



Status and educational plans of Montanas married women graduates  
by Ardis Armstrong Young

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of  
MASTER OF SCIENCE in Home Economics  
Montana State University  
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Abstract:

Many married women college graduates are in need of ad-ditional study to regain, maintain and put to use their pro-fessional skills and knowledge. The purpose of this study was to ascertain the number of Montana's married women grad-uates desiring to do graduate work, whether their interest in further education is vocationally connected, and what problems they will encounter if they plan to return to school.

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The hypothesized need for more accessible course offerings, child care and financial assistance proved to be the most pressing problems of those desiring to return.

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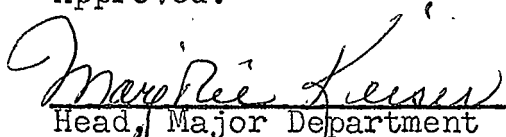
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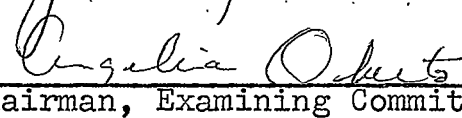
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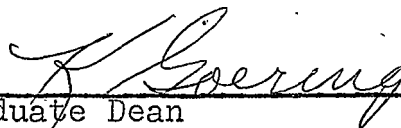
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Home Economics

Approved:

  
Head, Major Department

  
Chairman, Examining Committee

  
Graduate Dean

MONTANA STATE UNIVERSITY  
Bozeman, Montana

June, 1970

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## ABSTRACT

Many married women college graduates are in need of additional study to regain, maintain and put to use their professional skills and knowledge. The purpose of this study was to ascertain the number of Montana's married women graduates desiring to do graduate work, whether their interest in further education is vocationally connected, and what problems they will encounter if they plan to return to school.

Montana's fifteen AAUW Branches participated in the study. Four hundred eighty of the estimated 990 eligible graduates completed the questionnaire. Personal data and information on the respondent's employment and volunteer status, her educational history and plans, were gathered.

The typical Montana woman graduate lives in a large town. She is married and has two children. She is between 40 and 44 years of age, employed at least part-time and enjoys her work. Increasing the family's income is her main reason for working and she earns between \$5,000 and \$8,000 annually. Although she is an active member of three organizations and a volunteer worker in her church, she does not think that more academic work would improve her effectiveness in this role.

Eighty-three per cent of the respondents had a bachelor's degree, 52 per cent receiving them from colleges in Montana. Forty-five per cent did their undergraduate work in the field of education. Very few with higher degrees changed curriculum to do graduate work. Although 62 per cent of the graduates live in college towns, only 11 per cent are presently enrolled in courses. Evidence was given that courses appropriate for them are not available locally. Ten per cent of the 11 are attending classes on a part-time basis, with their goals divided between renewing teaching certificates and receiving an advanced degree.

In testing the hypotheses, it was found that a significant percentage (78) did want to do graduate work. Thirty-five per cent had plans to begin within five years, while thirty per cent are indefinite as to when they will start. Evidence of whether the respondent's academic aspirations were related to vocational ambitions was inconclusive although there is a strong inference that there is a relationship. The hypothesized need for more accessible course offerings, child care and financial assistance proved to be the most pressing problems of those desiring to return.

## CHAPTER I

### Introduction

#### Importance of Study

The need for educated leadership in this country is at an all-time high. Population and pollution, increased technology and many other social problems leave in their wake a perplexed society. Only the most ingenious ideas will be able to bridge the gap between man and his environment. A nation utilizing only half of its creative power can never expect to meet this challenge.

There has been in the past decade a national awareness of the potential mature married women have for furnishing the additional leadership necessary as the world launches into a new age. Traditional attitudes and inadequate provisions must be eliminated and methods for developing this potential discovered.

Women who already have obtained college degrees and specialized training are the most likely candidates for leadership. Most of this training is obtained before marriage and/or the birth of children, and is often inadequate for re-entry into a professional field. Marriage at young ages, even for college students, is the current trend. Many college women do not have the opportunity to gain experience in their professions before their families are

started. Keeping up with change by taking coursework part-time while children are small (Rust proofing)<sup>1</sup> or updating skills and knowledge after the children are grown (Rust removal)<sup>2</sup> is essential to reactivating the mature woman's professional contributions. More formal education, coupled with the unique life experience she has, can make these contributions invaluable.

Few universities have extended their services to solve the problems these women encounter as they attempt to keep abreast of their field through further education. At a time when great effort should be made to encourage development of their potential, they are, in fact, discouraged by universities which ignore the differences in their life styles and make no effort to adapt policies to accommodate older women.

#### Purpose of Study

Montana and its people are unique. Still a rural state, without many of the problems urban living has thrust on the rest of the nation, Montanans are not prone to

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<sup>1</sup>Vera M. Schletzer, et al., Minnesota Plan for the Continuing Education of Women, (Minneapolis: University of Minneapolis, 1967), pp. ii-iii.

<sup>2</sup>Ibid.

quick change or deviance from a conservative individualism. These qualities "won the West" and earned Montana's pioneers a peaceful neighborly pace in a rambling state. Montana has changed very little in comparison to its technological brother-states.

One of the few changes that has occurred, however, is causing some pain. Interpretation of the 1960 census data for the state reveals that only 51.7% of its population falls in the "productive" age bracket (18-64 years old).<sup>3</sup> In a recent address, Governor Anderson said that only "49% of the state's people are of working age".<sup>4</sup> This indicates that the number of productive citizens continues to fall. Young people between the ages of 15 and 24 are leaving the state at alarming rates, many taking with them valuable college educations. To correct this situation the state must create vocational opportunities and salaries that will induce young people to stay. Doing this, however, may require more time and money than the present 'producers' can afford. The most logical plan for supporting the state in

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<sup>3</sup>Harald A. Pedersen, Montana's Human Resources, Age and Sex Distribution, Montana Agricultural Experiment Station Circular #234, (Bozeman: Montana State College, 1962), p. 8.

<sup>4</sup>Governor Forrest Anderson, dedication address at Eastern Montana College, Billings, Montana, November 2, 1969.

its present dilemma and also provide building power is to make the most efficient use of its more stable human resources. With more than half the population dependent on a minority for support and services, it seems the state "cannot afford to frustrate any talent".<sup>5</sup>

Women make up half the age group categorized as the 'producing minority'. Many married Montana women are entering the labor force. For the most part they are employed for a low-paying service or clerical work. The 16% in professions are predominantly teachers and nurses--vital professions--but low paying. Very few leadership positions in the state's government, business or professional organizations are held by women. Advanced education is needed by many to qualify them and give them the confidence to seek opportunities for leadership.

Only Eastern Montana College has a plan for encouraging attendance by mature women.<sup>6</sup> This is partially be-

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<sup>5</sup>President Lyndon Johnson in Report on Progress in 1966 on the Status of Women, by Interdepartmental Commission and Citizen's Advisory Council of the President's Commission on the Status of Women (Washington, D. C.: U. S. Government Printing Office, 1966), p. 87.

<sup>6</sup>Letter from Mrs. Jean Dimich, Coordinator, Continuing Education of Women, Eastern Montana College, Billings, Montana, October 21, 1969.

cause women's particular ambitions and problems have not been defined clearly enough to justify making changes. It is the purpose of this study to define the needs of Montana's married women concerning their advanced educations. The following hypotheses will be tested:

1. There is a large percentage of married women in Montana who would like to do graduate work.

2. There is a direct relationship between women wanting more education and their plans to use this education vocationally.

3. There is a large percentage who will need more accessible course offerings, child care services and financial aid.



## CHAPTER II

### Review of Literature

#### Modern Woman and Social Change

America has begun to look at its women in a new light. Extensive evaluation of the present status of women is taking place. The potential she has for solving many social ills is being acknowledged. "There has been more word and deed on behalf of American woman...(since 1964)... than in her entire previous existence."<sup>1</sup> The tragic loss of ideas and energies resulting from religious adherence to a now inoperable concept of womanhood is plain to see--even by the American woman herself.

Because of drastic changes in family functions, the traditional concept of woman's role began to lag shortly after the Industrial Revolution.<sup>2</sup> Woman's importance had been in her role as keeper of the hearth, rearer and bearer of children and full partner in economic provisions. Although she had few legal rights and her chores were physi-

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<sup>1</sup>Helen Colton, What's On Woman's Future Agenda? (Los Angeles: Family Forum, 1967), p. 8.

<sup>2</sup>Gerald R. Leslie, The Family in Social Context. (New York: Oxford University Press, 1967), pp. 255-285.

cally taxing, her role was clear-cut and the rewards were tangible.

When technology took the family to the city and father to the factory, it also canned the prize-winning beans, made lovely garments and later washed the dishes. Schools, churches and organizations left mother scarcely five years and four hours a day with her children. The company moved its employees and their families at will, making aunts and grandpas, with all their emotional bandages, a thing of the past.

Boys and girls began to be educated alike for all professions, but the girls were called on to choose between fruition of their training and marriage. Choosing the profession was extremely risky. Despite educations made available to women for nearly all professions, positions were granted to women in very few.

Suffragettes, despising these and other 'inequities' (witness the fact that the vote was denied to "criminals, lunatics, idiots and women"!) fought fiercely to secure the franchise for women and maintain them as equals with men. The thrust of this militant group missed its mark, however, by renouncing femininity in all its forms, with all its virtues. Their philosophy was too rigid to satisfy the majority of women and the country still valued large families

and grey grandmas.

Wars and depression sapped the nations' energies until the mid-forties. After holding the line on the home-front in all occupations during the war, women re-entered domestic life and the fifties with vigor. They worked hard at perpetuating the slogan, "Woman's Place Is In The Home". The 1960's found the nation affluent and ready for the self-actualizing phase of its development and brought with it a vivid vision of the future. It was then that Friedan's Feminine Mystique was initiating conversation. Women, the majority of them married, entered the labor force in droves during the '60s, causing the largest percentage of its growth.<sup>3</sup> President Kennedy established his Commission on the Status of Women in 1961, and Congress added the word "sex" to the section of the 1964 Civil Rights Act that prohibited employment discrimination.

Ideas about women's roles are definitely changing. Building on the work that brought women from the position of "possession" to human individual with worth and rights and equal ability, modern women see a glorious future. Modern men also look to a future that insists on using all

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<sup>3</sup>U. S. Department of Labor, Handbook on Women Workers, Women's Bureau Bulletin #283, (Washington, D. C.: U. S. Government Printing Office, 1965), p. 93.

of the talent of all the people, with particular emphasis on those qualities which are uniquely feminine. The following facts and projections of the future have made redefinition of woman's roles imperative and her freedom to apply it unquestionable.

- Women make up 53% of the nation's population and the percentage increases as wars persist.<sup>4</sup>
- Increased longevity of women allow them as much time to pursue a profession as the average man is allowed.
- World population may make child-bearing the privilege of very few, or severely limited to many.<sup>5</sup>
- Predicted high incidence of one-parent families and temporary emotional involvements or marriages will make commitment to a vocation one of the few stabilizing agents. Vocation will be very important to all.<sup>6</sup>
- Crowded conditions and affluence will make self-actualization a primary need and will call for the use of the feminine qualities of cooperation and adaptability in all relationships.<sup>7</sup>

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<sup>4</sup>Colton, Woman's Future Agenda, p. 3.

<sup>5</sup>Paul Ehrlich, The Population Bomb, (New York: Ballantine Books, 1968), p. 135.

<sup>6</sup>Warren Bennis and Philip E. Slater, The Temporary Society, (New York: Harper & Row, Publishers, 1968), pp. 77-96.

<sup>7</sup>David C. McClelland, "Wanted: A New Self-Image for Woman", in Dialogue on Women, edited by Robert Theobald, (Indianapolis: Bobbs-Merrill Company, Inc., 1967), pp. 44-52.

- Technology is and will continue to call for highly trained advisors in numbers that qualified men cannot fill.<sup>8</sup>

### Woman's Present Status

America's mature married women are given, because of the many functions they are called on to perform, opportunity to develop unique abilities and skills that could provide the answers to social problems and meet educational and economic needs.<sup>9</sup>

### Health and Age

Medical discoveries and a high standard of living has eliminated the premature 'granny' of yesterday. Women now find health and number of years sufficient for raising a "full-term family" with another lifetime to spare. The average woman in America has her last child at 26 and lives to be 75 years old.<sup>10</sup>

"So woman enters into middle life in her thirties knowing that the chances are she will live at least forty more years. She knows, too, that her health on the average can be at least as

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<sup>8</sup>Edwin Lewis, Developing Women's Potential (Ames, Iowa: Iowa University Press, 1968), p. 158.

<sup>9</sup>Francena Miller, "Womanpower", Journal of Home Economics, 60, 9, (November, 1968), 693.

<sup>10</sup>Ibid., p. 693.

good during these forty years as it has been in the preceding thirty."<sup>11</sup>

### Role Confusion

It is at this time, when family responsibilities lessen, that a woman anticipates a major change in her life. Many women have plans for making this transition. Many do not.

"According to the American Medical Association, the most likely candidate for a suicide attempt is a 35-year old married woman with children". . . "In a research study on alcoholism, one of the three major classifications of problem drinkers being studied is the wives of successful executives."<sup>12</sup>

Having all the legal advantages, creature comforts and the liberal educations of self-actualizing citizens, women are often confused by the disabling, intangible pressures that keep them in 'choice, but no choice' situations. Advertisers and soap operas sell the idea that life-worth can be attained by using their product or nursing a lingering neurosis. Threatened husbands and protective fathers often make it impossible for a woman to

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<sup>11</sup>Esther Lloyd-Jones, "Progress Report of Pertinent Research", Potentialities of Women in the Middle Years, edited by Irma Gross (East Lansing: Michigan State University Press, 1956), p. 21.

<sup>12</sup>Colton, Woman's Future Agenda, p. 1.

realize her full potential. Society's ambivalent attitude toward women who work is reflected in the number of studies made on the effects the working mother has on her children.

### Employment

Many women are able to make healthy choices regarding the major portion of their lives often by expanding the use of their talents to include community service and/or employment.<sup>13</sup>

In Montana, 59 per cent of the 73,380 women in the labor force in 1960 were married and living with their husbands. Nineteen per cent were married with husbands absent, widowed or divorced.<sup>14</sup> Despite the fact that many have greater ability. . .

"In general, these women fill a large number of the low status, low-paying jobs in the state. Clerical, service and sales workers describe the jobs held by almost 60%...Only 16% held professional positions, mostly teachers and nurses."<sup>15</sup>

The national picture looks much the same according to the

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<sup>13</sup>Mary Dublin Keyseling, "Continuing Education for Women, A Growing Challenge", remarks at 22nd National Conference on Higher Education, Chicago, Illinois, 1967, p. 4.

<sup>14</sup>Maxine Johnson, Employed Women in Montana, report to Governor's Commission on the Status of Women, Helena, Montana, 1969, Table 2.

<sup>15</sup>Ibid., p. 4.

U. S. Labor Department's Women's Bureau.<sup>16</sup>

### Leadership

Women made great strides during the Johnson administration, through political appointments. There was, however, out of this 53% of the population, only one lady U. S. Senator and 11 women Representatives serving elected posts in 1967. Fifty-three thousand more men than women were listed in Who's Who in American Colleges during that year.<sup>17</sup>

The ratio of men to women in the professions has changed very little in the past 50 years. The number of positions for college educated women will increase at a much greater rate than jobs for non-skilled or semi-skilled workers.<sup>18</sup> Compared to Russia's doctors, 70% of which are female, the abundance of women jurists in Germany, Scandinavia's female social welfare leaders and Israel's Golda Meir, American women have a long way to go to achieve their "glorious destiny".

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<sup>16</sup>U. S. Department of Labor, Handbook, pp. 85-120.

<sup>17</sup>Colton, Woman's Future Agenda, p. 3.

<sup>18</sup>Lewis, Developing Women's Potential, p. 158.



### Volunteer Work

The world of work and paid positions is not the only realm of depleted manpower. Volunteer services, which have long been a mainstay in this democratic society and which have traditionally depended on women, have suffered heavy set-backs both in number of workers and quality of leadership.<sup>19</sup>

### Education

"It is well established that women as a group represent a major source of untapped abilities to meet our country's manpower needs."<sup>20</sup> How they are responding and will continue to respond to these needs lies greatly within the realm of their educations.

Women are often trained for unrealistic careers before marriage, and marriage traditionally marks the end of a woman's formal education. The years of child bearing creates a gap between the mother's education and the time it can be put to use professionally. This gap causes knowledge to become outdated, skills to become rusty, amount of

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<sup>19</sup>Chase Going Woodhouse, "Volunteer Community Work", in American Women: The Changing Image, edited by Beverly Cassara, (Boston: Beacon Press, 1963), p. 59.

<sup>20</sup>Lewis, Developing Women's Potential, p. 14.

education to become insufficient, interest to change, and a loss of confidence in one's professional competence results.<sup>21</sup>

The President's Commission on the Status of Women saw the need for educational reform, recognizing that the sequence of education presently offered to women was a handicap not only to individual but to national goals as well.

"The education a woman receives will have a deeper effect on her life and status than anything else within the range of immediate social action."<sup>22</sup>

In undertaking its study, the Commission's Education Committee agree:

1. There should be the widest possible opportunities for women to develop their potential and use their capabilities; to know the choices that may be open to them and exercise those choices.
2. Expanding career opportunities should not displace traditional responsibilities of women in the home and in the local community.<sup>23</sup>

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<sup>21</sup>Schletzer, et al., Minnesota Plan, pp. 2-3.

<sup>22</sup>President's Commission on the Status of Women, report of the Committee on Education, (Washington, D. C.: U. S. Government Printing Office, 1963), p. 1.

<sup>23</sup>Ibid., p. 1.

In its report, the Committee emphasizes the importance of the response to the educational needs of women as they fulfill their traditional roles and prepare to take on new roles that emerge in our culture. Women's education, then, is seen by this group as an answer to the nation's unprecedented need for human services in every profession and as a way of increasing woman's personal satisfaction and enhancing family life.

#### Potential of Mature Women

Opening doors to already overcrowded universities takes more than a desire for personal improvement or pursuit of new interests. At this point in history, proof that potential for making a better world exists within the students chosen to attend, seems only logical. Researchers have set out to see if mature women do have this potential.

#### As Students

Halfter claims: "Women forty years of age and over gave a better than average total performance. The most important finding... may be the superior performance (judged by any criteria) of these older women with above average high school achievement and long absence from formal study."<sup>24</sup>

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<sup>24</sup>Irma Halfter, "The Comparative Academic Achievement of Women", Adult Education, XII, 2, (Winter, 1962), p. 108.

U. S. Department of Labor findings say: "Undergraduate achievement of women students was higher than that of men, 68% having a grade point average of B or better, compared with 54% of the men."<sup>25</sup>

A study by Davis, of over 33,000 college graduates from 135 colleges and universities showed women graduates to have a higher API rating than the men in all disciplines except philosophy. (API is the criteria used to rate potential graduate achievement and is computed by taking the student's grade point average and weighting it by the quality of his institution).<sup>26</sup> If older women outperform the younger women academically, and the younger women outperform their male counterparts, it would seem that mature women can be truly superior students.

Rose found that as many young women as men expected to get jobs after college, but fewer young women had specific plans or were acquiring the necessary education for

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<sup>25</sup>President's Commission on the Status of Women, Report on Progress in 1966 on the Status of Women, Interdepartmental Commission and Citizen's Advisory Council, (Washington, D. C.: U. S. Government Printing Office, 1966), p. 12.

<sup>26</sup>James A. Davis, Great Aspirations, (Chicago: Aldine Publishing Company, 1964), p. 158.

a specific job. Seventy per cent of the young women said they wanted to work full time but only 28.2 were preparing for a profession and 15.5% were not sure what they were training for in college.<sup>27</sup> Lewis claims:

"The older women are motivated to get a degree they can use. Their reasons for going to college are not as confused and conflicting. As a result, older women generally outperform the younger ones."<sup>28</sup>

### Interest

Indications that women want more formal education, even during child-rearing years was very clear in the Women's Bureau surveys. The 1964 study of 1957 graduates showed their interest in both continuing education and paid employment was exceedingly high, both among the 51% already in the work force and the 49% not employed. Three-fourths of the respondents planned to enroll in an educational or training course. Forty-eight per cent had taken at least one graduate or professional course since gradua-

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<sup>27</sup>A. M. Rose, "The Adequacy of Women's Expectations for Adult Roles", Social Forces, 30, 1, (October, 1951), pp. 69-77.

<sup>28</sup>Lewis, Developing Women's Potential, p. 213.

tion.<sup>29</sup> Seventy per cent of the graduates of 15 years before had also expressed a strong desire for more education.<sup>30</sup>

The innovative Minnesota Plan enrollment attests to the fact that women will take advantage of further education when proper conditions exist. Eighty-five per cent of their membership is or has been married, nearly all have children. Over half of the mother-scholars still had preschool children at home.<sup>31</sup>

A revised listing of 45 states and over 200 educational institutions that are providing programs and services designed primarily for adult women was published by the Women's Bureau in 1968. This great involvement by schools in the nation reveals significant popular demand.<sup>32</sup>

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<sup>29</sup>U. S. Department of Labor, College Women Seven Years After Graduation: Resurvey of Women Graduates-Class of 1957, Women's Bureau Bulletin #292, (Washington, D. C.: U. S. Government Printing Office, 1966), p. 6.

<sup>30</sup>U. S. Department of Labor, Fifteen Years After College, Women's Bureau Bulletin #283, (Washington, D. C.: U. S. Government Printing Office, 1965), p. 12.

<sup>31</sup>Schletzer, et al., pp. 10-11.

<sup>32</sup>U. S. Department of Labor, Continuing Education Programs and Services for Women, Wage and Labor Standards Pamphlet #10, (Washington, D. C.: U. S. Government Printing Office, 1968), p. 88.

Montana's only listing is a program at Eastern Montana College in Billings. Its enrollment shows enthusiastic response by women in the area, as approximately 300 women aged 25 and over register there each quarter.<sup>33</sup>

### Specific Use

Participation in the work force, or clear-cut evidence of society receiving benefits from those it educates, is directly related to the amount of education received. More than half of all women college graduates are workers, while three-fourths of those with five or more years of higher education are now gainfully employed, particularly between the ages of 35 and 64.<sup>34</sup> In contrast, only one-fourth of the women with less than eight years of education are working.<sup>35</sup> In terms of development and conservation of our natural resources, Newcomer has this thought, "Is the higher education of women wasted, or is it a waste not to

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<sup>33</sup>Letter from Mrs. Jean Dimich, Coordinator, Continuing Education of Women, Eastern Montana College, Billings, Montana, October 21, 1969.

<sup>34</sup>Keyserling, "Continuing Education for Women", p. 4.

<sup>35</sup>U. S. Department of Labor, Trends in Educational Attainment of Women, Wage and Labor Standards Administration, (Washington, D. C.: U. S. Government Printing Office, 1968), p. 8.

educate more of the ablest women than we do?"<sup>36</sup>

### Home Life

Aside from the persuasive evidence that talented women are needed in the labor force, the 'worker' role of a woman's life is seldom the main theme. As one writer quipped, "It is hard to imagine a literary work titled "Death of a Saleslady.""

"The fact that homemaking is generally woman's most important role has never been seriously questioned, either by those arguing in favor of college education for women or those opposing it."<sup>37</sup>

It is this dichotomous situation, that of liking and doing very well in occupations outside the home without surrendering her allegiance to her home and family that sometimes make a competent woman highly suspect by those who, with even slight acceptance, could make her life gloriously fulfilling. Perhaps this lack of acceptance is a product of ignorance of the fact that "today's home differs greatly from yesterday's home...the homemaker of today must differ also, and she must be prepared to change even more in the

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<sup>36</sup>Mabel Newcomer, A Century of Higher Education for Women, (New York: Harper and Brothers, Publishers, 1959), p. 246.

<sup>37</sup>Ibid., p. 210.



future."<sup>38</sup>

The benefits of graduate study could easily be seen in the home. Study in fields such as nursing, elementary and secondary education, social casework and home economics all lend themselves directly to the enhancement of family life and personal relationships. Cosper says, "Actual homes would be wonderful research centers for intelligent wives and mothers. This seems like the most important step between theory and actuality."<sup>39</sup>

"Women who manage families and raise children have to be concerned with people, their development, and their problems. Many women emerge from this training ground in interpersonal relations with considerable skill in deciphering unspoken messages, in handling tensions and helping people to develop their potentialities."<sup>40</sup>

### As Individuals

Opportunity to pursue and enrich a woman's cultural

<sup>38</sup>Schletzer, et al., p. 78.

<sup>39</sup>Wilma Cosper, "Considerations of Higher Education for Married Women", Journal of Home Economics, 60, 9, (November, 1968), p. 21.

<sup>40</sup>President's Commission on the Status of Women, report of the Committee on Education, quote by Dr. Mary Rioch, (Washington, D. C.: U. S. Government Printing Office, 1963), p. 13.

interests could also come through graduate work. Canaday discovered that low scores were consistently given middle-aged mothers, by themselves and their families, on their performance of the individual-person role. These women were about to enter the 'empty nest' phase in their lives, which would call for another definite role change. Deficiencies in the area of self-development will prove to be a great handicap to making a smooth transition. Canaday feels education could remove this deficit.<sup>41</sup> Viewed from any direction, education, with variations to meet the particular needs of mature married women, would benefit society.

#### Problems in Development of Woman's Potential

It is evident that a strange paradox exists between the need of the state and nation to utilize the services of all its able, educated people, and the underutilization of that segment of the population which is willing and has the potential for satisfying these needs.

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<sup>41</sup>Martha Canaday, The Social Roles of Married Middle-Aged Women With Implications for Adult Education, Ed.D. Thesis, Pennsylvania State University, 1966, p. 82.

"To talk of the necessity of more engineers, more scientists, more doctors, more teachers and not provide facilities for learning is a kind of cynical nonsense this nation cannot afford."<sup>42</sup>

What are the reasons women, especially mature married women, are reluctant or unable to receive the necessary educational up-dating and advanced training? A great deal of research and speculating has been done recently to provide the answer to this question. Ginzberg says:

"The simple fact is that the basic educational, training and related institutions in our society are geared to the prototype of man moving steadily along from one stage to the next..."<sup>43</sup>

#### Distance and Residence

According to Swope, lack of mobility and inaccessibility to graduate school is a strong limitation for married women. Residence requirements often make it impossible for married women to pursue degree programs even though they might be able to fulfill the coursework requirements through

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<sup>42</sup>Edith Green, "The Federal Role in Education" in Education and the Public Good, distributed for the Graduate School of Education of Harvard, (Cambridge: Harvard University Press, 1964), p. 14.

<sup>43</sup>Eli Ginzberg, Life Styles of Educated Women, (New York and London: Columbia University Press, 1966), p. 184.

extension courses at cooperating institutions.<sup>44</sup>

### Counseling

Counseling orientated specifically to the problems of mature women was mentioned by researchers as one of the greatest needs of women who wish to return to school.

"College counselors who necessarily spend most of their time working with teen-agers often do not realize the special problems associated with continuing family responsibilities. Women surveyed also felt that many of their counselors were not aware of existing services and facilities that could help in solving their problems."<sup>45</sup>

Mead explains: "Because of the differences in life patterns of women as contrasted with men, the counseling of girls and women is a specialized form of the counseling profession."<sup>46</sup>

### Finance

The problems of financing further education have

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<sup>44</sup>Mary Ruth Swope, "Interinstitutional Graduate Programs", Journal of Home Economics, 61, 2, (February, 1969), pp. 114-115.

<sup>45</sup>U. S. Department of Labor, "Continuing Education", pp. 6-7.

<sup>46</sup>President's Commission on the Status of Women, American Women, introduction by Margaret Mead and Frances Kaplan, (New York: Charles Schribner and Sons, 1965), p. 30.

unique characteristics. The fact that married women most often go on a part-time schedule and sometimes not every consecutive session, disqualifies them for many fellowships and scholarships. There seems to be an illogical assumption made by fund granting agencies that "part-time attendance indicates only part-way commitment".<sup>47</sup> Ginzberg summarizes:

"...government support for graduate education, which in the past has been weighted in favor of fields that women have generally avoided, should be granted for the humanities and social sciences as well as the natural sciences."<sup>48</sup>

"Eighty-seven per cent of the funds of the federally sponsored graduate fellowships were for study in scientific fields and engineering."<sup>49</sup> Borrowing money requires a commitment to seek employment to pay it back, a promise a woman with a young family cannot always make. She must have a husband who is able to finance this schooling. This can be an insurmountable barrier to many bright young women who do not marry highly paid young men.

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<sup>47</sup>President's Commission on the Status of Women, Committee on Education, p. 9.

<sup>48</sup>Ginzberg, Life Styles, p. 183.

<sup>49</sup>Green, "The Federal Role in Education", p. 26.

An assistantship, which could be the most "honorable" way for a woman to finance her education without heavily taxing the family budget, means an added work load that few married women can realistically accept. Rulings requiring all Assistants to be registered as full-time students<sup>50</sup> will either eliminate serious women assistants with family responsibilities, or put both their scholarship and family relationships in jeopardy.

#### Prerequisite Requirements

Inflexible prerequisite requirements can be stumbling blocks--not only to women.

"Institutions with high standards sometimes refuse to give credit for work done at an institution the quality of whose work they question. Yet these same institutions accept foreign students as provisional juniors simply because of the difficulties of measuring the quality of their earlier education."<sup>51</sup>

Researchers Ginzberg, Cospers, Mead and Swope have recommended use of proficiency testing to give credit for life experience to fill undergraduate deficiencies. In 1966 the College Entrance Examination Board devised some equivalency tests. They are used to measure life experience and know-

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<sup>50</sup>Dr. Kenneth Goering, Dean of the Graduate School, Montana State University, personal interview, October 10, 1969.

<sup>51</sup>Newcomer, A Century of Higher Education, p. 251.

ledge of subject matter gained outside the classroom. Use of such tests is spreading rapidly as it becomes evident that they are a great help in advancing adult students.<sup>52</sup>

### Child Care

A child day care service was arranged in answer to a vital need of prospective "Planners" soon after the Minnesota Plan went into effect.<sup>53</sup> The need for child care services by mother students is no less acute than the need working mothers are expressing so audibly through many government agencies today.<sup>54</sup> The only difference being that students require lower rates and care for shorter periods of time.

### Other Needs

Other needs still have been mentioned by some writers. They include:

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<sup>52</sup>National Association of Public School Adult Education, Administrators Swap Shop, XVI, 2, (November, 1969), p. 1.

<sup>53</sup>Schletzer, et al., p. 68.

<sup>54</sup>U. S. Department of Labor, Handbook, p. 48-51.

1. Course content should be designed to suit the interests, problems and capabilities of mature people.<sup>55</sup>
2. Courses should be offered in home management, family finance, consumer buying, use of family leisure and the relation of the individual and the family to society.<sup>56</sup>
3. Job placement or referral services for women have been part of some programs, but their value for graduate students has not been proven.<sup>57</sup>
4. Flexible hours for classes, especially for basic courses, would do much to enable homemakers to attend.
5. Removal of age limits on graduate and professional programs would help older women and certainly would not lower graduate standards.
6. Provision for low-cost campus housing for women and their families needs to be made.<sup>58</sup>

#### Attitudes Toward Educating Women

The need for a change of attitude by society, especially by those 'running' the university, was seen by all

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<sup>55</sup>U. S. Department of Labor, Continuing Educational Programs and Services for Women, p. 6.

<sup>56</sup>President's Commission on the Status of Women, American Women, p. 33.

<sup>57</sup>Schletzer, et al., Minnesota Plan, p. 48-57.

<sup>58</sup>Ginzberg, Life Styles, p. 183.



as a crucial factor in education of today's woman. Perhaps Mary Bunting was correct in saying: "We never really expected women to use their talents and education to make significant intellectual advances."<sup>59</sup>

"Nor have we made up our minds what the education of women is for...Are women to be only transmitters of knowledge as mothers and teachers, or are exceptional women to be encouraged, as exceptional men are encouraged, to make their contributions to the store of human knowledge and culture...? If we are going to encourage women in creative thinking, research and expression, are we going to encourage them to explore any field that catches their fancy...?"<sup>60</sup>

"It seems inconsistent that colleges would put roadblocks in the way of the older woman who wants to return to school, but this is in fact what most of them do."<sup>61</sup>

"From the viewpoint of social policy, it is possible to express mild regret that the sex difference runs the way it does. Although women are clearly good students, a large portion of them are destined for marriage and family life...The facts of life are that the society will get many more years of professional work from a man than from a woman."<sup>62</sup>

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<sup>59</sup>Lewis, Developing Women's Potential, p. 214.

<sup>60</sup>Newcomer, A Century of Higher Education, p. 246.

<sup>61</sup>Lewis, Developing Women's Potential, p. 213.

<sup>62</sup>Davis, Great Aspirations, p. 158.

". . . a more realistic index of the input into graduate fields can be made by calculating not just per cent high on API scores, but per cent who are high men, since low API students of either sex, and high women present some drawbacks."<sup>63</sup>

Most of the needs require rather simple changes in the system of higher education. "Simple" changes become difficult, however, when poor attitudes are prevalent. Awareness of the mature woman's potential and her abilities as a student is the crucial factor in developing a program for her in the university.

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<sup>63</sup>Davis, Great Aspirations, p. 158.

## CHAPTER III

### Procedure

Our nation is desperately in need of leadership and creative thinkers to solve the pressing problems confronting it today. Women constitute more than half the country's population and have the potential for filling this need. Retraining or educational updating is necessary, however, for many women to make the role transition from 'homemaker' to 'homemaker and professional'. Graduate schools have traditionally been geared to the life-styles of single people, predominantly men. Women are confronted by many difficulties when they plan to return to the university. Fitting their quite different schedules and responsibilities into a system often seems impossible. Many colleges and universities are adopting policies that will facilitate mature 'wife and mother' students. It is the purpose of this study to first determine if there is a significant number of married women in Montana who wish to do graduate work. In addition, it seeks to define what these women see as the problems women would encounter if and when continued educations are sought.

### Selection of Sample

The American Association of University Women (AAUW) is a national organization with fifteen Branches in Montana. These Branches are distributed throughout the state (see Figure 1). The relatively larger towns serve as a base for chapters, but membership includes many rural women. All members are college or university graduates. Approximately 82 per cent of the membership is or has been married. This population could indicate: (1) whether or not there is sufficient interest in more formal education, (2) what factors would influence this interest and (3) what problems must be solved by those choosing to pursue this goal.

### Method of Collecting Data

A questionnaire was selected as the data-gathering instrument as it provided the most efficient and convenient way of surveying hundreds of graduates scattered throughout the state. A closed questionnaire form provided for write-in categories and comments. This made the data uniform without eliminating pertinent individual responses. The questions were designed to elicit the following information:

1. Locale, age, marital and family status.
2. Present employment status and ambitions.
3. Present organizational involvement.
4. Involvement in or ambitions toward educational advancement.
5. Problems anticipated or encountered in pursuing educational goals.

To assure its effectiveness, the questionnaire was reviewed by professional consultants. It was then tested by administering it to a local group of Home Economics Graduates. A few minor changes were made on the questionnaire in accordance with suggestions and comments from the test group. These changes facilitated ease of administration and completion of the form.

#### Distribution of the Questionnaire

Twelve of the fifteen Branch presidents of AAUW were sent packets of questionnaires. Instructions for administering them to the random group of married women attending either the January or February meeting were enclosed. Conflicts in program plans made it impossible for three Branches to administer the questionnaires at a meeting. All of their members were then sent questionnaires by direct mail. This mailing included an explanatory cover letter, return envelope, and in one case, the Branch's

newsletter.

A follow-up mailing was made to those AAUW Branches which had the fewest returns and the presidents were asked to distribute them to members who had not completed one previously and were in attendance at their March-April meeting.

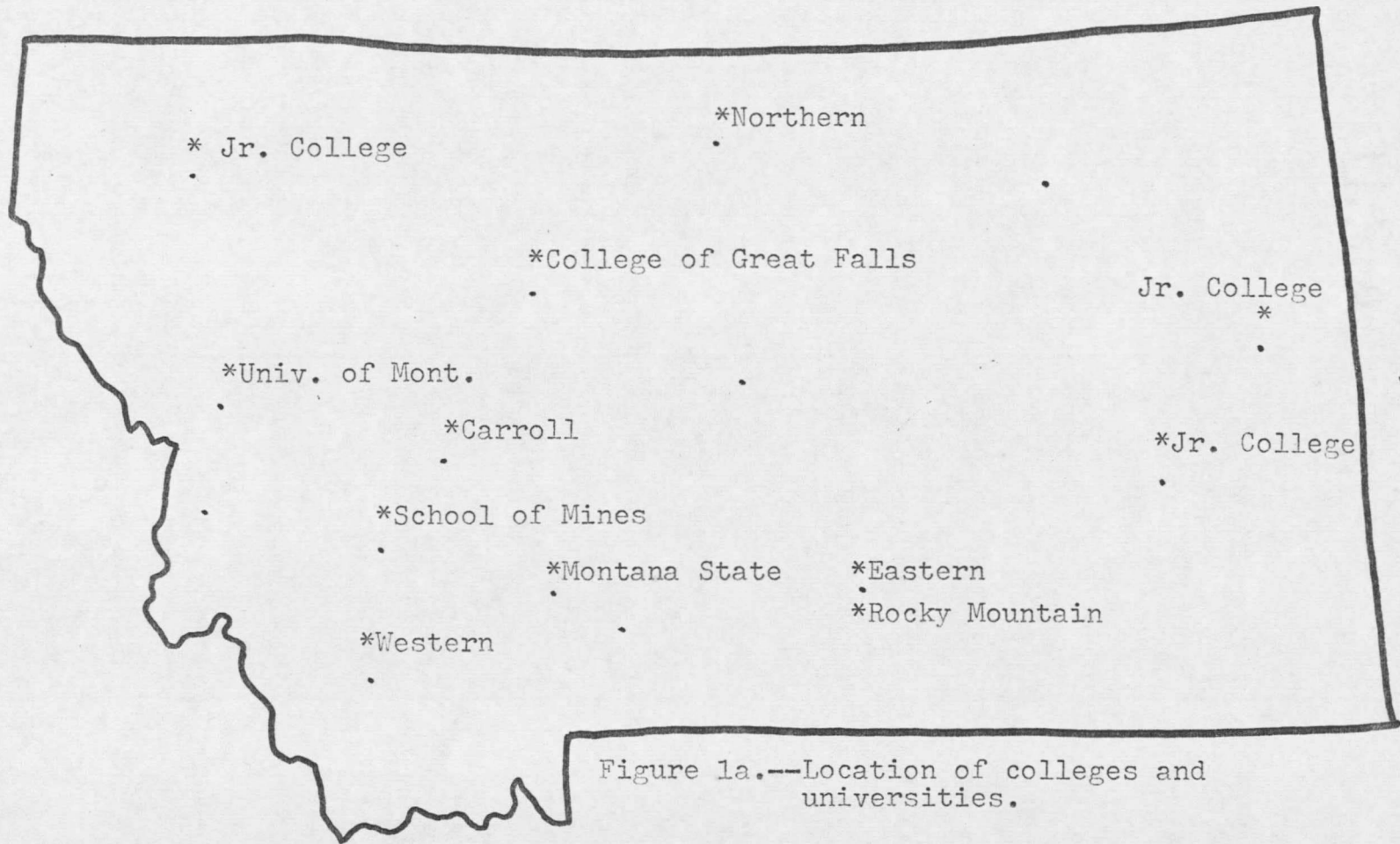


Figure 1a.--Location of colleges and universities.

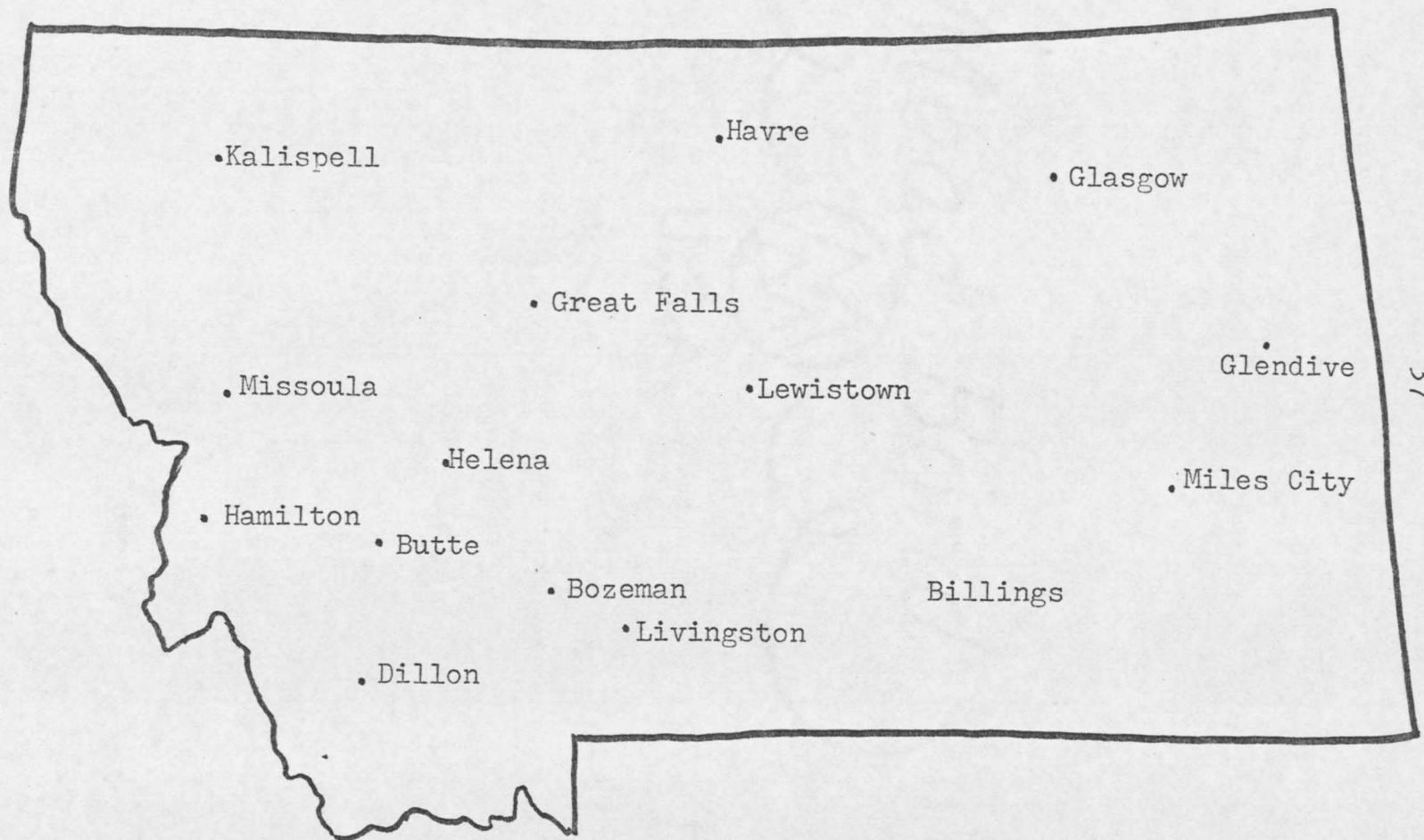


Figure 1b.--Location of AAUW Branches.



## CHAPTER IV

### Results

#### Sample

The total sample contacted were those women in the membership directories of the 15 AAUW Branches in Montana whose names were preceded by "Mrs." Because these directories were obtained in January prior to the 1970 compilation, the total number of possible returns (990) was estimated on the basis of the 1969 membership lists. There were 12 AAUW groups in which time was given, during the meeting, for the married members to complete the questionnaire. Members of three Branches were individually sent the questionnaire because of conflicts with their group agendas. Four hundred eighty or 48.5 per cent of the questionnaires were completed and returned.

Mid-winter meetings are usually poorly attended, but those attending may be the most enthusiastic and interested. A higher return may have resulted had the questionnaire been distributed during a fall or late spring meeting. Surprisingly, the urban Branches had a lesser percentage of attendance and return than the smaller groups in more rural towns. The sample represented all geographical areas in the state (Table I).

TABLE I

## DISTRIBUTION OF THE SAMPLE

AAUW Branch	Approx. Eligible Population	Number of Returns	Per Cent Returns
Billings	167	51	30.5
Bozeman	81	55	60.5
Butte	160	50	31.2
Dillon	39	20	51.2
Glasgow	26	21	80.8
Glendive	23	20	87.0
Great Falls	102	42	41.2
Hamilton	23	19	82.6
Havre	43	35	81.4
Helena	85	39	45.9
Kalispell	53	32	61.6
Lewistown	35	21	60.0
Livingston	37	22	60.0
Miles City	57	34	59.7
Missoula	<u>59</u>	<u>19</u>	<u>32.2</u>
Total	990	480	48.5

## Personal Data

Residence

Metropolitan areas are virtually unknown in Montana, as the majority of settlements range in population from 100 to 1,000. The universities and groups such as AAUW, however, (see Figure 1) are located in the few larger towns in the state, making it logical that the largest percentage of the respondents (36 per cent or 173) live in a "Small City" of 10,000 to 30,000 people. Thirty per cent or 148 reside in the largest cities in the state with populations over 30,000. Slightly fewer (27 per cent or 131) are residents of "Towns" with populations under 10,000. These figures are fairly representative of the general population distribution in the state.<sup>1</sup> The 7 per cent or 28 living on farms or in open country is slightly below average (see Figure 2).

30%	36%	27%	7%
City 30,000-over	Small City 10,000-30,000	Town To 10,000	Farm

Figure 2.--Residence of Women Sampled.

<sup>1</sup>Harald A. Pedersen, Montana's Human Resources, Number and Distribution of People, Montana Agricultural Experiment Station Circular #231, (Bozeman: Montana State College, 1960), pp. 2-6.

Marital Status

Only women who are or have been married were surveyed. Eighty-four per cent or 48 were married and living with their husbands. Seven per cent or 28 were widows. Those married but not residing with their husbands and those divorced each comprised 4.5 per cent or 21 of the women surveyed (Figure 3).

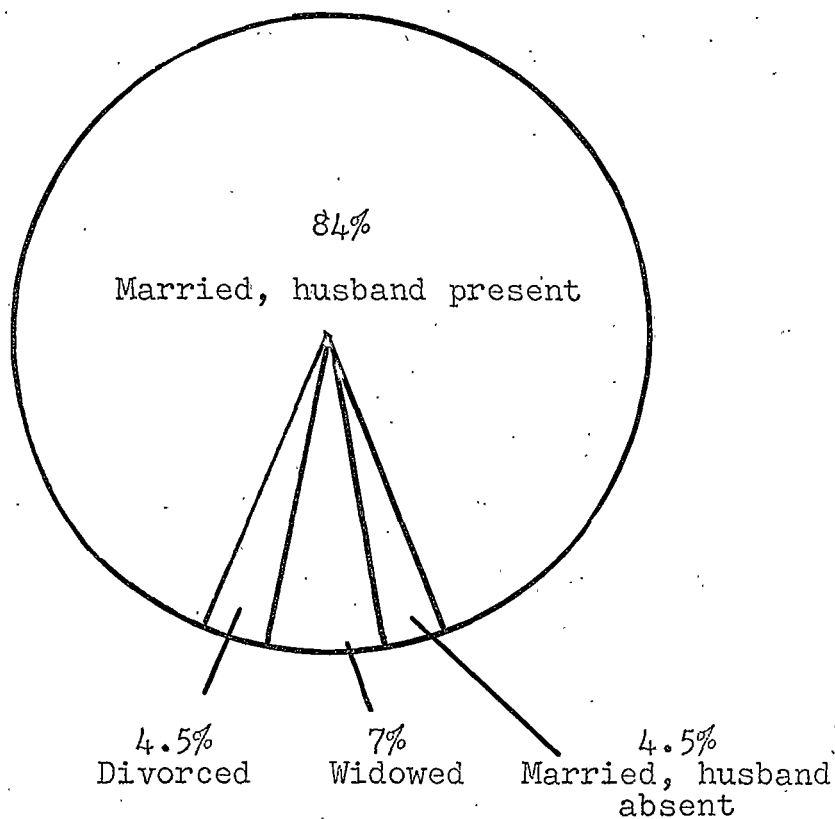


Figure 3.—Marital Status of Women Sampled.

### Age of Graduates

Age of respondents greatly influenced findings for this study. The largest age group, 15 per cent or 75, was over 60 years. The questionnaire had age groupings of five years each, from "under 25" to "60 and over" (see Figure 4).

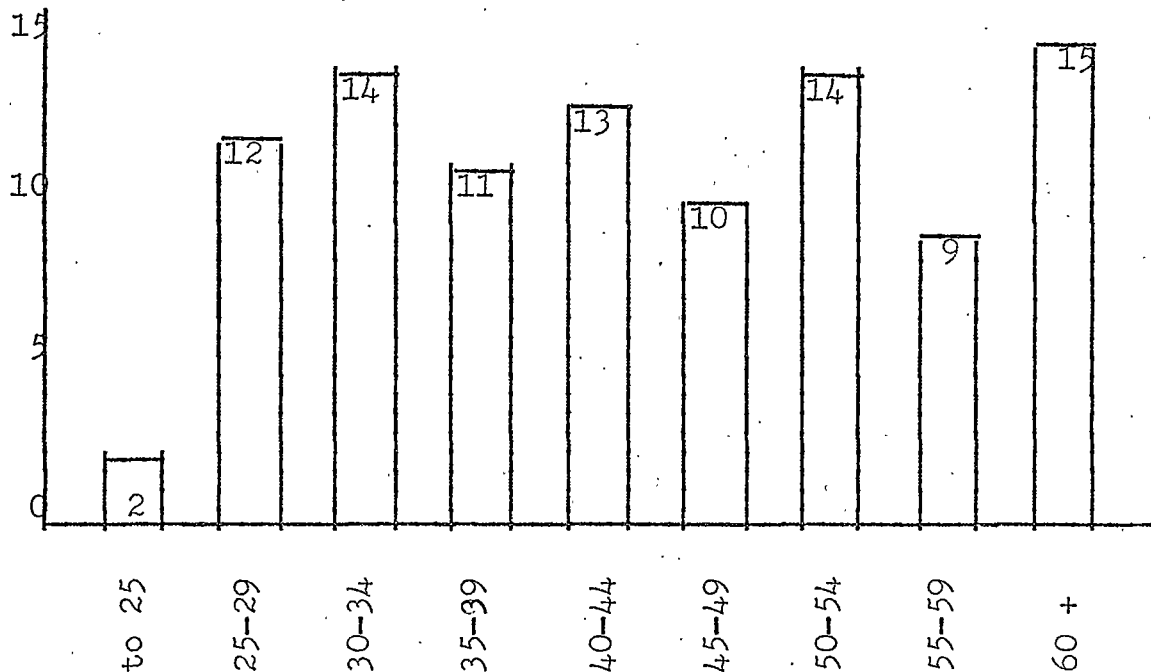


Figure 4.—Ages of Women in the Sample.

A more meaningful division, however, may be in terms of stage of life, with the findings interpreted on the basis of the needs of each stage (Figure 5). Using DuVall's family life cycle to redivide the age groups, four distinct stages with varying needs and characteristics emerge.<sup>2</sup>

<sup>2</sup>Leslie, The Family in Social Context, p. 263.

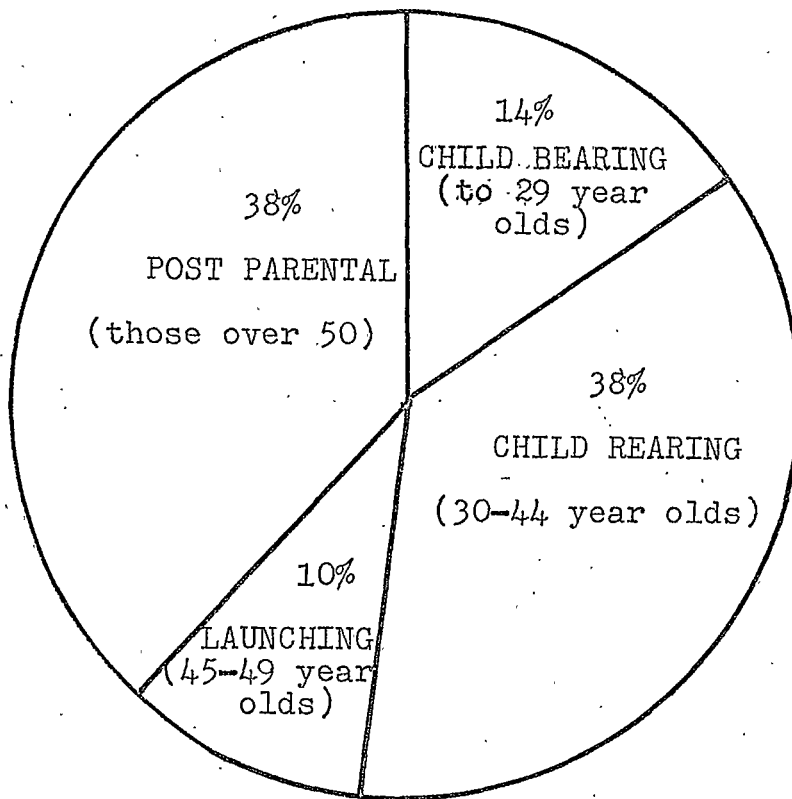


Figure 5.--Stages of "family life cycle" in which respondents fit.

Those respondents in the child-bearing stage comprised 14 per cent of the sample or 68. Thirty-eight per cent or 182 respondents were in the child-rearing stage. These periods are characterized by lack of mobility for the woman and a need for help in caring for the children, and the financial strain of establishing a household. Since these two groups form only 52 per cent of the total sample, the problems of financial aid and child care will not rank as high as they

would if the sample were taken from those graduating seven years ago.<sup>3</sup> Ten per cent of 48 women are in the "launching" stage (referring to the transition of sending children off into the world and making a personal adjustment). Costs of children in college may make, for this group, their own attendance financially impossible. Distance from a university and time classes are offered form problems for them, as many are employed.

A relatively large percentage, 38 per cent or 182 respondents, are in the post-parental phase. According to Leslie this age group of women have a greater degree of freedom (mobility, time) and more influence in decision-making than do women in other stages of life.<sup>4</sup> These would allow women over 50 a good deal of independence, and cause them to have "no problems" in regard to returning to college.

#### Dependents

Number of dependents of the graduates is relatively small. Few women had over three, but nearly all had at least

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<sup>3</sup>U. S. Department of Labor, College Women Seven Years After Graduation, p. 10.

<sup>4</sup>Leslie, The Family in Social Context, pp. 660-674.

one. The most frequently checked age group was 6-10 years. Only 1 per cent or 8 of the graduates had a dependent over 25 years of age (Table II).

TABLE II  
GRADUATES WITH DEPENDENTS

Age of Dependents	Number of Dependents			Total
	1	2	3	
0-5 years	18%-87	7%-38	1%-08	26%-133
6-10 yrs.	18%-89	7%-37	2%-12	27%-138
11-15 yrs.	12%-59	8%-40	2%-10	22%-109
16-20 yrs.	15%-72	6%-31	0%-04	21%-107
21-25 yrs.	8%-42	1%-07	0%-01	9%- 50
Over 25 yrs.	1%-08	0%-04	0%-01	1%- 13

### Employment and Volunteer Work

#### The Graduates as Workers

The Department of Labor has pointed out that labor force participation by women increases in proportion to the amount of education they have.<sup>5</sup> Over half the respondents are employed outside the home; 19 per cent or 91 have part-

<sup>5</sup>U. S. Department of Labor, Trends in Educational Attainment of Women, p. 9.



time positions while 35 per cent or 68 are full-time workers. Combined, this equals 54 per cent, which is equivalent to the national average for women with bachelor's degrees. Seventeen per cent or 80 of this sample have degrees beyond the bachelor's making the number of employed respondents in this study slightly less than the national average.

Four per cent or 19 of the women surveyed are not employed, but are actively seeking positions. Those who are not now employed and are not seeking work make up 42 per cent or 202 of the sample (Figure 6).

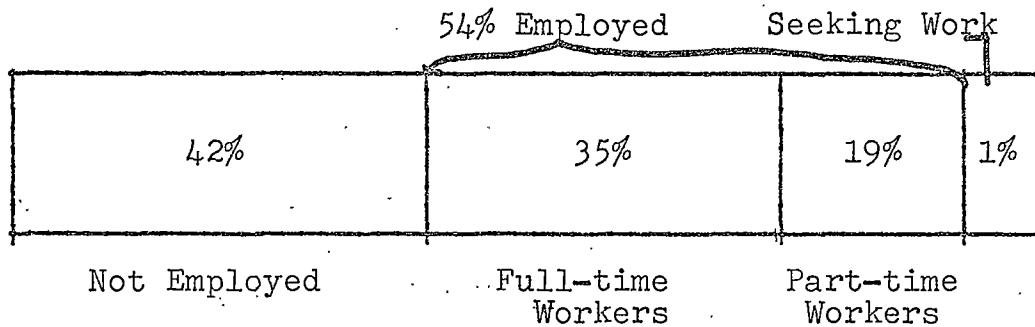


Figure 6.--Employment status of women graduates in sampling.

Professional positions are held by 241 or 50 per cent of the respondents. Twenty-five per cent or 118 women have jobs directly related to their undergraduate majors. Twenty jobholders had positions that did not relate at all to their

college major. Clerical work occupies 2 per cent or 13, while minute numbers are employed in managerial positions, saleswork, services and other specified jobs. (Table III).

TABLE III  
TYPES OF JOBS HELD BY EMPLOYED WOMEN

Job Classification	Number	Percentage
Professional or technical	241	50.0
Managerial or proprietor	6	1.2
Clerical	13	2.8
Saleswork	3	0.0
Services	2	0.0
Other	<u>2</u>	<u>0.0</u>
Total	267	54.0

Annual salaries ranged from \$10 to \$17,000 with the average in the \$7,000 to \$8,999 range. Wages over \$9,000 were paid to 52 or 10% of the respondents. Eight per cent earn \$5,000 to \$6,999. Thirty-five women, or 7 per cent make only \$10 to \$999. (See Figure 7). These wages designate payment to all workers, regardless of the type of work they do or the hours employed, explaining the wide salary range.

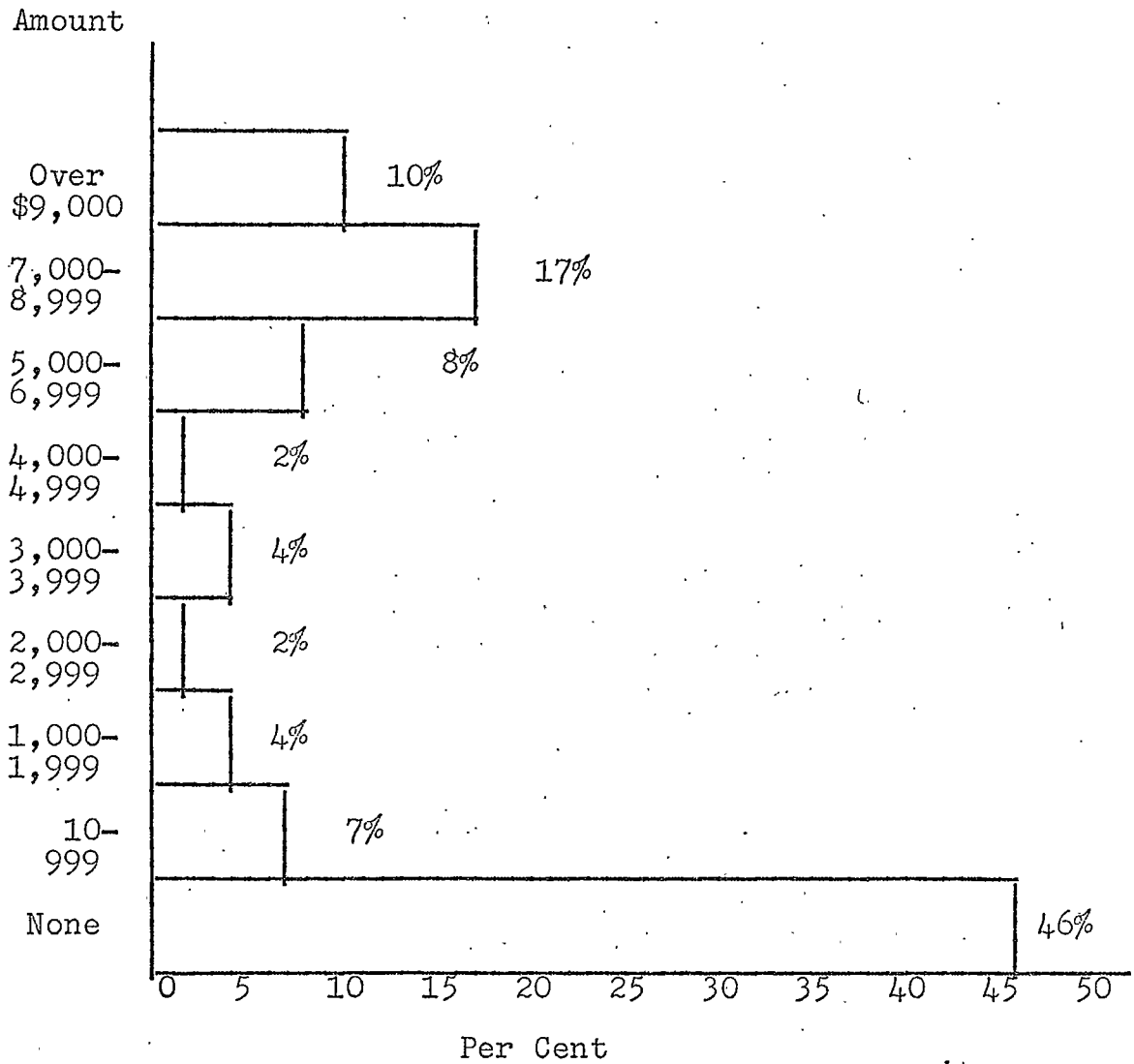


Figure 7.--Money earned by graduates surveyed.

Most workers (44 per cent or 212) are satisfied with their jobs (Figure 8).

Unemployed 46%	Satisfied with Present Employment 44%	Not Satis- fied 10%
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Figure 8.--Employment satisfaction among married women graduates

Those not happy with their present positions most frequently claimed the desirable job was not available in their location. Another reason given for being 'misplaced' was that demands of a family prohibited seeking new work. Sixteen women felt they needed retraining, updating or advanced academic work to qualify for the position they wanted (Figure 9).

## Need retraining

Desired job not available in their locations			Family demands prohibit	Other
3%	1%	1%	3%	2%

## Need updating

Figure 9.—Reasons 10 per cent of graduates are not satisfied with present employment.

When asked their reason for working or seeking work outside the home, the most frequent response was "To increase family income" (125 or 28 per cent). Fifty-one women are supporting themselves and others while 40 sought employment because they needed a new interest. Very few (14 or 2 per cent) believed their main reason for working was to gain work experience (Table IV). These reasons correlate closely with those given by women surveyed by the Labor Department's Women's Bureau.

TABLE IV

REASONS FOR WORKING GIVEN BY EMPLOYED WOMEN  
AND THOSE SEEKING EMPLOYMENT

Reasons	Number	Percentage
Support self and others	51	11%
Increase family income	125	28%
Get work experience	14	2%
Needed new interest	40	7%
Other (fill a community need, personal enjoyment and fulfillment, to help educate another family member)	48	10%
Question does not apply	<u>202</u>	<u>42%</u>
Total	480	100%

The Graduates as Volunteers

Indication of great involvement in organizational activities is given, as 317 or 66 per cent of the women surveyed are active in three or more groups. Only 1 per cent or 6 claim they are not active in any organization (see Figure 10).

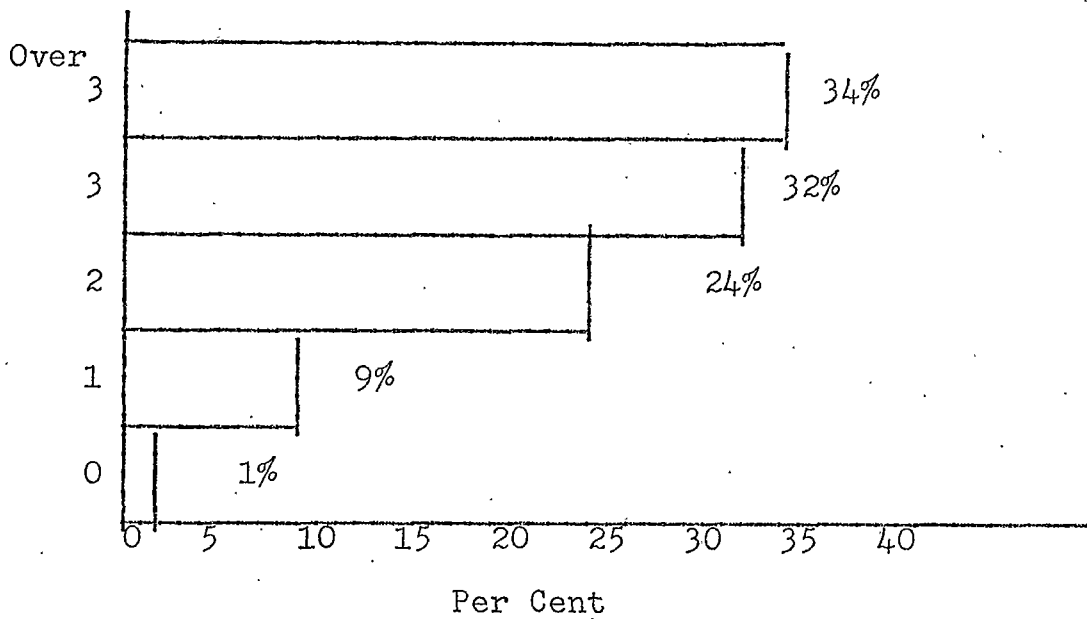


Figure 10.—Number of organizations in which graduates are active members.

Church groups headed the list of volunteer organizations. Professional groups and women's service groups also benefit greatly from the volunteer efforts of these women. Youth groups and auxiliaries receive only cursory support. There were 67 respondents, or 14 per cent who do no volunteer work whatsoever.

Fifty-four per cent or 261 of the respondents believed there was little or no correlation between additional academic work and improvement of their effectiveness as a volunteer. Only 34 per cent or 152 indicated that more formal study would have a positive effect on their performance as

volunteer workers (see Figure 11).

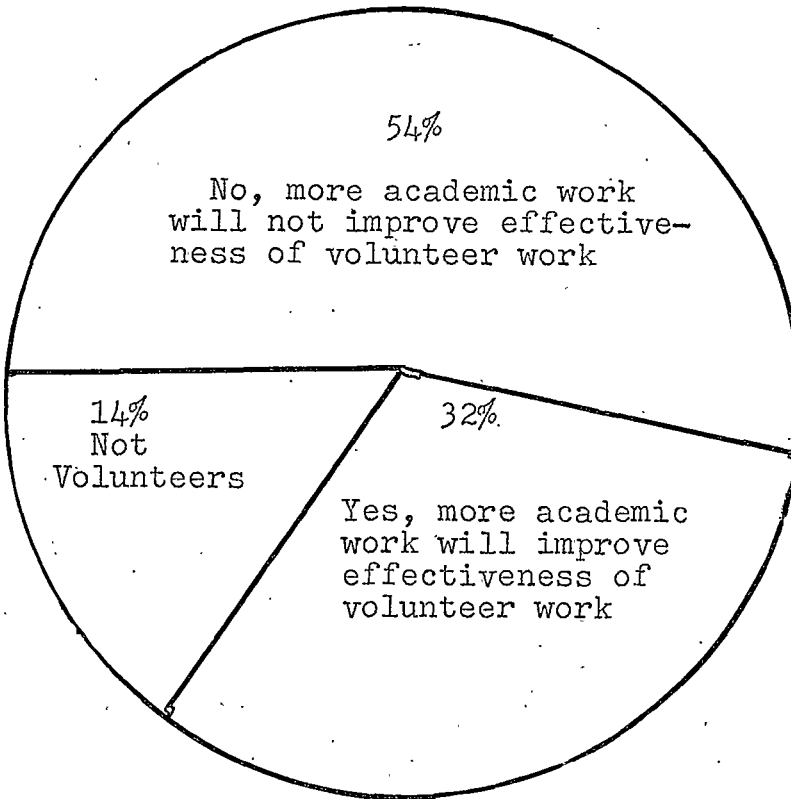


Figure 11.--Opinion of graduates as to whether more academic work will improve effectiveness of volunteer work.

#### Education

##### Past

Respondents with bachelor's degrees were the most numerous (83 per cent or 400). Those with master's degrees formed 16 per cent of the total, or 76. Only 4 or 1 per cent had doctorates (see Figure 12).



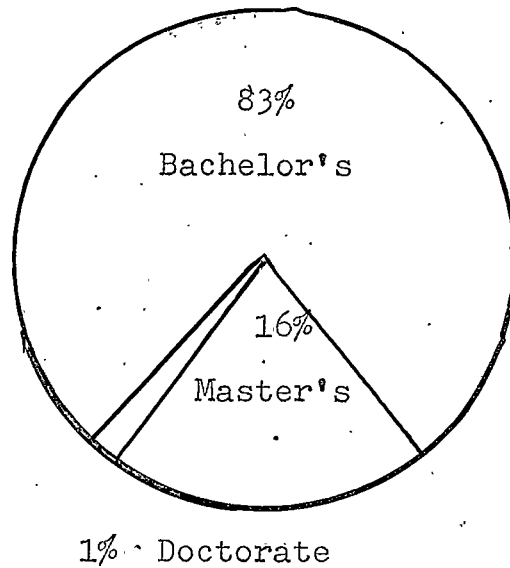


Figure 12.--Highest degree received by graduates.

In keeping with the widespread social phenomenon of mobility, a large percentage (48 per cent or 227) of the graduates received their last degree from out-of-state schools. Except for the School of Mines, all the colleges in the state university system are represented in the sample. The state's private schools had fewest (Table V).

TABLE V

LOCATIONS OF COLLEGES WHERE GRADUATE'S LAST DEGREE  
WAS RECEIVED

College	Number	Percentage
Montana State University Bozeman, Montana	95	19
University of Montana Missoula, Montana	79	17
Western Montana College Dillon, Montana	16	4
Eastern Montana College Billings, Montana	26	6
Northern Montana College Havre, Montana	4	1
Rocky Mountain College Billings, Montana	3	0
Carroll College Helena, Montana	6	1
College of Great Falls Great Falls, Montana	5	1
Out-of-state colleges and universities	227	48
Question not answered	<u>19</u>	<u>3</u>
Total	480	100

Education is the curriculum most often cited as a major. There are four times (45 per cent or 217) as many in

education as in the next most popular field, which is home economics (11 per cent or 55). Medical occupations had 9 per cent or 43; English had 6 per cent or 27 while social services and physical sciences each had a 5 per cent rating (Table VI).

TABLE VI  
RESPONDENTS' UNDERGRADUATE CURRICULUM

Curriculum	Number	Percentage
Education	217	45
Home Economics	55	11
Medical Occupations	43	9
English	27	6
Physical Science	24	5
Social Services	23	5
Art	19	4
Languages	14	3
Liberal Arts	13	3
Business	9	2
Humanities	11	2
Social Studies	10	2
Other	<u>15</u>	<u>3</u>
Total	480	100

Sixteen per cent of the total sample or 76 had a master's degree. Thirty-one or 41 per cent of those with master's degrees changed curricula when they began their graduate work. Eighteen or 24 per cent entered education and its supporting fields of counseling and library science. Two changed from psychology to social work. Two also changed from natural science to nursing and two nurses did advanced work in education. These changes imply that perhaps these women were not so much following an interest change, as gaining a profession that was more salable in their locale. Although two of the four doctoral recipients changed curricula, they remained in the same broad fields.

#### Present Educational Participation

Despite the fact that two-thirds or 311 of the questionnaire respondents live in towns where a four-year college or university is located, only 11 per cent or 59 are presently taking academic courses for credit (Figure 13). Seven respondents are currently enrolled as full-time students while 52 or 10 per cent are registered for part-time academic work.

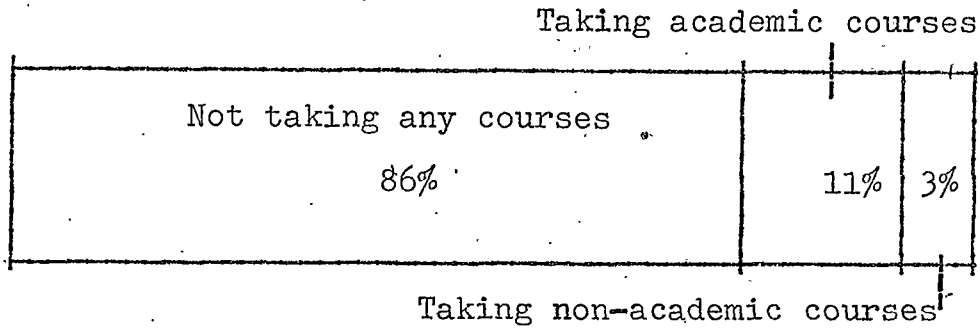


Figure 13.--Graduates present participation in academic work.

Renewal of a teaching certificate is sought by 24 (5 per cent) of the 11 per cent who are now engaged in formal coursework. Three per cent or 16 are working toward an advanced degree, while the other 3 per cent or 16 are following no official program (Figure 14).

Renewal of teaching certificate  5%	Advanced degree  3%	No official program  3%
--	------------------------------	----------------------------------

Figure 14.--Types of programs in which the 11 per cent of the graduates, now taking academic courses, are enrolled.

Future Educational Plans

The graduates surveyed are definitely inclined toward doing more academic work. Sixty-six per cent or 310 include advanced study in their future plans. Sixteen per cent or 74 plan to attend a college or university this year. Twelve per cent or 58 designate a starting goal of two years. Although five years calls for long range planning, 8 per cent of the women or 38 indicated they would attend at that time. The largest percentage of respondents (30 per cent or 140) definitely plan to continue their educations but were unable to state exactly when they would start. Several noted, "When I have access to the desired courses", while others gave tentative dates such as, "When my husband finishes".

Some (12 per cent or 60) were not sure if they would continue. Five per cent or 24 felt there was little chance that they would ever pursue more college work, and 17 per cent or 85 said, "Never!" (Table VII).

TABLE VII

## GRADUATES' PLANS FOR FURTHER ACADEMIC WORK

Plans	Number	Percentage
Will start this year	74	16%
Will start in two years	58	12%
Will start in five years	38	8%
Plan to, time indefinite	140	30%
Not sure	60	12%
Probably will not continue	24	5%
Definitely will not continue	<u>85</u>	<u>17%</u>
Total	480	100%

Respondents were allowed to check one or more reasons why they plan to take more academic courses. The reason most frequently checked was "Exploring new interests" (226 or 47 per cent). One hundred twenty-five or 25 per cent indicated they needed retraining for a job. Renewal of teacher's certificates and a desire to increase vocational proficiency was written in by 48 women, or 10 per cent. The goal of an advanced degree is motivating 20 or 4 per cent of the graduates. Only 12 or 2 per cent of the women saw improvement in homemaking as a primary reason for continuing their formal educations (see Figure 15).

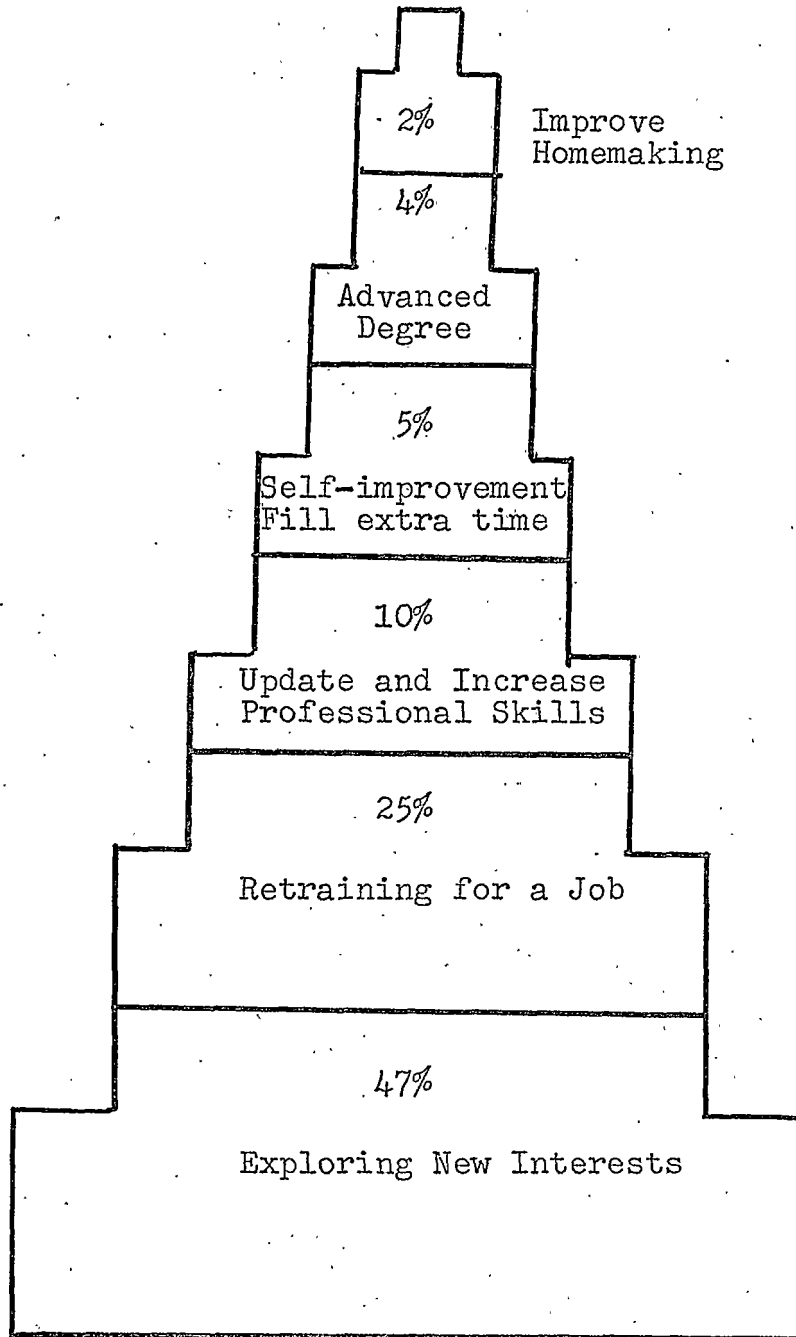


Figure 15.--Graduates reasons for continuing their educations.



Seven per cent of the 22 per cent who did not plan to take any further academic work reaffirmed their position by claiming no circumstance would cause them to reconsider. Five per cent believed that the death of their husbands would change their plans to include more education. Another 5 per cent believed they might be interested in more coursework if they were younger (75 or 15 per cent of the sample is 60 or over). Disablement of their husbands would influence 4 per cent or 22 of the negative respondents toward more academic work. One per cent or 6 of the graduates believe that when their families are grown they may have second thoughts concerning a return to the classroom (see Figure 16).

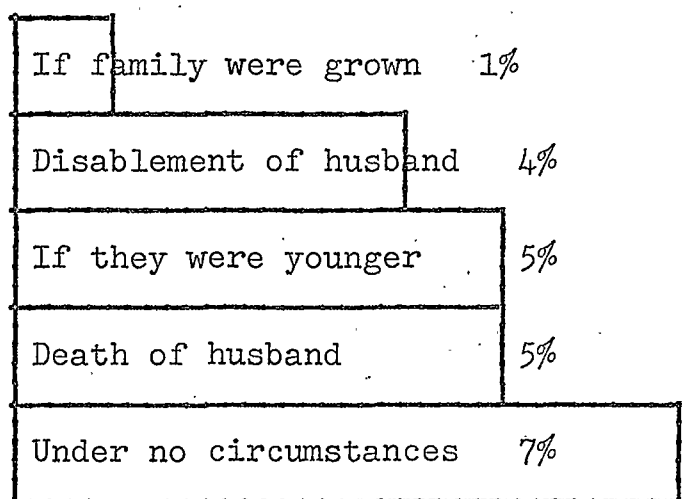


Figure 16.--Circumstances that might cause 22 per cent of the graduates to do advanced academic work.

### Problems in Planning

The respondents were instructed to rank the problems, listed in Question III M (Appendix C), that would apply to their situation if they were to continue their formal educations. "No problems" received the lowest weighted score, hence the highest rank. The large percentage of older women, many of them teachers with fair salaries and free summers to pursue coursework, influenced this figure greatly.

Distance from school ranked number two. Even though the majority of the respondents live in areas close to a college or university, lack of necessary and suitable course offerings for their chosen fields would make relocating or extensive travel a necessity.

Childcare was ranked third. The need for financial aid figured a prominent fourth in the problem ratings. As hypothesized, a significant percentage of the graduates will need to solve these problems before returning to the educational scene.

In keeping with the needs of married, mature women, as stated in the Minnesota Plan Report, inability to go full-time and to conform to rigid class scheduling was clearly evidenced. "Unable to go full time" rated fifth, while "Time classes are offered" was sixth.

"Need for information and help in arranging" was substituted for the word 'Counseling' when the questionnaire was constructed. Too many different meanings could be attached to 'Counseling'. In changing the wording, however, the element of receiving aid to clarify thinking and enhance one's decision-making ability, was left out. This perhaps influenced the rating of "Need for information and help in arranging" as seventh, rather than first as "Counseling" was in the Women's Bureau surveys.

The need for household help and job placement afterwards ranked eighth and ninth. Age restrictions for an advanced degree was tenth, a reflection of the high percentage of older women in the sample.

Residence requirements were a threat to some. Ranking twelfth on the problem list, it related to the other problems of distance from school and time (i.e., which quarter or semester of the year) certain classes are offered.

Problems of lesser magnitude included "Opposition of husband and family" and "Need for housing" which ranked thirteenth and fourteenth, respectively. It is difficult to determine whether the family's attitude toward mother's going to school was so often positive that it presented no problem, or whether the graduate saw it as minor, compared to the

other problems listed. Need for housing is often one of the last details to be dealt with in planning to move. Graduates who are still thinking through primary considerations would naturally mark this low.

Prerequisite requirements and credits not transferring were considered least important problems to those women returning to the classroom. As a great deal of information about each school and curriculum needs to be gathered before these problems make themselves evident, it is not surprising that these items would seem insignificant to those just starting to plan (Table VIII).

The variety of "Other" problems included poor health and lack of time. Commitments at home and in the community were too heavy to assume more. One woman admitted that "pathological indecision" was her problem! In stating that she lacked courage to go back after many years, one graduate feared that she could no longer study effectively and the younger students would make her feel "out of place". This statement infers that information concerning the effectiveness of the mature woman student needs to be given to graduate candidates, along with encouragement, or counseling.

TABLE VIII

## PROBLEMS IN PLANNING TO DO GRADUATE WORK

Problem	Weighted Score	Rank
No problems	3,537	1
Distance from school	3,637	2
Need child care	3,986	3
Need financial aid	4,129	4
Unable to go full-time	4,145	5
Time classes are offered	4,276	6
Need information, help in arranging	4,396	7
Need household help	4,402	8
Job placement afterwards	4,444	9
Age restrictions	4,456	10
Other	4,490	11
Residence requirements	4,604	12
Opposition of husband or family	4,654	13
Need housing	4,662	14
Prerequisite requirements	4,663	15
Credits do not transfer	4,739	16

## CHAPTER V

### Summary, Conclusions and Recommendations

#### Summary

Our technological society is changing very rapidly. Often its material discoveries are far ahead of change in human ideology and values. This lag has created problems that can only be solved by all people working together and offering the best of what they are. There is a sore need for creative leadership.

Men's and women's interpretation of traditional sex roles have caused severe limitation in the area of human resource development. One facet being similar education for men and women through college--but this is accompanied by great disparity in motivating and enabling the 'best' minds of each sex to do advanced study and pursue any vocation they might choose. An example of this is the lack of provision by higher educational institutions to meet the need of mature women students. Because of the time lapse between graduation and the point in their family's growth where they are able to resume a career, many of these women need to re-train or update professional skills.

The purpose of this study was to survey Montana's married women graduates to gain an insight into their life-

styles, and determine if a significant number desired to do graduate work. It was also hoped to determine whether or not their graduate interest coincides with their vocational ambitions. Also of interest were the types of problems to be solved if they were to return to the classroom.

A questionnaire was designed and administered to married college graduates, at AAUW meetings throughout the state. Included was personal data, employment and volunteer status; information on their educational background, status and plans, as well as the importance of problems that would face them if they were to do graduate work.

### Conclusions

The typical woman graduate in Montana is living in a college town of between 10,000 and 30,000 population with her husband and two juvenile dependents. She is 40 to 44 years of age, is employed at least part-time in a profession and earns something between \$5,000 and \$8,000 annually. She has chosen to work primarily to increase the family income, and enjoys her job. Although she holds membership in three organizations and is a volunteer worker in her church, she feels more academic coursework would not increase her effectiveness in these roles.

Having received a bachelor's degree in education from a Montana college, the typical Montana graduate is looking forward to continuing her formal education. The opportunity to explore new interests is motivating her toward this goal, but she cannot say definitely when she will begin study.

She believes that most problems in returning to school can be overcome, but she is concerned with her distance from a university where the appropriate curriculum is offered, her need for child care and financial aid. Inflexible class schedules and her inability to go full-time are also problems of some magnitude.

#### Evaluation of Hypotheses

The first hypothesis which stated: "There is a large percentage of married women in Montana who would like to do graduate work", was not rejected for this study. The second hypothesis was "There is a direct relationship between women wanting more education and their plans to use this education vocationally." One hundred eighty-three or 38% of the respondents gave vocationally associated reasons, while 226 or 47 per cent plan to explore new interests. The latter term could apply to vocation, but because it was not specifically defined, it cannot be assumed that all respondents saw it as including vocational interests. The hypothesis



can neither be accepted or rejected on the basis of the information gathered.

The high ranking of the problems of distance, child care, financial aid and accessibility to classes caused the third hypothesis to be accepted. The fact that 'no problems' ranked first, however, was surprising and provokes a need for explanation by further research.

#### Recommendations

##### For This Study

The factor of age of the respondent should have been limited to 50-55 years. The inclusion of 75 women (15%) who are 60 plus years significantly colored the question concerning educational plans. There seems to be a definite attitude difference toward formal education between those who have a number of years in which to enjoy the benefits of the effort to do graduate work, and those who are now facing retirement and old age. No doubt a more valid response would also have been gained on 'problems' had the age limit been lowered.

The demographic spread of the sample excluded, to some degree, rural women graduates. If a listing of graduates were available, perhaps through the Extension Service, the sample could have included a more proportionate number of

rural women.

The limitations of a written, mailed questionnaire are also recognized. The researcher attempted to modify the impersonality of a dittoed questionnaire and the possibility of incorrect reading of the instructions by speaking personally to the Branch presidents before they administered the questionnaire to their groups. Personal interviewing would have been a superior method of obtaining data, however.

#### For Additional Studies

This study's provision of data concerning the problems married women envision in planning to continue their educations stimulates many questions for further study. The problem of distance might be explored in terms of the use of televised graduate courses or revision of extension offerings to include graduate courses given at accessible points in the state.

The need for child care, especially in university towns, might be validated. Practices and policies of financial aid granting agencies in relation to part-time students would also provide an interesting search.

APPENDIX

## APPENDIX A

## INSTRUCTIONS FOR ADMINISTERING THE QUESTIONNAIRE

This questionnaire is to be given to all women who are married or have been married, regardless of their age. They need not be interested in advanced study to complete the questionnaire. These responses are completely anonymous. Knowing names would be of no value to the study.

Please read the instructions on the questionnaire aloud to the group after the sheets have been distributed. Ask them to answer in view of their own situation, without discussing the questions with anyone else. Emphasize that all questions should be answered, or they cannot be counted. If there is not an appropriate answer, one may be written in. The respondent is invited to write any comments she may have concerning the question or her answer.

Special attention should be given the last question. Whether or not a respondent is actually planning to do advanced study, she should pretend for a moment that she is, and answer the question on that basis.

Please return the completed questionnaires, in the enclosed stamped envelope(s), as soon as possible. I must have them by February 25 at the latest.

THANK YOU!

## APPENDIX B

## DIRECT MAIL COVER LETTER

206 South Eighth  
Bozeman, Montana 59715  
January 26, 1970

Dear AAUW Member:

What are your plans for the next forty years? Do they include a career, community service or pursuit of new interests? Do these plans call for more education or professional updating? What problems may arise if you become a student again?

You are experiencing the fact that married women today have two lifetimes. The first is usually devoted to development of self and development of a family. The second, which often spans thirty years, provides an opportunity for full participation in the world outside the home.

Education gained as a very young adult is often inadequate for the mature woman who wishes to put it to professional use. We now find many women anxious to return to the classroom for retraining and advanced work. Universities geared to the needs of young students, however, seldom make provision for meeting the needs of mature women. Generally this is because these needs have not been defined and the urgency for meeting them explained. You can help define the problems married women in Montana encounter as they consider an advanced education, by completing this questionnaire.

Please return the completed form to me by February 9. A report of the results of this study will be sent to your AAUW Branch. Thank you for your cooperation.

Sincerely,

(Mrs.) Ardis Young

## APPENDIX C

## QUESTIONNAIRE

Needs of Montana's Married Women Graduates  
Who Wish To Do Advanced Study

Instructions: Mark your answer with an X. Mark only one answer per question unless instructed otherwise. Answer All Questions. If the question does not apply to you, check "Does not apply." Feel free to write in comments.

## I. FAMILY AND BACKGROUND DATA

## A. Where do you live?

- 1. City (30,000 and over)
- 2. Small City (10,000-30,000)
- 3. Town (Up to 10,000)
- 4. Farm or open country
- 5. Other (specify) \_\_\_\_\_

## B. Marital status

- 1. Married, husband present
- 2. Married, husband absent
- 3. Widowed
- 4. Divorced

## C. Age at last birthday

- 1. Under 25
- 2. 25-29
- 3. 30-34
- 4. 35-39
- 5. 40-44
- 6. 45-49
- 7. 50-54
- 8. 55-59
- 9. 60 and over

## D. State number of dependents in each age group:

- 1. 0 to 5 years
- 2. 6 to 10 years
- 3. 11 to 15 years

## Appendix C, continued.

- \_\_\_\_\_ 4. 16 to 20 years
- \_\_\_\_\_ 5. 21 to 25 years
- \_\_\_\_\_ 6. Over 25 years
- \_\_\_\_\_ 7. No dependents

## II. EMPLOYMENT AND VOLUNTEER WORK

## A. Are you employed?

- \_\_\_\_\_ 1. Yes, part time
- \_\_\_\_\_ 2. Yes, full time
- \_\_\_\_\_ 3. No, but seeking work
- \_\_\_\_\_ 4. No, and not seeking work

## B. Under which of these broad titles would your job be classified?

- \_\_\_\_\_ 1. Professional or technical
- \_\_\_\_\_ 2. Managerial or proprietor
- \_\_\_\_\_ 3. Clerical
- \_\_\_\_\_ 4. Saleswork
- \_\_\_\_\_ 5. Services
- \_\_\_\_\_ 6. Other
- \_\_\_\_\_ 7. Does not apply

C. Salary you earn:

- \_\_\_\_\_ 1. None
- \_\_\_\_\_ 2. \$10 to \$999
- \_\_\_\_\_ 3. \$1,000 to \$1,999
- \_\_\_\_\_ 4. \$2,000 to \$2,999
- \_\_\_\_\_ 5. \$3,000 to \$3,999
- \_\_\_\_\_ 6. \$4,000 to \$4,999
- \_\_\_\_\_ 7. \$5,000 to \$6,999
- \_\_\_\_\_ 8. \$7,000 to \$8,999
- \_\_\_\_\_ 9. \$9,000 and over (specify) \_\_\_\_\_

## D. Reason for working:

- \_\_\_\_\_ 1. Support self and others
- \_\_\_\_\_ 2. Increase family income
- \_\_\_\_\_ 3. Get work experience
- \_\_\_\_\_ 4. Needed new interest

## Appendix C, continued

- \_\_\_\_\_ 5. Other (specify) \_\_\_\_\_  
 \_\_\_\_\_ 6. Does not apply

E. Is your job related to your college major?

- \_\_\_\_\_ 1. Directly to undergraduate major  
 \_\_\_\_\_ 2. Indirectly to undergraduate major  
 \_\_\_\_\_ 3. Directly to graduate major  
 \_\_\_\_\_ 4. Indirectly to graduate major  
 \_\_\_\_\_ 5. No  
 \_\_\_\_\_ 6. Does not apply

F. Is your present job the kind you wish to hold?

- \_\_\_\_\_ 1. Yes  
 \_\_\_\_\_ 2. No  
 \_\_\_\_\_ 3. Does not apply

G. If "no," why are you unable to get the job desired?

- \_\_\_\_\_ 1. Not available in your location  
 \_\_\_\_\_ 2. Need retraining because of interest change  
 \_\_\_\_\_ 3. Need updating  
 \_\_\_\_\_ 4. Job requires advanced degree  
 \_\_\_\_\_ 5. Family demands prohibit  
 \_\_\_\_\_ 6. Other (specify) \_\_\_\_\_  
 \_\_\_\_\_ 7. Does not apply

H. In how many organizations are you an active member?

- \_\_\_\_\_ 1. None  
 \_\_\_\_\_ 2. One  
 \_\_\_\_\_ 3. Two  
 \_\_\_\_\_ 4. Three  
 \_\_\_\_\_ 5. Over three

I. Are you presently a volunteer worker in any of the following organizations? (May check more than one)

- \_\_\_\_\_ 1. Youth group(s)  
 \_\_\_\_\_ 2. Women's auxiliary(ies)  
 \_\_\_\_\_ 3. Women's service group(s)



## Appendix C, continued

- 4. Church group(s)
- 5. Professional group(s)
- 6. None

J. Do you feel more academic work would improve your effectiveness as a volunteer?

- 1. Yes
- 2. No
- 3. Does not apply

## III. EDUCATION

A. What was the highest degree you received?

- 1. Bachelor's
- 2. Master's
- 3. Ph.D. or Ed.D.
- 4. Other (specify) \_\_\_\_\_

B. College or colleges from which degree(s) was (were) received:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. In what curriculum did you receive your Bachelor's?

- 1. Education
- 2. Medical occupations
- 3. Social services
- 4. Home economics
- 5. Physical sciences
- 6. Other (specify) \_\_\_\_\_

D. If you have a Master's, did you change curricula?

- 1. Yes, to: (specify) \_\_\_\_\_
- 2. No
- 3. Does not apply

## Appendix C, continued

E. If you have a doctorate, did you change curricula?

1. Yes, to: (specify) \_\_\_\_\_  
 2. No  
 3. Does not apply

F. What distance are you from a college or university?

1. In same town  
 2. Under 24 miles  
 3. 25 to 49 miles  
 4. 50 to 99 miles  
 5. 100 to 149 miles  
 6. 150 to 200 miles  
 7. Over 200 miles (specify) \_\_\_\_\_

G. Are you now taking any academic courses?

1. Yes, for credit  
 2. Yes, but not for credit  
 3. No

H. Are you currently

1. A full time student  
 2. A part time student  
 3. Not a student

I. Will this activity result in:

1. An advanced degree  
 2. Another Bachelor's degree  
 3. A teaching certificate  
 4. Renewal of teaching certificate  
 5. No official program  
 6. Does not apply

J. Do you plan to attend a college or university in the future?

1. Yes, this year  
 2. Two years from now  
 3. Five years from now

## Appendix C, continued

- \_\_\_\_\_ 4. Other (specify) \_\_\_\_\_  
 \_\_\_\_\_ 5. Never

K. Major reason(s) for taking or planning to take academic courses (may check more than one):

- \_\_\_\_\_ 1. Need retraining for job  
 \_\_\_\_\_ 2. Exploring new interests  
 \_\_\_\_\_ 3. Need to fill extra time  
 \_\_\_\_\_ 4. Improve homemaking  
 \_\_\_\_\_ 5. Other (specify) \_\_\_\_\_  
 \_\_\_\_\_ 6. Does not apply

L. If you checked No. 6 above, what circumstances would cause you to take more academic work?

- \_\_\_\_\_ 1. Death of husband  
 \_\_\_\_\_ 2. Disablement of husband  
 \_\_\_\_\_ 3. If family were grown  
 \_\_\_\_\_ 4. If you were younger  
 \_\_\_\_\_ 5. Other (specify) \_\_\_\_\_  
 \_\_\_\_\_ 6. Under no circumstances  
 \_\_\_\_\_ 7. Does not apply

M. If you should decide, or are planning, to continue your education, what problems would have to be solved to allow this to happen? Rank those that apply, using number 1 as most important.

BE SURE TO ANSWER THIS!

- \_\_\_\_\_ Need information, help in arranging  
 \_\_\_\_\_ Distance from school  
 \_\_\_\_\_ Residence requirements  
 \_\_\_\_\_ Need financial aid  
 \_\_\_\_\_ Need housing  
 \_\_\_\_\_ Need childcare  
 \_\_\_\_\_ Need household help  
 \_\_\_\_\_ Unable to go full time  
 \_\_\_\_\_ Time classes are offered  
 \_\_\_\_\_ Prerequisite requirements  
 \_\_\_\_\_ Credits do not transfer  
 \_\_\_\_\_ Opposition of husband or family  
 \_\_\_\_\_ Age restrictions for advanced degree

Appendix C, continued

\_\_\_\_\_ Job placement afterwards  
\_\_\_\_\_ Other (specify) \_\_\_\_\_  
\_\_\_\_\_ No problems

THANK YOU!

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	2405 West College Court
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