

ADJUSTMENTS OF STUDENT FAMILIES
WITH AND WITHOUT CHILDREN

by

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INTRODUCTION

The stereotyped American father of half a century ago was a dignified patriarch who demanded the respect and filial affection he regarded as his due. His paternal task on arriving home each evening was to discipline the children appropriate to the behavior of the day as related by the mother. This duty performed, the father ate his evening meal and withdrew to the privacy of his den or to his own special chair for a brief glance at the paper before retiring. The family life was centered around the father; his wishes were law, and children were to be seen and not heard, for they "mustn't bother Father after he has worked so hard all day."

Today the picture is different. The six-day or seven-day work week has all but disappeared. The time spent on the job each day has decreased from 12, 14, or even more to 8 hours. Consequently the breadwinner of the family finds that he has leisure time. In many cases much of this free time is being spent in building a sense of companionship in the family. The father seeks relaxation not so much because of mental or physical exhaustion as because he has a need for some activity different from that of his day's work. He may mix the salad for dinner, or play a set of tennis with his wife, or prune the roses. After children come, the circle of companionship enlarges to include them. Father, mother, and the children rough it on

fishing trips; they enjoy picnic suppers around the backyard barbecue, and they work together at hobbies. In a companionship family children and parents share not only these play activities, but also the responsibilities of being a family member--the dishwashing, the handling of money, the habit of consideration for others. Companionship has come to be the keynote of the modern family.

REVIEW OF LITERATURE

Companionship Family

Fifty years ago Willcox, as quoted in Burgess and Locke (2), distinguished between the despotic ideal of family life in which "the wife was owned by her husband....and her legal personality during marriage was merged and lost in his", and the democratic view that "the consenting and harmonious wills of two equals" are the foundation of a happy marriage. Burgess and Locke stated that family life today is in a period of transition. Formerly it was controlled by public opinion, mores, and law as exemplified by the patriarchal type with the practically complete subordination of the individual members of the family to the authority of the patriarch. Family life today is approaching the companionship type which arises from mutual affection and consensus of the members, resulting in a high degree of self-expression and at the same time unifying by the bonds of affection, congenial-

ity, and common interests.

Duvall (4) stated:

The family, as the primary unit of our society, reflects and adjusts to industrialization, urbanization, and the secularization of life. In its transition from the traditional institution type of family to the person-centered unit of companionship that it is becoming, conceptions of the role of the parent and child are shifting. These changes do not appear all at once and with equal force throughout the total society, but are evidenced first in the little islands of the new that break off from the mass of tradition and become established in subgroups in our culture.

After Duvall classified responses to the questions "What are five things a good mother does?" and "What are five things a good child does?", she concluded that conceptions of the role of the parent and the child have shifted. In considering the descriptions of a good mother, Duvall found two types of answers: (1) the traditional, that which was expected of a good mother in the past, and (2) the non-traditional, that which is characterized by expectations of a mother in terms of growth and development of the child rather than as specific behavioral conformities. She described the traditional conception of a good mother as one who:

1. "Keeps house." (Washes, cooks, cleans, sews, manages household.)
2. "Takes care of child physically." (Keeps child healthy, guards safety, feeds, clothes, bathes, sees that child rests.)
3. "Trains child to regularity." (Establishes regular habits, provides schedule, sees to regular hours for important functions.)
4. "Disciplines." (Corrects child, reprimands, punishes.)

5. "Makes the child good." (Teaches obedience, instructs in morals, builds character, prays for, sees to religious education.)

The second group of responses showed consideration of the stage of growth and development of the child as well as cultural expectations and described a good mother thus:

6. "Trains for self-reliance and citizenship." (Trains for self-help, encourages independence, teaches how to be a good citizen, how to adjust to life, teaches concentration.)

7. "Sees to emotional well-being." (Keeps child happy and contented, makes a happy home, makes child welcome, helps him feel secure, helps child overcome fears.)

8. "Helps child develop socially." (Provides toys, companions, plays with child, supervises play.)

9. "Provides for child's mental growth." (Gives educational opportunities, provides stimulation to learn, reads to child, tells stories, guides reading, sends child to school.)

10. "Guides with understanding." (Sees child's point of view, gears life to child's level, answers questions freely and frankly, gives child freedom to grow, interprets, offers positive suggestions.)

11. "Relates self lovingly to child." (Shows love and affection, enjoys child, spends time with child, shares with child, is interested in what child does and tells, listens.)

12. "Is a calm, cheerful, growing person one's self." (Has more outside interests, is calm and gentle, has a sense of humor, laughs, smiles, gets enough recreation.)

One evidence of acceptance of the companionship family lies in its concept of freely chosen participation of all family members in homemaking activities. In a study by Elder (6) she reported that of the fathers having the traditional approach as described by Duvall, only 20 per cent said that fathers should help regularly in housework. Of the fathers having the attitudes of Duvall's second group, 70 per cent felt that they should help

regularly and the others said they should help at least part of the time. There were indications that the latter group of fathers spent more time with their children as well as more time in other activities involved in care of the children.

In the study by Skidmore, Smith and Nye (11) of 50 married veterans and their families at the University of Utah found:

Eighty-four per cent of the wives stated that their husbands help with the housework. The traditional family pattern of the husband being the breadwinner and the wife the housekeeper no longer is preponderant among these young married people. There has been a consolidation and shifting of family roles so that both the wives and husbands cooperatively play the parts of breadwinner and housekeeper, which enhances democratic family living.

Rust's (10) time study of infant care, which she made in 1925, showed that the average father spent 2 hours and 10 minutes per week in care of the infant under one year, with a range from zero to 7 hours and 20 minutes. Underwood (12) 24 years later found the time spent by the fathers with their pre-school children ranged from 1 hour and 33 minutes to 19 hours and 37 minutes, with a mean of 8 hours and 20 minutes. Underwood in her study inferred that the father who wanted to spend time with his child found time to do so.

After Close (3) interviewed young couples in various parts of the country, she stated "Not a man among those I interviewed voiced the opinion that child care is solely a woman's responsibility." One mother declared that she felt that the father of today is more interested in his children than was the father of the past, whose sole responsibility in child care was to administer punishment.

Close asserted that a sense of partnership apparently prevails in many areas of the young couples' lives together. One husband explained it this way: "My wife works all day taking care of the kids, and we figure that anything that's left over to be done in the evening should be done by both of us." According to Close, young couples are conscious that the sharing of homemaking activities represents a definite change from the former patterns in which "This is 'your' work and this is 'mine'".

Education for Women

Concurrently with the emergence of the companionship family has come the acceptance of the necessity of education for the woman who is to be a wife and homemaker. Foster and Wilson (8) stated that:

In the area of husband-wife relations, which overlaps or touches so many other kinds of problem, it is almost necessary to infer that all branches of higher education have some contribution to make, though doubtless some specific fields of knowledge are more important than others in this respect.

White (13) stated:

The foundation of any rethinking of women's higher education must be recognition of the fact that education for personal development....is even more important for a woman than for a man....(The married woman's task) is primarily to foster the intellectual and emotional life of her family and community while avoiding the pitfall of being just an uplifter.

Married College Students

The literature is meager in the area of married men and women who are college students, since they have only recently appeared on the campus. In fact a generation ago college students who dared to marry were sometimes expelled from school. According to Riemer (9), World War I was followed by a temporary acceleration of enrollment in colleges, which included some married students, but it was the GI Bill of Rights enacted during World War II that brought the deluge of married students to our colleges and universities. Consequently a large percentage of the married students on college campuses today are veterans of the military service. For this reason Riemer distinguished between veterans and nonveterans when reporting on brief research carried out at the University of Wisconsin by Paul L. Trump, advisor of men. Although the college campus is ordinarily equipped to serve best the unmarried young adult, Riemer reported that, on the basis of grade point averages, the married veteran student is more successful academically than the single veteran student, and that the married veteran with children is more successful than the married veteran without children. Married veterans exceeded single veterans in scholarship average with a total grade point average of 1.80 as against 1.62 for single veterans. Of the 147 veterans in the trailer camps, 43 per cent had children. Those having children exceeded those without children with a grade point average of 1.90 as compared with 1.73. Riemer

suggested the possibility that the man with a family is more mature emotionally and that he has stronger motivating interests in schoolwork.

PROCEDURE

The present study is concerned with the effect of the married woman's attendance at school on her own and on her husband's activities. The objectives were (1) to determine the effect of children on the home participation of mothers who are also students, (2) to determine the effect of children on the home participation of fathers who are also students, (3) to find the modifications of curriculum made by student women when they have children, (4) to find the modifications of curriculum made by student men when they have children, and (5) to find the arrangements made for care of children when both parents attend school.

A questionnaire was designed to obtain information concerning the management of home and school activities. Whenever possible the questions were phrased so that they could be answered by one word or by a checkmark. In cases where a variety of responses was requested, several possibilities were named to suggest the type of answer desired, and provision was made for individual replies and explanations. It was requested that the wife answer the questions of Part I, which covered her activities; that the husband answer Part II, which covered his activities; and that husband and wife working together fill out Part III,

which covered sharing of homemaking activities. The writer asked that Part IV, which was prepared to include activities and arrangements in care of the child, be answered by both parents in those families with children.

The proposed questionnaire was submitted to a class of graduate students for criticism as to clarity, pertinence, and form. Their suggestions and those of four faculty members were incorporated into the questionnaire before it was again evaluated by another class of students.

The revised questionnaire was submitted to 54 couples of whom both husband and wife were enrolled at Kansas State College at the time of the study. Twenty-six of these couples were parents of at least one child under six years of age, while 28 couples had no children. Eight of these children were less than one year old; 14 were one to three years old; two were three to five years old; and two were five years or over. Both families with children over five also had a younger child who was in the preschool group.

The writer called at the home of each couple for a personal interview with either or both husband and wife. She explained the nature of the study and answered any questions which arose. The investigator stated that a stamped envelope would be furnished to return the questionnaire so that a degree of anonymity might be maintained.

The writer requested the couples to participate in the study, but she used no pressure to gain their cooperation. Though no

family refused during the interview to participate in the study, of the 54 couples contacted, only 48 questionnaires were returned; 24 were returned from families without children (Group I) and 24 from families with children (Group II). Of these 48 questionnaires it appeared that four were from atypical student families: that is, the husbands were actually full-time instructors at the college and were only incidentally enrolled in classwork. The final evaluation was based on 22 families from each group.

DATA AND DISCUSSION

Background of Respondents

The individuals represented in this study came from home communities ranging in size from the rural farm to the city of over 10,000 population, as shown by Table 1.

Table 1. Number of respondents classified by size of home community.

Size of home community	Group I		Group II	
	Women	Men	Women	Men
Rural	4	8	7	6
Village (Less than 1000)	6	3	3	5
Town (1000-10,000)	2	3	5	3
City (Over 10,000)	10	8	7	8

The occupations of the fathers of the 88 participants in the study varied from day laborer to minister and college professor. The group was weighted slightly in the direction of the upper half of the socio-economic scale, which is characteristic of college populations.

Table 2 shows the grouping of men and women of this study as classified by the father's occupation. "Farmer or farm manager" was the classification of the greatest number of fathers of men of Group I and of both men and women of Group II. Women of Group I were predominantly daughters of those included in the classification "Skilled workers, including 'white collar'".

Table 2. Number of respondents classified by father's occupation.

Father's occupation	Group I		Group II	
	Women	Men	Women	Men
	:	:	:	:
Professional	2	3	3	2
Semi-professional and managerial	3	3	5	3
Skilled workers, includ- ing "white collar"	10	5	5	5
Semi-skilled workers	0	0	0	0
Unskilled workers	0	2	0	0
Farmers and farm managers	4	8	6	11
Not stated	3	1	3	1

Housing Accommodations

Several respondents mentioned the influence of housing on their activities, so that it seemed important to include a notation of living arrangements of the married couples cooperating in the study. Information concerning kind of housing accommodations was not requested in the questionnaire, so that the following table is based on the writer's observations when she visited the 54 families contacted.

Table 3. Type of housing accommodations.

Accommodation	Group I	Group II
Apartments (College)	0	16
Trailers (College)	4	4
Off-campus apartments	24	6

One couple from Group II who had recently moved from an apartment off the campus to one of those operated by the college mentioned the greater convenience of the latter, because of efficiency, compactness, and proximity to the college. Another factor favoring college-operated housing was the lower cost of rent, with the difference going towards college fees or payment of a baby-sitter. In one case the limitation of space in the college-operated apartment was mentioned as an influential factor

in causing the wife to go to school, because she felt the need for more room. Of the families contacted in this study who lived off campus none had more space than that in a college apartment. About one-half the apartments in town were basement apartments in relatively new one-story houses; most of the others were in older houses which had apparently been converted to two-room apartments without much planning for gracious living.

Twenty-four families of the two groups lived in college-operated housing, 30 in noncollege housing. Twenty families in Group II (with children) lived in college-operated apartments and trailers whereas only six families were in off-campus housing. The four families of Group II who lived in college-operated trailers occupied expansible trailers; no family of Group I lived in college-operated apartments. This may reflect college policy since it is well known that colleges vary in their housing regulations regarding families with children.

College Classification and School of Major Study

The distribution of students on the basis of college classification and school of major study is indicated in Table 4. There were more men and women from both Group I and Group II in junior, senior, and graduate classifications than in the lower ones. The only men cooperating in the study who were freshmen or sophomores were enrolled in the School of Veterinary Medicine. This School requires the completion of two years of preveterinary

study before admission to the School; this means that freshmen and sophomores in the School of Veterinary Medicine are actually in their third year of college.

Hours of College Credit

The maximum number of hours for which any one student was enrolled was twenty hours by one man in Group I. The minimum number of hours was two; one woman from each Group I and Group II was enrolled for two hours. Table 5 lists the range in number of hours and the average number of hours in which students were enrolled.

Table 5. College credit for which students were enrolled.

Hours	Women		Men	
	Group I	Group II	Group I	Group II
	:	:	:	:
Maximum	17	17	20	19
Minimum	2	2	12	12
Average	12.2	10.8	16	16.5
Mode	16	16	16	17

The average woman of Group I was enrolled for fewer credit hours than the program of study planned by the college; the writer infers that this modification was due to the responsibilities of homemaking. The average number of credit hours for which women of Group II were enrolled was even less than for

women of Group I. The prevalent pattern in our culture is to regard a home and children a mother's primary consideration. For this reason the writer believes that women of Group II found it necessary to limit enrollment for credit hours because of the demands on time and energy inherent in parenthood.

There was no consistent difference in credit hour enrollment between the two groups of men. Men of Group II were enrolled for a greater average number of credit hours; though the difference between the two groups of men was perhaps accidental, it is frequently stated that fathers are encouraged to study more intensively than non-fathers in order to meet the financial needs of their families at an earlier date.

Time Spent in Study

The time spent in study each week was reported as ranging from none to 52 hours. One woman of Group I reported that she did not spend any time in study. However, her only class was a two-hour laboratory course which required that she spend six clock hours in class each week.

In general the college expects a student to spend two clock hours in preparation for each hour of recitation or lecture and one hour in preparation for every three hours of laboratory. It was apparent from the study that only a very small percentage of students in this study actually fulfilled these standards. Table 6 compares the range and average number of hours per week which students spent studying.

Table 6. Time per week spent in study

Hours	Women		Men	
	Group I	Group II	Group I	Group II
	:	:	:	:
Maximum	39	21	52	42
Minimum	0	2	8	7
Average	18.1	12.5	20.9	19.5

Since the number of hours spent in study does not take into consideration the uneven demands of study time made by recitation and laboratory classes, the writer felt that the total time expended on school work was more meaningful. This figure was computed by adding the time spent in study at home to the number of hours away from home during an average week because of school work. Women of Group I averaged 38.4 hours per week in school work while women of Group II spent only 28.2 hours. Men of Group I devoted an average of 53.5 hours per week to school work, whereas men of Group II spent only 50.8 hours per week. Table 7 contrasts the figures of the two groups of men and of women.

In order to find the relationship between credit hours and clock hours spent in school work, the average total time (hours in class and in study) devoted to school work for each group was divided by the average number of credit hours of the group. The results showed that women of Groups I and II averaged

respectively 3.14 and 2.61 clock hours each week for each credit hour in which they were enrolled. Men of Group I had the highest average of any group, 3.34 hours for each credit hour, while men of Group II averaged 3.0 hours.

Table 7. Total time per week spent in school work.

Hours	Women		Men	
	Group I	Group II	Group I	Group II
Maximum	65	42	75	86
Minimum	6	9	27	27
Average	38.4	28.2	53.5	50.8

Thus both men and women of Group I gave more time to each credit hour of college work than did either men or women of Group II. This fact is suggestive of the possibility that the responsibilities of children alter the values placed on school achievement, or that less time is actually available for study, or that conditions in the home with children are not always conducive to study, or that concentration is greater during the time devoted to study.

The average time spent each week per credit hour by both groups of men was greater than that spent by their wives; this suggests to the writer that these students placed a greater value on education for men than for women, also that the woman's role was conceived as primarily that of homemaker, while the role of

the man was seen as that of diligent student in preparation for the job of family provider.

As further support for the foregoing speculation, Figures 1 and 2 demonstrate the relative amounts of time devoted to college work by husbands and wives. Comparable figures were available for 21 couples of Group I; among these 21 couples, 18 men spent as much or more time than their wives in school work; in only three families the husband devoted less time than the wife to school activities, and in these cases the difference was not marked.

Likewise in Group II, figures were available for 21 couples; in 19 of these families the husband gave as much or more time than the wife to school activities. Thus the predominant picture given by Figure 2 is that of the husband spending from 25 to 30 hours more per week than his wife in school activities; this is in contrast with Figure 1, which shows that the husband of Group I spent only 10 to 15 hours more per week than his wife.

Also pointed out in Figures 1 and 2 is the contrast between the two groups of men in range of total hours spent in school work. Though for both men and women the lower limit of hours is much the same, the upper limit is noticeably different between Groups I and II. Ten women without children devoted more time to school work than did any woman who was a mother. On the other hand the maximum number of hours spent by men of Group II was greater than that for men of Group I.

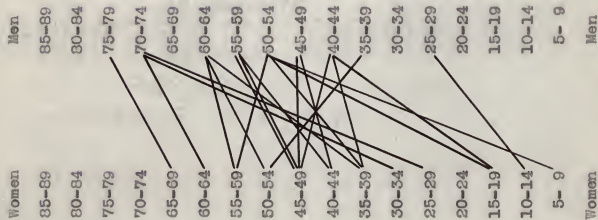


Figure 1. Group I
Time in hours

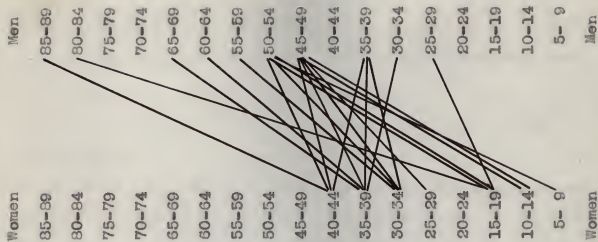
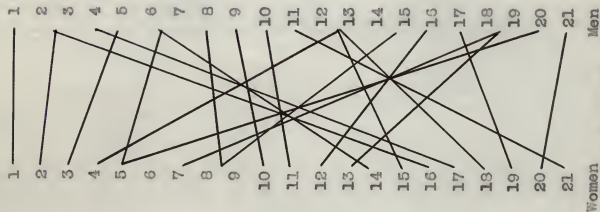


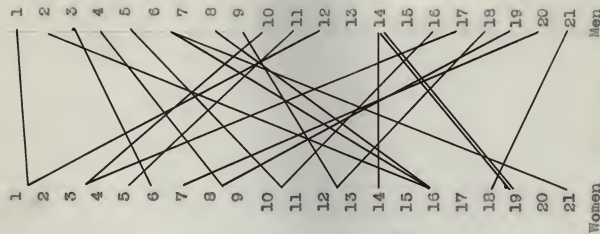
Figure 2. Group II
Time in hours

Actual time spent in connection
with schoolwork. Lines connect
husbands and wives.



Women Group I
Figure 3

Ranking of total time spent in connection with schoolwork. Lines connect husbands and wives. The individuals are ranked in relation to their own groups.



Group II
Figure 4

Figures 3 and 4 point out the rank of husbands and wives in relation to other individuals in their respective groups, when considering amount of time spent in schoolwork. It is notable that of the four men, two of Group I and two of Group II, who spent most time per week in school work, three were husbands of women who held similar positions in their respective groups. That is, the wives of the men who spent most time in school activities also spent more time in that manner than any of the other wives. The writer questions whether this similarity may be due to selection of marriage partners with similar interests and values. In general, however, marriage partners of Group II did not show a corresponding rating. Chance may be a factor in the situation, but the writer sees the likelihood that the introduction of children into the family results in many alterations of family pattern, one of which is a redefinition of values. In this study one of the changes frequently made by a mother was a decrease in emphasis on schoolwork; she enrolled for fewer credit hours and she spent less time in preparation of each lesson than did the woman who had no children.

Outside Work

Many of the men and some of the women in the study were veterans of the war, and therefore they were being paid a subsistence allowance by the government. At the time of the study, few student families found the husband's allowance adequate for

their needs; consequently, if the wife were not a veteran, they had to draw on savings or arrange an additional source of income.

Five women were engaged in some form of teaching in addition to going to school, while 5 worked in offices as clerks or secretaries. Three women of Group II occasionally earned money serving at evening banquets at the college cafeteria, presumably because their husbands were free at that time of day to care for the children.

Four men taught at the college while three others worked for the college in some other capacity requiring specialized training. Two men performed general office work. Data relative to remunerative employment is presented in Table 8.

Table 8. Hours per week spent in remunerative employment.

Hours	:	Women		:	Men	
	:	Group I	Group II	:	Group I	Group II
	:	8 students	6 students	:	5 students	7 students
	:	:	:	:	:	:
Maximum		43	19		27	36
Minimum		6	3		10	6
Average		18	8		18	19

The cultural pattern in the past has been to expect the husband, not the wife, to provide the family income. However, as was stated in the Review of Literature, the recent trend has been towards a cooperative approach to the problem. The present study gives further evidence of this trend; the number of women

earning money in both groups totalled 14, compared with 12 men in the two groups.

In Group I there were 13 families in which neither husband nor wife was employed remuneratively; in 4 families, the wife worked but the husband did not; in 4, both the husband and the wife worked; and in 1, the husband worked but the wife did not. In Group II there were 10 families in which neither husband nor wife was employed; in 5 families, the wife was employed but not the husband; in 1, both were employed; and in 6, the husband was employed but not the wife. Thus, in this study the wife was contributing to the income in two-thirds of the families in which one or both of the marriage partners were gainfully employed.

The average woman from Group I worked a greater number of hours than the average woman from Group II. This difference in the two groups can be explained by the fact that the woman with a child must arrange for his care before she is free to go out of her home to work. In several families of Group II the father was responsible for his child while the mother worked. One mother stated, however, that "My husband prefers to have a job of his own rather than to care for our child so that I would be free to work."

In two of the four families of Group I in which both marriage partners were employed, the wife worked more hours than did her husband. This situation did not occur in Group II, although there were several cases in which the wife was employed but the husband was not.

The maximum number of hours worked by a woman of Group I was more than double that worked by any woman of Group II. In contrast, in the two groups of men, the maximum number of hours worked was greater for Group II than for Group I. Again the writer feels that the cultural expectation that the mother will remain in the home to care for her child is responsible for the differences in the two groups.

Thus it appears that when additional income was necessary in the Group I family, the wife tended to provide part or all of it. When the need arose in Group II, the wife's limited freedom away from home resulted in her sharing the financial burden to a lesser degree, if at all. Hence her husband was forced to assume a proportionately larger share of the load.

Effect of Home Responsibilities on School Activities

Thirty-six women of the 44 responding to the questionnaire said that they participated in fewer extra-curricular activities because of home responsibilities. Another effect often mentioned was that the respondents enrolled for fewer credit hours because of the responsibilities of maintaining a home.

It appeared that there was considerable variation in the relative values placed on study and on homemaking activities. One woman of Group I said "I try to let nothing interfere with the quality of my schoolwork, even if it means letting housework slide." Another tried to maintain her usual standards of homemaking and so sometimes sacrificed study time. Two women

stated that they would prefer to spend more time in both home-making activities and in study. One woman of Group II mentioned that she found it difficult to prepare assignments requiring library work, since arrangements had to be made for care of her child. Another woman of Group II enrolled in a correspondence course rather than in a residence course because that enabled her to spend more time at home with her baby. Table 9 summarizes the women's modifications in their school programs because of the influence of home responsibilities.

Table 9. Women's school activities influenced by home responsibilities.

School activities	: : Group I :	: : Group II :
"Enroll for fewer credit hours"	9	15
"Omit some classes"	4	13
"Have changed curriculum"	1	5
"Participate in fewer extra-curricular activities"	18	18
"Other ways"	2	6

Several women of Group II mentioned that they planned their courses giving first consideration to their husbands' schedules so that one parent could be home to care for the children. Frequently this resulted in the wife's omission of a course. Six women indicated that they had changed curriculum. Five women attributed the shift to a change of interest; one woman of Group II said that she had changed because requirements of the former

curriculum (which involved play practice) took too much time.

The figures in Table 9 imply that women of Group II altered their school programs in many ways which those of Group I did not find necessary. The writer surmises that women of Group II enrolled for fewer credit hours of schoolwork because the care of their children left less time available for other activities. It is of interest to note that 36 women, an equal number from each group, said that they participated in fewer extra-curricular activities. The question arises in the mind of the writer as to whether the lessened degree of participation in these outside activities is the result of the time demands of homemaking or whether it is the effect of extra activities which have no appeal for the married women.

Men as well as women were asked to indicate ways in which their wives' attendance at school affected their activities. One man mentioned that he and his wife spent their leisure together more often because she attended school. Thirty-five of the 44 men, 19 of Group I and 16 of Group II, felt that they participated in more homemaking activities because of their wives' attendance at school. The slightly greater number of men of Group I who said that they did participate more in homemaking activities may be the result of the youthfulness of their marriages in comparison with those of Group II, a fact developed later in the discussion. The novelty of helping with the dishes or of doing the laundry usually wears itself out by the time the family has its first child.

One man, whose wife worked until she entered college, had taken a part-time job to replace the income she formerly provided. Another man maintained a rigid time schedule so that he could be home to care for his child when his wife was in class. The men's responses to the question of how the wife's attendance at school influenced their own activities are reviewed in Table 10.

Table 10. Men's modifications of school program.

Activities	: : Group I : :	: : Group II : :
"Enroll for fewer hours of school work"	0	3
"Participate more in homemaking activities"	19	16
"Enroll for courses offered at a special time of day"	5	7
"Participate less in extra-curricular activities"	14	15
"Other ways"	1	2

A comparison of Tables 9 and 10 reveals that men and women have different patterns of modification of school program. Twenty-four women enrolled for fewer credit hours because they had homemaking responsibilities compared with only 3 men who made this modification. The writer again interprets this dissimilarity as a greater emphasis on education for the potential breadwinner of the family. More women than men decreased extra-curricular activities, though there was no striking contrast between the sexes on this point.

Effect on Family Life of Attendance at School

Many women indicated that their life in the family was affected by their attendance at school. Most frequently mentioned was that less time was spent in family recreation. One woman stated "We have less time and money for entertainment because I go to school." Another comment frequently made was "I spend less time preparing meals, housecleaning, and sewing." Four women of Group II spent less time with their children because they attended school. Another said she would assist her husband with his schoolwork if she were not attending school.

One woman who felt that her family life was unaffected by her school attendance attributed it to the fact that she enrolled in classes at seven and eight o'clock in the morning, so that she was usually home before her family was awake. Another said she would participate in some other outside activity if she were not going to school; therefore her family life was not affected. Two women who had previously worked at full-time jobs found attending school easier because they had more time at home. Table 11 indicates the number of women and the ways they checked in which family life differed because they attended school.

Table 11. Effect of women's school attendance on family life.

Differences	: : Group I :	: : Group II :
"Delegate more activities to others"	9	6
"Have postponed children"	11	5
"Spend less time in family recreation"	11	12
"Others"	8	7

A greater number of women of Group I than Group II delegated more activities to others because they were attending school. Among the variations mentioned were sending laundry out of the home to be done, sending husband's shirts to the laundry, buying food in the partially or fully prepared stage, and buying ready-made clothing. As was noted in previous discussion, women of Group I devoted an average of 38.4 hours weekly to schoolwork while women of Group II spent only 28.2 hours weekly in that way. Therefore the writer infers that delegation of some tasks of home-making was a compensation made by women of Group I to allow them more time for school activities.

The 11 couples of Group I who stated that they had postponed children because of the wife's attendance at school had been married a relatively short time, one-fourth to one and one-half years, with the exception of one couple who had been married three years. Portnoy and Saltman (14) concluded from Portnoy's work in a sterility clinic that in general most first babies are

conceived between the second and thirteenth months after marriage. Postponement of children in most of these Group I families, then, had not varied from the characteristic pattern of most marriages.

The 5 couples of Group II who indicated that they had postponed children had been married from 3 to 4 years and each of these couples were the parents of 1 child 2 to 3 years of age. Thus, these 5 couples, like most others of Group II, had conceived a child within the first thirteen months of marriage. However, they had postponed the second child beyond the usual interval between children.

At the time this study was made on the campus, pregnancy did not prevent a woman from attending college. One woman from Group I was six months pregnant; several others in both groups were in the early months of pregnancy. It was not uncommon for a woman to give birth to a baby during a semester in which she was attending classes; when this happened she later made up the one to two weeks of school which she missed and so completed the semester for which she was enrolled.

Women's Plans for Future Work

Respondents were asked the question "Do you plan to earn money outside your home after leaving the college community?" Fifteen women, eleven of Group I and four of Group II, replied that, at the time of the study, they planned to earn outside the home.

When asked to describe some conditions which would influence the decision to work, several women referred to financial considerations. One girl who planned to work said that she would teach only long enough to help pay for a home and its furnishings. Another said that she would graduate before her husband and then would work to finance the remainder of his schooling. Women who were not planning to work often said they would work outside the home only in case of death or disability of the husband, or in case additional funds were needed to finance the family.

Many women seemingly considered the effect on their families of their working, as evidenced by comments such as "(I would work) only if a desirable person were available to care for my child," "Only after the children are in school," "Only if hours did not conflict with care of my family," and "Only if it were possible to do the work at home."

Some comments seemed to indicate a consideration of the needs of the community, as "I would substitute teach if needed," and "I would like to do something useful." One woman disclosed the wish of earning money as a means of expressing herself creatively; she had a particular talent for craft work and hoped to operate a gift shop. Evidently most women did not feel the necessity of such expression or were unable to verbalize it. Table 12 shows the responses made to the question "Do you plan to earn money outside your home after leaving the college community?"

Table 12. Women's plan to work.

Plan	:	Group I	:	Group II
	:		:	
"Plan to work"		11		4
"Do not plan to work"		8		15
"Undecided"		2		2
Not stated		1		1

Evaluation of Marriage Happiness

Respondents were asked to indicate the happiness of their marriage on a five-point rating scale which ranged from very unhappy to very happy. The validity of the responses to this point is questionable, since no instruction was given in the use of a rating scale; furthermore happiness in marriage may mean many different things to different people. One couple (5 per cent) of Group II believed their marriage was of average happiness; all others reporting in both groups rated their marriages as happy or very happy. As Table 13 indicates, the happiness ratings in these findings are even higher than the findings of Burgess and Cottrell (1). In their study 63.1 per cent of the 526 couples reported that their marriages were happy or very happy, compared with 100 per cent of Group I and 86 per cent of Group II in the present study who rated their marriages

in those categories. In a classroom quotation Beel¹ stated "I believe a lot of people were kidding either themselves or Burgess and Cottrell, for the impression I have gained through years of marriage counseling is that the degree of marriage happiness is not that high."

One factor which quite possibly operated to make couples generous in the evaluation of their marriages is the cultural expectation of happiness in marriage. Very unhappy marriages tend to dissolve, so undoubtedly the mere limitation of contacting only those couples living together resulted in some selection. Furthermore there is considerable selection operating in the courtship period which diminishes the potential number of unhappy marriages.

Table 13. Comparison of marriage happiness ratings.

Happiness rating	Present study		Burgess and Cottrell-%
	Group I-%	Group II-%	
Very happy	59	45	42.6
Happy	41	41	20.5
Average		5	14.4
Unhappy			13.5
Very unhappy			8.0
Not stated		9	1.0

Thirteen couples of Group I (59 per cent) indicated that

¹Dr. Lawrence Bee, Director of Marriage Counsel, Utah State Agricultural College; Visiting Professor for Summer Session, 1949, at Kansas State College.

they were very happy as compared with ten couples of Group II (45 per cent) who said they were very happy. It is of importance to note that among couples of Group I the average length of marriage was 1.5 years with a median of 1.125 years, while among couples of Group II the average length of marriage was 3.47 years with a median of three years.

Of the respondents, 18 couples of Group I had been married less than two years and 11 of these rated themselves very happy. There were ten couples in Group II who rated their happiness at the highest point on the scale, and they had been married from one and one-fourth to six years.

The greatest number of couples who had been married the same length of time and who gave a similar or equal rating of their marriage happiness were eight couples of Group II who had been married four years. Table 14 shows the number of couples who rated their marriage happiness the same and who had been married the same length of time.

Many authorities believe that the early months of marriage involve a state of exhilaration and general excitement in which the individual idealizes his spouse and their mutual relationship. Following this initial period comes a period of "disillusionment," or the facing of realities. Duvall and Hill (5) state that "disillusionment":

is partly due to the discrepancy between what we have imagined marriage to be like, or been told it was like, or read it was like and what we find it to be.... The first step toward permanent and satisfying marriage is disillusionment, the willingness to accept one's self and one's partner on the level of everyday living, to take the worse along with the better.

Table 14. Happiness ratings and length of marriage.

Happiness rating	Group I - Years of marriage										Group II - Years of marriage									
	less than 1	1	1-1½	1½-2	2-3	3-4	4-5	5-6	less than 2	2-3	3-4	4-5	5-6	less than 2	2-3	3-4	4-5	5 or more		
Very happy	4	3	2	2	3	1	1	1	2	1	2	3	2							
Happy	2		2			1		1		1	8									
Average																				1
Unhappy																				
Very unhappy									1											1
Not stated																				
Total	6	3	4	5		1	1	2	3	2	10	4	3							

Duvall and Hill referred to Hamilton's study of 200 married persons in which he showed that the illusions of the engagement and honeymoon period lasted well into the second year of marriage in most of his cases. It is probable that many couples of Group I had not yet gone beyond the period of exhilaration, since 18 of the 22 couples had been married less than two years.

As the writer interviewed prospective respondents they frequently made the comment "I believe that answering this questionnaire will help us to gain a better understanding of our own relationship." There seemed to be a lack of tension on the subject; individuals and couples were apparently able to accept their own family patterns without resentment.

Expectations of Change in Happiness of Marriage

Replies to the question "How would this situation (the happiness of your marriage) be affected if the wife were not attending school?" indicated that some couples in each group thought that they would be more happy if the wife were not attending school; a smaller number of each group, less happy; while the largest number, one-half of each group, believed that their happiness would be unaffected. Table 15 shows the responses of the 44 couples to the question of expected difference in happiness if the wife were not attending school.

Some husbands and wives felt that they had no basis for an opinion on this point because they had been attending school all their married life. One couple did not notice any change

in their marriage happiness after the wife started school. One wife of Group I was "not particularly interested in homemaking activities," so she and her husband believed their happiness would be no different if she were not going to school. The writer questions whether the situation would remain unchanged or whether the couple might actually be less happy if this woman were to discontinue school; it is becoming generally accepted that there are women who, when freed from the responsibilities of operating a home, are happy to devote a large part of their time to activities outside the home.

Table 15. Influence of school on marriage happiness.

Present degree: of happiness	Group I			Group II		
	Expected change			Expected change		
	More	Less	No	More	Less	No
	: Happy	: Happy	: Change	: Happy	: Happy	: Change
Very happy	2	3	8	5	1	4
Happy	5	1	3	2	1	6
Average				1		
Unhappy						
Very unhappy						
Not stated				1		1
Total	7	4	11	9	2	11

The couples who thought they would be more happy if the wife did not attend school gave these reasons: "The wife would not be under as much tension," and "There would be more time for household duties and for the child." One girl of Group I said

"When I am with him we eat, sleep, or study." She devoted 60 hours, her husband 73 hours, weekly to school activities.

While some couples felt that they would have more time for leisure activities together if the wife were not going to school, others said "I think we have more in common now while we are both going to school than we will have after graduation." Husband and wife being able to study at the same time was cited as a reason for greater happiness when the wife was going to school. It was suggested that the wife's attendance at school made the husband happier because his wife did not demand so much of his time.

Several couples asserted that their marriage was happier when the wife attended school because the wife was happier. Among the reasons given for greater happiness on the part of the wife were "The small apartment makes her feel cramped," "My wife is eager to finish school and receive a degree," and "My wife would run out of things to do. If she were idle she would be more lonely and we would have fewer common interests in school."

One husband felt that it was a matter of principle; he said "I don't think I should be the only one obtaining education. I think it would be unfair if I were the only one attending school." A bridegroom of three months stated "We think the adjustment to married life is easier because we are both going to school and so are continuing an important activity of our former lives. If we were not married, we would be together much of

the time anyway, or would be thinking of the other, which would interfere with study, so we believe it is better to be married."

Four couples of Group I compared with two couples of Group II believed that their marriages would be less happy if the wife did not go to school. The extent to which this small difference is important is questionable; however, the writer believes that it may be an indication of the additional stress produced in families with children because of the time element, of the parents' conceptions of their roles, and of the family financial situation.

Motives for Wife's Attending School

Although the writer thought that the questionnaire was carefully checked for clarity and that it was sensitive on the point, both the questions and answers regarding the wife's motives for attending school varied in interpretation and so did not yield as much information as was hoped. As shown by Table 16, the reason most frequently rated as being of first importance was "I want to gain an education which would benefit me if at some indefinite future date I find it necessary to support my family." Thirty-six women, equally divided between Groups I and II, indicated that education for possible necessary employment was of importance to them. The weight given this reason by the large number of women is interesting in connection with the increasing recognition of the value of general education. Next in frequency

of first choice was "I believe it will enable me to be a better wife and/or mother," checked by seven women of Group I and by ten of Group II.

Twenty-one women, 11 from Group I and 10 from Group II, indicated that "I want to get a degree" ranked among their most important reasons for attending school. One girl explained "Ever since I was a small girl I have dreamed of going to college and getting a degree." This suggests to the writer that these women regarded a degree as an end in itself rather than as a means to better living: these women seemed to feel that a degree is a measure of social status; therefore they were trying to improve their position in the social hierarchy.

Table 16. Ratings and reasons for attending school.

Reasons	Rating	Group I				Group II			
		1st	2nd	3rd	4th	1st	2nd	3rd	4th
I want to get a degree	1	4	2	3	3	3	1	4	
My husband urges me to do so		1		4		1	4	1	
Other relatives urge me to do so	1	1		3	1	1	2		
I enjoy attending school	2	1	4	4	3	1	1	4	
I believe it will enable me to be a better wife and/or mother	7	2	3	2	10	7	2		
I believe it will broaden my own life	3	5	8	3	3	6	4	3	
I want to collect the subsis- tence allowance paid me as an ex-GI				1		2	2		
I want to gain an education which would benefit me at some future date	10	6	1	1	10	3	4	1	
I expect to combine a family and a career			1					2	
I find it stimulating to get away from home	1					1	1	3	1
Others		1				1			

Eleven women, again almost equally divided between the two groups, indicated that "My husband urges me to do so" was among their most important reasons for attending school. Not every husband encouraged his wife to go to school, however. One husband said "I'll graduate before she could get a degree, so I feel it is rather pointless for her to continue in school. Most of the wives of the fellows I know are working."

"Other relatives urge me to do so" was checked by nine women, five of Group I and four of Group II. One person in each group said that the most important reason for her attending school was the influence of relatives other than her husband. One mother said "My parents want me to finish school so they pay my college fees, buy my books, and furnish money for a baby sitter so that I can go to school."

Of interest was the small number of women who stated they went to school because, as ex-GI's, they were paid a subsistence allowance. There was no way of knowing how many women in the study were eligible for this allowance; however the writer did detect reluctance on the part of some respondents to admit that it was a motive. It is probable that some women did not express themselves freely on this point. One woman said "The subsistence allowance is important to me, but even on an anonymous questionnaire I would not put it in writing that it is a motive for my attending school." One woman who did check this point as a reason for going to school said "If I did not receive the subsistence allowance my husband would have to work evenings. We feel that my attendance in order to be paid the subsistence

allowance is justified because he can spend more time with his family, creating better family relationships."

One woman stated that she went to school in order to earn the graduate assistantship salary her family needed for living expenses while her husband was in school. Another reported that she wanted an education to enable her to pay her husband's school expenses while he studied for his master's degree, since his entitlement time under the GI Bill of Rights would expire when he received his bachelor's degree.

Reasons for Men's Participation in Homemaking Activities

The writer felt that the reasons men checked for their participation in the activities connected with homemaking were an important indication of their attitudes towards the roles of men and women. One section of the questionnaire was constructed in which the reasons for the husband's participation in homemaking activities were requested. This was in a column distinct from the column covering participation in child care, although some activities obviously involved additional work because of children.

The reasons listed for men's participation in homemaking activities were grouped into (1) reasons which had as their motivation a force outside the husband, and (2) reasons motivated by relatively free choice on the part of the husband. In the first category are included "My wife feels it is my duty,"

"My wife does not have time to do all herself," "Other men do it," "We are both earning money and so both of us should share in these activities," and "Other reasons." Each of these ideas carries the implication that "If I had an opportunity for free choice, I would not participate." On the other hand, free choice was indicated by such statements as "I enjoy it," "I feel it is my obligation as a husband," and "I feel that such responsibilities should be shared by husband and wife." The total number of checkmarks which fell in the first category (motivation outside the husband) was 31 for Group I, 34 for Group II. In the second category there were 45 checkmarks for Group I and 38 for Group II. Thus in both groups free choice seemed to be the predominant factor.

As shown by Table 17, the reason most frequently checked by men of each group was "My wife does not have time to do all herself." This reason and the related one "I do not do it because I haven't time" are in most cases only relative; the values of the individual determine whether he has time. If the data were interpreted to include the statement "My wife does not have time to do all herself" in the category of free choice, the picture would be even more skewed in the direction of free choice and there would be 13 and 16 checkmarks for Groups I and II respectively which would fall into the first category, that of motivation outside the husband, compared with 63 and 56 checkmarks in the second category for the two groups.

Two men from Group I and one man from Group II stated that they did not have time to participate in homemaking activities.

The time spent by these men in school activities, study, and outside work total 50, 68, and 54 hours weekly, so that actually these three men were not so busy as some of the others. Another question which is suggested by the husband's statement that "My wife does not have time to do all herself" is "Would the participation of these men tend to drop off if the wife discontinued school?" Since more men checked this reason ("My wife does not have time to do all herself") than any other, it seems possible that these men would share these activities to a smaller degree; however, 30 men, 16 from Group I and 14 from Group II, believed that such responsibilities should be shared by husband and wife. Closely allied is the reason "I feel it is my obligation as a husband," which was checked by 15 men of Group I and by 12 of Group II. These statements seem to indicate that these men would continue to participate in homemaking activities even if the wife were less busy.

Because reasons for men's participation in homemaking activities were directed towards general rather than specific duties, some respondents checked reasons which on the surface appear contradictory. Actually, however, they may not be, because it is not improbable that some men would indicate "I feel it is not a man's work" in regard to ironing but that they might also check "I feel that it is my obligation as a husband" when asked for their attitude towards making minor household repairs.

Table 17. Reasons for men's participation in homemaking.

Reasons	Homemaking activities		Child care
	Group I	Group II	Group II
I do participate because			
I enjoy it	14	12	20
I feel it is my obligation			
as a husband	15	12	7
as a father		5	15
I feel that such responsibilities should be shared by husband and wife	16	14	17
My wife feels it is my duty	4	7	6
Other men do it		2	2
My wife does not have time to do all herself	18	18	15
We are both earning money and so both of us should share in these activities	7	6	6
Other reasons	2	1	
I do not do it because			
I feel it is not a man's work	2	1	
I don't want to do it	1	3	2
I am not home at the necessary times		3	3
I haven't time	2	1	1
I don't know how	1		
Other reasons			

Miscellaneous reasons listed were "We are both going to school and so both of us should share in these activities," "We both gain study time by helping each other," and "Because we live in a trailer, there is heavy work my wife can't do, such as getting ice, fuel, and water, so I do that."

A greater number of fathers indicated that they enjoyed caring for their children than the number of those who stated that they enjoyed homemaking activities. Furthermore 15 out of 22 felt that caring for their children was their responsibility as a father, and 17 stated that such responsibilities should be shared by husband and wife. Reasons for not caring for the child (all fathers indicated that they did spend some time in care of their child) were those of not being home at the necessary times, of not having time, and of not wanting to do it. The two men who checked that they did not want to help in care of the child participated to only a small extent in homemaking activities, whether or not concerned with care of the child.

Participation in Homemaking Activities

In considering the overall picture presented by the tabulations in this study (See Appendix), it is apparent that husbands and wives of Group I showed an appreciably greater tendency than those of Group II towards "always" performing homemaking activities together. In almost every activity covered by this study women of Group I checked "always" more often than did

women of Group II. Likewise men of Group I checked "always" more often than did men of Group II. At the other extreme men and women of Group I checked "Never" more frequently than did men and women of Group II. Thus it appears that men and women of Group II have a more varied pattern of participation than do those of Group I. Activities of Group II are more likely to fall into the categories of "usually" and "occasionally" than those of Group I. Group I was conspicuous for the relatively large number of couples who indicated that both husband and wife "always" or "usually" worked together.

The striking dissimilarity in participation between the two groups indicates that the children do influence the activities of the family to an important extent. The demands of the preschool child are frequently urgent and unpredictable, so that he requires constant supervision and frequent assistance. His needs often take precedence over the requirements of the other home-making responsibilities. Consequently greater flexibility on the part of the family is required after children arrive, and there is less arbitrary assignment of the work to be done.

The writer asked each person who cooperated in the study to give complete answers to all questions; in spite of this request many questionnaires were returned with no designation of the frequency with which an individual performed certain activities. Therefore the number of replies which had to be classified as "Not stated" was disappointingly large. Perhaps some of these omissions were the result of a misinterpretation of the question-

naire; the majority were probably the outgrowth of the individual's conception of sex-typed behavior. For example, 16 of the 44 men of the study did not state the frequency with which they helped with the ironing of the family's laundry. It is the writer's belief that they conceived of ironing as a women's task and that, therefore, they were not expected to answer that question.

Most families showed a definite pattern of participation throughout all the activities covered by the questionnaire. In some families, particularly in those of Group I, the couples signified that the husband and wife worked together on the specific tasks. In other families the routine was always performed by the wife, with only occasional assistance from the husband. A very few husbands consistently did not take part in the homemaking routine.

A few examples will illustrate the foregoing statements. Women and men of Group I helped with the dishes "always" or "usually" in more than one-half of the families. The figures suggest that in Group I the husband and wife together usually washed the dishes; sometimes one of them had to leave for class soon after a meal, so the spouse washed the dishes. More than two-thirds of the women of Group II "always" or "usually" washed the dishes; in fewer than one-fourth of the families did the husband perform the work that frequently. The pattern for Group II, then, is that the dishes are the wife's obligation in most cases; however, when irregular circumstances occur, her husband assumes that responsibility.

Weekly marketing was done by husband and wife together in more than one-half of the families of the study. When it was not a joint enterprise, the husband of Group I was equally as likely as his wife to do the marketing; the husband of Group II was more likely to do it than his wife.

"Daily" and "extra" marketing was not so frequently done together. However some couples of Group I, as mentioned before, shared nearly every homemaking activity, and marketing was no exception. When the "daily" and "extra" marketing was not done with the same frequency by husband and wife, it was done by the husband in two families out of three in both Group I and Group II.

In Manhattan deliveries to the door may be obtained daily of milk and three times weekly of baked goods; many families in the study no doubt availed themselves of these services in order to eliminate frequent trips to the grocery store. Many families stated that they cut "daily" and "extra" marketing to a minimum.

Washing of clothes was an activity "usually" performed by the wife of Group II, in most cases with the occasional or usual assistance of the husband. Two husbands did the washing with greater frequency than their wives. One family sent all their laundry out of the home.

In Group I the families with a consistent pattern of equally sharing homemaking activities also shared the washing of clothes. A more rigid assignment of duty was apparent in Group I than Group II; Group I wives checked much more frequently that they "always" washed the clothes while their husbands more frequently

checked "never." Two husbands did the "washing" more often than did their wives. Several families in the study used the "Launderette" or the automatic machines provided by the college for use of the trailer occupants. Some husbands transported the laundry to and from these central locations; this was considered "washing."

Two activities were shared to a lesser extent than those already discussed. Ironing is sometimes considered a task which is never a man's responsibility. Nevertheless, 9 men out of the 44 in the study stated that at some time they did iron part of the laundry. "I iron my clothing and he irons his" was a comment made in three cases. Thus, while ironing remained primarily a woman's responsibility, there was sometimes a yielding of the conventional pattern. On the other hand minor household repairs were the responsibility of the husband in 42 out of the 44 families.

Children

Children of the couples of Group II ranged in age from four months to seventy months, with an average age of 29.6 months. Four families had two children; the other eighteen were one-child families.

Conventionally the mother cares for the child while the father is away from the home. There is no clearcut pattern in our society for care of the child in the mother's absence, for

it is only recently that married women, particularly mothers, have gone out of the home regularly. In this study an effort was made to determine the provisions made for care of the child while the mother was away. Table 18 lists the information collected on this point.

Table 18. Arrangements made for care of the child.

Provision for care of child	: Number of fam- : ilies using :	: Av. no. : hrs. wk. :
Father (husband)	19	10.26
A relative living in the home		0.0
A paid baby-sitter who comes to the home	3	8.0
Day care outside the home	9	13.0
A friend who trades baby-sitting	5	5.0
Nursery school	1	15.0
Veterans' cooperative playground		0.0
Other	2	11.0

In six cases the child was cared for solely by the father when the mother went to school; in the majority of cases the father's care was at times supplemented by some other arrangement. The three fathers who did not care for their children during their wives' attendance at school were seniors in the School of Veterinary Medicine; they spent 40 to 45 hours in class each week.

Some respondents mentioned that they had used the veterans' cooperative playground in the past. The playground was not in operation when this study was made in the first part of December

because there were no facilities for indoor play.

One family had taken a college student into their home to allow the mother to go to school; in addition to caring for the family's child the student did housework and in return received her room and board. One child was cared for by a friend of the family who made no charge for her services.

It appeared that the father cared for his child in the mother's absence whenever it was possible; advantages of the father's care were described as

- "Husband gets to share in care of child"
- "Husband has a chance to get better acquainted with his child"
- "Father becomes better acquainted with the child and realizes arrangements that must be made for child's comfort."
- "The child is not away from his parents"
- "Child is in care of his parents at all times"
- "Child becomes accustomed to the departure of either parent"
- "Child never left with strangers and has a feeling of security"
- "Even if child is ill mother can attend class"
- "Dependable"
- "Convenient"
- "Cheap"

Disadvantages of care by the father included

- "Consumes too much of father's time"
- "If baby is fussy husband loses study hours"
- "Father hasn't sufficient time for library work"
- "Father can't participate in extra-curricular activities"

When the father was unable to care for the child in the absence of the mother, day care outside the home or a baby-sitter in the home seemed to be the most favored solutions. Day care, as referred to in this study, was the term used for care of a child in some home other than his own for a stipend. It was for relatively short intervals during the week, usually only one to three hours each day. Several couples found day care outside

the home objectionable because the children had to be taken outdoors regardless of weather. One mother objected to the frequent interruption of her 7-month-old baby's naps when he was taken from one home to another for day care. Day care outside the home was frequently mentioned as being cheaper than a sitter in the home. In five cases it was mentioned that the person who cared for the child lived next door. Sometimes these children played in their own fenced yards while the baby-sitters supervised from their own homes. Occasionally a child napped in his own bed at home while the neighbor caring for him checked periodically on his safety. As mentioned before, 16 of these families lived in college apartments; it is usually possible to hear the crying of a child through the walls of the housing units.

Six couples mentioned that they felt the absence of both parents from the child was a disadvantage. In these six families the time per week which the children spent away from both parents was 1, 8, 11, 12, 18, and 30 hours. The writer felt that many of these parents overemphasized the importance of hours spent with their children.

The parents of the one child in nursery school felt that her being there was advantageous because "In nursery school she is helped towards social and mental adjustment."

SUMMARY

Forty-four couples who were students at Kansas State College cooperated in the study. Twenty-two couples had no children and thus formed Group I, while 22 couples were parents of at least one child under six years of age and were designated as Group II. All men had completed two or more years of college work; their wives' background ranged from no college work to the degree Master of Science. Their socio-economic level was typical of college populations.

Because of homemaking responsibilities, both groups of women enrolled for a lower average number of credit hours than the usual assignment. Extra-curricular activities were decreased or eliminated. A comparison of the women of Group I and of Group II shows that women of Group II enrolled for fewer credit hours and they studied less than women of Group I. Women of Group II more often omitted some classes because of the time they were scheduled. Changes of curriculum had occurred more frequently among women of Group II. Time was of considerable import to women respondents, who were combining the responsibilities of student, homemaker, and in some cases, wage-earner; many found it impossible to maintain their desired standards of homemaking and/or schoolwork. When it was necessary, women more often than men assumed the task of providing, or in most cases supplementing, the family income. Women of Group II were

less likely to be employed than were those of Group I, and those who were averaged less than one-half as many hours of work as women of Group I.

The average credit hour enrollment for men did not vary appreciably from the college standard. Men of Group II, however, spent decidedly less time in study than the men of Group I. Both groups of men tended to participate in fewer extra-curricular activities because of their wives' school attendance.

Both groups of men assumed a larger share of homemaking responsibilities because their wives went to school than they otherwise expected to do. Husbands' participation was evidently based on free choice. Most of them felt that it was their obligation to share these activities with their wives.

The couple's mutual relationship was also sometimes affected by the wife's school attendance. Most couples rated their marriages as essentially "Happy" or "Very Happy"; one-half of the couples believed that there would be no difference if the wife did not attend school. Among the other one-half of the couples, some believed that they would be more happy, and a smaller number, less happy, if the wife were not a student.

Most couples of Group I frequently shared together the selected activities of homemaking included in the study. Couples of Group II were less likely to work together; either the husband or the wife customarily performed a specific task, but when circumstances interrupted the usual routine, the spouse assumed the responsibility. Men of Group I tended to participate

to a greater degree than men of Group II in the same household task. Men of Group II felt more responsibility for care of their children than for other routine of the household.

A wide variety of arrangements were made to provide care for the child while the mother attended school. Most frequent was care by the father; day care, spaced for short intervals throughout the week, was the second most frequent method used to care for the child. Many parents felt a sense of guilt in leaving their children to the care of other people.

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APPENDIX

Number of respondents who checked relative frequency of participation in certain homemaking activities.

Activity and frequency	Group I		Group II	
	Women	Men	Women	Men
	:	:	:	:
Meal preparation				
Breakfast				
Always	11	6	11	6
Usually	5	1	4	4
Occasionally	3	7	5	7
Never	2	5	1	2
Not stated	1	3	1	3
Lunch				
Always	14	7	8	2
Usually	7	1	12	3
Occasionally	1	9	1	12
Never		3		3
Not stated		2	1	2
Dinner				
Always	16	3	13	2
Usually	5	4	8	
Occasionally	1	7		11
Never		7		5
Not stated		1	1	4
Dishes				
Breakfast				
Always	14	10	8	2
Usually	2	3	8	1
Occasionally	2	1	2	8
Never	1	5	1	4
Not stated	3	3	3	7
Lunch				
Always	16	10	7	2
Usually	1	3	12	2
Occasionally	2	3	2	10
Never		3	1	4
Not stated	3	3		4

Activity and frequency	Group I		Group II	
	Women	Men	Women	Men
	:	:	:	:
Dinner				
Always	18	14	10	2
Usually	4	2	9	4
Occasionally		5	3	11
Never		1		1
Not stated				4
Cleaning				
Weekly cleaning				
Always	21	8	15	2
Usually	1	1	6	2
Occasionally		4		8
Never		6		5
Not stated		3	1	5
Daily cleaning				
Always	12	3	12	
Usually	3	2	7	1
Occasionally	3	4	2	7
Never	2	8		6
Not stated	2	5	1	8
Frequent "picking up"				
Always	16	9	10	2
Usually	6	3	12	3
Occasionally		8		12
Never		1		1
Not stated		1		4
Marketing				
Daily				
Always	7	8	3	6
Usually	5	8	1	3
Occasionally	4	4	7	3
Never	3	2	3	4
Not stated	3		8	6
Weekly				
Always	16	14	13	13
Usually	2	4	2	4
Occasionally	2	2	3	2
Never	1		1	2
Not stated	1	2	3	1

Activity and frequency	Group I		Group II	
	Women	Men	Women	Men
	:	:	:	:
Extra				
Always	8	8	2	8
Usually	2	3	1	5
Occasionally	2	5	8	2
Never	3	1	2	1
Not stated	7	5	9	6
Laundry				
Washing				
Always	15	4	8	3
Usually	3	1	11	4
Occasionally	2	3	2	9
Never		8	1	2
Not stated	2	6		4
Hanging to dry				
Always	13	3	9	1
Usually	7	1	8	6
Occasionally		9	4	6
Never	1	3	1	4
Not stated	1	6		5
Folding				
Always	19	1	12	
Usually	2	1	8	3
Occasionally		3	1	7
Never	1	10	1	5
Not stated		7		7
Ironing				
Always	19	1	17	1
Usually	2		3	2
Occasionally	1	4	1	1
Never		11	1	8
Not stated		6		10
Repairs				
Always		15	1	14
Usually		4	1	5
Occasionally	8	3	6	1
Never	6		7	
Not stated	8		7	2

Activity and frequency	Group I		Group II	
	Women	Men	Women	Men
	:	:	:	:
Records				
Always	9	8	9	5
Usually	5	2	3	3
Occasionally	1	6	4	3
Never	4	3	2	6
Not stated	3	3	4	5
Garden				
Always	2	3	3	7
Usually				4
Occasionally			6	1
Never	10	10	6	6
Not stated	10	9	7	4
Food Preservation				
Always	6	2	8	3
Usually	2		2	1
Occasionally	1	1	6	8
Never	6	10	3	6
Not stated	7	9	3	4
Crafts				
Always	2	4	10	4
Usually	2	1	1	
Occasionally	4	2	5	4
Never	4	7	2	5
Not stated	10	8	4	9

Number of fathers and mothers who checked relative frequency of participation in activities concerned with care of the child.

Activity and frequency	: Mothers	: Fathers
Feed the child or supervise his eating		
Always	7	8
Usually	12	3
Occasionally	2	11
Never	1	
Not stated		
Bathe the child		
Always	9	1
Usually	9	7
Occasionally	4	7
Never		2
Not stated		5
Change diaper or help with toilet		
Always	7	4
Usually	14	7
Occasionally		10
Never		
Not stated	1	1
Care during night		
Always	8	4
Usually	10	4
Occasionally	2	8
Never		1
Not stated	2	5
Read to child		
Always	6	3
Usually	9	6
Occasionally	2	8
Never		
Not stated	5	5
Take him for a walk		
Always	10	7
Usually	4	4
Occasionally	6	5
Never		1
Not stated	2	5

Activity and frequency	: Mothers	: Fathers
Play with him		
Always	12	12
Usually	8	8
Occasionally	2	2
Never		
Not stated		
Other		
Always		
Usually		
Occasionally		
Never		
Not stated		

Study of Management of Home and School Activities

This questionnaire is part of a study which is forming the basis of a master's thesis. You will note your name is not requested in the answers; please do not place your name on the questionnaire. Part I of this questionnaire is to be answered by the wife, Part II by the husband, Part III by husband and wife working together, and Part IV by parents only. Complete answers and any comments or explanations will be greatly appreciated in each case.

Part I -- Wife.

1. What is your father's occupation? _____
 2. What is the size of your home community, if you recall it?
Rural____; Village (Fewer than 1000 inhabitants.)____; Town of 1000
to 10,000____; Over 10,000____.
 3. Is he self-employed____; and employee____; and employer____?
 4. How long have you been married? ____years.
 5. What is your field of major study? _____
 6. What is your occupational goal? _____
 7. Do you plan to earn money outside your home after leaving the
college community? Yes____; No____.
 8. If so, what would be some conditions which would influence your
decision to work?
 9. What is your present college classification? Freshman____; Sopho-
more____; Junior____; Senior____; Graduate____; Special student____.
 10. For how many credit hours are you enrolled this semester? ____hrs.
 11. For how many clock hours are you away from home during an average
week because of school work (including time in class, in appoint-
ments, in study, etc.)? ____hrs.
 12. Do you work outside the home in addition to school work? Yes____;
No____. How many hours do you work each week? ____hrs.
 13. What is your kind of work? _____
 14. Where do you study? Please list approximate number of hours per
week in each place and any significant reasons for studying in
that particular place.
____hrs. In my home.
____hrs. In the home of another student.
____hrs. In the library.
____hrs. Elsewhere. Please be specific. _____
-

Part I continued.

15. In what ways do your home responsibilities affect your school activities?

☐ Enroll in fewer credit hours.
☐ Omit some classes because of the particular time they are scheduled.
☐ Have changed curriculum because of a change of interest.
☐ Have changed curriculum because former requirements took too much time.
☐ Participate in fewer extra-curricular activities.
☐ Other ways. Please be specific. _____

16. How is your family life different because you attend school?

☐ Delegate more activities to others (as sending out laundry, buying more baked goods, etc.)
☐ Have postponed children.
☐ Spend less time in family recreation.
☐ Others. List. _____

17. What are your motives for attending school? Please rank in order of importance to you as 1, 2, 3, and 4, with 1 as most important.

☐ I want to get a degree.
☐ My husband urges me to do so.
☐ Other relatives urge me to do so.
☐ I enjoy attending school.
☐ I believe it will enable me to be a better wife and/or mother.
☐ I believe it will broaden my own life.
☐ I want to collect the subsistence allowance paid me as an ex-GI.
☐ I want to gain an education which would benefit me if at some indefinite future date I find it necessary to support my family.
☐ I expect to combine a family and a career.
☐ I find it stimulating to get away from home.
☐ Others. List. _____

18. On the following proof ticket indicate the hours you spend in class. Differentiate between laboratory and recitation classes.

Schedule Line No.	SUBJECT	Cr. Hrs.	Room	KANSAS STATE COLLEGE										
A														
B				Hours	7	8	9	10	11	1	2	3	4	5
C				Mon.										
D				Tues.										
E				Wed.										
F				Thur.										
G				Fri.										
H				Sat.										
I														
J														
K														
L														

1. What is your father's occupation? _____
2. What is the size of your home community, if you recall it?
Rural____; Village (Fewer than 1000 inhabitants)____; Town of 1000
to 10,000____; Over 10,000____.
3. Is he self-employed____; an employee____; and employer____?
4. What is your field of major study?_____
5. What is your occupational goal?_____
6. What is your present college classification? Freshman____; Sopho-
more____; Junior____; Senior____; Graduate____; Special student____.
7. For how many credit hours are you enrolled this semester? ____hrs.
8. For how many clock hours are you away from home during an average
week because of school work (including time in class, in appoint-
ments, in study, etc.)? ____hrs.
9. Are you working outside the home in addition to school work?
Yes____; No____. How many hours do you work each week? ____hrs.
10. If so, what is your kind of work?_____
11. Where do you study? Please list approximate number of hours per
week in each place and any significant reasons for studying in
that particular place.
____hrs. In my home.
____hrs. In the home of another student.
____hrs. In the library.
____hrs. Elsewhere. Please list._____
12. In what ways does your wife's attendance in school affect your
activities?
____Enroll for fewer hours of school work.
____Participate more in homemaking activities.
____Enroll for courses offered at a special time of day.
____Participate less in extra-curricular activities.
____Others. List._____
13. Please indicate your class schedule on the following proof ticket.
Differentiate between laboratory and recitation classes.

[illegible]

Part II continued -- Husband.

14. Why do you (or do you not) participate in homemaking activities and in care of your children? Please check the appropriate reasons in both columns if you are a father; if you have no children check only in the column headed Homemaking Responsibilities.

Reasons	Homemaking Responsibilities	Care of Children
I do participate because:		
I enjoy it.		
I feel it is my obligation as a husband.		
as a father.		
My wife feels it is my duty.		
My wife does not have time to do all herself.		
Other men do it.		
I feel that such responsibilities should be shared by husband and wife.		
We are both earning money and so both of us should share in these activities.		
Other. List.		
I do not do it because:		
I feel it is not a man's work.		
I don't want to do it.		
I am not home at the necessary times.		
I haven't time.		
I don't know how.		
Other reasons. List.		

Part III -- Husband and wife.

1. Let us assume that this line represents a happiness scale. Check the point on the line which you feel indicates the degree of happiness of your marriage.

Very unhappy. _____ .Very happy.

2. How do you think this situation might be affected if the wife were not attending school and were a fulltime homemaker instead? Why?

___ More happy

___ Less happy

___ Unchanged

3. How do you share these activities in your home? Using the accompanying key, indicate the frequency with which each of you performs these activities. For example, if the husband always prepares breakfast, put a 4 in the column headed Husband. If the wife always does it, put a 4 in the column headed Wife. If you always do it together put a 4 in both columns.

Activity	Husband	Wife	Comments
Meal preparation:			
Breakfast			
Lunch			
Dinner			
Dishes:			
Breakfast			
Lunch			
Dinner			
Housecleaning:			
Frequent "picking up"			
Daily cleaning			
Weekly cleaning			
Marketing:			
Daily			
Weekly			
Extra			

Key

- 1 never
2 occasionally
3 usually
4 always

Part III -- Continued.

Activity	Husband	Wife	Comments
Laundry:			
Washing			
Hanging to dry			
Folding and sorting			
Ironing			
Minor household repairs			
Record keeping			
Gardening			
Food preservation			
Craft work			

Key

- 1 never
 2 occasionally
 3 usually
 4 always

4. Who actually answered Part III? Husband___; Wife___; Husband and wife together___.

Part IV -- Husband and wife together.

1. How do you share these activities in the care of your child? Please use the key as in the preceding section.

Activity	Husband	Wife	Comments
Feed the child or supervise his eating			
Bathe the child			
Change diaper or help with toilet			
Care during night			
Read to child			
Take him for a walk			
Play with him			
Other. Please list			

Part IV -- Continued.

2. Please list the birth dates of your children and indicate their sex.

<u>Birth date</u>	<u>Sex</u>
_____	Male _____ Female _____
_____	Male _____ Female _____
_____	Male _____ Female _____

3. How are your children cared for while the mother is in class, appointments, library, etc., because of attendance at school? Please list approximate number of hours each week for each method whenever possible. If a method is used too seldom to indicate number of hours, please place a checkmark in the blank.

____ hrs. Father (husband).
 ____ hrs. A relative living in the home.
 ____ hrs. A paid baby-sitter who comes to your home.
 ____ hrs. Day care outside the home.
 ____ hrs. A friend who trades baby-sitting with you.
 ____ hrs. Nursery school.
 ____ hrs. Veterans' cooperative playground.
 ____ hrs. Other. Please explain. _____

4. What do you feel are the advantages of this arrangement?

5. What do you feel are the disadvantages?