

1960

Activity patterns of married women.

<https://hdl.handle.net/2144/17935>

Downloaded from DSpace Repository, DSpace Institution's institutional repository

Thesis
Davis, K.M.
1960

THESIS
ACTIVITY PATTERNS OF MARRIED WOMEN

by

Katharine M. Davis

B.A., Smith College, 1944

SUBMITTED IN PARTIAL FULFILMENT OF THE

REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

in the

SCHOOL OF EDUCATION

of

BOSTON UNIVERSITY

1960

Boston University
School of Education
Library

First Reader: Dr. Henry L. Isaksen, Associate Professor of Education,
School of Education, Boston University

Second Reader: Dr. Mabel Noall, Assistant Professor of Education,
School of Education, Boston University

TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
I. INTRODUCTION	1
The Problem	1
Scope of the Study	1
II. BACKGROUND OF THE PROBLEM; A REVIEW OF THE LITERATURE	3
Changed Conditions of Women	3
Psychological Aspects	6
Implications for Guidance	12
III. METHODS AND PROCEDURE	16
IV. REPLIES OF 376 WOMEN TO QUESTIONNAIRE	20
Activity Patterns	20
Training and Education	22
Counseling	22
Reactions to Questionnaire	23
V. ANALYSIS OF REPLIES OF WOMEN NOW IN EACH OF FOUR TYPES OF ACTIVITIES	25
Activity Patterns	25
Training and Education	28
Counseling	29
Reactions to Activities	30
VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	32
Summary	32
Conclusions	33
Recommendations	35
BIBLIOGRAPHY	37
APPENDIX	40

LIST OF TABLES AND GRAPHS

<u>Table</u>	<u>Page</u>
I. Number and Percentage of Women Choosing Each of Four Types of Activities at Present and in the Future	20
II. Number and Percentage of Women Desiring Counseling	22
III. Future Plans of 101 Women Now Engaged in Individual Activities	26
IV. Future Plans of 183 Women Now Engaged in Community Activities	26
V. Future Plans of 30 Women Now Engaged in Social and Recreational Activities	26
VI. Future Plans of 62 Women Now Gainfully Employed	26
VII. Percentage of Women in Each Group Wishing to Change from the Type of Activity They Now Pursue	25
VIII. Occupations Preferred by Women Planning to Enter Labor Force in the Future	27
IX. Women Now in Each Type of Activity Who Desire Further Training	28
X. Kinds of Training Wanted by Women in All Types of Activities	29
XI. Women Now in Each Type of Activity Who Desire Counseling	30
 <u>Graph</u>	
1. Percentage of Women Engaged in Four Types of Activities at Present in Comparison with the Percentage of Women Planning to Be Engaged in These Activities in the Future	21

CHAPTER I

INTRODUCTION

The Problem

This research project consists of a study of the activity patterns of a group of married women between the ages of 25 and 55. Unlike men and unmarried women, who usually continue to devote their main energies to their jobs after finishing school, married women have different demands on their time at various periods in their lives. After marriage there is a period of child bearing and child rearing which, at least while the children are small, demands the major portion of women's time. Gradually, however, the children leave the home, first for school and later for jobs and marriage, and women's functions change. It is the adjustment to this change which is the main concern of this study.

Scope of the Study

Information was gathered by administering a questionnaire to 376 married women living in a residential suburb of Boston, Mass. The questionnaire was not designed to study the psychological factors in women's choice of activities, but rather to elicit information on the plans which these women have for the future.

The results will show what activities the women in this group now pursue outside of childcare and homemaking, and whether they propose to change their activities in the future. In addition, it will be shown how many women will require further training or education in order to carry out their plans, and whether or not they feel the need of coun-

selling to help them. It is hoped that the results may give some indication of the type of guidance and educational services needed to help these women realize a well-adjusted, productive life during their mature years.

CHAPTER II

BACKGROUND OF THE PROBLEM:
A REVIEW OF THE LITERATURE

Changed Conditions of Women

We know that since the feminist revolution the condition of women in America has changed drastically. Before this revolution, a woman had a well-defined role to play. She was expected to prepare for marriage, to marry, and to be fully occupied caring for her husband, her children and her home for the rest of her life. Many of the functions which have now been taken over by society were still carried on in the home in this era; extensive cooking and baking, the making of clothes and home furnishings, much of the education of the children, and almost all of the family social and recreational activities. There were some exceptions to this style of life, notably among unmarried women. We find accounts of women who lived in the Boston area even during the early 19th Century, women like Louisa May Alcott and Elizabeth Peabody, who were accepted as leaders in the intellectual life of the community.^{1,2} On the whole, however, women's lives were expected to conform to the traditional feminine pattern.

The fact that the movement for "women's rights" met such an active response in the population indicated that a large number of women did not feel satisfied with this circumscribed role. Already the industrial revolution, with its mass production of food and clothes, had taken some of the traditional functions from the home, and the spread

1. Tharp, Louise Hall, Peabody Sisters of Salem, Little Brown, N.Y., 1950.
2. Worthington, Marjorie, Miss Alcott of Concord, Doubleday Doran, N.Y., 1958.

of public education had taken another. The rise of urban areas which came with industrialization made a change in community life, leading to the shift of many social and recreational activities from the home to the community. Women who had already had difficulty in feeling personal fulfilment in their home duties now had even less reason for complete satisfaction with their role.

The success of the suffrage movement gave women a new legal and economic status and they started to find a new place in society. Women were now able to vote, to hold jobs, and have freedoms unimagined in the last century. The end of what has been called the "smirk and simper" tradition freed women to look at themselves as individuals with varying interests, talents and inner resources.

The widened horizons of their lives have represented an important step toward individual freedom, but many women have not yet begun to feel completely at home with this freedom. Many feel that they have an ambiguous place in American society because they are now expected to perform a variety of social roles rather than the one consistent role expected of them in the past.

In addition to the new freedom gained by women, a second factor plays an important part in their lives today. This is the lengthening of the life span combined with a recent trend toward early marriages. Statistics show that the average woman now marries at age 20, her youngest child goes to school when she is 32, and her life expectancy is 75 years.¹ At the time when she first has all of her children in school, therefore, she still has 43 years of her life ahead of her. The

1. National Manpower Council, Womanpower, Columbia University Press, N.Y., 1957, p. 307.

table in Appendix A shows the startling difference in the modern woman's life pattern compared to that of a woman in 1890.

There is one indication of how some women are adjusting to this new pattern. The National Manpower Council has discovered that women are re-entering the labor force in ever-increasing numbers in their thirties, forties, and even fifties. Women past thirty-five, although they represent less than a third of the population of working age, account for half the increase in the labor force over the past ten¹ years. We have no comparable data on the women who choose other types of activities, either in their homes or in the community, and we have no measure of how well-adjusted older women are in any of these capacities. Many women have not yet recognized a change in the pattern of their lives and are attempting to function in the pattern of an earlier generation.

There is still a strong belief in America that mothers should personally care for their children during their early, formative years, and as popular understanding of modern psychiatric principles spreads, this belief is being reinforced. The possibility that this period of intense time and effort in the home may be temporary is coming to be realized, and gradually new concepts are emerging. When Dr. Thomas Mendenhall became president of Smith College recently, he took the opportunity in his inaugural address to point out that the modern likelihood of longevity should allow women time to fulfil obligations in² society as well as in the home. Other educators and leaders have

1. U.S. Bureau of the Census, Current Population Reports, Series P-50, No. 75, "Women Past Thirty-five in the Labor Force: 1946 to 1956," July 1957.
2. The New York Times, October 17, 1959, p. 9.

expressed much the same opinion. Max Lerner states:

She (modern woman) is learning that she need not lose function simply because she has talents and because she aims at a productive life which will develop her interests and inner resources. In using these talents she will not follow what the man does simply because of his prestige in a masculine society, but will seek through them to fulfil her own life style.¹

Women are coming to realize that their freedom for personal development presents a challenge which must be met by them. One aspect of this challenge which they cannot ignore or escape is how they will spend those last 43 years of their lives when small children no longer need all of their time. There are several ways in which women remain productive and satisfied during this large portion of their lives. Cecile La Follette, writing in 1934, stated:

The diminution of the home occupations and activities opens several possibilities. One is the entrance of women into business...another possibility is the entrance of women into civic work and political activities. A third is the heightened standard of the quality of housework. A fourth is more recreation and leisure. The future position of women will be determined by the flow into these channels and the problem is to direct this flow into the channels most desirable.²

These possibilities are still the main ones open to women today, and the "most desirable" channels might be defined as those which, in Max Lerner's words, enable each woman to "fulfil her own life style."

Psychological Aspects

What is each woman's "own life style" and how does she develop this? It becomes obvious that the problem of women's later years is not one which is separate from the early part of her life, but rather

1. Lerner, Max, America As a Civilization, Simon & Schuster, N.Y., 1957, p. 611.
2. La Follette, Cecile Tipton, A Study of the Problems of 653 Gainfully Employed Married Women Homemakers, Contributions to Education, No. 619, Columbia University Teachers College, N.Y., 1934, p. 45.

one which is based on all the experiences and attitudes she has encountered along the way. The woman who has a strong ego and who accepts herself as a woman will undoubtedly have less trouble in her mature years than one who is insecure and has conflicts and doubts about her femininity. She will also have less trouble in making a successful marriage, in raising children, in finding her place in the community and in all the activities of her life. Therefore, the choices that women make for the last half of their lives, and the success of these choices, will be based to a great extent on their psychological strengths and weaknesses.

Although some writers still insist that there is no difference in interests, aptitudes and general psychological set between men and women, psychologists now agree that in addition to, or rather because of, biological differences, there is a whole pattern of maleness and femaleness. This agreement is based mainly on the wide acceptance of Freudian theory, which traces the development of personality back to the individual's reaction to his primary biological needs. For both sexes personality development in this theory is based on experience in three successive areas: the oral, the anal and the phallic. The last area has the most significance for the development of a distinct male or female personality and is marked by what Freud has called the Oedipus Complex. During this stage girls are said to direct sexual desire toward the father and hostility toward the mother. The outcome of the experiences in this stage is considered the foundation for the girl's acceptance of her sex.

1. Silverberg, William V., M.D., Childhood Experience and Personal Destiny, Springer Publishing Co., N.Y., 1952, Chapter V.

Although Freud's original theories have been modified and enlarged by his successors, they are still used as an explanation of the basic biological background from which the psychological personality of women emerges. Going beyond the infant stage, Helene Deutsch, a psychoanalyst, has presented what is at present the most important definitive study of a young girl's psychological development into womanhood.¹ She explores the foundations of the feminine personality and thoroughly analyzes the essential traits of femininity, which she calls "the feminine core."

During a recent period in our history, particularly at the time of the feminist revolution, many women tended to deny the existence of distinctly feminine characteristics. It was insisted that the only differences between men and women were biological ones. When higher education for women was first started, it was fashionable to proclaim that women had minds just like men, and therefore could be given an education just like men and be "just as good" as men. Today this competitive point of view is dying out. Lynn White, a well-known educator, has recently made a plea for educators to stop pretending that a woman scholar is "a man in disguise." He asks that we insist on the importance of the differences between men and women so that women will seek to be educated as individuals, and as female individuals, rather than to be educated like men.²

Farnham and Lundberg have made a similar point about women in the labor force. In their controversial book, Modern Woman: the Lost

1. Deutsch, Helene, M.D., The Psychology of Women, Vol. I, Grune & Stratton, N.Y., 1944.

2. White, Lynn, Jr., Educating Our Daughters, Harpers, N.Y., 1950.

1

Sex, they maintain that many working women are really trying to be like men and are seriously disturbed people. They propose that most women, if gainfully employed, should be engaged in what they call the "nurturing" occupations, which are the logical extensions of women's traditional and psychologically suitable functions.

Perhaps the most thorough and convincing presentation of the social factors which influence male and female personality development is found in Margaret Mead's excellent book, Male and Female.² Mead not only shows what very different roles have been played by men and women in a variety of cultures, but also makes a keen analysis of several patterns of sex roles at work in the contemporary United States. She concludes that we can build an effective society only by using the gifts which are special to each sex as well as those shared by both sexes in our particular society.

In spite of the recent emphasis on womanhood as something unique and to be nurtured, American society still has not defined a clear role for modern women and continues to present them with conflicting expectations. The sociologist Mirra Komarovsky has done a study of women college seniors which shows how relatives and friends still expect different roles of girls.³ The girls in this study reported how at first they were encouraged by their parents and brothers to excel in school and a career, but as soon as they met these expectations they were cautioned not to be "too smart" and to sublimate their individual development to preparation for homemaking. They admitted that they were

1. Farnham, Marynia, and Lundberg, Ferdinand, Modern Woman: the Lost Sex, Harpers, N.Y., 1947, pp. 166, 366.
2. Mead, Margaret, Male and Female, William Morrow & Co., N.Y., 1949.
3. Komarovsky, Mirra, "Cultural Contradictions and Sex Roles," American Journal of Sociology, Vol. 52 (Nov., 1946), pp. 184-189.

confused by this conflict and were finding it difficult to create a clear image of their role.

The concept of role appears frequently in the research on women and is a recognition of the pressures that cultural influences exert on female development. The U.S. Public Health Service has made a grant to Dr. Ruth Hartley, a psychologist at City College, N.Y., to carry out extensive research on the development of concepts about women's roles.¹ This study aims at verifying the occurrence of and identifying the nature of common confusions about women's roles as they are found in young girls in the United States. It is also investigating concepts of women's roles held by boys of the same ages. Such research involves the gathering of detailed information about the subjects and their families and an analysis of many complex factors.

A second important study of women's roles is also in progress at Cornell University, where Dr. Robin M. Williams, Jr., Chairman of the Department of Sociology, has completed detailed interviews with 521 white women, aged 24-44, in Elmira, New York, and is in the process of analyzing the results.² The interview form is 17 pages long and includes information on the respondent's religion, social life, parents, marriage, etc., as well as on her attitudes toward many other subjects related to her role.

The Office of Naval Research has financed another grant to the University of Michigan Survey Research Center to collect data on the extent to which the major social roles now available to women provide

1. Hartley, Ruth E., "The Development of Concepts of Women's Roles," unpublished Research Plan Memorandum I-57, City College, N.Y., 1957.
2. Williams, Robin M., Jr., "Study of Women's Roles," unpublished interview form, Cornell University, Ithaca, N.Y., 1956.

1

them with bases for a feeling of worth.

2

A recent study has been done by Gass to determine the attitudes of women in their middle years toward their roles in life and to correlate these attitudes with their feelings of contentment. Using non-directive interviews which were later rated on a five-point scale, the study attempted to determine the amount of satisfaction that women felt in four areas: homemaking, pregnancy and childbearing, child-rearing, and leisure time. In conflict with the opinion that motherhood is woman's most satisfying role, childbearing and childrearing had a low correlation with contentment in this study, whereas homemaking and leisure time had a higher correlation with contentment. Leisure time satisfaction had the highest correlation with overall contentment, and there was a wide degree of satisfaction and dissatisfaction shown.

The study showed that some women were seeking outlets for creativity and productivity in their use of leisure time, but their effort in this direction was not as pronounced or purposeful as expected. To many the use of leisure time simply represented an escape from the confining elements of childrearing. The women who expressed dissatisfaction with their use of free time did not feel that they must use it constructively. The author concluded that the haphazard manner in which women choose their leisure time pursuits clearly indicated that these women were often unaware of the needs they were trying to satisfy.

These studies represent an attempt to get scientific data on the

1. Weiss, Robert S., and Samelson, Nancy Morse, "Social Roles of American Women: Their Contributions to a Sense of Usefulness and Importance," Marriage and Family Living, Vol. 20 (Nov., 1958), pp. 358-366.
2. Gass, Gertrude Zemon, "Counseling Implications of Women's Changing Role," The Personnel and Guidance Journal, Vol. 37 (March, 1959), pp. 482-487.

place of role in women's adjustment, an area which has, up to now, been discussed mainly in theoretical terms. They also indicate the importance of the role factor in an understanding of women's problems. Dr. Hartley has explained the confusion about women's roles today as follows:

Since the traditional cultural roles of men and women were historically defined so that they supplemented each other, and were simultaneously implemented by different individuals, the woman who undertakes to fill social roles traditionally assigned to males, as well as the usual female roles, is often faced with reconciling the irreconcilable. Unequal to this task, she may choose to reject traditional feminine household and family roles completely, or to devote herself to them exclusively. The co-existence of traditional social stereotypes and new equalitarian patterns offers to many not freedom, but dilemma.¹

Implications for Guidance

It is not known how many counselors working with high school and college girls realize the complexity of the problems discussed above. It would be desirable for counselors to be familiar with the psychological bases of feminine development and to have some appreciation of the conflicting demands that the culture makes of women. Some of the roles which were formerly considered wholly in the male province have become or are becoming acceptable female roles also. The girl who is secure about her femininity should be able to fulfil these new roles without serious inner conflict, in addition to fulfilling the traditional feminine roles. Therefore an effective counselor should have an understanding of the dual function that is emerging as a new pattern for women. It would be most helpful if girls were encouraged to

1. Hartley, Ruth E., "The Development of the Concept of Women's Roles," unpublished Research Plan Memorandum I-57, City College, N.Y., p. 2.

consider some of these problems at an early age so that some of their conflicts might be resolved and their decisions about schooling and vocations could be made on a more realistic basis.

Although it is possible for counselors to help girls in an acceptance of being female and in some realization of the life pattern of modern women, many counselors believe that it is difficult to help women with plans for their later lives until they have actually reached the point where the time spent in child care has diminished. A study done at Columbia University with 18 and 19 year old girls showed that they vividly anticipated marrying during or right after college, but when asked what their lives might be like at age 40, 50 or 60, they were "utterly foggy and very vague."¹

²
According to Ginzberg, a girl at this age has four major uncertainties which affect her plans for later life:

1. Will she marry?
2. At what age will she marry?
3. What kind of husband will she have? Will he be earning an adequate income? Will he approve of his wife working?
4. Will she have children, and if so, how many?

Assuming that they wish to marry, these uncertainties make the future of most girls somewhat undefined. It is understandable that the adolescent girl who wants to marry early and have children may not be motivated to look ahead to what she plans to do after her children are independent. Even if she does look ahead, it is psychologically difficult for her to plan for activities which may not begin until she

1. Lloyd-Jones, Esther, "Education for Re-entry into the Labor Force," unpublished study paper prepared for the National Manpower Council Conference, Columbia University Teachers College, N.Y., 1957, p. 2.
2. Ginzberg, Eli, Ginzberg, Sol, Axelrod, Sidney, and Herma, John, Occupational Choice, Columbia University Press, N.Y., 1951, p. 164.

reaches her middle or late thirties.

The National Manpower Council makes the following comment on the need for guidance for mature women:

It would be worthwhile to make a systematic study of how women "decide" to take on work outside their families as they move into their thirties. Where do they get the information which helps them replan their lives as their children demand less of their time? Women's magazines receive many queries about problems related to re-entry, and attempt to provide information. Where else do women get help in making wise decisions? Just how do women get into the jobs in which we know so many of them are in their thirties, forties, and fifties? And who under the sun at the present time is really qualified to give them informed, expert, enlightened help?

What guidance agencies are even concerned - much less qualified? Almost everyone in guidance and education is still concerned with youth up until 22 and not in the least with women over 30. Almost all the vocational guidance literature and training courses in this country concentrate on vocational guidance for adolescents. An yet even a superficial analysis shows that adolescent girls are overwhelmingly interested in their plans for marriage and cannot at 16 do the realistic planning for their lives that they could do 15 or 20 years after emerging from the "tunnel of love" which most of them enter at about 20.¹

There have been some attempts made to help women of this age. Recently the Mt. Vernon, N.Y., Board of Education set up a course called "Womanpower and Community Resources" to help orient women to possible uses of their energies, to aid them in taking stock of their abilities and interests, and to help them make plans for the future. This course seemed successful in helping students clarify their objectives. Those who really wanted jobs found them; some decided to seek outlets in community activities; and others rediscovered the values in full-time homemaking. Another course in the Washington, D.C., YWCA helped housewives make the necessary adjustments when they were ready to resume paid employment.

1. National Manpower Council, Work in the Lives of Married Women, Columbia University Press, N.Y., 1958, p. 31.

This type of help could be expanded if women's clubs, churches, business and professional clubs, and Junior and Community Colleges would offer to take the responsibility. Existing counseling services could be of more help if they were flexible enough to shift their orientation away from adolescents when necessary. There is a great need in all these services for occupational information which is meaningful for this group so that women may be aware of the employment and training opportunities which are open to them.

It should be emphasized that the problem of women's activities in their later years is only a part of their total life picture. Their choice of activities is based on their psychological development, particularly on their concepts of their roles as women. As they approach the time when their children will become more independent, however, many women need help in deepening their understanding of their needs and in making realistic plans for the future. Even though the problem of women at this stage in their lives represents only a part of a larger problem, the situation seems to justify an attempt to discover just where married women now stand in their plans for the rest of their lives and what services would best meet their needs.

CHAPTER III

METHODS AND PROCEDURES

In starting this research project, the writer first contacted Dr. Mabel Noall, Coordinator of Career Planning for Women for the Evening Division of Boston University. Dr. Noall, who had long been interested in the problem of women's activities, was in the process of organizing a luncheon meeting to present the facts of women's new activities, particularly in reference to their re-entry in the labor force, to a group of leaders of women's organizations in the Greater Boston area. In April, 1959, the writer assisted in plans for this meeting and prepared a preliminary questionnaire to obtain the reaction of those who attended. Although the women present expressed approval of the questionnaire and agreed to have their organizations cooperate in answering it, a follow-up letter sent in May to each organization drew only one response.

Due to this lack of response and to the difficulties involved in distribution to organizations which were so scattered geographically, it was decided to distribute the questionnaire in one community only. This type of distribution, although more limited, had the advantage of reaching a sample which was more homogeneous and therefore more easily defined. In May the questionnaire was answered by twenty members of a women's book club in Lexington, Mass., and as a result of this pilot study, the questionnaire was revised and condensed to one page. The final form of the questionnaire is found in Appendix C.

The presidents or program chairmen of all women's organizations

in Lexington were contacted and permission was obtained to run the questionnaire in the fifteen organizations which are listed in Appendix D. The writer attended the first or second fall (1959) meeting of each organization. At these meetings she passed out the questionnaire to all members, explained the purpose of the study, waited while the members filled out the questionnaires, and collected them immediately. This technique resulted in obtaining almost a 100% return from the members present and avoided obtaining only the replies of those who were favorably inclined toward the study or who definitely wanted training or counseling. At the meetings the writer noticed some initial irritation by members at an unexpected interruption of their regular activities, but once the study had been explained they appeared interested and willing to cooperate. Many women expressed a desire to know the results of the study, and several women later contacted the writer to say that they hoped some services would be established for women of their age.

Replies were received from 376 women in these organizations. Since it was not practical to obtain a sample of women which was truly representative of the population as a whole, it is important to understand the nature of the sample which was used. Lexington is a suburban, residential community which has a higher income level and a higher level of education than would be found in the population at large. According to the 1950 U.S. Census, Lexington residents had a median income of \$3958 compared to a median income of \$2909 for the residents of the State of Massachusetts. The percentage of Lexington wage earners in professional and managerial occupations was 35.6 compared to 19.9% for the State, and the percentage of Lexington residents who had completed high school

or more was 58.4¹ compared to 42.6% for the State.

The necessity of distributing the questionnaire through organizations makes the sample biased in favor of the social- or community-minded women, and in some measure by-passes those who are employed or who carry on individual activities. Some of the later types are found in the organizations, however, and the wide variety of organizations used helps to obtain a more representative sample of this particular community. Due to the limitations of the sample the results of the questionnaire will not necessarily indicate the activity patterns of all women or even of all suburban women. Such generalizations would require a larger sample and a statistical validation of the results.

Because it was not intended to study deep-seated psychological factors, the questionnaire makes no attempt to assess the emotions involved in women's plans for the future. This has the value of making the questionnaire non-threatening, and since it was answered anonymously, the chances for truthful answers are good. There is no check on how many answers reflect wishful thinking and how many reflect realistic planning. For the purposes of this study it is useful to know that a certain course of action has been considered, even though it may not be realistic.

The following results were obtained from the analysis of questionnaire results:

1. The percentage of women now engaged in each of the four types of activities listed.
2. The percentage of women expressing a desire to engage in each of the four types of activities in the future.
3. The percentage of women who propose to change to a different type of activity from the one they now pursue.

1. Massachusetts Department of Commerce, Division of Research, Monograph for Boston Metropolitan Area and Monograph for the Town of Lexington, Boston, Mass., 1955.

4. The percentage of women who want further training and education and the kinds of training they want.
5. The percentage of women expressing a desire for counseling.

There are many helpful correlations which could be made from these questionnaires and it is hoped that they may be used further. It would be possible to correlate women's education and past job experience with their plans for the future to see how many of them will use their past experience and training. These results might be particularly useful to counselors who work with girls in high school and college. It might also be useful to correlate women's ages or the ages of their youngest children with the types of activities they now pursue to see whether they actually go into paid employment more after all their children are in school. Since many women feel that they cannot be gainfully employed unless they replace themselves at home at least part of the time, their activities could be correlated with their household help to see if there is a significant relationship.

The above possibilities are pointed out to show that the questionnaire was designed to gather information which can be used in more detailed analysis. The tabulations which are to be made in this study will be limited to giving a picture of the present and projected future activities of 376 suburban married women between the ages of 25 and 55, their desire for counseling, and the kinds of educational and training opportunities they would like to have available to them.

CHAPTER IV

REPLIES OF 376 WOMEN TO QUESTIONNAIRE

Activity Patterns

The purpose of this research project is to discover how married women plan their activities when they have different demands on their time at various periods in their lives due to their duties as mothers and homemakers. The 376 women who answered the questionnaire are women who have both homemaking and childrearing duties, since 100% of the respondents are married and 90% of them have children.

The results of the questionnaire pertaining to types of activities preferred by the women in this study are presented in Table I. All results are presented to the nearest percentage point.

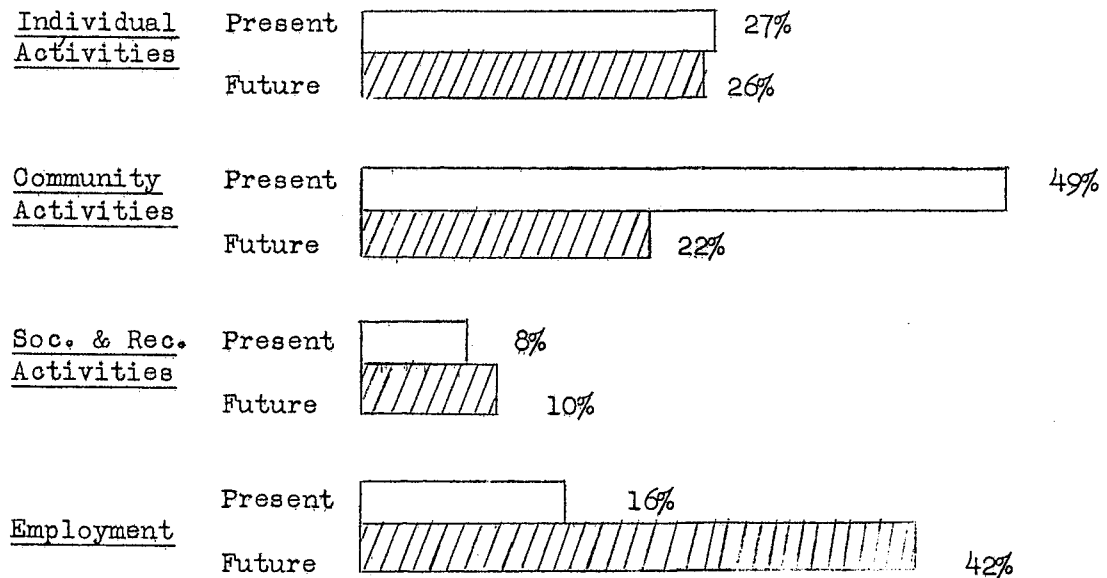
TABLE I
NUMBER AND PERCENTAGE OF WOMEN CHOOSING
EACH OF FOUR TYPES OF ACTIVITIES AT
PRESENT AND IN THE FUTURE

Type of Activity	At Present		In the Future	
	Num-ber	Per-cent	Num-ber	Per-cent
Individual.....	101	27	97	26
Community.....	183	49	83	22
Social & Recreational	30	8	37	10
Paid Employment.....	62	16	159	42
Total	376	100	376	100

The table shows that in comparing present and future activities, the percentages for Individual and Social & Recreational Activities remain fairly constant, but a major change in activities takes place

in the Community and Paid Employment categories.

As might be expected from the method of distributing the questionnaire, the highest number of respondents are now engaged mainly in community activities, outside of their homemaking and childcare duties. We find, however, that in their plans for the future this type of activity no longer predominates. In line with National Manpower Council findings on the entrance of older women in the labor force, a large portion of the women in this study plan to seek paid employment in the future. The shift in types of activities is illustrated in Graph 1.



GRAPH 1. PERCENTAGE OF WOMEN ENGAGED IN FOUR TYPES OF ACTIVITIES AT PRESENT IN COMPARISON WITH THE PERCENTAGE OF WOMEN PLANNING TO BE ENGAGED IN THESE ACTIVITIES IN THE FUTURE

Although the graph might seem to indicate that the category of Employment grows only at the expense of the Community Activity category, it cannot be assumed that all the women planning to go into the labor force in the future are drawn from the group now engaged in community activities. A more detailed breakdown of the women in each category in

Chapter V will show how the increase of women in the labor force is accounted for by changes in all the other types of activities. Social and Recreational Activities are preferred by only a small portion of the women both now and in the future.

Training and Education

There were 139 respondents, or 37% of the total, who indicated that they desire further training or education. The types of activities now pursued by those who want training and the kinds of training they want will be presented in Chapter V.

Counseling

Exactly half of the women indicated that they might be interested in counseling to help them with their plans for the future. Question 9 on the questionnaire appeared as follows:

Would you be interested in meeting with counselors to explore the educational, job and other opportunities open to you?
 ___ No ___ Yes ___ Possibly

Table II shows the answers to this question.

TABLE II
 NUMBER AND PERCENTAGE OF
 WOMEN DESIRING COUNSELING

Type of Response Showing Desire for Counseling	Num-ber	Per-cent
Yes.....	80	21
Possibly.....	107	29
Total	187	50

Because the women who answered "Possibly" to this question show some interest in counseling, the total of the "Yes" and "Possibly"

answers will be used in the remainder of the analysis to indicate the number interested in counseling.

Reactions to Questionnaire

The last question on the questionnaire was intended as an "open-ended" question to draw more spontaneous reactions to the problem being studied. A majority of women left this question blank. Some of those who responded gave answers which pertain to specific types of activities and will be included in Chapter V. Some comments which are of a more general nature are given below:

This is a fine idea. I need someone to steer me.

Difficult to choose only one between Individual, Community and Social categories because very few women can or should concentrate on just one.

Superficial.

Women who have retired often do not know what to do and give up everything. Some counseling would be very helpful.

I simply do not think having 4 children is a full time job.
Given good health, there is no excuse for doing nothing else.

Most women waste their time.

I feel I could have checked two or more answers on questions number 6 and 7.

Can't see what use this can be.

Very worthwhile to find out.

Any further outside activities would have to be deferred until my children are a little older.

No questionnaire can tell the true story.

Those who indicated difficulty in choosing one response to questions number 6 and 7 represent a larger number of women who expressed this difficulty verbally at the time the questionnaire was administered.

The writer was asked several times if more than one response could be given for each of these questions, and some women seemed to feel that their time was so divided that it was almost impossible to choose one activity which predominated. This reaction may reveal a weakness in the construction of the questionnaire and indicate that a rating scale or some criterion other than time, such as interest or importance, for choosing activities would have been more accurate.

Many replies can be classified as showing approval or disapproval of the questionnaire and the purpose of the research. These and other replies reveal a strong emotional reaction and serve as a reminder of the psychological factors which underlie women's choice of activities.

CHAPTER V

ANALYSIS OF REPLIES OF WOMEN NOW IN EACH
OF FOUR TYPES OF ACTIVITIESActivity Patterns

Since the total results presented in Chapter IV will be more meaningful if they are analyzed in more detail, the replies of women who are at present engaged in each type of activity will be analyzed in this chapter. The preceding data has shown what proportion of the total number of respondents are now engaged in each type of activity. The plans for the future of the women in each of these groups are shown in Tables III, IV, V and VI on page 26.

We see from these tables that a large number of the women in this study are not permanently settled in the types of activities they now pursue. The total number who plan to change to a different type of activity in the future represent 62% of all the women who answered the questionnaire. Plans for changes to other types of activities occur in all categories. Table VII compares the percentage of women in each group who want to change to a different type of activity in the future.

TABLE VII

PERCENTAGE OF WOMEN IN EACH GROUP
WISHING TO CHANGE FROM THE TYPE
OF ACTIVITY THEY NOW PURSUE

Activity Now Pursued	Percent Wishing to Change
Individual..... (101 Women)	62
Community..... (183 Women)	73
Social & Recreational (30 Women)	60
Paid Employment..... (62 Women)	32

TABLE III

FUTURE PLANS OF 101 WOMEN
NOW ENGAGED IN
INDIVIDUAL ACTIVITIES

Future Type of Activity	Per cent
Remaining in Individual Activities	39
Changing to:	
Community.....	18
Social & Recreational..	7
Paid Employment.....	37
Total Changes	62

TABLE IV

FUTURE PLANS OF 183 WOMEN
NOW ENGAGED IN
COMMUNITY ACTIVITIES

Future Type of Activity	Per cent
Remaining in Community Activities	27
Changing to:	
Individual.....	26
Social & Recreational..	8
Paid Employment.....	39
Total Changes	73

TABLE V

FUTURE PLANS OF 30 WOMEN
NOW ENGAGED IN
SOCIAL AND RECREATIONAL
ACTIVITIES

Future Type of Activity	Per cent
Remaining in Soc. & Rec. Activities	40
Changing to:	
Individual.....	10
Community.....	17
Paid Employment.....	33
Total Changes	60

TABLE VI

FUTURE PLANS OF 62 WOMEN
NOW GAINFULLY EMPLOYED

Future Type of Activity	Per cent
Remaining in Paid Employment	68
Changing to:	
Individual.....	11
Community.....	16
Social & Recreational..	5
Total Changes	32

Table VII shows that the smallest percentage of women wishing to change their activities in the future is found among those now in Paid Employment, whereas the largest percentage wishing to change is found among those now in Community Activities.

The four tables on the future plans of the women in each group (page 26) also show that the most popular choice for the future in the other three groups is Paid Employment. Between 30 and 40 percent of each of these groups indicate that they would like to enter the labor force in the future.

Although some women did not specify on the questionnaire what kind of employment they now have, or what kind of employment they would like in the future, the replies to this question give a picture of the occupations most preferred by these women. Of those who are now employed, 20 are in secretarial work and 12 are in teaching. In indicating their choices for future employment, the most women again chose these two occupations. Table VIII shows the types of occupations which were mentioned by those who desire employment in the future. The table represents only those women who plan to change to paid employment and does not include those who are already employed.

TABLE VIII
OCCUPATIONS PREFERRED BY WOMEN PLANNING TO ENTER
LABOR FORCE IN THE FUTURE

Occupation	Number of Women	Occupation	Number of Women
Teacher.....	28	Artist or Writer..	6
Secretary.....	20	Librarian.....	5
Social Worker....	8	Medical Researcher	
Businesswoman....	8	or Technician....	4
(incl. Real Estate)		Occupational	
Nurse.....	8	Therapist.....	2
		Misc.....	4

Aside from the miscellaneous category, which included occupations such as industrial worker, policewoman, and school cook, the choices all represent professional or business occupations. Since all of these occupations require training or education, further information on the demand for training will be discussed in the next section.

Training and Education

In this section the term "training" will be used to denote both training and education. Before presenting the findings on the kinds of training wanted by the women in this study, it is interesting to note that those in Social and Recreational Activities had the least desire for training. There is more demand for training among those who propose to change their type of activity than among those who plan to remain in their present activity. An exception to this is found in the Paid Employment category, where presumably the women who are already employed wish to get further training in their particular occupations. Table IX shows the total demand for training in each group, as well as the demand for training by those who intend to remain in their present activities compared to those who plan to change their activities in the future.

TABLE IX

WOMEN NOW IN EACH TYPE OF ACTIVITY WHO DESIRE FURTHER TRAINING

Type of Activity Now Pursued	Percentage of Those Remaining In Present Activities Who Want Training	Percentage of Those Changing Activities Who Want Training	Percentage of Total Who Want Training
Individual (101 Women)	20	48	44
Community (183 Women)	27	42	38
Social & Recreational (30 Women)	0	28	17
Paid Employment..... (62 Women)	50	30	44

The fields in which training is desired is presented in Table X.

TABLE X

KINDS OF TRAINING WANTED BY WOMEN IN ALL TYPES OF ACTIVITIES

Type of Training	Number of Women	Type of Training	Number of Women
Education Courses.....	25	Art.....	4
Hobbies (music, crafts, languages, sewing)...	18	Occupational Therapy..	2
Liberal Arts.....	15	Library Science.....	2
Secretarial.....	9	Dietician.....	1
Nursing Refresher Course	4	Lab. Technician.....	1

Further notations on the questionnaires indicated that the women desiring this training had a varied degree of training already completed. Of those requesting education courses, for instance, some wanted to obtain Master's Degrees, some needed courses for certification, and others wanted "refresher" courses. Among those desiring Liberal Arts, some wanted Master's Degrees and others wanted to complete studies for a B.A. which had been interrupted by their marriage. The women requesting courses connected with hobbies were mainly those planning to engage in individual activities in the future, but the demand for the other types of training came mainly from those who plan to enter the labor force.

Counseling

An analysis of the results on the desire for counseling shows that the women now engaged in Social and Recreational Activities express the most interest in counseling. We also find that more of the women who propose to change their activities desire counseling than those who intend to remain in their present activities. Table XI on page 30 presents these findings.

TABLE XI

WOMEN NOW IN EACH TYPE OF ACTIVITY WHO DESIRE COUNSELING

Type of Activity Now Pursued	Percentage of Those Remaining in Present Activities Who Want Counseling	Percentage of Those Changing Activities Who Want Counseling	Percentage of Total Who Want Counseling
Individual..... (101 Women)	36	50	38
Community..... (183 Women)	38	57	51
Social & Recreational (30 Women)	42	89	70
Paid Employment..... (62 Women)	38	45	40

Reaction to Activities

General reactions to the subject of women's activities as indicated by replies to the last question on the questionnaire were presented at the end of Chapter IV. There were also replies to this question which revealed attitudes toward a particular type of activity. In these replies women explained their reasons for choosing a certain type of activity or mentioned difficulties involved in pursuing this activity.

Only a few women who had chosen Individual Activities for the future answered the last question. Some of the comments they made were:

A very valuable study you are making, I think. I am glad to know of women's counseling service for future reference as I intend to resume my studies in about 2 years.

I feel that too much time and effort is spent on church fair type of activity. Most people would really rather give a donation and be left alone.

All my spare time is spent in studying and reading for my own satisfaction.

My children no longer need me full time and now I am delighted to be able to take a language course and oil painting two mornings a week.

Women who chose Community Activities for the future made the

following comments:

More women should strive to spend more time on community activities. Every woman should have at least one community activity.

Too often the same woman is called upon to work or help in many organizations, thereby forcing her to spread her time so thin that she's not effective in any one community job - and family suffers. What's the answer? At times I'd love some time for myself!

There was only one response by a woman choosing Social and Recreational Activities for the future:

I just like people and enjoy being with people and a part of things.

Women who are planning to seek Paid Employment in the future gave the most replies to this question and answered more fully:

After not having worked in eleven years, I am interested in what possibilities there are today and what job opportunities there are considering that I still have fairly young children at home.

Find that many young women in this suburban area want to devote their free time (while children are in school) to activities which bring them monetary reimbursement. They have already contributed much to the community in many ways through church, civic and community activities.

Since my children are still young, my time is still all taken up with job, home, and children. This is a timely questionnaire.

Evidently the position of housekeeper is an occupation few women are interested in. It is increasingly difficult to get competent help to permit one to pursue a career.

Excellent research subject - more and more women of my acquaintance are interested in eventual part-time work - and today's cost of educating several children may make it imperative for many wives to work. How about courses to train college graduates for substitute teaching and for kindergarten teaching or for work in an office - these to be given outside the city during the day-time hours when school is in session.

These comments emphasize the individuality of women's choice of activities. Although general trends in women's activity patterns can be seen, not all women will conform to these trends and each woman will choose her activities on the basis of her own attitudes and experience.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The women who answered the questionnaire in this study are homemakers and mothers. They indicated what activities they now pursue outside of childcare and homemaking, and what activities they plan to pursue in the future as their home duties decrease. The preceding analysis of the questionnaires showed the following results in regard to activity patterns:

1. Over half the women (62%) plan to change from the activities they now pursue to other types of activities in the future.
2. At present the largest number of women (49%) are engaged in community activities.
3. In the future the largest number of women (42%) plan to become gainfully employed.
4. The women who will seek paid employment in the future are drawn from those currently engaged in all the three other types of activities (individual, community, and social and recreational).
5. The women who desire paid employment in the future are planning to pursue mainly professional and business careers. Teaching and secretarial work are the most popular occupations.
6. The highest percentage of women wishing to change their type of activity in the future is found among those currently engaged in community activities (73%). The lowest percentage of women wishing to change their type of activity in the future

is found among those currently gainfully employed (32%).

7. Social and recreational pursuits are preferred by the smallest percentage of women as a major type of activity both now and in the future (8% at present, 10% in the future).

The responses to the questionnaire concerning the desire for further training and education showed the following results:

1. The women who are planning to change from individual, community, and social and recreational activities have more desire for further training than those who plan to remain in these activities. Among women who are already employed the reverse is true; those who plan to remain employed have more desire for further training than those who plan to change to other types of activities.
2. College courses in education and liberal arts and training in hobbies (crafts, music, etc.) are the types of training most in demand.

Responses to the questionnaire concerning the desire for counseling showed the following results:

1. Half the women (50%) indicated an interest in counseling.
2. The desire for counseling is found more among women who plan to change their activities than among women who plan to remain in their present types of activities.

Conclusions

The research results show that a large portion of the women in this study are not permanently settled in their present activities. As their children grow older and their home duties decrease, they are

considering pursuing different activities which they feel will be more satisfying to them in the future.

The results also are consistent with the National Manpower Council's findings on the entry of older women into the labor force. Many of these women plan to become gainfully employed in the future. They may have been engaged in individual, community or social activities while their children were small because these activities fitted into their schedule while they had the most demand on their time at home. They foresee that as there is less time required in childcare they will want to occupy themselves with paid jobs. Others have no desire for employment but wish to change the way in which they spend their free time because their present activities do not satisfy them.

The fact that half of the women show an interest in counseling indicates that in adjusting to this period in their lives women have a real need for help. The women who feel the need for readjusting their activities showed the greatest interest in counseling both on the questionnaire and in their reactions when the questionnaire was administered. Those contemplating paid employment were particularly eager for guidance and information on the opportunities available to them. However, there was a desire for counseling even among the women who appear satisfied to continue in their present activities.

Most of the women who want further training or education indicated an interest in fields of training which are already available to them in the Boston area. Setting up further training services would probably not be necessary in order for them to obtain the training they want. It might be worthwhile to consider the suggestion of one respondent that extension courses be offered outside the city during the hours

when children are in school. If such courses were available in the field of education, the supply of teachers might be increased.

Recommendations

Although this study involved only one sample of women in a particular suburb, the desire for counseling was so definite that it is probably safe to assume that other suburban women would show at least some interest in counseling. The results seem to indicate that guidance services for mature women are badly needed in the Boston area.

These services might be set up within existing counseling centers, with specialists who were trained to deal with this age group. Counselors working with older women should have the interest and insight to deal with the more profound factors involved in women's adjustment, factors involving concepts of female psychology and the whole area of family relationships. There is also a need for counselors to have occupational information in order to counsel the increasing number of women desiring paid employment. They should, in addition, have a knowledge of the special problems presented by scheduling of time, hours of work, commuting, and household help which are encountered by married women in the labor force.

After providing guidance services, it would be necessary to publicize these services so that women would be aware that such help was available. This type of service would be new and at first might not be known to the professional people in each community. Women who want counseling should be aware that such services exist for their age group, either through regular channels of communications, or

through referrals by other guidance personnel.

The projected entry of women in the labor force suggests that more information should be gathered on employment opportunities for older women in the Boston area. The attitude of employers toward employing married women, the types of jobs most open to them, and the possibility of flexible working hours are all subjects which need further research. The information would be of great value to those setting up guidance services for women.

This study also suggests a need for further research on the place of community activities in the lives of women today. Many of the charitable and cultural organizations in our society are carried on by volunteer womanpower, and in the past these organizations have been the accepted outlet for women's energies outside the home. If the trend away from community activities is widespread and continuing, will it be necessary for some of this work to be taken over by government or private agencies, or will some of the charities and arts have to be abandoned? Another important aspect of this problem which needs research is the reason why community activities fail to satisfy so large a proportion of women. It would be most helpful to discover what basic needs women are attempting unsuccessfully to satisfy through this type of activity.

BIBLIOGRAPHY

- Buck, Pearl, Of Men and Women, John Day Co., N.Y., 1941.
- Cassidy, Rosalind, and Kazman, Hedda Clute, Counseling Girls in a Changing Society, McGraw Hill, N.Y., 1947.
- David, Opal, Education of Women, American Council on Education, Commission of the Education of Women, Washington, D.C., 1958.
- Dingwall, Eric John, The American Woman, Rinehart & Co., N.Y., 1956.
- Deutsch, Helene, The Psychology of Women, Vol. I, Grune & Stratton, N.Y., 1944.
- Farnham, Marynia, and Lundberg, Ferdinand, Modern Woman: the Lost Sex, Harpers, N.Y., 1947.
- Flexner, Eleanor, Century of Struggle, the Woman's Rights Movement in the United States, Belknap Press of Harvard University Press, Cambridge, Mass., 1959.
- Foster, Robert G., and Wilson, Pauline Park, Women After College, Columbia University Press, N.Y., 1942.
- Gass, Gertrude Zemon, "Counseling Implications of Women's Changing Role," The Personnel and Guidance Journal, Vol 37 (March, 1959), pp. 482-487.
- Ginzberg, Eli, Ginsberg, Sol, Axelrod, Sidney, and Herma, John, Occupational Choice, Columbia University Press, N.Y., 1951.
- Gruenberg, Sidonie M., and Krech, Hilda Sidney, The Many Lives of Modern Women, Doubleday & Co., N.Y., 1952.
- Harding, Mary Esther, The Way of All Women, Longmans, Green & Co., N.Y., 1933.
- Hartley, Ruth E., "The Development of the Concept of Women's Roles," unpublished Research Plan Memorandum I-57, City College, N.Y., 1957.
- Jensen, Oliver, The Revolt of American Women, Harcourt, Brace & Co., N.Y., 1952.
- Knopf, Olga, The Art of Being a Woman, McClelland & Stewart, Ltd., Toronto, 1934.
- Komarovsky, Mirra, "Cultural Contradictions and Sex Roles," The American Journal of Sociology, Vol. 52 (Nov., 1946), pp. 184-189.

Komarovsky, Mirra, "Functional Analysis of Sex Roles," American Sociological Review, Vol. 15 (Aug., 1950), pp. 508-516.

_____, Women in the Modern World: Their Education and Their Dilemmas, Little, Brown, N.Y., 1953.

La Follette, Cecile Tipton, A Study of the Problems of 652 Gainfully Employed Married Women Homemakers, Contributions to Education, No. 619, Columbia University Teachers College, N.Y., 1954.

Lerner, Max, America As a Civilization, Simon & Schuster, N.Y., 1957.

Lloyd-Jones, Esther, "Education for Re-entry Into the Labor Force," unpublished study paper prepared for National Manpower Council Conference, Columbia University Teachers College, N.Y., 1957.

Massachusetts Department of Commerce, Division of Research, Monograph for Boston Metropolitan Area, Boston, Mass., 1955.

_____, Monograph for the Town of Lexington, Boston, Mass., 1955.

Mead, Margaret, "American Man in a Woman's World," Magazine Section, New York Times, Feb. 10, 1958.

_____, Male and Female, William Morrow & Co., N.Y., 1949.

Mueller, Kate Hevner, Educating Women for a Changing World, University of Minnesota Press, Minneapolis, Minn., 1954.

National Manpower Council, Womanpower, Columbia University Press, N.Y., 1957.

_____, Work in the Lives of Married Women, Columbia University Press, N.Y., 1958.

Pattee, Fred Lewis, The Feminine Fifties, Appleton-Century, N.Y., 1940.

Rose, Arnold M., "The Adequacy of Women's Expectations for Adult Roles," Social Forces, Vol. 30 (1951), pp. 69-77.

Scott-Maxwell, Florida, Women and Sometimes Men, Knopf, N.Y., 1957.

Seward, Georgene H., "Cultural Conflict and the Feminine Role: An Experimental Study," Psychiatry, Vol. 5 (1942), pp. 331-334.

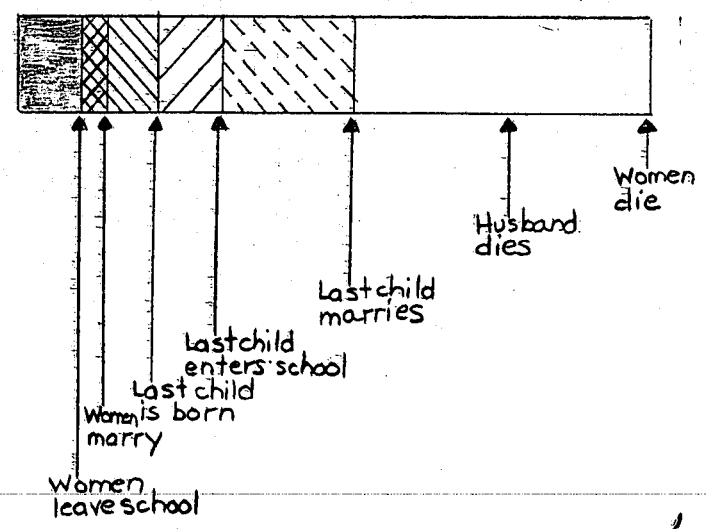
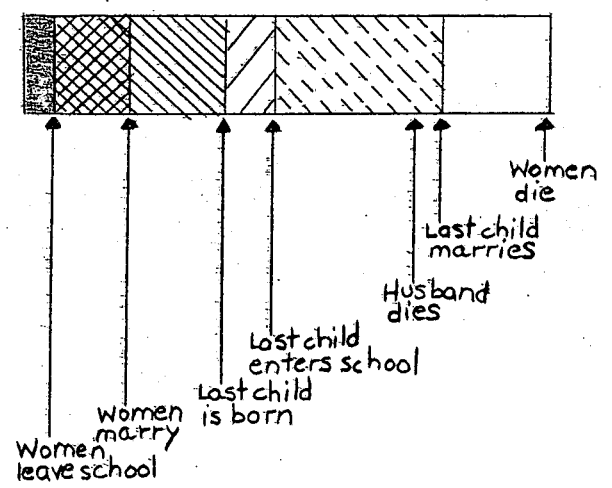
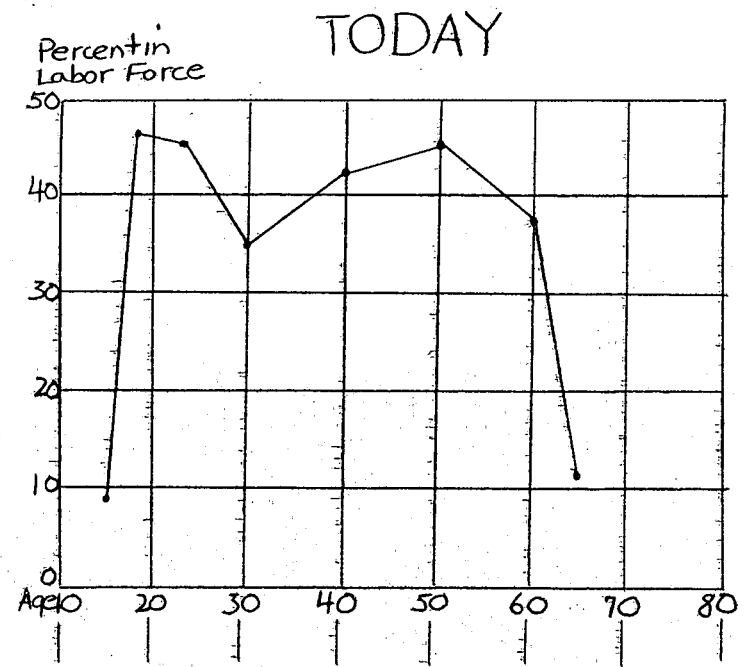
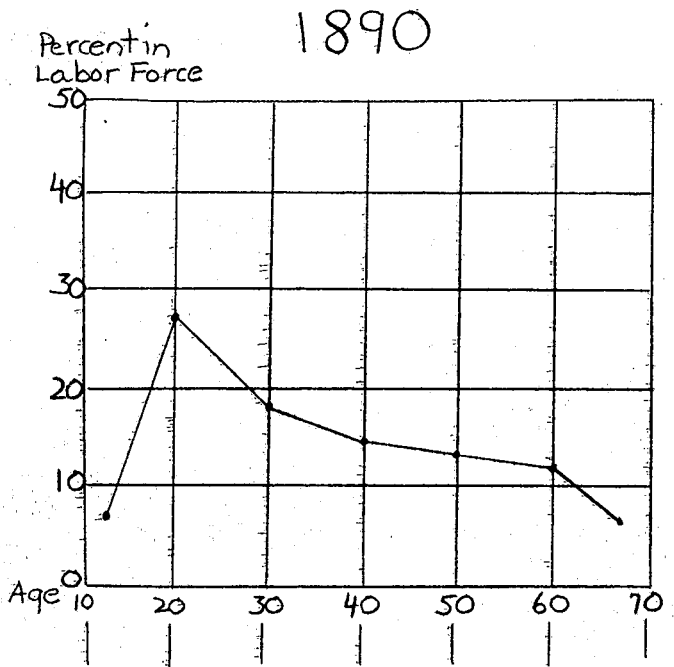
Silverberg, William V., M.D., Childhood Experience and Personal Destiny, Springer Publishing Co., N.Y., 1952.

Tharp, Louise Hall, Peabody Sisters of Salem, Little, Brown, N.Y., 1950.

United States Bureau of the Census, "Women Past Thirty-five in the Labor Force: 1946 to 1956," Current Population Reports, Series P-50, No. 75, July 1957.

- Walters, James, and Ojenann, Ralph M., "A Study of the Component of Adolescent Attitudes Concerning the Role of Women," Journal of Social Psychology, Vol. 35 (1952), pp. 101-110.
- Wallin, Paul, "Cultural Contradictions and Sex Roles: A Repeat Study," American Sociological Review, Vol. 15 (1950), pp. 288-293.
- Weiss, Robert S., and Samelson, Nancy Morse, "Social Roles of American Women: Their Contributions to a Sense of Usefulness and Importance," Marriage and Family Living, Vol. 20 (Nov., 1958), pp. 358-366.
- White, Lynn, Jr., Educating Our Daughters, Harpers, N.Y., 1950.
- Williams, Robin M., Jr., "Study of Women's Roles," unpublished interview form, Cornell University, Ithaca, N.Y., 1956.
- Wilson, Margaret S., "Do College Girls Conform to the Standards of Their Parents?," Marriage and Family Living, Vol. 15 (Aug., 1953), pp. 207-208.
- Wilson, Pauline Park, College Women Who Express Futility, Contributions to Education, No. 956, Columbia University Teachers College, N.Y., 1950.
- Worthington, Marjorie, Miss Alcott of Concord, Doubleday Doran, N.Y., 1958.
- Wrong, Dennis H., "The Breakup of the American Family," Commentary, Vol. 9 (April, 1950), pp. 374-380.

APPENDIX



Median Age at Which

1. National Manpower Council, Womanpower, Columbia University Press, N.Y., 1957, Figure 6, p. 307.

Boston University Research Questionnaire
(School of Education, Dept. of Guidance)

You have been asked to participate in research about the activity patterns of women. If you are a married woman between the ages of 25 and 55, we would appreciate your answering this questionnaire. Do NOT sign your name.

1. Your Age: 25-30 31-35 36-40 41-45 46-50 51-55

2. Your Education: High School Graduate Professional Training (nursing, etc.)
 4-Year College Graduate Extra Courses
 2-Year College Graduate Master's Degree
 Other (specify) _____

3. Specific Paid Jobs You Have Held:

<u>Job Title</u>	<u>Number of Years</u>

4. Ages of Children: _____

5. Amount of Household Help: No Help Full Time Help
 Day Help Relative Living in Home

6. Outside of childcare and homemaking, in which type of activity do you spend the major portion of your time? (check one)
 Individual Activities (reading, sewing, music, arts, etc.)
 Community Activities (church work, organizations, Scouts, hospitals, etc.)
 Social & Recreational Activities (social clubs, sports, trips, parties, etc.)
 Paid Employment: describe _____
 Other: describe _____

7. If you think you might change the way in which you spend the major portion of your time (outside of childcare and homemaking) at some time in the future, which type of activity would you like to pursue? (check one)
 Individual Activities
 Community Activities
 Social & Recreational Activities
 Paid Employment: describe, if possible _____
 Other: describe _____

8. Will you need further training or education?
 No Yes: describe, if possible _____

9. Would you be interested in meeting with counselors to explore the educational, job, and other opportunities open to you?
 No Yes Possibly

10. Add any further comments on your activities, on how women use their time, or on your reaction to this questionnaire

APPENDIX D

ORGANIZATIONS AND NUMBER OF MEMBERS
ANSWERING RESEARCH QUESTIONNAIRE

<u>Organizations</u>	<u>Number of Respondents</u>
Book Club	11
League of Women Voters	26
Simmons College Club	16
Smith College Club	12
Women's Club	59
Baptist Church Carillon Club	19
Catholic Women's Organization	19
Congregational Church:	
Evening Study Group	28
Ramblers Club	13
Roundabout Club	25
Tidings Club	22
Welcome Club	13
Jewish Sisterhood	37
Methodist Women's Society	39
Unitarian Evening Alliance	37
Total	376