

A SURVEY OF STUDENT FAMILIES WITH CHILDREN
LIVING IN MULTIPLE-HOUSING UNITS AT KANSAS STATE UNIVERSITY

by

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INTRODUCTION AND OBJECTIVES

An important new development on college and university campuses across the United States has been the increasing number of married students. The immediate and pressing need of this new group of young families has been suitable housing; in fact housing for married students has now been accepted as a necessary part of colleges and universities.

After World War II, veterans, many with families, returned to the campus to complete their education. Supported by the G. I. Bill, these veterans needed low cost temporary housing. Even though most of the veterans have graduated, the number of married students has not decreased but increased causing colleges and universities to replace temporary veteran housing with permanent modern facilities.

One reason for the large group of married students has been the continuing improvement in economic conditions in the United States. Part-time jobs have been easy to find. Parents and student aid programs have given young people the financial security they needed to marry at a younger age. The same conditions have allowed other students to pursue graduate study without postponing marriage.

Some of the married students will enter only the establishment phase of married life while in college, but

many of the couples will become childbearing families before leaving campus life. In other cases, families who return for graduate study often bring children with them. These children, who range in age from infants to school age, must adjust to living on the university campus in a university environment.

The investigator in this study lived in one of the nineteen university multiple-housing units at Kansas State University and had previously resided there for one and a half years. During this time she became interested in the children living there, particularly when she became a parent. She began to consider the advantages and disadvantages this type of environment might produce for children.

During this year and a half, after discussions with other student wives, a plan was formulated for a study of the married university students and their children. The study was planned to gain specific knowledge about these student families and their children. The major objectives were (1) to obtain responses from the wives with children in relation to areas of concern arising from living in multiple-housing units on a university campus, and (2) to obtain responses from the wives with children concerning the use of such services as: non-credit courses in child development, cooperative supervised playgrounds, and cooperative nursery schools.

CHAPTER I

REVIEW OF LITERATURE

Veterans who received benefits from the G. I. Bill are disappearing from the college scene but they have set a pattern now accepted as normal as seen in campus apartments and in the increasing number of married students (Pfeiffer, 1961). From 1956 to 1958 college marriages held their own or increased while veteran enrollment decreased (Christopherson, 1960a). Because of the high level of prosperity in this country, World War II veterans were able to usher in this new cultural pattern (Christopherson, 1960b).

The United States Census Bureau (1961) reported that in 1960 there were 855,000 married persons enrolled in colleges and universities in the United States. They represented 23.9% of the total 3,570,000 students (including part-time students). Married male students represented 28.5% of the total male enrollment and 15.3% of the women enrolled were married.

State institutions provided more housing for married students than did private institutions. The majority of colleges and universities, according to Christopherson (1960a), reflected a favorable or neutral attitude toward college marriages. In Newsweek (1957), John A. Hannah, president of Michigan State University where 24% of the students were

married, stated: "We believe that the married student is not a liability, as was once believed, but an asset which lends quality, stability, and admirable strength of purpose to the student body as a whole."

The belief that most college marriages were desirable was also expressed by Dr. Gerhard Neubeck (Pope, 1959), chairman of the Family Living Program and senior counselor at the University of Minnesota. He believed married students were more stable, mature, and responsible than most unmarried college students. However, Bossard and Ball (1959) stated that, on the basis of their studies as family sociologists, college marriages were not only undesirable but highly risky. They found harmful early effects on the children who were usually unlooked for and unwanted; stresses and strains of financial insecurity; and dangerous consequences to the couples. Wives who had to work dropped below their husband's educational level. Many husbands were unable to adjust emotionally to being supported by the wife.

One survey (Science Digest, 1962) reported that the family obligations of married students slowed academic achievement. While one-third of the 40,000 college graduates of 1958 studied had entered professional or graduate school only 10% of these graduates had earned any advanced degree by 1960. Although studies may be slowed, Paul T. Trump (Riemer, 1957), advisor of men at the University of Wisconsin, found that the married veteran was academically more successful than the single veteran. He also noted that the married veteran with

children was academically more successful than the married veteran without children.

Margaret Mead (1960) stated that in marriages where children came early most of the marriages seemed to be surviving. However without children, these student marriages, especially where the wife was supporting the husband, made an unstable group. The University of Florida (Changing Times, 1959) reported that during a two year period about 40% of the childless student couples had become parents, while Michigan State University reported an average of more than one child per student couple. Skidmore (1949) studied fifty married veterans and their wives at the University of Utah and found that 80% of these couples had one or two children. The children's mean age was 1.87. The mean age of the married male was 26.5 years, the wife, 25.1 years. The majority of the wives had two years of higher education. Twelve were attending school along with their husbands. The average male was in his junior year.

LeMasters (1957) pointed out in his study that the majority of urban middle class married couples considered the arrival of their first child a crisis. Hawkes (1957) stated that to understand families one must understand something about the children in these families. Family sociology has been predominately occupied with the marital adjustment of husbands and wives with little attention to the child's role in that adjustment. Child psychology and development have centered their research almost exclusively on the developing

and growing child without regarding his relationships as a family member. Havighurst (1957) stated that the child should be studied as well as the parent. He advocated study of the particular child in relation to his particular family with its special problems.

One-third of the 544 married student couples studied by Landis (1948) had children. The students stated that children constituted a serious factor in causing discord in the marriages. The happiness rating showed that those with children were not as happy at that time as those without. Of those who had no children, 15% said that if a baby came they would have to drop out of school.

At Purdue, Christensen (1952) found that couples with unplanned children had lower adjustment scores. Forty per cent of the 346 couples said that children were an aid to marital adjustment, 20% said that children disturbed adjustment, and 40% said they had no effect. Wives with one child tended to regard the situation as aiding in marital adjustment and those with two children regarded them as more of a disturbing factor. Twenty-five per cent of the husbands felt that children were an aid to college success, 38% said they disturbed success, and 37% said they had no effect.

In a class in Marriage and the Family, Glogau (1958) surveyed 218 married full-time students and found that one of the typical sources of family income was the employment of the wives. Mueller (1960) believed that student marriages were a most critical hazard for these able young married women who

have been named the best untapped source of the highly skilled manpower needed in our country. Kirkendall (1956) believed that strong consideration should be given to arrangements for both the husband and wife to continue their education. Among student families with children in Christopherson's study (1960b) 8% of the mothers attended college, 4% worked and attended college, 15% worked, and 28% were homemakers only. Husbands cared for the children most frequently when the wife was not at home. Riemer (1942) found that cooperation on an equalitarian basis was common in the student marriage.

Landis (1948) believed that the small children of students were growing up in closer association with their fathers than usual because he shared in their care. Margaret Mead (1960) also stated that student fathers were able to become more interested in and to enjoy their children more than the mothers were, especially if the wife worked outside the home and fathers cared for the children. Twenty student fathers at Kansas State University (Underwood, 1949) with one child between two and five years of age spent an average of 8 hours and 20 minutes each week with their children. In another study at the same university (Marchand, 1952), nineteen fathers averaged 10.26 hours per week caring for their children.

Of the thirty-two couples with children in an Oregon college study (Johannis, 1956), nine out of ten couples reported they agreed most or almost all of the time on child training and discipline. Over two-thirds of the couples

reported problems of child care and control that they had difficulty in discussing with their spouses. By far the majority of these were concerned with the type of discipline to be used in child-rearing. Two-thirds of the couples stated that the presence of children created special problems such as crowded space with too little room for the children's play activities, excessive costs for housing in relation to current income, and difficulty in arranging for child care while the mother worked or father and mother went out at night.

At Michigan State University Torrey (1962) surveyed 163 student families with two or more children of preschool age. Suitably equipped outdoor play areas convenient to the apartments for easy supervision were considered important by these families. Storage space was suggested for children's toys that had to be left outside. Some of the other suggestions in the category of children's play needs were covered outdoor play space, indoor play space for active play, and arrangements for water play. However, enthusiasm for these suggestions was lessened because mothers were unwilling to assume responsibility for supervision of these areas. A low reasonable rent seemed to be more important than having space for their children at greater cost. "Many playmates for their children" ranked highest in the advantages the children had in the category of social interaction.

After a study of one-third of the married resident students at the University of Oklahoma, Murray (1961)

recommended that nursery school facilities be expanded to include their children. He felt that direction of the nursery school by an appropriate academic department could be profitable for the department and the children. Murray also suggested feasible education experiences in the areas of family finance, marriage, counseling, and child care for the parents of these children.

Pfeiffer (1960) reported that 50% of the thirty wives studied at Ohio State University were interested in a non-credit child care course and three-fourths of the wives said they would attend other non-credit courses. Three-fourths of the couples agreed most of the time on the training and discipline of their children. Half of the group said they had equal responsibility for child-training and half of the respondents said the wife had greater responsibility. The majority indicated the father cared for the child while the mother was working or attending classes.

Reading was a more familiar form of help and information than either counseling or child development and family relation courses, reported twenty-five of twenty-nine Kansas State University couples who had children (Huyek, 1958). These couples said that care of children required more adjustment than any other phase of family living. The wives perceived more need for adjustment than did the husbands but both desired more study in the area of child development and family relations.

Brim (1957) evaluated twenty-three studies on the effects

of parent education. The majority of these studies pointed to positive or beneficial effects resulting from parent education programs. Approximately 2% of the students in college were enrolled in marriage and family living courses in 1948-1949 according to Bowman (1950). Only 8% of the students at any stage in their college careers enrolled in marriage and family living courses. Furthermore, when 1,496 Home Economics graduates from Iowa State (Lyle, 1957) were asked which courses they wished they had taken in college they listed child development, psychology, and marriage and family living. All of these graduates had had some courses in these areas yet they wanted more.

Kirkendall (1956) suggested that courses in child development and family relations, along with nursery schools and child care facilities for the children, could help the married student families. He believed that many married student couples often went through college with the idea that they were postponing living until graduation. College administrators and the married students should, he suggested, study cooperatively the possibilities that could be offered to the married students for a richer positive marriage and family life while on the campus. The married students offer the colleges unique educational opportunities and challenges.

The married student has unique problems in a college environment. Mueller (1960) suggested to administrators that if they encouraged and accepted college marriages with housing units, they should also accept the needs of the wives and

children and the added expenses, responsibilities, and stresses of married life. He suggested that college administrations should assume the responsibility for providing opportunities that would lead to success in marriage just as they provided the students with optimum opportunities for intellectual and cultural maturity.

Lawrence Frank (1957) listed five characteristics of married college students: (1) they had little income and limited funds; (2) the wife had double responsibilities when she worked; (3) they had babies in this early period of marriage; (4) they had limited opportunities for release from responsibilities; and (5) when the husband was studying, he needed a quiet area. Therefore, Frank recommended the provision of housing that required minimum cleaning and incorporated maximum soundproofing. He also stressed the importance of nursery schools for the children, especially if mothers worked. Colleges should provide good equipment, facilities, and services in order to make married living as feasible and rewarding as possible especially for individuals who are beginning their marriage and family life. Frank concluded:

The university is faced with a challenging opportunity to mobilize its varied professional knowledge and skills on a project in which the interrelation of architecture, planning, the humanities, and all the engineering skills can be worked out and exhibited overtly through a housing development that could set a new standard in family housing for the country.

CHAPTER II

PROCEDURE

The investigator learned that 20% of the University's 9,158 students were married and of the 456 families living in university housing 263 or 58% had children. Through the cooperation of the University Housing Office, names were obtained of the couples who had children and were living in university multiple-housing units in January 1963.

A check-list of thirty-five questions was devised by the author from the ideas and suggestions received from student wives. The check-list was pre-tested with four wives who had preschool age children. It was then shortened and re-worded to clarify meanings according to the suggestions and comments given by these wives.

The revised check-list (Appendix, p. 53) was given and explained to the wives in the 258 families who wished to participate. Wives were chosen for subjects rather than husbands because it was assumed that they spent more time in the home and with the children, therefore they would be better acquainted with the situation. Two days after the check-lists were delivered the author returned and collected 229 or 87% of the check-lists.

It was found from the check-lists collected that these

229 families had 344 children; a mean of 1.5 children per family. Eighty-two or 36% of the 229 families had 104 preschool children. The preschoolers represented the largest number of children who would be coming in contact with groups of children for play activities. Therefore, it was decided that parts of the study would be concentrated on the needs of these children. It was also decided to obtain more information through interviews with thirty of the mothers who had children in the preschool group.

The purpose of the check-list was to collect factual information. The schedule used in the interviews included thirteen questions designed to gather data on feelings and attitudes. The interview schedule was pre-tested by the four wives who pre-tested the check-list. Questions were clarified and the interview was shortened (Appendix, p. 64).

From the eighty-two student families who had preschoolers, thirty wives were chosen by means of a table of random numbers and revisited for an interview. Interviews were scheduled by telephone when possible. Those who could not be reached by telephone were visited and an interview time was arranged. Each of the thirty wives contacted agreed to be interviewed. These thirty wives represented 13% of all the wives who participated in the study and 37% of the wives who had preschool age children.

Establishment of rapport during the interview was not difficult since the investigator was a student wife and lived among those being interviewed. Interviews ranged from one

half hour to one hour in length. Many wives asked questions about their children and the activities of the Family and Child Development Department which extended the interviews beyond the minimum time necessary.

CHAPTER III

DATA AND DISCUSSION

Description of Respondents to Check-list

Age

Over 40% (93) of the 229 student wives with children were between the ages of twenty-two to twenty-five. One wife reported she was sixteen. Table 1 shows the age distribution of the wives.

TABLE 1
AGE DISTRIBUTION OF WIVES

Age	Number	Percentage
16-18	1	.4
19-21	69	30.1
22-25	93	40.6
26-30	44	19.2
30 and over	12	5.3
Not reporting	10	4.4

Social Status

Kahl and Davis (1955) found that a scale of occupations was the most efficient instrument to use for a measure of the

over-all complex of socio-economic class. Because all husbands could have been classified only as students, it was decided to judge the social status of the wife by the occupation of her father. A portion of Warner's Index of Status Characteristics (Warner, 1953) was used to rate the occupations. Half of the student wives came from lower middle-class families (Table 2).

TABLE 2
SOCIAL STATUS OF WIVES

Social Class	Number	Percentage
Upper	3	1.0
Upper middle	42	18.4
Lower middle	115	50.2
Lower	35	15.3
Not reporting	34	15.1

Education

Less than 4% of the student wives had failed to finish high school (Table 3) and 55.9% of the wives had done some type of formal study beyond high school. However, only 44 (less than 1/3) of the 113 who had attended college were graduated or had studied for advanced degrees.

Twenty-three of the wives were attending the University at the time of the study. The University classification of these twenty-three can be found in Table 4.

TABLE 3
EDUCATION OF WIVES

Level of Education	Number	Percentage
Advanced college	7	3.0
College graduate	37	16.2
College (less than graduation)	69	30.1
Training beyond high school	15	6.6
High School	86	37.6
Less than high school	8	3.5
Not reporting	7	3.0

TABLE 4
CLASSIFICATION OF WIVES ATTENDING THE UNIVERSITY

College	Number	Year	Number
Arts and Science	19	Freshman	4
Home Economics	3	Sophomore	3
Commerce	1	Junior	5
		Senior	8
		Master's	2
		Ph. D.	1

Occupation

Over half (120) of the wives were home most of the time (Table 5). Seventy or 33% of the wives cared for children in addition to their own to earn extra income for the family. The average number of children taken care of by each was 3.4.

Two mothers reported they cared for eight including their own. A standard rate was twenty-five cents an hour for one child. Twelve wives earned extra money by sewing, substitute teaching, or other part-time work. Seventy-three per cent (168) of the wives helped in some way to earn part of the family income.

TABLE 5
OCCUPATION OF WIVES

Occupation	Number	Percentage
University student	21	9.2
University student and part-time employment	2	.9
Regular employment outside home	86	37.5
Homemaker and part-time employment	80	34.9
Homemaker only	40	17.5

Children

The 229 families had 344 children ranging from infants to twelve-year-olds (Table 6). The mean number of children per family was 1.5.

Rearing of Children

Each check-list contained three statements which gave an indication of the wife's philosophy about child-rearing. Each wife was asked to check the statement she believed most correct. Sixty-seven per cent of the wives chose the

TABLE 6

AGE DISTRIBUTION OF CHILDREN IN STUDENT FAMILIES

Age	Number	Percentage
Infants (1 to 17 mos.)	131	38.1
Toddlers (18 to 29 mos.)	70	20.4
Preschoolers (30 to 71 mos.)	104	30.2
Middle Years (6 to 12 years)	39	11.3

developmental and family-centered statement, "Children should have special arrangements for their comfort and convenience in a manner that will also provide for the comfort and convenience of adults in the home." Twenty-six per cent chose the traditional and parent-centered statement, "Children should learn to stay from things so they will leave others' things alone when they go visiting." Seven per cent chose the permissive and child-centered statement, "Children should stay away from dangers but the home should be arranged for their comfort and convenience."

Education of Husband

All husbands were attending the University. Over 70% (163) of the husbands were at least in their senior year of college (Table 7). Twenty-eight per cent (65) of the husbands were graduate students.

TABLE 7
UNIVERSITY CLASSIFICATION OF HUSBAND

College	Number	Year	Number
Engineering and Architecture	70	Freshman	10
Veterinary Medicine	42	Sophomore	16
Arts and Science	37	Junior	38
Agriculture	30	Senior	77
Commerce	23	5th Year	11
Not reporting	27	6th Year	10
		Master's	28
		Ph. D.	37
		Not reporting	2

Daily Schedule of Husband and Wife

Each wife was asked for an estimate of how she spent the hours of a typical week-day and how her husband spent such a day (Tables 8 and 9). The wives reported spending more time than did their husbands in the routine care of the home and family. The two wives who were attending the University and employed part-time reported that they spent less time than their husbands with the children and their activities, regularly employed wives spent about the same amount of time as did their husbands, and the remaining wives spent more time than their husbands with the children and their activities. Only those wives who were homemakers with part-time work, or homemakers only, reported they equaled the amount of

TABLE 8

EXPENDITURE OF DAILY HOURS OF WIVES

Occupation	Number reporting	Class, laborator-ies, study	Mean number of hours			
			Employ-ment	Routine care of home and family	With children and their activities	Social activities
University student	21	4.0	0.0	6.1	2.7	.5
University student and part-time employment	2	4.0	4.5	4.5	1.4	.5
Regular employment outside home	85	0.0	7.9	4.6	1.9	.6
Homemaker and part-time employment	80	0.0	3.3	6.5	4.1	1.2
Homemaker only	38	0.0	0.0	8.2	4.8	1.3

TABLE 9
EXPENDITURE OF DAILY HOURS OF HUSBANDS

Activity	Number of wives reporting	Mean number of hours
Class, laboratories, study	218	8.0
Part-time employment	94	3.7
Routine care of home and family	142	2.0
With children and their activities	189	1.8
Social activities	106	1.3

time spent in social activities by the husbands. Half of the 229 wives reported they had an evening out with their husbands once a week or once a month. The other half found they were able to have an evening out alone very seldom or only on special occasions.

Wives reported the husbands averaged 8.0 hours of their day in class, laboratories, or study while the twenty-three wives who were students spent an average of only 4.3 hours of their day engaged in these activities. A mean of 7.9 hours of work per day was reported by eighty-five of the eighty-six wives who were regularly employed. Ninety-four wives reported that their husbands averaged 3.7 hours per day at part-time work and the eighty wives who worked part-time averaged 3.3 hours per day. However, since seventy of these wives cared for children there was some overlap in hours employed and hours spent with children.

Description of the Thirty Respondents Interviewed

Thirty of the eighty-two wives who responded to the check-list and had preschool age children were chosen at random to be interviewed. They were similar to those not interviewed. Twelve (40%) of the thirty wives ranged in age from twenty-two to twenty-five years. Twelve (40%) of these wives had at least a high school diploma and an additional eight (26.6%) had attended college. The thirty wives represented the lower middle-class (60%).

One wife interviewed attended college at the time of the study, twelve had regular employment outside the home, nine were homemakers who did part-time work, and eight were homemakers only. Their husbands were seniors (20%), Master's degree (20%) or Ph. D. candidates (20%). These thirty families had a mean of 2.0 children (sixty), half of whom were preschoolers. Eighteen (60%) of the wives interviewed believed they were developmental and family-centered in their philosophy toward their children.

Areas of Concern

Effects of Children on Student Families

Over half of the 223 wives who reported said that children in a university environment made university life more enjoyable for them or their husbands (Table 10). One wife commented, "Life would be dull without our children." However, 70% believed that children did create a need for adjustment.

The wives who felt that children made university life harder thought that the children made life harder for their husbands than for themselves. Only one wife thought children created serious discord in a student family.

TABLE 10
OPINIONS OF WIVES TOWARD EFFECTS OF CHILDREN
ON UNIVERSITY LIFE

Effects	Number Reporting ^a	Percentage
Makes university life more enjoyable for the husband	78	35.0
Makes university life more enjoyable for the wife	91	40.8
Makes university life harder for the husband	58	26.0
Makes university life harder for the wife	36	16.1
Creates an area requiring adjustment for the couple	158	70.8

^aIncludes multiple answers, 223 wives reported.

Additional Children

Wives were asked what they would do if they had another child while their husbands were students (Table 11). Thirty of the wives who were employed said that they would have to leave their present job and ten who were homemakers only at the time of the study indicated they would have to find full-time employment. Sixteen wives would begin caring for children or other part-time work. Fourteen wives gave facetious replies.

TABLE 11

WHAT WIVES WOULD DO IF THERE WERE ADDITIONAL
CHILDREN WHILE HUSBANDS WERE STUDENTS

Activity	Number	Percentage
Continue with part-time employment	65	28.4
Continue full-time employment	50	21.8
Continue as homemaker only	30	13.1
Leave present job	30	13.1
Other	30	13.1
Continue studies	12	5.2
Seek full-time employment	10	4.4
Not reporting	2	.9

The wives were asked what their husbands would do if additional children came while the husbands were students. Forty-nine per cent said they would find finances tighter but would manage. Five per cent said their husbands would have to leave college and 36% said their husbands would rely on part-time work to keep them in college. Seven per cent would have no problem. Three per cent of the wives gave facetious replies.

University Multiple-Housing
Units and Children

The thirty mothers interviewed listed three disadvantages for every two advantages for their children living in multiple-housing units in a university environment. Meeting and playing with many children and opportunities for learning

how to adjust socially were the major advantages given by these mothers.

One mother commented, "You know you're living with the type of people who have children you'd like your child to play with." Another mother reported, "The children meet people of all races and are able to enjoy campus functions." Four mothers said the children were interested in hearing about their fathers' studies and became college oriented.

Two mothers stated that because finances were limited they were not able to get some of the things they would have liked for their children. They felt that most of the other families had this problem and it was better for the children to live where all the children had approximately the same economic status.

"The children don't know how to play alone; children need to be alone outside once in a while," said one of the eight mothers interviewed who felt that this was a major disadvantage for the children living in multiple-housing units. One mother believed that it would be very hard for her child when they moved to another neighborhood where there were not as many children.

Six mothers said the children had to play outside because the noise carried through the apartments, and five mothers said there was so little play space inside each apartment that the children were happier outside. "If he's inside," one mother stated, "I have to keep him quiet so he'd rather play outside and I'd rather he did too; we both stay in better moods."

Six mothers were concerned about their children not being able to have anything of their own. "All their toys become community property once they're outside," commented one mother, "They don't have any yard or privacy."

"They don't have enough to do and some children are not supervised at all," reported one of the four mothers who thought there were too many children and too many fights. "You have to teach your child to defend himself. It's funny," the mother went on to say, "you think they learn to get along with the other children but really they just learn to fight better."

The thirty mothers interviewed were asked for suggestions that would improve multiple-housing units for families with children. Five mothers suggested soundproofing the apartments and six mothers mentioned provision of storage space for out-of-season equipment. "When they built these units," commented one of the six mothers, "they didn't think of them as people's homes but we've been here five years. It looks like a junk shop in the front of our apartment. Where can we put seasonal equipment?"

More inside storage, cupboards to the ceiling, and a hood over the stove were suggested by four mothers as ways to make the apartments easier to care for. Seven mothers requested fenced-in areas for small children for easier supervision and greater safety. One mother suggested that there be some place for the children to play in bad weather as she felt the apartments were too small.

Time Spent with Children

Each wife was asked to categorize how she and her husband spent their time weekly with their child nearest four years of age (Tables 12 and 13). The wives reported that both they and their husbands spent more time inside than outside playing with the children. Mothers believed that most of the time spent with the children was in free play when the children would take the lead. Husbands spent less time reading or walking with the children than did the wives. In most cases, neither the husband nor the wife took the child on educational trips. Five mothers mentioned taking their children to concerts, art galleries, and the zoo.

TABLE 12
REPORTS OF MOTHERS ON ACTIVITIES
WITH THEIR CHILDREN

Activity	Number of Mothers Reporting	Percentage of Mothers			
		Most of the time	Some of the time	Very little time	Never
Outside playing	188	6.9	55.3	35.2	2.6
Inside playing	195	22.1	65.1	12.3	.5
Reading	183	7.6	44.3	28.4	19.7
Walks	186	4.8	51.1	36.0	8.1
Educational trips	173	.6	21.9	34.7	42.8
Free play	185	18.4	47.6	25.4	8.6
Directed play	177	7.9	52.0	29.9	10.2

TABLE 13

REPORTS OF MOTHERS ON THE FATHERS' ACTIVITIES
WITH THEIR CHILDREN

Activity	Number of Mothers Reporting	Percentage of Mothers			
		Most of the time	Some of the time	Very little time	Never
Outside playing	182	8.2	42.9	42.3	6.6
Inside playing	195	14.9	63.6	21.0	.5
Reading	177	1.7	19.8	43.0	35.5
Walks	182	2.2	29.1	38.5	30.2
Educational trips	169	.6	21.9	30.8	46.7
Free play	185	18.9	43.8	23.8	13.5
Directed play	98	7.3	44.9	32.6	15.2

Nine of the thirty mothers interviewed stated that they tried to spend some time each day with the children, three of whom commented that it was good for the parents and children to spend time together. One of these mothers said, "I try to do my work when the children are in bed."

Eight of the mothers interviewed said that they tried to have some activity with the children two or three times a week or on the weekend. Three of these mothers thought they should spend more time with the children outside. One mother said, "My children would rather play outside with other children but on rainy days I drop things and play with them. I know I spend more time with them during the winter when they're inside."

Eight working mothers and four of the mothers who were home during the day thought that they did not spend enough time with their children. One homemaker stated, "If I have time left over I spend it with the children." Another said, "I do my work while the children play." "I'd like to get out of the house about two afternoons a week," reported a third wife.

"I'm just waiting for the day when we get out of here to have some time with my children," commented a working mother with three children whose husband was a freshman. One mother felt that she might be spending too much time with her child. She reported, "He is pretty well tied to me."

Supervision of Children

Seventy-eight per cent of the wives reported they supervised their children when they were playing outside. Sixty-one per cent supervised their children either by going out to them occasionally or by staying outside with them. "I try to observe him when he isn't aware of it," stated one mother.

"My children check in when necessary," commented one of the 35% of the mothers whose supervision consisted only of watching their children from the apartment or occasionally calling them to the door. One mother who was interviewed thought that supervision was not necessary. She remarked, "Children must learn to get along on their own." In contrast, another mother said, "Too many mothers and kids don't care about supervising or being supervised."

Only 11% (25) of the mothers had ever worked with any

of the other mothers in the apartments for a cooperative supervision agreement. Most of these agreements had been with neighbors who were also close friends. Two mothers interviewed wished that there was more of a social and community atmosphere among the student families so that they could get to know each other better. The mothers interviewed frequently gave these reasons why they had not worked with the other mothers on supervision: (1) they had to watch children they were employed to care for; (2) they had to be inside with small babies, or (3) they had to be away at work during the day. One discouraged mother stated, "I just wish each mother would take care of her own."

Care of Children

In 25% of the 229 families, husbands cared for the children when the wife was not at home. In 30% friends were asked to care for the children, often on the basis of an exchange if they had children too. Child care was paid for in 40% of the families and in the remaining 5% relatives living nearby cared for them. Only 15% of those who cared for children lived outside of the university multiple-housing units.

Discipline of Children

Eighty per cent of the 229 wives said they agreed most of the time with their husbands on the discipline and training of the children. One wife said, "Any disagreement is discussed later in private, not at the time it arises."

Seventy-five per cent of the wives thought they shared

the duties of disciplinarian equally with their husbands. Twelve per cent believed they did more of the disciplining and another 12% stated their husbands were the disciplinarians in the family.

One of the wives interviewed thought that both she and her husband were very strict with the children while another wife said, "We don't say anything to each other about how we care for and discipline the children and it has worked out so far."

Four of the wives interviewed believed their husbands thought they were too strict and five wives said their husbands thought they were too lax. "He thinks I should be more consistent," said one wife; another wife's comment was, "He doesn't think I watch the children close enough."

Nine of the wives interviewed stated that their husbands were too strict with the children. "He loses his patience too soon," explained one wife, "he doesn't give the children any warning but expects it done. I have to bite my tongue." Two wives thought that their husbands were stricter with the boy than the girl.

"We are individuals and we have different approaches, which is good," reported one mother. Another mother explained, "With my working and my husband in school our emotions get high at times but we try to come to a compromise with our wishes and the children's needs."

Children's Time

Each mother was asked to categorize how her child nearest four years of age spent his time during a typical week (Table 14). The mothers reported that the children spent the

TABLE 14
REPORTS OF MOTHERS ON TYPES OF CHILDREN'S ACTIVITIES

Activity	Number of Mothers Reporting	Percentage of Mothers			
		Most of the time	Some of the time	Very little time	Never
Outside playing alone	187	1.6	28.9	40.1	29.4
Outside playing with mother	189	6.4	51.3	38.6	3.7
Outside playing with father	189	2.6	43.4	48.2	5.8
Outside playing with children	196	47.4	33.7	6.6	12.3
Watching television	185	2.7	35.1	35.7	26.5
Reading	176	0.0	30.6	22.2	47.2
Inside playing alone	193	17.6	51.8	25.4	5.2
Inside playing with mother	197	14.2	69.6	15.7	.5
Inside playing with father	195	5.7	64.1	29.2	1.0
Inside playing with children	191	13.1	35.6	36.6	14.7

majority of their time inside playing with mother or outside playing with other children. They also spent time with mother outside but very little time was spent outside alone. Mothers reported that the children played outside with an average of 7.4 children. One mother wrote, "No child is able to play outside alone here."

Only 37% of all the children had brothers or sisters. When the children played with father or alone it was usually inside. Watching television and reading did not occupy much of the children's time. Forty-two per cent of the 229 mothers reported their children usually played in the yard, 39.8% reported their children usually played in the living room, and 18.2% of the mothers reported they usually played in their bedroom.

Twelve of the thirty mothers interviewed would not allow over two children in the house to play at one time. Fourteen mothers said that because of limited space in the apartment that they had to limit the number of children who could come inside to play. Two mothers said that with their husbands studying, there had to be a limit to the number of children in the house. Three mothers mentioned that it was very easy to hear between apartments and noise was a factor in limiting the children. Two mothers said that the children got along better when there were not too many inside. One mother said, "If there are too many they don't want to stay in the bedroom."

Four mothers interviewed who did not limit the number of children inside gave these comments: "As long as I know the

children and they behave, there's no limit.... I let them all in or all stay out.... I limit the times when they can come in but not the numbers.... I don't worry."

One mother who would not let her child bring in any other children reported, "My child isn't allowed in other apartments and most mothers would prefer you didn't let their children in because then they can't find them."

Disagreements Among Children

Some of the time the children had disagreements and the reasons for these disagreements were reported by the mothers and are presented in Table 15. Age differences, differences between families in discipline, lack of privacy, crowded quarters, and personality conflicts were listed as other reasons disagreements occurred.

TABLE 15
REASONS FOR DISAGREEMENTS AMONG CHILDREN

Reasons	Number of Mothers	Percentage
Sharing demanded by other children	79	34.5
Number of children in the group	57	24.9
Facilities available for child's possessions	37	16.2
Play equipment available in back of each apartment	25	10.9
Other	28	12.2
Not reporting	3	1.3

Play Equipment and Space

Behind each twenty-four unit apartment at the time of the study were two swings, a trapeze, and one sandbox. According to the mothers, the swings were the most used pieces of equipment. In addition to this equipment, seventy-nine mothers reported that their children used the equipment at the local city park.

The play equipment behind each apartment was reported adequate by 48% of the mothers. Forty (17.5%) mothers did not report and the remaining 34.5% thought that the equipment was inadequate.

In contrast, eighteen (60%) of the thirty mothers interviewed thought that the play equipment was inadequate for the number of children living in each multiple-housing unit. Twelve (40%) of the interviewed mothers said the equipment was adequate. "The university has done the best they can," remarked one of the mothers. "What they have now is adequate for one family," reported another. "Group play makes the equipment inadequate. The biggest problem is on the weekend," explained a third mother.

Two interviewed mothers stated that their children did not use the equipment very often but played with their own toys most of the time. All of the mothers interviewed thought that there was adequate space; however, seven of the mothers requested a fenced-in area for small children.

Twelve of the mothers requested that sand be kept in the sandboxes. One said, "They fill our sandbox about once

during the year and as soon as they're empty the children dig under the stairs and any other place they can find. It would make the yard look nicer and would save the university the expense of filling in mud holes and trying to grow grass if they would just keep sand in those boxes."

Those interviewed who thought that more equipment was necessary most often requested: (1) swings--13 mothers, (2) small slide--11 mothers, (3) jungle-gym--8 mothers, (4) wading pool--4 mothers. One of the mothers who requested a jungle-gym said, "The children climb on the stairs continually and that's dangerous."

Use of Services

Readings in the Area of Child Development

Eighty-two per cent of the 229 mothers read articles in the area of child development, chiefly from popular magazines. Parents was the magazine most often mentioned. Six interviewed mothers said that they read magazine articles and for three of these mothers magazines were their only reference source.

Only 33% (76) of the 229 wives mentioned having or reading books in the area of child development. Dr. Benjamin Spock's Baby and Child Care and Better Homes and Gardens Baby Book were the most popular books used for problems that arose with the children. The government pamphlet Infant Care had been sent to many mothers by their congressmen. Two mothers interviewed had just sent for a recent government publication

by Margaret Mead, A Creative Life for Your Child.

Courses in the Area of
Child Development

Sixty per cent of the 229 mothers had never had any courses in child development. Most of those who had at least one course had received such training in college. Fifty per cent of the mothers stated that they would attend a child development course if it were offered to them on a non-credit basis by the university.

In child development courses, the major topics suggested by more than half of the thirty mothers interviewed were developmental and behavioral patterns of children at different ages. "I'm trying to find a way to make my child more sociable," stated one mother. "I want to know why my children act the way they do," stated another. "I'd like to know how children develop before birth and after," commented a third mother.

During interviews three mothers suggested that a child development course be largely discussion. One of these mothers said, "I want to find out how others handle their problems."

Seven interviewed mothers mentioned discipline as their biggest problem. "Discipline for just my child in the apartment is one thing, but how do you discipline in a large group of children?" asked one preschooler's mother. One mother suggested a first aid course so she could be of assistance during any emergencies with the children.

Getting preschoolers ready to attend school and activities for children were other topics mothers were anxious to learn more about. Mothers asked such questions as: "What do you do for a child who wants to learn? What are some ways to develop children's interests?" "I want to learn some creative activities I can share with the children," said one mother who also asked, "Just how much time should I give to the children's activities each day?"

Consulting Others about Problems with Children

If an emotional or adjustment problem arose with the children, 89% (203) of the mothers said that they would consult someone in addition to their husbands (Table 16). Their first choice was a physician and although none of them had ever consulted a child psychologist, they ranked such persons second to physicians.

Physicians or grandparents were the persons most frequently listed by 37% (84) of the mothers who stated that they had consulted someone in addition to their husbands. Thirty-four wives had consulted a friend, yet ten of them said friends were not the best sources for consultation. Although only 20.1% of the 203 wives who reported said they would consult grandparents, 47.6% of the eighty-four who had consulted someone had consulted grandparents when there had in fact been a problem. Thirty-nine wives said they had consulted physicians and 169 wives said that they would consult a physician.

TABLE 16

PERSONS WHOM WIVES WOULD CONSULT AND HAVE CONSULTED
ABOUT PROBLEMS WITH CHILDREN

Persons	Number who consulted ^a	Percentage	Number who would consult ^b	Percentage
Grandparents	40	47.6	41	20.1
Physician	39	46.4	169	83.2
Friend	34	40.4	24	11.8
Child psychologist	0	0.0	47	23.1
Reading material	23	27.3	30	14.7
Child's teacher	7	8.3	43	21.1
Your teacher	1	1.1	5	2.4
Minister	0	0.0	27	13.3

^a84 wives reported; includes multiple answers.

^b203 wives reported; includes multiple answers.

Seven per cent (16) of the 229 mothers said that they had not and would not consult with anyone except their husbands about their children. One of these mothers wrote, "My husband and I can handle the situation." During an interview another wife whose husband was working on his Ph. D. in psychology stated, "I have a psychologist in the family. Isn't that enough?"

Supervised Cooperative Playground

According to 65% of the 229 mothers a university cooperative supervised playground would be beneficial for the children. Sixty-two per cent of these mothers would send their children and 61% said that they would be willing to give some time each week working at such a playground.

"I wouldn't worry so much about my child," reported one preschooler's mother, "I'd know where he'd be." "There would be less fighting and it would help the children learn to play better together," commented another of the sixteen interviewed mothers who favored a supervised playground. Five preschooler's mothers who were interviewed who also had school age children thought that a supervised playground would be ideal for the school age group too. "There isn't much for them to do," remarked one mother, "they need some organized sports."

Eight of the thirty mothers interviewed said that a supervised playground would have to be well organized by the university in order to be effective. Two mothers suggested that the cost be kept to a minimum so that all the students could afford to send their children. Other suggestions were:

- (a) adequate equipment
- (b) a fence
- (c) groups divided according to ages
- (d) small periods of time
- (e) keep it simple
- (f) include physical education majors in the planning.

Six of the mothers interviewed were not in favor of a supervised playground. One of them posed this question,

"What would you do about the mothers who work, those with small babies at home, and those who just aren't interested in supervising children?" Another of the mothers interviewed thought that play supervision was the parent's responsibility and that there were too many children to make a supervised playground feasible. She said, "We handle outside supervision in our own family."

Nursery School

A university cooperative nursery school would be beneficial for the children of married students according to 79% of the 229 mothers. Seventy-two per cent of these mothers would send their children and 69% said that they would be willing to give some time each week working at such a nursery. Many mothers mentioned that it would depend on the cost and how the nursery was operated. One mother wrote, "It would be hard with my small baby." Another mother wrote, "Even though I work I'd do all I could to help."

"A nursery school would challenge the children and they would be with children their own age," said one of the twenty-two preschooler's mothers interviewed who favored a nursery school. These mothers suggested:

- (a) organization by the university
- (b) cost kept to a minimum
- (c) mothers sign up and those interested participate
- (d) half a day in length
- (e) those who can't help would pay
- (f) organization for the 4-5 year age group particularly.

Three interviewed mothers did not think that they knew enough about nursery schools to know their value. Another

mother thought that nursery school was a "frill" and one mother said that she would send her child if she would learn numbers, letters, names of animals, etc. One mother asked, "I wonder if all the mothers would help? You can't put the burden on a few, all must help."

Only four of the thirty mothers interviewed had applied for their children to attend the University Child Development Laboratory which was maintained by the College of Home Economics. Four mothers did not give reasons why they had not applied but nine mothers did not know about it, and six mothers said that it was too expensive. Three mothers had heard that there was a long waiting list and there would have been no chance to get in. One mother thought that it was only for children of faculty members.

Three of the mothers had not wanted to apply to the University Child Development Laboratory. One stated that they would only be living at the university for a year and she did not feel sending the child to nursery school was necessary during that time. "I have no reason to want to get the children out from under foot," said the second mother. The third mother's reply was, "It's not necessary since I don't work and there are lots of children for them to play with here."

CHAPTER IV

SUMMARY

Over half (263) of the 456 married students living in multiple-housing units at Kansas State University had children. Eighty-seven per cent (229) of the 263 families were studied. They reported an average of 1.5 children per family. The two largest groups of children were infants (131) and preschoolers (104). The number of toddlers (70) was small, probably because many of the husbands were seniors or graduate students and graduated soon after the infants were born. Other students moved into the housing units, after a period away from studies, with children who were already preschoolers. The smallest group of children (39) were in the middle years (6-12), as most of the students completed their studies before their children reached this stage. No family reported a child over twelve years of age.

Of the 229 student wives, 93.5% had some college study or a high school diploma, but of the 49.3% who had been to college only 19.2% had graduated. Ten per cent (23) of the wives were in college at the time of the study. If all of the 10% graduated there would still be an approximate 20% loss of women college graduates in these student marriages. Bossard and Ball (1959) stated that wives who had to work

dropped below the educational level of their husbands. Mueller (1960) and Kirkendall (1958) pointed out that women who married while in college faced the possibility of not completing their college degrees.

As Glogau (1958) found, one of the typical sources of family income was the employment of the wife. In the present study, in 73% of the families the wife helped earn the family income, however, over half of the wives were at home most of the time. The most common part-time work done in the home was child care. Those who cared for other children averaged 3.4 children including their own or 2.0 beside their own.

Sixty-seven per cent of the mothers indicated they had a developmental and family-centered philosophy about child-rearing. Three-fourths of the husbands and wives shared in the discipline of the children. With the exception of the wives employed outside the home and those attending college and employed, wives reported that they spent more time with the children and their activities than husbands did. All the wives spent more time than husbands with the home care routines; however, husbands spent about four hours a day helping with the routine care of the home and family and with the children and their activities. This sharing of duties supported Riemer (1942) who found that cooperation on an equalitarian basis was common in the student marriage.

In order to make the university multiple-housing units more usable for couples with children mothers suggested:

- (1) storage space for seasonal equipment;
- (2) fenced-in areas

for small children; (3) well-planned apartments that would facilitate easy care; and (4) soundproofing of apartments. Keeping sandboxes filled was recommended in order to keep them usable and to discourage children from digging in the yard.

Husbands and wives usually spent their time with the children inside the apartments in free play activities. The fact that the fathers spent an average of nine hours during the week with their children and their activities emphasizes the findings of Mead (1960) and Landis (1948) who stated that the children of married students had a closer association with their fathers than seemed usual for other children. Few of the parents took their children on educational trips, probably because of their limited time schedules.

Mothers reported that swings were the most used pieces of outdoor play equipment and that the children spent their time outside with other children. There was an average of 7.4 children of all ages in play groups. The large numbers and age differences caused many disagreements among the children. The personal property of the children seemed to be community property when it was outside because the sharing demanded by other children was another one of the chief reasons for disagreements. As in the study by Torry (1962), the fact that the children had many other children to play with ranked highest among the advantages for these children; however, if they wanted to play alone, mothers reported the children had to play inside.

Because mothers had small babies at home, cared for other children, or worked outside the home, few of them had cooperated with other mothers in a supervised play agreement. Those who had cooperated had worked with close friends on such an arrangement. Mothers supervised their children by going out and checking on them occasionally or by staying outside with them. They thought a cooperative supervised playground for their children would be beneficial and were even more enthusiastic about a cooperative nursery school. Over half of the mothers said they would send their children and would themselves give time and support to these endeavors. They suggested that costs be kept to a minimum and that all efforts be well organized by the university.

In agreement with a study by Huyek (1958), reading was a more familiar form of help with the children than counseling or courses related to child development. Most of the mothers had had no courses dealing with child development and, as Pfeiffer (1961) found, they were anxious to attend such courses. One-third of the wives had consulted someone about problems that had arisen with their children. One additional mother plus the forty mothers who had consulted grandparents thought them worthwhile for consultation. Ten of the thirty-four mothers who had consulted friends did not believe that further consultations would be beneficial. Mothers who had never consulted anyone other than their husbands stated that it would be best to consult a doctor or a child psychologist when consultation was needed.

The student wives were cooperative and eager to participate in a study which might be advantageous to their children. Although mothers believed that their children made university life somewhat more difficult particularly for their husbands, and that time with their children was limited, they wanted the children to have opportunities for maximum growth and development. They stated they wanted to acquire more knowledge about children and were willing to give time and effort toward worthwhile projects for the children.

University administrators have the important responsibility of creating an atmosphere filled with optimum educational opportunities for student families and their children. These students were not only experiencing the pressures involved in obtaining an education for themselves but they were also experiencing the critical first years of married life. Those with children should not be made to think that they must postpone advantages for their children until they are able to finish their education and enter an occupation. These young children, during their important first years, need to be afforded opportunities which will encourage their best growth and development.

CHAPTER V

CONCLUSIONS

From the findings in this study the author sets forth the following recommendations which coincide with the recommendations of Murray (1961), Frank (1957), and Kirkendall (1956):

1. University administrators concerned with student families would do well to discover facts about their student family population and work closely with such families in order that both groups may best profit from this unique educational opportunity.

2. Children of student families should be taken into consideration when planning university multiple-housing units in order to facilitate a rewarding university experience for these families.

3. Child development courses and facilities for the children such as nursery schools and supervised play areas were desired by the wives.

Further research is needed to be better able to understand and help married students with children. Family case studies would give insight into how student families with children live while pursuing an education. Longitudinal studies of student families with children living in multiple-

housing units would help in evaluating the effects of the programs or lack of programs with this expanding group of the population at the university. Longitudinal studies of children who lived in multiple-housing units on the university campus while their fathers were students would help in evaluating the effects of such an environment on children.

It is hoped that the present study will interest and challenge others to continue investigations with this relatively new group of student families and their children.

APPENDIX

CHECK-LIST

The following check-sheet is a partial fulfillment for a Master's thesis in the Department of Family and Child Development in the College of Home Economics. Every wife with children in Jardine Terrace is being asked to participate in an attempt to determine some of the problems encountered by married students and their children living in university multiple-housing units. All information will be confidential. Your cooperation is greatly appreciated.

The findings of this paper will be used to help others better understand the special problems, needs, and concerns of a significant part of the student body, the married college students.

1. Name _____ Apt. No. _____ Phone _____ Age _____
2. Highest grade completed _____
3. Your father's occupation _____
4. Husband's class:
- major _____
- _____ freshman
- _____ sophomore
- _____ junior
- _____ senior
- _____ veterinary medicine 3rd year
- _____ veterinary medicine 4th year
- _____ Master's candidate
- _____ Ph. D. candidate
- _____ Other (What?) _____
5. Are you:
- _____ attending college Major _____ Year _____
- _____ employed outside the home
- _____ attending college and employed outside the home
- _____ homemaker only
- _____ other (What?) _____
6. Estimate the number of hours you spend daily: (choose typical weekday)
- _____ classes, library, laboratory
- _____ employment outside home
- _____ social activities outside home
- _____ routine care of home and family
- _____ with children and their activities

7. Estimate the number of hours your husband spends daily:
(choose typical weekday)
- classes, library, laboratory
 - employment outside home
 - social activities outside home
 - routine care of home and family
 - with children and their activities
8. Do you and your husband agree on the training and discipline of the children?
- always
 - most of the time
 - occasionally
 - never
9. Who do you believe is the disciplinarian in your family?
- husband
 - wife
 - both share equally
 - neither does very much disciplining
10. Do you believe children: (check one)
- should learn to stay away from things so they will leave others' things alone when they go visiting.
 - should stay away from dangers but the home should be arranged for the comfort and convenience of the children.
 - should have special arrangements for their comfort and convenience in a manner that will also provide for the comfort and convenience of adults in the home.

11. If you have another child while your husband is a student you would:
- continue to work
 - continue studies
 - get a job
 - continue with studies and part-time job you now have
 - quit your present job and devote your full time to homemaking
 - continue as homemaker only
 - other (what?) _____
12. If you have another child while your husband is a student he would:
- have to leave school
 - get a part-time job
 - continue with school and his part-time job he now has
 - find finances tighter but would be able to manage things
 - not have a problem
 - other (what?) _____
13. Do you believe children in a college environment: (check ones you believe fit your situation)
- make university life more enjoyable for the husband
 - make university life more enjoyable for the wife
 - make university life harder for the husband
 - make university life harder for the wife
 - create an area requiring adjustment for the couple
 - create a serious factor in causing discord for the couple

14. How often do you and your husband have an evening out alone or with another couple?

_____ once a week

_____ once a month

_____ seldom

_____ Other (What?) _____

15. Ages and sex of children:

Age Sex

1st

2nd

3rd

4th

Other

16. With whom and where do children stay with when you are not home?

Who

_____ father

_____ exchange with friends with children

_____ friend

_____ paid sitter

_____ other (Who?) _____

Where

_____ your home

_____ their home

_____ other (Where?) _____

Location

 in Jardine Terrace Trailer courts Manhattan

17. If you hire a paid sitter:

 approximate number of hours per week cost per hour

18. If you often babysit:

 What is the largest number of children you care for at any one time?

If you have more than one child, choose the child nearest four years of age for your responses to the remaining questions.

Questions 19, 20, 21 should be filled in using the following key:

1. most of the time, 2. some of the time, 3. very little time, 4. never.

Choose the number which best represents your answer and place one number in every blank in questions 19, 20, and 21.

19. The way your child usually spends a week: (please choose typical week)

 outside playing alone outside playing with brothers and sisters outside playing with mother outside playing with father outside playing with other children

- inside watching T. V.
 reading
 inside playing alone
 inside playing with brothers and sisters
 inside playing with mother
 inside playing with father
 inside playing with other children
20. The way you spend time with your child: (please choose typical week)
- outside playing with child
 inside playing with child
 reading to child
 taking walks with child
 educational trips with child
 free play with child, child takes lead
 directed play with child, you take the lead
21. The way your husband spends time with your child: (please choose typical week)
- outside playing with child
 inside playing with child
 reading to child
 taking walks with child
 educational trips with child
 free play with child, child takes lead
 directed play with child, he takes the lead

22. Is outside play supervised?

_____ yes

_____ no

How?

_____ by watching child from the apartment

_____ by watching child from the apartment and calling him to the door occasionally

_____ by going out occasionally to him

_____ by staying outside with him

23. The child usually plays in:

_____ the living room

_____ his bedroom

_____ the yard, in nice weather

24. What play equipment behind the apartment does the child use?

_____ swings

_____ sand box

_____ trapeze

How does he use this equipment?

_____ climbing

_____ swinging

_____ digging

_____ other (What?) _____

Do you think this equipment is adequate?

_____ yes

_____ no

25. Do you use playground equipment elsewhere?

yes

no

Where? _____

26. How many children, on an average day, does he come in contact with when he is outside?

average number

27. Do your children have disagreements with brothers and sisters or other children?

most of the time

some of the time

seldom

never

Possible reasons:

the facilities available for the child's possessions

the play equipment available in back of each apartment

the number of children in the group

the sharing demanded by other children

other (what?) _____

28. Have you ever had any courses in child development?

yes

no

Where? _____

29. If a non-credit course in child development were offered by the university would you attend?

yes

_____ no

30. Do you read articles on child development?

_____ yes

_____ no

Where? _____

31. Have you ever consulted anyone other than your husband about an emotional or adjustment problem your child has had?

_____ yes

_____ no

Who?

_____ Grandparent of the child

_____ friend

_____ teacher of yours

_____ child's teacher

_____ doctor

_____ minister

_____ child psychologist

_____ reading material (What?) _____

32. If your child had an emotional or adjustment problem would you consult someone other than your husband?

_____ yes

_____ no

Who?

_____ grandparent of the child

_____ friend

_____ teacher of yours

- child's teacher
 doctor
 minister
 child psychologist
 reading material (What?) _____

33. Do you feel a cooperative university nursery school in Jardine Terrace would be beneficial?

yes

no

Would you send your children?

yes

no

Would you be willing to give some time each week working in such a nursery?

yes

no

34. Have you ever worked with any of the mothers in your apartment for a cooperative supervised play agreement?

yes

no

Are you or have you actually cooperated in a supervised play agreement with some of the other mothers?

yes

no

How many?

35. Do you feel a supervised playground in Jardine Terrace would be beneficial?

_____ yes

_____ no

Would you send your child?

_____ yes

_____ no

Would you be willing to give some time each week working in such a playground?

_____ yes

_____ no

T H A N K Y O U

INTERVIEW SCHEDULE

Interview questions for thirty of the wives
with preschool children

1. What topics would you like covered in a non-credit child development course offered by the university?

2. Books and pamphlets you have in your home on children:
most used--

read but not referred to often--

3. What do you think about the play equipment and space that is provided for the children?

4. Do you think the mothers in your apartment could cooperate in a child supervision effort when the children can be outside?
Why?

Suggestions?

5. What suggestions do you have for university supervised playground?

6. What suggestions do you have for cooperative nursery school?

7. Have you ever applied for your child to attend the University Nursery School?

_____ yes

_____ no

Why?

8. Compare your ideas about your child's care and discipline with those of your husbands:

What does he do that you fully approve of?

What does he do that you have some doubts about?

9. How do you feel about the time you spend with your children? (quality, quantity, and satisfaction received)
10. Do you limit the number of children your child (one nearest 4 years) can bring into the house to play with? Why?
11. The child living in university multiple-housing units, in a university environment has what:
- advantages--
- disadvantages--
12. Do you know who your Jardine Terrace councilman is?
yes _____ no _____
Have you ever considered consulting the Jardine Terrace council to promote advantages for your children?
13. What suggestions do you have for the university administration that would help make Jardine Terrace a more enjoyable experience for people with children?

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A SURVEY OF STUDENT FAMILIES WITH CHILDREN
LIVING IN MULTIPLE-HOUSING UNITS AT KANSAS STATE UNIVERSITY

by

FREDDIE LOU NICHOLS LODGE

B. S., University of Rhode Island, 1959

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Family and Child Development

KANSAS STATE UNIVERSITY
Manhattan, Kansas

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World War II veterans introduced large numbers of married students to the colleges and universities across the United States. Student families have become accepted as a permanent addition to campuses, evidenced by the housing units which are being built for them.

The purpose of the study was to collect the viewpoints of the student wives with children on (1) the areas of concern to their families living in multiple-housing units on a university campus and on (2) the uses of possible services to their families such as: non-credit courses in child development, cooperative supervised playgrounds, and cooperative nursery schools.

At Kansas State University where 20% of the 9,158 students were married, 229 or 87% of the wives with children living in multiple-housing units were surveyed by means of a checklist. Thirty wives with preschool children or 13% of the total 229 wives were personally interviewed.

Approximately one-half of the wives had attended college, however, they fell below the educational level of their husbands possibly because of the fact that approximately three-fourths helped earn the family income and over one-half devoted most of their time to the children. The schedules of the husbands permitted most of them to help with the routine care of the home and family, share in the discipline of the children, and take an active part in the activities of the children. Accordingly, most of these marriages could be called

equalitarian.

The wives indicated that they had developmental and family-centered philosophies about child-rearing and that they wanted more knowledge about the behavioral and developmental patterns of children. Although they believed that their children made university life somewhat more difficult, particularly for their husbands, they were eager to assist in any endeavor that might be advantageous to their children. They had specific ideas for improvement of the situation.

The children had many other children to play with but playing in large groups and having to share their belongings when they were outside caused disagreements. Mothers were eager to volunteer their time for university organized cooperative nursery schools and playgrounds where play would be supervised and the children would be with others of their own age.

University administrators have made progress in the area of housing for student families. Attention might well be focused on the provision of optimum educational opportunities especially for the children and wives of this growing group of student families.