

COLLEGE WOMEN

SEVEN YEARS AFTER GRADUATION

Resurvey of Women Graduates—Class of 1957

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Foreword

The high rate of employment among mature women, particularly educated women, is one of the most remarkable and significant facts of modern life. Their interest in a paid job appears to be not a temporary phenomenon. Forecasts indicate that the economic, social, and personal reasons for this development will continue to attract increasingly larger numbers of women into the work force in the coming decade.

With the extended work life of mature women have come new concerns relating to their job preparation and retraining, continuing education, dual responsibilities of home and job, and psychological adjustments. In order to gain deeper understanding of the needs and interests of college-educated women, the Women's Bureau questioned 7-year graduates concerning their activities and plans, particularly relating to employment and education. When viewed in terms of the full lifespan of educated women, the survey has meaning for numerous groups in society.

The findings have important implications for virtually all college women as well as for those concerned with their guidance and counseling. College students need information that contributes to a long-range view of women's life patterns so they can determine how best to prepare for their own probable future. Mature college women can make more assured decisions about their own lives when they know how other women are satisfying their rising aspirations and combining the roles of homemaker, citizen, and worker.

The plans expressed by the survey graduates can indicate to educators the growing demand that may be made on their facilities by adult women. The graduates' plans also may serve to alert employers and manpower officials to the probable job participation of college women, as well as to stimulate them to seek the maximum utilization of educated womanpower. Above all, the paramount value of the study lies in its challenge to all society to encourage and assist women toward achievement of their full potentiality.

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Contents

	<i>Page</i>	<i>Table</i>		<i>Page</i>
Introduction -----	1	F-7	Undergraduate Major of Graduates, by Highest Degree in 1964 -----	38
Survey Highlights -----	3			
Characteristics of Graduates -----	4	F-8	Postgraduate Education of June 1957 Graduates, 1957 Through 1964 -----	39
Continuing Education of Graduates --	5			
Employment Status in 1964 -----	7	F-9	Field of Study of Graduates With Postgraduate Education -----	39
Family Status and Employment -----	9			
Occupational Patterns -----	12	F-10	Undergraduate Major of Graduates, by Employment Status in 1964 -----	40
Graduates' Salaries in 1964 -----	14			
Work Histories of Graduates -----	15	F-11	Employment and School Status of Graduates, 1964 and 1957-58 -----	40
Future Employment Plans -----	16			
Future Educational Plans -----	18	F-12	Main Reason of Graduates for Working, by Marital Status, 1964 -----	41
Volunteer Activities -----	19			
Conclusions -----	19	F-13	Employment Status of Graduates, by Marital and Family Status, 1964 -----	42
Appendix -----	21			
A. Questionnaire Form -----	23	F-14	Husband's Attitude Toward Wife's Employment, by Employment and Family Status of Wife, 1964 -----	42
B. Counseling and Placement Services -----	27			
C. Continuing Education Programs	31	F-15	Employment Status of Wife, by Employment Status of Husband -----	43
D. Graduate Fellowship, Grant, and Loan Programs -----	32			
E. Suggested Readings -----	35	F-16	Child Care Arrangements of Working Mothers, 1964 -----	43
F. Tables -----	36	F-17	Weekly Hours Worked by Employed Married Graduates, 1964 -----	44
<i>Table</i>		F-18	Married Graduates Performing Paid Work at Home, 1964 --	44
F-1 Coverage of June 1957 Women College Graduates in 7-Year Followup Survey -----	36	F-19	Occupational Distribution of Employed Graduates -----	45
F-2 Response of June 1957 Women College Graduates in 7-Year Followup Survey -----	36	F-20	Occupation of Graduates Employed in 1964, by Undergraduate Major -----	46
F-3 Age of June 1957 Graduates in 1964 -----	37	F-21	Graduates' Salaries, by Occupation, 1964 and 1957-58 ---	48
F-4 Marital and Family Status of Graduates, 1964 and 1957-58	37			
F-5 Residence of June 1957 Graduates, 1964 and 1957-58 -----	37			
F-6 Comparison of Graduates' Residences in 1964 and 1957-58	38			

Contents—Continued

<i>Table</i>	<i>Page</i>	<i>Table</i>	<i>Page</i>
F-22 Distribution of Average Annual Salaries of Graduates, by Occupation, 1964----	49	F-27 Employment Plan of Graduates, by Marital and Family Status, 1964 -----	52
F-23 Average Annual Salary of Graduates, by Occupation and Region of Employment, 1964 -----	50	F-28 Future Plan of Graduates, by Employment Status, 1964 ..	53
F-24 Salary of Graduates, by Undergraduate Major, 1964 and 1957-58 -----	51	F-29 Comparison of Employment Plans Held in 1964 and 1957-58 -----	53
F-25 Years of Paid Employment of Graduates, 1957-64 -----	51	F-30 Training or Education Plan and Interest of Graduates, by Employment Status, 1964	54
F-26 Main Reason of Graduates for Leaving Work Force, by Marital Status, 1964 -----	52	F-31 Major Reason for Interest in Additional Education, by Employment Status, 1964 ..	54

College Women Seven Years After Graduation

Resurvey of Women Graduates, Class of 1957

Introduction

A longitudinal survey of women at important stages of their lifespan is one tool for gaining greater insight into their needs and interests under changing personal and economic circumstances. Conducted in the sixties, such a survey reflects growing interest in women's response to the new and challenging opportunities facing them and in the extent and variety of their participation in today's world. The urgency for obtaining factual knowledge is heightened by the marked rise over the past quarter century in the number and percentage of married women¹ who combine home responsibilities and paid employment.

In 1940 the number of married women workers was just over 4 million. By 1965 it had reached 14.7 million and was approaching the 18 million level estimated for 1970. Over this 25-year period the percentage of wives who work jumped from 15 to 35 percent. A further increase is anticipated in the future.

Questions arise about women's growing desire to utilize their abilities and education in the workplace as well as in

the home. When and why are more and more married women deciding they want a paid job? What obstacles or problems interfere with their efforts or desires to work? Are they able to obtain the jobs they want and are qualified for? How firm is the attachment of college-educated women to the labor force, and how significant is their availability as a skilled labor reserve? Are adult women seriously interested in obtaining more education or training? How important are volunteer activities in the lives of married women?

Answers to some of these questions are available from a group of women college graduates surveyed in 1964. They are largely the same group of June 1957 graduates who participated in a survey made in the winter of 1957-58.² That survey was conducted jointly by the Women's Bureau and the National Vocational Guidance Association. It involved participation of a scientifically selected sample of 153 women's colleges and coeducational universities and of almost 6,000 women graduates.

Primary focus of the earlier survey was on the relationship between undergraduate education and subsequent em-

¹In this report the terms "married women" and "working wives" refer to women with husband present.

²First Jobs of College Women—Report on Women Graduates, Class of 1957. Women's Bureau Bull. 268.

ployment of recent women graduates. Attention was given particularly to the influence of the graduates' marital status, the extent of their advanced education and additional job training, and their attitudes toward future employment. The widespread interest stimulated by the survey findings indicated a need for additional information covering later periods of a woman's life.

The audience for such information is considerable. Both the population and the work force of college women are expanding in the United States. By 1965 more than 4 million women aged 18 years and over in the population had obtained a college degree. About 2.5 million, or 58 percent of the total, had a paid job. When women 18 to 64 years of age were counted in the 1940 census, there were only slightly more than three-quarters of a million college women workers—about 52 percent of the 1.5 million college woman population.

Traditionally, college women have engaged in paid employment to a greater extent than women with lesser amounts of formal education. The increase in the labor force participation of college women during the 25-year period has not been as sharp as that of all women 18 years of age and over. For the latter group the participation rate rose from 30 percent in 1940 to 40 percent in 1965.

In the 1964 resurvey, questionnaires were mailed to 5,846 graduates after their names and addresses had been updated from the records of alumnae associations or college and university

offices. (See the questionnaire form in appendix A, page 23.) The sample group represented almost 88,000 women who were graduated in June 1957 from colleges and universities granting bachelor's degrees and classified as co-educational or women's colleges. (See table F-1.) The second survey centered on the interrelated influences on college women of their undergraduate education, postgraduate specializations, family and community activities, and work careers.

The women college graduates resurveyed in 1964 were at an age when most were married and mothers of young children. Many had left the work force because of household and child care responsibilities. The high rate of survey response in 1964 is a testimonial to the graduates' interest in the survey purpose and findings. Fully 84 percent of the graduates to whom questionnaires were mailed participated in the survey (table F-2). On the basis of telephone calls made to a few nonrespondents, there is reason to believe that many who failed to return the questionnaire never received it.

Graduates expressed appreciation to the Women's Bureau for making the survey and inviting their participation, as the following comments indicate:

"It is gratifying to know that an attempt is being made to solve the problems of women in our society."

"This inquiry stimulated me to think about my future responsibilities to myself and others—something often obscured in day-to-day living."

"I appreciate the opportunity to be part of this study, since I read your former report and am always in-

terested in this type of information."

Even more important than the complimentary references to the survey are the comments which confirm that its substance touched on vital aspects of the graduates' lives. Illustrative remarks were:

"Dissatisfaction with previous work experience I blame largely on lack of proper guidance and counseling. My plans for future employment and education hinge just now on obtaining counseling assistance. I would be interested in the results of this survey and in knowing whether my problem is unusual."

"It is a source of great frustration to be unable to use one's education or training during this period."

"It is important for a woman to belong to the mainstream of life just as her husband and children do, so that she does not try to see the world and live only through their experiences."

"The most difficult problem for me has been working out a pattern of family living that permitted definitions of mother-child and wife-husband roles acceptable to everyone and compatible with professional commitments."

"Despite obviously negative financial reward, I suddenly felt desire to use dormant, stagnating mental abilities, and to have an identification other than as someone's wife or mother. Rebuilding my professional self has been rewarding to my family and myself. I have more self-respect and the 'other me' is fascinating to my children."

"I think we make a great mistake in American culture by promoting the idea that the man's job should be superior to that of his wife. We promote guilt in women regarding success and allow waste in regard

to what women can contribute to our country. We associate job and contribution with the roles of masculinity and femininity in an unrealistic way. Why deny that a woman can be very feminine while using all her potential as a woman, whether working and/or keeping house?"

Survey Highlights

Rising interest of college women in paid employment and continuing education was confirmed by this second followup survey of June 1957 women college graduates. When questioned 7 years after graduation, more than one-fourth of the survey women said they wanted a career and almost one-half had some other type of future work plan. Less than one-fifth indicated no interest in paid employment.

In response to inquiries about their educational plans, almost three-fourths of the graduates recorded affirmative interest in further training or education—principally university courses. Slightly over half of those desiring more education were motivated by job-connected reasons; the remainder, by cultural or personal interests.

A majority of the June 1957 women graduates (51 percent) were part of the work force 7 years after graduation. Thirty-nine percent had full-time jobs, 10 percent had part-time jobs, and 2 percent were seeking work. The size of the work group had declined considerably since the earlier survey in the winter of 1957-58, when it constituted 85 percent of the recent graduates. Most of the survey women employed in 1964 had worked continuously since

graduation, but a few had stopped work for a while—primarily to attend school or have children. At the time of the survey, over three-fifths of the graduates were married women with young children, and slightly over one-fourth of them were employed.

The college women surveyed had averaged 5.5 years of employment since graduation. A measure of their attachment to the labor force is revealed in the fact that as many as 43 percent of the total group had worked at least 6 years during the 7-year period. It is significant also that 32 percent had had only one employer since graduation.

The graduates' jobs, in terms of broad occupational groups, were generally similar in the two survey periods. Teachers (60 percent) continued to be predominant in the 1964 occupational distribution, followed by nurses (6 percent) and secretaries (4 percent). But 89 percent of the employed graduates held professional jobs in 1964, as compared with just 83 percent in 1957-58. The proportion performing clerical work dropped to 8 percent in 1964 from 14 percent in 1957-58.

Salaries of the June 1957 women graduates were on the average almost 60 percent higher in 1964 than in 1957-58. Average annual salary² of the graduates was \$5,947 in 1964. An average of \$3,739 had been reported by the members of the class employed in 1957-58.

Almost half the June 1957 women graduates had taken at least one graduate course since leaving college, but

only 15 percent had earned a master's degree by 1964 and less than 1 percent had their doctorate. The largest group of graduates with an advanced degree had specialized in education. However, the undergraduate fields in which the highest proportions of graduates obtained an advanced degree were sociology or social work, foreign languages, history, chemistry and other physical sciences, music, psychology, and social sciences.

Characteristics of Graduates

At the time of the second survey, the June 1957 women graduates were at an age when their childrearing and other family responsibilities were near the maximum. As many as 70 percent were 28 or 29 years of age, and 91 percent were between 27 and 34 years (table F-3).

By 1964, 81 percent of the survey graduates were married—in marked contrast to the 38 percent who were married when surveyed 6 months after graduation (table F-4). An additional 4 percent of the graduates were widowed, separated, or divorced. Over three-fourths of the graduates who had ever been married had children; virtually all in this group had children of preschool age. As few as 3 percent of the graduates had only older children (6 years and over). The percentage of graduates who had never married dropped to 16 percent in 1964 from 60 percent in 1957-58.

The predominant family groups for whom the graduates and/or their husbands had major financial responsibility in 1964 consisted of two adults and

² In this report "average" refers to arithmetic mean.

two children (28 percent), two adults and one child (20 percent), two adults and three children or more (16 percent), and two adults and no children (16 percent). The fact that few of today's young marrieds support another adult was reflected in the survey statistic that just 2 percent of the families dependent on the graduate or her husband consisted of three or more adults.

In terms of the total survey group, the regions in which the June 1957 women graduates resided were relatively similar in 1964 and the winter of 1957-58 (table F-5). Nevertheless, in 1964 slightly more of the graduates were living in the West; slightly fewer, in the North Central States and the Northeast.

An examination of the State addresses of individual graduates in the two survey periods revealed their relatively high mobility. In 1964 as many as 20 percent of the graduates were in a region different from 6½ years earlier, and an additional 16 percent were in a different State in the same region (table F-6). About 61 percent of the graduates lived in the same State both periods. Of course, many of these had changed residences within their State.

The concentration of today's population in urban areas also was characteristic of the survey group. About 54 percent of the graduates dwelt in a metropolitan area in 1964; another 39 percent, in a small town or city. Only 6 percent resided on a farm or in open country.

Continuing Education of Graduates

During the 7-year period since grad-

uation, 15 percent of the women had earned a master's degree, but less than 1 percent had earned a doctor's degree (table F-7). The women with graduate degrees tended to cluster in a few subject areas. Fully 2 out of 3 of the women with a doctorate had specialized in the health fields (largely medicine); most of the others, in chemistry or physical sciences, journalism, or social sciences. Of those with a master's degree, 43 percent did graduate work in education; 9 percent, in English; and 8 percent, in sociology or social work.

In terms of undergraduate field of study, the highest proportions of women with an advanced degree were those whose major had been sociology or social work (27 percent); foreign languages (24 percent); history (23 percent); chemistry and physical sciences (23 percent); or music (23 percent). Those with relatively few advanced degrees had had undergraduate majors in home economics (8 percent), religion (8 percent), or the health fields (3 percent). (The principal undergraduate major of the doctors of medicine was biological science; few of them had majored in a health field.)

In most of the graduate fields reported, the majority of women with advanced degrees were continuing to specialize in the field of their undergraduate major. For example, 95 percent of those with advanced degrees in nursing had undergraduate majors in nursing. Likewise, there was a close similarity in subject matter for 90 percent of those with advanced degrees in foreign languages; 79 percent, in English and journalism; and 57 percent, in educa-

tion and physical education. The major exceptions were the graduate fields of library science, social sciences, and health. In none of these exceptions did a majority of the graduates with advanced degrees have undergraduate majors in the same field of study.

Reflecting the widespread interest of college women in continuing education, fully 46 percent of the survey women had taken at least one graduate or professional course since college graduation (table F-8). Many had taken non-professional courses—mostly cultural or recreational in nature. Relatively few had taken business, vocational, or technical courses following graduation.

When surveyed in 1964, 17 percent of the June 1957 class were enrolled in graduate or professional schools, and an additional 29 percent reported having taken previous postgraduate courses. About three-fourths of the current enrollees were candidates for a degree (usually a master's degree) or a certificate (usually a teaching certificate).

Education was the predominant field of study of the women in the June 1957 class during their postgraduate years as well as during their undergraduate years. For almost half the women with postgraduate courses, education was the major graduate subject (table F-9). Other numerically important graduate fields among the survey women were English (6 percent), nursing (5 percent), and sociology or social work (4 percent).

Financial aid was received by more than one-fourth of the women who had

done some graduate work. Of this group, more than three-fifths were awarded a fellowship, a scholarship, or a grant; one-fourth, an assistantship or traineeship.

Fields in which the highest percentages of graduates obtained financial assistance were sociology or social work (67 percent), biological sciences (63 percent), mathematics (61 percent), social sciences (51 percent), foreign languages (49 percent), and nursing (47 percent). However, only low percentages of graduate students received financial aid among those specializing in education (14 percent), business and commerce (22 percent), home economics (25 percent), and library science (25 percent). In general, these figures reflect the relative availability of aid among various fields of graduate study.

Graduates who were continuing their education were frequently motivated by their desire to advance professionally, as noted in the following remarks:

"I decided to return to school to continue my education and get a Ph. D. in biochemistry. The primary reason was 3 years of very frustrating work experiences The feeling seemed to be that it was not worthwhile to train women for more than the most menial laboratory jobs, since they do not stay at one job very long. They get married The only way to move upward is with more education."

"I have experienced some prejudice on the part of employers to hire women in a traditionally man's job [pharmacist]. Even under the merit system of Civil Service, there is some prejudice against women, and promotions are not on the same

basis as for men. An additional degree might help, so I'm getting it."

In their efforts to engage in graduate study, some women encountered such obstacles as age requirements, restrictions on financial aid, and limited course offerings. Illustrative comments follow:

"Although I am interested in earning a Ph. D. degree in psychology, I feel that this will be almost impossible. In the area of psychology, most major universities require full-time enrollment in a Ph. D. program. Also there is a trend toward placing a ceiling on the age at which one can enroll in a Ph. D. program. Even if it were possible to be accepted as a part-time student, nearly all financial aid in the form of scholarships and fellowships is available only to full-time students."

"Grants and loans often do not permit the student to work full time and go to school part time. I had to pay for all my education because financial responsibilities would not allow me to attend school full time."

"I wish that more postgraduate courses were available closer to home and at more convenient locations."

However, one graduate who was attending school reported favorable circumstances both in her community and at home.

"I am especially fortunate because five universities and colleges are within commuting range. I am further blessed by having a husband and parents who encourage women to greater educational achievement and, in fact, are pushing me to complete a master's."

Employment Status in 1964

Slightly over half (51 percent) of the

women graduates were in the labor force when surveyed in 1964, 7 years after their college graduation⁴ (table F-10). Forty-nine percent were employed: 39 percent, full time and 10 percent, part time (table F-11). The fact that very few (only 2 percent) were looking for a job reflected the brisk demand for trained workers in 1964.

The percentage of workers in the survey group had dropped considerably from the 85 percent level recorded in the winter of 1957-58, just about 6 months after graduation. The proportion of women attending school only was also down—from 8 percent in 1957-58 to 4 percent in 1964. Similarly, those combining school attendance with employment declined from 13 to 9 percent. As might be expected, the group of women neither working nor attending school grew from 7 to 45 percent over the 6½-year span.

The degree level of the women graduates had a marked influence on the extent of their employment. The percentages employed in 1964 ranged from 91 percent of those with a doctorate to 71 percent of those with a master's degree, and 45 percent of those with a baccalaureate. On the other hand, the proportions not in the labor force were 4, 21, and 50 percent, respectively. The remaining proportions of the group were attending school or seeking work.

The employment status of the graduates varied by undergraduate major also. That the music majors included

⁴ This percentage is the same as that reported by the Bureau of Labor Statistics in its Special Labor Force Report No. 53, "Educational Attainment of Workers, March 1964." Among women who were 25 to 34 years of age and had 4 years or more of college, 51 percent were in the labor force in March 1964.

the highest proportion (65 percent) of employed graduates may be related to the fact that music teachers can adapt their work to family life more easily than many other kinds of workers can. The relatively high amount of employment among women who had majored in health fields (61 percent) may be explained by the rising job demand and fairly high salaries in the health services. On the other hand, fairly low salary rates may have influenced the relatively small extent of labor force participation among women who majored in religion (33 percent), home economics (39 percent), art (45 percent), and English (45 percent).

Only minor differences in the graduates' extent of employment appeared to stem from the region or the type of area where they were living in 1964. By region the percentage who were working ranged from 47 percent in the Northeast to 51 percent in the South and also in the West. As for residential areas, jobs were held by 50 percent of the women in large metropolitan cities, where employment opportunities are relatively abundant. But this proportion of employed was only slightly above the 48 percent for graduates living in small cities or towns and the 45 percent for those on farms or in open country.

The majority (67 percent) of the graduates working in 1964 were employed by governmental organizations, chiefly local boards of education. About 29 percent were employed by private organizations, and only 4 percent were self-employed. The predominant industry of the graduates' employers was

educational service (68 percent), followed by medical service (12 percent), and social or religious service (4 percent).

When asked why they were working in 1964, more than two-thirds of the graduates gave a financial reason; one-fifth, a work-oriented reason (table F-12). More than three-fourths of the single graduates and nine-tenths of the widowed, separated, and divorced graduates needed to support themselves or others, and almost half of the married graduates wanted to increase family income. Interest in having a career stimulated employment among relatively large proportions of single women and of married women with only older children (6 years of age or over) or with no children.

The graduates noted numerous hindrances to satisfactory work experiences, particularly in regard to hiring, pay, and advancement opportunities. A few of their comments were:

"I now live in a small town where job opportunities for college women are not readily available. Teaching is almost all there is."

"I'm unhappy and disturbed to hear reports that many school systems, especially in larger cities, do not like or refuse to hire female teachers over 40 years of age."

"Past experience in an executive training program in the merchandising field shows tremendous barriers still exist against women. Lower pay and lack of advancement are common."

"Promotions are not easily obtained by women. My rank [assistant professor of English] bothers some of

my colleagues. Not until this year was my pay on a comparable level with men in our department."

"In this area of the country, jobs in my field [chemistry] are very limited; and where available, there is much prejudice against women. However, I work for my husband and enjoy doing it."

"I cannot resist the opportunity to express continued distress that in so many areas of business women are denied advancement and salary commensurate with their education, experience, and proved ability because of their sex. It is most difficult to see so many men hired at immediately higher salaries in better jobs, to help train them, and yet sincerely to feel—even after many years—that they never prove themselves to be even equal in performance—much less superior."

Family Status and Employment

Family responsibilities were a paramount concern in the lives of most of the college women 7 years after graduation, since 85 percent of the women were or had been married and 66 percent were mothers of children under 18 years of age (table F-13). Whether or not the graduates were employed was strongly affected by their family status.

Mothers of young children (under 6 years old) were the only group of survey graduates in which a majority were not in the labor force in 1964. Only 26 percent of this group had paying jobs and about half of these women worked part time. In addition, 2 percent were seeking work. By contrast, 93 percent of both the single graduates and the widowed, separated, or divorced graduates were employed, and 1 percent in each of these groups were looking for a

job. Among married women with only older children (6 years of age or over) and those with no children, the proportions in the labor force were 90 percent and 80 percent, respectively.

In addition to their family status, various other factors were important to the married graduates when they decided whether or not to work outside the home. A principal consideration was the attitude of the husbands toward their wives' employment. When the married graduates were questioned about the husbands' attitudes, more than half described the attitudes as favorable, and more than one-fourth, as neutral (table F-14). Less than one-fifth thought their husbands were opposed to their participation in the work force.

The highest proportion of favorable replies (82 percent) was reported by wives who were already working, and the fewest favorable replies (37 percent), by wives not in the work force. The percentages of husbands in the two groups described as opposed to their wives employment were 4 percent and 28 percent, respectively. In each of these employment status groups, there was relatively little difference in the response of those with or without children.

Some of the women not working in 1964 volunteered the view that their husbands would no longer oppose their working outside the home when their children become older. On the other hand, some of those working thought their husband would disapprove if the employment were full time rather than

part time. But despite the few qualified answers given to this question, the overall response reflects the changing attitude of society in favor of the employment of married women.

A few comments of the wives reveal the high value they place on their husbands' attitudes, as follows:

"I would love to work, but my husband feels that my place is in the home caring for my family. Counseling and opportunities are needed for a woman who can't or won't devote full time to a job but needs to be doing something of importance other than just being chief cook and bottle washer. Clubs aren't important enough."

"A favorable attitude of the husband is vital to the working wife, in my opinion."

"I am extremely active in many extracurricular areas of my field [teaching chemistry]. This is possible only because I'm married to an extraordinary man who is more interested in me as a professional colleague and partner than in the accumulation of dirt in our house."

The employment status of the husband and the kind of occupation he holds are other factors which may exert strong influence on a wife's employment status. Among the large group of survey women whose husbands were employed in 1964, 38 percent of the wives had paid jobs. (Table F-15.) However, in the smaller groups in which the husbands were attending school or were neither working nor attending school, as many as 62 percent and 68 percent, respectively, of the wives were employed.

In terms of the husband's occupation, the highest proportions of wives who

were working were among those whose husbands were employed as laborers (88 percent), service workers (69 percent), operatives (60 percent), or clerical workers (56 percent). Conversely, relatively small percentages of wives were employed when their husbands were farm workers (32 percent), professional workers (35 percent), or managers, officials, or proprietors (36 percent).

The ability of a mother to make satisfactory arrangements for the care of her children is also an important determinant in her decision regarding paid employment. Approximately three-tenths of the mothers in the class of June 1957 were employed in 1964. During their working hours, two-thirds³ of the group and child care arrangements for their children in their own home; about one-sixth, outside their home (table F-16). Most of the other working mothers, primarily those with older children (6 to 17 years of age) only, had adjusted their work so that their children were not alone or considered that their children were old enough to care for themselves.

Among both the mothers who were working and those not working, there was considerable feeling that insufficient attention was being given to their needs and problems. The following comments shed light on their situations and views.

"Our society has made virtually no provision for a woman with young children who wants or needs to

³ For comparison with information for all working mothers, see "Child Care Arrangements of the Nation's Working Mothers, 1965," a preliminary report of the Children's Bureau, U.S. Department of Health, Education, and Welfare, and the Women's Bureau, U.S. Department of Labor.

work. Many young talented women I know are frustrated in their attempt to escape the boredom they feel at home by engaging in activities even on a part-time basis. It is simply too expensive to hire a full-time nursemaid for care of young children. It's a horrible and discouraging struggle for those brave enough to make the attempt to work."

"I would consider taking a job now if excellent inexpensive day care centers were available for children."

"I have contemplated private duty nursing, but felt the financial gain at this time would be hardly worthwhile since I would have to hire a babysitter. I think the establishment of really good inexpensive day nurseries—maybe government-run—would get many young mothers back to nursing and teaching."

"To make it possible to unleash more female brainpower, there should be a healthy, realistic federal income tax deduction for all gainfully employed women who must pay baby sitters in order to work."

"I recently was interviewed for a good job for which I was well qualified, but the employer would not hire a woman with little children. As long as employers refuse to take chances, people like myself must either be underemployed or unemployed It is stupid to ask women to keep out of things until their children are grown."

"I find substitute teaching the perfect answer for a wife and mother. It keeps my credential active and enables me to stay current in the teaching profession. Beside the good pay, the hours are convenient for my children. It also gets me away from everyday chores, and I feel like a person in my own right again."

Another concern that influenced the

graduates' interest in paid employment was their ability to obtain satisfactory employees to assist with housework. Slightly more than one-fifth of the June 1957 women graduates engaged a household worker in 1964. The extent of employing household workers ranged from 28 percent among the employed married graduates to 14 percent among the single graduates. Only among the employed married graduates was there a significant proportion (7 percent) who had at least 40 hours of paid housework a week. Most of the graduates with household assistance had 8 hours a week or less.

A short workweek was considered by some of the graduates as a satisfactory solution to handling dual responsibilities at home and in the workplace. About one-third of the employed married graduates had a part-time job (less than 35 hours a week); the majority of this group worked no more than 16 hours a week (table F-17). Of the employed married women with young children (under 6 years), about half were working on a part-time basis.

Remarks such as the following indicate growing interest in the promotion of part-time employment opportunities, particularly for educated women who wish to keep in touch with their profession while their children are young.

"Satisfying professional opportunities for young mothers on a part-time basis would help so much in providing that thread of continuity between college, graduate school, early employment, and later years of education and employment. Whatever can be done to advance these opportunities and gain ac-

ceptance, by employers particularly, of the part-time employment of professional workers, will be widely welcomed by many of us."

"There seems to be a tremendous lack of information available concerning part-time work for married women with children who cannot spend a full week away from home but who have a college degree and adequate work experience to qualify them for interesting jobs. Do these jobs exist? If so, it seems impossible to find out about them."

For some women, a partial answer to their wish to combine home and work activities is found by performing paid work in their own home. Of the survey women who were married, 5 percent were doing paid work at home (table F-18). More than two-fifths of these women were teaching or tutoring; other significant proportions were engaged in writing, typing, secretarial work, research, bookkeeping, child care, or telephone selling. A few specific jobs included a free-lance artist working on greeting cards, music teacher, reader of high school papers, abstractor of chemistry reports, sales counselor, thesis editor and typist, and translator.

Occupational Patterns

More than four-fifths of the employed women graduates considered their 1964 job the kind they wished to hold. Most of those with another preference named teaching; some were already teaching but were interested in another job in the field. Significant numbers of other dissatisfied graduates wanted a job in nursing or other health work, entertainment or the arts, or social work.

Consistent with this general indication of satisfaction with job choice was the report by a majority (53 percent) of the graduates that the chief reason for taking their present job was that it was "interesting work." Other major reasons named were good hours and working conditions (17 percent) and good pay (13 percent). Relatively small proportions said they accepted their present job because of a promotion (3 percent), advancement opportunities (4 percent), or chance to be creative (5 percent).

Teaching, the occupation of 59.9 percent of the employed graduates in 1964, continued to be their favorite (table F-19). As in the winter of 1957-58, the next largest occupational groups were those of nurses (6.4 percent) and secretaries and stenographers (4.4 percent). Despite this concentration, the graduates' occupations covered a broad gamut of fields and levels of responsibility. Among the rather unusual positions held in 1964 were those of security analysis investment officer, highway engineer technician, college mathematics professor, clinical psychologist, Peace Corps volunteer, assistant hospital administrator, professional cellist, film actress, senior programmer, assistant theater designer, radio performer, geography editor, and company staff physician.

About 9 of every 10 survey graduates employed in 1964 had a professional job. The increase in the proportion of graduates in professional occupations since the winter of 1957-58, when only 83 percent were professional workers, is probably due to the improved job

status of some of the graduates, including those who had been graduate students, and to the relatively greater tendency of those with nonprofessional jobs to leave the labor force. Although the increase in professional representation was distributed among numerous professions, it was most noticeable for three. The percentage of employed graduates with jobs as teachers rose from 58.8 to 59.9 percent; as editors, copywriters, and reporters, from 0.8 to 1.7 percent; and as social, welfare, and recreation workers, from 2.8 to 3.2 percent. In addition, 1.6 percent of the women employed in 1964 were librarians, a group with insufficient numbers to warrant reporting in 1957-58. Professional groups with a relatively significant decrease in representation over the 6½-year period were home economists, down from 1.2 to 0.5 percent, and dietitians, down from 1.4 to 0.9 percent.

Graduates holding clerical jobs decreased from 14 percent of the total employed in 1957-58 to 8 percent in 1964. Those clerical groups with significantly decreased representation were secretaries and stenographers, down from 6.7 to 4.4 percent, and miscellaneous clerical workers, down from 6.2 to 2.4 percent.

Comparison of the employment status in 1964 for each of the various occupational groups in 1957-58 provides some indication of the relative extent of withdrawal from the labor force. Occupations with the highest percentages of women who were out of the labor force in 1964 were home economists (63 percent), secretaries and stenographers (56 percent), dietitians (54

percent), religious workers (53 percent), buyers and sales workers (52 percent), and social and welfare workers (51 percent). Occupations with the lowest percentages out of the labor force in 1964 were artists, musicians, and actresses (34 percent), therapists (35 percent), recreation workers (36 percent), and bookkeeping and accounting clerks (37 percent). Teachers also had a relatively low withdrawal rate; 43 percent of their group were out of the labor force in 1964.

The graduates had a generally high opinion of the relevancy of their formal education to their 1964 employment. However, fewer reported a direct relationship in 1964 than in 1957-58. Sixty-eight percent of the June 1957 graduates employed in 1964—as compared with 86 percent employed 6½ years earlier—considered that there was a direct relationship between their undergraduate major and their current job. In regard to the relationship between their 1964 job and their graduate education, three-fourths said it was direct; an additional one-seventh, indirect.

The undergraduate subjects that generally had the closest relationship with the jobs held in 1964 were education and other job-oriented majors. For example, of the graduates employed in 1964, 93 percent of those who had majored in nursing in college were working as nurses, and 87 percent of those with an education major were teaching (table F-20). Also, half or more of the employed graduates who had majored in physical education, English, foreign languages, music, home economics, his-

tory, and mathematics were teachers. Among other employed graduates, 43 percent of those with majors in the health fields (excluding nursing) were working as biological technicians and 20 percent as therapists; 37 percent with sociology or social work majors as social, welfare, or recreation workers; and 31 percent with biological science majors as biological technicians. Of the chemistry majors, 25 percent were working as chemists and 19 percent as biological technicians.

Many graduates volunteered statements about the rewarding aspects of their particular profession, usually because of its opportunities for social service, stimulating challenges, or easy accommodation of home and work schedules. Occupations receiving special praise included teacher, children's librarian, medical technologist, recreation worker, computer programmer, and physicist.

A few of the graduates, however, were disillusioned by their employment experiences, particularly in fields where men still predominate, as illustrated in the following remarks:

"Although I have a B.S. in chemical engineering and spent 6 months looking for a job, I ended up working as a reports librarian because it was the only offer I got. Thus, the end of chemical engineering for me."

"I tried for over 2 years to get a job as a mathematician and found private industry very prejudiced against hiring women as mathematicians—especially in research and related fields."

"From my own experience and that of others I have known, I believe it is sound advice for students majoring in one of the arts fields to get an education degree first and then pursue the arts degree. In seeking employment or earning dollars for further study, this would be more beneficial."

"Analytical chemists—especially women analysts—are second class citizens of the chemical world. If I ever work again I might teach but would more likely do stenographic work. This is women's work, traditional and respectable."

"I have found a significant degree of discrimination against women in fields of mathematics and higher education. Also there seems to be a consistently small proportion of fellowship and assistantships awarded to female applicants."

"I feel the position of women in the business world is difficult because of male competition. The teaching profession is more comfortable for a woman because here she is accepted. . . . Much as I would like to see women get ahead in business, I feel they don't, generally, because things are made difficult for them."

"It is unfortunate that school systems have a hiring preference for men over women in administrative and/or supervisory jobs, and that individuals from outside the system are hired for these positions."

"As often as we move, it would be nice if nationwide requirements for teacher certification were standard. I have a currently valid credential to teach in one State, but another State won't renew my certification because the required undergraduate credits which I have received since college graduation were earned in the night program of a junior college instead of a 4-year college."

Graduates' Salaries in 1964

An average of \$5,947 was earned in 1964 by women out of college 7 years and employed full time in the United States (table F-21). The salary was more than half again as large as their \$3,739 average in the winter of 1957-58, about 6 months after their graduation.

The highest average salaries earned by the June 1957 women graduates were received by those employed as chemists, mathematicians, or statisticians (\$8,039), followed by managers or officials (\$7,466), and professional workers in schools, excluding teachers (\$6,744). The teachers, with an average salary of \$5,890, earned slightly less than the average for the total group of survey graduates. Lowest average earnings were reported by the secretaries and stenographers (\$4,527), miscellaneous clerical workers (\$4,813), and librarians (\$5,658).

Fully 20 percent of the employed graduates earned \$7,000 or over in 1964; only 5 percent, less than \$4,000 (table F-22). The graduates' earnings were generally highest in the West (\$6,358) and Northeast (\$6,266) and lowest in the South (\$5,215) (table F-23).

The positive influence of advanced education on salary levels was corroborated by the \$6,409 average salary of graduates with a master's degree and the \$5,800 average of those with a baccalaureate only. The earnings of the few survey graduates with a doctorate degree are not reported because most were resident physicians in hospitals and had typically low earnings.

In terms of their undergraduate ma-

ior, graduates with the highest average salaries in 1964 were those who had majored in mathematics (\$7,517), chemistry (\$6,535), or psychology (\$6,393) (table F-24). The large group of graduates with an education major averaged \$5,877—slightly below the average for the total group. Lowest average salaries were received by graduates with a major in music (\$5,566) or business and commerce (\$5,568).

Complaints of low pay or salary discrimination were voiced by some of the graduates, as illustrated by the following:

"Women are still discriminated against in business As a commercial artist, I am paid considerably less than a 24-year old man who has a fifth of my education and background—and much less talent. I also find it ironic that a 19-year-old secretary with one previous job makes only \$5 a week less than I."

"I am still appalled at the low scale of women's wages and that the old battle of the sexes still prevails in hiring women executives in this day and age."

"I do feel that wages are drastically low for this profession [nursing] and must be remedied before the shortage becomes greater."

Work Histories of Graduates

The women had an average of 5.5 years' paid employment between their graduation from college in June 1957 and the 1964 survey (table F-25). The fact that as many as 27 percent had worked throughout the 7-year interval, and an additional 16 percent for at least 6 years, supports the view that college women are making significant economic use of their college education.

Only 3 percent of the survey graduates had not had any paid employment since graduation. Nine out of ten of those with some employment history had worked primarily on a full-time basis.

There were several indications that the women in the June 1957 class had considerable job stability. In the positions held in 1964, they had spent an average of 3.9 years. As many as 32 percent had worked for only one employer between graduation and 1964. The average number of jobs the group had held was 2.6—which was also the average number of employers for whom they had worked. Factors tending to increase job changes were that some graduates had quit to accompany their husbands to new locations and some teachers had taken temporary jobs during the summer.

Principal reasons given by the June 1957 women graduates for leaving the work force were the birth and care of their children (72 percent), marriage (12 percent), and moves to a new location (7 percent) (table F-26). The majority of the single graduates who left work, however, left to attend school. About three-fifths of the married women without children who left did so because of marriage, location moves, or household responsibilities; some left because they were expecting a child in the near future. Of the total group of graduates not in the labor force in 1964, almost half were last employed in 1961-63.

Future Employment Plans

Four of every 5 graduates, when asked about their anticipated activities,

included paid employment in their plans (table F-27). As many as 27 percent of the total group said they wanted to have a career. These included almost two-thirds of the single women, almost three-fourths of the married women with older children (6 to 17 years of age) only, and fully three-fourths of the widowed, separated, or divorced women. Almost two-fifths of the total group planned to resume work when family responsibilities were less demanding.

The employment plans of the graduates bore a strong relationship to their employment status in 1964. Those who wanted a career included over half the employed graduates but less than 1 percent of those not in the work force (table F-28). On the other hand, more than one-third of those not working did not plan to work in the future.

The extent of the graduates' interest in employment increased during the 6½ years' survey interval, as revealed by comparison of the graduates' employment plans in 1964 and in the winter of 1957-58. Of those who had said in 1957-58 that they did not plan to work in the future, only two-fifths gave the same response in 1964 (table F-29). One-tenth of the group wanted a career and the remainder had some work plan. Of those planning in 1957-58 to pursue a career, about three-fifths felt the same way in 1964 and only 5 percent had no future work plan.

One-tenth of the graduates not employed in 1964 reported immediate plans to seek work. The majority of these women wanted a part-time job. Teaching or related work was pre-

ferred by almost two-thirds of the "near-future" job seekers; nursing, by one-tenth. When questioned about the main reason for preferring a certain type of work, almost one-half said it was work for which they had been trained, and one-third, work that was interesting.

About one-eighth of all the survey graduates indicated they would like to receive counseling assistance regarding employment. One graduate, 28 years of age, who was not interested in counseling, added, "No, too late now." The percentage of those wanting counseling was slightly higher among the employed than among those not employed.

Remarks of the graduates regarding counseling assistance related not only to their present needs but also to their conviction that more employment information should be given young women in high school and college. Typical remarks follow:

"Greatly interested in counseling assistance. Feel this is the answer to many a graduate's problem after trying first job—then being so disappointed in outcome."

"At this point, I feel that I would have prepared myself more carefully for a profession had I taken the time to find out where my real interest and ability to perform should be directed."

"There is a tremendous need for occupational guidance on the college level. Most college students have no idea of the wide range of occupations that might be available and do not consider the practical consequences of taking subjects just because they're interested in them."

"I have a desire to return to work when my children are in school full

time. I feel the greatest need for women in my present position is guidance. There should be more information about the availability of jobs."

"I feel that employment opportunities for women college graduates are grossly lacking or underpublished. Women graduates in liberal arts are often aware of no other type of employment than teaching."

"I think a State job placement and counseling service for college graduates would be very valuable."⁶

Numerous graduates revealed serious intentions of returning to the work force when childrearing demands diminished, as noted below:

"I plan to return to work when my oldest child is in high school for two reasons: (1) to pay for a college education for each child; and (2) to regain contact with and make contribution to the community outside the home and family unit."

"If I go back to work after my children are in school, it would be a teaching job. My reasons would be the enjoyment I get from teaching, plus my feeling that those who are capable and qualified owe it to the community to contribute to the care and education of all children, not just their own. I would plan to spend a good share of my wages to employ household help."

"I want to go back to work in the near future but, as I see it now, on a part-time basis. I am hoping to find something to do that I will enjoy without taking too much away from my home and family. As do many of my friends, I regret the lack of contact with people and using my mind and education."

"I do not believe that my previous educational training has been wasted just because I am not now

⁶ See page 27 for further information.

working in the field for which I was trained. I was not sorry to give up teaching for my family, and I feel my children need me to be with them in their early years. My time is coming again when I can do more for myself."

"Although I enjoyed teaching and felt successful in it, I would like to start anew in another entirely unrelated field and return to school to train for it. Perhaps nursing or secretarial work or optometry would be satisfactory."

Future Educational Plans

Almost as many graduates included further education in their future plans as mentioned paid employment (table F-30). Over three-fourths of the employed and over two-thirds of those not employed said they were planning to continue their education. The majority were considering a variety of university courses, but significant proportions named refresher courses in their professional field or enrollment in a teacher certification program.

A job-oriented reason for seeking additional education was given by slightly over half the graduates with an education plan or interest (table F-31). In this group, about three-fifths wanted further education for job advancement purposes; the remainder wished to obtain job preparation or a teaching certificate. Graduates who did not relate their desire for more education to employment said they had a general educational or cultural reason or were working toward a degree.

About two-thirds of the survey graduates felt they were keeping up to date in their professional field. This favor-

able view was reported by twice as many of those employed (88 percent) as of those not employed (44 percent). Most of the employed were keeping up to date by working in their professional field. In addition, many were doing outside reading, attending conferences, and taking courses. More than four-fifths of those not employed who reported they were keeping up to date were reading journals, magazines, or books in their field. Other significant methods used by this group to update their knowledge and skills were by maintaining contacts with others in their profession (24 percent), taking courses (17 percent), and attending meetings, conferences, or workshops (14 percent).

Graduates' statements about their educational plans and needs ranged from firm declarations of intent to return to school to earnest appeals for more assistance in bridging the home-making period between jobs.

"Fully intend and look forward to becoming an accredited children's librarian and will return to graduate school once my husband has completed medical training and is in practice."

"I plan to go back to college on a regular basis to get a master's degree after my husband acquires his degree. He then would be available to babysit with our son."

"I think now that our oldest child has started the first grade, my interest in education and teaching is higher than it has ever been since graduation. I find myself wishing I were back in the classroom. When all my children are in school, I hope to start teaching after completing some refresher courses."

"My degree in liberal arts prepared me for absolutely nothing. I would like to go back and get some kind of training that would prepare me for some field of work—not necessarily to use in the immediate future but as security if the need should ever arise for me to work."

"In a profession such as nursing, I find that reading professional publications is not enough to keep one up to date. Unused skills are readily lost. The only alternative seems to be part-time work, which is frequently undesirable to the mother of preschool children. Surely some program could be developed which would help nurses maintain skills and interests through this period."

"Teacher certification courses are too time consuming. There should be intensive home-study courses or night courses for qualified students. Most courses drag too slowly and waste time. They are also very costly."

"I feel that educational institutions should make more effort to enable college-trained women to come back to school for graduate work and refresher-type courses."

Volunteer Activities

In 1964 over three-fourths of the women out of college 7 years were active members of one or more voluntary organizations. The majority were affiliated with a religious institution. Significant proportions also belonged to a social or recreational club (40 percent), a community, welfare, or social service organization (38 percent), a professional society (34 percent), or a school or educational group (33 percent).

When asked whether they were volunteer workers for community or national organizations, more than two-

thirds of the graduates answered affirmatively. A few worked as many as 40 hours a month in a voluntary capacity. Most spent from 9 to 16 hours (29 percent), 5 to 8 hours (25 percent), or 4 hours or less (23 percent) a month in volunteer service.

Some of the women noted that they would like to do more volunteer work but were deterred by childrearing demands or by frequent moves of the husband to new communities. One revealed that when she engaged in extensive volunteer work she was encouraged by her husband to get a paid job and bring home a paycheck. Another speculated that the reason her husband preferred her to be a volunteer rather than a paid worker was that her volunteer status affected his ego less. Despite these conflicting influences, however, many of the women wanted to and did engage in some volunteer work—often along with homemaking and/or employment activities—because they wanted to perform some social service or to keep in touch with their community.

Conclusions

In this period of rising interest in women's employment status, the views, accomplishments, and needs of the women who were surveyed 7 years after college reflected the changing social and economic climate of the Nation. By their questionnaire answers and observations, many of the women revealed that they were paying increased attention to fashioning a dynamic life pattern, thinking ahead to the time when their current responsibilities would lessen and they would be

seeking a new assortment of meaningful activities.

The widespread desire of college women to participate in economic and/or community activities outside the home was substantiated by the high rate of response to the survey, as well as by their thoughtful statements. A significant number of the survey women, some of whom were wives and mothers, had found jobs that utilized their capabilities and education to advantage. But social attitudes or economic forces restricted fulfillment of the personal goals of others.

Some of those who encountered difficulties reported job barriers or rebuffs, particularly when they tried to follow earlier pioneers in occupational fields with relatively few women. Others found limited willingness on the part of employers to hire them for jobs commensurate with their abilities or to provide equitable pay and suitable work arrangements. A few were affected adversely by prejudices against working mothers. For some, there was an insufficient number of schools and colleges with convenient and suitable courses for housewives. And still others were frustrated in their efforts to reconcile work or school activities with homemaking schedules.

Nevertheless, the most influential factor affecting the economic status of these women was the Nation's generally high level of economic activity in 1964. With rising demand for trained and skilled workers in virtually every profession, college women were in a relatively advantageous employment position. Employers, some of whom might have been reluctant to hire women if skilled men had been avail-

able, were more willing than usual to give women a chance to show their worth in new fields of employment. If recent legislative and related developments improve women's employment opportunities as expected, these college women—like other women—can look forward to further success in toppling traditional barriers to better economic status.

In their search for a useful and satisfying life, the survey women generally had a positive outlook. Few revealed negative or defeatist thinking that might limit their ability to find appropriate solutions to their employment problems. Instead, they questioned social or economic prejudices in a forthright manner and analyzed their difficulties objectively.

Questions arise about subsequent actions of this group of women. Will they retain their self-confidence and determination to reenter the work force as the years following graduation increase? Will the interruption in job career be shorter for them than it was for older alumnae? Will they follow through on their stated plans for additional education?

The search for answers to questions such as these could stimulate subsequent study at the next important stage in their lives—when their youngest child is in school. Then the latent desire to return to work may reach the decisionmaking stage. Continuing concern by society about the activities and needs of educated women is essential—not only to enable them to make their maximum contribution to society but, even more importantly, to help them satisfy their individual aspirations and lead rewarding lives.

Appendix

Appendix A

QUESTIONNAIRE FORM

FOLLOWUP SURVEY OF CLASS OF JUNE 1957 WOMEN
BACCALAUREATE GRADUATES

Name of graduate (include maiden name) _____

Address _____
(Number) (Street)
(City) (State)

Permanent address _____
(if different)

Undergraduate college _____
(Location)

INSTRUCTION: Please circle only one number in each question, except where otherwise indicated. Fill in all blanks where pertinent. Enter "none" if the item does not apply to you.

I EDUCATION

- A. Highest degree received?
1. B.A. or B.S.
2. M.A. or M.S.
3. Ph. D or Ed. D
4. Other (specify)
B. If you are attending or have attended graduate or professional school:
What is (was) your field of study?
If you receive(d) any financial aid, specify the type (fellowship, loan, assistantship, or other).
C. Are you currently attending any school?
1. Yes, full time
2. Yes, part time
3. No
D. Are you a candidate for a degree or certificate?
1. Yes
2. No

- E. If "yes," what degree or type of certificate?
F. If you are taking (or have taken) courses not leading to a degree, circle one or more of the following:
1. Academic (credit) course(s) in
2. Business or commercial school course(s) in
3. Vocational or technical course(s) in
4. Recreation or cultural course(s)
5. Other (specify)

II FAMILY AND BACKGROUND DATA

- A. Age on last birthday (years)
B. Marital status
1. Single (never married)
2. Married
3. Widowed, separated, or divorced

- C. If married, circle one or more which describe your husband's status:
1. Employed full time
 2. Employed part time
 3. Attending school full time
 4. Attending school part time
 5. In military service
 6. Not working
 7. Other (specify) _____
- D. If your husband is employed, specify his occupation: _____
- E. Total number of persons who depend on you and/or your husband for more than half their financial support:
- ____ Adults (including self, husband)
- ____ Children (under 18 years of age)
- F. If you have children, give their ages: _____
- G. Do you have paid help for housework?
1. Yes
 2. No
- H. If "yes," about how many hours of help per week? _____
- I. Where do you live?
1. Metropolitan area
 2. Small city or town
 3. Farm or open country
 4. Other (specify) _____

III EMPLOYMENT

- A. Are you now employed?
1. Yes, full time
 2. Yes, part time
 3. No, but seeking work
 4. No, and not seeking work
- IF EMPLOYED, ANSWER THE FOLLOWING. (If not, skip to Part IV.)
- B. Give title and brief description of present job _____
- C. How long have you held this job? _____ (years)

- D. If employed as a teacher, give type of school:
1. Kindergarten
 2. Grade school
 3. Junior high
 4. Senior high
 5. Other (specify) _____
- E. Which one of the following are you?
1. Employee of private enterprise
 2. Government employee
 3. Self-employed
 4. Other (specify) _____
- F. Main activity of employer:
0. Educational service
 1. Medical service
 2. Retail or wholesale trade
 3. Finance, insurance, or law
 4. Transportation, communications, or public utilities
 5. Social service or religion
 6. Advertising or public relations
 7. Manufacturing
 8. Government
 9. Other (specify) _____
- G. How many hours a week do you usually work? _____
- H. Annual salary or earnings before deductions \$_____
- If annual figure is not available, show gross received: (Answer one.)
- | | |
|---------------|----------|
| Per month | \$ _____ |
| Semimonthly | \$ _____ |
| Every 2 weeks | \$ _____ |
| Per week | \$ _____ |
- I. If teaching, how many pay checks do you receive per year? _____
- J. What was your major reason for taking your present job?
1. Promotion
 2. Good pay
 3. Good hours and working conditions
 4. Interesting work
 5. Advancement opportunities
 6. Chance to be creative
 7. Other (specify) _____

- K. Is your present job related to your undergraduate major?
 1. Yes, directly
 2. Yes, indirectly
 3. No
- L. If you did graduate work, is your present job related to your field of graduate study?
 1. Yes, directly
 2. Yes, indirectly
 3. No
- M. Is your present job the kind you would wish to hold?
 1. Yes
 2. No
- N. If "no," what would you prefer? _____

- O. What is your main reason for working?
 1. To support self and/or others
 2. To increase family income
 3. To get actual work experience
 4. To escape household routine
 5. To have a career
 6. To help husband establish career
 7. Other (specify) _____
- P. State your secondary reason for working: _____
- Q. If you perform any paid work in your own home, describe briefly what you do: _____

- R. If you have children, what arrangements have you made for their care while you work? _____

IV RECENT WORK HISTORY

- A. When were you last employed?
 1. Now employed
 2. Last employed in (give year) _____
 3. Never employed since college
- IF EVER EMPLOYED SINCE COLLEGE, ANSWER THE FOLLOWING. (If not, skip to Part V.)
- B. How many years of employment have you had since college graduation?

(Include full-time and part-time periods.) _____
 (years)

- C. What is the total number of different employers you have worked for since graduation? _____
- D. What is the total number of different jobs you have held since graduation?

- E. What was the title of your last job? (If not employed now, report last title; if now working, report title before current one.) _____
- F. In what industry was that job? _____

- G. Has your employment been mostly on a full-time basis?
 1. Yes
 2. No
- H. If you worked after graduation but are not employed now, circle the principal reason for leaving your last job:
 1. Marriage
 2. Birth and care of children
 3. Household responsibilities
 4. Attend school
 5. Illness or disability
 6. Moved to new location
 7. Part-time work not available
 8. Other (specify) _____
- I. State your secondary reason for not working: _____

V FUTURE PLANS

- A. What are your future employment plans? (Circle the one which best describes your current view.)
 1. Plan to continue work, interested in career
 2. Expect to continue work indefinitely, but no interest in career
 3. Plan to stop work when married
 4. Plan to stop work at birth of child
 5. Plan to stop work only while children are young
 6. Plan to go to work in future
 7. Do not plan to work in future
 8. Other (specify) _____

B. If you are married, how would you describe your husband's attitude toward your employment?

1. Favorable
2. Neutral
3. Opposed

C. Are you planning to enroll in any type of educational or training courses in the future?

1. Yes
2. No

D. If "yes," what is your major reason for wanting to take more courses? _____

E. If "yes," what kind of course(s) are you interested in? (Circle one or more.)

1. Refresher or brush-up course(s) in _____
2. Teacher certification program
3. Business or commercial school course(s) in _____
4. Graduate education (specify field) _____

5. Other (specify) _____

F. Would you like counseling assistance in choosing a suitable field of work?

1. Yes
2. No

IF NOT EMPLOYED NOW, ANSWER THE FOLLOWING:

G. Are you now making plans to obtain a job?

1. Yes, full time
2. Yes, part time
3. No

H. If "yes," what type of job do you wish to get? (specify) _____

I. What are your main reasons for preferring this type of work? _____

VI GENERAL INFORMATION

A. Are you an active member of any organization?

1. Yes
2. No

B. If "yes," circle one or more of the following organizations:

1. Community, welfare, or social service
2. Professional (specify) _____
3. Religious
4. School or educational
5. Social or recreational
6. Other (specify) _____

C. Are you a volunteer worker for any of these organizations?

1. Yes
2. No

D. About how many hours a month do you spend in organization work? _____

E. Do you feel that you are keeping fairly up to date in your professional field?

1. Yes
2. No

F. If "yes," how are you keeping up to date? _____

NOTE: Please add any comments you wish to make concerning the previous questions or other topics. We are especially interested in your work experiences, attempts to obtain a job, and plans for future employment and/or education.

Appendix B

COUNSELING AND PLACEMENT SERVICES

In carrying out its key role of matching workers and jobs, the Federal-State employment service system offers college women the following services without charge:

1. A consultation service to assist professional people in selecting a career in accord with their training, experience, and interests as well as with present and future job demands.
2. Information about employment opportunities in specific areas, States, and the Nation as a whole.
3. Facilities of the Professional Office Network, composed of 120 public employment offices in major metropolitan areas, that enable each office to communicate directly with all the others in order to recruit workers for profes-

sional openings or to develop jobs for professional applicants.

4. Cooperative action with nonprofit organizations in the professional placement field through joint operation of:
 - a. Temporary on-site placement services when cooperating professional societies hold their annual conventions.
 - b. Year-round national registers, currently established only in the fields of economics and library work with the names of job seekers and interested employers.

Access to these services can be gained by contacting any of the 2,000 public employment offices located throughout the United States. However, the following 120 offices provide placement and counseling services for professional workers specifically:

<i>State</i>	<i>City</i>	<i>Street address</i>
ALABAMA	Birmingham	1816 Eighth Ave., North
	Huntsville	626 Lehman Ferry Rd.
	Mobile	457 Church St.
	Montgomery	125 Clayton St.
ALASKA	Anchorage	524 Sixth Ave.
ARIZONA	Phoenix	207 East McDowell Rd.
	Tucson	7 North Granada Ave.
ARKANSAS	Little Rock	307 West Markham St.
CALIFORNIA	Los Angeles	3223 West Sixth St.
	Oakland	235 12th St.
	Sacramento	1303 Seventh St.
	San Diego	1354 Front St.
	San Francisco	134 California St.
	San Jose	970 West Julian St.
Van Nuys	14400 Sherman Way	
COLORADO	Denver	251 East 12th Ave.
CONNECTICUT	Hartford	49 Pearl St.
DELAWARE	Wilmington	801 West St.

<i>State</i>	<i>City</i>	<i>Street address</i>
DISTRICT OF COLUMBIA	Washington, D.C.	1000 16th St., NW.
FLORIDA	Fort Lauderdale Miami	105 East Broward Blvd. 20 SE. First Ave.
GEORGIA	Atlanta	161 Peachtree St., NW.
IDAHO	Boise	305 Main St.
ILLINOIS	Chicago	208 South LaSalle St.
INDIANA	Gary Indianapolis South Bend	475 Broadway 10 North Senate Ave. 216 North Michigan St.
IOWA	Des Moines	545 Sixth Ave.
KANSAS	Kansas City Topeka Wichita	552 State Ave. 1309 Topeka Blvd. 402 East Second St.
KENTUCKY	Lexington Louisville Winchester	300 South Upper St. 600 West Cedar St. 15 West Lexington Ave.
LOUISIANA	New Orleans	430 Canal St.
MARYLAND	Baltimore	1100 North Eutaw St.
MASSACHUSETTS	Boston Springfield Worcester	31 St. James Ave. 1592 Main St. 58 Front St.
MICHIGAN	Ann Arbor Battle Creek Detroit Flint Grand Rapids Jackson Kalamazoo Lansing	210 South Fourth Ave. 171 West Van Buren St. 7310 Woodward Ave. 706 Payne St. 255 Division Ave., South 540 North Jackson St. 143 Stockbridge Ave. 320 North Capitol Ave.
MINNESOTA	Duluth Minneapolis St. Paul	204 Bradley Bldg. 309 Second Ave., South 394 North Robert St.
MISSISSIPPI	Jackson	502 Yazoo St.
MISSOURI	Kansas City St. Louis	1411 Walnut St. 505 Washington St.
MONTANA	Billings	624 North 24th St.
NEBRASKA	Lincoln Omaha	1410 Q St. 207 Farm Credit Bldg.
NEVADA	Las Vegas	135 South Eighth St.
NEW JERSEY	Jersey City Newark Paterson	2 Enos Pl. 2 Central Ave. 52 Church St.

<i>State</i>	<i>City</i>	<i>Street address</i>
NEW MEXICO	Albuquerque	1014 Central Ave., SW.
NEW YORK	Albany	194 Washington Ave.
	Buffalo	295 Main St.
	New York	444 Madison Ave. (nurses and medical workers)
	New York	444 Madison Ave. (other pro- fessionals)
	Rochester	500 Midtown Tower
	Schenectady	236 Broadway
NORTH CAROLINA	Syracuse	920 Erie Blvd., East
	White Plains	300 Hamilton Ave.
	Charlotte	112 West First St.
	Durham	516 North Mangum St.
	Fayetteville	148 Rowan St.
	Greensboro	229 North Greene St.
NORTH DAKOTA	Raleigh	321 West Hargett St.
	Winston-Salem	124 North Main St.
	Fargo	220 10th St., North
OHIO	Grand Forks	217 South Third St.
	Akron	323 South Main St.
OKLAHOMA	Cincinnati	1916 Central Parkway
	Cleveland	623 St. Clair Ave., NE.
	Columbus	309 South Fourth St.
	Dayton	20 North Jefferson St.
	Toledo	317 Superior St.
	Youngstown	2026 South Ave.
OREGON	Oklahoma City	107 Robinson St.
	Tulsa	405 South Boston St.
PENNSYLVANIA	Eugene	680 Pearl St.
	Portland	610 SW. Broadway
RHODE ISLAND	Erie	144 West Seventh St.
	Harrisburg	1800 North Second St.
	Philadelphia	1218 Chestnut St.
	Pittsburgh	327 Fifth Ave.
SOUTH CAROLINA	Providence	49 Westminster St.
SOUTH DAKOTA	Charleston	1061 King St.
	Rapid City	505 Kansas City St.
TENNESSEE	Sioux Falls	110 East 12th St.
	Memphis	1295 Poplar Ave.
TEXAS	Nashville	301 James Robertson Blvd.
	Austin	1215 Guadalupe St.
	Dallas	1025 Elm St.
	Fort Worth	614 Texas St.
	Houston	914 Main St.
San Antonio	330 Dwyer Ave.	

<i>State</i>	<i>City</i>	<i>Street address</i>
UTAH	Brigham City	144 South Main St.
	Logan	446 North First St.
	Ogden	2655 Adams Ave.
	Provo	190 West 800 North
	Salt Lake City	415 South Main St.
VIRGINIA	Norfolk	147 Granby St.
	Richmond	5 South Seventh St.
	Roanoke	First St. and Kirk Ave.
WASHINGTON	Seattle	919 Second Ave.
	Spokane	South 17 Washington St.
WEST VIRGINIA	Charleston	211 Broad St.
	Huntington	734 Fourth Ave.
	Morgantown	106 High St.
	Parkersburg	512 Juliana St.
	Wheeling	22 10th St.
WISCONSIN	Madison	206 North Broom St.
	Milwaukee	634 North Second Ave.

Appendix C

CONTINUING EDUCATION PROGRAMS

Many colleges and universities are attempting to meet the educational needs of adult women by developing so-called continuing education programs for women. The types of special courses and services which are offered vary widely.

Some special education programs for women accent the importance of individual counseling; others offer a formal course describing the world of work and the range of employment opportunities open to mature women. Refresher courses to update specific skills or to help women wishing to reapply for admission as degree candidates are also popular. Other special services included in

continuing education programs are seminars in broad areas of study, proficiency examinations to measure knowledge gained through experience, fellowships and other financial assistance, nursery service, scheduling classes at convenient hours, and job placement.

A complete listing of special education programs for adult women is difficult to compile because of continual changes. However, the Women's Bureau has prepared a partial listing which is available for distribution without charge.¹

¹Single copies of "Continuing Education Programs for Women" may be obtained by writing to the Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210.

Appendix D

GRADUATE FELLOWSHIP, GRANT, AND LOAN PROGRAMS

Financial assistance is provided graduate students by numerous organizations in the form of fellowships, scholarships, grants, or loans—usually for full-time study in particular fields. Good sources of up-to-date information about financial aid opportunities are the professional societies in each field and the higher education institutions located nearby or specializing in the field of interest.¹

Of the various fellowship, grant, or loan programs administered by Federal Government agencies, several are of particular interest to women graduate students. For each program cited below, application forms requesting financial assistance can be obtained *only* from the universities and colleges participating in the Federal program. The higher education institutions also receive the completed applications and make the awards.

Information about the types of financial aid they provide graduate students, eligibility requirements, and lists of participating institutions may be obtained by writing to the following Federal agencies:

U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Elementary and Secondary Education, Division of Educational Personnel Training, Washington, D.C. 20202

Administers the *Experienced Teacher Fellowship Program*, which provides fellowships, through colleges and universities, for up to 2 years of full-time graduate study to inservice teachers in elementary or secondary education, including ancillary fields like counseling and guidance, school library work, school social work, and special education for handicapped children.

¹ A comprehensive compilation, covering both private and public offerings, is presented in the brochure titled "A Selected List of Major Fellowship Opportunities and Aids to Advanced Education for United States Citizens." This may be obtained without charge from the National Academy of Sciences, National Research Council, Fellowship Office, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Elementary and Secondary Education, Division of Educational Personnel Training, Behavioral Sciences Branch, Washington, D.C. 20202

Administers the *Grant Program for the Preparation of Professional Personnel in the Education of Handicapped Children*, which provides fellowships for full-time graduate study, summer session traineeships, and special study institute traineeships, through participating institutions, to teachers, supervisors of teachers, research workers, and other specialists in the education of handicapped children.

U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Higher Education, Division of Foreign Studies, Student Assistance Section, Washington, D.C. 20202

Provides *Modern Foreign Language Fellowships*, through graduate schools, for full-time study leading to an advanced degree in an exotic language or area study and to a career as a college or university teacher or as a professional or technician in other public service.

U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Higher Education, Division of Graduate Programs, Graduate Academic Programs Branch, Washington, D.C. 20202

Administers the *Prospective Teacher Fellowship Program*, which provides up to 2 years of full-time graduate study for prospective or returning teachers in elementary or secondary education, including ancillary fields (described previously for Experienced Teacher Fellowship Program).

U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of

Higher Education, Division of Graduate Programs, Graduate Academic Programs Branch, Graduate Fellowship Program, Washington, D.C. 20202

Provides *National Defense Graduate Fellowships*, through graduate schools, for 3 years of full-time study in any of a wide range of fields leading to a doctorate and a career as a college or university teacher.

U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Higher Education, Division of Student Financial Aid, Washington, D.C. 20202

Helps provide *National Defense Student Loans*, through colleges and universities, of up to \$2,500 a year but not exceeding \$10,000 to graduate or professional students who carry at least one-half the normal full-time academic workload. A maximum of 50 percent of loan indebtedness may be canceled for borrowers who become full-time teachers; the entire obligation may be canceled for teachers in certain eligible schools located in areas of primarily low-income families.

Administers the *Guaranteed Loan Program*, which includes provisions for graduate students who carry at least half the normal full-time academic workload to borrow up to \$1,500 a year from a bank or other financial institution under terms approved by the Federal Government.

U.S. Department of Health, Education, and Welfare, Office of Education, National Defense Education Act Institutes for Advanced Study, Washington, D.C. 20202

Supports *NDEA Institutes for Advanced Study*, conducted by sponsoring institutions usually during the summer and providing nominal stipends to teachers and special personnel in elementary and secondary schools for advanced study in 13 fields (history, geography, reading, English, English as a foreign language, modern foreign languages, counseling and guidance, educational media, school library work, the teaching of disadvantaged youth, and—on a pilot basis—economics, civics, and industrial arts).

U.S. Department of Health, Education, and Welfare, Public Health Service, Division of Community Health Services, Training Resources Branch, Washington, D.C. 20201

Provides *Traineeships for Registered Nurses* under the Public Health Traineeship Program, through training institutions, for up to 1 year of full-time study leading to a career in public health nursing.

U.S. Department of Health, Education, and Welfare, Public Health Service, Division of Nursing, Washington, D.C. 20201

Administers the *Professional Nurse Traineeship Program*, which is designed to prepare graduate nurses for positions as administrators, supervisors, nursing specialists, or teachers, by providing traineeships for full-time academic study or for short-term study in intensive training courses sponsored by public and nonprofit institutions.

U.S. Department of Health, Education, and Welfare, Public Health Service, National Institute of Mental Health, Training and Manpower Resources Branch, Bethesda, Md. 20014

Administers the *NIMH Training Grants Program*, which provides stipends and tuition, through participating institutions, for full-time study leading to a master's or doctoral degree in mental health specialties of such fields as social work, social sciences, biological sciences, psychology, and psychiatric mental health nursing.

U.S. Department of Health, Education, and Welfare, Vocational Rehabilitation Administration, Division of Training, Washington, D.C. 20201

Administers the *VRA Training Grants Program*, which provides stipends and tuition, through institutions of higher learning, for full-time graduate study leading to a degree and a career in rehabilitation of disabled persons and including a variety of fields such as medicine, nursing, occupational therapy, physical therapy, speech pathology and

audiology, social work, rehabilitation counseling, psychology, recreation, and sociology.

U.S. Department of Health, Education, and Welfare, Welfare Administration, Children's Bureau, Washington, D.C. 20201

Provides *Child Welfare Traineeships*, through institutions of higher learning, for full-time study leading to a master's or doctoral degree in the field of child welfare; provides *Child Welfare Services* grants, through State public welfare agencies, for professional education of staff in child welfare programs; and provides *Medical Social Services* stipends, through State health departments, for training of social workers for programs covering maternal and child health and crippled children's services.

U.S. Department of Labor, Manpower Administration, Office of Manpower Policy,

Evaluation, and Research, Washington, D.C. 20210

Provides *Manpower Research Grants* to universities for support of doctoral candidates working on dissertations in the manpower field.

U.S. National Science Foundation, Division of Graduate Education in Science, Graduate Traineeship Program, Washington, D.C. 20550

Administers the *NSF Graduate Traineeship Program*, which provides grants, through participating schools, for graduate study leading to a master's or doctoral degree in the biological, engineering, mathematical, or physical sciences; in anthropology, economics, geography, the history and/or philosophy of science, linguistics, political science, psychology, or sociology; or in interdisciplinary programs involving two or more sciences.

Appendix E

SUGGESTED READINGS

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New Approaches to Counseling Girls in the 1960's. A Report of the Midwest Regional Pilot Conference. 1965.
- White, Martha S., *ed.* *The Next Step—A Guide to Part-Time Opportunities in Greater Boston for the Educated Woman*. Cambridge, Mass., Radcliffe Institute for Independent Study, 1964.

¹ Single copies of Women's Bureau publications may be obtained without charge, as long as the supply lasts, from the Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210.

² Reprints may be obtained without charge from the Occupational Outlook Service, Bureau of Labor Statistics, U.S. Department of Labor, Washington, D.C. 20210.

Appendix F

TABLES

Note 1: Due to rounding, percentages in these tables do not necessarily add to 100.

Note 2: The total of women graduates represented in each table varies with the number of women who reported on the specific characteristics described in the table.

Note 3: In all tables showing undergraduate majors, the following definitions apply:

Health fields include such fields as dental hygiene, medical records library work, medical technology, medicine, and public health, but exclude nursing.

Social sciences exclude history, psychology, sociology, and social work.

Note 4: In tables in which the full list of employment status groups are combined into four categories, the following definitions apply:

Employed includes graduates who were "employed only" and also those employed primarily and attending school.

Attending school includes graduates who were "attending school only" or "attending school full time, employed part time."

Note 5: The terms "working mothers" and "married graduates" refer to women with husband present.

Note 6: The average annual salaries are arithmetic means computed by adding the items and dividing the sum by the number of items.

TABLE F-1.—Coverage of June 1957 Women College Graduates in 7-Year Followup Survey

Size of graduating class ¹	Total represented		Survey sample	
	Number	Percent	Number	Percent
Women graduates -----	87,669	100	4,930	100
500 and over -----	9,165	10	455	9
250 to 499 -----	17,461	20	1,121	23
100 to 249 -----	29,114	33	1,549	31
50 to 99 -----	20,787	24	1,165	24
Under 50 -----	11,142	13	640	13

¹ Refers to number of women in graduating classes of colleges and universities that grant baccalaureates and are classified as co-educational or women's colleges.

TABLE F-2.—Response of June 1957 Women College Graduates in 7-Year Followup Survey

Group	Total	
	Number	Percent
Total receiving questionnaire -----	¹ 5,846	100
Respondents -----	4,930	84
1st mailing -----	3,692	63
2d mailing -----	835	14
3d mailing -----	332	6
4th communication -----	71	1
Deceased graduates -----	13	(²)
Nonrespondents -----	903	15

¹ Excludes 132 graduates included in the 1957-58 survey but not identified.

² Less than 0.5 percent.

TABLE F-3.—Age of June 1957 Graduates in 1964

Age	Number	Percent
Graduates represented -----	87,482	100
Under 27 years -----	941	1
27 years -----	10,104	12
28 years -----	46,509	53
29 years -----	14,476	17
30 to 34 years -----	7,487	9
35 to 39 years -----	1,933	2
40 years and over -----	6,032	7

TABLE F-4.—Marital and Family Status of Graduates, 1964 and 1957-58

Marital status	1964		1957-58	
	Number	Percent	Number	Percent
Graduates represented -----	87,638	100	87,663	100
Single -----	13,768	16	52,802	60
Married (husband present) -----	70,664	81	33,116	38
With children under 18 years -----	56,311	64	7,724	9
Under 6 years ¹ -----	53,881	61	5,404	6
6 to 17 years only -----	2,430	3	2,320	3
With no children -----	14,353	16	25,392	29
Widowed, separated, divorced -----	3,206	4	1,745	2
With children -----	1,577	2	930	1
With no children -----	1,629	2	815	1

¹ Includes some graduates who had children 6 to 17 years of age also.

TABLE F-5.—Residence of June 1957 Graduates, 1964 and 1957-58

Region of residence	1964		1957-58	
	Number	Percent	Number	Percent
Graduates represented -----	87,638	100	87,703	100
Northeast -----	24,332	28	25,368	29
North Central -----	20,796	24	22,725	26
South -----	22,899	26	22,718	26
West -----	18,261	21	15,546	18
Other ¹ -----	1,350	2	1,346	2

¹ Outside continental United States.

TABLE F-6.—*Comparison of Graduates' Residences in 1964 and 1957-58*

Location of residence	Number	Percent
Graduates represented	87,638	100
Same State both periods	53,095	61
Different State, same region	14,426	16
Different region	17,750	20
Outside continental United States at least one period	2,367	3

TABLE F-7.—*Undergraduate Major of Graduates, by Highest Degree in 1964*

Undergraduate major	Total		Highest degree in 1964		
	Number	Percent	Doctor's	Master's	Bachelor's
Graduates represented	84,214	---	395	12,575	71,244
Percent	-----	100	(¹)	15	85
Art	2,268	100	---	17	83
Biological sciences	2,789	100	4	14	81
Business and commerce	4,626	100	(¹)	12	88
Chemistry, physical sciences	1,465	100	3	20	77
Education	27,567	100	---	13	87
English	6,912	100	---	18	82
Health fields	1,350	100	2	1	97
History	3,060	100	3	20	76
Home economics	6,855	100	---	8	92
Journalism	708	100	5	6	89
Languages, foreign	2,135	100	---	24	76
Mathematics	1,186	100	---	19	81
Music	1,983	100	---	23	77
Nursing	5,102	100	---	11	89
Physical education	1,804	100	---	19	81
Psychology	2,936	100	(¹)	20	79
Religion	953	100	---	8	92
Social sciences	3,429	100	---	20	80
Sociology, social work	3,503	100	---	27	73
Speech, dramatic arts	2,045	100	---	17	83
Other majors	1,538	100	3	8	90

¹ Less than 0.5 percent.

TABLE F-8.—*Postgraduate Education of June 1957 Graduates, 1957 Through 1964*

Postgraduate enrollment	Number	Percent
Graduates represented	87,638	100
Enrolled in school in 1964 ¹	14,951	17
Candidate for degree or certificate	10,761	12
Doctor's degree	1,172	1
Master's degree	6,273	7
Other type of degree	120	(²)
Teaching certificate	2,558	3
Other type certificate	529	1
Type not reported	109	(²)
Not a candidate	3,602	4
Full-time student	17	(²)
Part-time student	3,585	4
No report on candidacy	588	1
Not enrolled in school in 1964	72,687	83
Enrolled prior to 1964 ¹	25,467	29
No postgraduate courses	47,220	54

¹ Refers to enrollment in graduate or professional courses.

² Less than 0.5 percent.

TABLE F-9.—*Field of Study of Graduates With Postgraduate Education*

Field of graduate study	Number	Percent
Graduates represented	39,424	100
Art	1,141	3
Biological sciences	881	2
Business and commerce	543	1
Chemistry, physical sciences	447	1
Education	19,202	49
English	2,359	6
Health fields	1,334	3
History	1,025	3
Home economics	1,373	3
Languages, foreign	891	2
Library science	828	2
Mathematics	656	2
Music	963	2
Nursing	1,840	5
Physical education	422	1
Psychology	1,141	3
Religion	463	1
Social sciences	629	2
Sociology, social work	1,598	4
Speech, dramatic arts	945	2
Other majors	743	2

TABLE F-10.—*Undergraduate Major of Graduates, by Employment Status in 1964*

Undergraduate major	Total		Employed	Attending school	Seeking work	Not seeking work
	Number	Percent				
Graduates represented -----	84,214	---	41,425	3,344	1,389	38,056
Percent -----	-----	100	49	4	2	45
Art -----	2,268	100	45	7	6	43
Biological sciences -----	2,789	100	50	9	1	40
Business and commerce -----	4,626	100	49	2	2	48
Chemistry, physical sciences ---	1,465	100	50	4	1	45
Education -----	27,567	100	53	3	2	42
English -----	6,912	100	45	4	2	49
Health fields -----	1,350	100	61	1	---	38
History -----	3,060	100	41	5	2	52
Home economics -----	6,855	100	39	2	1	57
Journalism -----	708	100	45	4	---	51
Languages, foreign -----	2,135	100	50	10	2	38
Mathematics -----	1,186	100	47	7	3	43
Music -----	1,983	100	65	3	1	31
Nursing -----	5,102	100	50	2	2	47
Physical education -----	1,804	100	54	6	1	39
Psychology -----	2,936	100	47	5	3	45
Religion -----	953	100	33	4	3	59
Social sciences -----	3,429	100	50	3	(¹)	46
Sociology, social work -----	3,503	100	50	5	1	44
Speech, dramatic arts -----	2,045	100	41	11	---	48
Other majors -----	1,538	100	48	11	(¹)	40

¹ Less than 0.5 percent.

TABLE F-11.—*Employment and School Status of Graduates, 1964 and 1957-58*

Status	1964		1957-58	
	Number	Percent	Number	Percent
Graduates represented -----	87,577	100	87,703	100
Employed only -----	35,397	40	60,447	69
Full time -----	27,743	32	57,887	66
Part time -----	7,654	9	2,560	3
Employed and attending school -----	7,752	9	¹ 11,125	13
Employed full time, school part time -----	6,507	7	8,532	10
Employed part time, school part time -----	1,129	1	770	1
School full time, employed part time -----	116	(²)	1,728	2
Attending school only -----	3,352	4	7,005	8
Full time -----	847	1	6,029	7
Part time -----	2,505	3	976	1
Seeking work -----	1,455	2	2,560	3
Not seeking work -----	39,621	45	6,566	7

¹ Includes 95 graduates who were employed full time and attending school full time.

² Less than 0.5 percent.

TABLE F-12.—*Main Reason of Graduates for Working, by Marital Status, 1964*

Main reason for working	Total		Single	Married (husband present)				Widowed, separated, divorced
	Number	Percent		Total	With children		With no children	
					Under 6 years ¹	6-17 years		
Graduates represented	42,845	---	12,685	27,175	13,654	2,192	11,329	2,985
Percent	-----	100	100	100	100	100	100	100
To support self and/or others	14,881	35	78	8	5	10	12	92
To increase family income	13,509	32	(²)	49	51	55	46	2
To have a career	5,763	13	17	13	9	21	16	3
To get actual work experience	1,694	4	1	6	7	4	5	1
Like to work	1,402	3	1	5	4	3	6	1
To do something worthwhile	742	2	2	2	2	1	2	---
To use talents and keep alert	330	1	(²)	1	2	2	(²)	---
To help husband establish a career	1,929	5	---	7	8	1	7	---
To escape household routine	2,360	6	---	9	12	4	5	---
Other reasons	235	1	(²)	1	1	---	1	---

¹ Includes some graduates who had children 6 to 17 years of age also.

² Less than 0.5 percent.

TABLE F-13.—*Employment Status of Graduates, by Marital and Family Status, 1964*

Employment status	Marital status									
	Total		Single	Married (husband present)				Widowed, separated, divorced		
	Number	Percent		Total	With children		With no children	Total	With children	With no children
			Under 6 years ¹		6-17 years					
Graduates represented -----	87,577	---	13,743	70,664	53,881	2,430	14,353	3,170	1,541	1,629
Percent -----	---	100	16	81	62	3	16	4	2	2
	Percent distribution									
Total -----		100	100	100	100	100	100	100	100	100
Employed only -----	35,397	40	71	33	22	63	69	72	69	75
Full time -----	27,743	32	70	23	11	59	61	69	67	71
Part time -----	7,654	9	1	10	11	5	8	3	2	4
Employed and attending school -----	7,752	9	22	6	4	27	11	21	24	18
Employed full time, school part time -----	6,507	7	21	4	2	25	9	20	22	17
Employed part time, school part time -----	1,129	1	1	1	1	2	2	1	2	1
School full time, employed part time -----	116	(²)	(²)	(²)	(²)	---	(²)	---	---	---
Attending school only -----	3,352	4	4	4	4	3	3	2	1	3
Full time -----	847	1	3	(²)	(²)	1	1	1	1	1
Part time -----	2,505	3	1	3	4	2	2	1	---	2
Seeking work -----	1,455	2	1	2	2	1	1	1	2	---
Not seeking work -----	39,621	45	1	56	68	7	17	4	3	4

¹ Includes some graduates who had children 6 to 17 years of age also.

² Less than 0.5 percent.

TABLE F-14.—*Husband's Attitude Toward Wife's Employment, by Employment and Family Status of Wife, 1964*

Employment and family status of wife	Total		Attitude of husband		
	Number	Percent	Favorable	Neutral	Opposed
Graduates represented -----	66,091	---	37,308	17,249	11,534
Percent -----	---	100	56	26	17
Employed -----	27,081	100	82	15	4
With children -----	15,794	100	79	17	4
With no children -----	11,287	100	86	12	3
Attending school -----	2,602	100	60	24	15
With children -----	2,183	100	56	27	17
With no children -----	419	100	84	13	3
Seeking work -----	1,188	100	59	28	13
With children -----	1,037	100	56	29	15
With no children -----	151	100	84	16	---
Not seeking work -----	35,220	100	37	35	28
With children -----	33,069	100	36	35	29
With no children -----	2,151	100	40	36	24

TABLE F-15.—*Employment Status of Wife, by Employment Status of Husband*

Status of wife	Total		Status of husband			
	Num- ber	Percent	Employed	Attend- ing school	In military service	Other
Married graduates represented	70,502	---	64,096	2,196	3,215	995
Percent	-----	100	91	3	5	1
				Percent distribution		
Total	-----	100	100	100	100	100
Employed	27,177	39	38	62	18	68
Attending school	2,748	4	4	3	3	---
Seeking work	1,222	2	2	2	2	---
Not seeking work	39,355	56	56	32	77	32

TABLE F-16.—*Child Care Arrangements of Working Mothers, 1964*

Child care arrangement	Total		Graduates with children under 6 years ¹		Graduates with children 6 to 17 years	
	Num- ber	Percent	Number	Percent	Number	Percent
Working mothers represented	14,619	100	12,820	100	1,799	100
Care in own home	9,636	66	9,314	73	322	18
By employee	5,329	36	5,195	41	134	7
By relative	3,357	23	3,256	25	101	6
By employee and relative	321	2	309	2	12	1
By employee and group care ²	629	4	554	4	75	4
Care outside own home	2,283	16	2,190	17	93	5
By employee	1,124	8	1,099	9	25	1
By group care ²	1,159	8	1,091	9	68	4
Work arranged so child not alone	1,903	13	1,183	9	720	40
Self care	719	5	55	(³)	664	37
Other arrangements	78	1	78	1	---	---

¹ Includes some graduates who had children 6 to 17 years of age also.

² Includes care in nursery school, kindergarten, day care center, and private school.

³ Less than 0.5 percent.

TABLE F-17.—*Weekly Hours Worked by Employed Married Graduates, 1964*

Hours worked per week	Total		Graduates with children		Graduates with no children
	Number	Percent	Under 6 years ¹	6-17 years	
Married graduates represented	25,271	---	12,722	1,966	10,583
Percent distribution					
Total		100	100	100	100
41 hours or more	3,835	15	9	22	21
35-40 hours	12,760	50	41	66	59
33-34 hours	162	1	(²)	1	1
31-32 hours	227	1	1	---	1
25-30 hours	1,569	6	6	2	7
17-24 hours	1,660	7	9	1	4
9-16 hours	2,444	10	15	5	4
8 hours	1,045	4	7	1	1
Less than 8 hours	1,569	6	11	1	1
Average hours per week	37	---	33	39	39

¹ Includes some graduates who had children 6 to 17 years of age also.

² Less than 0.5 percent.

TABLE F-18.—*Married Graduates Performing Paid Work at Home, 1964*

Extent and type of paid work at home	Total		Graduates with children		Graduates with no children
	Number	Percent	Under 6 years ¹	6-17 years	
Extent of Practice					
Percent distribution					
Graduates represented	70,664	100	100	100	100
Performing paid work at home	3,374	5	5	5	5
Not performing paid work at home	67,290	95	95	95	95
Type of Work Performed					
Percent distribution					
Graduates represented	3,374	100	100	100	100
Teaching or tutoring	1,478	44	46	60	32
Writing	266	8	5	18	18
Typing or secretarial work	239	7	8	---	4
Other clerical work	230	7	5	13	13
Research	178	5	6	---	2
Bookkeeping	153	5	5	---	2
Child care work	150	4	6	---	---
Telephone selling	140	4	4	9	3
Other work	540	16	14	---	27

¹ Includes some graduates who had children 6 to 17 years of age also.

TABLE F-19.—Occupational Distribution of Employed Graduates

Occupational group	Job held in 1964		Previous job held ¹		Job held in 1957-58	
	Number	Percent	Number	Percent	Number	Percent
Graduates represented -----	43,007	100.0	77,924	100.0	71,441	100.0
Artists, musicians, actresses ----	322	0.7	512	0.7	402	0.6
Chemists -----	276	0.6	674	0.9	586	0.8
Clerical workers (miscellaneous) ..	1,039	2.4	4,898	6.3	4,410	6.2
Dietitians -----	366	0.9	1,005	1.3	970	1.4
Editors, copywriters, reporters ..	739	1.7	974	1.2	578	0.8
Home economists -----	231	0.5	771	1.0	880	1.2
Librarians -----	683	1.6	542	0.7	(²)	---
Library assistants -----	273	0.6	434	0.6	406	0.6
Managers, officials -----	794	1.8	370	0.5	(³)	---
Mathematicians, statisticians ...	349	0.8	788	1.0	703	1.0
Nurses -----	2,757	6.4	5,392	6.9	4,915	6.9
Professional workers						
(miscellaneous) -----	2,205	5.1	2,541	3.3	2,167	3.0
Religious workers -----	365	0.8	503	0.6	549	0.8
Research workers -----	399	0.9	681	0.9	646	0.9
School workers						
(miscellaneous) ⁴ -----	846	2.0	701	0.9	(⁵)	---
Secretaries, stenographers -----	1,890	4.4	6,288	8.1	4,753	6.7
Social, welfare, recreation						
workers -----	1,372	3.2	2,632	3.4	1,999	2.8
Teachers -----	25,748	59.9	42,001	53.9	42,028	58.8
Kindergarten -----	1,006	2.3	1,801	2.3	(⁶)	---
Grade school -----	13,169	30.6	17,035	21.9	26,793	37.5
Junior high school -----	3,036	7.1	2,654	3.4	4,882	6.8
Senior high school -----	5,053	11.7	5,435	7.0	8,863	12.4
Other -----	3,484	8.1	15,076	19.3	1,490	2.1
Technicians (biological) -----	1,023	2.4	2,060	2.6	1,977	2.8
Therapists -----	474	1.1	1,016	1.3	887	1.2
Typists -----	327	0.8	1,045	1.3	566	0.8
Other occupations -----	529	1.2	2,101	2.7	2,019	2.8

¹ Refers to job held prior to 1964 job or to last job held by those not employed in 1964.

² Included with "professional workers, miscellaneous."

³ Included with "other occupations."

⁴ Includes such occupations as school counselor and principal.

⁵ School counselors included with "other teachers"; principals, with teachers of appropriate schools.

⁶ Included with "grade school teachers."

TABLE F-20.—Occupation of Graduates Employed in 1964, by Undergraduate Major

Occupational group	Total		Undergraduate major								
	Number	Percent	Art	Biological sciences	and commerce	Chem-istry	Edu-cation	English	Health fields	History	Home economics
Graduates represented ..	41,447	---	1,024	1,413	2,244	684	14,611	3,113	825	1,247	2,664
Percent	-----	100	100	100	100	100	100	100	100	100	100
Chemists, mathematicians ..	592	1	-----	4	-----	25	-----	-----	-----	5	1
Clerical workers (miscellaneous)	1,624	4	5	(¹)	13	3	2	8	---	4	3
Dietitians, home economists	568	1	-----	-----	-----	---	(¹)	-----	---	-----	21
Editors, copywriters, reporters	724	2	2	-----	-----	6	(¹)	7	---	5	1
Librarians	683	2	1	2	1	---	1	2	---	1	-----
Managers, officials	781	2	-----	1	10	---	1	1	2	5	(¹)
Nurses	2,667	6	-----	1	1	---	1	(¹)	5	3	1
Professional workers (miscellaneous)	3,155	8	32	16	9	22	2	6	25	8	3
School workers (miscellaneous)	829	2	-----	2	1	---	1	3	---	5	2
Secretaries, stenographers..	1,853	4	9	1	23	---	3	3	2	6	2
Social, welfare, recreation workers	1,333	3	-----	(¹)	(¹)	---	(¹)	2	---	1	2
Teachers	24,628	59	48	36	41	25	87	67	2	58	61
Kindergarten	970	2	-----	-----	-----	---	6	-----	-----	-----	3
Grade school	12,411	30	13	4	6	---	62	21	---	27	12
Junior high school	2,983	7	13	13	3	5	6	9	2	11	16
Senior high school	4,874	12	9	10	23	13	6	22	---	17	25
Other	3,390	8	13	9	10	7	7	15	---	4	5
Technicians (biological) ..	1,031	2	-----	31	-----	19	-----	-----	43	-----	-----
Therapists	474	1	-----	4	-----	---	(¹)	-----	20	-----	-----
Other occupations	505	1	3	1	1	---	1	1	---	-----	3

Occupational group	Undergraduate major									
	Languages, foreign	Mathematics	Music	Nursing	Physical education	Psychol- ogy	Social sciences	Sociology, social work	Speech, dramatic arts	Other majors
Graduates represented	1,057	555	1,291	2,537	968	1,412	1,728	1,763	840	1,471
Percent -----	100	100	100	100	100	100	100	100	100	100
Chemists, mathematicians -----	4	28	---	---	---	3	1	---	---	1
Clerical workers (miscellaneous) -----	7	10	6	---	---	2	5	5	3	7
Dietitians, home economists -----	---	---	---	---	---	---	---	---	---	---
Editors, copywriters, reporters -----	---	---	---	---	---	1	5	---	6	11
Librarians -----	4	---	---	---	---	1	9	2	---	10
Managers, officials -----	3	---	1	3	7	1	(1)	4	---	4
Nurses -----	---	---	---	93	---	2	---	---	---	1
Professional workers (miscellaneous) -----	11	11	11	1	---	14	14	8	19	22
School workers (miscellaneous) -----	---	---	5	---	1	9	3	7	---	---
Secretaries, stenographers -----	9	---	9	---	4	4	4	1	9	8
Social, welfare, resreation workers -----	---	---	---	2	3	14	12	37	---	1
Teachers -----	63	52	63	1	82	44	46	36	42	26
Kindergarten -----	---	---	---	---	---	5	---	---	---	---
Grade school -----	8	3	16	---	10	24	20	20	12	13
Junior high school -----	11	7	4	---	23	5	8	7	11	2
Senior high school -----	35	16	14	---	36	5	16	2	14	3
Other -----	9	26	30	1	13	5	3	8	5	8
Technicians (biological) -----	---	---	---	---	---	5	---	---	---	2
Therapists -----	---	---	---	1	2	---	(1)	---	21	1
Other occupations -----	1	---	4	---	---	---	1	2	---	8

See footnote at end of table.

TABLE F-21.—*Graduates' Salaries, by Occupation, 1964 and 1957-58*

Occupational group	1964		1957-58	
	Number	Average annual salary	Number	Average annual salary
Graduates represented ¹ -----	32,571	\$5,947	63,945	\$3,739
Chemists, mathematicians, statisticians -----	569	8,039	-----	-----
Chemists -----	-----	-----	569	4,847
Mathematicians, statisticians -----	-----	-----	627	4,675
Clerical workers (miscellaneous) -----	1,010	4,813	-----	-----
Advertising, editorial assistants -----	-----	-----	764	3,278
Bookkeepers, accounting clerks -----	-----	-----	544	3,407
Library assistants -----	-----	-----	329	3,097
Personnel assistants -----	-----	-----	447	3,676
Typists -----	-----	-----	449	3,104
Clerical workers, other -----	-----	-----	2,049	3,247
Dietitians, home economists -----	527	6,110	-----	-----
Dietitians -----	-----	-----	401	3,576
Home economists -----	-----	-----	808	4,040
Editors, copywriters, reporters -----	585	6,274	542	3,397
Librarians -----	646	5,658	-----	-----
Managers, officials -----	511	7,466	-----	-----
Nurses -----	1,930	6,078	4,302	3,875
Professional workers (miscellaneous) -----	1,775	6,557	-----	-----
Religious workers -----	-----	-----	370	3,167
Professional workers, other -----	-----	-----	2,125	3,862
Research workers -----	310	6,388	626	3,971
School workers (miscellaneous) -----	674	6,744	-----	-----
Secretaries, stenographers -----	1,410	4,527	4,089	3,295
Social, welfare, recreation workers -----	1,230	6,137	-----	-----
Recreation workers -----	-----	-----	543	3,655
Social, welfare workers -----	-----	-----	1,266	3,792
Teachers -----	20,140	5,890	39,320	3,799
Kindergarten -----	728	6,060	-----	-----
Grade school -----	11,243	5,843	25,549	3,858
Junior high school -----	2,682	5,837	4,613	3,785
Senior high school -----	3,856	5,852	8,290	3,658
Other -----	1,631	6,313	868	3,475
Technicians (biological) -----	732	5,843	1,586	3,854
Therapists -----	316	6,214	701	3,947

¹ Excludes part-time workers and those employed outside the United States in 1964. Includes a few graduates who had an occupation not listed.

TABLE F-22.—*Distribution of Average Annual Salaries of Graduates, by Occupation, 1964*

Occupational group	Number	Average annual salary	Percent distribution by salary					
			Total	Under \$4,000	\$4,000 to \$4,999	\$5,000 to \$5,999	\$6,000 to \$6,999	\$7,000 and over
Graduates represented ¹	32,571	\$5,947	---	1,686	5,570	8,697	9,947	6,671
Percent	-----	-----	100	5	17	27	31	20
Chemists, mathematicians, statisticians	569	8,039	100	----	----	12	11	77
Clerical workers (miscellaneous)	1,010	4,813	100	26	24	33	12	5
Dietitians, home economists	527	6,110	100	4	12	14	48	23
Editors, copywriters, reporters	585	6,274	100	13	3	24	21	39
Librarians	646	5,658	100	7	21	28	21	23
Managers, officials	511	7,466	100	----	6	19	29	46
Nurses	1,930	6,078	100	6	13	27	25	28
Professional workers (miscellaneous)	1,775	6,557	100	7	9	16	33	35
Research workers	310	6,388	100	11	----	23	32	34
School workers (miscellaneous)	674	6,744	100	2	14	16	25	43
Secretaries, stenographers	1,410	4,527	100	29	34	29	8	1
Social, welfare, recreation workers ..	1,230	6,137	100	----	13	29	38	20
Teachers	20,140	5,890	100	3	19	28	34	17
Kindergarten	728	6,060	100	----	5	34	48	13
Grade school	11,243	5,843	100	3	19	27	35	15
Junior high school	2,682	5,837	100	2	19	31	30	17
Senior high school	3,856	5,852	100	3	22	28	30	17
Other	1,631	6,313	100	3	11	25	33	28
Technicians (biological)	732	5,843	100	----	19	37	33	11
Therapists	316	6,214	100	----	----	26	56	18

¹ Excludes part-time workers and those employed outside the United States. Includes a few graduates who had an occupation not listed.

TABLE F-23.—Average Annual Salary of Graduates, by Occupation and Region of Employment, 1964

Occupational group	Number	Average annual salary				
		Total	North-east	North Central	South	West
Graduates represented ¹	32,571	\$5,947	\$6,266	\$6,141	\$5,215	\$6,358
Chemists, mathematicians, statisticians ..	569	8,039	8,428	8,151	7,642	8,091
Clerical workers (miscellaneous)	1,010	4,813	5,373	4,468	4,669	4,338
Dietitians, home economists	527	6,110	6,410	6,522	5,672	5,681
Editors, copywriters, reporters	585	6,274	5,993	6,571	6,263	7,478
Librarians	646	5,658	5,828	6,216	5,272	5,520
Managers, officials	511	7,466	7,862	7,972	6,606	6,847
Nurses	1,930	6,078	6,326	6,202	5,934	5,850
Professional workers (miscellaneous) ² ..	2,401	6,490	6,408	6,479	6,185	6,908
School workers (miscellaneous)	674	6,744	6,050	7,370	6,639	6,985
Secretaries, stenographers	1,410	4,527	4,824	4,687	4,237	4,653
Social, welfare, recreation workers	1,230	6,137	6,331	5,876	5,193	6,793
Teachers	20,140	5,890	6,323	6,107	4,992	6,373
Kindergarten	728	6,060	6,060	5,956	5,705	6,402
Grade school	11,243	5,843	6,156	6,142	4,915	6,354
Junior high school	2,682	5,837	6,322	5,880	5,032	6,272
Senior high school	3,856	5,852	6,601	6,087	4,879	6,466
Other	1,631	6,313	6,876	6,269	5,669	6,489
Technicians (biological)	732	5,843	6,176	5,780	5,102	6,449

¹ Excludes part-time workers and those employed outside the United States. Includes a few graduates who had an occupation not listed.

² Includes research workers and therapists as well as other professional workers not listed.

TABLE F-24.—*Salary of Graduates, by Undergraduate Major, 1964 and 1957-58*

Undergraduate major	1964		1957-58	
	Number	Average annual salary	Number	Average annual salary
Graduates represented ¹ -----	32,571	\$5,947	63,945	\$3,739
Art -----	671	5,754	1,480	3,570
Biological sciences -----	1,080	6,027	1,538	3,683
Business and commerce -----	1,639	5,568	3,602	3,630
Chemistry -----	557	6,535	972	4,509
Education -----	11,727	5,877	22,919	3,796
English -----	2,274	5,840	4,716	3,608
Health fields -----	506	6,190	1,135	4,106
History -----	989	6,188	1,882	3,617
Home economics -----	2,047	5,791	4,628	3,693
Languages, foreign -----	748	5,788	1,287	3,561
Mathematics -----	431	7,517	891	4,244
Music -----	735	5,566	1,241	3,667
Nursing -----	1,755	6,094	3,875	3,820
Physical education -----	776	5,861	1,497	3,662
Psychology -----	1,065	6,393	1,719	3,646
Social sciences -----	1,389	6,232	2,219	3,676
Sociology, social work -----	1,371	6,096	2,211	3,609
Speech, dramatic arts -----	600	6,236	1,269	3,614
Other majors -----	930	----	710	----

¹ Excludes part-time workers and those employed outside the United States in 1964. Includes a few graduates who did not report their undergraduate major.

² In 1957-58 survey report, category was listed under "physical sciences;" about four-fifths of the graduates had majored in chemistry.

TABLE F-25.—*Years of Paid Employment of Graduates, 1957-64*

Years of employment	Since college		In current job	
	Number	Percent	Number	Percent
Graduates represented -----	81,580	100	41,602	100
7 years -----	21,979	27	9,649	23
6 years -----	13,003	16	4,160	10
5 years -----	10,728	13	3,210	8
4 years -----	9,546	12	3,262	8
3 years -----	10,193	12	5,296	13
2 years -----	9,226	11	5,632	14
1 year -----	6,125	8	7,948	19
Less than 6 months -----	780	1	2,445	6
Median years of employment -----	5.5		3.9	

TABLE F-26.—*Main Reason of Graduates for Leaving Work Force, by Marital Status, 1964*

Main reason for leaving work force	Total		Single	Married (husband present)				Widowed, separated, divorced
	Number	Percent		Total	With children		With no children	
					Under 6 years ¹	6-17 years		
Graduates represented -----	41,606	---	730	40,675	37,594	188	2,893	201
Percent -----	---	100	100	100	100	100	100	100
Marriage -----	5,128	12	---	13	12	9	25	4
Birth and care of children -----	29,953	72	---	73	78	37	17	52
Household responsibilities -----	1,338	3	12	3	2	13	14	17
Move to new location -----	2,974	7	9	7	6	13	22	6
School attendance -----	865	2	56	1	1	11	5	---
Illness or disability -----	339	1	4	1	(²)	---	5	---
Other -----	1,009	2	19	2	1	17	12	21

¹ Includes some graduates who had children 6 to 17 years of age also.

² Less than 0.5 percent.

TABLE F-27.—*Employment Plan of Graduates, by Marital and Family Status, 1964*

Employment plan	Total		Single	Married (husband present)				Widowed, separated, divorced	
	Number	Percent		Total	With children		With no children	With children	With no children
					Under 6 years ¹	6-17 years			
Graduates represented -----	85,821	---	13,668	68,980	52,477	2,430	14,073	1,577	1,596
Percent -----	---	100	100	100	100	100	100	100	100
Have a career -----	23,096	27	63	18	12	74	30	75	76
Work indefinitely, no career ---	5,841	7	12	6	5	13	7	12	9
Stop work when married -----	1,897	2	13	(²)	(²)	---	(²)	4	1
Stop work at birth of child ----	5,383	6	5	7	2	1	28	---	---
Stop work only while children are young -----	10,964	13	3	15	16	1	14	3	3
Go to work in future -----	21,463	25	4	30	37	7	8	5	1
Do not plan to work in future --	15,731	18	(²)	23	26	3	12	1	5
Other -----	1,446	2	1	2	2	(²)	2	---	5

¹ Includes some graduates who had children 6 to 17 years of age also.

² Less than 0.5 percent.

TABLE F-28.—*Future Plan of Graduates, by Employment Status, 1964*

Employment plan	Total		Employment status of graduates			
	Number	Percent	Employed	Attending school	Seeking work	Not seeking work
Graduates represented	85,821	---	42,533	3,468	1,412	38,408
Percent	-----	100	100	100	100	100
Have a career	23,096	27	52	19	20	(¹)
Work indefinitely, no career	5,841	7	14	(¹)	---	(¹)
Stop work when married	1,897	2	4	1	1	(¹)
Stop work at birth of child	5,383	6	13	(¹)	---	(¹)
Stop work only while children are young	10,964	13	9	17	15	17
Go to work in future	21,463	25	4	48	64	44
Do not plan to work in future	15,731	18	3	13	---	36
Other	1,446	2	2	1	---	2

¹ Less than 0.5 percent.

TABLE F-29.—*Comparison of Employment Plans Held in 1964 and 1957-58*

Employment plan in 1957-58	Total		Employment plan in 1964					
	Number	Percent	Have a career	Work indefinitely, no career	Stop work		Work in future	Plan no work in future
					For marriage or children	Only while children young		
Graduates represented ¹	77,597	---	20,519	5,276	6,892	10,261	19,249	14,129
Percent	-----	100	26	7	9	13	25	18
Have a career	13,398	100	59	3	8	10	14	5
Work indefinitely, no career	7,686	100	36	14	9	10	14	14
Work only for economic reasons	4,939	100	28	7	4	8	28	21
Stop work when married	4,247	100	22	11	13	8	18	26
Stop work at birth of child	31,841	100	16	6	9	17	31	20
Work short time after marriage	13,649	100	17	6	12	14	27	22
Do not plan to work in future	1,762	100	9	8	4	2	36	41

¹ Includes a few graduates who had work plans not listed or had indefinite plans in one period.

TABLE F-30.—*Training or Education Plan and Interest of Graduates, by Employment Status, 1964*

Education plan or interest	Total		Employed	Not employed
	Number	Percent		
Graduates represented	85,021	100	100	100
With plan or interest	61,801	73	76	69
With no plan or interest	23,220	27	24	31
		Percent of respondents with plan or interest reporting type of course desired ¹		
Business course	1,351	2	2	3
Refresher course	17,962	29	24	35
Teacher certification course	15,339	25	20	30
Other university course	38,582	62	68	56

¹ Includes graduates reporting interest in more than one type of course.

TABLE F-31.—*Major Reason for Interest in Additional Education, by Employment Status, 1964*

Major reason	Total		Employed	Not employed
	Number	Percent		
Graduates represented	61,801	---	31,876	29,925
Percent	---	100	100	100
Job reason	32,268	52	54	51
Job advancement	19,767	32	40	24
Job preparation	3,689	6	3	9
Teacher certification	8,731	14	10	18
Nonjob reason	28,290	46	44	48
General interest	17,129	28	22	34
Working for degree	11,113	18	22	14
Reason not specified	1,243	2	2	2

¹ Includes a few graduates not shown separately.