

BLACK FEMALE ATTITUDES TOWARD CAREER CHOICES
AT SAM HOUSTON STATE UNIVERSITY

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Master of Arts

by
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A THESIS

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ABSTRACT

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Purpose

The objectives of this study were threefold: (1) to develop an attitudinal profile of black females on the campus of Sam Houston State University regarding their career choices as they relate to occupational preparations fostered by the Institute of Contemporary Corrections and the Behavioral Sciences (the INSTITUTE) at the University; (2) to determine the degree to which black coeds at Sam Houston State University identified with the Women's Liberation Movement in pursuit of their careers; and (3) to determine the attitude of black females on Sam Houston State University's campus regarding law enforcement as an institution and as a career choice.

Methods

The methods used in this study were: (1) the identification of the number of black females enrolled at Sam Houston State University for the Spring semester of 1974; (2) the approaching of black females at key physical locations on the campus for a period of three weeks to conduct or schedule interviews; (3) the conducting of a semi-structured interview with participating students; (4) examination of all

data collected by use of the data collection instrument; and (5) analyzing the collected data to develop an attitudinal profile of black females on the campus of Sam Houston State University regarding career choices as they relate to occupational preparations fostered by the Institute of Contemporary Corrections and the Behavioral Sciences.

Findings

1. The study indicates that with respect to background, black coeds sampled tend to have resided in small towns prior to entering college.

2. In addition, the data reveal that they are more often single, dormitory residents and working part-time on or off campus.

3. The respondents were more likely majoring in fields that required a high degree of social interaction on their behalf (i.e., social rehabilitation, teaching fields, speech therapy, etc.).

4. Black females sampled were significantly represented in career preparations offered by the INSTITUTE except law enforcement.

5. They reported that their choice of occupations were motivated mainly from a desire to help the black community.

6. The attitudes of respondents regarding law enforcement were significantly negative both from the

standpoint of law enforcement as an institution and from the standpoint of it being considered as a career choice.

7. With respect to identification with the Women's Liberation Movement when choosing a career, the respondents reported a strong non-identification with this movement.

Supervising Professor

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CHAPTER I

INTRODUCTION

Examination of major media sources reveal that the American woman has finally asserted herself into the mainstream of the nation's labor force. Various positions of importance have been filled by women in recent times, and the media have not failed to make this known. The changes, although sometimes startling, have not all been unidirectional and do not bear out the "onward and upward" ideology reflected in the media (Suelzle, 1970).

The factors that are pushing and attracting women into the labor force are increasing as a result of the effect that various social forces have had on labor. Two key social movements affecting labor in the United States recently have been the Black Civil Rights Movement and the Women's Liberation Movement. These forces in combination have been instrumental in producing legislation governing hiring practices and internal employment operations. As a result of the dynamic interaction of these forces, the profile of the woman in the American labor force has changed.

The Problem

The black woman has a unique position in the two forces (Black Civil Rights Movement and Women's Liberation

Movement) that have affected labor. Yet it appears that her voice has not been a part of the more salient demands put forth by white members of the Women's Liberation Movement. Historically the black female has occupied a peculiar position in the American society, as she has under many circumstances, and in many ways, been both male and female in the socio-economic arena (Hare and Hare, 1970).

As a result of new legislation and changing philosophies, women are now better able to enter fields and occupations previously dominated by males. One aspect of the job market that attempts to attract women and minorities is Criminal Justice and its related occupations. Yet there exists a shortage of black persons entering these fields. The black woman's attitudes concerning employment choice as a result of changing work-entrance philosophies have not been examined sufficiently regarding various career fields.

The shortage (for whatever reasons) of qualified black persons in Criminal Justice related fields is recognized to the point of posing a challenge to administrators in their efforts to attract qualified black men and women. Sources reveal that Criminal Justice related occupations are open to blacks, but the frequency to which they are entering these occupations is low.

Of particular interest in this study is the attitude of black females enrolled at Sam Houston State University concerning their career choices as they relate to occupational

preparations offered by the Institute of Contemporary Corrections and the Behavioral Sciences (the INSTITUTE). Since this program is of national distinction and studies reveal a need for more qualified black persons and women in Criminal Justice and related social service delivery occupations, and in view of the above mentioned social movements concerning labor, there exists a need to determine what careers black females seek and the reasons (attitudes) governing their choices.

Purpose

This study is designed to develop an attitudinal profile of the black female enrolled at Sam Houston State University regarding her career choice. This attitudinal profile is relevant to the reasons black females are attracted to or guided away from careers in law enforcement, criminology and corrections, or social rehabilitation and social services.

Key questions asked in the study via which the attitudinal profile will be developed are:

1. Do black females enrolled at Sam Houston State University identify with members of the Women's Liberation Movement as they seek their occupational careers?
2. What are the current majors of black females at Sam Houston State University?
3. What are the general attitudes of black coeds regarding a career in social service delivery professions?

4. What, if any, of the occupational preparations offered by the Institute of Contemporary Corrections and the Behavioral Sciences do black females seek most, and what are their motives for choosing these occupational careers?

5. Do black females hold similar views as those reportedly held by black males at Sam Houston State University concerning segments of career preparations offered by the INSTITUTE (these results have been determined by Gore, 1973)?

6. In what courses offered in the Institute of Contemporary Corrections and the Behavioral Sciences at Sam Houston State University do black females enroll most frequently, and for what reasons?

Importance of the Study

The importance of this attitudinal profile lies in its ability to describe the attitudes of a particular ethnic composition regarding career preparations offered by a segment of Sam Houston State University that has achieved national prominence and funding. Consequently, the attitude of the black female has not been examined considerably to determine whether her views are strongly similar to those of the black male regarding occupational choice. The challenging problem existing in the Criminal Justice program (that of attracting qualified black persons) can perhaps to some degree be alleviated if pertinent data exist that could perhaps offer

guidance to administrators in their efforts to bring qualified blacks into the program. Therefore it is imperative that data be collected that offer insight into the reasons (attitudes) blacks may not select various Criminal Justice related fields as their occupational choice. This makes salient the fact that it is important to understand the attitudes concerning career aspirations from the perspectives of those who are the subject of the challenge. To that end, this research is undertaken.

CHAPTER II

REVIEW OF THE LITERATURE

To examine the attitudes of black females at Sam Houston State University regarding career and occupational choice, and to generate an attitudinal profile of this particular group, requires that certain factors related to such a profile be isolated and analyzed.

First, literature describing a general profile of women in the American labor force will be examined. The main emphasis placed on this survey is to study the effects produced by two distinct social movements (the Black Civil Rights Movement and the Women's Liberation Movement) relative to describing women in America's labor force. The resultant impact of legislation fostered by these movements pertaining to hiring practices and internal employment operations regarding blacks and women will be examined.

In addition, a description of such variables as educational attainment, types of jobs held, unemployment rates, age at time of employment, reasons for being in the labor force and other pertinent information will be given to describe a general illustration of America's working woman.

The second area of inquiry will encompass the black female in an isolated examination of her position in the American labor force. This endeavor will be undertaken in an

effort to inquire into the specifics of being a black female as compared to other female labor force participants. An isolated examination is necessary to gather information peculiar to this ethnic and racial group that would aid in explaining their attitude formation guiding career and occupational choices.

Again, specific factors, such as reasons for being in the labor force, marital status, major concentration of occupations, age, educational attainment, unemployment rates, and other relevant variables, will be explored to ascertain whether these factors are related to attitude formation.

The frequency of black women in occupations related to law enforcement, criminology and corrections, and social service related fields will also be analyzed in this segment to determine the degree to which black females seek these and related occupations.

The third major literature area revolves around the fact of uniqueness presented by the position of the black female. This uniqueness lies in the fact that the black woman is at least categorically a part of both the Black Civil Rights Movement and the Women's Liberation Movement. As a result of the impact of these two movements upon occupations, it is of interest to determine the degree to which the black woman identifies with the slogans and philosophies of the two movements. The degree to which she identifies with one or both movements will aid in explaining certain aspects of her

attitude formation as it relates to job choice. Consequently, a general survey of literature containing the black female's attitude toward the Women's Liberation Movement will be examined.

Finally, literature containing attitudes of black males concerning law enforcement as a career will be reviewed, since preliminary indications reveal a negative attitude toward this profession to be held by black males at Sam Houston State University (Gore, 1973). The purpose of this inquiry is to have a means by which to compare the attitudes of black coeds with those held by a general portion of black males. Specifically the comparison medium used will be those attitudes revealed by Gore's (1973) finding and the results of this research.

The importance of an investigation of this kind lies in its ability to determine whether there is a similarity in attitudes concerning law enforcement as a career field held by both male and female students at Sam Houston State University. If this is revealed, then general statements regarding these findings will be in order.

The Impact of the Black Civil Rights Movement on the Female Labor Force

The changing profile of the woman in the American labor force has to some degree been the result of certain social movements. The Black Civil Rights Movement gained full

momentum in the early 1960's and resulted in passage of the 1964 Civil Rights Act, certain sections of which lend themselves to application to the status of women active, or potentially active, in the labor force. It was after increased protest by black citizens that the provisions of the Act resulted in a legal remedy to their problems--economic and social.

Title VII of the 1964 Civil Rights Act makes it an unlawful practice to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment, because of race, color, religion, sex, or national origin (U.S. Congress, 1964).

As a result of this Act, the federal government set up the Equal Employment Opportunity Commission (EEOC) to remedy legitimate complaints from individuals affected by the 1964 Civil Rights Act.

A U.S. News & World Report article ("Job Rights," 1972) reveals that claims of sex discrimination are pouring into the federal government's Equal Employment Opportunity Commission at a record rate. Charges of sex discrimination nearly doubled in 1972 as compared with complaints brought in 1971.

Due to the increasing complaints received by the Equal Employment Opportunity Commission and its increased staff and involvement in discrimination suits, many federal and state

agencies and private groups are stepping up anti-discrimination efforts ("Impact of Spreading," 1973). As a result of the impact of the Title VII provisions of the 1964 Civil Rights Act, women are becoming increasingly more demanding in their quest for job equality and all of the benefits that such a status entails ("Women's Liberation," 1970).

Complementing the strength of the 1964 Civil Rights Act is the Equal Pay Act of 1963. In this Act, it became written law that wages must be the same when paid to male and female workers to do the same job. Consequently, in 1972 the Supreme Court ruled in a case involving female packers of the Wheaton Glass Company that jobs need only be "substantially similar" to command equal pay ("Women's Liberation," 1970).

Due to the impact brought by passage and enforcement of these two Acts, employers are finding that failure to comply is likely (if challenged) to render to their firms extremely high costing court decisions ("The Courts," 1972).

The Impact of the Women's Liberation Movement on the Female Labor Force

In the wake of the emphasis being placed on the acquisition of passage of the civil rights legislation on behalf of the by now vociferous black Americans, there emerged a militant group of protest organizations that were later to be collectively labeled the Women's Liberation Movement. The feminist quickly adopted slogans and symbols of the black

liberation movement like "Right On!" and the clenched fist. These liberationist wanted government or industry supported baby-sitting for working mothers, liberal abortion laws, equal pay for equal work, and fair employment. They formed national organs, and they marched for freedom ("Black Women," 1971).

In describing the Women's Liberation Movement, Freeman (1973) states that the movement manifests itself in an almost infinite variety of groups, styles, and organizations. She further notes this diversity as being composed of two branches. The first branch is referred to as the older branch of the movement, partly because the median age of its activist is higher. It contains numerous organizations, including the lobbyist group (Women's Equity Action League), a legal foundation (Human Rights for Women), over twenty caucuses in professional organizations, and separate organizations of women in professional and other occupations. Its most prominent core is the National Organization of Women.

The second branch is described by Freeman (1973) as being the "younger branch." This branch consists of innumerable small groups and engages in a variety of activities. Many of this branch's members were under thirty and had received their political education as participants or concerned observers of the social action projects of the past decade. Many came direct from New Left and civil rights organizations.

It is also said that it was the gradual and dramatic change in the profile of the female labor force from unmarried young women to a majority of older married women that set in motion a vigorous Women's Rights Movement. It is only among women who either expect to or who find themselves relatively permanent members of the work force whose daily experience forced awareness of economic inequities on the grounds of their sex (Rossi, 1970).

Many authors agree that in describing the membership of women's liberation organizations, their members tend to be predominantly white, middle-class, and college educated (Freeman, 1973; Hare and Hare, 1970; LaRue, 1970; Lomax, 1972; and Morrison, 1971).

The actions of the members are sometimes described as being parallel to those taken by leaders of the Black Civil Rights Movement. Similarly the civil rights movement provided the training for many another movement's organizers, including the young women of the women's liberation. As a result of their discontent, the members banded together to urge the Equal Employment Opportunity Commission to give equal enforcement of the sex provision of Title VII of the 1964 Civil Rights Act (Freeman, 1973). Women representing numerous organizations and professions have gone before Congressional Committees to attest to discrimination against women in America regarding education and employment (Stimpson, 1973).

The fact that women constitute more than 51 percent of the population, the very pervasiveness of sex discrimination which cuts across all racial, religious, ethnic, economic and social groups, and the fact that women have cause to believe they are not taken seriously all combine to make the revitalized movement for women's liberation in the 1970's an instrument for potential widespread disruption if its legitimate claims are not honored (Murray, 1970).

As time progressed and events unfolded, by March, 1972, Congress had approved an amendment that would thwart any abridgement of rights because of sex. The now controversial Equal Rights for Women Amendment is in the ratification stage and threatens to produce startling changes in American life contingent upon interpretation by lawmakers and the courts ("Equal Rights," 1973).

The proposed Amendment in the form of a Joint Resolution by Congress is written simply:

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled (two-thirds of each House concurring therein), that the following article is proposed as an Amendment to the Constitution of the United States

Article--

'Section 1. Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

'Section 2. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article ("Equal Rights," 1973, p. 34).'

Ratification is to be the determining factor for this proposed Twenty-Seventh Amendment, and as of March 15, 1973, twenty-eight states had ratified the Amendment ("Equal Rights," 1973).

Consequently, as a result of the impact that the aforementioned social movements have had on the status of women and minority Americans, a key measurement of progress lies in an examination of any significant change that may have resulted. Both movements have received public attention by way of legal provisions. Their (Movement's) resultant effect on the labor force status of women is one measurement of impact.

Women in Labor

The protest of women associated with the women liberation movement, and to a large degree, the protest of black liberationist, centered around employment and the discrimination found in both hiring practices and internal employment operations. It is not very difficult to measure the progress (or the lack of it reported by some) of women in the American labor force since the stentorian protests by members of these movements.

In 1970, women made up 38.2 percent of the labor force. In March, 1972, the date of which the latest figures are available, there were 34.1 million women in the work force and 54.1 million men ("Equal Pay," 1973).

If one were to rely on media sources, one would be inclined to believe that the "top" jobs of public life are opening up for women, and that their occupational status is rising generally. While publicity on "breakthroughs" does break down some psychological barriers, it exaggerates and misrepresents the real occupational changes (Suelzle, 1970).

Upon examination of women in the American labor force from a general standpoint, it is revealed that although the number of women in the labor force has grown rapidly since World War II, woman's work remains, by and large, woman's work. This conclusion was reached as recently as February, 1973, in a special chapter on women workers contained in the President's Economic Report sent to Congress ("Woman's Work," 1973). A Time magazine article during the same time period reported similar information. It reports that women are still clustered in relatively low pay, low status jobs. Women have made startlingly little progress toward job equality with men ("A Long Road," 1973).

Occupations

Women are concentrated in a relatively small number of occupations. The number of occupations in which 100,000 or more women were employed increased between 1950 and the present time by the addition of seven occupations--baby-sitter, char-woman and cleaner, counter and fountain worker, file clerk, housekeeper (apart from private household) and stewardess, musician and music teacher, and receptionist--not impressive if

one bears in mind the increased educational attainment of women during this period (Suelzle, 1970).

A look at the professional and technical job category shows that women have made their biggest numerical gains as teachers in colleges and universities, accountants, news gatherers and health technicians ("For Women," 1970).

In 1970, of all working women, 32 percent were classified as clerical employees and 14 percent as blue collar operatives (semi-skilled workers like packers, wrappers and sewing machine operators). Women have had little success in cracking some of the high status professions. In 1970, they made up 28 percent of the college faculties, about the same proportion as forty years ago ("A Long Road," 1973). With a few exceptions, most professions and trades employed the same percentage of women in 1970 as they had twenty years before ("Woman's Work," 1973).

An article in Parade Magazine (Shearer, 1974) reported that women are most represented in the health service areas, as 97 percent of all registered nurses and 92 percent of all dieticians are female. Continuing, it revealed that women made up 84 percent of elementary school teachers, 70 percent of health technicians, 64 percent of therapists, 56 percent of religious workers and 63 percent of social workers. Interestingly, until the early 1950's, the percentage of female social workers was significantly higher than 63 percent. Women social workers actively recruited men hoping to "up" salaries

but mainly succeeded in losing top administrative jobs to men. The percentages also decline as more traditionally male-typed professions are viewed as follows: women comprise 12 percent of pharmacists, 9 percent of physicians, 5 percent of lawyers and judges, 4 percent of architects, 3 percent of clergymen, and only 2 percent of engineers.

Income

A comparison of the median wage or salary incomes of women and men who work full-time year round reveals not only that those of women are considerably less than those of men, but also that the gap has widened in recent years. In 1955, for example, women's median wage or salary income of \$2,719 was 64 percent of the \$4,252 received by men. In 1968, women's median earnings of \$4,457 were only 58 percent of the \$7,664 received by men. This gap in earnings varies by major occupation group. It is largest for sales workers (women earn only 40 percent of what men earn) and smallest for professional and technical workers (women earn 66 percent of what men earn) (U.S. Department of Labor, 1970b).

A more recent survey by U.S. News & World Report ("For Women," 1973) reveals that for every dollar a male worker earns, a working woman on the average earns only 58 cents--down from 64 cents in 1957. In depicting the "pay gap" between men and women in 1972, this survey found that while the median earning per year of a male working full-time was \$10,202, it was only \$5,903 for females. Women tend to hold

lower status jobs and even in higher ranking jobs, tend to be paid less for doing the same kind of work as men.

Age

The age at which women were most apt to be working has remained the same over the last fifty years, although the rate has changed. During the periods fifty years ago and now, women were most apt to be working at ages 20 to 24, but only 38 percent were working in January, 1920, as opposed to 56 percent in April, 1969 (Suelzle, 1970). The labor force participation of the American woman drops at age 25 and rises again at age 35 to a second peak of 54 percent at age 45 to 54. Today an American labor force female participant can expect to work 24 to 31 more years at age 35 (U.S. Department of Labor, 1970b).

Educational Attainment

The increase in women's employment is a case of moving in, not up. Top positions for women are too few relative to their increased educational attainments over the past fifty years. There are many reasons for the pay and status differentials, most of them based on hoary stereotypes concerning women's work. Women earned 41 percent of the bachelors or first professional degrees in 1965, 32 percent of the master's degrees in 1965, and 11 percent of the doctor's degrees awarded in 1965 (Suelzle, 1970).

The median educational attainment of both men and women in the civilian labor force sixteen years old and over

was 12.4 years in 1972. The proportion of women with high school education or better, however, was 69.2 percent compared with 63.8 percent of the men. Although a greater proportion of the men had graduated from college, 15 percent compared to 11.4 percent of the women, the difference was not enough to raise the median education of men above that of women. Surveys reveal that women with higher educational attainment are more likely to work, and women with four or more years of college were twice as likely to be in the labor force as women with less than four years of high school (Deutermann, 1972).

Education seemed to have a great effect upon the type of occupation in which women were employed. In March, 1969, of all wives age eighteen and over who were high school graduates and those who had some college training but no degree, over 70 percent were employed in white-collar occupations, whatever their age. Nearly 50 percent of the wives who were high school graduates and wives with less than four years of college were in clerical occupations. On the other hand, college graduates were concentrated almost exclusively (83 percent) in professional and technical occupations (Waldman, 1970).

Why Women Work

Most women work because they need the money, not just because they want something to do, according to a Labor

Department study of the more than 31 million women in the work force ("Why Women Work," 1971).

More than 30 million women are in the labor force today because their talents and skills are needed by the dynamic American economy. The development of new industries and expanded activities in other industries have opened new doors for women in business, the professions, and the production of goods and services. Decisions of individual women to seek employment outside the home are usually based on economic reasons. Most women in the labor force work because they or their families need the money they can earn--some work to raise family living standards above the level of poverty or deprivation; others to help meet rising costs of food, education for children, medical care, and the like. Relatively few women have the option of working solely for personal fulfillment (U.S. Department of Labor, 1970a).

A Time magazine article notes similar reasons for the increased number of women in the labor force. It notes: Women have long been rejecting home economy--by going to work earning money. Partly because of continued inflation, women in ever increasing numbers move into offices and factories ("Women at Work," 1970).

Women become members of the labor force in some instances because they are heads of households. Of the 49.8 million families in March, 1968, 5.3 million were headed by a woman. Fifty-one percent of the women family heads were in

the labor force, and more than three-fifths of these women were the sole support of their families (U.S. Department of Labor, 1970a).

It thus becomes apparent that of the 33 million women in the labor force as recently as 1972, more than half were working because of pressing economic needs. It is also obvious that women, who constitute two-fifths of the work force, are disproportionately restricted in the kinds of jobs they hold (U.S. Department of Labor, 1973).

Women in Occupations Related to the Institute of Contemporary Corrections and the Behavioral Sciences

In the occupations related to the course preparation that programs of the nature of the Institute of Contemporary Corrections and the Behavioral Sciences at Sam Houston State University are able to offer, women have varying positions. The program at Sam Houston State University is designed to promote essential relationships between agencies involved in the administration of adult and juvenile justice, police departments, adult and juvenile courts, family services, social service agencies, probation and parole divisions, and correctional institutions.

When viewing the various programs offered, it becomes apparent that the extent of occupational preparations range from law enforcement (where women have traditionally not been

employed in large numbers) to social work (where women constitute 63 percent of the labor force).

There are perhaps three key developments that will effect the number of women that will be able to enter professions in which the program at Sam Houston State University offers preparatory training. First, in the 1967 President's Commission on Law Enforcement and the Administration of Justice (1967), recommendations pointed to a critical need to attract new kinds of people to police work. The Commission's recommendation included the need for an increased hiring of college graduates, members of minority groups, skilled civilians and women.

Second, it is important to note when discussing women and their role in public service programs, the fact that in March, 1972, Title VII of the 1964 Civil Rights Act was amended to include police departments and other government agencies under its prohibition provisions. It becomes the task of a police department or other agency to prove that sex is a "bona fide occupational qualification," which in essence burdens them to prove that there are significant differences between men and women in their job performance.

Third, discrimination on the basis of sex (Gates and Rothman, 1972) by any state or local agency can mean the loss of valuable grants awarded by the Law Enforcement Assistance Administration (LEAA). Many state and local agencies are recipients of LEAA grants as millions of dollars each year are

allocated to upgrade police, courts and correctional systems throughout the United States.

With the cognizance of the above mentioned important rulings and recommendations in mind, it is important to look at the degree to which women are employed in jobs related to law enforcement, the courts, corrections and related social service delivery occupations.

There are approximately 6,000 policewomen in the United States. The vast majority of these women have been hired to do jobs that women have traditionally been believed to perform better than men. These include working with juveniles, female prisoners and typists (Milton, 1972). The role of the policewoman has not changed drastically over the last few decades, and like other professions, there appears some degree of sex-typing in job availability. Policewomen are usually hired under quotas in departments and as a result, comprise small percentages in traditionally sex-typed jobs.

In reporting the desire on behalf of women in seeking jobs in law enforcement, Milton (1972) contends that police agencies are unable to argue persuasively that there is a lack of women eager to enter careers in law enforcement. She notes as proof of this contention the fact that the Police Foundation receives numerous letters from women wanting to enter law enforcement careers. Pogrebin (1973), in describing some perhaps promising careers for women to consider,

focuses entirely on law enforcement and its various types as being a "man-sized" job with lucrative rewards.

In examining another area related to occupational preparations that the Institute of Contemporary Corrections and the Behavioral Sciences at Sam Houston State University is able to provide, that of corrections and related occupations, one finds that women have a similar role as was found to exist in law enforcement. Women have traditionally been placed in what may be properly termed sex-typed roles, as they performed the tasks of supervising female probationers, juveniles, or custodial duties in female prisons. As noted by Stout (1973), while a primary goal of probation and parole has been rehabilitation, the focus has been on custody, surveillance, and control. Within this philosophy, women have traditionally been viewed as being unacceptable to perform the function unless they supervised females or juveniles. Stout (1973) further explains that due to the gradual shift toward treatment, which is more in keeping with the cultural role assigned to women, along with changes prompted by social movements, new legislation, and court decisions, the status of women in corrections is likely to improve. However, in a survey conducted by Stout (1973), it was reported that ten states and eighty U.S. district courts did not employ women as probation and parole officers. Also, of the fifty-three agencies that employ women, twenty-eight allow them to supervise male offenders and twenty-five do not.

In regard to prisons, women are employed primarily as custodial officers (guards) at female prisons. Women and men have traditionally had segregated facilities while incarcerated, consequently making it almost unthinkable to have opposite sex officers, except perhaps male officers in custodial positions at some female institutions. The rationale predominating the justification for not utilizing female officers in male prisons is that of "security risks." California, however, has employed female guards at male units within their correctional system. Though their job duties are limited, the employment was a first of its kind. These women were hired after the California Personnel Board ruled that women must be considered for guard jobs ("Male and Female," 1973).

Women have traditionally been utilized in those occupations related to social rehabilitation and the social service delivery occupations that it (social rehabilitation) encompasses. Women continue to hold numerous jobs as rehabilitation counselors, school counselors, and social welfare workers where they are said to comprise 63 percent of its work force. It is because of the traditional role that women have held in this "treatment" frame of reference that has allowed their increased participation as labor force members in these professions. There is evidence that openings are to remain in these and related fields (U.S. Department of Labor, 1973).

Outlook

In viewing the outlook of women workers in the decade of 1970, the Women's Bureau of the U.S. Department of Labor offers general predictions. Their views reveal that women's opportunities for rewarding employment will be directly related not only to their level of skill and experience, but also to the labor market demands through the remainder of the decade. Dynamic changes which significantly affect employment needs are continually taking place in different segments of our economy--business, industry, government and education. Therefore it is difficult to make quantitative predictions about job demands.

However, the group with the highest predicted growth rate between 1970 and 1980 is that of professional and technical workers, estimated to increase by 39 percent. The group with the second highest anticipated growth rate is that of service workers (35 percent), followed by clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent).

Large numbers of openings are projected to occur in professions such as rehabilitation counselors, school counselors, social workers, statisticians, public relation workers, lawyers, and state police officers. Many of these careers are related to the occupational preparation offered by the program at Sam Houston State University. Thus it

becomes apparent that the Women's Bureau of the U.S. Department of Labor acknowledges support of women entering professions that were heretofore thought of as primarily for men. It is emphasized by the Women's Bureau that continued enforcement of the laws against sex discrimination in employment and changing social customs will provide women the mechanism for jobs that have traditionally been held by men.

The Black Woman in the American Labor Force

Today, she experiences dual--in fact triple--exploitation (black, female, and in most cases, poor), and as one black woman recently put it, 'she must do more of everything for less of everything than any other sexual group (Hare and Hare, 1970, p. 65).'

The U.S. Department of Labor, Women's Bureau, in October of 1966 showed that there were 3.5 million nonwhite women (about 93 percent of them black) in the labor force in 1965 (U.S. Department of Labor, 1966).

Blacks in America have been faced with an unequal history and an unequal opportunity. Consequently, most of the protest and events initiated by the black community are tied, directly or indirectly, to black earnings and income. Black wives have historically been in the labor force in a larger proportion than white wives to help produce family income ("The Black American," 1973).

A higher percentage of nonwhite than white women are working wives and working mothers (U.S. Department of Labor, 1966).

The description of the black woman in the American labor force reflects the effects of twin discriminatory factors--race and sex. The awareness of these key historical happenings can perhaps aid in revealing the present attitude of black females regarding career aspirations.

Occupations

Recent social, economic, and political developments have helped to improve the status of nonwhite women workers, but still there are substantial differences in the employment patterns of nonwhite and white women. In 1965, more nonwhite women (30 percent) were in private household work than in any other single occupation. Another large occupational group for nonwhite women (25 percent) was service workers (except private household) (U.S. Department of Labor, 1966).

A more recent U.S. Department of Labor fact sheet concerning women workers by state categories reveals that black women in Texas continue to be located in service work inside and outside the home. The percentages reflect that 58 percent of black women in the Texas labor force are found in this category. Smaller proportions (12 percent) were clerical workers and operatives, including transport, and 10 percent were professional and technical workers (U.S. Department of Labor, 1970b).

Educational Attainment

In 1970, according to a Monthly Labor Review article, only a little more than half a year separated the median

educational attainment of white workers from that of blacks (and members of other minority races). More progress along this line is expected as the Negro educational level continues to advance (Deutermann, 1970).

The rise in educational attainment has been even more pronounced among nonwhite women and men twenty-five to twenty-nine years of age. In March, 1967, the median years of school completed by nonwhite women in this age group was 12.1 years. Also, at the upper end of the educational scale, 11 percent of nonwhite women had had some college training in March, 1967 (U.S. Department of Labor, 1968). The rise in recent educational attainment has been to some degree the result of educational opportunities being opened to blacks that were previously denied.

Why They Work

It has historically been a fact that proportionately more black women work than white women as the demand of being breadwinner or at least sharing in income has been with the black female. In 1970, the proportion of multiworker families was 11 percentage points higher among Negroes than whites, one indication of the apparently greater need for the earnings of more than one worker among Negro families (Waldman, 1970). Black women like an increasing number of other women work because of economic reasons, as historically the black woman has had no other choice.

The black woman has a higher rate of unemployment, a proportionately greater economic responsibility and less overall opportunity than white women or black and white men (Murray, 1970). It thus becomes apparent that black women have had some degree of uniqueness in regard to their role and participation in the American labor force.

Black Women and Women Liberation

The most predominating expression among black women regarding Women's Liberation is what can be classified as a negative reaction toward the movement. The literature reveals that many black women view the Women's Liberation Movement as a frivolous bid for attention by women not knowing when they are well off (Lomax, 1973). It is the general consensus among black women that they have always been liberated in having to take the lead historically in an economic system that thwarted any appreciable attempt at progress by their men.

The cries launched in protest form by Women's Liberation groups concerning equal pay for the same job, equal access to any job one is qualified for, are all cries black women report as having come from the black community in mass. Witness the reasons for the civil rights movement.

White America has seemingly always found something (a war, a scandal, a crusade) to interject between it and Negro America (Lomax, 1973). Therefore the Women's Liberation

Movement is viewed by some as being a diversion technique-- a way of not having to deal with the problem of racism in America. In an Ebony article, it was reported that black psychologist Charles W. Thomas held this belief as he was to have said,

The Women's Movement is a diversion in the same way that the environment movement is a diversion. Like the environmental thing (the pollution controversy) that college kids are flocking into, feminism appeals to middle class whites ... it is an activist way to ignore racism. It is avoidance behavior (King, 1971, p. 71).

In describing the black woman and the Women's Liberation Movement, Morrison (1971) reports that there is a feeling of distrust among black women in viewing "Women's Lib." Black women are reminded that 53 percent of the population (women) sustained an eloquent silence during times of greatest stress (civil rights struggle beginning in Little Rock, 1957). Morrison (1971) further writes that "... too many movements and organizations have made deliberate overtures to enroll blacks and have ended up by rolling them (p. 41)." Another factor to be considered, and pointed out by Morrison, is that it is not only the question of color, but the question of the color experience being an alienating factor of which white members cannot cope. The problem of black women is not one of getting into the labor force but in being upgraded in it.

LaRue (1970) states that blacks are oppressed--and that means unreasonably burdened, unjustly, severely, rigorously,

cruelly, and harshly fettered by white authority. White women are only suppressed--and that means checked, restrained, excluded from conscious and overt activity. And there is a difference.

The predominant negative attitude held by blacks regarding the Women's Liberation Movement is well evident in a survey of people in various economic and social positions (King, 1971). Their rationale of negativism vary, but they state their beliefs from well-planted historical reminders. There were, however, some not-so-negative reactions reported in that same article, though they were few. This position was taken by some black women who were members of feminist groups like National Organization of Women and Female Liberation. Congress woman Shirley Chisholm of New York and, also, the position taken by the National Urban League were noted as viewing the Women's Liberation Movement as having a degree of usefulness. These positions were the only ones found by the researcher amid the vast amount of literature pertaining to blacks and the feminist movement.

The overall belief in the black community seemingly is that liberation is to be of black women's liberation and black men's liberation. In viewing the liberation of black people, the one cannot be mentioned without implying the other. If both men and women are liberated, then competition between the sexes no longer exists, and sexual exploitation becomes a remnant of social immaturity (LaRue, 1970).

The Attitudes of Blacks Toward Police

The attempt to recruit minority members into police departments to align this membership with the minority representation of the greater community has been a near failure. There is increased hostility toward the police in minority communities which makes recruitment even more difficult (Milton, 1972).

The reasons given by minority members (especially blacks) for not wanting a part of police work are centered around their impressions of the image that police departments have maintained in their communities. Many view the police as a representative of "white supremacy." As noted in an Ebony magazine article, Poinsett (1971) states that one former policeman concludes that the police officer stands not only for civic order as defined in formal laws and regulations, but also for "white supremacy" and the whole set of social customs associated with this concept.

The police image in the black community has resulted in few young black men even considering law enforcement as a career field (Chambers, 1968; Gore, 1973; and Poinsett, 1971). As a result of the existing hostility in the black community regarding the police, those few policemen who are black find themselves in a dilemma. The black policeman is met with hostility from his colleagues and the black community. To the black policeman, he must be a defender of the

established order, but his blackness makes his white colleagues suspect and distrust him. Simultaneously, many members of his community refer to him as a "Tom" to an established order that is insensitive to black needs, and he is accused of perpetuating the suffering of blacks. As a result the black policeman is trapped in a series of binds, much like blacks in the larger society (Poinsett, 1971).

Many efforts to increase the number of blacks in law enforcement have failed as many blacks guide their career aspirations toward better paying fields. This is mainly fostered by the general disenchantment of the black community with the police.

Gore (1973), in interviewing male students at Sam Houston State University, found that black male students gave both "racial and nonracial reasons" for not having a desire to enter law enforcement. Among the reasons were: low pay, not enough fringe benefits, the prejudice of white policemen, and their (white policemen's) brutal methods towards blacks.

Tollett (1971), in describing the inadequate participation of blacks in the machinery of justice, notes that blacks have encountered situations, especially in the south, that form a feeling of distrust toward law enforcement officers and the remainder of the legal system. This is viewed by those blacks as "unequal justice."

In a Texas survey examining various demographic groups and their opinions of police, it was revealed that blacks were most critical of police when compared with the other groups polled (Texas Police Association, 1973).

The opinions cited in literature regarding police and the image they depict in the black community are usually noted as being the opinions of black males. The black female may very well share this sentiment. This study is in part set out to examine this question.

CHAPTER III

METHODOLOGY

This research was designed to develop an attitudinal profile of black females on the campus of Sam Houston State University regarding their career choices. This attitudinal profile is relevant to the reasons black females are attracted to or guided away from pursuit of careers in law enforcement, criminology and corrections, and social service delivery professions. Isolating one segment (law enforcement) of the Criminal Justice program at Sam Houston State University, this study incorporated data collection procedures designed to yield an attitudinal summary of the extent to which black coeds viewed law enforcement both as a career area and as an institution. In addition, the scope of the research included an examination of the degree to which black coeds at Sam Houston State University identified with the philosophy of the Women's Liberation Movement in pursuit of their professions.

Study Site

This research was conducted on the campus of Sam Houston State University in Huntsville, Texas. Huntsville is a relatively small rural town which is considered a part of the traditionally conservative element of East Texas. Its

population numbers approximately 18,000 residents. The census figure, however, reflect the numbers comprised by the University's student population and the inmate population of incarcerated felons at an institution within the city limits.

The town of Huntsville is basically rural in its geographic location. Farming and timber are the principal industrial components of the outlying areas.

The University, which had an enrollment of 9,440 students at the time this study was conducted, has been known historically for its emphasis on teacher training. It is said to have been the first state supported teacher training institution west of the Mississippi, and it was established in 1879. The University has since become known for having one of the most comprehensive programs of Criminal Justice in the United States.

It was in July, 1965, that the Texas Legislature established the Institute of Contemporary Corrections and the Behavioral Sciences so that a close cooperative and collaborative relationship could be developed and sustained between an institution of higher learning and the Texas Department of Corrections. This program was designed to offer specialized curricula to prepare students for all aspects of work in social behavior, delinquency, penology and criminal justice (Sam Houston State Bulletin, 1973-1974). Coupled with the realization of the growth and distinction that this

program has developed, and the existence of certain employment shortages in the Criminal Justice area, this study was instituted.

The Data Collection Instrument

A semi-structured interview schedule was utilized to obtain the information necessary to construct an attitudinal profile of the black female on the campus of Sam Houston State University. The interview form contained five sections designed to develop an overall attitudinal profile of black coeds on the campus of Sam Houston State University with regard to their career aspirations, their attitudes regarding law enforcement (both as a career choice and from an evaluative standpoint) and their attitudes toward the Women's Liberation Movement.

The instrument consisted of five sections: (1) a background section; (2) a family section; (3) a personal aspirations section; (4) a section measuring attitudes toward law enforcement; and (5) a section on the specific attitudes of black coeds at Sam Houston State University regarding the Women's Liberation Movement. This instrument is contained in Appendix A.

Background Section

This section contained questions relevant to personal and demographic data depicted by the individuals sampled. It was the purpose of this section to illustrate an overall

picture of the black female on the campus of Sam Houston State University. The data gathered in this section formulated the base from which certain descriptive variables would be helpful in comparative procedures.

Family Section

This section was employed as an addition to the Background Section. Contained in this section was questions relevant to the employment and occupational categories of parents or guardians of those sampled. The relevance of this section is explained in the likelihood that certain career choices and attitudes regarding law enforcement and Women's Liberation may have been aided in their formation by characteristics peculiar to a sampled individual's parents' and family members' occupational position.

Personal Aspirations Section

In order to assess the reasons black coeds at Sam Houston State University chose certain careers, their attitudes regarding certain other occupations, and their awareness of opportunities in social service related occupations, the Personal Aspirations Section was employed. It is important in developing an attitudinal profile containing various sections of inquiry, to offer an array of response categories to enhance the total assessment. This section sought to determine the future goals and expectations of those students sampled.

Attitudes Toward Law Enforcement Section

Contained in this section were questions designed to elicit the perceptions and attitudes of black coeds regarding law enforcement as a career choice. In addition, this section was designed to produce portions of the attitudinal profile of black females on campus with respect to their attitudes regarding the law enforcement officer's use of power. It was revealed in an earlier study (Gore, 1973) that black males at Sam Houston State University tended to view law enforcement from a negative standpoint; this section was designed to determine to what degree this attitude existed among the black females on the campus of Sam Houston State University.

Attitudes Regarding Women's Liberation Section

This last section was designed to determine the extent to which black females on the campus of Sam Houston State University identified with the philosophy and tactics of the Women's Liberation Movement. In addition, this section was designed to measure the impact (if any) this Movement might have in influencing the choices of careers of the black coeds sampled. With increased attention being given the sex issue in hiring, and internal labor practices, the degree to which an individual coed sympathized with this movement may aid in explanation of her career choice. More specifically, however, opinions given here might aid in interpreting reasons certain areas of career preparations offered by the Institute of Contemporary Corrections and the Behavioral Sciences at

Sam Houston State University might be chosen as professions to pursue while others might not.

The Sampling Procedure

The sample was taken from the population of black females attending Sam Houston State University during the spring semester of 1974. Upon inquiry with officials at Sam Houston State University, it was revealed that the enrollment of black females was 176.

The major black organization (Black Student Union) on campus was contacted by the researcher in an effort to obtain the names of its registered members. Utilizing this process, approximately thirty-two names of black female students were obtained. Realizing that these names did not provide sufficient random representation of the black female population, other measures were employed to accomplish a more representative sample.

In an effort to insure an increased amount of representativeness in the study's sample, and to increase the sample size, the researcher made use of the advantages provided by the location of certain physical facilities on the campus. It was realized that due to the varied circulation of students frequenting these facilities, a less biased sample could be obtained. In this respect, a saturation type of sampling was employed to increase representativeness of the black female population.

Therefore, the sample was obtained as a result of the researcher stationing himself near four areas on the campus that would yield the least biased representation of black coeds on the campus of Sam Houston State University. These locations included: the Lowman Student Center on the campus; the Sam Houston State University Library; the University's Administration Building; and a centrally located area accessing passage to female dorms.

At these locations, black female students were approached, and an explanation was given regarding the intended scope of the research. Following this explanation, they were asked if they had a desire to participate. If an affirmative response was obtained, their names and telephone numbers were recorded, and interviews were tentatively scheduled. Later, a confirmation telephone call was initiated to corroborate the time and location of the interview. In a few instances, (9) interviews were conducted at the initial contact points.

This overall procedure was continued at various intervals for a period of three weeks in April. At the termination of this three week period, eighty-four interviews had been conducted. It is worth noting that few interviews were scheduled and later cancelled on behalf of the potential interviewee. When this did occur, however, it was usually the result of some untimely phenomenon reported by the student.

Due to the time period involved, rescheduling of such interviews became difficult.

The Interview Procedure

Most interviews were conducted in the lobby of the Lowman Student Center, as this was the most agreed upon interview location. However, a number of interviews were conducted in individual dorm rooms and additional ones were conducted near the other initial contact points if interview appointments proved difficult and the respondent had ample time to participate.

Each interview lasted around thirty minutes as interviewees were probed to make certain they understood the questions asked, and the interviewer correctly interpreted their responses. In some instances, interviews lasted forty-five minutes. These, however, were few.

It was part of the interview design to make certain that biased data were not recorded as a result of others being present during the interview. This requirement was strictly adhered to, as all interviews were conducted with only the interviewer and the interviewee being present.

Background Data of Those Sampled

In an effort to formulate an attitudinal profile of the black coeds on the campus of Sam Houston State University, certain demographic characteristics were observed to aid in

describing those sampled. Observing these data, it was found that with respect to the classification of those females sampled, a greater percentage (30 percent) of them were classified as juniors. Other classifications were evenly distributed, except graduate students who comprised 11 percent of those sampled. Table 1 depicts these data.

TABLE 1
Classification of Respondents

Classification	Frequency	Percentage
Freshman	18	21
Sophomore	16	19
Junior	25	30
Senior	16	19
Graduate	9	11
Total	84	100

The majority of those students sampled tended to be single as depicted in Table 2. Observing this table, one finds that 89 percent were single, while 10 percent were married. The married students were more often those students classified as graduates. Only one student indicated she was a divorcee.

With respect to age (Table 3), most students' ages were centered around 19-20. With the exception of 18 year olds, other age groups were equally distributed. The 13

percent falling in the category listing "23 and above" mainly depicts the percentage of graduate students sampled.

TABLE 2
Marital Status of Respondents

Marital Status	Frequency	Percentage
Single	75	89
Married	8	10
Divorced	1	1
Separated	0	0
Widowed	0	0
Total	84	100

TABLE 3
Age of Respondents

Age	Frequency	Percentage
18 and younger	6	7
19	18	21
20	21	25
21	13	16
22	13	16
23 and above	13	16
Total	84	100

The Texas Almanac (1974) was used to categorize the hometowns of those students sampled. As shown in Table 4,

most students came from towns with populations under 50,000. Eighty-one percent of those sampled indicated their hometown as being one which would be placed in this category. The knowledge of the size and geographic location of the respondents' hometown can perhaps give insight into trends of attitude responses that may develop. The respondents' hometown size is shown in Table 4.

TABLE 4
Hometown Size of Respondents

Population	Frequency	Percentage
Under 2,500	16	19
2,500 to 10,000	22	26
10,000 to 20,000	20	24
20,000 to 50,000	10	12
50,000 to 100,000	5	6
Over 100,000	11	13
Total	84	100

Since the scope of this study included an examination of the majors of black female students on Sam Houston State University's campus during this time period, data relevant to their majors and plans regarding graduate work will be examined in the following chapter.

None of the students sampled had been enrolled in "school settings" after secondary graduation other than

college enrollment. This question was asked to determine whether a "school setting" (vocational, technical, etc.) other than secondary had acted as influence upon the student's decision to pursue a college degree.

Regarding housing once a black coed enrolled at Sam Houston State University, it was found that an overwhelming majority of the students sampled lived in the college dormitories. The most relevant explanation seemingly for this finding is that it is apparently more economical to reside on the college campus. However, as shown in Table 5, 16 percent of the students commuted, and the remaining 13 percent were renters off campus. Those students renting off campus were more often graduate students who were married.

TABLE 5

Residence of Respondents While Enrolled in College

Residence	Frequency	Percentage
At home/commute ^a	13	16
College Dorm	60	71
Rent/off campus ^b	11	13
Total	84	100

^aHuntsville and surrounding areas

^bNot originally from Huntsville

Students sampled were often members of at least one campus club or organization. Few students were members of community organizations in their hometowns or Huntsville. Interestingly, however, 38 percent of those sampled indicated no affiliation with campus organizations or community organizations. In interviews, however, they often indicated that they were sympathetic with the philosophies of some (mainly the Black Student Union) organizations. Table 6 gives a percentage breakdown of the frequency of membership in clubs and organizations of those sampled.

TABLE 6

Membership of Respondents in Clubs and Organizations
On and Off Campus

Club or Organization	Frequency	Percentage
Black Student Union	22	26
Sorority	17	20
Soul Lifters	8	10
Concerned Teens	1	1
NAACP	3	4
African Liberation League	1	1
No Membership	32	38
Total	84	100

The occupational background information obtained regarding the parents or guardians of those sampled revealed that the majority (51 percent male, 42 percent female) of

these parents or guardians were employed in blue collar occupations. These occupations for fathers ranged from laborers to more skilled work such as draftsmen and welders.

For the purpose of this study, various jobs reported of the respondents' mothers were placed in the blue collar category. Thus mothers being beauticians, seamstresses, cashiers and domestics were placed in this category. The pay scale of the particular occupation and the amount of training required were criteria governing the categorization of these occupations. As a result, most mothers or female guardians (42 percent) were blue collar workers. However, 33 percent of these mothers were white collar workers. Interesting, also, was the finding that only 13 percent of the mothers were housewives not in the labor force. These data are depicted in Table 7.

TABLE 7
Occupations of Parents

Fathers' Occupation	Frequency	Percentage
White collar	16	19
Blue collar	43	51
Farm labor	4	5
Retired	11	13
Unemployed	3	4
Deceased	7	8
Total	84	100

TABLE 7--Continued

Mothers' Occupation	Frequency	Percentage
White collar	28	33
Blue collar	35	42
Retired	6	7
Housewife/not employed	11	13
Deceased	4	5
Total	84	100

Respondents were asked for background purposes whether they were receiving any financial aid to supplement their educational expenses. Only 24 percent of those sampled were attending college without some financial supplement. The remaining 76 percent utilized various forms of supplements. The supplement more often used (44 percent) was the loan. These data are shown in Table 8.

Finally, those sampled were asked if they worked part-time or full-time to supplement their educational expenses or in addition to attending college. These data are shown in Table 9. Interestingly, forty-one (or 49 percent) of those sampled worked in some capacity to make less burdensome their educational expenses. The majority of those working worked part-time on or off campus.

TABLE 8
Respondents' Use of Financial Assistance

Type of Finance	Frequency	Percentage
Scholarship	7	8
Grant	3	4
Loan	37	44
Scholarship/Grant	3	4
Scholarship/Loan	8	9
Grant/Loan	7	8
None	19	23
Total	84	100

TABLE 9
Employment Location of Respondents

Location	Frequency	Percentage
On campus/part-time	24	29
Off campus/part-time	11	13
Off campus/full-time	6	7
Not employed	43	51
Total	84	100

The preceding data have provided an overall illustration of the demographic and background characteristics of those black coeds sampled. More specific findings are to be further analyzed to develop an attitudinal profile of the

black coed on the campus of Sam Houston State University regarding: career choices as they relate to the occupational preparations offered by the Institute of Contemporary Corrections and the Behavioral Sciences; her attitude concerning law enforcement; and her attitudes regarding the Women's Liberation Movement.

CHAPTER IV

RESULTS

The data collected via the semi-structured interview conducted with the eighty-four black females sampled on the Sam Houston State University campus are analyzed in this chapter. This analysis consists of the interpretation of the data collected in each of the three major categories of the interview. These sections include: (1) the personal aspirations section; (2) the attitudes toward law enforcement section; and (3) the attitudes regarding Women's Liberation section. From the examination of these sections, coupled with previously analyzed background information data, an attitudinal profile of the black coeds on the campus of Sam Houston State University will be developed.

Analysis of Personal Aspirations Data

The section of the interview pertaining to personal aspirations of black coeds sampled was designed to determine their reasons for attending college, their motivations for choosing a particular major, their plans for occupations following graduation, and their impressions of what fields they perceived as offering the most opportunity to black men and women today. In addition, their interest and participation in course matter offered by the Institute was examined

to determine if, and why, they enrolled in courses offered in the Institute.

For the purpose of setting the groundwork for analysis of this section, some key data obtained in the preceding section will be presented. Since one of the purposes of this research was to determine the majors of black coeds on the campus of Sam Houston State University, this information is presented to offer structure to further interpretation of data examined.

In Table 10, it is revealed that of those sampled, the combined percentage of students majoring in subjects contained in programs offered by the INSTITUTE is 27 percent. These majors include Social Rehabilitation (13 percent), Criminology and Corrections (12 percent), and Sociology (2 percent). Interestingly, none of the students sampled reported Law Enforcement as a major. At the time of this writing, the latest estimate provided for female law enforcement majors in the INSTITUTE was less than twenty enrollees (Copus, 1974). From an overall standpoint, it appears that majors and career preparations offered by the INSTITUTE (except law enforcement) are quite representative when comparing these percentages with other majors of the sampled group.

Students sampled were asked whether they planned to pursue graduate work. It was found that the highest percentages included those students who were undecided (19 percent) and those who reportedly would not pursue graduate

TABLE 10
Respondents' Majors

Majors	Frequency	Percentage
Art	1	1
Biology	1	1
Business	8	10
Criminology and Corrections	10	12
Elementary Education	8	10
Fashion Merchandising	4	5
Health/Physical Ed.	1	1
History	1	1
Home Economics	4	5
Journalism	2	2
Library Science	3	4
Math	2	2
Music	2	2
Physical Therapy	1	1
Pre-Med	3	4
Pre-Nursing	2	2
Psychology	1	1
Secondary Education	8	10
Social Rehabilitation	11	13
Sociology	2	2
Special Education	4	5
Speech Pathology	4	5
Non-Major	1	1
Total	84	100

work (24 percent). The "status embarrassment" prompting an affirmative answer to this question as speculated by Gore (1973) when asking male students this question was not evidenced here.

Again, however, those majors offered by the INSTITUTE stood out as representative of majors sought in the graduate category by those students sampled. In passing, it is worth noting that five of the graduate students currently enrolled in some phase of the INSTITUTE'S graduate program are listed. The data depicting the majors those sampled planned to pursue are listed in Table 11.

To further examine the personal aspirations of the sampled students, they were asked: "What is your primary reason for attending college?" These responses were then grouped and categorized into emphasis on future economic stability, educational gain, job potential, and whether the respondents replied that it was needed for the type of work they planned to pursue. These data are shown in Table 12. The most frequent response to this question (35 percent) fell into the category of "future economic stability." The other categories were not significantly varied.

When respondents were asked what motivated their choice of majors, overwhelmingly they indicated that the choice stemmed from their desire to "help people." Thus as shown in Table 13, this motivating factor (44 percent) far outweighed other reasons for pursuing a certain major. It

TABLE 11

Fields in Which Respondents Reportedly
Will Pursue Graduate Work

Course	Frequency	Percentage
Criminology/Corrections	7	8
Education	11	12
English	1	1
Fashion Merchandising	3	4
Home Economics	2	2
Journalism	3	4
Library Science	5	6
Social Rehabilitation	8	10
Sociology	5	6
Speech Therapy	3	4
Undecided	16	19
No	20	24
Total	84	100

TABLE 12

Major Reason Respondents Attending College

Response	Frequency	Percentage
Future economic stability	30	35
Further educational gain	14	17
Increase job potential	20	24
Needed for type of work I desire	20	24
Total	84	100

also appears that the economic stability desired in Table 12 is hoped for as a coupling factor. Interesting, too, is the fact that when reviewing their chosen majors (Table 10), the "helping role" is depicted.

TABLE 13

Respondents' Motivation for Choosing Their Majors

Category	Frequency	Percentage
Desired helping role	37	44
Economic gain field provides	17	20
Suggestions given by family members	6	7
Suggestions given by teacher or counselor (primary/secondary)	10	12
Employment potential of occupation	14	17
Total	84	100

When asked what their employment plans were after graduation, students tended to respond that if they did not pursue graduate work, they hoped for jobs obtainable as a result of their particular majors. In conjunction to these perceptions, students were asked what college majors and fields of employment they thought offered the most opportunity to blacks today and why. These responses are shown in Table 14. Interestingly, students tended to respond that the business field was the most opportune for black men and

women to consider. Black coeds especially saw business as the field for black men to pursue. They often indicated that it was the field that offered economic power which they believed was important to the gain of political power and the advantages that this encompasses for the black community. Career preparations offered by the INSTITUTE were not highly pronounced, yet in reference to black men, 15 percent of the respondents listed Criminology and Corrections as an opportune field. In the women's category, Social Rehabilitation was seen as a representative field (20 percent) offering opportunities to black women.

TABLE 14

Fields Respondents Reported Offering More Opportunity
to Black Men and Women Today

Men/Fields	Frequency	Percentage
Business	36	42
Chemistry	2	3
Law Enforcement	6	7
Engineering	6	7
Criminology/Corrections	13	15
Medical	9	11
Teaching/Education	9	11
Social Rehabilitation	3	4
Total	84	100

TABLE 14--Continued

Women/Fields	Frequency	Percentage
Business	28	33
Sociology	4	5
Chemistry	1	1
Teaching/Education	20	24
Medical	5	6
Social Rehabilitation	17	20
Law Enforcement	3	4
Criminology/Corrections	5	6
Public Broadcasting	1	1
Total	84	100

When respondents were questioned as to having enrolled in courses offered by the INSTITUTE, fifty-four (or 65 per cent) indicated having taken at least one course in the program. Most of these courses, however, were in some phase of Sociology.

Their most frequently given reason for enrolling was that it was required by their major or minor. The overwhelming majority indicated that the subject matter spurred interest once they had enrolled. Several became interested to the point of indicating a possibility of changing their

majors. Table 15 indicates the percentage of sampled students who have taken courses offered in the INSTITUTE.

TABLE 15

Percentage of Respondents Who Had Taken at Least
One Course Offered by the INSTITUTE

Response	Frequency	Percentage
Yes	54	65
No	30	35
Total	84	100

Upon explanation and description of the programs offered in the Institute of Contemporary Corrections and the Behavioral Sciences, those coeds sampled were asked which program they would consider entering if they had to choose one of the four program emphases. The results of this question are shown in Table 16. This question was posed in an effort to determine if given awareness and explanation of these career preparations in Criminal Justice and social service related occupations, how appealing would certain programs appear to the black female as a career choice? The majority (61 percent) of the respondents indicated Social Rehabilitation as their preference. Criminology and Corrections was the next highest frequency, with 27 percent choosing it. Interestingly, Law Enforcement was lowest with

only 4 percent of the students sampled indicating an interest in it as a career choice.

TABLE 16

Program in Institute of Contemporary Corrections
and the Behavioral Sciences Respondents
Would Most Consider Entering

Program	Frequency	Percentage
Social Rehabilitation	51	61
Law Enforcement	3	4
Criminology/Corrections	23	27
Sociology	7	8
Total	84	100

The last question analyzed in this section was whether those students sampled were aware of the fact that the social service related professions offered increasing opportunities to black college educated persons. To this question, forty-one (or 49 percent) indicated that they at one time or another had become aware of reported opportunities for blacks, especially in the police field. They reported that the source of this information, if it concerned police recruitment, was usually through media (television, radio, magazines, etc.). However, opportunities existing in other areas (criminology, social rehabilitation, etc.), was usually heard of as a result of conversations with college friends or through class exposure. Forty-three (or 51 percent) of those sampled

indicated that they "really didn't" know of existing opportunities in these professions. Those reporting this information were usually in majors far removed from exposure to numerous required courses in the INSTITUTE.

Table 17 illustrates the degree to which the respondents were aware of existing opportunities for black persons in social related professions.

TABLE 17

Respondents' Awareness of Job Opportunities for Black Persons in Social Related Professions

Response	Frequency	Percentage
Was aware	41	49
Was not aware	43	51
Total	84	100

Analysis of Attitudes Toward Law Enforcement Data

In this section, the black females sampled were asked key questions relevant to ascertain their attitudes regarding law enforcement and, specifically, the police. This section was designed to examine the attitudes of black females on Sam Houston State University's campus in relation to the data revealed by Gore (1973) concerning the same topic. This section will produce an overall illustration of the feelings and perceptions (attitudes) of black females, examining the

degree to which they are similar to those reportedly held by black males (Gore, 1973).

The first question posed was whether the respondent would consider a career in law enforcement; namely becoming a policewoman. As shown in Table 18, an overwhelming majority (82 percent) responded negatively to this question.

TABLE 18

Whether Respondents Would Consider Law Enforcement
as an Occupation

Response	Frequency	Percentage
Yes	15	18
No	69	82
Total	84	100

The fifteen (or 18 percent) indicating that they would consider law enforcement as a career often had misgivings, but felt they could effect some change in the policeman's image. Their responses for an affirmative response are given in Table 19.

Those sampled respondents giving a negative response were more likely to give "too dangerous" as their reason for not wanting to enter police work. The public image of policemen perceived by them and the difficulty of being both black and a "cop" produced the next highest frequency of reasons for

not considering police work. These responses are shown in Table 20.

TABLE 19
Reasons Given by Respondents for Considering
Law Enforcement as an Occupation

Reason	Frequency	Percentage
"Could change cop's image"	5	33
"Could work in black community"	2	13
"Could act as change agent"	4	27
"Need more blacks"	3	20
"Opportunities for women now"	1	7
Total	15	100

Next the interviewee was asked if she would approve of a male relative entering law enforcement and for what reasons. Forty-seven (or 56 percent) of the respondents indicated that they would disapprove of a male relative becoming a policeman. This is shown in Table 21.

Their reasons of disapproval were more often either because of the danger involved in the occupation or even more so, the pressures it would generate on their being a black community member. They often reported that the "Uncle Tom"

TABLE 20

Reasons Given by Respondent for not Wanting
to Enter Law Enforcement

Response	Frequency	Percentage
"Too dangerous"	20	30
"Don't like work called for"	4	6
"Couldn't take the pressures"	3	4
"Doesn't agree with my personality"	5	7
"Too demanding"	5	7
"Existing police and public antagonism"	7	10
"Too hard to be black and cop"	7	10
"They have bad image in black community"	3	4
"No advancement for women"	2	3
"Because few people like cops"	4	6
"I'm not that authoritarian"	5	7
"Just doesn't interest me"	4	6
Total	69	100

image would prevail. Many reported this image of black officers in their small towns. Their responses are shown in Table 22.

TABLE 21

Whether Respondents Would Approve of Male Relative
Entering Law Enforcement

Response	Frequency	Percentage
Would approve	37	44
Would disapprove	47	56
Total	84	100

TABLE 22

Respondents' Reasons for Disapproval of Male Relative
Entering Law Enforcement

Response	Frequency	Percentage
"Too dangerous"	19	40
"Black community pressures"	20	43
"Has to carry gun"	3	6
"Dislike police duties"	5	11
Total	47	100

However, those respondents (44 percent) who reportedly would approve of a male relative as a law enforcement officer

often gave more positive reasons why blacks should enter law enforcement. The most frequent responses were that "blacks were needed" and "they could change the police's image in the black community." These responses are shown in Table 23.

TABLE 23

Reasons Given by Respondents for Approving of Male
Relative Entering Law Enforcement

Reasons	Frequency	Percentage
"Need black men in this field"	7	19
"Blacks could change police image"	14	37
"Good opportunity for blacks"	5	14
"Might open way for others"	3	8
"Would be helpful to community"	3	8
"Need blacks to relate to"	5	14
Total	37	100

The next question posed to respondents regarding their perceptions of police and their effect in the community perhaps aids in examining why there exist such negativism in the preceding responses. In addition, it perhaps offers explanation as to why many of those approving of a male relative entering police work to effect change responded as they did.

The question asked of the respondents was whether (taking into consideration past experiences and perceptions)

they viewed the police as "an extension of the white power structure" or "a protector of the whole society (black and white community)." As shown in Table 24, the majority (70 percent) of the sampled females tended to view the police in a negative manner. Seven percent responded that "it depends." This was usually explained as meaning that it depends on the location (small town, regional and geographic setting, black community, etc.) of a particular incident. During the interview, whether answering negatively or positively, the interviewee was always able to recall some incident heard of or experienced. This made valid at least their testimonies which formulated their whole perceptions of the policeman's image.

TABLE 24
Respondents' Views Toward Police

Response	Frequency	Percentage
Extension of white power structure	59	70
Protector of whole society	19	23
Depends ...	6	7
Total	84	100

To further explore these perceptions, the interviewee was asked whether she believed the police had too much, too little, or the right amount of power. Interestingly,

fifty-one (or 61 percent) of these coeds believed that the police had the right amount of power. It was, however, very infrequent when upon reporting this that an interviewee did not respond additionally by saying "but I think too often" they abuse the power they have.

The 39 percent saying that the police had "too much" power often attempted to justify their response by recalling some experience in the town from which they came. As discovered earlier, most of the respondents were from towns having a total population less than 50,000. None of the respondents indicated the police had too little power. Table 25 depicts these replies.

TABLE 25
Respondents' View of Police Power

Degree of Power	Frequency	Percentage
Too much	33	39
Too little	0	0
About right amount	51	61
Total	84	100

Analysis of Attitudes Regarding Women's Liberation Data

This last section was included as part of the data collection instrument to assess the attitudes of black females regarding the Women's Liberation Movement. It was the purpose

of this section to analyze the effect that the philosophies generated by the Women's Liberation Movement might have on career choices decided by black females. A strong identification with the philosophies of this Movement might indicate an increased assertiveness on the part of these females into previously traditional male occupations. In addition, this section was designed to determine whether the black female believed the Women's Liberation Movement applied to black women in the same frame of reference as it does to white women.

The first question posed to these coeds was whether they, as black females, identified with the Women's Liberation Movement. As shown in Table 26, this accounted for 70 percent of the replies. These respondents more often viewed the Women's Liberation Movement as being the result of the white woman's "idleness" or her desire to become attached to some "movement" for identity purposes because of the popularity of the civil rights struggle of blacks. Interestingly, much of what was reported by the sampled black females reflected earlier reviewed literature.

However, there were those respondents who viewed the Women's Liberation Movement in part as having positive attributes. As revealed in Table 26, nineteen (or 23 percent) of the sampled group members reportedly identified only with the Movement's emphasis of equal pay for equal jobs. Six (or 7 percent) respondents were more agreeable, saying they

identified "in some ways." The results of this question are shown in Table 26.

TABLE 26

Whether Respondents Identified with the Women's
Liberation Movement

Response	Frequency	Percentage
"No, definitely not"	59	70
"Only in job and pay equality"	19	23
"Yes, in some ways"	6	7
Total	84	100

The last question examined probed further into the attitudes of the black females regarding the Women's Liberation Movement. This question inquired as to whether the respondent thought the protest launched by the Women's Liberation Movement applied to the black women in the same frame of reference as it did to white women. Even more pronounced than the preceding responses, the interviewees responded that the point of references were definitely different. As shown in Table 27, eighty-one (or 96 percent) of the respondents stated that they believed that the protest and motives of the Women's Liberation Movement did not begin from the same frame of reference when viewing black and white women. The reasons for these responses were usually an extension of those given for the preceding question. They often replied that the

black woman had historically portrayed a very different role in the American work force. The black woman, they reported, "has always had to work when the white woman has usually had a choice. Some of the things they are wanting to do, black women have always had to do, like provide (work)"

TABLE 27

Respondents' View of Black/White Women's Liberation
Frame of Reference

Response	Frequency	Percentage
"They do not start from same frame of reference"	81	96
"To a certain extent"	3	4
Total	84	100

Thus the black females in the sample overwhelmingly expressed the belief that the black and white women, because of their varied historical backgrounds, would not identify with the Women's Liberation Movement within the same frame of reference. These views might also offer some explanation as to why many black females tend to pursue careers and occupations centered around traditionally female professions and those in the "helping role."

CHAPTER V

CONCLUSIONS

This study was designed to develop an attitudinal profile of the black females on the campus of Sam Houston State University regarding their career choices as they relate to career preparations fostered by the Institute of Contemporary Corrections and the Behavioral Sciences (the INSTITUTE). Inclusive in this attitudinal profile was an examination of the black coeds' aspirations, their attitudes toward law enforcement as a career field and an institution, and finally, their attitudes regarding the Women's Liberation Movement.

In this chapter of the research, a compilation of the gathered data is formulated into a descriptive illustration of black coeds on the campus of Sam Houston State University regarding career choices, personal aspirations, their attitude regarding certain programs within the INSTITUTE, and their perceptions of identity with the Women's Liberation Movement. In essence, this section of the research design produces the conclusions that may be drawn as a result of the analysis of data obtained from interviews conducted with eighty-four black females enrolled at Sam Houston State University during the spring semester of 1974. The overall examination of the data includes a review and comparison of information obtained in the literature review with the data obtained as a result

of this research. From this examination, an attitudinal profile of black females is formulated.

Summary of the Review of the Literature

A recapitulation of examined material pertaining to this research reveal that black women, like women in general in the American labor force, have been affected by the results of the impact produced by key social movements affecting the labor force.

The Black Civil Rights Movement and the Women's Liberation Movement have produced revolutionary thought and action resulting in somewhat of a reshaping of traditional practices concerning hiring and internal work procedures affecting women in labor. A review of literature pertaining to women in the American labor force reveals that women are concentrated in a relatively small number of occupations. However, they are abundantly represented in some areas such as nursing, social workers, and religious workers. These occupations, because of tradition, have been primarily "women's work."

More relative to the purpose of this research, it was found that black women are even more restricted as to the type of work they may readily obtain. It was noted by numerous writers that the black woman experiences sometimes triple discrimination (black, female, and in most cases, poor). Recent social, economic, and political developments have helped to improve their status, but there are still

substantial differences in the employment patterns of black and white women. Black women were more often in private household or service work, the probability of their being in the labor force in some capacity was higher than that of the white female.

As their increased educational attainment indicates, black women are seeking education as a means to climb out of the traditional low status occupations. Interestingly, however, as revealed in the literature, black women express an almost total lack of identification with the Women's Liberation Movement as a useful and forceful tool to upgrade their occupational status. It is a general concensus among black women that they have always been liberated as they have historically had to take the lead in an economic system that thwarted any appreciable attempt at progress by their men. They offer varying reasons for not identifying with the Women's Liberation Movement, and as a result more readily express their sentiment with the black civil rights struggle.

As noted in the outset of this research, the black woman's view regarding law enforcement and the police is virtually untapped. The usually negative expression of opinions coming from the black community are more often attributed to black male spokesmen. Recognizing this deficiency, this research sought to examine that facet of the black female's attitude. The overall attitudinal profile of the black female on the campus of Sam Houston State University will

center around a comparison of her attitudes and those revealed in the literature regarding the findings in the preceding discussion. The result of each section of the data collection instrument is examined to develop the attitudinal profile.

Results of Background Data on Those Sampled

Relative to the attitudinal composition of an individual are the background and demographic characteristics of that individual as these may have been instrumental in formulation of certain opinions (attitudes) that guide his thoughts, and later his actions. The background data obtained from those black females sampled revealed that most of them (81 percent) came from hometowns fairly small (50,000 or less). In keeping with the information found in the review of the literature, their mothers' occupations were primarily those classified as blue collar or service work outside the home (42 percent). However, a glimmer of progress is noted as 33 percent of the respondents' mothers were white collar workers.

The background profile of those black females sampled would show that:

1. They were more likely from a small town, single, of average college age, and resided in college dormitory facilities.

2. They were, for the most part, members of some black campus organization and received financial assistance in the form of a loan to attend college.

3. In addition, their parents were more likely blue collar workers and as a result, these respondents obtained additional support by working part time on or off the University's campus.

An Attitudinal Profile of the Respondents'
Personal Aspirations

It was revealed that of those coeds sampled, most were likely seeking a degree in either Social Rehabilitation, Criminology and Corrections, Business, or some course in the University's Education Department. When these respondents were quizzed concerning their major reason for attending college, many gave replies that could be categorized as being generated toward future economic gain. However, when they were asked to reveal the motivating factor affecting their choice of a major, most (44 percent) reported having been motivated by a desire to help others. This reply was often followed by statements of justification of a need to aid blacks, depending on the particular major of the respondent. Interestingly, economic gain and stability shifted and was said to not take precedence over their desire to help others. This is perhaps evident upon recalling that most (61 percent) of the respondents, when asked which of the programs in the

INSTITUTE they would most consider as a career choice, replied, "Social Rehabilitation." This is also borne out when observing their majors. The majority of frequencies, when added, depict a major requiring performance in a helping capacity. Thus it can perhaps be noted that these respondents are for the most part preferring traditional service occupations, but on a much higher plane than that reported in the literature review of the typical black female's position in the labor force.

The respondents, when asked what college majors and fields of employment blacks should pursue, more often indicated some phase of the business field as being the most opportune for blacks to pursue. Following this reply, they often indicated the belief that employment in business related fields was more likely to lead to a degree of political and economic power which they believed importantly needed in the black community. Their indication of business or its related fields as being a field offering opportunity also perhaps stems from the widely held belief that a firm root planted in business also produces status and political influence.

Recalling occupational trends in the literature review, there appeared a prediction of an increase of black women in professional and technical levels as education attainment began to increase.

Formal examination of the personal aspirations of black females sampled reveal that their job preferences do, however, include a substantial representation in occupational preparations fostered by the INSTITUTE. Thirty-five percent of the respondents indicated some field related to career preparations offered by the INSTITUTE as being those fields offering opportunity to black women today. Of these fields, Social Rehabilitation represented the highest frequency (20 percent) in the responses pertaining to opportunities for black women. Many of these coeds had entertained some familiarity with courses required in this field and as a result, gave strong indications of this as the most preferred field they would consider entering as a career. Their reasons for choosing this field as the most preferred program to enter (given those programs in the INSTITUTE) mainly stemmed from their desire to be effective in a helping capacity to other blacks that they believed they were certain to encounter. Law Enforcement as a program of entrance was certainly not among the most preferred (4 percent). It appears that when this question was posed, it gave predictions of later revealed attitudes expressed regarding law enforcement as a career choice for black females.

Interestingly, 49 percent of the respondents sampled indicated an awareness of opportunities in social service related professions for black college educated persons. They reported that the most "advertised" occupation was the police

field. This was usually revealed by media sources (television, radio, magazines). Other programs offered in the INSTITUTE were more often known about as a result of class exposure or social interaction with individuals already in one of the programs. The point of interest regarding the awareness of social service related occupations is that the 49 percent aware to some degree is outstanding when one considers the fact that only 27 percent of those sampled were in majors contained in the INSTITUTE. It is also important to recall that some of the respondents indicated a desire and possibility of changing their major to one of those in the INSTITUTE (either Social Rehabilitation or Criminology and Corrections).

An Attitudinal Profile of the Respondents'
Views Toward Law Enforcement

Overwhelmingly, those black females sampled exhibited negative attitudes toward law enforcement both as a career choice and as an institution performing its set-forth task for society. These data were sought for the purpose of comparing the seldom revealed attitudes of black females regarding law enforcement with those widely known to be held by black males. As revealed in the literature, black male spokesmen were usually adamantly negative in their views regarding police and law enforcement. Gore (1973), in his examination of black male students at Sam Houston University,

found a similar degree of negativism. There appear an increased hostility toward the police in minority (black) communities which makes difficult any attempt to recruit minority officers to increase their representation on the police force.

This negative attitude was sharply evidenced by the response of black females sampled for this research. Only 18 percent of those sampled would even entertain the idea of considering law enforcement as a career. Even then, it is recalled by this researcher that during interviews, this group often indicated misgivings following such a response. They often indicated that their primary reason for considering this profession stemmed from a desire to change the police's image to one better accepted by the black community. Thus it must be recognized that to some degree even this group harbored negative attitudes regarding law enforcement but would, however, consider employment in this field to improve its image in the black community.

Clearly, a frequent reason for not desiring police work as indicated by those replying in this manner was because of the danger (30 percent of this group). Yet, at least an additional 41 percent gave reasons pertaining to negative perceptions they held from the standpoint of being black and having experienced or heard of incidents not prompting favorable attitudes toward the police. They responded with such replies as "its too hard being a black and a cop," "I'm not that authoritarian," "they have a bad image in the black

community," and numerous other responses characteristically generated from the black experience.

The negative attitudes of black females extended into their not desiring male relatives to pursue occupations in law enforcement. Their most often given reason for disapproving was because of the black community pressures associated with being a black law enforcement officer. It is recalled that this attitude prevailed in the literature as well as the examination of black male attitudes (Gore, 1973) on Sam Houston State University's campus.

The respondents who indicated approval of male relatives entering law enforcement (44 percent) again mainly emphasized the need for blacks to enter this profession as change agents. This change, they indicated, was needed between the police and the black community's attitude toward him, which they seemingly believed to be well founded. This analysis was evident when they responded that the police were an extension of the white power structure (70 percent) more often than a protector for the whole society. In addition, their belief was that the police had the right amount of power to perform his duties, but too often he over-reacted and abused the use of this power while in the black community or in his application of authority toward blacks. This belief, too, was the consensus of those black spokesmen in the reviewed literature. Thus, at least in the realm to which this study can generalize, the attitudes of those respondents

sampled indicate a strong link of solidarity between the black males and females at Sam Houston State University and the opinions (attitudes) of those black persons revealed in media sources.

An Attitudinal Profile of the Respondents' Views
Toward the Women's Liberation Movement

The results of this research reveal that like the attitudes of those black women in the reviewed literature, black females at Sam Houston State University show a strong lack of identification with the Women's Liberation Movement. It appears that the slogans, philosophies, etc., of this vocal and vogue group has had little impact and influence on black females at Sam Houston State University in the pursuit of their various careers. This revelation can perhaps aid in explanation of the fact that black females were not in pursuit of non-traditional careers for women. Their majors were mainly those considered traditional in the respect that they were not daring from the standpoint of traditionally expected female "helping roles," nor were they daring in respect to a call for entrance in "male dominated" jobs by members of the Women's Liberation Movement. Seventy percent of the respondents replied that they did not identify at all with the Women's Liberation Movement, and the 30 percent indicating some degree of identity did so mainly in respect to "job and pay equality."

During interviews, the respondents not identifying with the Movement gave reasons remarkably similar (almost to the point of exactness) to those expounded upon in the reviewed literature. Often the coeds reported an identity more closely aligned to being a part of the black struggle in isolation of identity with a woman's plight. These reactions were from a race/ethnic point of identity and not from identification with sex discrimination. This attitude was remarkably salient in the literature reviewed. In addition, respondents indicated a belief that the Women's Liberation Movement was an offshoot of the black civil rights struggle and therefore the result of "boredom," "idleness," and a quest for identity on the part of the white female. They overwhelmingly expressed the belief that the cries on the part of the white women were unfounded, in the respect that they (white women) have been exposed to a "coddled" and "protected" image historically, compared to a quite different experience on behalf of black women in America.

Interviewees adamantly expressed a difference in the frame of reference of protest launched by the Women's Liberation Movement (mainly comprised of white women) and its application to black women. Ninety-six percent of the interviewees replied that the protests could not possibly and justifiably begin from the same point of reference. To this they again reiterated and added in more narrative detail their reasons for replying as they did to the preceding question in

the data collection instrument. The respondents more often expressed attitudes stemming from an historical and cultural difference in exposure on behalf of the two groups. They suggested a comparison of their mothers and grandmothers with white females of the same time period, and for added impact, they expressed a belief that today, in spite of the various social movements, situations are quite similar.

The strong race/ethnic identification expressed by these respondents seemingly lend interpretation as to their overall attitudinal composition as expressed in this research. The strong ties (race/ethnic) perhaps explain, or at least give partial insight into, the reasons black females desired careers in a "helping" capacity, which, though viewed as traditionally "woman's work," has its rewards in the satisfaction received from performing in a "helping role." In addition, these occupations because of their academic requirements offer the economic stability hoped for on the part of many of these black females.

Implications of this Study Regarding the Institute of Contemporary Corrections and the Behavioral Sciences

The thrust of this research was directed toward a measurement of the degree to which black females on the campus on Sam Houston State University availed themselves of career preparations offered by the INSTITUTE. Inclusive in this research also was certain measurement to result in an

attitudinal profile of the black female in respect to expressed career aspirations, attitudes regarding law enforcement, and attitudes concerning influence in respect to identification with the Women's Liberation Movement.

It was with this recognition in mind (that there exists a shortage of qualified black persons in the overall Criminal Justice program) that this research was conducted. From this framework, the researcher set out to examine reasons and opinions (attitudes) that black females held regarding courses, curriculum, and relativeness of the INSTITUTE's impact on their career choices.

From the standpoint of its implications, the most revealing finding of this study (in the researcher's opinion) was the fact that a solid and concerned majority of black females (even those within some phase of the INSTITUTE's programs) sampled reported a significantly negative attitude toward law enforcement and the police as they perform their duties in contact with black persons. These views, opinions, attitudes, perceptions, etc., of these respondents reflect the same attitudes reportedly held by black males in reviewed literature and the males on the campus upon which this study was undertaken. The impact of these findings appear to suggest that (like that called for in numerous other reports) an extra effort in public relations on behalf of police agencies and the black community is imperative if the belief of distrust, corruption, and unfairness on the part of black community

members toward police is to be removed. In addition, only when this image is thwarted will police recruitment of qualified black men and women increase. These jobs must promote a belief that these persons entering can be effective as "change agents" in the total manner in which police have viewed and reacted in situations involving black persons. In these situations, the images, perceptions, and opinions all add up to the formulation of the negative attitudes expressed in this research.

In respect to other aspects of the INSTITUTE's programs, it appears from the research findings that black females are basically satisfied with both its career offerings and the existing opportunities therein. Attention might, however, be directed toward added emphasis on the importance of the law enforcement officer being attuned to an understanding of the problems and apprehensions existing in the black community. Numerous interviewees within programs in the INSTITUTE expressed disappointment in the images they perceived of future law enforcement officers. These interviewees expressed a degree of bewilderment as to whether progress was really taking place. With this recognition, it is again reiterated that added thrust be placed on the dynamics involved in police/community contact.

The background characteristics of the respondents and their invaluable experiences combine to produce a degree of insight that demands consideration of their attitudes and

perceptions as depicted in this research, as portions of its findings relate to the potential effect that various programs within the Criminal Justice System have in formulation of these attitudes.

Suggestions for Future Research

The author would first suggest that research concerning the scope of inquiry from which this study evolved be a continuing process. The problem of seemingly negative attitudes held by blacks regarding a particular segment of the Criminal Justice System indicates a need for additional research to foster understanding from both ends of the continuum. By this, it is meant that research of various designs be instituted to develop a more in depth analysis of attitude formations and the actions and reactions that they promote, especially regarding this subject matter.

With respect to the findings of this study (particularly regarding attitudes toward police), future research might be directed toward attempts of determining a typology of actions on behalf of police that blacks have experienced or have knowledge of that acted as conditioning of negativism regarding police and law enforcement. In this respect, administrators could gear attention toward tangible perceptions of those affected by the police/citizen interaction. Research from the policeman's standpoint and from the citizen's thus becomes knowledge upon which rational direction is promoted.

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APPENDIX A

Semi-Structured Interview

Semi-Structured Interview

Section A: Background Information

1. What is your classification?
a. Freshman b. Sophomore c. Junior d. Senior
e. Graduate f. Other_____
2. What is your marital status?
a. Single b. Married c. Divorced d. Separated
e. Other_____
3. What is your age?_____
4. What is the name of your hometown?_____
5. What is your major?_____ Minor?_____
6. Have you ever been enrolled in any school setting other than the college setting?
A. No B. Yes a. Vocational Institution
 b. Technical Institution
7. Do you plan to pursue graduate work in any particular field?
a. Yes (What field?_____) b. No
8. Where are you living?
a. At home/commute b. College dorm
d. Rent/off campus
9. To what campus clubs or organizations do you belong?
a. Sorority/social b. Sorority/academic
c. Black Student Union d. Other campus organizations
e. None

10. What off campus organizations or clubs do you belong?

11. Are you receiving supplements to your educational expense?
a. Scholarship/full b. Scholarship/partial
c. Grant/full d. Grant/partial e. Loan/full
f. Loan/partial g. Fellowship h. Veterans benefits
i. Other_____

12. Are you working to supplement educational cost?
 - a. Yes/full time
 - b. Yes/part time
 - c. No
13. If Working: Is the job you hold, on campus or off campus?
 - a. Full-time/on campus
 - b. Full-time/off campus
 - c. Part-time/on campus
 - d. Part-time/off campus
14. If Working: What type of work do you do?

Section B: Family

1. What is your father's or male guardian's occupation?
 - a. _____
 - b. unemployed
 - c. divorced
 - d. deceased
 - e. retired
2. What is your mother's or female guardian's occupation?
 - a. _____
 - b. housewife/not employed
 - c. divorced
 - d. deceased
 - e. retired
3. Are any of your relatives employed in any fields related to law enforcement, corrections (courts and prison), or social work?

Section C: Personal Aspirations

1. What is your primary reason for attending college?
2. What motivated you to choose your present major?

3. What are your plans regarding employment once you have graduated?

4. What college major and field of employment do you feel offers the most opportunity to black men and women today?
Men _____ Women _____
Why these fields?

5. Have you taken any courses offered by the Institute of Contemporary Corrections and the Behavioral Sciences at Sam Houston State University?

6. What were these classes and why did you enroll in them?

7. In which of the programs offered by the Institute of Contemporary Corrections and the Behavioral Sciences at Sam Houston State University would you as a black coed consider entering for career preparation purposes?

8. Are you aware of the fact that the social related professions offer increasing opportunities to black college educated persons?

Section D: Attitudes Toward Law Enforcement

1. Would you as a black coed ever consider a career in law enforcement? Why?
2. Would you approve of a male relative (husband, brother, cousin, etc.) or close friend going into law enforcement as a career? Why?
3. Through any past contact with the police (or experiences of others of which you are aware) have you come to view the police as only an extension of the white power structure and thus an oppressive force toward blacks, or do you rather view the police as a protector of the whole society (black and white community)? Explain.

4. Do you feel that the police have too much/too little/or about the right amount of power? Explain.

Section E: Attitudes Regarding Women's Liberation

1. Do you as a black female identify with the Women's Liberation Movement? Please explain.

2. Do you think that the protest launched by members of the Women's Liberation Movement apply to black women in the same frame of reference as it does to white women? Please explain.

Vita was removed during scanning