pleasant.

Typically, women start to work immediately after finishing school--generally when they are seventeen or eighteen years old, reported the United States Department of Labor.¹ After about three to four years they often quit work to get married and have children. Generally they return to the labor market after about eight to ten years. If they reenter when they are thirty years of age and have no more children, they can expect to average another twenty-three years of work.

The trend for mothers to work is reported in Table I which shows figures reported by the United States Department of Labor.² A 1 per cent increase in the number of mothers in the labor force with children under eighteen years of age took place from 1961 to 1963. The greatest increase, 3 per cent, was reported in the number of mothers with at least one child under three years of age. A 2 per cent increase had taken place among mothers with children under six years of age. This means, then, that thirty-four

¹United States Department of Labor, Women's Bureau, 1962 Handbook on Women Workers, p. 56, citing United States Department of Labor, Bureau of Labor Statistics, Bulletin 1204.

²United States Department of Labor, Women's Bureau, 1962 Handbook on Women Workers, p. 51, citing United States Department of Labor, Bureau of Labor Statistics, Special Labor Force Report, No. 20.

TABLE I
 PARTICIPATION OF MOTHERS, FOURTEEN YEARS OF AGE
 AND OVER, IN THE LABOR FORCE,
 MARCH, 1961 AND MARCH, 1963

Age of children	Number of mothers (in thousands)				Per cent of population in labor force	
	in population		in labor force		in labor force	
	March, 1961	March, 1963	March, 1961	March, 1963	March, 1961	March, 1963
18 years and under	26,652	27,399	8,712	9,277	33	34
6-17 years only	12,218	12,813	5,529	5,718	45	45
Under 6 years	14,434	14,586	3,183	3,559	22	24
One or more under 3 years	*	9,576	*	2,013	18	21
none under 3 years	*	5,010	*	1,546	*	31

*No figures available

per cent of all mothers with children under eighteen years of age were working in March, 1963, as compared to 36 per cent of women without children under eighteen years of age.

The presence and age of children in the family appears to have a stronger influence on whether or not a wife works than does the income of her husband, reported the United States Department of Labor.¹

In general, the United States Department of Labor² reported in 1962, wives are more likely to work when their husband's income is relatively low than when it is high. In March, 1961, about two-fifths of the wives were working in those families where the husband's income was between \$3,000 and \$5,000; about one-third where it was under \$3,000; and one-fourth where it was \$7,000 or over.

Among the great majority of women, reported the President's Commission on the Status of Women,³ as among the great majority of men, one motive for paid employment is to earn money. Mentioned uses of earned money were for self-support, the support of dependents, contributing to essential living expenses, raising the family living standards, and children's education. Very few of these

¹United States Department of Labor, 1962 Handbook on Women Workers, p. 46.

²Ibid.

³American Women, Report of President's Commission on the Status of Women, p. 27.

women appeared to be working for the mere satisfaction of having a job or for the purpose of keeping their skills up-to-date.

Caudle¹ concluded that: (1) employed wife's earnings made a major contribution to family incomes, (2) over half of the wives were working to meet daily living expenses and to buy "extra" things for the family, and (3) seventeen per cent of the employed subjects expressed a preference for working.

Caudle² also reported figures for 1961 that show salaries increased with years of education. Median income (all sources) of women was \$4,694 for those with five or more years of college; \$3,179 for women with four years of high school and no college; \$950 for those with eight years of elementary school; and \$791 for those with less than eight years of elementary school.

Expansion in women's employment has been accompanied by a marked increase in the number and variety of women's occupational opportunities.³ In the 1960 decennial census, some women were reported to be employed in each of

¹Ann H. Caudle, "Financial Management Practices of Employed and Nonemployed Wives," Journal of Home Economics, 56:726, December, 1964.

²Ibid.

³United States Department of Labor, 1962 Handbook on Women Workers, p. 10.

the 479 individual occupations listed. The largest concentration of women workers, over seven million, or about 30 per cent of all women workers, were in the clerical field in 1963.¹ This was, proportionately, 3 per cent lower than in 1960. Three other main groupings, service workers, factory operatives, and professional and technical employees, numbered nearly three to three and one-half million each. Private-household workers were slightly more numerous in 1962 than in 1950 but the proportion of these workers to all employed women remained the same. Grouped together, clerical workers, service workers, and operatives constituted three-fifths of all women workers in April, 1962.

A review of literature related to employment of women indicated that most women will be employed during their lives. Labor force participation is influenced by many factors.

II. VOCATIONAL EDUCATION DEVELOPMENTS

The need for a greater emphasis on the preparation of both youth and adults for today's world of work is

¹United States Department of Labor, Women's Bureau, Background Facts on Women Workers in the United States, January, 1965, p. 1, citing United States Department of Labor, Bureau of Labor Statistics, Employment and Earnings, February, 1964.

becoming recognized. The Panel of Consultants on Vocational Education¹ reported that every ten youngsters now in grade school, three will not complete high school. Of the seven earning a high school diploma, three will go to work, and four will continue their education. Only two of the four that continue their education will finish four years of college. Thus, eight out of ten youth in school today will meet the changing world of work without a college degree. Success of these youth will be largely influenced by their preparation for employment.

Concerning the need brought about by change, Smith wrote:

More and more occupations require skills and specialized knowledge for which there must be prior training. The relative increase in the demand for people with skills and the relative decrease in demand for those without skills or with obsolete skills are logical results of the technological advance that has been going on for a long time. The present increase in the pace of technological advance, including automation, and the accompanying population explosion have only magnified them. As a consequence, hundreds of thousands of people remain unemployed. They consist of high school graduates as well as school dropouts, adults who have been squeezed down and off the employment ladder, women wishing to enter or reenter employment, the culturally disadvantaged, and other groups that might be identified.²

¹Education for a Changing World of Work, Summary Report of the Panel of Consultants on Vocational Education, p. 2.

²Harold T. Smith, Education and Training for the World of Work, p. 1.

Legislation concerning vocational education is not new. Federal statutes that influenced vocational education include: Smith Hughes Act, 1917; George-Barden Act, 1946; Area Redevelopment Act, 1961; and Manpower Development and Training Act, 1962.

The President's Panel of Consultants on Vocational Education recommended that in a changing world of work, Vocational Education today must:

Offer training opportunities to the 21 million non-college graduates who will enter the labor market in the 1960's.

Provide training or retraining for the millions of workers whose skills and technical knowledge must be updated, as well as those whose jobs will disappear due to increasing efficiency, automation, or economic change.

Meet the critical need for highly skilled craftsmen and technicians through education during and after the high school years.

Expand vocational and technical training programs consistent with employment possibilities and national economic needs.

Make educational opportunities equally available to all, regardless of race, sex, scholastic aptitude, or place of residence.¹

The most recent federal statute is the Vocational Education Act of 1963. Based on the concept of equality of educational opportunity for all citizens, the Act was

¹Education for a Changing World of Work, Report of the Panel of Consultants on Vocational Education, p. XVII.

interpreted by Hurt¹ as one that can help present and prospective members of the labor force acquire the basic knowledge, occupational skills, and personal characteristics that will enable them to lead satisfying lives and make significant contributions to the nation's economic progress.

Training needs in Kansas are to be met, in part, by area vocational-technical schools. These schools are to be designed to serve the following groups who want training to enter and to advance in a vocation:

1. Youth in high school who are preparing to enter the labor market or become homemakers.
2. High school youth with academic, socio-economic or other handicaps that prevent them from succeeding in the regular vocational education program.
3. Youth and adults who have completed or left high school and are full-time students, preparing to enter the labor market.
4. Youth and adults employed or at work who need training or retraining to achieve employment stability.
5. Indentured apprentices wishing instruction in related information and special skills.²

A review of literature related to education for the world of work indicated that state and federal legislation

¹Mary Lee Hurt, "Expanded Research Programs Under Vocational Education," Journal of Home Economics, 57:173, March, 1965.

²Kansas State Board for Vocational Education, "Statement of General Policies and Principles," p. 2. (mimeographed)

has through the years made provisions for vocational education.

CHAPTER III

SUBJECTS AND MATERIALS USED

I. SELECTION OF POPULATION

Selected as the population for this study were women who had attended Paola High School between the years 1958-63. The group included all who were in attendance between September, 1958, and June, 1963, had completed two or more semesters of high school home economics, were from fifteen years to nineteen years of age at the time of marriage, and were residing within a twenty-five mile radius of Paola at the time of the study. Twenty-six women met all criteria of the described population.

II. DESCRIPTION OF PAOLA

Located in east central Kansas, Paola has a population of 4,850 (SMSA 8,150). The Paola Chamber of Commerce¹ reported that there are 238 business units. Total employment, November, 1964, was 1,050. Five hundred fifty of that total figure were employed in the fifteen manufacturing establishments. Parkinson² wrote:

¹Paola Chamber of Commerce, "A Pocketful of Facts About a Dynamic Community."

²Dan Parkinson (Personal Communication), Chamber of Commerce, Paola, Kansas, March 25, 1965.

. . . the entire market area [corresponding roughly to Miami County] . . . is a "community" of some 20,000 people, with three main railroads, five highways, 19 pipelines, four corporate municipalities, an airport, and some twenty manufacturing firms.

III. INTERVIEW SCHEDULE

The investigator developed the interview schedule to identify: (1) the employment history of a selected group of young homemakers during their high school years, posthigh school years, and postmarriage years, and (2) the interests in training for various home economics related employment possibilities. Other data collected concerned the education of the young homemakers and their husbands, employment of the husbands, ages of children, and the influence husbands had on employment of homemakers.

To obtain information about the homemakers' employment history, questions were asked concerning: location and title of job(s), type of work done, length of employment, salary earned, hours per week worked, reasons for working and satisfactions gained from the work experience, and reasons for discontinuing employment. Respondents were also asked whether or not home economics in high school helped prepare them for the jobs in which they had been or were presently engaged. After the employment history was obtained, the homemaker was asked what influence her husband had on the decisions she made concerning employment.

One section of the interview schedule was designed to collect data on services performed for others for wages by the respondents in their homes.

The respondents were asked to read and complete parts G and H. In part G, respondents were asked two questions concerning their feelings toward future training opportunities, and one question to determine what jobs they would like to hire done.

The last section of the schedule was completed by the homemakers by indicating their feelings concerning employment possibilities in home economics-related occupations as "interested," "undecided," or "not interested." The five areas of employment possibilities listed were: (1) Clothing services, (2) Child care services, (3) Food services, (4) Home furnishings and decoration services, and (5) Other home and institutional services. These categories were adapted from those suggested by Ehman.¹

The interview schedule (Appendix A) was reviewed by a group of homemakers very similar to the population of this study and then revised in line with suggestions made by them.

Respondents were contacted by letter (Appendix B)

¹Laura Ehman, "New Trends, Ideas, and Designs Taking Place in Home Economics Education at the Secondary Level in New York State," (Paper read at the American Vocational Association meeting, Atlantic City, December, 1963).

seeking an interview. A card enclosed in the letter requested respondents to supply their address and telephone number.

IV. LIMITATIONS OF THE STUDY

The validity of the findings of this study are dependent on the candidness of respondents and the accuracy of the investigator in recording and interpreting their responses.

CHAPTER IV

PRESENTATION OF DATA

Data reported here are arranged in the order in which they appeared on the interview schedule.

I. PERSONAL DATA ABOUT WIVES AND HUSBANDS

Data collected in Part A and Part B of the interview schedule concerned facts about the couples: ages at time of marriage, length of marriage, education of the wife and husband, husband's present employment and his level of income for the past year.

The age of the wife at the time of marriage ranged from fifteen to nineteen years of age. Only one young woman married at the age of fifteen, while three married at the age of nineteen. The greatest number of young homemakers, fifteen, married at the age of eighteen. The mean age at marriage for the entire group of twenty-six young women was nearly eighteen years. The mean age for the husbands was just over twenty years. Figure 1 shows the frequency of marriage at various ages of the husbands and wives.

The range in ages of the husbands at marriage was from eighteen years to twenty-five years. The most frequent age of marriage for husbands was twenty years. Ten men married at that age. Eight of the marriages took



FIGURE 1

FREQUENCY POLYGON OF AGES AT TIME
OF MARRIAGE OF 26 COUPLES

place when both partners were teenagers. The mean age difference between husbands and wives was 2.7 years, with a range from no difference to eight years. The most frequent combination of ages at the time of marriage was eighteen years for the wife and twenty years for the husband.

At the time of the interviews, the mean number of years couples had been married was 1.8. One couple had been married five years, whereas seven of the couples had been married less than one year. Two couples were separated.

Ninety-two per cent of the wives had completed high school, two of them completing the twelfth grade after marriage. Two respondents had not completed high school. They stated that marriage was the reason they had not

graduated. Eighty-eight per cent of the husbands completed high school.

Table II shows the curriculums, as described by the young homemakers, that they and their husbands had followed in high school. One wife did not know her husband's curriculum. The general curriculum was taken by 62 per cent of the husbands and 46 per cent of the wives. About 8 per cent of the husbands and 50 per cent of the wives followed the business curriculum. Eleven per cent of the husbands and almost 4 per cent of the homemakers followed the college preparation curriculum. Other curriculums mentioned were industrial arts and vocational agriculture.

TABLE II

HIGH SCHOOL CURRICULUMS OF TWENTY-SIX COUPLES
AS DESCRIBED BY THE HOMEMAKERS

Curriculum	Frequency	
	Husbands	Homemakers
General	16	12
Business	2	13
College Prep.	3	1
Other	4	0

None of the wives attended a college or university. Four did receive additional training after high school; two studying business, one nursing, and one cosmetology. Two of the four completed their courses. Two reported they

did not complete the courses because of marriage. Even though only three husbands had followed the college preparatory curriculum, six had attended a college or a university. Only one husband earned a college degree. At the time of the interviews, no husbands were in school. Two husbands had taken occupational training, one as a carpenter and one as a draftsman. Four husbands were reported to have had on-the-job training for the occupations in which they were engaged.

Occupations as classified by the Occupational Handbook are shown in Figure 2. Occupations included under the

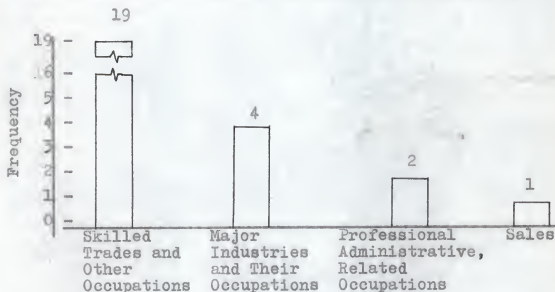


FIGURE 2

OCCUPATIONS ENGAGED IN BY 26 HUSBANDS

heading of major industries and their occupations included utility company groundman, bank cashier, apprentice electrician, and tree trimmer. A production control worker

and an inspection supervisor were categorized under professional, administrative, and related occupations. One husband was a car salesman. The majority of husbands were in the skilled trades and other occupations category. Included were welder, draftsman, garment cutter, mechanic, service station attendant, assemblyman, car painter, and carpenter. Three of the husbands combined farming with other employment. One was a truck driver, and two worked on an assembly line in a battery plant.

Table III indicates where the families were living. The greatest number, 46 per cent, were living in Paola.

TABLE III

RESIDENCE OF TWENTY-SIX FAMILIES WITHIN
TWENTY-FIVE MILE RADIUS OF PAOLA

Location	Frequency
Hillsdale	3
Ottawa	2
Osawatomie	2
Paola	12
Rural Paola	5
Rural Hillsdale	1
Rural Wellsville	1

As might be expected, many were employed in the area surrounding Paola. Eight of the men were employed in Paola, eight in Kansas City, three in Ottawa, two in Osawatomie, and five in Olathe. Only one girl indicated

plans to change location of family dwelling due to the job location of her husband.

The husband's income for the past year ranged from less than \$3,000 to between \$8,000 and \$10,000. The median income was in the \$5,000-5,999 bracket. The distribution of income is shown in Figure 3. One husband had no reported income for the past year.



FIGURE 3

INCOMES OF 25 HUSBANDS IN 1963

II. CHILDREN IN THE FAMILIES

Information about children was sought in Part C of the interview schedule.

Half of the couples did have children and half did not. Of the thirteen couples with children, nine had one child, and four had two children each.

III. EMPLOYMENT PATTERNS OF HOMEMAKERS

Data collected concerning employment of the homemaker were divided into three employment periods:

(1) during high school, (2) posthigh school, and (3) post-marriage. Figure 4 shows the pattern of employment during the three periods. At each period, except after the arrival of children, the majority reported that they were

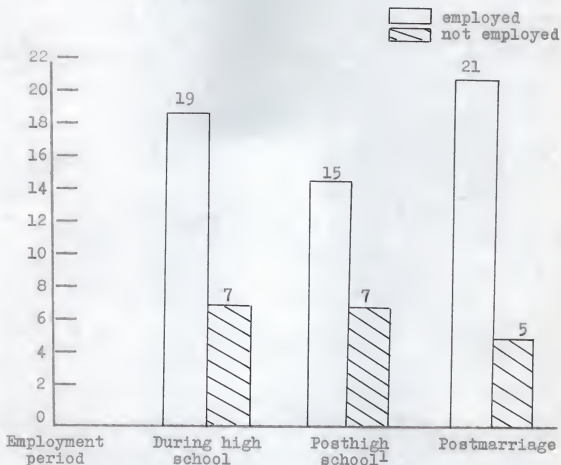


FIGURE 4

EMPLOYMENT OF 26 YOUNG HOMEMAKERS
 DURING THREE EMPLOYMENT PERIODS

¹Four girls married prior to graduation

employed. Since several of the respondents married immediately after graduation, the number not employed after high

school but prior to marriage may not be representative of all groups. Three who were married while still in high school reported having worked prior to graduation. Thirteen young women were employed at the time of the interview; four of them had children. Employment was more frequent among wives whose husbands had a yearly income below \$5,000. Of the thirteen not employed, nine had children, three were expecting a first child, and one was enrolled in two business classes at an academy in Paola.

Those homemakers who reported having had a part-time job or some means of earning money while in high school reported twenty-five different jobs. Thus, the average number of jobs was about one and one-third per girl. However, fourteen girls held one job, four held two jobs, and one girl had held three jobs during high school.

Of the fifteen girls who were employed prior to marriage, the average number of jobs was 1.4 per girl. Again, the majority of girls held only one, four girls held two, and one girl reported three different types of employment.

The trend was for homemakers to have fewer different jobs after marriage than during the other periods. Only four of the twenty-one who had worked or were working after marriage had held more than one job.

Responses to questions one, three, and four, Part D, were used in categorizing the jobs into seven areas.

It can be noted from the material presented in Table IV that for this group those types of employment engaged in during high school were not those generally engaged in after graduation or following marriage. Generally, the same types of employment were engaged in prior to and after marriage.

TABLE IV
EMPLOYMENT REPORTED BY TWENTY-SIX YOUNG HOMEMAKERS
DURING THREE EMPLOYMENT PERIODS

Job title	High school	Post-high school	Post-marriage
Waitress	7	1	-
Fountain work	7	1	2
Clerk	4	1	4
Child care	5	3	1
Factory work	-	4	6
Secretary	-	7	9
Other	2	5	6

Earning power as measured by wages per hour increased throughout the three periods. As high school girls, the average hourly wage was reported to be seventy-eight cents. For those who worked prior to marriage, the average hourly wage was \$1.08. Those homemakers working outside the home for wages earned an average of \$1.21 per

hour. The amount and kind of training one had would influence the type of employment and wages obtainable. It must be recognized, however, that during this same period of time wages per hour for most jobs increased generally.

Fourteen jobs held by respondents while in high school were part-time jobs kept for the three summer months only. The other fifteen lasted for either some part of or through the entire summer and school term.

The average length of employment per job for the twenty-two jobs held after graduation was three and one-half months. The longest length of time employed per job reported was one year. This could be expected since most of the respondents were married directly or soon after graduation from high school. Eight of the jobs the homemakers reported after marriage were those they had been employed in prior to marriage. After marriage, the mean number of months per job was 7.6. Two respondents had held their present employment over three years. Thus, the mean was more than double the median of three months per job.

The young homemakers were asked to state reasons for working. Respondents gave differing numbers of reasons. A shift of purpose was noted from high school to postmarriage. During the high school years the reason most frequently reported was "to have money of own to spend." After marriage it became "to save for future" and "to pay debts." Reasons for working are reported in Table V.

TABLE V
 YOUNG HOMEMAKERS' STATED REASONS FOR WORKING
 DURING THREE EMPLOYMENT PERIODS

Reasons for working	Frequency		
	High school	Post-high school	Post-marriage
To have money of own to spend	20	12	6
Enjoyed it	9	2	2
Wanted to gain experience	3	2	3
To have something to do	2	1	6
To save for future	2	4	7
To support self and/or family	2	4	-
Employer requested me	1	-	-
To pay debts	-	-	7
Other	-	3	2

Of all reasons given for employment during high school, 50 per cent of the respondents stated they worked in order to have money of their own to spend. After high school but prior to marriage 37 per cent gave this reason. After marriage this reason was expressed by 13 per cent of the respondents.

As might be expected, saving for the future became

increasingly important. There was a decline in the number of times the respondents stated they were working simply because they enjoyed it. In high school, this was the indicated reason nine times, whereas it was mentioned only twice prior to marriage or after marriage. Perhaps the two reasons "enjoyed it" and "have something to do" could have meant the same thing to some homemakers but this was not asked by the investigator. Before marriage, only one respondent mentioned as the reason for working, "to have something to do," but after marriage this reason was mentioned six times.

Table VI shows the frequency of stated satisfactions homemakers recalled or felt they gained from their work experience. Respondents gave differing numbers of satisfactions. Many of them are stated similarly to the reasons for working. Over-all, respondents indicated more satisfactions from the association with people and the enjoyment of the work experience itself than from the money earned.

A variety of reasons was stated for discontinuing employment. During high school years these reasons tended to be linked to the ending of seasonal employment and the beginning of school or interference with school work. Five discontinued working when they were married. Only once were each of the following mentioned: health, job no longer available, took employment elsewhere, didn't like

the work, and change of residence. Similar reasons for discontinuing employment were given by those working prior to and after marriage with the added factor of pregnancy after marriage. Several respondents mentioned a long driving distance had caused them to change location of employment.

TABLE VI
STATED SATISFACTIONS BY YOUNG HOMEMAKERS FROM WORK
EXPERIENCE DURING THREE EMPLOYMENT PERIODS

Satisfactions	Frequency		
	High school	Post-high school	Post-marriage
Experience with people	18	9	14
Work experience	6	7	4
Liked work	5	1	3
Something to do	4	-	-
Having money to spend	3	-	2
Learned better management	1	1	-
Type of work was interesting	-	-	7
Vocational exploration	-	1	2
Paying off debt	-	-	1
No satisfaction	-	1	3

In high school, all but one respondent's job was located in her town of residence. However, after high

school, nine respondents were employed in Kansas City. All other jobs were located within a twenty-five mile radius of Paola.

The last item in Part D asked respondents whether high school home economics helped prepare them for employment. In general, respondents indicated that home economics courses had helped them most with jobs held during the high school years. It was reported to have helped with 28 per cent of the jobs held during this time. This attitude may be due in part to the fact that the type of work engaged in as high school pupils tended to be rather closely and clearly related to content areas usually included in home economics courses.

Three respondents stated that information in home economics had given them an understanding of children that they felt helped them in caring for other's children. Three felt that the self-confidence gained through knowing how to meet people had helped them. One thought it had helped her to know how to sell cosmetics when she was a drugstore clerk.

Home economics courses were reported to have helped prepare for 1.2 per cent of the twenty-five jobs held during the posthigh school period. No percentage increase was noted towards home economics contribution for those jobs engaged in following marriage. Perhaps the stated help was lower after high school because the majority of

jobs were no longer home economics related.

IV. INFLUENCE OF HUSBANDS ON EMPLOYMENT OF WIVES

When asked what influence their husbands had on decisions they made concerning employment, respondents gave a variety of answers. These were categorized into three main groups by the investigator. Over one-third stated that their husbands encouraged them to work outside the home. Of the ten homemakers whose husbands encouraged them to work outside the home, two were not working at the time of the interview. These respondents stated that they were not working because they felt the need to care for their children. About 31 per cent of the wives reported that their husbands left the decision up to them. Half of these wives were working and half were not. One of the eight wives who was discouraged to work by her husband was working at the time of the interview, but that homemaker was separated from her husband. She indicated that her employment had been a major point of disagreement.

V. EMPLOYMENT IN THE HOME

Two of the young homemakers were performing services for others for wages in their homes. Both had been ironing for others for two months. One girl averaged ten hours of work per week, was paid seventy-five cents an hour, and had three families for whom she ironed. The

other homemaker ironed for her mother-in-law three hours per week and earned one dollar per hour. Both reported they were performing this service in order to have additional money to purchase presents. One girl stated that she had learned the skills required to perform this service while in her parents' home; the other felt she had been taught the correct ways to iron in her home economics classes.

VI. EMPLOYMENT OUTLOOK OF WIVES

This part of the schedule was read by the respondents. They were asked three questions: (1) If training at little or no cost to you would be offered in this community, would you take the opportunity to learn a saleable skill? (2) What are your reasons for feeling that way? and (3) What three jobs would you like to hire done if a qualified person were available and your budget would allow the services?

Twenty-three out of the twenty-six young homemakers checked "yes" when asked to indicate if they would take the opportunity to learn a saleable skill if training at little or no cost to them would be offered in their community. Typical of the reasons written by five of the homemakers was the following statement:

Learning a saleable skill is helpful to anyone, because you never know when you will really need it. So many things can happen that will make it necessary

for you to earn the living for your family, and this /learning a saleable skill/ will prepare you for this.

Five homemakers were concerned with being able to hold a better job. One was thinking of improving her employment status after the children were launched; one thought of the need to have a better job than she had before marriage in case of death to the breadwinner. The third girl stated her reason as "To better myself and to learn a skill to get a better job."

The two homemakers who had not completed their high school work indicated that they would be interested in training because "this would give me a job I was sure of."

This answer was typical of three other respondents.

In this age of automation, it's important for a person to have some kind of trade or skill. A person who is trained in a skill will be able to find a job quicker and advance more rapidly. There are fewer jobs for the unskilled, and their income will be considerably less.

Other respondents stated they would be interested in training if it would be in areas where they had a personal interest.

The three homemakers who checked "no" concerning training indicated they were happy with what they were doing so felt no desire to receive further training.

Eighty-five per cent of the respondents indicated they would like to hire ironing done if a qualified person were available and their budget would allow. Two other services preferred by over one-third of the women were, in

decreasing order: weekly house cleaning and washing dishes. Two of the homemakers stated they would not want any of the homemaking services done for them.

VII. INTEREST IN HOME ECONOMICS-RELATED EMPLOYMENT

This part of the interview schedule was designed to provide data relative to the fourth purpose for this study: to determine types of home economics-related employment respondents would consider entering if training for them were available.

Respondents were asked to declare themselves as "interested," "undecided," or "not interested." Figure 5 reports responses of the homemakers concerning employment possibilities in the five main areas in home economics. Highest interest was indicated in the child care area and the home furnishings and decoration area. Over 58 per cent indicated an interest in employment possibilities in the area of child care services. Thirty-eight per cent indicated interest in employment in the home furnishings and decorations area. More than half of the homemakers indicated no interest in employment in areas related to clothing services, food services, and other home and institutional services. In each of the five service areas of home economics-related employment, only about one-fourth of the homemakers were undecided about their interest in employment possibilities.

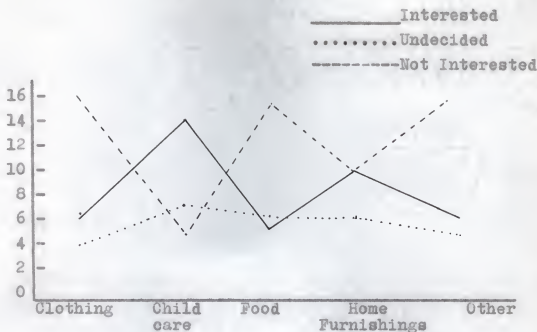


FIGURE 5

EXPRESSED INTEREST OF 26 YOUNG HOMEMAKERS IN HOME ECONOMICS-RELATED EMPLOYMENT POSSIBILITIES IN FIVE SELECTED JOB CATEGORIES

As can be seen on Table VII, highest interest in the area of child care services was shown in employment as an assistant in a children's home, 69 per cent; recreational center aide, 65 per cent; assistant in pediatric ward of hospital, 65 per cent; day care center assistant, 58 per cent; and in caring for children in their own home, 58 per cent. Respondents seemed to indicate they would prefer direct contact with children. However, interest level dropped when the care would be self-employment. There was also less interest in the less direct child care service of sales clerk.

TABLE VII

INTEREST INDICATED BY TWENTY-SIX YOUNG HOMEMAKERS IN
EMPLOYMENT POSSIBILITIES IN CHILD CARE SERVICES

Type of employment	Per cent of respondents		
	Interested	Undecided	Not interested
Assistant in children's home	69	19	12
Recreational center aide	65	19	15
Assistant in pediatric ward of hospital	65	15	19
Day care center assistant	58	27	15
Home care of children	58	31	12
Sales clerk of children's needs	38	31	31
Self-employment--care of children in own home	31	35	35

Certain services related to home furnishings and decoration elicited more interest than others. The three services rating highest, as indicated in Table VIII, were: Sales or stock clerk in gift store, 62 per cent; florist's assistant, 62 per cent; and interior decorator's assistant, 62 per cent. One-half of the respondents indicated interest in working as a window dresser. Fewer than one-half of the homemakers expressed interest in the other listed

employment possibilities in home furnishings and decoration services.

TABLE VIII

INTEREST INDICATED BY TWENTY-SIX YOUNG HOMEMAKERS
IN EMPLOYMENT POSSIBILITIES IN HOME FURNISHINGS
AND DECORATION SERVICES

Type of employment	Per cent of respondents		
	Interested	Undecided	Not interested
Florist's assistant	62	15	23
Interior decorator's assistant	62	23	15
Sales clerk or stock clerk in gift store	62	15	23
Window dresser	50	15	35
Sales clerk or stock clerk in furnishings store	46	35	19
Gift wrapper	46	31	23
Landscape helper	31	12	58
Self-employment--specialty items	27	27	46
Appliance demonstrator	19	35	46
Factory worker: lampshades, curtains, etc.	15	12	73
Worker in slip cover, etc. business	12	23	65

Interest in clothing services was indicated by over one-fourth of the respondents. In this general area, 58 per cent were interested in becoming a sales clerk in a clothing store. Thirty-eight per cent indicated interest in making infants' or childrens' clothes and 35 per cent in being a dressmaker at home. Other levels of interest in the employment possibilities in clothing services are reported in Table IX.

Slightly less interest was evidenced in the area of other home and institutional services, with 46 per cent of the respondents indicating interest in employment as a welfare service aide and 42 per cent as a hospital aide.

In other categories under other home and institutional services, about one in five indicated interest. Table X shows responses to employment possibilities in the area of home and institutional services.

The least interest indicated by the respondents was in the area of food services. About 58 per cent of the young homemakers marked "interested" as their feeling toward the foods-related employment possibility of hostess. The median number of respondents interested in all other food services was five. These data are presented in Table XI.

Types of employment in which 50 per cent of the respondents expressed interest are shown on Table XII. Five of these employment possibilities were in the area of child

care services; three in the area of home furnishings and decoration services; and one each in the clothing and foods service area.

TABLE IX

INTEREST INDICATED BY TWENTY-SIX YOUNG HOMEMAKERS IN
EMPLOYMENT POSSIBILITIES IN CLOTHING SERVICES

Type of employment	Per cent of respondents		
	Interested	Undecided	Not interested
Sales clerk in clothing store	58	8	35
Infants' or childrens' clothes maker	38	27	35
Dressmaker at home	35	4	62
Dry cleaning and laundry aide	23	8	69
Home sewer--specialty items	23	23	54
Alterationist at home	25	12	73
Dressmaker in factory	15	19	65
Laundress in own home	15	15	69
Demonstrator of sewing machine	12	23	65
Alterationist in store	0	15	85

TABLE X

INTEREST INDICATED BY TWENTY-SIX YOUNG HOMEMAKERS IN
EMPLOYMENT IN HOME AND INSTITUTIONAL SERVICES

Type of employment	Per cent of respondents		
	Interested	Undecided	Not interested
Welfare service aide	46	27	27
Hospital aide	42	27	31
Assistant in home for aged	19	12	69
Assistant insti- tutional housekeeper	15	23	62
"Bell Girl" in hotel	15	4	81
Private employment: care of sick	15	4	81
Nursing home aide	12	23	65
Housekeeping as- sistant--hotel	7	23	69

TABLE XI

INTEREST INDICATED BY TWENTY-SIX YOUNG HOMEMAKERS
CONCERNING EMPLOYMENT POSSIBILITIES
IN FOOD SERVICES

Type of employment	Per cent of respondents		
	Interested	Undecided	Not interested
Hostess	58	15	30
Food laboratory tester	35	19	46
Food store worker	27	23	50
Food service worker	23	35	42
Fountain service worker	23	35	42
Sample girl--food sale promotion	23	27	50
Self-employment--making specialty items	19	35	46
Waitress	19	35	46
Caterer	12	12	77
Worker in food processing plant	12	23	65
Short order cook	4	15	81

TABLE XII

EMPLOYMENT POSSIBILITIES IN WHICH MORE THAN FIFTY PER CENT
OF TWENTY-SIX YOUNG HOMEMAKERS INDICATED INTEREST

Type of employment	Per cent of respondents interested
Assistant in children's home	69
Assistant in pediatric ward of hospital	65
Recreational center aide	65
Florist's assistant	62
Interior decorator's assistant	62
Sales clerk or stock clerk in gift store	62
Day care center assistant	58
Home care of children	58
Hostess	58
Sales clerk in clothing store	58

Types of employment possibilities in which highest incidence of interest was shown were those that may have carried with the job title an aura of glamour or a symbol of responsibility. For example, the word "assistant" or "aide" may of itself, attract potential employees.

Employment possibilities in the five areas were re-grouped to the following classifications to give another perspective to responses: (1) employment as sales,

(2) employment as an assistant or aide, (3) employment in other services, (4) self-employment, (5) employment in factory, and (6) employment as a demonstrator.

Included under employment as sales clerk were those sales positions in clothing, food, furnishings, or gift stores, and sales of childrens' needs. Forty-six per cent of the twenty-six homemakers were interested in sales work as an employment possibility.

Thirteen services were grouped into the classification of employment as an assistant or aide. Six of the thirteen services were employment possibilities in which more than 50 per cent of the respondents indicated interest. One respondent indicated interest in all employment possibilities listed with aide or assistant in the title; three indicated interest in nine of the possibilities. Five was the median number of assistant or aide listings in which interest was indicated. Considering all thirteen services together, eleven was the mean number of respondents indicating interest in this employment grouping.

Employment possibilities grouped into "other services" were: the care of sick, a caterer, cook in private home, fountain service worker, gift wrapper, bell girl, and window dresser. Twenty-six per cent of the respondents showed interest in this area. However, this per cent was raised over-all by the services of hostess, gift wrapper, and window dresser.

Eight self-employment possibilities were: home production of infants' and childrens' clothes, home furnishings and decoration specialty items, and food or clothing specialty items; dressmaker or alterationist at home; care of children in own home; and laundress in own home. Over one-fourth of all respondents indicated an interest in self-employment. Home production of infants' and childrens' clothes received highest expression of interest, with over one-third of the women marking "interested" in this type of self-employment. Fifty-two per cent of the respondents reported they were not interested in possibilities for self-employment in their own homes.

The areas of factory work and demonstrating were those of least appeal as employment possibilities. About one in five young women indicated interest in demonstrating foods or equipment. Less than one in six felt factory work might be of interest to them.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The importance of education of women for employment is clarified by a look at their changing role and the emerging employment picture in this nation. Today, one out of every three workers is a woman. Eight out of ten women are in paid employment outside the home at some time during their lives.

Preparing girls and women for wage earning in occupations related to home economics is becoming a recognized purpose in home economics education. In Kansas, provisions have been made for the establishment of area vocational-technical schools as one means for working toward this goal. Well founded curriculums pertinent to the needs of students enrolled will be essential to the success of these schools.

I. SUMMARY

The Problem

The purposes of this study were: (1) to identify types of employment engaged in by respondents and factors affecting choice of employment, (2) to identify stated reasons for working and satisfactions gained as a result of employment, (3) to identify contributions of high school home economics classes to preparation for employment, and (4) to determine types of home economics-related employment

respondents might enter if trained.

Definition of Terms

Terms were defined for use in this study as follows:

The labor force. The labor force includes both the employed and the unemployed women, fourteen years of age and over, in the United States. Unemployed women are those actually seeking work.

Young homemakers. This group included all women who had attended Paola High School between the years 1958-63, who had completed two or more semesters of high school home economics, who were from fifteen years to nineteen years of age at the time of marriage, and who were residing within a twenty-five mile radius of Paola at the time of the study. This selected population was referred to during the study as: wives, young women, homemakers, and respondents.

Home economics-related employment. Employment that is based on knowledge and skills in home economics subject matter areas is referred to as home economics-related. Subject matter areas might include child development, clothing and textiles, food and nutrition, home management, home furnishings and equipment, and care of sick.

Procedures

A review of literature gave the investigator an

understanding of the employment of women and the role of education for the world of work.

An interview schedule was developed to identify the employment history of a group of young homemakers during their high school years, posthigh school years, and post-marriage years and to identify the interest in training for various home economics-related employment. Other data collected concerned the education of the homemakers and their husbands, employment of the husbands, and children in the families.

Major Findings

The greatest number of wives were married at the age of eighteen years while the greatest number of husbands married at the age of twenty years. At the time of the interviews, the mean number of years the couples had been married was slightly less than two years.

Ninety-two per cent of the wives and 88 per cent of the husbands had completed high school. The most frequently followed high school curriculums were "general" by husbands and either general or business for wives. Six husbands had some college work; four wives had some post-high school training.

The majority of husbands were in occupations classified as skilled trades and other occupations. More than half of the men commuted to their places of

employment. The mean yearly income for husbands was in the \$5,000-5,999 bracket.

Half of the couples were parents, nine having one child and four having two children.

Nineteen respondents had employment during high school; fifteen of the homemakers had employment posthigh school; and at the time of the interviews, twelve homemakers were employed. Those types of employment engaged in during high school were not generally engaged in after high school or following marriage. Generally, the same types of employment were engaged in prior to and after marriage. There was less job transiency after marriage than before.

The young homemakers were asked to state reasons for working and satisfactions gained from their work. A shift of purpose for working was noted from high school to postmarriage. Over-all, the respondents indicated more satisfactions were gained from associations with people and the work experiences than from the money earned.

In general, respondents indicated that home economics had helped them most with jobs held in high school years. This may be due in part to the fact that the type of work engaged in as high school pupils tended to be rather closely and clearly related to content areas usually included in home economics classes.

Over one-third of the wives stated that their husbands encouraged them to work outside the home. About

one-third of the wives stated their husbands left this decision to them.

Two respondents were performing services for others for wages in their homes. Both had done ironing.

Eighty-eight per cent of the young homemakers checked "yes" when asked to indicate if they would take the opportunity to learn a saleable skill if training at little or no cost to them would be offered in their community.

The two areas where homemakers indicated the greatest amount of interest in home economics-related employment possibilities were child care services and home furnishings and decoration services.

II. RECOMMENDATIONS

The following recommendations are made with an awareness of the limitations of the study. Recommendations resulting from this study may provide help to home economics teachers as they plan curriculum content for high school and wage-earning programs.

Half of the respondents had children at the time of the interview, and the child care services as a group were of the greatest interest to these young women. Child care units in high school could be taught to provide information of immediate use to high school youth to obtain employment during high school, to prepare young girls for motherhood, and to relate information on child care and development to

employment possibilities in addition to baby sitting.

Programs in adult education might be developed to prepare young wives for the types of employment in which they are interested and which are available in the area where they live. In this study, greatest interest was expressed in the two areas of (1) child care and (2) home furnishings and decorations.

Consideration should be given to titles assigned to home economics-related occupations. Since husbands do influence wives' decisions to work, their reactions to job titles for women may reflect attitudes toward certain titles.

Occupations which seemed to the investigator to have titles conveying status and responsibility were those in which most interest was expressed. Further research may be needed to identify relationships between job titles and employment interests.

A similar study may be appropriate with a larger group or in another community.

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APPENDICES

APPENDIX A

SURVEY OF YOUNG HOMEMAKER'S EMPLOYMENT

PART A.

1. What was your age when you married? _____
2. How long have you been married? _____
3. What grade in high school did you complete? 9 10 11 12
4. What was your curriculum? _____
5. Did you attend a college or university? Yes ___ No ___
6. How many semesters did you complete? 1 2 3 4 5 6 7 8 _
7. What was your major? _____
8. What degree did you earn? _____
9. Did you attend a business or trade school? Yes ___ No _
10. Where was it located? _____
11. What course did you take? _____
12. Did you complete the course? Yes ___ No ___
13. Why did you not complete (High school, college, business or trade school)? _____

PART B.

1. What was your husband's age when you married? _____
2. What grade in high school did he complete? 9 10 11 12
3. What was his curriculum? _____

4. Did he attend a college or university? Yes No
5. How many semesters did he complete? 1 2 3 4 5 6 7 8
6. What was his major? _____
7. What degree did he earn? _____
8. Did your husband attend a business or trade school?
Yes No
9. Where was it located? _____
10. What course did he take? _____
11. Did he complete the course? Yes No
12. Why did your husband not complete (high school, college, business or trade school)? _____

13. What is your husband's occupation or employment presently? _____
14. Where is his job located? _____
15. Into which bracket would your husband's income last year fall?

Less than \$3,000	\$4,500-4,999	\$6,500-6,999	
\$3,000-3,499	5,000-5,499	7,000-7,999	
3,500-3,999	5,500-5,999	8,000-10,000	
4,000-4,499	6,000-6,499	More than 10,000	

PART C.

1. Have you children? Yes No
2. What are their ages and sex? (age _____ (age _____
sex _____ sex _____
(age _____ (age _____
sex _____ sex _____
age _____ sex _____

PART D.

- h. Did you have a part-time job or earn money in some way while you were in high school? Yes ___ No ___ (If "yes," get information on each type of job she engaged in.)
- b. Did you have employment after leaving high school but prior to marriage? Yes ___ No ___ (If "yes," get information on each type of employment.)
- m. Have you had employment outside the home since marriage? Yes ___ No ___ (If "yes," get information on each type of job.)

(h, b, m)

1. Who was your employer? _____
2. Where was your job located? _____
3. What was the title of the job? _____
4. What type of work did you do on the job?

5. How long were you employed at this job? _____
6. What was the salary or wage paid? _____
7. How many hours per week did you work? _____
8. For what reasons did you work?
 Have money of own to spend
 Saving for future
 Pay debts owed
 Wanted to work to gain experience
 Enjoyed it

9. What satisfactions did you gain from this work experience?

10. Why did you discontinue doing this work?

Didn't like the work

Salary too low

Hours too long

11. Did the home economics courses in high school help
prepare you for this job? Yes No Explain:

PART E.

1. What influence has your husband had on decisions you make concerning employment?

Encourages me to work outside the home.

Encourages me to perform services for others in our home.

Does not encourage me to work outside the home.

Does not want me to work.

Place of his employment limits my working.

PART F.

1. Have you performed services for others for wages in your home? Yes No (If "yes," get information on each type of service.)

Service	Hours per week	Wages earned
Number employ- ing services	Length of time you performed this service	Satisfactions gained
Reasons for dis- continuing this service	How home eco- nomics classes helped prepare for this service	

PART G.

1. If training at little or no cost to you would be offered in this community, would you take the opportunity to learn a saleable skill? Yes ___ No ___
2. What are your reasons for feeling that way?

3. What three jobs would you like to hire done if a qualified person were available and your budget would allow the services? (In order of preference.)

- ___ Ironing
- ___ Washing clothes
- ___ Washing dishes
- ___ Weekly house cleaning
- ___ Mending
- ___ Sewing for family

PART H.

This is a listing of employment possibilities. Read the list and check the column that indicates your feeling concerning these as employment possibilities for you if you were trained.

Employment Possibility	Interested	Undecided	Not Interested
CLOTHING SERVICES			
Demonstrator of sewing machines			
Sales clerk in clothing store			
Alterationist in store			
Alterationist at home			
Dressmaker at home			
Dressmaker in factory			
Laundress in own home			
Dry cleaning and laundry aide			
Intants' or childrens' clothes maker			
Home sewer--specialty items			
CHILD CARE SERVICES			
Day care center assistant			
Home care of children			
Recreational center aide			
Assistant in children's home			
Assistant in pediatric ward of hospital			
Sales clerk of children's needs			

Employment Possibility	Interested	Undecided	Not Interested
(con't child care services)			
Self-employment--care of children in own home			
FOOD SERVICES			
Fountain service worker			
Cook in private home			
Food store worker			
Worker in food production of food processing plant			
Caterer			
Waitress			
Self-employment--making specialty items			
Food laboratory tester			
Hostess			
Short order cook			
Sample girl--food sale promotion			
Food service worker			
HOME FURNISHINGS AND DECORATION SERVICES			
Sales clerk or stock clerk in furnishings store			
Sales clerk or stock clerk in gift store			
Gift wrapper			
Florist's assistant			
Landscape helper			
Window dresser			
Interior decorator's assistant			
Appliance demonstrator			

Employment Possibility	Interested	Undecided	Not Interested
(con't home furnishings and decoration services)			
Factory worker: lampshades, curtains, etc.			
Worker in slipcover, etc. business			
Self-employment: specialty items			
OTHER HOME AND INSTITUTIONAL SERVICES			
Nursing home aide			
Hospital aide			
Private employment: care of sick, aged			
Welfare service aide			
Assistant institutional housekeeper			
Assistant in home for aged			
Housekeeping assistant--hotel			
"Bell girl" in hotel			

APPENDIX B

204 West 12th
Lawrence, Kansas
September 7, 1964

Dear

In 1961-62, I taught home economics classes at Paola High School. Presently, I am working toward a Master's Degree in Home Economics Education. For my research, I want to interview those girls that attended Paola High School for one semester or more from 1958 to 1963, had one or more years of Home Economics, and that married as a teen-ager. I think you fit that "description."

I will be coming to Paola on week-ends during September and October and will be calling to ask if I might interview you. Basically, we will talk about the employment you have had recently. The information you give will be kept anonymous.

Please return the self-addressed post card telling me your address and telephone number. Looking forward to talking with you, I remain,

Sincerely yours,

(Mrs.) Thyra K. Davis

A SURVEY OF EMPLOYMENT PATTERNS AND INTERESTS
OF A SELECTED GROUP OF YOUNG HOMEMAKERS

by

THYRA KRAUSS DAVIS

B. S., Kansas State University, 1961

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

School of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1965

The importance of education of women for employment is clarified by a look at their changing role and the emerging employment picture in this nation. Preparing girls and women for wage earning in occupations related to home economics is becoming a recognized purpose in home economics education.

The purposes of this study were: (1) to identify types of employment engaged in by respondents and factors affecting choice of employment, (2) to identify stated reasons for working and satisfactions gained as a result of employment, (3) to identify contributions of high school home economics classes to preparation for employment, and (4) to determine types of home economics-related employment respondents would enter if trained.

The investigator reviewed literature on the employment of women and the role of education for the world of work. An interview schedule was developed by the investigator and administered to twenty-six young homemakers to identify their employment history during their high school years, posthigh school years, and postmarriage years and to identify their interest in training for various home economics-related employment. The young homemakers had attended Paola High School between September, 1958, and June, 1963, had completed two or more semesters of high school home economics, were from fifteen years to nineteen years of age at the time of marriage, and were residing within a twenty-five mile radius

of Paola at the time of the study.

Respondents reported that the types of employment engaged in during high school were not generally engaged in after high school or following marriage. Generally, the same types of employment were engaged in prior to and after marriage. Respondents indicated that major satisfactions gained while working were from associations with people and the work experience rather than from the money earned. They indicated that home economics learnings had helped them most with jobs held in high school years.

Ninety-two per cent of the young homemakers checked "yes" when asked to indicate if they would take the opportunity to learn a saleable skill if training at little or no cost to them would be offered in their community.

The two areas where these homemakers indicated the greatest amount of interest in home economics-related employment possibilities were (1) child care services and (2) home furnishings and decoration services.

The following recommendations may provide help to home economics teachers as they plan curriculum content and wage-earning programs:

- (1) Child care units in high school could be taught to provide information of immediate use to high school youth to obtain employment during high school, to prepare young girls for motherhood, and to relate information on child

care and development to employment possibilities in addition to baby sitting.

(2) Programs in adult education might be developed to prepare young wives for types of employment in child care and home furnishings and decorations.

(3) Considerations should be given to titles assigned to home economics-related occupations.

(4) Further research may be needed to identify relationships between job titles and employment interests.

(5) A similar study may be appropriate with a larger group or in another community.