

## Capitalization/Titles

The following article has been altered. Read the article and look at the numbered underlined parts. Choose the answer that is capitalized correctly for each underlined part.

### Has Nontraditional Training (1) worked for women?

#### Myths and Realities No. 1

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**TITLE:** Has Nontraditional Training Worked for Women? Myths and Realities No. 1.

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We've come a long way--maybe. After more than a quarter century of (2) federal legislation and public and private sector initiatives, is the concept of "nontraditional occupations" (NTOs) disappearing? Are women making inroads into fields in which they have traditionally been underrepresented? This publication investigates nontraditional training and employment for women, exploring failures, successes, and remaining barriers for women in the workplace.

#### (3) The best of intentions...

In the 1970s, the imbalance in gender distribution across occupations came (4) to be recognized as a Socioeconomic Problem, and federal legislation aimed at education, training, and employment began to address the issue over the next 2 decades. (5) Title IX of the education amendments of 1972 and (6) Executive Order 11246 in 1978 prohibited discrimination by schools and contractors receiving (7) Federal Funds. The (8) Carl D. Perkins vocational education act and its successive reauthorizations established state equity coordinators and set aside program funds specifically for gender equity and (9) Single Parents/displaced homemakers (SP/DH). The Nontraditional Employment for Women Act of 1991 amended the Job Training Partnership Act to require employment (10) goals for women in ntos, and the 1992 Women in Apprenticeship Occupations and Nontraditional Occupations Act (WANTO) provided technical assistance to employers and unions for integrating women into NTOs. In 1994, the School-to-Work Opportunities Act was intended to increase opportunities for people to prepare for careers not traditional for their race, gender, or disability (11) (Ohio State University 1996; Olson 1999; Wider Opportunities for Women 1993).

Over the last 2 decades, have these combined efforts made a difference? According to (12) the department of labor's most recent statistics (Women's Bureau 1998), a handful of NTOs are now 20-25% female, but many others remain at less than 10%, (13) including Firefighters (2.5%), Heating/air conditioning Mechanics (1.5%), and tool and die makers (0.2%). Despite the 1978 goal that the construction work force of 2000 would be one-quarter female, today's reality is about 2.7%, the same level as 1970, leading Eisenberg (1998) to assert that (14) "the promise Created by Executive Order 11246 has not been realized" (p. 4). Estimates suggest that "to reach

parity in gender representation across occupations, 77% of the U.S. labor force would have to change jobs" (Beyer and Finnegan 1997, p. 4).

In education and training, secondary vocational enrollments are still largely gender segregated, with marketing being the only balanced program area. Although women have increased enrollment in postsecondary education overall, their numbers remain low in some program areas. Among vocational education faculty, women still predominate in health, home economics, and office occupations and are few in number in agricultural, trade and industrial, and technology education (Olson 1999). **(15)** Wider Opportunities for Women (WOW) studied 15 STW programs, finding that 6 had few or no females; 90% of girls remained clustered in traditional areas (Milgrim and Watkins 1994).

At the end of the century, women represent nearly half the work force in the United States (47%), but 57% of those living in poverty **(16)** "No easy path" 1997; Sheng et al. 1996. Only about 10% of women work in NTOs, despite the fact that they can earn 25-30% more than those in traditional occupations (WOW 1993). Welfare reform makes this a serious concern, because the "types of jobs that welfare recipients **(17)** can get without Higher Education or nontraditional job training do not pay adequate wages to lift women and their families out of poverty" **(18)** (Bloomer, Finney, and Gault 1997, p. 2).

**(1)**

- A. Worked for women
- B. Worked For Women
- C. Worked for Women
- D. Correct as it is

**(2)**

- A. Federal Legislation and public and private sector initiatives
- B. Federal Legislation and public and Private Sector initiatives
- C. federal legislation and Public and Private Sector initiatives
- D. Correct as it is

**(3)**

- A. The Best of intentions
- B. The Best of Intentions
- C. The best of Intentions
- D. Correct as it is

**(4)**

- A. to be recognized as a socioeconomic problem
- B. To be recognized as a socioeconomic problem
- C. to be recognized as a socioeconomic Problem
- D. Correct as it is

**(5)**

- A. Title IX of the Education Amendments
- B. title IX of the Education amendments
- C. title IX of the education amendments
- D. Correct as it is

## Capitalization/Titles

(6)

- A. executive Order 11246
- B. executive order 11246
- C. Executive order 11246
- D. Correct as it is

(7)

- A. Federal funds
- B. federal funds
- C. federal Funds
- D. Correct as it is

(8)

- A. Carl D. Perkins vocational education act
- B. Carl D. Perkins Vocational Education act
- C. Carl D. Perkins Vocational Education Act
- D. Correct as it is

(9)

- A. single parents/displaced homemakers (SP/DH)
- B. Single Parents/Displaced Homemakers (SP/DH)
- C. single parents/displaced homemakers (sp/dh)
- D. Correct as it is

(10)

- A. goals for women in NTOs
- B. goals for women in NTOS
- C. Goals for Women in NTOs
- D. Correct as it is

(11)

- A. Ohio State University 1996; olson 1999
- B. ohio state university 1996; Olson 1999
- C. Ohio State university 1996; Olson 1999
- D. Correct as it is

(12)

- A. the Department of labor's
- B. the Department of Labor's
- C. The Department of Labor's
- D. Correct as it is

(13)

- A. including Firefighters (2.5%), heating/air conditioning Mechanics (1.5%), and tool and die makers
- B. including Firefighters (2.5%), Heating/air conditioning Mechanics (1.5%), and Tool and Die makers
- C. including firefighters (2.5%), heating/air conditioning mechanics (1.5%), and tool and die makers
- D. Correct as it is

(14)

- A. "the promise created by executive order 11246 has not been realized"
- B. "the promise created by Executive order 11246 has not been realized"
- C. "the promise created by Executive Order 11246 has not been realized"
- D. Correct as it is

(15)

- A. Wider Opportunities for Women (wow)
- B. Wider opportunities for women (WOW)
- C. Wider opportunities for Women (WOW)
- D. Correct as it is

**Subskill # 9.4****Capitalization/Titles I****(16)**

- A. ("No Easy Path" 1997; Sheng et al. 1996)
- B. ("No Easy path" 1997; sheng et al. 1996)
- C. ("no easy path" 1997; Sheng et al. 1996)
- D. Correct as it is

**(17)**

- A. can get without Higher education or Nontraditional job training
- B. can get without higher education or nontraditional job training
- C. can get without Higher Education or Nontraditional Job Training
- D. Correct as it is

**(18)**

- A. (Bloomer, finney, and gault 1997, p. 2).
- B. (Bloomer, Finney, and gault 1997, p. 2).
- C. (Bloomer, finney, and Gault 1997, p. 2).
- D. Correct as it is

## Capitalization/Titles

### Answer Key

1. C
2. D
3. B
4. A
5. A
6. D
7. B
8. C
9. A
10. A
11. D
12. B
13. C
14. C
15. D
16. A
17. B
18. D