

ABSTRACT OF A THESIS

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OCCUPATIONS AND EDUCATIONAL NEEDS  
OF  
LATIN-AMERICAN GIRLS  
WHO FORMERLY ATTENDED  
LANIER HIGH SCHOOL

Submitted by  
Lucy Porter

In partial fulfillment of the requirements  
for the Degree of Master of Science  
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of  
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#### ABSTRACT

Formal education today has a dual purpose: to meet the demands of society and to meet the needs and interests of the individual in a changing social order. How to determine the nature of these demands, interests, and needs is of concern to the home economics teacher who is trying to contribute to a program broad enough to meet the challenge of education.

One of the specific objectives of home economics education is to provide training which will help girls and young women to succeed in two careers: that of homemaking and that of earning a living. These two interests frequently are carried on simultaneously.

When there is marked evidence of inadequacy in providing the experiences necessary for such training, there should be intelligent planning to improve the condition. Planning for improvement becomes purposeful when the teacher has authentic information to use as a guide. Such information and help must come from the pupils, from other teachers in the school, from the alumni of the school, and from the community.

There are many home economics teachers who set up Anglo-American standards in their plans for

training the Latin-American girl, failing to provide learning situations which will bring the work to the level of comprehension and within the hopes of achievement in the minds of such girls.

No definite studies have included facts concerning employment practices and job opportunities open to girls of this particular nationality. If we are to make our plans from the lives of the girls we teach, it will be necessary to include a study of their wage-earning experiences after they leave school.

The local situation.--About 98 per cent of the girls who attend Lanier High School, San Antonio, Texas, are of Latin-American extraction. Although many of these girls become wage-earners at an early age, no definite study has been made of the problems they face in the economic world.

The home economics program in the high school department of Lanier School, which is a combination junior-senior school, is limited to one course each in household employment, trade dressmaking, and foods in relation to home practices. No successful attempt has been made to complete the objectives of a present day home economics program.

The information gained from an occupational study of the Latin-American girl in San Antonio, Texas,

should be of value to teachers of other hyphenated American girls as a basis for curriculum planning in the field of home economics.

### Problem

How should the home economics program of Lanier High School in San Antonio, Texas, be modified to meet the occupational needs of the Latin-American girls as these needs are revealed by the data on occupations pursued the first three years after leaving high school?

Problem analysis.--To solve the problem it was necessary to find answers to the following questions in regard to the Latin-American girls who attended Lanier High School during the years 1933-1936:

1. How many of the girls married and kept house?
2. How many worked at home
  - a. with pay?
  - b. without pay?
3. How many went into household employment?
4. How many did office work?
5. How many did factory work?
6. What other occupations did they follow?
7. What are the duties, responsibilities, and qualifications connected with each job which a significant number of girls followed?

Delimitation of the problem.--This problem is limited to a three-year study of all Latin-American girls who attended Lanier High School during the years 1933 to 1936 (95 girls were located).

Procedure

There were two main divisions in the method used to answer the questions raised in the problem:

1. The collection of data concerning the occupations of the girls who were included in the study.
2. A job analysis of the occupations found to be common to a significant number of girls to determine the duties, responsibilities, and personal qualifications connected with the job.

Personal interviews were made to collect the data concerning occupations of the 95 girls who were included in the study, three check sheets being used to tabulate the information.

A job analysis of the office worker was made to determine the duties, responsibilities, and personal qualifications connected with the occupation. This analysis, which did not include the technical skills required of the office worker, involved the following procedure:

1. Observations were made of girls in similar jobs to see what they did while on the job.
2. Conferences were held with office managers, office workers and teachers of office practice to determine the duties, responsibilities, and personal qualifications connected with the job.
3. The information gathered from these observations and conferences was organized and listed in the form of three job check sheets.
4. The sheets were checked for completeness by 10 office managers and 10 experienced girls during personal interviews.

The information gathered from the job analysis and from the analysis of all data collected in this study was used as a basis for planning home economics courses for Lanier High School, San Antonio, Texas.

The findings of the study are shown in the following brief summary of data:

The girls in the study were retarded in school. They left school between the ages of 14 and 24, almost half of them having left in the ninth grade at the age of 16 or 17. Sixty per cent of the group which remained in school until graduation were 18 or 19 years of age.

Of the 95 girls in the study 50 were single, 45 had been married although five of them were divorced. There were 29 mothers with a total of 38 children in the group. Most of the married girls had established homes and a large percentage of the single girls were living with their parents and contributing to the family income.

One-fourth of the girls in the sample had never had home economics in high school. While 41 per cent stated that they had taken some extra training in other fields, no attempt was made to achieve a scientific evaluation of such training.

Seventy-three per cent of the group had earned money by working at home or in industry. Of the 26 girls who had never been employed 16 had married within three years after leaving school. Most of the married group were unemployed after marriage but 80 per cent of the single group had been employed.

Home economics training had no relation to the occupational status of the girls. Almost one-third of the employed girls had done office work and no other type of work was represented so significantly as to justify an occupational survey.

A job analysis of the office worker was made to determine the duties, responsibilities, and personal qualities related to office practice. The judgment of

10 office managers and 10 office girls rated as either required or desirable every item listed in the final form of the analysis.

### Recommendations

To help meet the needs of the girls for home-making and employment the following units should be included in the home economics program at Lanier High School:

1. The Management of the Home
2. Home Improvement
3. Money Management
4. Family Relationships
5. Boy and Girl Friendships
6. The Child in the Home
7. Personality Improvement

It is suggested that Family Education for Boys be added and that a residence center for teaching homemaking to adults be set up.

### Limitations

The method used in the preceding sections is liable to criticism from scientific authority. The questionnaire technique of collecting data is always vulnerable on the basis that data so obtained are of doubtful reliability, are mainly unverifiable, are rarely wholly objective, and are difficult to classify

in an orderly way. However, by using the questionnaire in an interview, the above criticisms have been minimized.

Suggested topics for further study are:

1. What factors cause, or are correlated with, the high percentage of retardation disclosed in this study?
2. What types of employment in San Antonio, Texas, are open to the Latin-American girl?
3. Would the addition of other courses tend to keep the girls in school? If so, which courses should be added?
4. Why does such a small percentage of Latin-Americans take additional training after leaving school? What adult classes do they need and want?

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AGRICULTURE AND MECHANIC ARTS

AUGUST 1940

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY SUPERVISION BY LUCY PORTER

ENTITLED OCCUPATIONS AND EDUCATIONAL NEEDS OF LATIN-AMERICAN GIRLS WHO FORMERLY ATTENDED LANIER HIGH SCHOOL

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE

MAJORING IN HOME ECONOMICS EDUCATION

CREDITS 3

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This thesis, or any part of it, may not be published without the consent of the Committee on Graduate Work of the Colorado State College of Agriculture and Mechanic Arts

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Chapter I  
INTRODUCTION

Formal education today has a dual purpose: to meet the demands of society, and to meet the needs and interests of the individual in a changing social order. How to determine the nature of these demands, interests, and needs is of concern to the home economics teacher who is trying to contribute to a program broad enough to meet the challenge of education.

One of the specific objectives of home economics education is to provide training which will help girls and young women to succeed in two careers: that of homemaking and that of earning a living. These two interests frequently are carried on simultaneously.

When there is marked evidence of inadequacy in providing the experiences necessary for such training, there should be intelligent planning to improve the condition. Planning for improvement becomes purposeful when the teacher has authentic information to use as a guide. Such information and help must come from the pupils, from other teachers in the school, from the alumni of the school, and from the community.

There are many home economics teachers who

set up Anglo-American standards in their plans for training the Latin-American girl, failing to provide learning situations which will bring the work to the level of comprehension and within the hopes of achievement in the minds of such girls.

It is evident that the Latin-American girls in Texas have many problems that are unique because of their racial influences. Thomas Guy Rogers (26) in 1927 made a study of housing conditions on the West Side in San Antonio. He found that conditions in this community were far below modern housing standards from the standpoint of health, comfort, convenience, and attractiveness. One of his generalizations was that the people in this district seemed unaware of their apparent misfortune.

Harriette Brown (8) in 1936 suggested the need for home improvement among the same race of people in Brownsville, Texas. She proposed to set up a homemaking program in Brownsville that would help in meeting the need, according to American standards, of better family and community relationships.

A justification for vocational training for Latin-American boys in Lanier School was made in 1939 by Mary Ellen Moran (20). The study included all boys who had been enrolled in the trade and industrial shops in the school over a period of 15 years and represented one year of occupational experience in their lives. Of

the 522 boys in the group, it was found that 56 per cent were working in their trade, 29 per cent were employed in other work, and 3 per cent were unemployed. Recognition was made of the uncontrollable national and economic factors that would color the findings of the survey. Her conclusions were that although the trade and industrial training did not assure a job in the trade for which they were trained in all cases, the indications were that the training did have an appreciable effect on the ability of the boys to find employment of some kind, and to maintain stability in that employment.

No definite studies have included facts concerning employment practices and job opportunities open to girls of this particular race. If we are to make our plans from the lives of the girls we teach, it will be necessary to include a study of their wage-earning experiences after they leave school.

#### THE LOCAL SITUATION

About 98 per cent of the girls who attend Lanier High School, San Antonio, Texas, are of Latin-American extraction. Although many of these girls become wage-earners at an early age, no definite study has been made of the problems they face in the economic world.

The home economics program in the high school

department of Lanier School, which is a combination vocational and academic junior-senior school, is limited to one course each in household employment, trade dress making, and foods in relation to home practices. No successful attempt has been made to complete the objectives of a present day home economics program.

(While this study was in progress two other courses were added -- clothing construction and social customs, the principal and dean of girls having seen the need for these two courses. They were teacher-planned).

Because of the increasing necessity for orientation of foreign elements in all parts of the United States it is desirable, if not essential, that definite studies of their needs and interests precede the plans for helping them to solve their social and economic problems. Hence, the information gained from this occupational study of the Latin-American girls in San Antonio, Texas, should be of value to teachers of other hyphenated American girls as a basis for curriculum planning in the field of home economics.

#### Problem

How should the home economics program of Lanier High School in San Antonio, Texas, be modified to meet the occupational needs of the Latin-American girls as these needs are revealed by the data on occupations pursued the first three years after leaving high school?

Problem analysis.--To solve the problem it was necessary to find answers to the following questions in regard to the Latin-American girls who attended Lanier High School during the years 1933 - 1936.

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- 6. What other occupations did they follow?
- 7. What are the duties, responsibilities, and qualifications connected with each job which a significant number of girls followed?

Delimitation of the problem.--This problem is limited to a three-year study of all Latin-American girls who attended Lanier High School during the years 1933 to 1936.

## Chapter II

### REVIEW OF LITERATURE

Current literature in the field of home economics contains numerous discussions and opinions on the subject of home economics and its contribution to the lives of young people. Many of these writers think that a program can be developed which will enrich the home life of girls in home economics classes. Others think that wage-earning problems of the girls might be solved partially through experiences such as a well planned home economics program has to offer.

Since the major concern of this study is to determine the needs and interests of the Latin-American girls in San Antonio, Texas, so as to modify the home-economics program to fit their needs and interests, the review of literature will be limited to studies which have similar objectives.

A study, remote in years but not in purpose, was directed by the United States Federal Board for Vocational Education in 1919 (30). At this time educators in this field were aware that young people needed definite training for a vocation. This survey of Junior Commercial occupations which was carried on through nineteen states was completed in 1920 after which defi-

nite courses were set up to provide instruction relating to certain occupations. This study included the construction of job analyses in the commercial field as well as a survey of available jobs open to boys and girls in the business world.

The data collected and tabulated at this time were helpful in making plans for specific types of training. The general conclusion to the study was that training, used in a vocational sense, has little meaning unless it is used in connection with a definite group of people and in reference to known employment conditions.

Earl W. Barnhart (31) in 1927 made a similar study of the retail grocery business under the direction of the Federal Board for Vocational Education. The purpose of this study was to show how business and schools might cooperate in developing a training that would be of value to business as well as to wage-earners. The results showed that such cooperation can be expected to set up a more effective type of education for continuation trade classes.

That home economists are beginning to recognize the possible value of their training to the business girl was shown in a study made by Helen Allison (1) in 1932. Miss Allison collected data by the questionnaire method from 51 girl graduates of the commercial department of Central High School, Oklahoma City, Oklahoma.

The information that she gathered revealed that this particular group of girls was conscious of the need for help in other phases of living than that of filling a job efficiently. The girls in her study seemed more aware of definite problems concerning food, clothing, housing, finances, health, personal grooming, and in human relationships, than in relation to their work.

By holding personal conferences with nine representative employers from different fields of business and filling out a short data sheet, it was possible to analyse the demands made by business upon the employees. In addition to the requirements of a particular job, it was found that many desirable personality qualities that can be cultivated are expected of girls in the business world. Miss Allison has suggested that the homemaking department in Central High School add definite units to be given as electives for commercial majors. The units she suggested were:

1. The Suitably Dressed Girl for All Occasions.
2. The Importance of the Right Food at All Times.
3. The Working Girl's Share in the Family Income.
4. Keeping Aboveboard in Money Matters.
5. Good Grooming, the Working Girl's Best Ally.
6. The Desirable Girl in Any Business.
7. Improving Your Personality(1:49-52).

It is not assumed that the above plan could be followed with all types of pupils. However, the study does suggest the possibility of finding similar

problems among girls of a different race.

Does home-economics training have any relation to success on the job? Ambrosia Noetzel (22) in 1933 made a comparative study of the vocational records of home economics and non-home economics graduates. She examined the school records of 62 per cent of all girls who graduated from Central High School, Memphis, Tennessee, during the period 1922 to 1931. Of this group 58 per cent had elected home economics. The largest percentage, 70, elected home economics in 1930 and the smallest, 37, in 1922.

The interview method was used in finding that a larger percentage of the home-economics graduates remained at home for three months after graduation than did the non-home economics graduates.

Miss Noetzel's conclusions for this particular group were as follows:

1. There seemed to be little difference between the type of occupation entered by the home economics group and the non-home economics group.
2. There was no positive relationship between the number of girls who elected home economics in high school and in college.
3. The ultimate vocation of the majority of the graduates was homemaking.
4. The home economics course in high school should be adapted to the needs of the girls who enter

homemaking, to those who enter college, and to those who enter employment.

5. The fact that any one of these girls may belong to all of these groups would indicate that a general, rather than a specialized, home economics course should be organized for the particular school studied.

Another study, more closely related to the economic problems of out-of-school girls, was made by Louise Mason (17) in 1935. The personal interview method was used in gathering definite data concerning the vocational status of graduates from Garland High School, Garland, Texas. The wage-earning experiences of these girls were tabulated and analyzed on the job basis. The occupations connected with the jobs of general office girl, sales lady, and waitress were studied in detail. The analyses showed that the three jobs studied demanded many duties to which a knowledge of home economics could make a contribution.

Although twice as many girls were found engaged in homemaking as in any other occupation, the study disclosed that business girls feel the need of such information as would be gained through courses in personality development, health, and personal appearance.

Miss Mason outlined such a course in home

economics with the suggestion that it be used in Garland High School in an attempt to meet the present and future needs of girls who were still in school.

The survey method of finding the needs and interests of pupils is becoming a universal practice as a basis for planning the home economics curriculum. In 1937 Ferguson (12) made a study of 145 home economics students at the University of Manitoba, Canada. A questionnaire dealing with family history, the present status of the home, the relationships within the family, the adjustment of girls to family life and to society was used in collecting data for the study. An analysis of data indicated that a greater amount of faculty counseling and some courses in Family and Personal Living should be added to the present home economics course.

The study of occupations in relation to home economics is incomplete when the demands of trade and industry are not considered. This point of view was emphasized in 1937 when Kattwitz (15) investigated the occupations of home economics students in nine cities in Texas to discover how their training had functioned in the business world. By means of interviews, questionnaires, and letters two surveys were made: a school survey where teachers and principals were questioned to find out the content of the home economics courses being offered; and a trade and industrial survey to see

how home economics training had equipped the pupils for employment.

The author found that the existent home economics training was not functioning effectively as pre-training for vocations. The following weaknesses in the training were pointed out: (1) emphasis in all courses was placed upon the home point of view, (2) a lack of the proper attitude toward business on the part of teachers and pupils was noticeable, (3) the teacher planned all the work, (4) teachers were not professional, (5) pupils were seriously handicapped by inadequate training and insufficient acquaintance with industry. The study disclosed a definite under-supply of good, trained labor, and tentative proposals for betterment of these conditions were set up as follows:

1. The first two years of home economics training should be general and the last two highly specialized.
2. Courses should be arranged in cooperation with experts of trade and industry.
3. Teachers should have at least a year of professional experience.
4. During the school course opportunity should be provided for students to become familiar with the processes of industry and conditions in business.

A homemaking course for Mexican girls based on needs of prospective employers of girls was planned by Whitwell (33) in 1938. The plans were preceded by an investigation of home conditions and employment possibilities. The units suggested for this group were similar to the traditional course and the objectives centered around problems of homemaking.

Another student of curriculum planning, Weidman (32) in 1938, collected data upon clothing practices of a selected group of boys and made recommendations for planning the clothing phase of a general home economics course for boys. Miss Weidman suggested an emphasis upon social and psychological factors underlying consumer practices in clothing selection, financial aspects, advertising and sales talk, legislation and standardization, hygienic aspects, social value of good grooming, and the utilization of service in clothing care.

To learn the opportunities for helping pupils develop desirable personal qualities through the teaching of home economics, Hale (13) in 1938 made a resume of selected studies which pertained to the development of personality, defined the subject from many points of view, and showed which problems were commonly met by the average home economics teacher. Seven case studies were analyzed to show how personality problems were found, met, and solved. A generalization

made by the author was that personality development is of more importance to a successful life than an academic education.

An adult program in home economics in cooperation with the high school course was proposed on the basis of extensive findings in 1939 by Mifflin (19). The needs in home economics of a typical anthracite town were discovered by means of a questionnaire filled out by in-school groups of girls receiving home economics instruction and by graduates of the department. Data were collected regarding home activities, economic status, occupational status, and recreational participation.

Some of the above studies have stressed the need for vocational training; others indicate a need for a broader program in home economics to meet the challenge of business and homemaking. All of them indicate the need for pupil-teacher-community planning in program making, or as Ruth Strang (29:232) commented in 1938:

The home economics teacher should realize that she is a part of the total guidance program of the school and the community. In order to see how she fits into the whole scheme of things she should know what the school is doing and what are the resources of the community that will help her in making adjustments to individual needs.

Chapter III  
METHOD AND MATERIALS

There were two main divisions in the method used to answer the questions raised in the problem:

1. The collection of data concerning the occupations of the girls who were included in the study.
2. A job analysis of the occupations found to be common to a significant number of girls to determine the duties, responsibilities, and personal qualifications connected with the job.

The data concerning occupations of the girls who were included in the study were collected on three information sheets. These three sheets were checked by 16 home economics teachers and supervisors from several states (Texas, Colorado, Arizona, and Nebraska) whose suggestions were used in the final form of the data sheet.

The following information sheet was filled out from the school files:

GENERAL INFORMATION SHEET  
FROM  
SCHOOL RECORD

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

Address \_\_\_\_\_ Tel. No. \_\_\_\_\_

Father's name \_\_\_\_\_

Mother's name \_\_\_\_\_

Date of graduation \_\_\_\_\_

Date of leaving school, if not a graduate \_\_\_\_\_

Classification when leaving school \_\_\_\_\_

Home economics courses taken:

Foods \_\_\_\_\_

Trade Dressmaking \_\_\_\_\_

Household Employment \_\_\_\_\_

---

About one-third of the girls had moved to another address which had to be located. Many of their homes were vacant with signs of the Federal Housing Authority tacked on the door. Other houses were torn down because of a slum clearance project which is in progress in the community. The new addresses of many of these girls were obtained from:

1. Younger members of their families at school.
2. The city directory.
3. Their friends and relatives outside of school.

It was possible to trace 101 girls by the above methods. (Of this number 6 had died). The data

used in the study were gathered from 95 girls.

The other two information sheets were filled out during personal interviews with the girls. The interviews were made in their homes, at their places of business (with their employer's permission) and at school when the girls came to visit at the request of members of their families. In a few cases the girls had moved out of the city but it was possible to obtain the desired information from relatives or friends.

INFORMATION SHEET FOR  
PERSONAL INTERVIEW

Name \_\_\_\_\_

Married Name \_\_\_\_\_

Address \_\_\_\_\_

I. Home Conditions	Yes	!	No	!
1. Do you live with your parents? _____	!	!	!	!
2. Do you pay board at home? _____	!	!	!	!
3. Are you married? _____	!	!	!	!
4. Give ages of children _____	!	!	!	!
5. Are you divorced? _____	!	!	!	!
6. Do you earn money at home? _____	!	!	!	!

A. How? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

INFORMATION SHEET FOR  
PERSONAL INTERVIEW---Continued

II. What additional school experience have you had? Yes ' No ' How long

1. Nurses' school?_____	'	'	'
2. Another high school?_____	'	'	'
3. Business school?_____	'	'	'
4. College?_____	'	'	'
5. Evening school?_____	'	'	'
6. List any other training_____	'	'	'
_____			
_____			

INFORMATION SHEET FOR  
OCCUPATIONAL EXPERIENCE

DATES	TYPE OF JOBS	EMPLOYER'S NAME AND ADDRESS	TENURE MOS.	WKS.	WAGES PER WK.
1934					
1935					
1935					
1936					
1936					
1937					
1937					
1938					
1939					

The information from the three sheets was tabulated on a master sheet, as a convenience in organizing the data, under the following headings:

- 1. Description of the group as to
  - a. Age when leaving school.
  - b. Classification when leaving school.
  - c. Home economics courses taken.
  - d. Additional training.
- 2. Marital status
- 3. Living situation
- 4. Occupations followed for three years after leaving school

Since many of the girls had never been employed and a little more than one-third of the wage-earners were office workers, an analysis was made to determine the duties, responsibilities, and personal qualifications connected with the office worker's job. This analysis, which did not include the technical skills required of the office worker, involved the following procedure:

- 1. Observations of girls in similar jobs were made to see what they did while on the job.
- 2. Conferences were held with office managers, office workers and teachers of office practice to determine the duties, responsibilities and personal qualifications connected with the job.

3. The information gathered from these observations and conferences was organized and listed in the form of three job check sheets.
4. The sheets were checked for completeness by 10 office managers and 10 experienced office girls during personal interviews made after school and on Saturdays.

#### ANALYSIS OF THE OFFICE WORKER'S JOB

The following outline suggests that a well-planned Home Economics program might contribute to the success of the office worker by helping her to develop habits and personal qualities generally desired by employers.

Name of person interviewed \_\_\_\_\_ Date \_\_\_\_\_

Position held \_\_\_\_\_ Firm \_\_\_\_\_

Address \_\_\_\_\_

#### I. General duties and responsibilities of office workers

	'Not Nec-' 'essary	'Re-' 'quired	'Desir-' 'able
A. In regard to meeting public	!	!	!
1. Should be courteous in meeting & talking with people.	!	!	!
2. Should have an interested attitude toward their problems & should not assume an independent, mechanical attitude.	!	!	!
3. Should be prompt & alert in greeting people & answering the telephone.	!	!	!
4. Should give definite & adequate information to inquiries.	!	!	!

## ANALYSIS OF THE OFFICE WORKER'S JOB---Continued

	'Not Nec- 'essary	'Re- 'quired	'Desir- 'able
5. Should exercise tact in dealing with difficult cases.	'	'	'
6. Must make a favorable impression on the public.	'	'	'
B. In regard to office regulations.	'	'	'
1. Be prompt.	'	'	'
2. Abide by regulations	'	'	'
3. Should not use the office telephone for personal use during office hours.	'	'	'
4. Should not use cosmetics in the office.	'	'	'
5. Should not ask for special favors.	'	'	'
6. Should not take unnecessary time.	'	'	'
7. Should not smoke, eat candy, or chew gum during office hours.	'	'	'
C. In regard to care of equipment and office supplies.	'	'	'
1. Practice thrift.	'	'	'
2. Practice cleanliness and neatness.	'	'	'
3. Do not use supplies for personal use.	'	'	'
D. In regard to relations with co-workers.	'	'	'
1. Should not talk idly with others.	'	'	'

## ANALYSIS OF THE OFFICE WORKER'S JOB---Continued

	'Not Nec-' 'essary'	'Re-' 'quired'	'Desir-' 'able'
2. Should not assume a superior attitude toward co-workers.	!	!	!
3. Should be cooperative.	!	!	!
4. Should be generous in helping others.	!	!	!
5. Should be impartial toward others.	!	!	!
E. In regard to employers.	!	!	!
1. Should cooperate wholeheartedly with employers.	!	!	!
2. Should have a friendly but impersonal attitude toward employers.	!	!	!
3. Should not bother employer with minor details.	!	!	!
F. In regard to work.	!	!	!
1. Should be systematic.	!	!	!
2. Should be accurate.	!	!	!
3. Should be neat.	!	!	!
4. Should show initiative.	!	!	!
5. Should be conscientious.	!	!	!
6. Should show pride in doing a good job.	!	!	!
II. Personal qualifications of office workers.	!	!	!
A. Physical	!	!	!
1. Good health.	!	!	!
2. Good posture.	!	!	!

## ANALYSIS OF THE OFFICE WORKER'S JOB---Continued

	'Not Nec- ' essary	' Re- ' quired	' Desir- ' able
3. Eye-sight good or well fitted glasses.	!	!	!
4. Personal appearance.	!	!	!
a. Appropriate dress	!	!	!
(1) Neat	!	!	!
(2) Stylish	!	!	!
(3) Attractive	!	!	!
(4) Suitable to office and duties	!	!	!
b. Cleanliness	!	!	!
c. Grooming	!	!	!
(1) Neat in hair dress	!	!	!
(2) Conservative in the use of cosmetics, perfumes, jewelry, and nail polish.	!	!	!
(3) Particular about keeping shoes.	!	!	!
e. Voice	!	!	!
(1) Pleasant	!	!	!
(2) Well modulated & distinct.	!	!	!
B. Personal qualities	!	!	!
Sense of humor	!	!	!
Loyalty	!	!	!
Common sense	!	!	!
Reliability	!	!	!
Tactfulness	!	!	!
Sense of fairness	!	!	!
Adaptability	!	!	!
Affability	!	!	!

## ANALYSIS OF THE OFFICE WORKER'S JOB---Continued

	'Not Nec- ' essary	' Re- ' quired	' Desir- ' able
Conscientiousness	?	?	?
Initiative	?	?	?
Cooperation	?	?	?
Patience	?	?	?
Self-respect	?	?	?
Dependability	?	?	?
Economy	?	?	?
Thrift	?	?	?
Accuracy	?	?	?
Speed	?	?	?
Alertness	?	?	?
Courtesy	?	?	?
Poise	?	?	?
Punctuality	?	?	?
Self-confidence	?	?	?
System (or Order)	?	?	?
Even temper	?	?	?
Efficiency	?	?	?

The office worker's job, as was revealed in the job analysis, involves many duties, responsibilities, and qualifications closely related to the objectives set up for a well-planned home economics personality development program for the individual.

The information gathered from the job analysis and from the analysis of all data collected in this study was used as a basis for planning home economics courses for Lanier High School, San Antonio, Texas.

Chapter IV  
ANALYSIS OF DATA

The data for this study were collected from 95 Latin-American girls who attended Lanier High School, San Antonio, Texas, during the years 1933 to 1936. The occupational experiences of the girls during the first three years after leaving school are represented in the study.

The analysis of data will be presented in the following three parts:

1. A description of the group as derived from:
  - a. A study of the high school records of the girls as to age, classification, and home economics training.
  - b. Personal interviews with the girls in regard to their living arrangements, marital status, and additional training.
2. An analysis of their participation in wage-earning occupations as derived from interviews with the girls in regard to their occupational experiences over a pe-

riod of three years after leaving school.

3. An analysis of the duties, responsibilities, and qualifications connected with the job of office worker -- the only job analyzed in the study -- as learned from:
  - a. Interviews with office managers, office workers, and office practice teachers.
  - b. Observation of office girls on the job.

#### Description of the group

The ages of the girls in this group ranged from 14 to 24 (Table 1). Since 16 is the compulsory school age in Texas, only a very small percentage left school before that age. The largest number of non-graduates left school between the ages of 16 and 17 while the largest number of graduates, 61 per cent, were between the ages of 18 and 19. Since the Texas public schools have only eleven grades the normal age for graduation is 17. A study of these figures indicates that more than half of this group were retarded in school, or over age at graduation.

Table 1.--AGES AT WHICH THE GIRLS LEFT LANIER HIGH SCHOOL

Ages of girls when leaving school	Graduates		Non-graduates		Total	
	N	%	N	%	N	%
14 - 15	1	2.6	3	5.3	4	4.2
16 - 17	7	18.4	30	52.5	37	38.9
18 - 19	23	60.5	20	35.0	44	46.2
20 - 21	5	13.2	3	5.3	8	8.4
22 - 24	2	5.3	0	0.0	2	2.1
TOTALS	38	100	57	100	95	100

As shown in Table 2, half the married girls had dropped out of school in the ninth grade and only one-third of them had continued in school until they graduated. The divorced girls were considered married in this analysis. The group of girls who had not married within three years after leaving school contained the highest percentage of graduates.

The largest number, 46 per cent, of girls in this sample dropped out of school in the ninth grade, while 40 per cent of the group stayed in school until they graduated. Only two per cent left school in their senior year.

Table 2.--GRADE CLASSIFICATION OF THE GIRLS WHEN LEAVING LANIER HIGH SCHOOL

Grade	Single		Married		Total	
	N	%	N	%	N	%
Nine	21	42.0	23	51.0	44	46.2
Ten	4	8.0	7	15.5	11	11.6
Eleven	2	4.0	0	0.0	2	2.1
Graduate	23	46.0	15	33.3	38	40.0
TOTALS	50	100	45	100	95	100

About half of the girls in this study left Lanier High School in the ninth grade and Table 3 reveals that a large percentage of this number were 16 or 17 years of age, the normal age for graduating. The majority of those who stayed in school beyond the ninth grade were graduated in the next age group -- 18 or 19. Only a small percentage of both the single and the married girls were not retarded in grade when they left school.

Most of the girls who married within three years after leaving school had left in the ninth grade at the age when most pupils are graduated -- 16 to 19. The largest percentage of this group which were graduated were 18 or 19 years of age.

Three-fourths of the single group leaving

school in the ninth grade were between the ages of 16 and 17. The 38 girls who were graduated were on the whole retarded; some were of the normal age of college graduates.

Table 3.--AGE AND GRADE CLASSIFICATION OF GIRLS WHEN LEAVING LANIER HIGH SCHOOL

Grade	Married Group (45)								Single Group (50)								Total Group	
	9		10		11		Graduate		9		10		11		Graduate		Total	
Age	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
14 - 15	2	8.6	0	0.0	0	0.0	0	0.0	0	0.0	1	25	0	0.0	1	4.3	4	4.2
16 - 17	10	43.4	3	42.8	0	0.0	1	6.6	16	76.1	1	25	0	0.0	6	26.0	37	38.9
18 - 19	10	43.4	3	42.8	0	0.0	13	86.6	4	19.0	2	50	2	100.0	10	43.4	44	46.2
20 - 21	1	4.3	1	14.2	0	0.0	1	6.6	1	4.7	0	0	0	0.0	4	17.3	8	8.4
22 - 24	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0	0	0.0	2	8.7	2	2.1
TOTALS	23	100	7	100	0	0.0	15	100	21	100	4	100	2	100	23	100	95	100

Slightly less than half the girls in this group had been married and five per cent were divorced (Table 4). Almost one-third of the girls were mothers and a few had two or three children. These facts are very significant since this study represents only the first three years in the lives of the girls after they left school.

Table 4.--MARITAL STATUS OF THE GROUP THE FIRST THREE YEARS AFTER LEAVING LANIER SCHOOL. (95)

Marital status	Number	Per Cent
1. Single	50	52.7
2. Married	40	42.0
3. Divorced	5	5.3
4. Mother of one to three children	29	30.5
5. Number of children in the group	38	

A large majority (80 per cent) of the single girls lived with their parents and 24 per cent of this group were contributing to the family budget (Table 5). Eighty-five per cent of the married group had established homes of their own. Although 15 per cent of this group lived with their parents none of them were entirely dependent as they paid board.

Table 5.--LIVING ARRANGEMENTS OF ALL GIRLS IN THE GROUP

Living arrangement	Married (40)		Single (50)		Divorced (5)		Total (95)	
	N	%	N	%	N	%	N	%
	1. Living with parents	6	15	40	80	5	100	51
2. Living in home of their own	34	85	10	20	0	0	44	46.3
3. Paying board at home	6	15	12	24	0	0	18	18.9

More than one-fourth of the girls in this study had never been in a high school home economics class. About three-fourths had taken only one course, and only a small percentage had taken two or three courses (Table 6). These facts indicate a deficiency either in the Lanier High School home economics curriculum or in the general organization of the school.

Table 6.--TRAINING IN HOME ECONOMICS AS INDICATED BY NUMBER OF COURSES TAKEN (95 GIRLS)

Number of courses taken in high school	Number= 70	Per cent (of total 95)
None	25	26.3
One	52	73.8
Two	15	21.5
Three	3	4.3

Less than half of the girls in the study had had any additional training since leaving school (Table 7). Ten per cent left Lanier School for another high school, but this study does not include the extent of such training. The lack of interest in evening school may be due to a program that does not fit the needs of the group. Since the other training available in San Antonio depends upon economic status, as well as upon ambition and ability, we can understand why the Latin-American girl is not very well trained for employment.

Table 7.--ADDITIONAL TRAINING AFTER LEAVING LANIER HIGH SCHOOL (95 GIRLS)

<u>Additional training</u>	<u>Number</u>	<u>Per cent</u>
Evening school	11	11.6
Another high school	10	10.5
Business school	7	7.4
College	4	4.2
Nurses training	3	3.2
Beauty course	2	2.1
Art	1	1.0
Music	1	1.0

Occupational experiences of the group

Private industry provided employment to 46 per cent of the girls in this study while about 14 per

cent worked for government agencies (N. Y. A. or W. P. A.) About 13 per cent earned money at home and the 27 per cent who had never been wage earners helped with the housekeeping at home (Table 8).

Table 8.--OCCUPATIONAL STATUS OF THE GROUP (95 GIRLS)

Occupational status	Number	Per cent
1. Employed in private industry	44	46.2
2. Employed by government agencies (N. Y. A. or W. P. A.)	13	13.7
3. Earned money at home	12	12.6
4. Had never been employed but worked at home without pay	26	27.3
TOTALS	95	100

Although two-thirds of the married girls had been wage earners before marriage (Table 9), less than one-fourth of this group had wage earning jobs after marriage. Over a third of this group had never been employed and their need for homemaking after marriage is indicated by the lack of employment among the married group.

Table 9.--OCCUPATIONAL STATUS OF THE MARRIED GROUP  
(45 GIRLS)

Occupational status of the married group	Before marriage		After marriage	
	N	%	N	%
Had been employed	29	64.4	10	22.2
Had never been em- ployed	16	35.6	35	77.8
TOTALS	45	100	45	100

The employment situation among the 50 girls in the single group (Table 10) was encouraging when all factors such as economic conditions in general and a possible tendency to discriminate against the Latin-Americans are considered. Only 20 per cent of this group had never had a job.

Table 10.--OCCUPATIONAL STATUS OF THE SINGLE GROUP  
(50 GIRLS)

Occupational status	Number	Per cent
Had never been employed	10	20
Had been employed	40	80

The occupational status of the home economics students was about the same as that of the non-home economics students, 70 per cent and 68 per cent respec-

tively being employed (Table 11).

Table 11.--OCCUPATIONAL STATUS OF THE HOME ECONOMICS STUDENTS AND THE NON-HOME ECONOMICS STUDENTS

Occupation	Home economics students		Non-home economics students		Totals	
	N=70	%	N=25	%	N=95	%
Unemployed	21	30	8	32	29	30.5
Employed	49	70	17	68	66	69.3
TOTALS	70	100	25	100	95	100

Of the 69 employed girls, which represents 73 per cent of the entire group, almost one-third were doing office work (Table 12). No other type of work was represented so significantly as to justify an occupational survey. The factory and service jobs were of various types.

Table 12.--DISTRIBUTION OF JOBS AMONG THE EMPLOYED GROUP (69 GIRLS)

Type of job held	Number	Per cent
Office work	21	30.4
Factory work (6 kinds of factories)	10	14.5
Service jobs	10	14.5
Retail selling	9	12.9
Household employment	6	8.7
Miscellaneous	13	18.7
TOTALS	69	100

Job analysis of office work

An analysis of the data collected from the job check sheets (Table 13) shows office managers and office girls agreeing almost 100 per cent that promptness, alertness and courtesy are required responsibilities in greeting people on the telephone and in person. A favorable impression on the public was rated higher by the employers than by the employees. An interested attitude toward problems was named as a requirement by only 40 per cent of the managers while 70 per cent of the girls said that the responsibility was required.

Table 13.--GENERAL DUTIES AND RESPONSIBILITIES OF THE OFFICE WORKER IN REGARD TO MEETING THE PUBLIC

General duties and responsibilities	Managers -- 10				Office girls -- 10				Total -- 20			
	Requir- ed		Desir- able		Requir- ed		Desir- able		Requir- ed		Desir- able	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Should be prompt and alert in greeting people and answering the telephone.	10	100			10	100			20	100		
2. Should be courteous in meeting and talking with people.	10	100			9	90	1	10	19	95	1	5
3. Must make a favorable impression on the public	8	80	2	20	6	60	4	40	14	70	6	30
4. Should exercise tact in dealing with difficult cases.	7	70	3	30	7	70	3	30	14	70	6	30
5. Should give definite and adequate information to inquiries	7	70	3	30	5	50	4	40	12	60	7	35
6. Should have an interested attitude toward their problems and should not assume an independent, mechanical attitude.	4	40	6	60	7	70	3	30	11	55	9	45

Abiding by regulations, being prompt, and not wasting time were rated as required or desirable by every manager and every office girl, the largest numbers -- 95, 80, and 75 per cent, respectively -- being checked as required (Table 14).

Responsibilities for personal habits of office workers such as refraining from smoking, eating candy, chewing gum, using the telephone for personal use, asking special favors, and using cosmetics while on duty were rated as required by only 20 to 30 per cent of the employers. The same opinions prevailed among the girls except in regard to smoking, chewing gum, and eating candy during office hours. Seventy per cent of the girls said that avoidance of these habits were required.

Table 14.--GENERAL DUTIES AND RESPONSIBILITIES OF THE OFFICE WORKER IN REGARD TO OFFICE REGULATIONS

General duties and responsibilities	Managers -- 10				Office Girls -- 10				Total -- 20			
	Requir- ed		Desir- able		Requir- ed		Desir- able		Requir- ed		Desir- able	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Abide by regulations	10	100			9	90	1	10	19	95	1	5
2. Be prompt	8	80	2	20	8	80	2	20	16	80	4	20
3. Do not take unnecessary time.	7	70	3	30	8	80	2	20	15	75	5	25
4. Do not smoke, eat candy, or chew gum during office hours.	2	20	6	60	7	70	2	20	9	45	8	40
5. Do not use the office telephone for personal use during office hours	3	30	3	30	2	20	3	30	5	25	6	30
6. Do not ask for special favors.	2	20	6	60	3	30	5	50	5	25	11	55
7. Do not use cosmetics in the office.	2	20	7	70	2	20	4	40	4	20	11	55

In regard to use of equipment, (Table 15) neatness and cleanliness were rated 80 per cent required and 20 per cent desirable by both managers and girls. Not using supplies for personal use and practicing thrift with office supplies were rated as required or desirable by the employers as well as by the employees.

Table 15.--GENERAL DUTIES AND RESPONSIBILITIES OF THE OFFICE WORKER IN REGARD TO CARE OF EQUIPMENT AND OFFICE SUPPLIES

General duties and responsibilities	Managers -- 10				Office Girls -- 10				Total -- 20			
	Requir- ed		Desir- able		Requir- ed		Desir- able		Requir- ed		Desir- able	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Practice cleanliness and neatness.	8	80	2	20	8	80	2	20	16	80	4	20
2. Do not use supplies for personal use.	6	60	3	30	4	40	5	50	10	50	8	40
3. Practice thrift.	4	40	6	60	4	40	5	50	8	40	11	55

In regard to relations with co-workers 90 per cent of both employers and employees said that cooperation was a required responsibility (Table 16). Ninety per cent of the girls and 60 per cent of the managers rated the avoidance of a superior attitude toward others as a required duty. Being impartial toward others was checked as required by four-fifths of the managers and only one-half of the girls. Twice as many girls as managers considered that helping others was required. All the managers said it was either required or desirable not to talk idly with others in the office.

Table 16.--GENERAL DUTIES AND RESPONSIBILITIES OF THE OFFICE WORKER IN REGARD TO RELATIONS WITH CO-WORKERS

General duties and responsibilities	Managers -- 10				Office Girls -- 10				Total -- 20			
	Requir- ed		Desir- able		Requir- ed		Desir- able		Requir- ed		Desir- able	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Be cooperative	9	90	1	10	9	90	1	10	18	90	2	10
2. Do not assume a superior attitude toward co-workers.	6	60	4	40	9	90	0	0	15	75	4	20
3. Be impartial toward others	8	80	2	20	5	50	5	50	13	65	7	35
4. Do not talk idly with others.	5	50	5	50	4	40	5	50	9	45	10	50
5. Be generous on helping others.	3	30	7	70	6	60	4	40	9	45	11	55

Cooperating wholeheartedly with employers was rated as required by 80 per cent of the managers and 100 per cent by the girls (Table 17). Having a friendly but impersonal attitude toward employers was checked as required by 80 per cent of the employers and by 70 per cent of the girls.

Only 35 per cent of the groups said it was required that employers not be bothered with minor details; however, the remaining 65 per cent considered the practice desirable.

Table 17.--GENERAL DUTIES AND RESPONSIBILITIES OF THE OFFICE WORKER IN REGARD TO EMPLOYERS

General duties and responsibilities	Managers -- 10				Office Girls -- 10				Total -- 20			
	Requir- ed		Desir- able		Requir- ed		Desir- able		Requir- ed		Desir- able	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Cooperate wholeheartedly with employers.	8	80	2	20	10	100			18	90	2	10
2. Have a friendly but im- personal attitude toward employers.	8	80	2	20	7	70	3	30	15	75	5	25
3. Do not bother employers with minor details.	4	40	6	60	3	30	7	70	7	35	13	65

Managers and office girls agreed that it was either required or desirable that work be done accurately, neatly, conscientiously, and systematically (Table 18). Initiative was required by only 40 per cent of the employers, yet 90 per cent of the employees said it was required. As to showing pride in doing a good job 80 per cent of the girls stated that it was required while only 20 per cent of the employers agreed with them.

Table 18.--GENERAL DUTIES AND RESPONSIBILITIES OF THE OFFICE WORKER IN REGARD TO WORK

General duties and responsibilities	Managers -- 10				Office Girls -- 10				Total -- 20			
	Requir- ed		Desir- able		Requir- ed		Desir- able		Requir- ed		Desir- able	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Should be accurate	9	90	1	10	8	80	2	20	17	85	3	15
2. Should be neat	8	80	2	20	9	90	1	10	17	85	3	15
3. Should be conscientious	9	90	1	10	7	70	3	30	16	80	4	20
4. Should be systematic	7	70	3	30	6	60	3	30	13	65	6	30
5. Should show initiative	4	40	6	60	9	90	1	10	11	55	9	45
6. Should show pride in doing a good job.	2	20	7	70	8	80	2	20	10	50	9	45

In analyzing the physical qualifications of the office worker (Table 19) both the managers and girls rated cleanliness first and neatness in dress second. Three-fourths of the group rated good health as a requirement while 65 per cent considered good eyesight a necessity. To dress in keeping with the office was required by 80 per cent of the managers, and 60 per cent of the girls said it was required.

The habits of grooming, as applied to the hair, fingernails, skin, and shoes, were not required in more than 50 per cent of the two groups but were rated as desirable throughout. The pleasant, well modulated, distinct voice was rated as required by almost half the two groups.

An attractive appearance was rated higher by the employer than by the employee. Good posture and stylishness in dress were of least importance to both managers and girls.

Table 19.--PHYSICAL QUALIFICATIONS OF THE OFFICE WORKER

Physical qualifications of the office worker	Managers -- 10				Office Girls -- 10				Total -- 20			
	Requir- ed		Desir- able		Requir- ed		Desir- able		Requir- ed		Desir- able	
	N	%	N	%	N	%	N	%	N	%	N	%
Cleanliness	9	90	1	10	10	100			19	95	1	5
Neatness in dress	8	80	2	20	9	90	1	10	17	85	3	15
Good health	8	80	2	20	7	70	3	30	15	75	5	23
Dress in keeping with office	8	80	2	20	6	60	4	40	14	70	6	30
Good eye-sight	8	80	2	20	5	50	5	50	13	65	7	35
Neatness in hair dress	5	50	5	50	4	40	6	60	9	45	11	55
Conservative use of cosmetics, perfumes, jewelry, and nail polish	4	40	6	60	5	50	5	50	9	45	11	55
Pleasant voice	4	40	6	60	5	50	5	50	9	45	11	55
Well modulated and distinct voice	3	30	7	70	5	50	5	50	8	40	12	60
Well kept shoes	3	30	7	70	5	50	5	50	8	40	12	60

Table 19.--PHYSICAL QUALIFICATIONS OF THE OFFICE WORKER--Continued

Physical qualifications of the office worker	Managers -- 10				Office Girls -- 10				Total -- 20			
	Requir- ed		Desir- able		Requir- ed		Desir- able		Requir- ed		Desir- able	
	N	%	N	%	N	%	N	%	N	%	N	%
Attractive appearance	5	50	5	50	2	20	5	50	7	35	10	50
Good posture	3	30	7	70	4	40	6	60	7	35	13	75
Stylish dress	3	30	5	50	3	30	3	30	6	30	8	40

Most of the personal qualities listed in the job analysis (Table 20) were scored as required or desirable by both the managers and the girls. The highest ranking quality, reliability, was checked as required by all the group. Cooperation, loyalty, and efficiency were other high-ranking characteristics with the group as a whole. Accuracy ranked high with 70 per cent of the group. One manager said speed was not necessary and only 4 said it was required. A small percentage of the girls said thrift, economy, and speed were not necessary. Nine employers and five girls said an even temper was required. Only 20 per cent of the girls said that self-confidence was required and 60 per cent of the managers agreed with them. The workers stressed initiative a little more than the employers did.

Table 20.--PERSONAL QUALITIES OF THE OFFICE WORKER

Personal qualities of the office worker	Managers -- 10				Office Girls -- 10				Total -- 20			
	Requir- ed		Desir- able		Requir- ed		Desir- able		Requir- ed		Desir- able	
	N	%	N	%	N	%	N	%	N	%	N	%
1. Reliability	10	100	0	0	10	100	0	0	20	100		
2. Cooperativeness	9	90	1	10	9	90	1	10	18	90	2	10
3. Loyalty	8	80	2	20	9	90	1	10	17	85	3	15
4. Efficiency	8	80	2	20	9	90	1	10	17	85	3	15
5. Common-sense	7	70	3	30	10	100	0	0	17	85	3	15
6. Punctuality	9	90	1	10	7	70	3	30	16	80	4	20
7. Self-respect	9	90	1	10	7	70	3	30	16	80	4	20
8. Patience	8	80	2	20	7	70	3	30	15	75	5	25
9. Conscientiousness	8	80	2	20	7	70	3	30	15	75	5	25
10. Even temper	9	90	1	10	5	50	5	50	14	70	6	30
11. Dependability	6	60	4	40	8	80	2	20	14	70	6	30
12. Accuracy	6	60	4	40	8	80	1	10	14	70	5	25

Table 20.--PERSONAL QUALITIES OF THE OFFICE WORKER--Continued

Personal qualities of the office worker	Managers -- 10				Office Girls -- 10				Total -- 20			
	Requir- ed		Desir- able		Requir- ed		Desir- able		Requir- ed		Desir- able	
	N	%	N	%	N	%	N	%	N	%	N	%
13. Adaptability	7	70	3	30	7	70	3	30	14	70	6	30
14. Alertness	8	80	2	20	5	50	5	50	13	65	7	35
15. Systematic habits	7	70	3	30	6	60	4	40	13	65	7	35
16. Courtesy	6	60	4	40	7	70	3	30	13	65	7	35
17. Initiative	5	50	5	50	7	70	3	30	12	60	8	40
18. Thrift	6	60	4	40	5	50	4	40	11	55	8	40
19. Sense of fairness	5	50	5	50	6	60	4	40	11	55	9	45
20. Affability	5	50	5	50	5	50	4	40	10	50	9	45
21. Tactfulness	4	40	6	60	6	60	4	40	10	50	10	50
22. Sense of humor	4	40	6	60	5	50	4	40	9	45	10	50
23. Poise	4	40	6	60	5	50	5	50	9	45	11	55
24. Self-confidence	6	60	4	40	2	20	8	80	8	40	12	60

Table 20.--PERSONAL QUALITIES OF THE OFFICE WORKER--Continued.

Personal qualities of the office worker	Managers -- 10		Office Girls -- 10		Total -- 20							
	Requir- ed		Desir- able		Requir- ed		Desir- able		Requir- ed		Desir- able	
	N	%	N	%	N	%	N	%	N	%	N	%
25. Economy	5	50	5	50	3	30	5	50	8	40	10	50
26. Speed	4	40	5	50	4	40	5	50	8	40	10	50

The analysis of the data may be summarized briefly as follows:

The girls in this study were retarded in school. They left school between the ages of 14 and 24, almost half of them having left in the ninth grade at the age of 16 or 17. Sixty per cent of the group which remained in school until graduation were 18 or 19 years of age.

Of the 95 girls in the study 50 were single, 45 had been married although 5 of them were divorced. There were 29 mothers with a total of 38 children in the group. Most of the married girls had established homes and a large percentage of the single girls were living with their parents and contributing to the family income.

One-fourth of the girls in the sample had never had home economics in high school. While 41 per cent stated that they had taken some extra training in other fields no attempt was made to achieve a scientific evaluation of such training.

Seventy-three per cent of the group had earned money by working at home or in industry. Of the 26 girls who had never been employed, 16 had married within the three years after leaving school. Most of the married group were unemployed after marriage but 80 per cent of the single group had been employed.

Home economics training had no relation to the occupational status of the girls. Almost one-third of the employed girls had done office work and no other type of work was represented so significantly as to justify an occupational survey.

A job analysis of the office worker was made to determine the duties, responsibilities, and personal qualities related to office practice. The judgment of 10 office managers and 10 office girls rated as either required or desirable every item listed in the final form of the analysis.

Chapter V  
DISCUSSION

An analysis of the data describing the personnel of this study revealed a group of 95 Latin-American girls who left Lanier High School between the ages of 14 and 24, about half of whom quit school in the ninth grade between the ages of 16 to 19. The majority of the 40 per cent who had been graduated were 18 or 19 years of age, indicating that they were retarded in grade as were the non-graduates. It is assumed that economic pressure was a contributing factor to their leaving school, since three-fourths of the group had been gainfully employed during part of the three years after dropping out. Of the 50 girls who were still single 40 were working and 10 of the employed group contributed to the family income by paying board.

The fact that 45 of the girls had married and 38 children were born to 29 of them within a period of three years implies a need for home and family in their lives in spite of economic pressure which would throw some doubt on the foregoing hypothesis. A degree of instability in family relations was shown in the data which revealed that 5 of the 45 marriages had terminated

in divorce within the three year period following the withdrawal of the girls from school; however, 85 per cent of the married group had established homes of their own.

Since one-fourth of the girls in the study had never taken any course in home economics and the majority of them had taken only one course -- eighteen weeks of training -- in one phase of home economics, this group of girls on the whole was inadequately trained for homemaking. Only 40 per cent of them had taken any additional training since leaving Lanier High School although 60 per cent had quit school before they were graduated. The lack of further training among this group of girls suggests an inadequacy in the public school system in San Antonio in failing to provide classes for this type of out-of-school youth or adult. Few of these girls were college material, the evening classes were set up to meet the needs of the Anglo-Americans, and the educational opportunities open to the Latin-American girls in other fields were limited because of the characteristic needs and potentialities of the group.

Recognition must be made of certain uncontrollable factors which color the findings of this phase of the study. The school is in the poor and predominantly foreign section of the city. The low economic and

social status of the girls in this community, their language handicap, and the peculiarities of their nationality have influenced their progress in school as well as their experiences as wage earners. The home life of these girls is of a transient nature as was indicated by the difficulty met by the investigator in finding the present addresses of the girls in the survey. This makes for a distinctive social outlook not usually found in people who are more permanent and, therefore, better orientated to their environment.

An interpretation of the significant facts concerning the educational progress and homemaking experiences of the girls in the study has implications for training in all phases of family education with emphasis upon the child in the home, and boy and girl relationships as a basis for future success in marriage. The data on the additional training of this particular group of girls suggest further study as to the type of out-of-school training that would benefit them most.

While the social needs of the Latin-American girl are factors that should influence the home economics program, their economic problems are also a challenge to the home economics teacher. The majority of the girls in this study had attempted to meet their economic problems through employment in private industry although 14 per cent had been employed on government projects

and 12 per cent had earned money at home. Almost one-fourth of the group had never earned money but had helped with household duties at home. The fact that three-fourths of the girls had been wage earners and that the other fourth shared the earnings of others indicates a problem in spending with implications for training in the management of the family and personal income.

The occupational status of the employed girls was shown in the data on types of jobs pursued, the various jobs being classified as office practice, factory work, service jobs, retail selling, household employment, and miscellaneous which included 13 different kinds of jobs. Office practice was the only type of job considered sufficiently important that it justified a job survey.

It is not surprising that office practice should have been the chief type of employment for the girl who left Lanier High School between 1933 to 1936. Prior to 1936 the commercial department was the only department open to girls which had achieved any appreciable degree of success in meeting the objectives of trade and industrial education. The only trade classes in the field of home economics, trade dressmaking and household employment, were comparatively new and had not succeeded as training centers. Foods in relation

to home practices, a non-vocational course, was the only other course open to the high school girls during that period. Although these home economics courses were helping the girls to meet a few of their personal problems they failed to furnish preparation in all phases of home and family life. These facts explain to some extent why one-fourth of the girls in the study had never taken any home economics in high school.

Since the occupation pursued by one-third of the employed girls was office work a job analysis was made to determine the duties, responsibilities, and personal qualities connected with the occupation. A study of the judgments of 10 office managers and 10 office girls showed that many personal qualities which are desirable in homemaking are equally desirable in industry. For example, reliability, cooperativeness, loyalty, and efficiency were rated high by both managers and office girls. These qualities along with others may be incorporated in the objectives of special units or may be taught incidentally in all phases of the home economics program.

The method used in the preceding sections is liable to criticism from scientific authority. The questionnaire technique of collecting data is always vulnerable on the basis that data so obtained are of doubtful reliability, are mainly unverifiable, are

rarely wholly objective, and are difficult to classify in an orderly way. However, by using the questionnaire in an interview the above criticisms have been minimized.

In this survey the emphasis was placed upon the interests of the girls and upon their occupational needs which were largely personal in nature. The fact that homemaking was the occupation of almost half the group was an important factor in determining the point of view in the implications for home economics education in Lanier High School. However, the vocational attitude that the school cannot alter the trade and that the employer sets the standards to which education must adjust itself is recognized and accepted. The same principle cannot be applied to the home, as the quality of the home depends upon the character of the individuals within the home. Therefore, the objectives of the home economics program at Lanier High School should be based upon a philosophy that views home living as an opportunity for personal and social adjustment to the family, to the community, and to industry.

The recommendations for modifying the home economics program at Lanier High School are based upon the findings as analyzed in this study and upon the suggestions of Spafford (28:147) in 1935 when she said:

The type of planning which indicates a good program is the making of a new curriculum for each group, the providing for individual pupils within the group, and the measuring of individual growth in terms of changes in behavior.

The home economics program at Lanier High School as it was when this study began included three courses: trade dressmaking, household employment, and foods. Since then, two courses have been added: social customs, for girls and boys, and the clothing problems of the girl.

#### Recommendations

A summary of the data which described the girls in the study disclosed that almost half the girls had married, had established homes of their own, and were rearing a family with little preparation for homemaking. Since most of the needs of the employed group were personal in nature and closely related to some of the problems considered in the objectives of home economics, a more comprehensive program of homemaking education is suggested to meet the needs of both groups of girls.

As was pointed out in the introduction to the study, the present program at Lanier High School is inadequate in that it does not include all phases of home and family living. The trade dressmaking and household employment courses contribute to the occupational needs of the girls; the clothing and foods courses are emphasizing some of their personal needs; the social customs class open to boys and girls is in the experimental stage.

It is evident that the home economics program

as it is today should be broadened if it is to help the Latin-American girls to improve their living conditions and to increase their chances for success as wage earners. It is assumed that the needs of the pupils of Lanier High School at present and in the near future would be similar to those of the girls in this study and on this basis it is suggested that the following units be included in the home economics program to help meet the needs as disclosed in the study:

1. The Management of the Home
2. Home Improvement
3. Money Management
4. Family Relationships
5. Boy and Girl Friendships
6. The Child in the Home
7. Personality Improvement

These units could be included with no additional teachers and equipment other than reference books.

Since most of the married girls in the study had married boys from the same school, and since boys are also homemakers, it is assumed that better cooperation in the home would be gained if family education for boys were included in the school curriculum. However, this phase of the work cannot be added without careful planning through administrative channels.

Although we do not know which types of training would be of most benefit or interest to the girls

in the out-of-school group, the fact that a large per cent of the girls are now adults and engaged in home-making -- for which they are ill prepared -- indicates a need for a practice homemaking center in the community. The house should be on the economic level of the people in the community and young women who need help with their homemaking problems should be eligible for training. This residence center should be sponsored by the school system in cooperation with the State Vocational Homemaking Department.

The analysis of the data in this study has suggested the following topics for further study:

1. What factors cause, or are correlated with, the high percentage of retardation disclosed in this study?
2. What types of employment in San Antonio, Texas, are open to the Latin-American girl?
3. Would the addition of other courses tend to keep the girls in school? If so, which courses should be added?
4. Why does such a small percentage of Latin-Americans take additional training after leaving high school? What adult classes do they need and want?

## Chapter VI

## SUMMARY

Formal education today has a dual purpose: to meet the demands of society and to meet the needs and interests of the individual in a changing social order. How to determine the nature of these demands, interests, and needs is of concern to the home economics teacher who is trying to contribute to a program broad enough to meet the challenge of education.

One of the specific objectives of home economics education is to provide training which will help girls and young women to succeed in two careers: that of homemaking and that of earning a living. These two interests frequently are carried on simultaneously.

When there is marked evidence of inadequacy in providing the experiences necessary for such training, there should be intelligent planning to improve the condition. Planning for improvement becomes purposeful when the teacher has authentic information to use as a guide. Such information and help must come from the pupils, from other teachers in the school, from the alumni of the school, and from the community.

There are many home economics teachers

who set up Anglo-American standards in their plans for training the Latin-American girl, failing to provide learning situations which will bring the work to the level of comprehension and within the hopes of achievement in the minds of such girls.

No definite studies have included facts concerning employment practices and job opportunities open to girls of this particular nationality. If we are to make our plans from the lives of the girls we teach, it will be necessary to include a study of their wage-earning experiences after they leave school.

The local situation.--About 98 per cent of the girls who attend Lanier High School, San Antonio, Texas, are of Latin-American extraction. Although many of these girls become wage-earners at an early age, no definite study has been made of the problems they face in the economic world.

The home economics program in the high school department of Lanier School, which is a combination junior-senior school, is limited to one course each in household employment, trade dressmaking and foods in relation to home practices. No successful attempt has been made to complete the objectives of a present day home economics program.

The information gained from an occupational

study of the Latin-American girl in San Antonio, Texas, should be of value to teachers of other hyphenated American girls as a basis for curriculum planning in the field of home economics.

### Problem

How should the home economics program of Lanier High School in San Antonio, Texas, be modified to meet the occupational needs of the Latin-American girls as these needs are revealed by the data on occupations pursued the first three years after leaving high school?

Problem analysis.--To solve the problem it was necessary to find answers to the following questions in regard to the Latin-American girls who attended Lanier High School during the years 1933-1936.

1. How many of the girls married and kept house?
2. How many worked at home
  - a. With pay?
  - b. Without pay?
3. How many went into household employment?
4. How many did office work?
5. How many did factory work?
6. What other occupations did they follow?
7. What are the duties, responsibilities, and qualifications connected with each

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job which a significant number of girls followed?

Delimitation of the problem.--This problem is limited to a three-year study of all Latin-American girls who attended Lanier High School during the years 1933 to 1936 (95 girls were located).

Procedure

There were two main divisions in the method used to answer the questions raised in the problem:

1. The collection of data concerning the occupations of the girls who were included in the study.
2. A job analysis of the occupations found to be common to a significant number of girls to determine the duties, responsibilities, and personal qualifications connected with the job.

Personal interviews were made to collect the data concerning occupations of the 95 girls who were included in the study, three check sheets being used to tabulate the information.

A job analysis of the office worker was made to determine the duties, responsibilities, and personal qualifications connected with the occupation. This analysis, which did not include the technical skills

required of the office worker, involved the following procedure:

1. Observations were made of girls in similar jobs to see what they did while on the job.
2. Conferences were held with office managers, office workers, and teachers of office practice to determine the duties, responsibilities, and personal qualifications connected with the job.
3. The information gathered from these observations and conferences was organized and listed in the form of three job check sheets.
4. The sheets were checked for completeness by 10 office managers and 10 experienced office girls during personal interviews.

The information gathered from the job analysis and from the analysis of all data collected in this study was used as a basis for planning home economics courses for Lanier High School, San Antonio, Texas.

The findings of the study are shown in the following brief summary of data:

The girls in the study were retarded in school. They left school between the ages of 14 and 24, almost half of them having left in the ninth grade

at the age of 16 or 17. Sixty per cent of the group which remained in school until graduation were 18 or 19 years of age.

Of the 95 girls in the study 50 were single, 45 had been married although 5 of them were divorced. There were 29 mothers with a total of 38 children in the group. Most of the married girls had established homes and a large percentage of the single girls were living with their parents and contributing to the family income.

One-fourth of the girls in the sample had never had home economics in high school. While 41 per cent stated that they had taken some extra training in other fields no attempt was made to achieve a scientific evaluation of such training.

Seventy-three per cent of the group had earned money by working at home or in industry. Of the 26 girls who had never been employed 16 had married within three years after leaving school. Most of the married group were unemployed after marriage but 80 per cent of the single group had been employed.

Home economics training had no relation to the occupational status of the girls. Almost one-third of the employed girls had done office work and no other type of work was represented so significantly as to justify an occupational survey.

A job analysis of the office worker was made to determine the duties, responsibilities, and personal qualities related to office practice. The judgment of 10 office managers and 10 office girls rated as either required or desirable every item listed in the final form of the analysis.

### Recommendations

To help meet the needs of the girls for home-making and employment the following units should be included in the home economics program at Lanier High School:

1. The Management of the Home
2. Home Improvement
3. Money Management
4. Family Relationships
5. Boy and Girl Friendships
6. The Child in the Home
7. Personality Improvement

It is suggested that Family Education for Boys be added and that a residence center for teaching homemaking to adults be set up.

### Limitations

The method used in the preceding sections is liable to criticism from scientific authority. The

questionnaire technique of collecting data is always vulnerable on the basis that data so obtained are of doubtful reliability, are mainly unverifiable, are rarely wholly objective, and are difficult to classify in an orderly way. However, by using the questionnaire in an interview the above criticisms have been minimized.

Suggested topics for further study are:

1. What factors cause, or are correlated with, the high percentage of retardation disclosed in this study?
2. What types of employment in San Antonio, Texas, are open to the Latin-American girl?
3. Would the addition of other courses tend to keep the girls in school? If so, which courses should be added?
4. Why does such a small percentage of Latin-Americans take additional training after leaving school? What adult classes do they need and want?

A P P E N D I X

Appendix .--MASTER SHEET WITH DATA  
FROM THE  
THREE CHECK SHEETS

Items	Case	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
1. Age left school	16	17	18	16	18	14	15	18	19	18	17	17	19	17	18	17	19	17	17	21	16	16	18		
2. Grade	9	9	G	9	G	10	9	9	G	9	9	9	9	9	10	9	G	10	9	G	10	9	10		
3. Foods Course					x		x		x	x					x		x	x	x		x		x		
4. Trade Dressmk.		x									x	x													
5. H. H. Emp.				x									x	x				x		x		x			
6. Live with parents	x	x		x	x				x					x				x	x	x	x	x		x	
7. Pay Board					x						x	x					x					x	x		
8. Married			x					x	x		x	x			x	x	x				x	x			
9. No. children								x	x		x	x			x	x	1	1	1		1	1	1	1	
10. Divorced																						x			
11. <u>Additional Training</u>																									
a. Nurses' School										x															
b. High School																x									
c. Bus. School			x												x					x					
d. College																									
e. Evening School			x																	x					
f. Art																									
g. Voice (Music)									x																
h. Beauty Course																									
12. <u>Factory Jobs</u>																									
a. Canning Chili																									
b. Peanut																									
c. Egg Drying																									
d. Clothing																									
e. Mex. Candy																									
f. Meat Packer						x																			
13. <u>Retail Selling</u>																									
14. <u>Office Jobs</u>			x												x					x					
15. <u>Service Jobs</u>																									
a. Hotel Maid											x														
b. Hospital Maid																									
c. Waitress in Cafe												x													
d. Cafeteria Helper																									
e. Hotel Cook																									
15. <u>Household Emp.</u>																									
a. Maid							x																		
b. Nursemaid													x												

Items	Case	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
1. Age left school		24	18	17	18	18	19	17	18	16	18	17	19	16	19	16	20	18	16	18	18	18	18	21
2. Grade		G	G	9	9	10	10	9	9	9	9	9	G	G	9	9	G	10	9	G	G	G	9	G
3. Foods Course		x							x				x		x		x	x	x	x	x		x	x
4. Trade Dressmaking								x		x	x	x												x
5. H. H. Emp.								x									x					x		
6. Live with parents		x		x	x		x	x			x	x		x	x	x	x	x	x	x	x	x		x
7. Pay Board										x	x	x	x				x				x			
8. Married			x			x			x	x	x					x		x	x	x	x		x	
9. No. children			1			2			1		2					1		1	1	2			1	
10. Divorced						x																		
11. <u>Additional Training</u>																								
a. Nurses' School																								x
b. High School							x	x									x							
c. Business School																								
d. College																								
e. Evening School															x	x								x
f. Art																								
g. Voice (Music)																								
h. Beauty Course												x												
12. <u>Factory Jobs</u>																								
a. Canning Chili																								
b. Peanut		x																						
c. Egg Drying																								
d. Clothing																							x	
e. Mex. Candy																								
f. Meat Packer																								
13. <u>Retail Selling</u>		x															x		x					
14. <u>Office Jobs</u>							x						x				x							x
15. <u>Service Jobs</u>																								
a. Hotel Maid																								
b. Hospital Maid											x						x							
c. Waitress in Cafe																							x	
d. Cafeteria Helper						x																		
e. Hotel Cook																								
15. <u>Household Emp.</u>																								
a. Maid																							x	
b. Hursemaid																								

Items	Case	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69
1. Age left school		16	17	17	20	19	18	19	18	20	19	17	16	18	17	17	19	19	20	16	22	15	19	18
2. Grade		9	9	G	10	9	9	G	G	9	9	9	9	G	9	G	G	G	G	9	G	G	G	9
3. Foods Course				x			x		x	x	x			x		x	x		x	x	x		x	x
4. Trade Dressmaking				x						x		x												
5. H. H. Emp.					x	x	x						x	x						x				x
6. Live with parents	x	x				x	x	x			x						x				x	x	x	x
7. Pay Board					x											x								x
8. Married				x	x	x			x	x	x	x	x		x			x	x					
9. No. children				1		1			1	1	1	2	1					x	x					
10. Divorced																								
11. <u>Additional Training</u>																								
a. Nurses' School																								
b. High School	x																							
c. Business School					x																			
d. College														x		x							x	
e. Evening School					x																x	x		x
f. Art										x														
g. Voice (Music)																								
h. Beauty Course																								
12. <u>Factory Jobs</u>																								
a. Canning Chili																								
b. Peanut																								
c. Egg Drying																								
d. Clothing								x			x				x									x
e. Mex. Candy																								
f. Meat Packer																								
13. <u>Retail Selling</u>								x																x
14. <u>Office Jobs</u>	x																x	x	x				x	x
15. <u>Service Jobs</u>																								
a. Hotel Maid																								
b. Hospital Maid																								
c. Waitress in Cafe																								x
d. Cafeteria Helper																								
e. Hotel Cook						x																		
15. <u>Household Emp.</u>																								
a. Maid																								
b. Nursemaid							x																	

Items	Case	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92
1. Age left school		17	17	17	18	16	19	19	19	17	19	15	18	16	16	17	19	19	20	19	18	21	17	17
2. Grade		10	G	G	G	9	11	11	G	G	G	9	G	9	9	9	G	9	G	G	G	9	9	G
3. Foods Course		x	x		x				x	x	x		x			x					x	x		x
4. Trade Dressmaking		x								x	x					x		x			x	x		
5. H. H. Emp.		x		x	x	x					x						x					x		
6. Live with parents			x	x		x	x	x		x			x	x	x	x	x		x	x		x		x
7. Pay Board													x				x		x					
8. Married		x			x				x		x	x						x	x					
9. No. Children		1			1						2													
10. Divorced																		x	x					
11. <u>Additional Training</u>																								
a. Nurses' School													x											
b. High School							x	x				x		x										
c. Business School			x				x																x	
d. College							x																	
e. Evening School												x									x			
f. Art																								
g. Voice (Music)																								
h. Beauty Course																								x
12. <u>Factory Jobs</u>																								
a. Canning Chili																								
b. Peanut																								
c. Egg Drying																								x
d. Clothing																								
e. Mex. Candy																								x
f. Meat Packer																								
13. <u>Retail Selling</u>				x																		x	x	
14. <u>Office Jobs</u>			x	x					x	x		x	x	x							x			
15. <u>Service Jobs</u>																								
a. Hotel Maid																								
b. Hospital Maid																								
c. Waitress in Cafe																								
d. Cafeteria Helper																								
e. Hotel Cook																								
15. <u>Household Emp.</u>																								
a. Maid											x													
b. Nursemaid																								x

## Items

Items	93	94	95
1. Age left school	18	19	16
2. Grade	G	9	10
3. Foods Course			
4. Trade Dressmaking	x	x	
5. H. H. Emp.			x
6. Live with parents		x	
7. Pay Board		x	
8. Married	x	x	x
9. No. children			
10. Divorced		x	
11. <u>Additional Training</u>			
a. Nurses' School			
b. High School			
c. Business School			
d. College			
e. Evening School			
f. Art			
g. Voice (Music)			
h. Beauty Course			
12. <u>Factory Jobs</u>			
a. Canning Chili			x
b. Peanut			
c. Egg Drying			
d. Clothing			
e. Mex. Candy			
f. Meat Packer			
13. <u>Retail Selling</u>			
14. <u>Office Jobs</u>			
15. <u>Service Jobs</u>			
a. Hotel Maid			
b. Hospital Maid			
c. Waitress in Cafe			
d. Cafeteria Helper		x	
e. Hotel Cook			
15. <u>Household Emp.</u>			
a. Maid			
b. Nursemaid			

Items	Case	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
16. <u>Misc. Jobs</u>																								
a. Commercial Laundry																								X
b. Beauty Parlor																								
c. Bakery Operator																								
d. Groc.-Store Owner																								
e. Nursing																								
f. Ass. Pharmacist																								
g. Lab. Ass. to Dr.																								
h. Telephone Operator																								
i. Tailorshop Checker																								
j. Nun																								
k. Chorus Girls									X														X	
17. Unemployed (Single)																				X	X			
18. Never emp. (Married)			X					X						X		X							X	
19. N.Y.A. or W.P.A.										X					X									
20. Worked at home, no pay											X													
21. <u>Worked at home for pay</u>																								
a. Beauty Parlor																								
b. Sewing																								X
c. Keeping house					X																			
22. How many types of jobs held by one		2	1	1	1		1		1	2	1		1					2	1				1	
23. W.P.A. Sewing		X															X							X
24. W.P.A. Clerical		X												X				X						
25. Private Industry Emp.					X	X		X			X	X							X			X		
26. Still in training									X															
27. Married & working									X		X	X							X					







## Items

16. Misc. Jobs
  - a. Commercial Laundry
  - b. Beauty Parlor
  - c. Bakery Operator x
  - d. Groc.-Store Owner
  - e. Nursing
  - f. Ass. Pharmacist
  - g. Lab. Ass. to Dr.
  - h. Telephone Operator
  - i. Tailorshop Checker
  - j. Nun
  - k. Chorus Girls
17. Unemployed (Single)
18. Never emp. (Married)
19. N.Y.A. or W.P.A. x
20. Worked at home, no pay
21. Worked at home for pay
  - a. Beauty Parlor
  - b. Sewing
  - c. Keeping house
22. How many types of jobs held by one
23. W.P.A. Sewing
24. W.P.A. Clerical
25. Private Ind. Emp.x x
26. Still in training
27. Married & working

Appendix B.--

\*ANALYSIS OF THE OFFICE WORKER'S JOB

- \* For explanation of the meaning of the outline symbols used in this check sheet refer to Chapter III.



I. General duties and responsibilities of office workers.

Items		A1	2	3	4	5	6	B1	2	3	4	5	6	7	C1	2	3	D1	2	3	4	5	E1	2	3
Case	Judg- ment																								
20.	a.																								
	b.	x	x		x	x	x	x						x		x	x			x	x			x	
	c.		x	x						x	x	x		x	x			x	x		x		x	x	

Items (continued)		F1	2	3	4	5	6			F1	2	3	4	5	6
Case	Judg- ment							Case	Judg- ment						
1.	a.							10.	a.						
	b.				x	x	x		b.	x	x	x	x	x	x
	c.						x	x	c.						
2.	a.								11.	a.					
	b.				x	x	x	x	b.	x	x		x	x	
	c.								c.			x		x	
3.	a.							x	12.	a.					
	b.							x	b.	x	x	x	x	x	
	c.				x	x	x		c.						
4.	a.								13.	a.					
	b.							x	b.	x	x	x	x	x	
	c.				x			x	c.						
5.	a.								14.	a.					
	b.				x	x	x	x	b.		x	x	x	x	
	c.								c.	x				x	
6.	a.				x	x	x	x	15.	a.					
	b.							x	b.	x	x	x	x	x	
	c.								c.						
7.	a.								16.	a.					
	b.				x	x	x	x	b.					x	
	c.								c.	x	x	x	x	x	
8.	a.							x	17.	a.					
	b.								b.	x	x	x	x	x	
	c.				x	x	x	x	c.					x	
9.	a.							x	18.	a.					
	b.				x	x	x		b.			x	x	x	
	c.							x	c.	x	x			x	
									19.	a.					
									b.	x	x	x			
									c.				x	x	x
									20.	a.					
									b.	x	x	x		x	
									c.				x	x	

## II. Personal qualifications of office workers.

Case	Judg- ment	1	2	3	4	a(1)	(2)	(3)	(4)	b	c(1)	(2)	(3)	d(1)	(2)
1.	a.					x	x								
	b.	x	x	x				x	x	x					
	c.		x								x	x	x	x	x
2.	a.						x								
	b.					x				x					
	c.	x	x	x	x			x	x		x	x	x	x	x
3.	a.					x									
	b.	x	x		x		x		x	x	x	x	x	x	x
	c.			x			x								
4.	a.														
	b.	x	x	x	x			x		x					
	c.		x			x	x		x		x	x	x	x	x
5.	a.					x									
	b.				x		x	x							
	c.	x	x	x		x			x		x	x	x	x	x
6.	a.														
	b.	x	x	x	x	x	x				x	x	x	x	x
	c.				x										
7.	a.					x	x	x							
	b.					x			x	x	x		x	x	
	c.	x	x	x								x			x
8.	a.														
	b.	x	x				x			x	x				x
	c.		x			x		x	x			x	x	x	
9.	a.						x	x							
	b.		x	x		x		x	x	x					
	c.	x									x	x	x	x	x
10.	a.						x	x							
	b.	x	x	x		x			x	x	x	x	x	x	x
	c.														
11.	a.														
	b.	x	x			x			x	x					
	c.		x				x	x			x	x	x	x	x
12.	a.														
	b.	x	x	x		x		x	x	x	x	x	x	x	x
	c.						x								
13.	a.														
	b.											x	x		
	c.	x	x	x		x	x	x	x	x					
14.	a.										x			x	x
	b.	x	x				x							x	x
	c.		x			x		x	x	x	x	x	x		
15.	a.														
	b.	x	x	x		x	x	x	x	x	x	x	x	x	x
	c.														
16.	a.						x								
	b.														
	c.	x	x	x		x		x	x	x	x	x	x	x	x
17.	a.						x	x	x	x	x	x	x	x	x
	b.					x	x	x	x	x	x	x	x	x	x
	c.	x	x	x											x
18.	a.	x					x			x	x				
	b.		x	x		x		x	x			x	x	x	x
	c.														
19.	a.						x								
	b.	x	x			x			x	x					
	c.		x					x			x	x	x	x	x



II. Personal qualifications of office workers. (continued) 99

		Items	Bl	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Case	Judg-																						
	ment																						
16.	a.																						
	b.				x						x		x		x				x		x	x	
	c.	x	x	x		x	x	x	x			x		x		x	x	x					
17.	a.																						
	b.		x	x	x	x		x		x			x	x	x	x		x	x		x	x	
	c.	x					x		x		x						x				x		
18.	a.	x																					
	b.		x	x											x	x	x	x		x		x	
	c.				x	x	x	x	x	x							x	x				x	
19.	a.																						
	b.		x		x		x	x		x			x		x	x	x		x	x	x	x	
	c.	x		x		x			x		x			x				x					
20.	a.																						
	b.	x	x	x	x	x	x	x		x			x	x	x	x		x		x	x	x	
	c.								x		x						x		x				

II. (Continued)

		Items	21	22	23	24	25	26			Items	21	22	23	24	25	26		
Case	Judg-																		
	ment																		
1.	a.																		
2.	b.		x			x		x											
	c.	x			x			x											
2.	a.																		
	b.		x											x					
	c.	x		x	x	x													
3.	a.																		
	b.											x							
	c.	x	x	x	x	x													
4.	a.																		
	b.	x		x	x	x	x												
	c.		x																
5.	a.																		
	b.		x		x	x	x												
	c.	x		x															
6.	a.																		
	b.	x	x		x		x												
	c.			x		x													
7.	a.																		
	b.	x	x	x		x	x												
	c.				x														
8.	a.		x																
	b.	x			x		x												
	c.			x		x													
9.	a.																		
	b.	x	x		x		x												
	c.			x		x													
10.	a.																		
	b.	x	x	x	x	x	x												
	c.																		
11.	a.																		
	b.			x	x	x	x	x											
	c.	x																	
12.	a.																		
	b.	x	x	x			x	x											
	c.					x													
13.	a.																		
	b.	x			x	x		x											
	c.		x																
14.	a.																		
	b.				x	x	x	x											
	c.		x																
15.	a.																		
	b.	x	x	x	x	x	x	x											
	c.	x	x																
16.	a.																		
	b.	x	x	x	x	x	x	x											
	c.																		
17.	a.																		
	b.				x			x	x										
	c.	x	x			x													
18.	a.																		
	b.			x	x	x		x											
	c.	x	x			x													
19.	a.																		
	b.				x		x	x	x										
	c.	x		x															
20.	a.																		
	b.	x	x	x	x	x	x	x											
	c.																		

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