

THE EDUCATIONAL ASPIRATIONS AND ATTAINMENTS
OF FACULTY WIVES AT THE VIRGINIA
POLYTECHNIC INSTITUTE

by

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CHAPTER I

INTRODUCTION

The life span has increased, and the age of marriage has gone down. Women have their children in school earlier, which leaves them with many years of leisure time to fill. As a result of these factors, married women are faced with several alternatives: employment, more education, leisure for travel, club work, etc., or waste of time and subsequent boredom.

The United States Department of Labor Statistics estimates that there will be over five million more women employed in 1965 than in 1955. A large proportion of these women will be those who married before they graduated from college, and who are returning to work outside the home after their children are in school (1). The Labor Department further predicts that over one-half of these women will work at least 25 years of their adult lives (1). Two-fifths of these women are employed after they are 45 years old.

When women find themselves out of date they can improve their qualifications for a job by being retrained by "going back to school" for further education. They are often offered positions below the level of their

ability but if they can realize that times have changed and that they must catch up, they can soon be on the level they desire.

Today the United States of America is undergoing great cultural changes. Women are in the middle of the tremendous social and economic shifts. They must adjust.

Purpose

The purpose of this thesis is to determine the educational aspirations and attainments of faculty wives at the Virginia Polytechnic Institute. Comparisons were made with a similar study of students' wives reported in 1960 (2).

Objectives

This study of the present educational status of faculty wives at the Virginia Polytechnic Institute is an effort to determine ways in which the School of Home Economics at the Virginia Polytechnic Institute can help make it possible for interested individuals to continue formal education.

This study attempted to determine the following:

1. The extent of formal education of faculty wives at the Virginia Polytechnic Institute.
2. Attitudes of faculty wives regarding their present educational status.
3. Their desires regarding continuing formal education while their husbands are on the faculty of the Virginia Polytechnic Institute.
4. The attitudes of the husbands concerning the continuance of education of wives.
5. Major interests in home economics compared with work previously done.
6. Occupations in which they might wish to engage.
7. If the wives are interested in attending classes, which classes and at what time.
8. To be compared in part with a thesis done in 1959-60 on student wives at the Virginia Polytechnic Institute.

Procedure

The sample: Questionnaires were sent to 424 faculty wives on the roster for 1960 of Virginia Polytechnic Institute. A letter and an information sheet explaining the purpose of this study and some statistics on the status of women were also sent and they are included in the appendix of this thesis. The questionnaire was mailed on October 1, 1960 to the faculty wives with husbands who had their first college degree in 1930 or later. The 215 respondents represented 51 per cent of those which received questionnaires.

Charts and tables: Charts and tables were made from the information that had been tabulated and summarized.

Limitations of this Study

This study included only wives in the Blacksburg area with husbands who had their first college degree in 1930 or later, as the writer and her advisor felt that the more advanced group of wives might not be as interested in continuing their education. The response received, 51 per cent of the questionnaires distributed, gave the faculty wives' educational attainments and indicated that most would like to continue with individual courses or work for an advanced degree.

CHAPTER II

REVIEW OF LITERATURE

Role of Women

A role is the part a person takes in real life. To be more elaborate:

Individuals throughout life are handed scripts in which their appropriate parts are described in the drama of society. In changing societies, like our own, new scripts of behavior are added which offer new ways of acting. Since it takes more than one person or one role to produce a play, these new scripts often produce confusion in the members of society (3).

Traditionally men in the United States of America have had the role of "breadwinner" and the women have been the homemakers and childbearers. Today, however, due largely to a longer life span, a shorter child-rearing period, and the technology used in homemaking tasks, young women can expect to spend about 20 to 25 years of their lives outside the home, in paid employment, if they desire to do so (1).

When women began to seek employment or to receive education in fields that were traditionally men's, they were expected to perform like men. The roles of men and women became confused both at work and at home.

Women have tried to imitate men instead of developing their own roles. Mirra Komarovsky says:

It takes at least two generations to make the transition from one social system to another. At the present historical moment the best adjusted girl is probably one who is intelligent enough to do well in school but not so brilliant as to get all A's----capable but not too capable in areas relatively new to women, able to stand on her own two feet and earn a living but not so good a living as to compete with men; capable of doing some job but not so identified with a profession as to need it for her happiness (1).

We cannot revert to old standards, as conditions will never be the same as they were in the past. The solution is to redefine masculine and feminine roles so as to make them more flexible to meet needs of individuals.

General Life Pattern of Women in
the United States

To understand why women are having a social problem, one must have some knowledge of their life span, past and present. P. C. Glick summarizes the life cycle of the average woman in the United States as follows (4):

Median Age When	1890	1957
She leaves school	14	18
She marries	22	20
Her last child is born	32	26
Her youngest child goes to school	39	32
Her youngest child marries	55	48
Her husband dies	53	61
She dies	68	77

These changes are dynamic and new roles need to be developed to fit the changes.

The life span of a man is predictable in that he gets what education he can, finds employment which keeps him occupied from the early twenties until he retires at 65. Most women, on the other hand, complete their education, marry, bear children who grow up and leave home. The woman is left to adapt herself to an empty home in which she will have many leisure hours. Her life is not on a schedule, her days are unplanned. She finds that she is not adequately prepared for the situations in which she finds herself. The years between school and marriage are poorly utilized by the average woman because she does not know what is

ahead--marriage or a full-time career, or both. After the childbearing years, women are returning to full-time employment in increasingly large numbers. In 1890, four million out of a population of 30 million women were employed which was one-sixth of the working population (1) (5). In 1952, 22 million out of 76 million women were working, which is one-third of the civilian labor force (1) (6). Womanpower went on to predict that by 1975, 33.6 million women will be in the labor force. Many women who work before marriage often leave the labor force during the childbearing years. However, two-fifths of all adult women are again employed after 45 years of age (1).

These women who are returning to the labor field or who are entering it for the first time after their children are reared, are faced with a big problem: being out of date. Women who have had past work experience often find that they must take "inferior" jobs. If they willingly recognize that elapsed time brings many changes, and adapt themselves to the new circumstances, their jobs will be much more pleasant. They may have a better chance if they return to school to finish their education, or improve their former skill. Their field of original interest may have shifted so that they would prefer a new field. The

work for which they originally trained may no longer be available. When one is a teenager, it is difficult to choose an occupation that will be useful after 30 years. If women would give adequate time or thought to this subject in the years before marriage their decision as to the goals of education might be vastly different.

Many factors in women's lives are unstable but one will be forever constant, women will always bear and probably rear children in our culture.

Opportunities Women Face After Thirty-five

Assuming that the average woman has her children all in school by the age of 35, she is faced with many hours of free time for which she must find a purpose.

Kate Hevner Mueller states that:

Everything has to be learned--hobbies as well as professions ... She must find a way to use it--professionally or leisurely as in sports, travel, clubs, fashions, arts, handiwork, reading, etc. ... However the leisure of the past decade is decidedly different than today--as many of these fields have been made professional--social work, nurses aides, nurses, etc. ... Many sports have become sexless as card games, fishing, football. Men are interested analytically, women in the social. The use of leisure time can be spent constructively--gardening or leisurely picnicking--depending on the individual interest and capability (7).

Folkways and stereotypes are not as limiting today as they have been in the past. Kate Muller goes on to say that:

Women can expect four different things of their leisure hours:

1. Provide contrast, relaxation and refreshment from working hours.
2. Promote growth of personality.
3. Social and cultural goals, sharing is more enjoyable, etc. ...
4. Leisure hours should bring pleasure (7).

Each woman must decide for herself just what she finds to be the most beneficial in the use of this extra time. They should have a definite incentive and a lively enthusiasm for either a vocation or an avocation. Many women may want to enter or re-enter the working field. Because of being out of contact for 15 years with the work-a-day world she may find herself out of date and find some retraining or more education necessary before she can be prepared for the type of employment she seeks. On the other hand she may wish to finish her education which was interrupted by marriage.

Education: A major problem with which the United States is faced in the 1960's is fully utilizing its population.

Our country is wasting potential manpower because:

Fewer than 25 per cent of all high school graduates now graduate from college. Only six out of ten of the potentially most promising five per cent of high school graduates earn a college degree (8).

Mabel Newcomer has said that:

Marriage and children may interfere with college education, but the college education does not interfere with marriage (9).

A college education serves as an asset for any woman no matter where her adult years lead her. Charles McIver states that:

Educate a man and you have educated one person; educate a mother and you have educated a whole family (9).

This philosophy seems to indicate that educating women is very practical as their education will enrich others.

Morra Komarovsky, and others have made studies which indicate that the happiest marriages are ones with the spouses' educational levels on a similar plane (10). Many women can achieve this by finishing their education after marriage. According to the Split Level Trap:

A mobile man's or woman's chances of happiness are directly proportional to the amount of knowledge he or she has. This can be demonstrated in numbers: the better educated are far more likely to do well in psychotherapy than those with less education. In one group of disturbed young married women, only 52 per cent of those with less than high school education responded well to treatment. But of those with high school or higher education, 77 per cent did well (11).

Last but not least, an educated woman reaps material benefits because she is capable of earning a salary. The more education a person receives the greater salary she

can expect to demand. In addition, she can also expect to work several years longer than her less educated sister (12).

Their education should have the effect of encouraging women who want to enter paid employment to choose work as a means of self-expression and personal enrichment for themselves and their families, rather than for material gains alone, and to consider what their unique contribution as workers might be. He would also have their education encourage women to make decisions as consumers and investors more effectively and with great recognition of the consequences both for their families and the economy, which flow from these responsibilities (1).

The value of finishing college before marriage and entering the labor field 15 to 20 years later is debatable when compared to marriage before finishing college and returning to finish after the same time. Returning to school at 35 or 40, the student may find that her education will have more value as she is mature and will finish on an up-to-date level (13). Regardless of the values of both sides of the question, girls are marrying before they finish their education in greater numbers as time goes on. Institutions of higher learning are going to have to accept and accommodate this social change by having an understanding of the woman and her life pattern. For example, one-third of

the women now working for a master's degree are married, which was unthinkable even 25 years ago (1).

Each individual in her own home community will find different educational facilities available.

The following is a list of institutions that have facilities for women to continue their education:

Colleges and universities

Specialized colleges--technical, medical, etc.

Junior and community colleges

TV educational programs

Adult education courses

Correspondence courses

Non-degree schools--secretarial, cosmetology, etc.

In-service courses offered by industries.

Women's colleges are declining in popularity, presently claiming 10 per cent of the female enrollment. Now that women are welcome in coeducational institutions which are much cheaper, the women's colleges are less and less sought as places of higher learning (9).

The junior college has made three contributions to the educational world. First, it is inexpensive and serves one locality, making it a democratizing agency. Second, it offers a great variety of courses and, third, many of its students have transferred successfully to senior colleges.

Forty-nine per cent of the population has the mental ability to complete 14 years of schooling with a curriculum that should either lead to gainful employment or further study (14).

Many industries are encouraging their employees to return to school for more education by paying tuition, setting up classes, giving time off, etc.

Universities and colleges often charge less tuition for graduate students, although more individual instruction is required. Students seeking a master or doctorate degree can also find financial aid from fellowships, grants, loans, prizes, and summer work (15).

Each married woman who wishes to continue or complete her education must find what her community has to offer, and take advantage of the situation.

There will be, within our lifetime, a second revolution in the education of women as far-reaching as the first; and it will take place with less passionate manning of the barricades, fewer conspicuous battles between the sexes, and perhaps more wisdom than the first. The first revolution began 80 years ago when women's colleges came into existence, and it put an end to a long standing image of how women could expect to spend their adult lives.

The first obvious social consequence of that revolution was the emergence of a remarkable generation of brilliant and effective women who became educators, doctors, social workers, research scientists, college professors, and some who took major roles in civic life. The second social consequence

of that revolution was that once the gate was open there was no closing it. In the year 1900, 5,000 women were graduated from colleges in this country; in 1950, 103,000 women were graduated; in 1960, 160,000 were graduated.

Millions of educated women are not able to live life on the same terms as millions of uneducated women, although the first, like the last, love and marry, bear and rear children, cherish their homes. And as we slowly realize this, the second revolution in the education of women will take place, and will change the shape of education (13).

Employment: In the 1960's more and more women will be working. There are many and varied reasons, but a few are briefly listed below:

1. Unmarried women are now expected to be self-supporting (9).
2. Socially acceptable (9).
3. Homemaking is not a full-time occupation (9).
4. Loneliness in the home (9).
5. Money for luxuries (9).
6. Increase in urbanization (8).
7. More educational facilities available for all (8).
8. Shorter working day (8).
9. Expansion of industries (16).
10. More fields open to women (16).
11. Service industries do work formerly done in the home (16).

12. Husbands do some domestic chores (16).
13. Longer life expectancy.
14. Better health and sanitary conditions.
15. Growth and change in economy (1).
16. Advance in science and technology (1).
17. Role of government as an employer (1).
18. Crisis situations of wars and
depressions (1).

Employment for women has been undergoing a complete revolution during this century.

In 1890, four million women were in paid employment which accounted for one-sixth of the working population. In 1952, 22 million women working accounted for one-third of the civilian labor force.

At the close of the last century, about one-half of the adult women never entered paid employment. Now at least 9 out of 10 women are likely to work outside the home in the course of their lives. At the turn of the century women averaged 11 working years. Those who reached adulthood just before World War II are likely on the average to work over 20 years. Today's schoolgirls may spend 25 years or more in work outside the home. In 1890, out of every 10 women who did work, 7 were single and 5 were under 25 years of age. Today one-fourth of the female labor force consists of single women. About 6 out of every 10 women now working are married and 5 out of 10 are over 40 years of age. Three out of 10 married women are now working. Two out of every 5 mothers whose children are of school age are in the labor force.

More than one-third of all women workers today are employed in secretarial, clerical, and sales organizations, compared to about one-twentieth in 1890. In that year, one out of every 5 gainfully employed women was an agricultural worker, but now the ratio is one in 20. Better than 8 out of 10 employed women who did not work on farms in 1890 were found in domestic and personal service, teaching and in the textile industries. These are still important fields of women's employment but now claim only one out of every 3 women workers. Domestic service, which claimed about one-half of all employed women in 1890, now accounts for less than one-tenth.

Professionally the teaching field has declined as an occupational field for women. Six or 7 decades ago, four-fifths of all professional women workers were teachers compared to about two-fifths today (1).

The United States Department of Labor states that there are about 22.5 million women in the labor force in the United States (17). However, one must note that the Labor Department's definition is "any person over 14 years of age who is in the labor force, which includes both employed and those seeking work" (17). In 1955, 46 out of every 100 women over 14 years of age worked at some time during the year and by 1965, one-half the women will be working (18).

Thirty-six per cent of all women of working age are in the labor force, and 33 per cent of all women are employed (17). The average age of women workers is 40 years, but chances are as good for a woman of 50 to

be working as one of 20 (18). The steadiest group of women workers is in the 45 to 54 year old range (18).

Furthermore, 50 per cent of employed women are married and living with their spouses. Over 4.5 million employed women have children between 6 and 17 years. About three million working mothers have children under six but women in this bracket are not as likely to work as women with older children. One family in ten has a woman as the head of the family (17).

Of all the occupational fields listed by the Bureau of Census, women are represented in each. However, women are concentrated in nine specific occupations as of April, 1959:

Stenographers, typists, secretaries,
Operatives in nondurable-goods manufacturing,
Sales workers in retail trade,
Teachers,
Waitresses, cooks,
Operatives in durable-goods manufacturing,
Medical and other professional health workers,
Farm laborers,
Proprietors in retail trade (17).

Education has a tremendous effect on the kind of work a woman may find and on her expected salary.

Female college graduates are mostly in professional and technical work, and in 1956 averaged \$3,800 for full-time employment. High school graduates are largely in clerical positions, with an average salary of \$3,000. Women who completed the eighth grade or less are in factories, private households, or service jobs, getting from \$1,900 to \$2,400 for a year's salary (17).

To work, or not to work, that is the question. There are a multitude of factors that will determine a woman's desire to work.

1. Age: In 1960, the average age of a working woman is 40. She is not inclined to seek work during the childbearing years but before and after (18).
2. Marital status: One woman in ten does not marry. She averages 40 years in the labor field. One married woman in ten does not have children, and she averages 31 years of work outside the home. The married woman with children averages about 25 to 27 years in the labor field (16).
3. Levels of education: The lower the level of a woman's education, the earlier she starts

to work. However, the more education a woman has, the more likely she is to work, and she can expect to earn a higher salary.

4. Economic status: One-half of the women working today are doing so for economic gain, although the extra income may be used for luxuries or insurance for a "rainy day." As a husband's income goes up, the less a young wife is inclined to work. Many women find they cannot earn enough money to replace their duties at home.
5. Race-ethnic origin: Women of American born parents are more likely to work than those of foreign born parents.
6. Place of residence: Most communities need the services of their women residents. Urban and suburban women are more likely to be employed than the rural women. Transportation is an important factor to be considered for any homemaker about to venture into the working world.
7. Companionship: Homemaking is a lonely job, as families are no longer large with several

generations under the same roof. The labor field offers social life that many women enjoy.

8. **Personal independence:** Some women want money to use as they please, and feel if they have earned it themselves, they are free to spend it. Others genuinely enjoy work outside the home.
9. **Useful:** Some women want to find their place in the world, finding homemaking unfulfilling; they gain satisfaction in the identification with a career or from serving a purpose. Others may want to keep in touch with their profession.
10. **Husband's attitude:** The husband's attitude is a crucial element to the success of a career for a wife. If the husband finds his role is threatened, or feels overshadowed and neglected, the marriage may be in great danger.
11. **Children:** Youngsters may or may not be a handicap to the career-minded woman, depending on the availability of a mother-substitute, and the mother's other characteristics.

The proper rearing of children is the most difficult of all human endeavors. The major difficulties which parents encounter in rearing children are those which stem from their individual personalities, the patterns of the relations with each other and from the characteristics with which their children are originally endowed, is the view of Leo Bartemeier, M. D., psychiatrist (18).

These are just a few of the factors that a woman should consider before she goes out to get herself a job.

As a general rule, women are not ambitious to become "career women", as such. They are interested, instead, in congenial companionship, comfortable conditions, dependable jobs, and sympathetic bosses. This may be due to discrimination against career women in preference to men, as well as personal characteristics of women.

Future

The United States has always been concerned with utilization of its natural resources. We need to develop the quality of our labor force as well as the quantity. Every individual should be educated to her fullest capacity and channeled into an occupation that makes use of her full potential. More and more women

are going to be available for employment as life spans lengthen and our economy expands.

Summary

"A woman's life has three sides, wife, mother, and self" (19). There is no magic success formula which combines these three existences. Each individual and family group must work out its own problems. A woman can best get ready for life, by preparing for homemaking and a profession, but here again each individual must choose her own path and follow it.

CHAPTER III

EDUCATIONAL ATTAINMENTS OF FACULTY WIVES

Age and Years of Marriage for Faculty Wives

As shown in Table 1, although the questionnaires were returned by 215 women, two did not wish to indicate their age bracket; therefore, Table 1 summarizes data for 213 subjects only.

The largest proportion of faculty wives fell in the age group of 30 to 34 years. However, 42 of the faculty wives were between 25 and 29 years of age (20 per cent) and 38 women were between 35 and 39 (18 per cent). The study of "The Educational Aspirations and Attainments of Students' Wives at the Virginia Polytechnic Institute," which parallels this study, showed that 45 per cent of the wives were in the 21 to 26 year age group. The median age group for the faculty wives was between 30 and 34, as compared with 22 for the student wives, as might be expected.

The largest group of wives (51 women) had been married between five and nine years (24 per cent) but this was closely followed by the 10 to 14 year range, with 50 wives, which represented 23 per cent. In addition Table 2

TABLE 1

AGE OF WIVES

Age	Number of Women	Per Cent
Under 20	0	0
20-24	17	8
25-29	42	20
30-34	47	22
35-39	38	18
40-44	30	14
45-49	30	14
50+	9	4
Not given (2)		
Total	213	100

indicates that one per cent had been married less than a year, or for 30 years or more (two women in each case).

As compared with the student wives, 91 wives had been married four or more years. However, 48 wives had been married one to two years and 49 wives had been married two to three years, with only 25 wives who had been married less than one year (19).

Families with Children

One hundred ninety families of the 215 samples studied (88 per cent), had children, and of these families 34 per cent (70 families) had two children. The greatest percentage of families had two children; however, it is interesting to note that there were more families with three children (23 per cent), than with one child (22 per cent), as seen in Table 3.

To compare with the student wives' study, 134 families (53 per cent) were childless, and 126 families (50 per cent) had children under six. One hundred and four student families had a total of 197 children, as compared with 190 faculty families with a total of 454 youngsters, which is to be expected, since faculty mothers are nearer the end of their childbearing years.

TABLE 2
YEARS OF MARRIAGE

Years Married	Number of Women	Per Cent
Less than 1	2	1
1 to 4	39	18
5 to 9	51	24
10 to 14	50	23
15 to 19	36	17
20 to 24	26	12
25 to 29	9	4
30+	2	1
Total	215	100

TABLE 3
NUMBER OF CHILDREN

Children in Family	Number of Families	Per Cent
None	25	12
One	47	22
Two	70	32
Three	49	23
Four	15	7
Five	6	3
Six or more	3	1
Total	215	100

Place of Residence

As shown in Table 4, 199 of the 215 respondents (93 per cent) live in Blacksburg. Twelve families (one per cent) live within 25 miles of this same town, and only one family (0.4 per cent) lives more than 25 miles away.

More faculty wives (93 per cent) live in Blacksburg than student wives do (81 per cent). Geographically, more faculty wives live closer to the Virginia Polytechnic Institute.

Department, Faculty Rank, and College

Branch of Husband

Ninety-five of the respondents (44 per cent) had husbands who are employed in the College of Agriculture. The College of Engineering and Architecture employs 54 husbands (25 per cent), and the College of Business and Applied Science employs 46 husbands, or 21 per cent. Another 10 per cent of the husbands were in the "other" category, representing such branches as the Reserve Officers Training Corps and athletics, to be found in Table 5.

TABLE 4

RESIDENCE OF FACULTY WIVES

Distance from Campus	Number of Wives	Per Cent
In Blacksburg	199	93.0
Not in Blacksburg, but within 10 miles	12	5.6
Not in Blacksburg, but within 25 miles	3	1.0
More than 25 miles from Blacksburg	1	0.4
Total	215	100.0

TABLE 5

DEPARTMENT OF HUSBAND

School	Number	Per Cent
Agriculture	95	44
Engineering and Architecture	54	25
Business and Applied Science	46	21
Other	20	10
Religion and philosophy	2	
Library	1	
Student Personnel	1	
Chaplain	3	
Treasurer	1	
Alumni Secretary	1	
Athletics	4	
R.O.T.C.	5	
Y.M.C.A.	1	
Band Director	1	
Total	215	100

The faculty rank of the husbands, as seen in Table 6, reveals that 83 are associate professors, 50 are professors, and 45 are assistant professors. Many wives indicated their husbands have a dual role in many cases. For instance, department heads also bear the rank of professor; and some instructors are graduate students.

The branch of the husband's college work (Table 7) is also one of multiple roles. Some husbands hold status in all three divisions: experiment station, resident instruction, and extension service. However, 148 are involved in resident instruction in a full- or part-time capacity.

Employment

Forty six of the wives (21 per cent) are employed, while 169 wives (79 per cent) are not. Of the 21 per cent employed, one is part time, three are employed inside the home, and one is employed temporarily. A breakdown of this percentage of working wives is illustrated in Table 8. One must observe, however, that 49 per cent of the respondents were below 35 years of age. Thirty-five is the average age which the Labor

TABLE 6

FACULTY RANK OF HUSBAND

Rank	Number of Husbands
Professor	50
Associate Professor	83
Assistant Professor	45
Instructor	20
Department Head	12
Other	11

TABLE 7

HUSBAND'S BRANCH OF COLLEGE WORK

Branch	Number
Experiment Station	59
Resident Instruction	148
Extension Service	43
Other	29

TABLE 8

EMPLOYED WIVES

Age	Number of Wives	Employed	Per Cent Employed	Unemployed
20-24	17	4	24	13
25-29	42	3	7	39
30-34	47	7	15	40
35-39	38	12	36	26
40-44	30	9	30	21
45-49	30	8	27	22
50+	9	2	22	7
Ageless	2	1	50	1
Total	215	46	21	169

Department gives for young women to have their last child in school (1).

As for fields of employment, there are 28 teaching wives covering such categories as an instructor of organ to a high school principal. The secretarial area claims nine women, medical profession five women (with both physicians and nurses), clerical work one woman, and sales, none. In this study, the category "other" included the following occupations:

- 1 laboratory technician
- 2 research
- 1 bookkeeper
- 1 home service, Appalachian Electric Power Company
- 1 public relations
- 1 hostess
- 1 drafting.

Of the 46 working faculty wives, the length of their employment is as follows:

Number of Wives	Years of Work
5	Less than 1 year
17	1 to 5 years
9	6 to 10 years
7	11 to 15 years
2	16 to 20 years
6	21 to 25 years
0	26 to 30 years.

Forty-four of the women commented on the question about the number of years they plan to work. Of these 44 women, 32 were not sure how long they plan to work; five plan to work from one to five years; two expect

to work from six to ten years; three from 11 to 15 years, one from 16 to 20 years, none from 21 to 30 years, and one from 31 to 35 years. One faculty wife commented that she hoped to work many more years; and another pointed out that she is physically unable to work.

Three wives plan to work before their youngsters are school age, 104 do not, and two are undecided. In comparison, 37 women of the 215 respondents plan to work while their children are in school, 73 do not, and 15 are undecided on this matter. To add to this, three commented: if work is available, if part-time work is available, and one said that you cannot always plan these things.

The occupations which interest these women are:

Field	Number Interested
Teaching	54
Secretarial	23
Nursing and research	20
Home economics	5
Social work	4
Library science	3
Journalism	2
Merchandizing	1
Engineering	1

Record of Education

One hundred and seven of the faculty wives feel they have time available for college classwork; 94 do not. Several felt that if they really wanted to return to school, the time could be found by cutting down on clubs or stopping work.

The women replied in the following way, when asked the amount of "free time" they had daily:

Hours	Number of Women
6 or more	2
4 to 6	14
2 to 4	54
1 to 2	89
No free time	48

The author's definition of "free time" was questioned, as many women felt that they had time free for the things they wanted to do, but did not have time they could not put to good use.

Thirteen wives of faculty members were enrolled in classes (12 at the Virginia Polytechnic Institute and one at Radford College) in the fall quarter of 1960. One woman explained that she was not in class now but had obtained her Bachelor of Science and Master of Science degrees after marriage.

Of the wives now enrolled in classes the following are the curricula in which they are enrolled: seven in home economics, two in mathematics, and one each in education, civil engineering, elementary education, and unclassified. The courses represented by these women are: ten in home economics, six in mathematics, four in languages, and one each of the following: rural sociology, education, history, architecture, bacteriology, biology, horticulture, and special subjects (remedial reading and noncredit art).

The wives would consider taking courses in the following fields:

Number Interested	Field
52	Home economics
21	Arts and crafts
19	Philosophy and religion
12	Science
11	Education
11	English
9	Foreign languages
8	History
8	Psychology and sociology
6	Business
6	Government and economics
5	Mathematics
2	Architecture
1	Basic courses for a degree
1	Horticulture

Many of the wives were interested in working for college degrees at the Virginia Polytechnic Institute. Forty-nine indicated a desire to work for a Bachelor of Science degree, 45 for a Master of Science degree, and seven for a Doctor of Philosophy degree. These women were interested in working for one to three degrees. Ninety-one were not interested in working for a degree at all, some because they had one or two already. Twenty-five women gave no answer to this question. Several of these women went on to explain that they were undecided as to their future. Some stated that they would return to school if they had to support their families. Others emphasized that the Virginia Polytechnic Institute does not offer courses in fields that hold interest for them.

The time when 78 faculty wives would prefer to attend classes, was in the morning hours, closely followed by 76 women favoring evening classes after 7 p.m. Only 15 women wanted classes in the evening after 5 p.m., but 44 preferred the afternoon time. On the other hand, 155 of the 252 student wives chose attending classes after 5 p.m., 43 wanted afternoon classes, and only 27 chose the morning.

With the American culture in a dynamic period of change, the roles of men and women are constantly being

reconstructed. Men and women of 100 years ago would be shocked if they had to play the same part today. The greatest surprise would be that roles have interchanged so drastically. The faculty wives reported that 144 (67 per cent) of their husbands would be willing to help with household tasks to free them for classes. The student's wives replied that 186 (74 per cent) of their husbands would lend a willing hand toward such an end. These figures indicate that the younger men were more willing to redefine roles to the extent of doing household tasks.

Thirteen faculty wives out of 215 (6 per cent) were actually enrolled in college classes as compared to 18 student wives out of 252 persons (7 per cent). As to formal education, 122 faculty wives (57 per cent) were not satisfied as paralleled with 162 student spouses (64 per cent). A breakdown of this record of faculty wives is shown in Table 9.

The faculty wives, with children under six years of age, were given four choices to select the most preferable way of caring for their children, so they could be free for classes. The favorite, chosen by 44, was to have the husband at home while they were in class, 22 preferred having their children attend a

TABLE 9

WIVES ATTENDING CLASSES

Age	Number of Wives	In Class	Not in Class
20-24	17	2	15
25-29	42	4	38
30-34	47	4	43
35-39	38	0	38
40-44	30	3	27
45-49	30	0	30
50+	9	0	9
Ageless	2	0	2
Total		13	202

well-organized nursery school, six chose a paid baby-sitter, and four selected a neighbor, relative or friend, instead of a "paid-sitter". In comparison with the student's wives survey, 186 husbands were selected as mother substitutes, while the wives attended classes, 35 preferred a well-organized nursery school, five chose paid baby-sitters, and eight would rather have neighbors, relatives or friends take care of children. No doubt economic considerations had something to do with student wives choosing husbands to care for children while attending class. However, student's free time, and the willingness of student husbands to assume this role, may also have been significant in this vast difference.

Educational Attainments

Most human beings continue to learn, regardless of age. Therefore, it was not surprising that the questionnaire revealed that 122 of the faculty wives were not satisfied with their formal education, 84 were quite happy, and nine did not comment. Several women went on to say that they would never be satisfied but had other needs more pressing at the moment--mainly the education of their children.

Mrs. Tyler found in her study of student wives that 86 girls were satisfied with their formal education, 162 were dissatisfied, and four did not reply (19).

As to the actual attainments, educationally, all but one faculty wife had finished high school and 94 per cent had attended college. Table 10 gives a more accurate analysis of the sample. In comparison with the faculty spouses, 98 per cent of the student wives were graduated from high school and 56 per cent had attended college. It is hoped that this figure would rise if these student wives had an opportunity to continue their education since 162 indicated dissatisfaction with their present educational attainments.

Attitudes of Families as to Wives Continuing
their Education

Encouragement by spouses and other individuals close to a woman can have great bearing on her decision to continue her education, get a job, etc. This study disclosed that the husbands have the strongest influence on their wife's decisions, as can be seen by studying Table 11. One woman said her husband enthusiastically

TABLE 10

EDUCATIONAL ATTAINMENTS OF FACULTY WIVES

Type of School	Number Attended	Number Graduated
High School	215	214
Junior College	17	12
College	203	131
Graduate School	30	26 (Master's Degree)
		1 (Doctorate)
		2 (M.D.)
Other:		
Nursing	10	8 (R.N.)
Secretarial School	10	9
Preliminary Law	1	0
Dietetic Internship	2	2
Music School	1	0

TABLE 11
ATTITUDE OF FAMILY MEMBERS TOWARD
WIFE CONTINUING EDUCATION

Attitudes	Husbands Number	Parents Number	Children Number	Siblings Number
Strongly Urged to Continue	45	7	5	1
Some Encouragement	75	13	6	2
Never Said Much	57	3	6	0
Disapproves	5	0	1	0

helped her through two degrees. Another said her children were pleased when she brought home her first graded paper, that her parents had helped with her tuition. With this encouragement she felt that she could not help but complete her education. A third wife felt that her husband's education came first. Three additional women responded that it was up to them, five indicated that they were not interested, and three had never discussed the subject.

Areas of Interest in Home Economics Courses

The women were questioned as to the home economics courses they had in college. This revealed that 70 did have home economics work, 117 did not, and 29 did not reply. Most of the respondents would be interested in taking classes in the following fields of the School of Home Economics.

Number of wives Interested	Course
103	Interior design and decoration
89	Clothing construction
63	Food preparation
48	Child development
45	Home management
43	Nutrition
42	Textiles
40	Clothing selection
39	Family finance
39	House planning
36	Meal management
26	Family relations and marriage

Each of the following was named once: clothing design, handwork, and foreign and gourmet cooking.

Home Economics Background

The women who have had home economics in college were asked specifically what help they acquired from seven major areas. One of the important fields of home economics is family relationships and marriage. Fifty-one of the faculty wives had such a background during their college experiences. Twenty-four of the wives felt it was helpful; nine felt they had received no benefit. The content of home economics education has changed since the women were in college. They may not have been conscious of some of the help they had received from home economics courses. Others thought such a class needed to be more practical and had completely forgotten

what the course contained, did not know, or felt they had changed their ideas afterwards. If they had not had course work in this area, 14 felt it would have been of great assistance in marriage adjustments, 12 thought it would not have helped and four did not know. These figures tend to indicate that a good course in this area would be of benefit to marriage and family adjustment.

A background in clothing and textiles was considered an asset by a majority of faculty wives. Fifty-two of the professor's wives had this experience as opposed to 27 that had not. The greatest benefits were learning clothing construction, an understanding of textiles, and clothing selection. Nineteen of those that did not have occasion for such a course felt it would have helped, six did not think so.

About an equal number of wives had training in child development. Fifty-one wives had such a class, 34 did not. Twenty-six of these women felt the course beneficial and it helped in understanding their own children. Two of the wives used this background in teaching, and four stated that they did not profit from this study. Nineteen women answered that they would have gained from such a background, nine answered negatively. This study indicates that more of the

wives felt that their child care courses gave them more help than those in family life or textiles and clothing.

Answers on the home management and family economics questionnaire were evenly divided. Forty women had such a course and 41 did not have such an experience. The majority, 23 women, thought they had received a greater understanding in the use of time and money. Four of these women used this material in teaching, and three did not feel such a study was to their advantage. Those who did not have the occasion for study in this area, felt it would have been an asset. Twenty-nine women as opposed to nine, thought it would have been profitable in spending the family income with more wisdom. Twenty-eight faculty wives, in contrast to five, sensed that such a study would have aided in running their homes more efficiently.

There were 52 wives in the samples taken that had courses in foods and nutrition; 29 did not have such an opportunity. The greatest help received by 36 women was in meal planning and preparation. One of the wives used this background in teaching. Seven felt this field was not very helpful. Of the women who did not experience study in this field, 21 felt that it would have been helpful, while eight thought it would not have been worth-while.

An even split occurred between those who had and those who did not have interior decoration and design (42 to 42). The greatest benefits felt by 11 of these women was in learning the principles of interior decoration. Twelve learned the art of decorating a home inexpensively and attractively. Two others thought they gained confidence, three gained a knowledge in selecting furniture, and three found it beneficial in teaching. Five women stated that the course in interior decoration was not very helpful. Of those who did not have an opportunity to study in this area, 32 speculated that classes in this field would have been an asset, five did not think so.

A large number of women did not have house planning, 52 that did versus 28. Of those that did have such a course, 16 thought the main benefit was an understanding of the principles involved in planning a home, two used this experience in teaching, and one learned to "make-do" with the space at hand. One faculty wife said it raised her ideals in living standards. However, seven felt the course was of no help. Of those who did not have such a course, 35 thought it would have been an aid, 15 disagreed.

Summary of Interest in Home Economics

The respondents were asked to specify the courses in home economics which interested them most, and to list the courses which were not included in their formal education that would have been helpful. Both questions revealed a consistency in three areas: textiles and clothing, foods and nutrition, and interior decoration and design. Home management and family economics was high on the list of courses not offered in their formal education, but less than 100 respondents were interested in course work in this field. The respondents were not as concerned with classes in child development, house planning, and family relations and marriage. As a point of interest, 26 women were interested in a course in family relationships and marriage, although the sample was made completely of married women. Table 12 is a tabulation of the specific courses not included in their formal education that would be of help to faculty wives.

TABLE 12

SPECIFIC COURSES NOT INCLUDED IN THEIR FORMAL
EDUCATION THAT WOULD BE OF HELP
TO FACULTY WIVES

Course	Number of Wives
Child Development	10
Family Relations and Marriage	3
Foods and Nutrition	39
Meal Planning	14
Food Preparation	16
Nutrition	7
Food Preservation	1
Quantity Cookery	1
Home Management and Family Economics	27
Family Finance	10
Home Management	12
Time Management	5
House Planning	3
Interior Decoration and Design	21
Textiles and Clothing	45
Clothing Construction	33
Tailoring	5
Clothing Design	4
Textiles	2
Buying Clothes	1

Education as a Source of Status

Only 36 faculty wives answered this question. Seven of these women stated that they personally thought that the lack of higher education was a handicap to them in their family relationships. One must note here that 179 women did not choose to respond to this question. Opposed to this the 162 student wives had feelings of dissatisfaction compared to 34 that thought their education would suffice.

One hundred eight professor's wives, or 50 per cent, thought that whether or not they had been to college, an opportunity to participate in an organized class on campus would add to their status within their home and within their family circle. Eight women went on to comment that such an opportunity would add to their self-esteem and pleasure, and they also thought their family would reap the benefits. In contrast with the parallel study on student wives, 198 (or 79 per cent) gave positive answers.

Financing Tuition

Attending classes does cost money. Twenty-five of the wives could afford a full-time college program, 120 could afford a part-time program, and 36 were not able to pay for tuition. Three women had no idea of the cost, four said the husband's and children's educations came first, one may return to school later, ten do not plan to return to college at all, and one woman had no interest in formal classes.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Women are living longer lives, yet they are marrying and rearing their families at an earlier age. The average woman has her last child in school by the time she is 35, and with a life expectancy of 77 years, she finds herself with 42 years ahead of her. She can use this time in leisure, study, or for a career. Educational institutions should realize that they must not only provide facilities for educating students on a straight-through procedure, but also provide for the women that wish to continue their education when they can. The Virginia Polytechnic Institute may play a large part in educating the married women of the Blacksburg area who wish to raise their educational standards. The purpose of this study was to determine the educational aspirations and attainments of faculty wives at the Virginia Polytechnic Institute, and to make comparisons with a similar study on student's wives at the same institution.

Questionnaires were mailed on October 1, 1960, to the 424 wives on the fall roster of faculty members at the Virginia Polytechnic Institute. From a summary of the 215 questionnaires returned, the following information was acquired:

1. The median age group of the faculty wives was between 30 and 34.
2. Eighty-eight and four tenths per cent of the faculty families had a total of 545 children.
3. Ninety-two and six tenths per cent of the respondents live in Blacksburg.
4. Twenty-one per cent of the wives are employed outside of their homes but 49 per cent of the women were below 35, which is the average age for women to have their last child in school.
5. As to the fields of employment 28 are teaching, nine secretarial work, five medical profession, one clerical, and eight other occupational areas.
6. Thirty-seven women plan to work while their children are in school.
7. The occupations which these women would choose are: 54 teaching, 23 secretarial, and 20 nursing and research.

8. One hundred and seven of the faculty wives have time available for college classwork.
9. Thirteen faculty wives were enrolled in college classes in the fall quarter of 1960.
10. The faculty wives chose the following times for classes: 78 preferred morning hours, 76 chose evening hours after 7 p.m., 44 selected afternoon hours, and 15 preferred evening classes after 5 p.m.
11. The faculty wives reported that 67 per cent of their husbands would be willing to help with household tasks to free them for classes.
12. Sixty-six per cent of the faculty wives are not satisfied with their formal education.
13. Only one faculty wife was not graduated from a high school. Ninety-four per cent attended college, 60 per cent had bachelor's degrees, and 14 per cent had graduate degrees.
14. The husbands are an influential factor as to whether a wife should continue her formal education. In this study, 45 men strongly urged their wives to continue, 75 gave some encouragement, 57 were noncommittal, and five disapproved.

15. The respondents would be interested in taking the following courses in home economics:
171 clothing and textiles, 142 foods and nutrition, 103 interior decoration and design, 48 child care, 45 home management, 39 family finance, 39 house planning, and 26 family relations and marriage.
16. Seven of the faculty wives revealed that they personally thought the lack of a higher education was a handicap to them in their family relationships. One hundred and seventy-nine women did not answer this question.
17. Fifty and two tenths per cent of the faculty wives thought that, whether or not they had been to college, an opportunity to participate in an organized class on campus would add to their status within their home and family circle.

Conclusions

Although 284 wives of students and faculty members feel dissatisfied with their formal education, only 35 of these women are taking advantage of their opportunities to study at the college level. Since 402 of these families live in Blacksburg, it would appear that more women could take advantage of the facilities available at the Virginia Polytechnic Institute. Three hundred six of these women believe that an opportunity to participate in a class situation on the Virginia Polytechnic Institute campus would add to their status within their family and home situations.

Recommendations

The following recommendations are made as a result of this study:

1. Some courses should be taught in the evening after 7 p.m. for women who could not attend regularly scheduled classes. Other courses of interest to the faculty wives should be included in the regular time table of classes.
2. A program geared to the faculty wives would need to be well publicized to assure good attendance.
3. Interest of wives desiring a few courses as well as those seeking degrees should be considered. Constant evaluation is vital to meet the needs of these women. Additional faculty members and facilities may be necessary to accommodate these extra students, and to offer classes during the evening hours.

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APPENDIX

Box 3644
Virginia Tech Station
Blacksburg, Virginia
October 1, 1960

Dear Mrs. Faculty Wife,

Because of the complexity of life today, it is necessary for universities to plan education not only for youth but for adults and families as well. The School of Home Economics at the Virginia Polytechnic Institute is exploring ways in which to develop a sound program for continuing education for women and families in Virginia. Probably you, as a wife of a young faculty member, have also seen the need for such a program of study on our campus. I have been keenly interested in studying the needs and possibilities of such a program since I am both a young faculty wife and a graduate student in Family Life in the School of Home Economics. I have chosen as my thesis topic the study of educational attainments and aspirations at the Virginia Polytechnic Institute. Would you be good enough to assist me in this research by filling out the attached questionnaire?

I shall greatly appreciate your returning it to me in the enclosed self-addressed envelope not later than October 15, 1960. If you believe that one or more of the questions on the questionnaire does not apply to your particular situation, please feel free to state that it does not apply. It is not necessary to include your name, if that is your preference.

Your cooperation will be greatly appreciated.

Sincerely,

Frances Paul Farnham

OUTLOOK FOR YOUNG MARRIED WOMEN

There are various reasons why modern young women are planning programs of college study either at the undergraduate or graduate level after they are married. Our generation has a longer life expectancy, which gives us more time for study and for living more fruitful lives. There is a growing awareness that our nation seriously needs the full potential of the brainpower available in both sexes. The United States Department of Labor Statistics estimates that there will be over five million more women employed in 1965 than in 1955, and that a large proportion of these women will be those who married before they graduated from college and who are returning to work outside the home, after their children are in school. The Labor Department further predicts that over one-half of these women will work at positions outside the home for at least 25 of their adult years. If these women are to make the most of their abilities, they must acquire the education necessary for them to carry out their home and community obligations with competence. Interesting and responsible jobs outside the home will help them live more fruitful lives.

8. Check your husband's faculty rank.

- _____ (1) Professor
- _____ (2) Associate Professor
- _____ (3) Assistant Professor
- _____ (4) Instructor
- _____ (5) Department-head
- _____ (6) Other (please specify) _____

9. In which of the branches of college work is he involved?

- _____ (1) Experiment Station
- _____ (2) Resident Instruction
- _____ (3) Extension
- _____ (4) Other (please specify) _____

10. (1) Are you employed outside the home? Yes ___ No ___

(2) If you are employed, what type of work do you do?

(3) How long have you been employed in the type of work? _____ Years.

(4) How long do you plan to work? _____ Years.

11. If you have children under 6 years of age, and are not employed outside your home at the present, do you plan to work before your children start to school?
Yes ___ No ___

12. Do you plan to be employed when your children are in school, but not before they start to school?
Yes ___ No ___

13. If you are not employed, but plan to work at some future date, what occupation would interest you? (Please list).

Record of Education

14. Do you think you have some available time to give to college classwork? Yes ___ No ___

15. How many hours of 'free time' do you have daily?
Check one.

- _____ 6 or more
- _____ 4-6 hours
- _____ 2-4 hours
- _____ 1-2 hours
- _____ no time

16. Are you taking college classes now? Yes ___ No ___

What is your curriculum? _____

List names of courses _____

At which college? _____

17. If you are not now enrolled in classes at V.P.I.,
have you considered taking additional college work
at any time at this institution? Yes ___ No ___
If so, what courses do you think you would like to
take? List.

18. Would you consider working for

- | | | |
|-----------------|---------|--------|
| a B. S. degree? | Yes ___ | No ___ |
| a M. S. degree? | Yes ___ | No ___ |
| a Ph.D. degree? | Yes ___ | No ___ |

(Check one or as many as apply)

19. Would you be able to attend classes

- | | | |
|---------------------------------------|---------|--------|
| in the morning? | Yes ___ | No ___ |
| in the afternoon? | Yes ___ | No ___ |
| in the evening after 5 p.m.? | Yes ___ | No ___ |
| in the evening but not before 7 p.m.? | Yes ___ | No ___ |

20. Would your husband be willing to help with some
household activities so you could take some college
classes? Yes ___ No ___

21. If you are not in college, or are not employed, and have young children (under 6 years of age) and would like to take college courses at V.P.I., which of the following ways would you prefer to take care of your children while you attend classes? (Check one).

- (1) Arrange class schedule so husband will be home while you are taking classes.
- (2) Arrange for children to attend a well-organized nursery school.
- (3) Arrange for children to be cared for by a paid 'baby sitter'.
- (4) Arrange for a neighbor, relative, or friend to care for your child, not a paid baby sitter.

22. In which of the following areas in Home Economics would you be most interested in taking courses? Check as many as interest you.

- (1) Child Care and Development
- (2) Clothing Construction
- (3) Clothing Selection
- (4) Family Finance
- (5) Family Relations and Marriage
- (6) Food Preparation
- (7) Home Management
- (8) House Planning
- (9) Interior Decoration and Design
- (10) Meal Management
- (11) Nutrition
- (12) Textiles
- (13) Other, please list _____

23. Are you satisfied with the extent of your formal education?

Yes ___ No ___

24. Please complete the following as it applies to you:

Attended	Graduated	Date	Name of School	Location	Major	Degree
			High School			
			Junior College			
			College			
			Graduate School			
			Graduate School			
			Other			

25. Attitude of family members: (Check those that apply)

As to continuing my education	Has strongly urged me to continue	Has given some encouragement	Has never said much	Disapproves
My Husband				
Other family members: state relationship				

26. If you have had some college work, did you take any home economics courses? Yes ___ No ___

If you answered yes to question 26, please answer questions 27 through 33.

27. Did you have a course or courses in family relationships and marriage? Yes ___ No ___ If so, what special help did you get from this work?

If not, do you think that course work in the area of family relationships and marriage would have helped you in your adjustments in marriage? Yes ___ No ___

28. Did you have a course in clothing and textiles? Yes ___ No ___ If yes, what special help did you get from these courses?

If no, do you think that you would have benefited from one? Yes ___ No ___

29. Did you have a course(s) in child care and development? Yes ___ No ___ If yes, what special help did you get from the course?

If no, do you think that you would have benefited from one? Yes ___ No ___

30. Did you have a course in home management or family economics? Yes ___ No ___ If yes, what help did you get from the course?

If no, do you think such a course would have helped you:

- (a) in spending the family income wisely?
Yes ___ No ___
- (b) in running your home more efficiently?
Yes ___ No ___

31. Did you have a course in foods and nutrition? Yes ___ No ___ If yes, what help did you get from this course?

If no, do you think this course would have been a help? Yes ___ No ___

32. Did you have a course in interior decoration or design? Yes ___ No ___ If yes, what help did you get?

If no, do you think such a course would have helped you select your home furnishings more wisely? Yes ___ No ___

33. Did you have a course in house planning?
Yes ___ No ___ If yes, how did you find the
course helpful?

If no, do you think such a course would have helped
you in planning your home? Yes ___ No ___

34. In what specific homemaking activities do you need
help, which was not given you in your home economics
classes or in other formal education? _____

35. If you have not attended college, do you personally
think that the lack of higher education has been a
handicap to you in your family and home relation-
ships? Yes ___ No ___

36. Whether you have been to college or not, do you feel
that an opportunity to participate in an organized
class situation on campus would add to your stature
within your home and family circle? Yes ___ No ___

37. At the present time would you be able to finance a:

_____ full college course
_____ part time
_____ no college work

ABSTRACT

After marriage and child rearing, women are returning to the labor field in growing numbers. There are increasing opportunities and responsibilities on the part of educational institutions to provide these women with an opportunity to fit them for useful and satisfying lives, to give them a chance to make a contribution to the social order.

This study has revealed that the majority of faculty wives are interested in raising their educational status. Sixty-six per cent of these faculty wives were dissatisfied with their educational backgrounds. At the time of this study only six per cent of these women were attending classes.

Ninety-two per cent of the faculty wives were Blacksburg residents; therefore, propinquity is not a handicap. Sixty-seven per cent of the husbands were willing to help with household tasks to free their wives for classes.

One of the reasons for some of these women not being in class is that the education of their husbands and children is their first concern. However, 145 of these faculty wives felt they could pay for full- or part-time education. Another major factor that enters

into women returning to classes is their place in the life cycle. Women, on the average, have their last child in school by the age of 35. This study revealed that the median age bracket of this sample to be 30 to 34. In a few more years these women will have the time available to pursue further study if they so desire.