

by a political science major who became a copywriter for a radio station. Their respective comments follow :

“When first seeking employment, I found the lack of typing knowledge a drawback. . . . I found most employers I contacted wanted this skill even though I was not applying for a typist position as such.”

“Found it discouraging after graduation to be told that the only openings for women were secretarial.”

A few of the alumnae offered the opinion that the employment difficulties of themselves or their friends were associated with the fact that they were women. One graduate, although pleased with her own advancement to the position of “radio production officer” in the armed services, stated :

“I believe a great deal is still needed to be done regarding employment chances for women. There is still considerable prejudice.”

A physicist who had worked both for private industry and government also voiced concern about job discrimination against women and noted :

“Industrial experiences involved considerable sex discrimination. Research institute and government have been much more satisfactory in this respect.”

Other comments of the alumnae were related particularly to women’s chances for job improvement and advancement, as, for example :

“. . . I have found that by working for understaffed, underpaid nonprofit organizations I was able to enlarge the scope of my job more easily than in a more specialized commercial company.”

“Men still are preferred for positions of authority—to the point where no woman, however well qualified, could hope to be considered for certain executive positions.”

Future Employment Plans and Interests

A majority of the survey alumnae not already employed in the winter of 1960–61 indicated an interest in future employment. Interest was somewhat greater among the graduates than among the non-graduates, although all of the nongraduates from one school reported such interest. However, many of the alumnae also indicated they were

not considering seeking a job for at least 5 years and relatively few were thinking of the immediate future ("within 1 year") (table 6).

It is especially noteworthy that, of the alumnae who showed some interest in future employment, almost all mentioned a preference for part-time work. This was true both for the graduates (73 to 90 percent) and the nongraduates (83 to 100 percent). Some had already looked for a part-time job and were distressed to find a scarcity of part-time opportunities, particularly in professional fields. The following comments reflect their dissatisfaction with this situation:

"I find it difficult to secure a part-time job with the pay and responsibility I believe I am capable of."

". . . although I have proved my competence as a biostatistician, I have found very little sympathy when I look for part-time work."

". . . supervisory scientists confided to me personally that I could be of great help even if only part time but that company policy would not permit it."

"I have always regretted the unavailability of part-time jobs for college-trained women."

Interest in part-time employment is so high that some of the alumnae wish they had considered this factor when choosing their college specialization, as indicated in the following remark:

"Guidance while in college toward an occupation which can be done part time would have been very useful."

When reporting the type of future job they had in mind, the graduates responded very differently from the nongraduates. Virtually all of the graduates (81 to 88 percent) wanted a professional position—with teaching their greatest preference. Some of the nongraduates (23 to 75 percent) also hoped for a professional job, but many of this group named clerical, sales, or health service work.

At first glance, it might seem somewhat strange that teaching should have so much more appeal for the survey graduates in 1960-61 than it did during their undergraduate days. Several comments offered by the graduates, however, may help explain their change of interest. Probably the most frequently expressed comment came from those who had moved to small towns because of their husbands' work and who reported that teaching was the only professional work open to them. Some of the alumnae expressed strong dissatisfaction with the education their own children were receiving and considered it their duty to utilize their education and talents in trying to remedy the situation. Others remarked on teachers' desirable working hours, which allowed them to be at home the same time as their children were.

This latter reason was offered by a chemistry major with a master's degree when she commented:

"Would actually prefer going back to private industry but because of small children, teaching would seem to be the answer."

Plans for Additional Education or Training

A strong feeling of need for more education or training existed among the survey alumnae—a feeling that was expressed by large proportions of employed alumnae (44 to 71 percent) as well as by those not employed (62 to 72 percent) (table 11). In fact, some alumnae in both groups reported that they had already made plans to obtain additional employment training.

The fact that the graduates and nongraduates alike were interested principally in university courses may be associated with their college background or their desire to study in fields related to their undergraduate major. Among the graduates who specified the kind of additional education or training they wished, the largest group was comprised of those interested in obtaining a teaching certificate. Others named courses in the social sciences and the humanities. In addition, small groups were considering courses in the health fields and in the natural sciences. Only a few of the graduates but relatively more of the nongraduates indicated any interest in business courses or "miscellaneous training courses." Significant proportions of the nongraduates wanted to take undergraduate courses leading to a degree.

Some alumnae commented on their need for further preparation before returning to the world of work; others, on their difficulties in finding suitable educational or training facilities in their locality. Among the former were graduates who wrote:

"I feel unqualified to do anything but a routine type of job, which would be very dull."

"I find myself now, with my children all in school, time on my hands, a desire to add to family income, and having no job training of a practical nature."

"Many women in my position would like to work in some constructive way outside the home but are greatly discouraged by lack of recent experience."