

STATUS OF WOMEN

REPORT OF THE
COMMISSION ON THE STATUS OF WOMEN
to
THE GOVERNOR
and
THE GENERAL ASSEMBLY OF VIRGINIA



HOUSE DOCUMENT NO. 20

COMMONWEALTH OF VIRGINIA
Department of Purchases and Supply
RICHMOND
1966

INDEX

Letter of Transmittal	5
Foreword	6
Report of the Committee on Education and Recommendations	7
Report of the Committee on Employment and Recommendations	18
Report of the Committee on Health and Recreation and Recommendations	33
Report of the Committee on Home and Community and Recommendations	42
Report of the Committee on Special Problems of Minority Groups and Recommendations	52
Report of the Committee on Legal Status and Recommendations	60
Conclusion and Signatures	62
Commission and Committee Members	63

January 29, 1966

TO THE HONORABLE MILLS E. GODWIN, JR.
GOVERNOR OF VIRGINIA

AND

TO THE GENERAL ASSEMBLY OF VIRGINIA

In February, 1965, Governor Harrison appointed nineteen persons to the Commission on the Status of Women.

In March, 1965, the organizational meeting of the Commission was held, at which time the Governor charged the Commission to make a study of the status of women in Virginia and to make a report, including recommendations, to the Governor and the General Assembly by February 1, 1966.

The members of the Commission appreciate the opportunity given to study the status of women and to suggest ways in which women may reach their potential and make their full contribution, as wage earners and citizens, to society and this Commonwealth.

This is a social document containing social concepts and attitudes in a changing world. We believe they represent the best thinking today of our doctors, educators, administrators and social workers. The statements made in this report are not new and have been advanced many times before. The report calls for more discussion and research in many areas. This is not an exhaustive report, nor in any sense a final judgment on the problems that exist. Even the recommendations which propose legislation do so in the most general terms. We recognize that any such legislation must be carefully studied in terms of specific items to be included and costs involved. This was considered to be beyond the scope of this Commission.

The Commission and the women of Virginia look with confidence to our Governor and the General Assembly for help in improving the present status of women.

Respectfully submitted,

MARTHA BELL CONWAY

Chairman, Commission on the
Status of Women

Foreword

At the organizational meeting in March, 1965, the Commission on the Status of Women divided itself into six subcommittees as follows:

1. Education
2. Employment
3. Home and Community
4. Health and Recreation
5. Problems of Minority Groups
6. Legal Status

(The names of the members of the full Commission, the Chairman of the Subcommittees and the names of the members of each appear at the end of the Report.)

The Commission was not able to hire outside consultants or conduct comprehensive surveys, but was fortunate in being able to draw on the resources of the Federal and State agencies concerned. We are especially grateful to the State Departments of Health, Education, Mental Health and Hygiene, Welfare and Institutions, Labor, Personnel, Budget, Council of Higher Education and the Virginia Employment Commission.

Private agencies and organizations as well lent their aid. The Inter-organizational Committee on the Status of Women, consisting of some 27 organizations helped publicize the aims of the Commission and furnished speakers whenever called upon to do so. The Council of Churches contributed detailed information on Migratory Workers.

The United States Department of Labor sponsored national conferences on the Status of Women for the exchange of ideas and accomplishments. The United States Departments of Health, Education and Welfare, Housing, Agriculture, Education and Office of Economic Opportunity presented the various programs offered by their departments to the Virginia Commission.

Some 26 meetings were held by the subcommittees during the Spring, Summer and Fall of 1965. Each subcommittee then appointed a writer who drafted the report of the subcommittee with its recommendations.

These reports with their recommendations were submitted to the full Commission for comments and revision. The following report contains the findings of the subcommittees and the recommendations agreed upon.

Most of the recommendations have been discussed and proposed many times before. It is good, however, to bring them together with our focal point in mind, the welfare of the women of Virginia. We believe the recommendations will redound as well to the benefit of all Virginians.

Commission on the Status of Women

Report of the Committee

on

Education

The story is told of an encounter about one hundred years ago between the President of Harvard and the President of one of the newly-established women's colleges. With obvious pride and enthusiasm, the women's college President was describing the quality and curriculum of her institution which, she assured the President of Harvard, provided opportunities that were "equal in every way" to those offered at institutions for men—to which her opposite number responded briskly, "And it serves you jolly well right!"

It was no doubt inevitable, during the years when women were struggling to establish their right to any education at all, that their ability to conform to the pattern of education designed for men should have been the only acceptable measure of their success. Today, it is possible not only to challenge the suitability of this pattern for the educational needs of girls and women but to raise questions about its adequacy for boys and men as well. Since the concern of this Committee is with the educational needs of girls and women, the major emphasis of our report is on points at which those needs appear to be inadequately served, but it will be obvious to any reader that wherever weaknesses in the basic educational system are identified, they limit the opportunities of boys and girls alike.

Information and Research on the Education of Women in Virginia

A number of distinguished experts—officials of the State government and staff members of organizations concerned with educational improvement in the Commonwealth—appeared before this Committee and supplied us with research materials dealing with the status of women's education in Virginia. Additional information was supplied by members of the Committee whose professional affiliations afforded them special opportunities to observe developments and secure publications of significance for our purposes. When we came to review this material, however, we were struck by the fact that, in many important categories no attempt had been made to secure the analysis separately for boys and girls information about their educational performance. As the Report of the President's Commission on the Status of Women has already noted: "... averages that include performance by men and women often obscure the facts about both." The members of this Committee wholeheartedly endorse that statement and commend it to the attention of State and local educational officials.

Education Through the High School Years

Census figures for 1960 show that 96 percent of Virginia children between the ages of seven and thirteen were in school; 90 percent of those fourteen and fifteen years old; 73 percent of those aged sixteen and seventeen; and only 36 percent of those aged eighteen and nineteen. In general these statistics are better than those for the previous decade, but they still leave much to be desired, especially those for the groups between the ages of sixteen and nineteen. Obviously there are large numbers of young people in this age-group in Virginia who are starting life without the minimal educational preparation evidenced by the high school diploma. At least half of them are girls and in certain instances, due to special circumstances, the proportion of girls or the degree of disadvantage is higher than it is for boys.

Preschool Education

Virginia does not at present support either nursery schools or kindergartens as a part of its public school program. In 1964 about one out of every ten five-year-olds living in Virginia was attending kindergarten, presumably at one of the schools financed from local funds in five of the urban school districts of the State. No reliable figures are available on attendance at privately financed kindergartens or nursery schools.

State standards for preschool education are woefully inadequate. (The only qualifications needed to open a nursery school are a health certificate and evidence of compliance with safety and fire regulations.) Enforcement of even these standards is practically impossible since there is no requirement that these schools be registered with the State Department of Education. Legislation proposing such registration on a voluntary basis several times been introduced in the General Assembly, but failed of passage.

Applicants for endorsement in nursery school or kindergarten education are expected to have special training for working with children from three to six years of age and the requirements are presently established by the State Board of Education for endorsement of teachers in nursery school and kindergarten education.

Through their participation in Operation Head Start during the summer of 1965, many Virginia communities have been provided with dramatic demonstrations of the latent demand for preschool education and of the educational benefits to be derived from such programs. Many doors for the development of potential talent are either closed or opened during these early years.

Research studies indicate that under the existing privately-financed system of preschool education, the number of girls enrolled is much smaller than the number of boys. This evidence underlines for this Committee the importance of including preschool programs in the public school system as a means of equalizing educational opportunities for all children at this formative period of their lives.

Elementary Education

There are distinct differences between boys and girls in both interests and achievement at the elementary school level. Of particular significance is the fact that girls have tended to experience a decrease in motivation for mathematical and scientific learning during the later elementary school years, a decrease not usually matched by boys in these grades. Since the

importance of mathematics and science should not be underestimated in a technological society such as ours, consideration should be given to strengthening the elementary school curriculum in these areas of learning and to developing the competence of teachers to motivate all students, at the later elementary level.

Studies reviewed indicate that girls begin to make their vocational choices at about ten or eleven years of age and that their interests at this point are often less limited by stereotypes about what women can do than later on. Expert guidance is urgently needed at this stage, based on an understanding of the pattern of women's lives and designed to help girls think of their education in continuing lifetime terms.

Secondary School Education

Two aspects of the information presented to the Committee in the area of secondary school education in Virginia merit consideration—(1) Holding power of the public schools, and (2) Provision of "terminal" education.

1. Holding Power of Public Schools

The students who leave school before graduation and do not enroll in another school constitute one of the major educational problems in our nation. The State Department of Education released in August, 1964 a publication entitled "Virginia Secondary School Dropouts, 1962-63" which focused attention on the reasons for students leaving school and suggested steps that might be taken to encourage them to remain in school. This information should be valuable to school officials in developing programs to improve the holding power of secondary schools. It is urged that greater efforts be exerted to this end at both the State and local levels.

In the education of girls and women, more attention needs to be centered on the fact that just as the world of work outside the home is becoming more complex year by year, life as an individual and as a wife and mother is likewise increasing in complexity. More mothers with young children are combining paid employment with their responsibilities in the home. Each year an increasing proportion of families move to new and different places which present problems of adjustment to all. The number and kind of goods and services available to families and the pressures brought to bear on them as consumers are all proliferated and intensified. During recent years approximately forty percent of the young women who married in Virginia have been less than twenty years of age—fifteen percent of them under eighteen. If the stability of the family is to be maintained in the face of these demands, young people, and young girls especially, should receive organized education for family living as well as for wage-earning occupations.

In programs of Vocational Education including Distributive, Business, Industrial, Agriculture, and Home Economics Education, an increasing number of girls as well as boys are included in organized classes for in-school pupils and out-of-school youth. In home economics, the program is directed specifically to the needs of girls and women. This program has three major goals, i.e., to prepare for the vocation of home-making and family living, to prepare for entering wage-earning occupations of less than college grade, and to motivate students with scholastic and leadership abilities to pursue college education which prepares for professional careers in home economics. The program has been inaugurated in most of the accredited high schools in the State but needs to be expanded to meet the needs of those from all cultural, social, and economic backgrounds.

2. Terminal Secondary Education

Education today is recognized as a continuing life-long process. The expanding instructional program based on needs of elementary, secondary, post-secondary, college, and adult groups makes it possible for individuals to continue to learn throughout the life span and to adjust to changing conditions and changing needs. No one phase of this program is thought of as being terminal for any group or individual. The fact remains, however, that there are many individuals who because of unavoidable circumstances, lack of interest, or sheer determination to "get out" of the organized school program, leave school, particularly during the secondary school years, or do not continue their educational program after graduation from high school.

The State Department of Education is endeavoring to revise and expand the secondary school program to increase the holding power of the school for all pupils, girls as well as boys. Teachers are including in their instructional programs after-school classes for youth with special needs for occupational training and teachers are being added to present staffs to take care of these groups. However, the total vocational education program needs to be expanded to meet needs of a larger segment of the school age population.

During 1964 the unemployment rate for high school dropouts in Virginia was 16 percent—approximately four times that for the total labor force of the State—and the number of girl dropouts seeking employment but not finding it was approximately twice that for boys who had left high school without graduation.

Institutes for guidance counselors are being held to assist guidance personnel in counseling of youth directed toward vocational choices. But much more needs to be done because of the effect of automation on employment opportunities for young people who fail to complete high school or who complete high school without adequate preparation for gainful employment or effective family living.

Teachers and Salaries

The estimated average salaries paid in Virginia during 1964-65 to public elementary and high school teachers respectively were lower than those paid in thirty other states. Only 75 percent of our elementary teachers hold college degrees—the lowest per cent in the country. Although there are many excellent and dedicated teachers performing effectively in Virginia schools, it is difficult not to suspect a relationship between these facts and the number of intellectually qualified students who drop out of school, bored and frustrated by uninspired teaching. Both salaries and standards should be raised to levels sufficient to attract the highly qualified and challenging teachers needed to hold the interest and respect of their students.

It should be noted that the fact that teaching has been predominantly a woman's profession has tended to hold down salaries. During the most recent 10 year period for which information is available, the percentage increase in teachers in Virginia was almost twice as great for men teachers as it was for women teachers. While employment opportunities have been increasing steadily for both men and women in Virginia, the number of women employed in supervisory positions decreased from almost half of all persons employed in such positions in 1953-1954 to approximately one-third in 1963-1964.

The Virginia Education Association and the Virginia Teachers Association are organizations well able to represent the interests of teachers and education in Virginia, and for this reason this committee refrains from making specific recommendations in this field. However, the continuing Commission on the Status of Women, if any, should interest itself in the qualifications, salary, and working conditions of the teachers of Virginia who exert the single greatest influence on our young people.

Public School Adult Education Programs

General adult education includes high school completion programs, basic education, literacy, Americanization, elementary education, home-making, parent education, business education, crafts and industrial arts, fine arts, music and other subjects of interest to adults, generally at the public school level.

In public school adult education, women share available opportunities with men and do not appear to be at a disadvantage in as much as classes are readily formed to satisfy demands as these are made known to public school officials. However, women are affected to the extent that general adult education through the public schools has not been well supported by the Commonwealth of Virginia. The most highly developed programs, as might be expected, are in the cities and in the more heavily populated sections of the State. Opportunities are much less available in rural areas—only 22 of the 96 county systems offering such education.

The General Assembly, in recent years, has been appropriating \$40,000 per year to support general public school adult education. The State Department of Education is requesting \$100,000 of the 1966 session of the General Assembly. If this is approved, it will help to effect a more widely distributed program of general public school education.

The need is especially urgent in basic and literacy education. According to the 1960 census there were 273,500 adults in Virginia 25 years or older with less than a fifth grade education. Under the Economic Opportunity Act \$1,500,000 in federal funds have tentatively been allotted to Virginia for the fiscal year 1965-66 for basic education. With this new support, the program to wipe out illiteracy should be pressed forward as rapidly as possible until it reaches every corner of the Commonwealth.

Higher Education

Under Higher Education we place the four-year colleges and universities, the two-year junior and community colleges and the technical colleges and institutions which offer technical education at the college level.

The New Technical College Program

Traditionally, technical education has been organized primarily for men, but in today's technological society this should no longer be the case. In Virginia, with one of the lowest unemployment rates in the country, this is especially true as the influx of new research and development firms and various types of light industry emphasizes the need for the addition of educated and skilled women to the work force of the State.

Limited opportunities for technical education have been available in Virginia for several years, mainly through vocational high schools in a few of the larger cities. Post-high school courses have been available at Roanoke Technical Institute (a branch of Virginia Polytechnic Institute);

at the Technical Institute of Old Dominion College and at the Virginia State College School of Industries (both located in the Norfolk area); at the Richmond Professional Institute; and at a few area vocational-technical schools under the State Department of Education. Little has been done, however, to make these programs responsive to the needs of modern industry and the technical professions. Spurred by the Governor's program for industrial and economic development in Virginia, the General Assembly in 1964 laid the groundwork for a new state-wide system of technical education under the direction of a State Department of Technical Education. Present plans envisage a technical college within commuting distance of anyone desiring such education and training. Business, industry, and state and local employment agencies will be represented on advisory committees and will assist in the development of new courses and the placement of students who successfully complete their training.

Since more girls than boys fail to pursue their education beyond the high school level, the opportunities available through the new technical colleges can be of significant importance to them. High school graduates will be able to enroll in full-time two-year courses and receive upon satisfactory completion of their work, an Associate in Arts degree. Women who need more flexible schedules may take less than full-time courses in either daytime or evening classes, pursuing the Associate degree over a longer than two-year period. There will also be shorter "Certificate" courses in which women may enroll to learn or advance a skill.

The State Department of Technical Education has emphasized the fact that all courses are open to women and stresses the opportunities and need for their services in such shortage fields as data processing, electronics, drafting, police science, and the paramedical occupations.

Initial enrollment in Northern Virginia Technical College, the first to be completed under the new program, showed a ratio of three-to-one boys to girls. A partial explanation for this may be found in the fact that the nurses' training program announced cannot be started until the Fall of 1966. There is also some reason to believe that traditional attitudes toward technical education have prevented high school counselors, and the young women who might be interested, as well as their parents, from realizing the full extent of the opportunities offered in the new program.

Technical education at the college level has special relevance for women students for several reasons. Women students generally find it more difficult than men to get financing for post-high school education; the technical colleges will be inexpensive. Many women prefer to invest only two years in preparation for an occupation: the Associate degree will constitute for them an attainable and satisfying goal, providing direct entry into employment with status and dignity.

Two-year Junior and Community Colleges

Virginia has a number of two-year college institutions. There are 11 private two-year colleges, 7 of which accept only women students. The private two-year college structure has been well established over a number of years. More recently, chiefly within the last decade, a State-wide system of branch and community colleges attached to four-year institutions has been under development. These offer primarily the first two-years of college for students who wish to make a beginning in college work in their own or nearby communities. The two-year State institutions now number 12. All are open to men and women students.

As the State branch and community colleges grow larger it may be hoped that they will be able to increase the range of their offerings and provide more of the so-called terminal programs which are now limited in scope. Many women students, as previously noted, have need for programs of study not necessarily pointed to a four-year college degree. They will be attracted to strong community college programs with broadly based offerings to meet community needs.

Four-year Institutions

As indicated at the beginning of this Report, the Committee on Education discovered in the course of its studies and deliberations that no effort has been made in some important areas to collect and analyze statistical information separately for men and women. Among these was the area of higher education. In response to a request from the Committee, however, the State Council of Higher Education for Virginia has supplied a tabulation of bachelor's and higher degrees conferred during the academic year 1963-64, listed by major fields of study and by sex. The figures presented below are drawn from that study.

Table 1

Degrees Conferred by Virginia Institutions of Higher Education Academic Year 1963-64

<i>Degree</i>	<i>Men</i>	<i>Women</i>
4-Year Bachelors	4,071	3,522
Professional	671	27
Master's	653	303
Doctor's	107	6

Before discussing the significance of these figures as they apply to women, some reference should be made to the levels of college attainment in Virginia generally. According to a recent report of the Southern Regional Education Board, which is supported by sixteen Southern States, only 25.2 percent of the college-age population in Virginia was enrolled in 1964. The national average for the same year was 43.7 percent and the average for the SREB group was 32.4. These figures undoubtedly reflect a variety of causes and effects—some rooted in the past and others related directly to current educational policies in the Commonwealth. Whatever the causes, however, it seems clear that Virginia is doing less than most states to develop the intellectual potential of its own citizens of both sexes.

Virginia is fortunate in the number of excellent women's colleges located in the State and their presence accounts for the high proportion of women earning Bachelor's degrees in Virginia institutions as shown in Table 1 above. (Nationally, women earn only about 2 out of 5 of the degrees awarded.) It should be borne in mind, however, that large numbers of the young women enrolled in these colleges come here from other states and do not stay in Virginia after they graduate.

Almost one-third of the Bachelor's degrees earned by women were taken in the field of education and at the Master's degree level the proportion approaches two-thirds. While one cannot quarrel with this emphasis so long as existing teacher shortages continue, it is a disheartening comment on the extent to which women are entering less traditional professional fields.

The small number of doctoral degrees earned by women places Virginia considerably lower than the national average at this level—about 5% of the doctoral degrees granted in the State as against a national figure of 10%—and the proportion of professional degrees is even lower.

Shortages of professional personnel exist in almost all professions, many of them in fields for which women are uniquely qualified by temperament and experience related to their home-making responsibilities. Technically women are as eligible as men for the places available for education beyond the baccalaureate degree, but there are barriers in their way—that Radcliffe's President Mary Bunting has described as "hidden deterrents" which tend to reduce the number of women who find it possible to continue their studies at this level.

Chief among these is the matter of financial aid in the form of fellowship awards and teaching assistantships. Aid of this type is generally given to men in preference to women because they are more apt (in the view of the all-male committees making the awards!) to complete their degrees and make professional use of their training which will redound to the credit of their professors. Nationally competitive award programs are more liberal toward women, but some programs exclude women applicants entirely; there are very few programs like the AAUW College Faculty Program designed specifically for women to redress the balance.

Rigid residence requirements and reluctance on the part of admissions officials to accept work done at another institution bear heavily on girls who follow husbands to new localities. Opportunities are limited also by the failure of the institutions to establish programs in fields other than teaching which are especially congenial to women's interests and circumstances. Virginia has only one school of social work, located at Richmond Professional Institute. In 1965, twelve men and twenty women were graduated from this program—a number which bears no relation at all to the need for trained social workers in the State. Only four institutions in the State offer a bachelor's degree with a major in Library Science, and there is no graduate degree program in this field at any institution in Virginia. No institution in Virginia offers a Master's degree in Nursing and only one—Virginia Polytechnic—awards this degree in Home Economics; yet we need women with this training as supervisors, administrators, and teachers. All of the protective health and welfare services offer employment which is compatible with the mobility which characterizes most women's lives. Most if not all are in short supply. Serious consideration should be given to expanded offerings in these fields, not only for the benefit of the women concerned, but in order to strengthen the economic and social fabric of the country.

A detailed study of the "Special Areas of Occupational Preparation for Fields Associated with Health" was made by the Higher Education Study Commission and their findings and recommendations should be considered carefully by the institutions of higher learning.

The Central Importance of Counseling

The successful counseling of girls and women requires an understanding of the discontinuous patterns of their lives, and it is of special importance to them at various stages throughout their lives because of the pressures which tend to deflect them from sustained educational effort or the pursuit of careers outside limited traditional lines. Teachers and parents often play an influential role in the counseling process, especially during the early years when children are responding more or less unconsciously to the attitudes of the adults around them. During this period,

a gifted and well-prepared teacher can encourage the pre-school girl who would rather build a house than dress a doll; refute by her own example in the elementary classroom the notion that science and mathematics are subjects only boys can master; bolster the aspirations of the bright girl whose economic situation seems to preclude the possibility of planning for a college education. A father who values the intellectual achievements of his daughters as highly as those of his sons: a mother who had the wisdom to help her daughters anticipate the stop-and-go schedules that characterize most women's lives—parents like these provide significant counseling service. But there are limits to the amount of special knowledge that anyone can absorb, and not all parents are competent or interested enough to supply this kind of guidance. For this reason, it is important that professional counseling service should be available to give both educational and vocational advice to girls from the late elementary school years onward.

The educational preparation of all counselors, men as well as women, should include units dealing specifically with the life patterns and career potentialities of women. Special training should be provided beyond this for the educational and vocational counseling of adult women.

Continuing Education for Women

Although many opportunities for continuing education are open to women through university extension centers and other general adult education programs, few if any of these courses are focused directly upon the different nature of women's educational needs. In most parts of the state, the opportunities are very limited or non-existent.

The essential ingredients of any meaningful approach to the subject of continuing education for women are (a) a general plan, based on the understanding that the *timing* (but not the quality) of women's education presents special problems within the framework of the conventional academic schedule, and (b) the establishment of machinery, *always including special counseling service*, which improves the opportunities for women to receive the education they need and want.

We have not hesitated, as a government or as a country, to devote large amounts of time and money to providing "custom-tailored" educational opportunities for other groups which have been found to be restricted or otherwise disadvantaged by the traditional patterns: the returning GI's; the mentally retarded; the academically talented; the culturally deprived. It should be equally appropriate for educational planners at the top policy levels of government and in our schools and institutions of higher learning to recognize the points at which women's educational requirements are at odds with existing practices and consider what adjustments might be made.

In many institutions in other states where serious attention is being given to this aspect of women's education, it has been the general practice to establish a position fairly high in the administrative hierarchy for a Director with immediate responsibility for determining specific needs and working with other members of the administration, faculty, and interested individuals of the community to develop and carry through recommended changes and innovations. Such action would seem to constitute a minimal requirement for a comprehensive consideration of the subject in Virginia.

RECOMMENDATIONS

The Committee recommends:

1. As rapidly as it becomes feasible under automated data-processing procedures, enrollment and other statistics related to educational performance in Virginia should be presented separately for male and female students.
2. Research based on these figures and on other relevant information should be undertaken by the State Department of Education, the State Board of Technical Education, the State Council of Higher Education, and interested educational organizations to shed light on the adequacy of existing educational opportunities for women for home-making, scholarship, and professional or technical employment.
3. Nursery school and kindergarten facilities, staffed by well-qualified teachers, should be made available to all children between the ages of four and six as a part of our public school system.
4. Legislation requiring registration of private nursery schools and kindergartens with the State Department of Education should be enacted.
5. Efforts should be continued to strengthen the elementary school curriculum in the areas of mathematics and science, with special attention to teaching methods designed to interest girls in the study of these subjects.
6. Secondary schools, while they need to emphasize college preparatory courses for able students, should also continue to stress broadly based "terminal" programs including basic education in liberal arts subjects, work-related vocational studies, and organized education for family living.
7. Encourage all appropriate steps to reduce the drop out rate in the public school system.
8. More widely distributed opportunities for general adult education through the public schools should be developed as rapidly as possible.
9. Additional technical and community colleges should be planned in terms of accessibility to students, flexible admission policies, meaningful curricula for girls as well as for boys, appropriate counseling programs, and the maintenance of low tuition requirements. The appointment of qualified women as members of the State Board of Technical Education and the regional boards of the colleges is recommended as a means of insuring attention to the occupational potential of women and emphasizing the enlarged role of women in today's technological society.
10. The colleges and universities of the Commonwealth should review their policies and procedures with a view to the possibility of making adjustments to meet some of the special needs of women students such as greater flexibility with respect to residence and pre-requisite requirements; more use of achievement tests to establish competence; opportunities for part-time study leading toward a degree; and the inclusion in the curriculum of more courses in fields of special interest to women; and more graduate courses leading to the master's or doctoral degree for women who work.

11. In the report of the Higher Education Study Commission appears the following recommendation: "It is recommended that in all state-controlled institutions in Virginia that are established in the future the policy be continued of setting them up for service to students without limitation as to the sex of those who may be admitted. It is further recommended that existing statutory provisions be examined, to determine the extent to which they require institutions to limit their admissions of students to a single sex, and that any statutes making such a requirement be amended to remove it by a suitable act of the General Assembly." This Committee concurs.
12. Counseling programs should be strengthened at every level of education. The ratio of counselors to students should be improved in the public schools to permit more individual counseling. Regional institutes for counselors should be continued for such purposes as providing them with up-to-date information about the rapidly changing developments in educational institutions, occupational trends, and the increasing number of Federal government programs offering scholarship and other types of support. Girls and women of any age are in need of special counseling to lead them into areas of scholarship and professional activity outside the traditional patterns.
13. Educational institutions, employers, and community organizations should work together to develop continuing education programs which capitalize on the talents and interests of mature women who are able and willing to profit from additional educational experience. Such programs should be especially alert to needs which are unique to the locality, as for example, shortages of skilled workers in a given field; the problems of disadvantaged individuals who could be aided by basic education; the geographic barriers encountered by women in rural areas; or the increasing numbers of "senior citizens" who want to invest part of their new leisure in further educational adventures.
14. We should like to emphasize particularly at this point the desirability of actively recruiting and appointing more women to administrative positions in the elementary and secondary schools and as full-time members of the faculty in colleges and universities where their presence would not only provide needed skills in a shortage area but would also serve as a visible motivational model for girl students interested in teaching or other careers in the educational field.
15. This Committee recommends that a Commission on the Status of Women be continued to compile a directory of full time or part time courses of study available to women in Virginia, counseling services and financial assistance for additional education.

Report of the Committee on Employment

The present century has witnessed a quiet revolution in woman's role in society. First there was the gentle push for equal opportunities in education, then the fight for political and civil rights, and now the drive for equal opportunities in employment.

It is estimated that currently 572,000 women are in Virginia's labor force, up 98,000 or 20.7% since 1960 and that by 1970 women in paid employment will number 649,000, an overall increase of 36.9% in the present decade. The nation's womanpower will increase by 31% during the 1960's. By contrast, the number of men in the State's labor force during the 1960's will rise 15%, less by far than the State's projected growth in womanpower and somewhat less than the country's manpower projected growth of 17%.

Women in 1960 comprised 31% of the State's labor force compared with one fourth in 1950. By 1970 this proportion will increase to 35%. The projected figures indicate that by 1970 two out of every five women, 14 years of age or over, will be working (38.6% in Virginia and 38.0% in the United States). Virginia's future labor market will be significantly influenced by the manner in which the projected increase in the supply of women workers and the labor demands of industry, business and government are balanced.

Occupational Mix of Virginia's Womanpower

In the Commonwealth as in the nation, woman's work is concentrated in the clerical field; approximately 30% of all women workers are in occupations such as secretaries, bookkeepers and telephone operators. The second ranking occupational group, accounting for 15% of the total number of employed women, is that entitled "operatives," for example, apprentices, graders and sorters in manufacturing, laundry and dry cleaning operatives, and textile knitters, spinners and weavers. In Virginia professional and technical workers rank third (14%) and service workers (except private household) are fourth (12%). For the country as a whole, service workers outnumber the professional and technical group. (Over one-third of all women workers are in manufacturing and retail trade.) These figures represent a dramatic change from the picture in 1940 when the majority of Virginia women were employed in private households (26% against 11% in 1960) and only 16% were clerical workers. As industry has automated, a smaller proportion of Virginia's women are employed as operatives—a drop from 19% in 1940 to 15% in 1960, with all of the decline occurring between 1950 and 1960. As the economy has become more geared to the service industries, the proportion of women in these areas of employment has increased slightly from 9% in 1940 to 12% in 1960. At the other end of the scale, the proportion of women in managerial positions has remained about static—3% in 1940, 4% in 1950, and back to 3% in 1960. Also, there has been little change in the proportion of women in the professional and technical group—an increase of only one percentage point each decade.

The occupational concentration for women is different from that for men. Both the craftsmen and foremen group and the operatives group

include one out of every five male workers. The managerial and the professional groups each include 10% of all male workers. Although there is a greater proportion of women in the professional group (14%), they are primarily employed as nurses (19% of professional group) or elementary and secondary school teachers (45% of professional group).

Pay Scales

The difference in the occupational mix between men and women workers is one of the primary reasons for the wide gap in earnings. In 1959 median earnings for Virginia's male workers was \$3,795 compared with \$2,004 for the women workers. Seven out of ten women made under \$3,000 and only 7% had earnings over \$5,000. For male workers these proportions were 40% and 34% respectively.

For each major occupational group, as shown in the following table, the median earnings for men is greater than that for women.

<i>Major Occupational Group</i>	<i>Median Earnings</i>	
	<i>Women</i>	<i>Men</i>
Professional and technical	\$3,494	\$6,798
Managers and officials	3,132	6,401
Clerical	3,017	4,698
Sales workers	1,303	4,225
Craftsmen and foremen	2,610	4,596
Operatives	2,074	3,236
Private-household workers	631	882
Service workers	1,129	2,752

Both full-time and part-time workers are included in the computation of median earnings. This accounts, in part, for some of the difference—particularly in the sales and service fields where women who seek part-time work usually can find employment.

Some of the difference is also caused by the fact that men work more overtime than women. In a national sample survey conducted in May 1964 for the U. S. Bureau of Labor Statistics, it was found that 14% of all women employed in nonagricultural industries worked over a 40-hour week. Thirty-two percent of the men worked overtime. Of those working overtime, 35% of the male workers against only 21% of the female workers were paid a premium rate. Virginia's labor law prohibits a woman in certain types of jobs from working over 9 hours a day or 48 hours per week. Since workers covered by the Federal Minimum Wage Law are paid time and a half for work over 40 hours a week, Virginia women covered by both the State law and the Federal law can be paid a premium rate for only 8 hours overtime. There is no limitation on the number of hours of work and, therefore, the amount of premium pay for male workers.

The differential in median earnings for men and for women cannot be due to educational qualifications, since women on the average have more schooling than men. (According to 1960 Census of Population women had 10.5 median years of schooling compared with men's 9.2 median years.) In general, earnings are directly correlated with median years of education. There are striking exceptions, however. The professional group for women is composed primarily of teachers, nurses, welfare workers, and librarians. These professions have education levels comparable to those in the highest paying occupations. Yet, this median earnings for Virginia's women professional nurses (\$2,896), for elementary school teachers (\$3,542), and for social, welfare and recreational workers (\$3,776) were below median earnings for all male workers (\$3,795). The \$3,878 and \$4,069 median earnings for secondary school teachers and librarians, respectively, were only slightly above the median for all male workers. Social workers and male elementary and secondary school teachers made more than their female counterparts. Comparable data are not available for nurses and librarians.

These wage and salary figures reflect the picture in 1959, the latest year in which complete state data, by sex and by occupation, are available. Total wage and salary disbursements in Virginia, however, have increased by 40% in the past 5 years, against a 29% increase for the country as a whole. In 1964, the percentage rise in Virginia's personal income was the highest in the continental United States. It is presumed that women have shared in this prosperity but there is little evidence to indicate that the gap between men's earnings and those of women has narrowed to any substantial degree.

A compilation of October 1963 hourly wage rates for men and women production workers, by industry classification and by areas serviced by the Virginia Employment Commission offices, showed little difference in *minimum* wage rates. Most industries included in the tabulation were covered by the Federal Fair Labor Standards Act, and therefore, the minimum rate was \$1.25 regardless of sex. In comparing *maximum* rates, however, men with few exceptions made considerably more than women. There is a possibility that men were paid more than women holding the same comparable job. Later data are not available to determine if the gap has narrowed since the passage of the Federal Equal Pay Law which became effective in June 1964.

Higher hourly wage rates for men were possibly caused by the men holding jobs which require higher skills and by industry and labor not giving women equal advancement opportunities. Here again the Federal Government has stepped in. Effective July 1965 Title VII of the Civil Rights Act of 1964 bars sex discrimination in hiring, promotion, and training practices of most private employers.

Title VII of the Civil Rights Act, the Federal Equal Pay Law and the Federal Minimum Wage Law exclude in their coverage great blocks of workers—in general, employees engaged in intrastate commerce, Federal, state and local government employees, and persons in professional and in certain administrative and managerial positions. The majority of states have passed legislation which will close some of the gap in coverage. The jurisdictions bordering the Commonwealth have labor laws covering the following areas: Maryland passed in 1965 a statutory minimum wage law covering men, women, and minors, and legislation including a provision of equal pay for equal work, and prohibition of discrimination because of sex in other employment practices; the District of Columbia has a minimum wage law covering women and minors in which the rate

is established by a wage board and a fair employment practices law prohibiting discrimination based on sex as well as the usual grounds of race, color, religion, and national origin; North Carolina has a statutory minimum wage law covering men, women, and minors; and West Virginia has an equal pay law enacted in 1965.

Virginia does not have minimum wage legislation, nor a law stating that men and women performing equal work within the same establishment must receive equal pay, nor a law barring sex discrimination in other employment practices.

Attitudes

Legislation can assist in raising the job level and consequently the pay level of women but legislation cannot do the whole job. Much depends on the attitudes of society in general, of the family of the working woman, the employer of the working woman and the woman herself towards her place in society and in the corporate structure. Attitudes are complex and difficult to measure. Often an individual will give lip service to what he or she considers the accepted or proper attitude but will react in an opposite direction when confronted with a situation involving that particular attitude.

Woman through the ages has been the homemaker and dependent upon the male for major decisions affecting her life. She has for the most part carried over the "helper" concept in her job and has been satisfied to play the lesser role. Although the number of women entering or reentering the labor force has steadily increased, the majority of Virginia women are full-time homemakers. Thus, the working woman is still in the minority group and this accounts, in part, for some of her attitudes toward her job. The social barrier against a wife and mother working is gradually being dissipated as more and more married women become a part of the labor force. Yet there is still some grumbling about married women taking jobs from married men who have families to support and toward the mother who is not devoting full time toward the rearing of her children. The question of whether or not a married woman should work outside the home, however, has become academic for many women since in fact, she has already chosen to work. In 1960, 58% of the women in Virginia's labor force were married women in contrast to 33% in 1940. In 1960 there were 236,841 Virginia families in which both the husband and wife were in the labor force.

With the increased emphasis on the working wife and mother generated by gradual change in tradition society has de-emphasized the role of the single woman working for self-support and the female head of the household, with financial responsibilities for herself and her dependents. In 1960, Virginia's labor force was comprised of 96,090 (20%) single women and 104,104 (22%) women who were widowed, divorced or separated. By family unit, there were 105,397 families headed by a woman (husband absent) and 129,546 females not living in a family unit.

... *Why Women Work.* In almost all cases, the single woman and the female head of a household work out of economic necessity. The married woman, however, often may choose whether or not she wishes to work. To obtain some insight into the attitudes and motives which influence women's decisions to enter the labor force, the U. S. Government made a nationwide survey of working women who had taken jobs in 1963 and who were still at work in February 1964. Since today most single women work, the following discussion relates to married women. Almost half

of the women surveyed listed economic necessity (including cases in which the husband had lost his job or was unable to work) as the primary motive for taking a job; 19% listed personal satisfaction; and 17% gave the desire for extra money as the primary reason. Fifty-six percent of the women with children under 6 years old gave financial reasons as compared with 44% of the women with children 6 to 17 years and 40% of the women with no children under 18. On the other hand, only 12% of the women with young children listed personal satisfaction, compared with 24% for each of the other groups. Of the married women who took jobs because of economic necessity, 44% preferred not to work at all and 31% preferred to work part time. Of those who preferred not to work, the proportion of those with children under 6 years was greater than those with older children or no children under 18. Those who took jobs because of personal satisfaction, were almost evenly divided in their preference for full or part-time work.

Although the majority of women are working out of economic necessity or to supplement the family income, salary is not always the most important factor contributing to on-the-job satisfaction. In surveys conducted by the North Carolina Commission on the Status of Women, employed women were asked to rate a list of 13 factors that might determine whether or not they were satisfied with their work. Machine operators in the textile industry listed "salary" of prime importance. The clerk, sales and steno group, the manager and proprietor group, and the professional and technical group, however, listed as prime importance the fact that "the work itself was interesting." "The steadiness and permanence of the work" was listed in the second place for both the machine operators and the clerical group. For the managerial and professional worker, the feeling that "the work made an important contribution" was second.

Do Women Have the Same Promotional Opportunities as Men?

In the North Carolina surveys women workers were asked, "In your present job how do your chances for advancement compare with the chances of equally qualified men?" Each of the four categories of workers listed in the preceding paragraph believed their chances for advancement in responsibility to be substantially greater than their chance for advancement in rank, salary, or authority.

¶ In a survey of executives (half of them women) conducted for the *Harvard Business Review*, 44% of the women executives replied that women have about the same opportunity, 53% that women have less opportunity, and only 3% stated that women have more opportunity. The tally of men executives revealed that 59% believed that women have less opportunity and 39% believed that women have approximately the same opportunity. Equal opportunity has varied connotations. To 79% of the women it included equal access; to 83%, equal responsibility; to 78%, equal salary; and to 84%, equal chance for further advancement. This survey also indicated that there are only a few areas of equal access to management positions for men and women. These are: the fields of education, art, and social science; the retail trade industry; and the office management and personnel function. Conversely the article stated that there is virtually no opportunity for women in the field of labor unions; construction, mining, oil, industrial goods manufacturing industries; the production function; and the top management job level. It appears that women do have equal opportunity in certain areas but some business enterprise still remains closed to the top woman executive.

It is often stated that women are not promoted to managerial positions because men and women object to being supervised by women. In

the *Harvard Business Review* survey on how many women executives are favorable to the idea of members of their sex in management; 48% were strongly favorable, 34% mildly favorable, and 11% indifferent, with the remainder either mildly or strongly unfavorable. The attitude of men executives toward women in management, however, was quite different. Only 9% were strongly favorable, 26% mildly favorable and 41% were mildly or strongly unfavorable.

The *Harvard Business Review* survey attempted to determine why negativism towards women executives persisted. The most highly applicable reason was listed as "keen competition for management jobs" (58% of women and 43% of men respondents). Highly significant, however, was the fact that 32% of both the men and women executives listed as a highly applicable reason "women by and large have accepted their exclusion from the management ranks without major protest." "Prejudice against women in work outside the home is very deeply rooted in our culture" was listed as highly applicable by 28% of the women and 36% of the men. In the latter two reasons, both men and women consider that the change in the status of women must originate from the women. Competition in the lower management jobs is great and the younger men resent the married women who compete with them for these jobs.

Just as significant and somewhat reassuring to women workers were the few men and women executives in the *Harvard Business Review* survey who attached any appreciable weight to the reason "rationale for exclusion (to management) is sound." In many cases, the reasons for not hiring women and for not promoting them to even minor supervisory positions are based on fiction more than on fact. For example, one reason often cited for women not being promoted is that women's rate of absenteeism is higher than men's. Public Health Service studies of work-time lost because of illness or injury showed approximately the same pattern for women and men. In the year ending June 1964, women lost on the average 5.4 days compared with 5.6 days for men; and in the period July 1961-June 1962, the averages were 5.8 for women and 5.7 for men. Another reason cited for differential treatment is that the turnover rate for women is higher than that for men. The fact that young women often leave the labor force because of home responsibilities has been generalized to all women. A study by the Civil Service Commission indicated that the factors of age, length of service, and job level are more relevant in determining turnover than the fact that the worker is a man or woman.

... *Attitudes of Virginia's Leaders of Business and Labor*. Recognizing the important role of attitudes of management and labor on the hiring, on-the-job training, and promotional opportunities of women, the Committee designed questionnaires covering these areas of employment. Because of time and cost limitations, no attempt was made to make a complete census or to take a statistically significant random sample of business and labor unions. The survey forms, however, were tested for soundness by personal interview with eight business leaders and by mail with 23 labor union officials. The following discussion relates to this pretest of the questionnaire forms and the results, therefore, cannot be considered as definitive but only as a springboard for further study.

The labor union officials were fairly evenly divided in the number who believed there was "no difference" and the number who believed women were "less inclined" than men to accept a promotion. The "no difference" vote was slightly greater when the promotion involved "more responsibility and authority" or "working odd hours." The "less inclined" vote was somewhat greater where the promotion involved "longer hours,"

"more pressure" or "moving to another location." Several respondents indicated that there were no opportunities for women to obtain a promotion in the plant and that the job of supervisor was held by men only. Thus, a number of union officials indicated that they had not had the opportunity to observe the effectiveness of female supervisors. To the question "In your experience do women make effective supervisors of male employees?", the predominant answer was no. The majority, however, felt that women were effective supervisors of their own sex. A small majority felt that men were often selected over equally qualified women in being hired and in being promoted. The reasons given were: "type of work involved"; "men are steadier workers"; past history has always slated women into lower scale jobs"; "men are able to work longer hours"; "only men are hired for supervisors." Almost two thirds of union officials felt that the hours provision of Virginia's Labor Law had no effect on employment opportunities of women. Some mentioned, however, hours limitation could be the reason for few women supervisors. The majority who responded to the question indicated no change in personnel practices.

The eight business leaders interviewed represented some of the major employers of women in the State. All companies were covered by the Fair Labor Standards Act and Title VII of the Civil Rights Act. Only one company indicated that the equal pay amendment had caused a change in personnel practices—"a better salary evaluation plan." Several stated that application forms, employment records or advertisements had been modified because of the Civil Rights Act and one company indicated a major review of personnel policies and practices had been made a year prior to the effective date of this Act. Majority of companies indicated they were currently or were planning on utilizing women for positions formerly held only by men. All but one company indicated that men and women performed identical tasks on a supervisory level. It was generally believed that women were as effective as men in supervising women employees. Four of the eight, however, indicated that women generally did not make effective supervisors of male employees. Positions held by the highest paid women in each company were also held by men, except where the highest paid women included secretaries or librarians. For four companies, the top paid women made less than \$10,000 and for the other four the top paid women made less than \$15,000. One official gave as the reasons more jobs of higher paying order were being opened to women in his company was the increasing availability of well-trained and well-educated women.

Comprehensive data are needed on the avenues touched upon in this extremely small sample of employers. Also, the opinions of business and labor leaders need to be matched with opinions of women workers for each must fully understand the problems and attitudes of the other in order that womanpower be used effectively for the economic betterment of the individual, the community, and the Commonwealth.

Vocational Counseling Needs

Because of the changing position of women in the labor force, it is essential that skilled vocational counseling be available to young girls to prepare them for the dual role of homemaker and career, and to mature women who return to work after their home responsibilities have lessened.

Studies by the U. S. Bureau of Labor Statistics show that at least nine out of every ten girls in the United States are likely to work outside the home at sometime during their life, and that the "work-life expectancy" for single women is forty years; for married women without

children, thirty-one years; and for married women with children, twenty-seven years.

Yet many of our young girls finish their formal education with only a vague conception of what career they wish to pursue or what qualifications are needed in obtaining the job and being successful in it. Many consider their first job as a stop-gap before marriage or before their first child is born since our society has geared girls to think of themselves primarily as wives and mother only. Some of our young women do not realize that these first years of employment should be used to lay the groundwork for future employment after their children are in school. Some waste these valuable years waiting for "Mr. Right," not realizing that one out of every ten women remain single and will probably work 40 years. Early in life our young girls should recognize that choosing a career is no longer exclusively a man's problem and that career planning must start early in life.

The first source for a child's vocational counseling is the family. Studies have indicated that the socio-economic level of the family is highly correlated with the level of education desired by the offspring. When that desired level is reached, the energies are then turned towards gainful employment and the training necessary to attain it. The occupations of the family members are the first to be explored. Parents, insofar as possible, should be equipped to offer the child advice not only on their own occupations but on other fields of endeavor. By attitudes of which the parents are often unaware, they can effectually close the door on certain occupations for girls by labelling them "unfeminine" or "for men only."

In an era of rapid technological change, however, pressure for varied kinds of workers is exerted, and the choices widen beyond the scope of the family's experience. The child's next source of guidance is the school. Here again, the attitudes of the elementary teacher towards certain subjects—and mathematics is a case in point—may prejudice a child against that subject. It is at the elementary level that awareness of career planning should be started. Yet school guidance counselors at this level are a rarity. The 1964 amendments of the National Defense Education Act expanded the Federally supported portion of school guidance counseling and testing programs to all elementary grades. The Vocational Education Act of 1963 also provided Federal funds to states for vocational counseling. It is suggested that the State take full advantage of the available funds for counseling at both the elementary and secondary levels. (From State—Federal funds, Virginia school divisions received in the 1963-64 school year a total of \$446,000, for only 223 secondary school counselor positions.) It is also suggested that pilot surveys on the attitudes of girls in the intermediate grades on vocations and goals in life would be a meaningful tool to school teachers and administrators. (The Elementary and Secondary Education Act of 1965 provides money for research surveys in the field of education.)

The Guidance and Testing Service of the State Board of Education places much emphasis on the use of tests for the improvement of guidance and instruction. All local school districts are required to administer selected intelligence, achievement, or aptitude tests in grades 4, 7, 8, 9, and 11. Optional tests are suggested for the remaining grades. The tests emphasize primarily intelligence grading rather than aptitudes towards careers. The test scores and written observations by the teacher or counselor are maintained in each child's permanent record.

The State has made sizable gains in the number of high school guidance counselors—from 316 counselors (46 full-time) in the 1954-55

school year to 1,042 counselors (519 full-time) in the 1963-64 school year. As of June 30, 1964, however, only approximately 600 counselors met or exceeded the minimum qualifications adopted by the State Board of Education (one year teaching experience and 15 semester hours of special guidance courses). The State's standards are below those recommended by the American Personnel and Guidance Association. Also, the counselor—pupil ratio for many school districts is much higher than that recommended. A high counselor—pupil ratio does not permit effective follow-up of the testing service with an individual student or with parents. Also, with a heavy workload, the counselor often works primarily with the gifted or the problem child at the expense of the average student. Time should be made available for comprehensive interviews with the parents of each pupil—preferably before and after selected school years (e.g. the third grade and the seventh grade).

All secondary schools have access to film strips and records on certain vocations and colleges and are furnished materials such as a Career Exploration Kit, The National Directory of Schools and Vocations, a Directory of Vocational Training Service, and the American Junior Colleges. The *Guidance Handbook*, developed by the State Board, was published this year. These materials certainly assist in guiding the student toward a selection of an occupation but they do not take the place of personal contacts with leaders in various fields who can make the occupation alive to the student. "Career Day" programs, now sponsored by some high schools, should be extended to all elementary, intermediate, and secondary schools. The Commonwealth is blessed with civic-minded professional, business, and labor leaders who are willing and, in fact, anxious to help instill in our youngsters the need for career planning and an enthusiasm for a particular field of endeavor. It is particularly important that young girls be exposed to successful women in professional and technical fields and in administrative positions. Many girls do not know of the ever-broadening areas of employment for women.

Also, guidance counselors themselves need to become fully informed of the new occupations emerging from technological change. The counselor also should be thoroughly familiar with the employment needs and practices of industry and business. In many states, specific work experience is required of a school counselor. This may be an unrealistic requirement in the face of Virginia's present shortage of counselors. The knowledge and experience of the State's commercial and industrial leaders, however, should be sought at the State and community levels. The present State-sponsored summer guidance institutes, for which the General Assembly appropriated funds for the financial assistance of the attending counselors, could and should incorporate lectures by our industry leaders on their needs. Because industry leaders feel strongly the need for obtaining skilled and work-oriented employees, representatives of industry have expressed a willingness to provide "on-the-job" training for school counselors during the summer. It is suggested that the Department of Education take the lead in establishing such a program at local levels throughout the State.

Industry and business leaders in the State have also expressed the need for a similar short-term training program within an industry or business for the placement and counseling personnel of the Virginia Employment Commission. The VEC has the only publically supported vocational counseling program available to the mature individual.

The Commission has offices in 34 areas throughout the State and the cities of Norfolk, Richmond, and Roanoke have additional separate

facilities to handle clerical and professional persons. Employment counseling and testing services are offered at each of the 37 offices. In 1964 counselor standards were revised to conform to National recommendations and the Commission started a program of financial assistance to aid counselors obtaining a Masters degree on or before July 1968. In-service classes are also held on subjects relating to general counseling techniques and to counseling services for special groups.

Because local offices are within reach of most workers and employers, the Commission is one of the most logical existing agencies to cope effectively with the placement of the unemployed. (Definition of unemployed includes not only those who have actually lost their jobs but those who have left their jobs voluntarily, those who have never worked before and those who are reentering the labor force after a period during which they had not been working or seeking work.) Skilled and specialized counseling is particularly important to the older woman who has been out of the labor force for an extended period and now wishes to go back to work. In the latter case, she needs to know if her skills or education needs updating and if so, what facilities are available. It is extremely important to the State's future economy that all individuals be able to find employment commensurate with their training and ability.

Yet the Commission operated on a sharply reduced budget in 1964 and had to reduce its volume of counseling and testing of applicants. This was in face of additional counseling services required by new Federal programs (such as, services to military rejectees and retiring personnel, special Manpower Development and Training projects, and the establishment of Youth Opportunity Centers). The Commission, as part of the U. S. Employment Service System, operates completely on allocations from the U. S. Bureau of Employment Security. Only 51.1% of the National payroll tax paid by Virginia employers for the cost of administration was returned to the State in 1964. This was next to the lowest percent allowed any state in the country. Every step possible must be taken to increase the Federal grant to the State for the effective operation of the Commission. The placement function and related counseling function of the Commission should be publicized as much as possible not only at secondary schools and institutions of higher education throughout the State but through all means of mass media. Civic and professional organizations could do much to increase the public's awareness of the job services of the Commission.

As stated in a 1964 report of the American Council of Education, entitled *Man, Education and Work*: "Occupational guidance and counseling must become a responsibility of elementary, secondary and higher education. The growing complexity of many occupations and the greater educational requirements for job entry increasingly mean delayed job placement, and therefore occupational guidance becomes a greater responsibility of higher education. Greatly increased local, state, and Federal funds are necessary so that every student can receive vocational guidance and counseling for wise occupational choice and educational preparation. Occupational guidance and counseling should be made available to school-leavers on the same basis as to students who continue in school and college." Counselors in the educational system, should be fully knowledgeable about existing placement and counseling services of the larger companies, private employment agencies and the Virginia Employment Commission. The Commission counselors also should be cognizant of facilities of the educational system, business, and private employment agencies. All counselors should be fully qualified to advise on facilities for further training.

State Employment

The Director of the State Division of Personnel furnished this Committee with the following statement of the personnel policies:

“Neither the Personnel Act nor the rules for its administration make any distinction as to sex. Merit and fitness is the only basis provided for appointment and promotion to and tenure in positions in the service of the Commonwealth. Positions are classified and ranked according to their duties, authority, and responsibilities. A compensation plan provides for each class of position a salary scale having a minimum and a maximum with steps in between for the reward of meritorious performance.

“In keeping with general custom and practice, some classes of positions conventionally are filled by women although no rule or policy specifies sex. The salary scale for each position is the same without regard to the sex of the incumbent, and uniform provisions for salary advancement based on individual performance apply alike to all employees.”

The State's employees are “classified” into over 2,000 job titles, a number of which apply to only one or two individuals. State employees in departments receiving Federal funds are governed by the Merit System Council: these positions are filled by competitive examinations. Some positions in other departments also may require a written examination or a specific level of education or experience.

The Committee was furnished a listing of the number employed and average salary, by sex, for each of the 2,000 occupational titles administered by the State Division of Personnel. As of June, 1965, there were 306 job titles in which the average or the individual's salary was \$10,000 or over. These positions were held by 2,083 men and by 256 women. In this salary range there were 282 job titles held exclusively by men against only 11 occupational titles held by an individual woman. In the salary range in which the individual salary or the group average was between \$7,500-\$10,000, there were 382 job titles held by 2,215 men and by 599 women. Of these, 321 were held exclusively by men and 30 held exclusively by women. In the \$5,000-\$7,500 salary range, there were 613 jobs titles held by 6,326 men and by 2,179 women (412 titles held exclusively by men and 103, exclusively by women). There were 12,453 men and 11,587 women holding job titles in which the average salary was below \$5,000. The proportion of women to total number employed decreased as the salary range, based on an individual salary or the average salary for the job classification, increased as shown in the following summary table:

Salary Range	Total	Number Employed		Per cent of Women to Total
		Men	Women	
Over \$10,000	2,339	2,083	256	11
\$7,500-\$10,000 ..	2,814	2,215	599	21
\$5,000-\$7,500	8,505	6,326	2,179	26
Under \$5,000	24,040	12,453	11,587	48
Total	37,698	23,077	14,621	39

Within the over \$7,500 classifications, there were only 21 occupational titles held by at least 3 men and 3 women. The average salary rates for these job titles are shown below :

Title	Male		Female	
	Number	Average Salary	Number	Average Salary
Public Health Officer B.....	22	15,877	4	15,014
Sanatorium Physician B.....	8	14,926	5	14,881
Professor	754	14,371	62	11,888
Public Health Officer A.....	11	13,325	4	12,024
Mental Hygiene Clinic Director.....	18	12,309	5	17,750
Mental Hosp. Chief of Service.....	24	11,339	4	14,196
Associate Professor	689	10,718	146	9,277
Ed. Program Study Supervisor.....	20	10,269	9	10,570
Mental Hosp. Psychiatric Resident....	21	9,970	3	8,232
Mental Hosp. Staff Physician.....	7	9,656	3	8,435
Medical Clinic Director.....	4	9,135	3	9,922
Ed. Program Asst. Study Supvr.....	29	8,806	17	9,369
Assistant Professor	807	8,800	273	7,908
Library Director A.....	10	8,457	5	8,587
Ed. Program Area Supervisor.....	10	8,426	8	8,355
Accountant C	33	7,989	6	7,752
Public Welfare Supervisor B.....	4	7,890	13	8,538
Child Welfare Supervisor B.....	3	7,720	3	7,144
Pharmacist Supervisor A.....	6	7,712	3	8,560
Psychiatric Social Worker C.....	7	7,680	25	7,715
Information Officer B.....	11	7,586	3	7,088

The above analysis of individual or average salaries indicated that the State employs a greater proportion of men in the upper salary ranges and particularly in administrative and managerial positions. In some classifications women have attained even higher salaries than men. It should be noted, however, that every job classification has a fixed salary range and that the individual's salary within the range depends upon the length of time in the job. The Commonwealth is to be commended for its recognition of qualified women in the professional fields but should make greater effort to obtain or train qualified women for management positions.

The Commonwealth should provide the leadership in the realization of the potential contribution Virginia women can make to the labor force and should become the showcase for the fair and impartial treatment of women. The trend in Virginia, as in other states, is towards the employment of married women with children, and consideration should be given to greater flexibility in part-time employment, and greater in-service training.

Summary

In the past quarter of a century, the number of working women in Virginia has more than doubled. They have continued, however, to be employed primarily in the lower-paid types of jobs. The proportion of women in the professional, administrative, and managerial positions has remained almost static.

For Virginia's economy to continue its strong upward trend, all individuals must be able to find employment commensurate with their train-

ing and ability. Yet many trained women lack knowledge on employment opportunities. Many cannot find positions with flexible hours needed for the dual role of homemaker and career. Many girls finish their formal education without the necessary training for employment. Skilled vocational counseling and placement services must be developed to meet the needs of Virginia's employers for skilled workers and the needs of Virginia's present and future workers for better jobs.

Recent Federal labor legislation has opened new advancement opportunities for working women. A great number of Virginia women, however, are not covered by the Federal laws. Legislation can assist in raising the job level of women, but it cannot do the whole job. To a certain extent the future employment gains of women will depend on how actively they prepare themselves for and seek better jobs. Also, women must be willing to accept fully the responsibilities of higher positions. Attitudes on the role of the working woman need to be re-examined not only by women themselves but by the Commonwealth's leaders in industry, business, labor, and Government.

Recommendations

1. That the Virginia General Assembly:
 - a. Enact a statutory minimum wage law, applicable to both men and women 18 years of age and over and requiring premium pay for over 40 work-hours a week.
 - b. Amend the Virginia Labor Laws to exclude the provisions limiting the number of hours of work for women (18 years of age and over), provided that legislation on premium pay for overtime is enacted.
 - c. Enact legislation requiring equal pay for equal work on jobs of equal skill, effort, and responsibility, which are performed under similar working conditions in the same establishment for the same employer.
2. That a continuing Commission in cooperation with the Inter-organizational Committee on the Status of Women in Virginia:
 - a. Sponsor local and regional conferences on the employment opportunities for women in Virginia, on preparation required for these opportunities, on women's responsibilities to employers and on the legal rights of women workers.
 - b. Compile regional directories on part-time positions and encourage public and private employers to employ more women particularly those professionally trained, in a part-time capacity.
 - c. Maintain a Register of Virginia Women who are qualified for high level appointive office.
3. That the State Division of Labor and Industry sponsor a series of regional seminars to promote the public understanding of Title VII of the 1964 Civil Rights Act.
4. That a State-supported institution of higher education:
 - a. Conduct a survey of the attitudes of women toward their work, the attitudes of women toward other women in industry and the

professions, and the attitudes of business and labor leaders toward working women.

- b. Conduct a survey of public and private employers on rates of absenteeism and turnover by age, length-of-service, and salary for each sex.
- c. Publicize throughout the State, the results of the above recommended surveys.

5. That the State Board of Education :

- a. Request State and Federal funds necessary for at least one full-time trained counselor for each 350 high school students enrolled in the State's secondary schools.
- b. Establish an Industrial Advisory Council to advise on vocational opportunities for women and on the training of public school vocational counselors.
- c. Expand the present program of Summer Counselor Workshops and include in this program the active participation of industry and business leaders.
- d. Encourage secondary school teachers to include in their instruction the vocational implications of their specific subjects.
- e. Inaugurate regional seminars for elementary teachers on the expanding employment opportunities for women.
- f. Sponsor pilot surveys on the vocational goals of girls in the intermediate grades.
- g. Sponsor in cooperation with the local school administrators and local Parent-Teachers' Associations seminars for parents on new vocational opportunities for women.

6. That the Virginia Employment Commission :

- a. Expand its testing, placement, and counseling services.
- b. Publicize through means of mass media, the availability of its counseling and placement services, particularly for the older women who wish to reenter the labor force and for clerical, technical, and professional workers.
- c. Explore the possibility of using facilities and know-how of industry and business for "on-the-job" training of placement personnel and counselors.
- d. Serve as a clearing house for part-time employment particularly of highly skilled and trained professional women.
- e. Develop methods for closer cooperation with educational institutions.

7. That the State Division of Personnel and Other State Government Agencies :

- a. Become the showcase for the fair and impartial treatment of women in the realization of the potential contribution of Virginia's working women to the State's economy.

- b. Be commended for its recognition of qualified women in professional fields but make greater effort to obtain or train qualified women for management and administrative positions.
- c. Review current positions to determine whether greater in-service training could be applied and whether more older women, more women on a part-time basis, and more women as aids to professionals could be employed.

Report of the Committee on Health and Recreation

Greater opportunities in the educational and employment field will avail nothing unless our women have sufficient physical, mental and emotional health to take advantage of these opportunities. The primary requirement for enjoyment of the good life is good health, good nutrition, freedom from disease and depression, and opportunity for recreation which promotes both physical and mental health.

As gleaned from vital statistics for 1963, the health picture in Virginia was similar for both men and women in most respects. Women tend to live longer than men however, and their median age at death was 70.1 years, or 5.5 years older than the median age for men. Heart disease was the number one cause of death for all groups, accounting for 40 percent of the white male, 36 percent of the white female, 34 percent of the non-white female, and 31 percent of the non-white male deaths. Nationally, heart disorders characteristically take a higher toll of men than of women.

Women were much less likely to commit suicide than men. It was the seventh ranking cause of death among white males but ranked eleventh for white females. It was much less significant as a cause of death among non-whites, ranking 18th for men and 21st for women.

More than twice as many males died from accidents as females. While involving relatively small numbers, both tuberculosis and syphilis caused roughly three times as many deaths among men as among women. Only in the case of diabetes were the women the unfavored sex, with almost twice as many women dying in 1963 from this disease as men.

Figures describing the health of men and women during their lifetime are more difficult to obtain. One exception is venereal disease, which is on the increase again as a health problem. The Virginia State Health Department shows that in 1963 there were 1690 reported cases of gonorrhea and 38 of syphilis in persons 19 years of age or younger. The U. S. Department of Health indicates that the median incidence of reported venereal disease is 287 per 100,000 population (for persons 15-19 years of age) and Virginia has a high incidence of 521. In 1964 there were 64 cases among children under ten years of age, 47 of which were girls. The prevalence of venereal disease is similar among males and females except that in the age group under 10 years infectious V. D. is found primarily among females.

In 1948 the Division of Alcoholic Studies and Rehabilitation was established under the Virginia Health Department, with a threefold purpose: 1. treatment and rehabilitation of the alcoholic, 2. study and research, and 3. education and prevention. Alcoholism is described by various authorities as a health problem which is increasing, or is being increasingly detected, among women. Available evidence indicates the focus of attention is upon middle class individuals, not among the poor nor the deprived. The Virginia Mental Health Study Commission Report recommends a study of alcoholism to ascertain the nature and extent of the problem. This committee concurs.

Some vital statistics relate particularly to women in their biological role of pregnancy and child bearing. The rate of live births per thousand of estimated population declined from 23.4 in 1962 to 22.9 in 1963, which is the lowest rate since 1945. The birthrate among non-whites remained constant during the two year period, and it has consistently exceeded the white birthrate throughout the years.

Birthrate in Virginia
(per 1,000 population)

Year	White	Non-white
1963	21.7	27.6
1960	22.7	29.0
1950	23.4	28.9
1940	20.2	23.6
1930	22.4	24.5
1920	28.6	30.7

The infant mortality rates are quite high, and they increased slightly in 1963. Virginia's rate ranked eleventh from the highest among the 50 states in 1963. The rates are markedly different for the white and non-white. In 1963, 24.1 white infants per thousand live births died before reaching one year of age; for non-whites, the rate was 45.1. The maternal death rate has dropped from 4.7 per ten thousand live births during the preceding five year period to a current rate of 4.3, which reflects the non-white rate's decreasing during that time from 11.4 to 8.0. The 1963 white rate of 3.1 represents an increase over 1962 and is the highest since 1954.

Ninety-five percent of the babies born in Virginia in 1963 were delivered in hospitals, which is 2.5 percent below the figure for the nation as a whole. 3,744 births were attended by a midwife or other person not a physician. Of these, only 354 were white and 3,390 were non-white.

Both the birth rate and the infant mortality rate varied widely in different areas of the state. These fluctuations may reflect the age and/or racial composition of the county or city, reporting procedures, or the quality and availability of medical facilities.

Virginia has a high rate of illegitimate births. Approximately one in four non-white births are illegitimate, while this is true of only one in thirty-one white births. Illegitimate pregnancies which result in fetal deaths are twice as common as those resulting in live births among white women. The incidence of fetal deaths and live births is approximately equal among non-white women who are in similar circumstances. The total rate of illegitimate births increased in 1963, and these mothers' ages averaged three years younger than that of married women bearing children.

Since sex miseducation is available from many sources and is on sale to any child who can read, it is desirable for responsible people to meet the curiosity of every child with accurate information, wholesomely presented.

The State Board of Education does not prohibit instruction in sex education in the schools, as is often presumed, but on the other hand it has set forth general guide lines for the provision of such instruction by the local school authorities and has specific regulations regarding the approval of materials for use in this area of education.

The State Health Department is concerned over the increasing inci-

dence of venereal disease in persons younger than 19, and is ready to supply factual information to responsible, interested organizations.

The occurrence of infectious venereal disease in a child younger than ten years of age, as indicated by our statistics, clearly suggests that appropriate information is needed at the prepubescent age.

The non-white woman lives longer than the non-white man, but her life span is distinctly shorter than that of the white woman. The non-white woman, who can less well afford them economically, has more children than white women do. This fact alone implies an increased stress in family life, further difficulties in housing, and a reduction of educational opportunity for the children. She is eight times as likely to have an illegitimate child. She is forty times as likely to bear the child without a physician in attendance, and her child is twice as likely to die before reaching one year of age. She herself is two and a half times as likely to die in childbirth as the white woman.

Clearly the non-white woman avails herself of medical assistance less freely than the white woman in Virginia. Reasons for this fact may center around lack of money, transportation problems, unawareness of available facilities, or ignorance of her own health needs. The statistics suggest that the maternal care of non-white women is improving, but there is still a tremendous lag.

The coincident rise in both maternal and infant mortality among white mothers points to a factor which may be operating among the non-white as well but be obscured by the stronger trend toward betterment of their health conditions. Women generally are having babies at an earlier age than in the preceding generation. Studies involving all income levels and environmental settings show that the teenage girl is the most poorly nourished individual in America today, with six out of ten having an inadequate diet. A feasible hypothesis seems to be that this poor nutritional level is affecting the health of both mothers and their babies.

In this connection free lunch programs and food stamp plans, offered by the United States Department of Agriculture, should be thoroughly explored by the localities.

Instances of infanticide and child abuse recorded in the daily papers shock the sensibilities. Persons who come in contact with these children, often take no action for fear of retaliation, or reluctance to become "involved with the law." Yet some way must be found to protect our helpless babies against physical attack or neglect by encouraging humane, men and women to take appropriate action.

Another segment of our population too often overlooked and under-cared for are our senior citizens. It is hoped that medicare will alleviate some of the financial problems which always attend illness. But there still remains the problem of the various kinds of care and nursing needed. For some the problem can be solved by more local health clinics, which include dental care. Others may need the services of a nurse and physician at certain specified times. Others might be able to remain in their homes if "meals-on-wheels" were furnished, or housekeeping services were provided on a part-time basis. The report of the Virginia Mental Health Commission notes an increase among the aging in the number of first admissions to State Mental Hospitals, and asks these questions: "Are these all, in fact, truly mentally ill to the extent that they need psychiatric hospitalization? Or, are they placed in an institution which affords care at reasonable prices?" It concludes that the problem of care for the aged will require further intensive study and decisions by many state departments.

Although no breakdown was made between the sexes, the Virginia Mental Study Commission made an excellent report on March 31, 1965. The report gave a detailed analysis of the treatment site of mental patients, the number per population unit in the various localities, and the hospital facilities available. It was reported that 90% of bedside care in the mental hospitals was furnished by non-professionals, such as nurses' aides and orderlies.

Availability of Health Facilities

All areas of the state receive the services offered by local health departments. All units provide for a health director, public health nursing, sanitation and laboratory services. The basic services include registration of vital events, maternal and child health provisions, disease control procedures, food inspection, and environmental health activities such as testing water for drinking purity. Supplementary programs offered by individual departments vary from area to area. Some localities offer extensive services such as dental care, bedside nursing, care for the chronically ill, research, family planning assistance, cancer detection, or nutritional disorder detection.

Not only does the nature of the services offered differ among the various localities, but the administration of any one service involves a similar variability. For example, during the past 15 years the State Department of Health has been providing family planning service as a part of the comprehensive medical care given patients attending Maternal Health Clinics. There are at present 124 of these clinics in the state, but the extent of information which any woman receives depends largely upon the policy of the individual in charge of the given clinic. Furthermore, two counties and seven individual cities in Virginia which finance their own health department are not under the State Department of Health. There are three cities and twenty-three counties in Virginia today in which no contraceptive assistance is available to the indigent family.

Even when facilities are available and the woman is aware of them, she may fail to make use of them. At a major hospital, only four percent of the staff maternity patients, which included both white and non-white, returned for a six-week check up. A failure to recognize the importance of her own health care creates a psychological impediment to full use of health services.

One public health staff member working with a cancer detection clinic contacted 1,000 non-white working women. Of these women, 175 had never heard of the Pap test, 185 had had the test at least once, and the remainder had heard of the test but had not obtained it.

The apparent lethargy of some of these women was probably connected with an unawareness of the Clinic, and especially of its having hours designed to suit the convenience of the working woman. Contacts with middle income housewives, however, show that many of them are extremely reluctant to undergo the Pap test because of fear of "bad news". It seems that education of women to a greater appreciation of their bodies' functioning and their own ability to contribute to their personal health and well being is needed at many economic levels.

The Virginia Vocational Rehabilitation Service operates basically to offer help to persons who, because of disability, cannot operate to their full potential. The emphasis has been upon physical disability, but increasing service is being given to mental disability in the form of retardation. Thus a person with physical or mental disability may secure vocational testing,

counseling and re-training for a selected occupation. If he is unable to pay for the service, the state provides the funds. Women are re-trained for employment or for homemaking, whichever is most appropriate in a given situation. In 1963-64, there were 4,175 cases handled by the Service, of which 2,251 were female and 1,924 male.

Recreation

Recreation may be defined as embracing activities which are diversionary in character and which aid in promoting entertainment, pleasure, relaxation, cultural development and other experiences of a leisure nature. With increasing mechanization, urbanization and regulated working hours replacing the farm schedule of "sunup to sundown" seven days a week, American men and women are finding themselves with an unprecedented amount of leisure time.

Some sociologists point out that the American cultural background is one which prizes work, competition, and getting ahead, and that seemingly unproductive activity during leisure hours may arouse guilt feelings. It is true that learning how to enjoy leisure may become a necessary new skill in living for many people.

Men have customarily been primarily concerned with earning a living, and women have traditionally determined a large share of the family's social activities and they may be expected to continue initiating a major portion of the family's recreational pattern, as well as deciding upon their personal use of leisure time.

Estimates are made that as much as one quarter of the American income now is spent on recreational pursuits. Tourism is a leading business in the state of Virginia. An increasing number of people each year are earning their living in some form of recreation. A new source of rural income is the farm vacation, which is primarily a part-time business venture of the farm wife.

The Commission on Outdoor Recreation has expertly delineated the need for expansion and conservation of Virginia's outdoor recreational facilities. But there are other recreational activities which need attention as well.

Cultural Programs

Virginia is very fortunate to have the first state-supported Museum of Fine Arts. It offers a chance for active participation through art training and drama productions. A more passive appreciation for various art forms is stimulated by an excellent collection of paintings, statuary, tapestries, architectural photographs, and by the performances of various outstanding musicians and dancers. The Museum carries its two artmobiles to all parts of the state, as well as shipping a large number of specified exhibits on request. A large number of people have a proprietary interest in the Museum through affiliated chapters, which have been organized in 18 communities throughout the state. Some local communities also have independent museums.

There are several little theaters scattered about the state which present live drama with amateur or semi-professional actors. These offer both pleasant entertainment and a chance to perform. The Richmond Symphony and Norfolk Concerts are attended enthusiastically. The opportunity for performing musically, except for singing in church choirs, seems to be rather limited for most adults however.

Library services vary greatly in different communities, depending upon the extent of local financial support and the demands of the community. Three independent cities and 54 counties, containing 24 percent of the State's population, have no public libraries. The State library will lend books directly to any resident of the state, and also has a policy of setting up and staffing a demonstration library for any locality which requests such assistance. But the final decision as to whether there will be any library, and what kind, rests with the locality.

Community Recreation Programs

There are only 44 recreational programs within the state whose directors are affiliated with the Virginia Recreation Society, yet there are 96 counties and 35 cities. Some of these are associated with institutions, but most represent city or community programs.

The majority of participants in these programs are women and children, although many men may and do take part in the activities. The number of women employed by these programs range from none in Waynesboro to 205 in Richmond. Altogether they employ approximately 1,000 women, either full or part time.

The activities offered take place in a publicly owned system of schools, parks and playgrounds and include athletic sports, arts and crafts, bridge, typing, band music, dog training, judo, baton twirling, nature study, gun clubs, parliamentary law, holiday food, and bell choir. The contents of any particular program depends to a large extent upon the capabilities and interests of the person in charge. Most recreation workers have learned through in-service training rather than in an educational setting.

Summer programs which are primarily for children are taking a smaller place in community recreation, simply because the adults are making a greater use of a year round program which involves both indoor and outdoor activities.

Leadership is essential in making constructive use of even limited programs. Volunteers may be of considerable assistance within the limitations of their special skills. Active participation in a recreation program is the best way to arouse young people's interest in a career in this burgeoning field. It is such a new field that trained workers holding a degree are extremely scarce.

There is a great need in those communities in Virginia without a recreational program, for activities of the kind outlined above, for trained workers, for a source of advice and consultation, and for the recruitment and training of young people in this rapidly growing new career area.

Social Organizations

There is such an abundance of clubs and organizations which accept women as members, or are for women only, that it seems almost impossible for anyone to remain unaffiliated. In fact, some women are members of three or more groups. Whatever the basic purpose of the organization, the social intercourse of the members is a vital part of the functioning.

Some organizations are by definition restrictive in membership, such as the American Association of University Women which requires that a member hold a degree from an accepted college, or the Daughters of the American Revolution which requires proof of an ancestor who was a Revolutionary War soldier. Membership in some clubs is related primarily

to a specialized interest, such as the Garden Club, the League of Women Voters, or a Camera Club.

The majority of organizations, have a diversified program. While membership is theoretically open to anyone, the woman who lacks assurance may find it hard to become an integral part of the association. Women's organizations within the various churches provide great vitality, with a welding together in a common goal.

The YWCA has an active program in the larger urban areas in the state. The YWCA is unique in that it cuts across all ages, from the pre-school child to the elderly woman. It solicits membership, and its activities are largely focused around classes for each of which a nominal fee is paid. The purpose is to develop interest in wholesome activities rather than create a loyalty to the organization.

The primary non-sectarian organization for women which actively recruits membership seems to be the Home Demonstration Clubs. These function in the rural areas and in cities which were once counties. There are approximately 1,800 clubs within the state. An effort is made to reach all women within the area. Often prolonged participation in the Club is begun through a woman's willingness to learn about one particular project. Continued association with the group sometimes results in a remarkable development of leadership qualities.

Studies have shown that the lower the socio-economic level, the more restricted a person's social participation will be. The woman who is living on a subsistence income often belongs to a small church or to none at all; she has no money to spend on entertainment without sacrificing on necessities; even paying dues may be a hardship. If she had books or newspapers, her reading level precludes her using them; and if she happens to feud with her next door neighbors, her social contacts will often be limited totally to those with whom she has kinship ties.

All women can profit from participation in social organizations. Important and progressive community changes are brought about by the action of such groups. But it is the economically poor and the disadvantaged woman who finds it hardest to join such a group. Yet this is the woman who has the most pressing need for involvement in the community. It is in this way that she can most easily become aware of resources available to her within the community. It is also through a social growth that she may discover more fully the resources within herself, establish a firmer sense of identity, and build both a purpose and a new pleasure in living.

Recommendations

This committee recommends:

1. Encouragement of uniformity in health department procedures throughout the state in order to supply sufficient effective services to meet the needs of the state, particularly in the areas of maternal and child care.
2. That the various health department records be kept in such a way as to stimulate both medical and social research. When records do not indicate sex, educational level, or a racial designation, lack of recorded detail can seriously obscure investigations of relevant conditions.
3. That family planning services be extended throughout all city and county health departments. Help consonant with good medical prac-

tice and the family's creed and mores should be freely offered and the family then be at liberty to utilize the knowledge as it sees fit.

4. That women's organizations be encouraged to offer programs dealing with nutrition, as the Home Demonstration Clubs now do. The Agricultural Extension Service would be able to offer excellent help.
5. That comprehensive health education be provided for everyone, including sex education. The approach should be factual, emphasize normal functioning, and be oriented toward prevention of illness through the building of understanding and desirable attitudes. In regard to age groups under 20, various institutions in the community might assume a responsibility in providing this education. We feel the broad policy of the State Board of Education is reasonable and would recommend that local school authorities make a careful study to determine the extent to which instructional materials in sex education can be incorporated into their programs.
6. The enactment of legislation designed to encourage the reporting of instances of abuse, or neglect of children to the proper authorities, popularly called "The Battered Child Act."
7. We support the recommendations of the Virginia Mental Health Study Commission and reaffirm the need for:
 - a. Increased public awareness and acceptance of people with mental and emotional disorders.
 - b. Extension of facilities offering diagnostic service and/or psychiatric treatment to children and adults.
 - c. Facilities for released patients, such as half-way houses, sheltered workshops, etc.
 - d. The development of adequate numbers of trained personnel.
 - e. Localities providing residential facilities for disturbed adolescents and children.
 - f. Studies in the particular field of the aged and alcoholics to determine future direction of care and responsibility.
8. The immediate attention of the localities for the provision of "meals-on-wheels" for the aged and other immobilized persons, and part time housekeeping services.
9. The continuance of a Commission on the Status of Women to compile a directory of health services available to Virginia women and to encourage the use of such health services.
10. The establishment of a small but active State Commission on Recreation either independently or within an appropriate state agency for the following purposes:
 - a. To offer consulting services for those communities with limited funds who are attempting to begin an organized recreation program.
 - b. To stimulate better rounded programs in communities already offering recreational facilities.
 - c. To offer consultation to those people setting up new recreational businesses, especially part time in rural areas.

- d. To encourage the development of good training programs for recreational workers.
 - e. To recruit young people for this rapidly growing new career field.
11. The spread of the Agricultural Extension Services and the Home Demonstration Work to urban areas.
 12. The encouragement of clubs and organizations to increase opportunities for participation by all women who may profit thereby.
 13. The establishment of more and better equipped libraries, with trained librarians, be encouraged throughout the State of Virginia, so our people may become intimately acquainted with our greatest single source of pleasure and instruction, our books.

Report of the Committee

on

Home and Community

In recent years there has been growing recognition of the important contributions made by women to their communities and the nation in business and professional roles, but no commensurate awareness of the increasing importance and complexity of woman's role as a homemaker. Our Committee has focused major attention on problems related to woman's role as wife, mother, and household manager in society today, feeling that these deserve priority attention in Virginia.

Home and Community considerations are of paramount significance in any appraisal of the status of women, since society generally recognizes the central importance of women to both. Virginia is no exception. Here as elsewhere the home is the primary unit of society.

The Home and Community Committee quickly recognized that its broad general purview of women in their Virginia homes and communities would inevitably invite encroachment upon the more specific frames of reference provided for other Committees of the Commission: Education, Employment, Health and Recreation, Legal Status, and Special Problems of Minority Groups.

Yet Committee members felt that any duplication which might develop would reinforce, rather than weaken, any conclusion reached or recommendation offered. Accordingly the Committee decided to review the basic role of women as homemakers in the light of the today's actualities in Virginia, then to assess needs in the light of those actualities, and finally to suggest several courses of action to meet several priority needs.

Little need be said about the importance of the home, the family center. It is here that the most intimate of personal relationships are rooted, that the child's personality is developed, and that life goals are established. Home and family nurture mold youth for responsible adult life.

Nor will many need reminders that a community is merely many homes in one area. Just as individual homes contribute to the community, so do community concerns influence the homes; they are interdependent.

HOMEMAKING IN VIRGINIA TODAY

In today's technological society man's role in the economy requires that he leave home each day to provide the family's income, or a major slice thereof. This inevitably means that the influence of the mother on the children is even greater than it was when society was largely rural, and the breadwinner was chiefly at home.

While mechanical aids for housekeeping theoretically have left for upper and middle class mothers more time and energy to devote to the rearing of their children, in actuality many have had less. And the less

fortunate have often had to forego most of the privileges and challenges of the home in order to help provide the basics of shelter, food, and clothing as wage-earners.

Yet it is the mother, in the home with her children, who sets the moral, ethical, spiritual, esthetic, and intellectual standards of the individuals who comprise her family, and thus of society as a whole.

Society generally expects mothers to recognize and accept their major responsibility for developing their children into mature adults, men and women who recognize their responsibilities to others as well as to themselves. Mothers develop this awareness in their children by example as well as by precept. Yet all too often Virginia women, and women everywhere, become so engrossed with the problems and concerns of home and family that they fail to set an example of unselfish service to others through volunteer community activity during the home-oriented years.

Yet such volunteer activity, focusing especially on the needs of the children in homes of the less privileged, would not only set a desirable example for the children of the volunteer but also provide help which is urgently needed by welfare agencies and organizations.

The mother whose chief consideration is homemaking should not only recognize the privilege and opportunity which is hers for child development, but should feel and express in her activities the larger concern of society as a whole for comparable developmental opportunities for all children, especially those in the families of the mentally or physically ill, the widowed or motherless, the chronically poor, the uneducated, the disadvantaged minorities, and the working mother who is the sole support of the family.

The working mother is no novelty today. Often she works for economic survival, has no choice. Yet she is unable to fulfill successfully both her traditional role in nurturing and guiding the development of her children and her enforced role as family provider unless society helps by caring for her children during her absence from home.

To conserve the values of the home, society must be prepared to reinforce the role of all women as homemakers, regardless of their circumstances. For many women there will be choices—difficult ones in the light of the increasing variety and complexity of women's responsibilities in the economy as well as in the home and community. A balance between home and family responsibilities and economic and community responsibilities is not easily achieved, but for most women at least there are choices.

For others less fortunate there are few or no choices; necessity dictates their course of action. It is for these women that Virginia communities should—and indeed *must*—provide appropriate assistance if the Commonwealth is to meet more fully its obligation to society as a whole.

Modern woman faces increasing demands upon her time. These are related usually either to family needs for income, or to community needs for volunteer services. In either case, home and family responsibilities may suffer unless she can depend upon reliable substitute and supplemental homemaker services while she is away from the home.

In Virginia, as elsewhere, the circumstances of individual women differ markedly, but the Committee felt that services which help to insure the proper development of every child and which encourage the utilization of the great untapped potential of women for constructive contributions to society should be considered as priorities. It is to these that the Committee addressed itself.

Aware that the influence of the mother figure during infancy and early childhood has lifelong significance, modern mothers are often frustrated by the realization that they cannot themselves provide all that is needed . . . whether theirs is an urban, suburban, or rural situation. For women who face special problems, such as those who are heads of families or in low-income groups, the need is greatest.

Home and Family Needs

A. Housing

The physical surroundings in which the children of a family develop and in which the adults seek renewal from the daily world is of great significance. The very building—house, apartment, or shack—in which a child develops is of extreme importance to him and therefore to society.

It is in the home that the child learns the basics: how to control bodily functions, how to speak and thus communicate, how to develop self-respect, and how through play to understand and adopt adult attitudes. It is in the home that the child develops his own set of values and his self-image in the light of those values. And it is in the privacy of the home that adult self-respect is sustained.

To preserve and strengthen home and family values adequate housing is essential. Many programs for improving housing are offered through the Department of Housing and Urban Development of the federal government, but only a few Virginia communities have thus far taken advantage of them.

Improved housing is essentially a community responsibility, and there are many approaches. A Community Improvement program for the prevention and elimination of slum and blight conditions and for future development is a logical step, and one which can and should be undertaken by the community itself.

Adequate housing for low-income families and individuals should be a top priority in any community improvement plan. A demonstration project will help convince some of the skeptics that it's not only possible but feasible. Communities should be encouraged to take advantage of funds available under the Low Income Demonstration Program of the Housing and Urban Development Department for such a demonstration.

For those of a low income unable to afford adequate privately-owned housing, the community should be prepared to provide low-rent public housing. A federally-assisted program which provides financial and technical assistance and development and management advice is available to community housing authorities, and may be applied to the rehabilitation of existing housing as well as to new construction.

Available, too, to alert community housing authorities are a number of other special federal programs, some designed to help provide adequate housing for low-income individuals and families, such as the Federal Housing Authority's Below Market program, especially helpful to those who have been displaced by public action, and the Rent Supplement program when it has been funded by Congress. Some programs provide special assistance in the provision of suitable housing for older people.

Urban renewal and development programs contribute to an improved environment for the entire community, and are an important aspect of community development. They affect housing and homes, directly or in-

directly, and should not be overlooked or neglected in community development plans.

B. *Public Assistance for Eligible Persons*

It is only when the minimum basic needs of a family have been met—for shelter, food, and clothing—that society can turn to the next and all-important step, helping the family move out of the cycle of self-generating poverty and into a self-sustaining role.

C. *Child Care*

Increasingly mothers in Virginia, many of necessity but many others by choice, are employed. The report of the Committee on Employment needs no amplification here. Regardless of the reason, employed mothers are away from home, and those with children often face a very real dilemma. Welcome as the additional income may be, they may well wonder whether it is worth it if the children suffer. And many unquestionably do. So does society, ultimately, if the end result of their absence from home is delinquency.

But what can mother do, if she *must* work to preserve the family? Today Virginia's working mothers must largely improvise as best they can, hoping for the best, calling on friends and relatives for child care during their absence from home, or leaving the children to the management of those who, however willing, are largely untrained for the important responsibilities of child development.

Unquestionably day care centers for children are a pressing priority need in Virginia today. Failure to meet that need adequately may well prove to be a very costly societal mistake. During World War II years there were many public day care centers in Virginia, to provide for the children of mothers contributing to the war effort, but they were closed in the mid-forties. Now they are needed again, perhaps as never before.

Day care centers are a necessary function of modern society. Properly organized and conducted, they have a wholesome effect upon the entire community as well as upon the children for whom they provide developmental opportunities. Under the guidance of a professional staff, the children are exposed to and involved in a continuous learning situation in which they develop self-confidence and self-discipline as well as awareness of the world about them. For younger children from the homes of the disadvantaged, the centers provide a golden opportunity to make up deficiencies before entering the public school system.

Day care centers, financed by both public tax funds and private gifts, should provide for all ages—after school care for older children, as well as regular care for infants and pre-schoolers. They should operate for all periods of the year, including school vacations and the summer recess. They should be organized primarily to provide services for the children of those who *must* be away from home from economic necessity, but as they develop they should anticipate the growing need for interim day care of other children in special situations—to relieve mother in emergencies, or to free her for some essential community volunteer work.

Communities should regard day care centers as a sound investment in the future. They will help many mothers off the relief rolls and into gainful employment, and help their children get the proper start towards the development of their potential. The experience of the City of Alexandria

in revitalizing entire families through its community Welfare Department program for low-income mothers and their children might well encourage other communities to use the same approach.

D. Home Services

Among many useful and desirable services which Virginia women would doubtless like to have at their disposal the Committee has singled out two which seem to be needed above all others: professional advice and counsel in the development of homemaking competency and skills, and provision of training for home employment.

A well-organized and efficiently operated household today is an intricate business, requiring much specialized knowledge about such subjects as money management, foods, clothing, furnishings and equipment, child care, aesthetic and cultural environmental development, to name but a few.

For years Virginia's rural areas have been served by extension educational programs in home economics, and these have contributed significantly to the development of the homemaking skills of the rural women who have elected to take advantage of them. But increasing urbanization is a fact of today, and urban families, by very reason of their increasing mobility and anonymity, are in great need of the kind of advice and counsel which trained home economists have provided for rural families.

Doubtless many additional home economists will be needed to serve the rapidly growing urban areas of Virginia. However, if they are used primarily to direct the educational efforts of a corps of volunteers in each urban community, then it should be possible to reach and to help many who especially need guidance and help in developing homemaking skills.

Some households cannot be maintained at all times through the sole efforts of the wife or mother, no matter how able or willing. For some families there are times of crisis when help is needed; for others there are less acute but continuous needs. But where to turn for qualified help when it is needed?

To be considered as "qualified" the woman who is prepared to step into an emergency situation must possess both technical knowledge and skills and insights, and the woman who is adequately prepared to serve a family unit on a continuing basis must be ready to face a complex assortment of demands and responsibilities.

Yet society as a whole has not yet recognized adequately the important contribution which the substitute or supplemental homemaker is providing through her services to the family unit. The "mistress-servant" relationship of yesteryear has persisted, and doubtless this has contributed much to the sharp decline in the numbers of those who have turned to homemaking services for employment. Discriminatory wage practices have been another important factor.

The need for household assistance, both short and long-term, continues to be acute, but there appears to be little chance that the need will be met until society generally is willing to recognize homemaking service as an important, respectable, dignified, and basic contribution to the general welfare.

Training for those whose talents and interests relate to the home rather than outside the home is urgently needed to encourage more women to enter the field of home employment and to insure qualified services to the employer. Such a training program should be community-centered.

The School Board is the logical agency to provide the community program for the preparation and training of those who are interested in homemaking services. The Industrial Education Service of the Virginia State Board of Education will assist with financing, and the Virginia Employment Service will help in the selection of women to be trained. Under the provisions of the Federal Manpower Training and Development Act, a contractual program jointly sponsored by the Manpower Training Service of the State Department of Education and the Virginia Employment Service, unemployed women who are heads of household with previous work experience can be trained at no cost whatsoever to the community.

In any case the program should provide for the training of both those highly qualified women who are capable of stepping into a family during a time of crisis or extended illness and providing true homemaker services, and those women who are preparing to give competent, regular household help as Homemaker Assistants.

E. Special Services for Children

An alarming increase in the demands on Virginia welfare departments for services to children, and for placement of children in foster homes, underscores the acute need for preventive measures in the home, before crises develop. However, inevitably some children will have to be separated from their homes.

When it becomes necessary for a Welfare Department to plan for children away from their own homes, their emotional needs should be carefully and objectively assessed before a placement decision is reached. This assessment can best be made by a trained professional staff in a child study center or home, readily available to Welfare Departments with responsibility for court-committed children.

After several weeks of observation and study, the professional staff would recommend to the Welfare Department the type of placement best suited to the needs of the individual child, group or foster care, and the kind of foster home or institution offering the best opportunity to the child for successful adjustment.

These same child study centers could and should, of course, provide in-residence psychiatric treatment for troubled children, particularly court-committed cases. Currently Virginia has just one such in-residence facility, in Richmond, and it has had to serve the entire state. Many needing help have had to be turned away, and for others distances have prohibited the essential correlative work with parents.

Consumer Needs

In this day of rapid change the household manager must keep abreast, and the task is far from easy. Sound homemaking practices, consumer purchasing, and budget management make for a stronger family life, yet far too many Virginia women have no ready access to the knowledge they need and should have to make the wisest use of family income.

The ever increasing variety of products and services on the market add complexity and difficulty to making choices and selecting those which give best returns for dollars spent on credit used.

The quality of the marketplace has a great effect on the quality of life itself. The whole area of consumer needs and existing resources for consumer protection, information, and education needs to be surveyed and

an office of Consumer Education and Protection be established, either independently, or within an established State agency.

Our Senior Citizens

Many concerns of the home and community center around children, but few center around the aging among us. This group also needs recreation, improved income, medical care, education and housing, but their needs are special.

National figures disclose that 7 million American women live apart from their families, if indeed they have any families remaining. In this group about 3.5 million are poverty stricken, living on incomes of less than \$1,500 yearly or \$28.85 weekly. Six out of ten poor women alone are widows and half are past 60 years of age. Clearly, the aged women, who outnumber men and outlive them are particularly hard hit. According to the January 1965 *Social Security Bulletin* "more than 40% of all aged men and nearly two-thirds of all aged women living by themselves in 1963 had incomes below the economy level."

In 1960 in Virginia there were 288,500 persons of the age of 65 or over. 161,500 of them were women. In 1965 there were 334,000 persons 65 years of age, or older. An average increase of over 9,000 a year.

Despite our many anti-poverty programs few women oriented programs have been set in motion on any significant scale. Few overtures have been made to the mature, unlettered women of poverty who never considered themselves in the job market, but who remained home caring for the sick, the young and the old. The present programs add little new hope for the great numbers of impoverished women forced to depend solely on their own inadequate resources and skills—the wives of men too old or ill to work, the widows, divorcees and deserted mothers. Fresh and thoughtful approaches will be essential if the older woman in poverty is to be drawn into community anti-poverty plans.

The increasing proportion of senior citizens within the population has brought recognition of their particular housing needs. Since 20% of Virginia's households in 1960 had heads 60 years of age or older, and the median income for this group was only \$1,700.00, the achievement of suitable housing for and by this age and income level does present a particular problem and a challenge now and for years ahead.

For those women who have been retired from the job force, and whose skills can still be used effectively, part time employment, home employment and additional job training if necessary, can aid both the individual and the community.

Community Action

Fuller realization of the enormous yet largely untapped potential of Virginia women in home and community must necessarily be predicated upon the willingness of Virginia communities to recognize and accept their primary responsibility for developing programs such as those recommended in the foregoing section.

This report is a challenge to Virginia communities. State and federal programs are available to help, but the initiative must come from the community itself. In essence all are community development programs. For example, providing day care for children on a comprehensive basis a community can release for needed volunteer services countless woman-hours, and these woman-hours will in turn produce not only the services

needed but also a sense of self-fulfillment and of community identification so important to the woman volunteer herself.

Few communities will deny their collective and corporate responsibility to develop their resources. One such major resource, available to every community is its women volunteers. The fuller utilization of this vast potential well deserves the emphasis the Committee seeks to give it by making it the final section of this report.

Volunteers and voluntary associations are peculiarly American. As de Toqueville put it more than a century ago, "These Americans are a peculiar people. If in a local community a citizen becomes aware of a human need which is not being met, he thereupon discusses the situation with his neighbors. Suddenly a committee comes into existence. This committee thereupon begins to operate on behalf of the need . . . and a new community function is established. In the meantime, these citizens have performed this act without a single reference to any bureaucracy or to any official agency."

Such volunteer services continue to characterize the American scene. Fortunately many fulltime homemakers have been both willing and able to find time to make their contributions as volunteers, and indeed many working women have given freely of their time, and talents also. But . . . many, many, more are needed.

Doubtless every single department or agency in Virginia concerned with education, health, housing, safety, welfare or the like would like to have more volunteer workers to supplement their trained professionals and to free them for services which only professionals may provide.

Yet Virginia, like other states, has long neglected the challenging opportunity to recruit and develop these needed volunteers, and in so doing to extend through them to their children a general societal concern for the less privileged. Volunteers should come from all walks of life, all age groups, all races . . . and should be equally valued.

Many communities might well look to the Richmond Volunteer Community Services agency as an example of what can be accomplished. Over two million hours of volunteer service were provided through this agency alone last year, but just as importantly, volunteer willingness produced satisfactions as well as service because talents were utilized effectively.

To be effective volunteer service agencies must utilize abilities appropriately. This can be done only when the organization in which the volunteer serves has demonstrated professional desire for and acceptance of the services which the volunteer is called upon to provide. The volunteer's work must be defined, and she must be given proper preparation and orientation for it, as well as adequate staff guidance and supervision while performing it.

Agency recruitment, interviewing, and placement of volunteers is not enough. To hold and sustain their interest and desire to serve, there must be appropriate recognition of their services and this means most when it comes from the professional staff.

Far better use of volunteer services of women can and indeed must be made throughout Virginia. To that end the Committee feels that all agencies and institutions should review ways by which volunteers might be used effectively to supplement paid staff, with the understanding that:

—Volunteers should be recruited from all socio-economic groups and all age groups.

—Volunteers should be assigned only to duties for which they have been oriented and trained by the using agency or institution, and should be given staff supervision in the discharge of their responsibilities.

—Volunteers should be used only when there is a staff recognition and acceptance of the need for them.

Recommendations

This committee recommends:

1. That all Virginia communities be encouraged to establish local housing authorities to take advantage of the many programs for improved housing offered by the federal government.
2. That the General Assembly provide sufficient funds for the Board of Welfare and Institutions to enable it to meet the needs 100% of all persons eligible for public assistance as determined by standards established by the State Board.
3. That the General Assembly pass the necessary enabling legislation so that local communities may take advantage of Federal funds available to assist in the establishment of developmental day care centers for children.
4. That the legislation establishing the Cooperative Extension Service as a Division of Virginia Polytechnic Institute be amended if necessary to provide authorization to cities to undertake Cooperative Extension Service programs in home economics on the same basis as is provided for counties, and that cities take advantage of that opportunity.
5. That all Virginia communities be encouraged to take the initiative in the establishment of a program for the training of women for employment in homemaking services through the cooperative efforts of their School Board, the State Board of Education, and the Virginia State Employment Service.

For those interested in serving as homemakers, or homemakers' assistants, through the Home Economic Education Service, three pilot programs are being developed in Richmond, Roanoke and Norfolk. This is a cooperative program between the State Department of Education and the local school board. The State Department of Education will cooperate with the local school boards in providing reimbursement on a percentage basis for teachers' salaries and equipment.

6. That appropriate action be taken to establish additional regional in-residence child study centers to provide psychiatric services to disturbed children and their parents, and to provide professional guidance to Welfare Departments in the placement of children in foster homes and institutions.
7. That an office of Consumer Education and Protection be established, either independently, or within an established State agency.
8. For the relief of our aging citizens:
 - a. Property tax relief
 - b. Development of comprehensive home care and nursing service in every county and city
 - c. Expansion of recreation programs

- d. Development of suitable housing
 - e. Immediate provision for "meals-on-wheels" and part-time house-keeping services
 - f. Part-time employment, employment at home and additional job training, if necessary
 - g. Attention by churches, other organizations and individuals to the spiritual and emotional needs of older people
9. That an appropriate State agency or organization organize and conduct a state-wide conference of agencies and organizations which provide volunteer services, utilize volunteer services, or provide potential for use of volunteer services, such conference to review and discuss methods of recruiting, motivating and training volunteers for needed service responsibilities.
 10. That the Commission on the Status of Women be continued to compile a directory of State and private agencies and services available to assist families in the solution of their varied problems.

Committee on Special Problems of Minority Groups

While the full Commission has been concerned with Virginia women as a whole, there are certain minority groups of women where problems are greatly intensified, and where there are, in addition, special problems. These include Indians, Negroes, and Migrant Workers.

The recommendations of the separate Committees appearing elsewhere in this report apply fully to these minority groups, but they should be strengthened and underscored by these additions which recognize particular needs of the aforementioned groups.

Of the population in Virginia, 79.2% are white and 20.8% are non-white, the latter category including Indians as well as Negroes. In 1960, according to the Federal census, there were 2,155 Indians in the state. There seem to be no accurate current records available. Well under one hundred (100) live on the Mattaponi and Pamunkey state reservations in King William County, and these are dwindling. Any others reside elsewhere as citizens of local governmental units. Perhaps some 50% of the population on the reservations are women.

There is pride in the Indian heritage and racial strain but also dejection and resentment that full fledged citizens of the Commonwealth disregard the few survivors of these "earliest Virginians," with no real interest or concern for those who would preserve the last vestiges of the culture of the Indians who once had the land. Though they are considered wards of the state, there is no central agency which supervises or provides for them. One school with less than two dozen pupils, operated on the Mattaponi Reservation for both reservations, is under the direction of the Assistant Supervisor of Health and Physical Education in the Department of Secondary Education. The State Health Department, through the tri-county office at West Point, has provided some services. Roads are maintained by the state to the reservations.

The reservation Indians do not pay local taxes. The land is not owned by individuals but is allotted to families. The government is under chiefs, councils, and trustees in which the women have no direct share. Chief Custalow of the Mattaponis and Chief Cook of the Pamunkeys have held their elected positions for a number of years. There are a "museum" and a shop on the Mattaponi Reservation and a craft shop of sorts on the Pamunkey. Religious life is centered in Baptist churches with some of the usual "women's work."

In general the women on the reservations have had little education, and seem resigned to present conditions, at the same time recognizing the necessity and perhaps therefore the desirability for the absorption of their children and families in the educational, employment and living conditions of the larger state community.

Of the 20.8% of the population that is non-white, the overwhelming majority are Negroes. This subcommittee report has given its attention to this "majority of the minority," with one general recommendation relating to the Indians.

Family Pattern

The family pattern of the Negro in Virginia is similar to that of Negroes in the other Southern states. The Negro family tends to be matriarchal with a high proportion of working mothers and "door-key" children who are left on their own or in the care of a neighbor or relative. Industrialization has caused Negroes to move from rural to urban areas where the majority live in low income and slum neighborhoods under conditions that breed ill-health and delinquency. Since the days of slavery when Negro families were too often subject to break-up and separation, family ties have been relatively weak, and Negro fathers have tended to take only a casual interest in their children's support and training. Mobility may have helped to further the process of family disintegration. Racial discrimination and segregation have contributed to the Negro status of "economic under-privilege, educational inadequacy, and legal impotence."

Employment

Negro men are likely to be under-employed and the first to be unemployed partly because of their lack of skill and training and partly because of discrimination in hiring and firing. Until employers are willing to hire unskilled Negro men and train them on the job, this condition will continue. This factor, plus the fact that large numbers of Negro men tend to take little responsibility for the support of their children, means that Negro women go to work proportionately in greater numbers than white women. In 1960 there were 473,734 women workers in Virginia, and of that number 105,010 were Negro women who made up 22% of all women in the labor force in Virginia. These Negro workers also represented 42% of all Negro women of working age. The Women's Bureau of the U. S. Department of Labor reports that "traditionally a larger proportion of non-white women than of white women work outside the home."

The overwhelming number of Negro women workers were concentrated in the low-skill, low-paying jobs in 1960. They were operatives, private household workers and service workers. There were 11,932 operatives as compared with 1,337 sales workers; 38,085 private household workers in contrast to 3,736 workers in the clerical field; and 22,417 service workers as against 8,321 professional and technical workers. The median annual income for Negro women workers in Virginia was \$792.00 in 1960 as compared with the median of \$1,547 for white women workers. The national average for Negro women was \$905.00.

In 1960 the unemployment rate in Virginia for white workers was 3.4% as compared with 7.5% for Negro women. The national unemployment rate for Negro women was 8.7% rising to 12.3% by 1964 when the rate for white women workers was 7.1%. With so many Negro women as heads of families, supporting children as well as themselves, unemployment is a serious problem for them and can be catastrophic. For the nation as a whole in the 1960's there has been an increasing demand for women skilled and trained in the health and medical occupations, in technical and clerical jobs, in general merchandise sales jobs and in professional occupations. Whether Negro women workers in Virginia have gone into these occupations in any significantly greater numbers in the 1960's has not been estimated. Rather than look back, what needs to be done is for communities to survey their current and future manpower needs with the idea of hiring qualified Negro women and with the purpose of encouraging Negro girls to get trained and educated for the jobs that will be available to them when they have finished school. At the same time, schools should enlarge and adapt their course offerings so that they can provide the kind

of education and training needed for the manpower demands. Negro girls need more guidance and counseling. Many of them have little idea of their own capabilities, and they have no knowledge of job opportunities available to them; much less the kind of vocational or academic training required for these occupations. The earlier such guidance begins, the better. On-the-job training and counseling can be major factors in helping Negro girls and women who must earn a living.

Today, in Virginia, working Negro mothers have to leave their children at day care centers with sub-standard facilities and untrained or ill-trained personnel. There is serious inadequacy of financing for facilities for Negro children, and a concerted effort should be made to improve the financing so as to enable such facilities to meet the minimum standards established for the operation. There is a great need for adequate, licensed, public day care centers where working mothers may leave their children and from which the children can derive some educational and social benefits.

Education

The education of Negro girls in Virginia has been closely related to their general background of low family income, high incidence of broken homes and illegitimacy, poor and over-crowded housing, high unemployment rate and poor health facilities. The Negro girl suffers a handicap before she even enters the first grade, often being a year or two behind in readiness for formal schooling. Many have never been exposed to books, paper and pencils, and their vocabulary is seriously limited. Thus, there is urgent need for public pre-school and kindergarten facilities with trained teachers to help raise the educational level of the Negro girl from the beginning. The "Headstart" program involving 13,000 children in 50 Virginia communities has proved the value and need for continuing that type of training during the regular school year.

In 1960 the median number of school years completed by non-white women, 25 years of age and older, was 8.3 years in urban areas and 7.0 in rural areas. This compares with 12.1 years for white women in urban areas and 9.2 years in rural areas. Negro women were better educated than Negro men whose median number of school years was 7.4 in urban areas and 5.4 in rural areas. Also, a smaller percent of Negro women than Negro men have had no schooling. About the same percent of white and non-white girls in urban areas finished the first three years of high school, 19.3%, but there is a sharp difference between them in the percent of high school graduates: 3.9% for the Negro girl as compared with 31.3% for the white girl.

The drop-out problem is a more serious one for Negro girls in Virginia than for white. The State Department of Education reported a total of 15,170 drop-outs in grades 8-12 for 1962-63, or 5% of all of the students enrolled in those grades. The Negro dropout rate was 1.5 times higher than that of white students with Negro boys having the highest incidence and Negro girls next. The largest number of dropouts for both white and Negro students, both boys and girls, occurs in grade 8. A study of secondary school dropouts made by the Virginia Department of Education revealed that 86.68% of the Negro girls who dropped out of school had IQ's of less than 100, 30% being between 80-89. In addition, about 72% of these girls were below average in the standardized reading test. Reading specialists are needed to reach these girls in remedial programs at an early level in school so that difficulty in reading does not become a factor in encouraging some to leave school before they should. A more comprehen-

sive testing program, including personality as well as aptitude and achievements tests, is needed in the public schools. Proper guidance and testing can show up the slow learners and special vocational programs tailored to their abilities and labor market demands should be provided. Courses in homemaking and home management should be enlarged especially for those girls from broken homes who never have been exposed to such things as budget planning, nutrition, proper baby care, etc. For those communities without any place for the retarded child, special schools or classes are badly needed. Mental health clinics can aid the potential dropout who needs help and who with some help might stay in school and continue her education. For some dropouts rehabilitation programs are necessary and should be developed.

There are five predominately Negro colleges in Virginia that enroll most of the Negro college students in the State. The 1964-65 enrollment in these colleges included well over 4,000 women students, which amounts to about 60% of the total Negro collegiate enrollment for the State. Since the Negro family is matriarchal in character, it has been the Negro woman who has stressed the importance of education, and the Negro girl who has been the more highly motivated to stay in school longer and to get better grades than Negro boys.

The top five areas of study for Negro girls in college are education, business education and secretarial science, business and commerce, arts and sciences and home economics. There are employment opportunities in Virginia for women trained in these fields. In 1963-64 there were 4,371 Negro women teachers in the elementary school as compared with 518 Negro men; 1,938 Negro high school teachers in contrast to 1,227 Negro men; and 260 Negro women supervisors as compared to 377 men. As school integration has progressed in Virginia, considerable apprehension has developed over the dismissal of Negro teachers. Some suits have been filed. The National Educational Association has announced it will make a survey of such actions in the South. What actually happens in Virginia remains to be seen, but this problem deserves careful scrutiny and handling.

Probably what is needed more than anything else in the field of higher education for the Negro in Virginia is more public community colleges for the disadvantaged girl or boy who hasn't the money to go away to college. At such institutions the Negro girl could pursue either a vocational or academic program depending upon her aptitude and interests.

All forms of adult and continuing education programs are needed throughout Virginia to raise the general educational level of Negro women. Literacy programs should be instituted and free courses should be offered starting with elementary subjects and including high school subjects, with classes meeting both in the afternoon and evenings. Education for volunteer work should be introduced to disadvantaged Negro girls as well, for by learning to give of themselves and helping others, their own self-esteem would become enhanced.

Delinquency

Associated with the problem of school dropouts, with broken homes in slum areas, and with low-income families is the problem of delinquency. It is always difficult to obtain an accurate measurement of juvenile delinquency, but the number of cases dealt with by the juvenile courts gives some concrete indication of the extent of juvenile delinquency in the State. Such statistics do not tell the whole story, of course, for all delinquents do not reach the courts.

For the year ending June 30, 1964, Negro boys and girls accounted for 32% of all delinquency cases in Virginia, an amount out of proportion to their numbers in the total population (20.8% non-white and 79.2% white). What is significant also is that the greatest increase in delinquency between 1963 and 1964 occurred among girls, both Negro and white. The cases involving white girls increased by 26% over the previous year and those involving Negro girls increased by 20%.

Also, there is a high rate of illegitimacy among the non-white population in Virginia. Of those reported one in four non-white live births is illegitimate as compared with one in thirty live white births. A large number of these illegitimate births are to very young girls who are unprepared both emotionally and educationally for the demands of child-bearing and child-rearing. In 1964, of all non-white illegitimate births 45.4% were to mothers 19 years or younger, while in the white population 39.6% were born to mothers in this age category. Lacking money for and knowledge of contraceptives disadvantaged Negro girls have their babies and tend to keep and rear them. In fact, among those of the disadvantaged group, illegitimacy is not regarded as a disgrace. On the other hand, to the middle-class Negro family that has achieved a position of self-respect and has risen higher on the economic scale, the illegitimate child is as much of a disgrace as it is to the middle-class white family.

Both sympathy and understanding should be given to the disadvantaged, young unwed mother. She should be given birth control information as well as training in child care, and education in personal hygiene and health protection should be made freely available to her. In addition, homes for unwed mothers should be established for Negro girls or opened to them.

Migrants

The women among the migratory agricultural workers which are 90% Negro, entering the State of Virginia pose their own particularly cogent problems. They represent another segment of the group of disadvantaged Negro women. Although their exact number is unknown, it is estimated that some 2,327 women were among the migrant workers in Virginia in 1965, a decrease from 1964 and a decided decrease from 1955. As temporary residents, migrant women lack residential status and so are not eligible for welfare funds and other benefits available to a resident worker. This becomes an important factor when their income is adversely affected by poor weather conditions and poor crops. Life in migrant camps is usually crowded, housing conditions and sanitation may not be all they should be, and educational and recreational facilities usually are lacking. Child care, while parents are working in the fields tends to be a chronic problem.

During the summer of 1964, the State Department of Health set up a health project among the migrant workers in Accomack and Northampton counties. Doctors, nurses, technicians and aides worked to determine the health needs of the migrants and then developed services to meet those needs. A mobile health center provides clinical services in the major camps, and nurses aides furnish home care. This program should be extended to migrants in other areas of the state during the coming years.

The Virginia Council of Churches has conducted a ministry to agricultural migrants in Virginia since 1947. This ministry includes educational programs for children, child care and recreation as well as worship services and pastoral counseling. There are a number of day schools providing

learning opportunities for children whose parents are at work in the fields and there are two child care centers.

Child labor laws in Virginia do not apply to agricultural labor which means that minors, both boys and girls, may be employed on farms, in gardens or in orchards. Also, there are no regulations for the number of hours of work for minors over sixteen years of age employed on farms, in gardens or in orchards. Those under sixteen are not allowed to work during school hours.

The Virginia Workmen's Compensation Act does not apply to farm and horticultural laborers, nor to employers of such persons unless the employer chooses to be covered. Nor does the Virginia Unemployment Insurance Law cover agricultural workers. In addition, the State does not have a minimum wage law.

It should be observed here, also that the Federal Social Security Act covers farm employees who are paid by an employer \$150 or more in cash during the year, or who have worked for an employer on 20 or more days during the year for a cash pay figured on a time basis. It also covers self-employed farmers who make a profit of \$400.00 a year or more. Farm workers are considered as employees of the crew leader who furnishes and pays them, unless the crew leader and the farmer have entered into a written agreement showing the crew leader to be an employee of the farmer. In the latter case the members of the crew are also employees of the farmer while they work on his farm.

Migrant women need to be educated as to their basic employment status and rights. Most important, they need to understand that fewer seasonal workers will be needed in the near future as more machines take over the work of individuals. This means that they will need training in order to move into other employment.

General Recommendations

1. That the appropriate State agency and/or a competent related organization explore ways to give a sense of dignity to and to extend recognition to the residents of the State's Indian Reservations.
2. That the local, State, Federal and private agencies cooperate to make their resources available to migrant workers and to their families in the fields of health, education, welfare, and housing.
3. That there be developed a roster of women, including Negro women, qualified to serve on State boards and commissions.
4. That volunteer groups and Women's Clubs, devoted to serving their communities in the State, give serious consideration to extending their membership to Negro women so that the leadership, talents, and interests of all of Virginia's women can be coordinated to accomplish more for the State at large and for the community.
5. That the authors and editors of history books and text books include material on the role played by Negro men and women in the development of our country, and that due emphasis be appropriately given.
6. That the Commission, or its counterpart, be continued in order to give further encouragement and substance to bringing the talents of all citizens, both men and women into wider service for the Commonwealth.

Education Recommendations

This Committee endorses the recommendations made by the Committee on Education. We recognize that the progress already made by a large number of localities enacting the compulsory school attendance law can and should be a stimulus for others to take similar action. We also recognize that integration in the public schools is a means of raising the level of Negro education. In addition the Committee recommends that:

1. Public school libraries and playgrounds remain open after school hours for the children of working mothers so that study facilities and supervised recreation are available.
2. Cultural programs be promoted in the earlier school years and continued; such programs to include museum visits, art appreciation instruction, trips to historic sites, and concerts.
3. Books and magazines be collected to be distributed in schools, churches, or other places in disadvantaged communities.
4. A state-wide literacy program for the disadvantaged be developed.
5. Means be made available for early identification of the above-average and fast learner, with a view to directing them to higher education, the importance of which for competent Negro girls cannot be over-emphasized.

Employment Recommendations

This Committee endorses the recommendations made by the Committee on Employment, including the establishment of a minimum wage law, an equal pay law, the greater use of guidance counselors in the schools and the Virginia Employment Commission. In addition it is recommended that:

1. Statistics on employment of women in Virginia be compiled by race so that the status of a women worker can be accurately identified.
2. That there be developed among employers, public and private, a climate favorable to hiring Negro women in jobs for which they are qualified by training and education.
3. That local manpower councils be organized to plan for the future economic development of the community and of the State, working with the schools, so that all young people will be better prepared for their role in maintaining and forwarding the economy of the State.
4. That disadvantaged girls be encouraged to investigate and seek training available through the Women's Job Corps.

Home and Community Recommendations

This Committee endorses the recommendations made by the Committee on Home and Community, including the establishment of a Consumer's Counsel and greater emphasis on slum clearance, and in addition recommends:

1. Adequate financing of day care facilities for Negro children to enable such facilities to meet the minimum standards established for operation.
2. That every possible method be used to stress the importance of the family and family values for the Negro community.

3. That homes for unwed mothers be opened to Negro women. At the present time there are only one or two in the State.
4. That programs be further developed in foster home-care and in assisting delinquent girls who return to their communities from training schools.

Health Recommendations

This Committee endorses the recommendations made by the Committee on Health and Recreation and would emphasize particularly the need for comprehensive health education for everyone, including sex education, and the extension of family planning services.

Report of the Committee on the Legal Status of Women

On the whole the legal status of women in Virginia today is good. This statement is made with recognition of the successful efforts of women dedicated to the emancipation of women's property rights, civil and political equality, and general welfare through the years. It is a tribute to them and to the legislators and judges who were convinced of the rights of women as individuals.

It would be interesting to know the background of the Married Woman's Act of 1877, one of the first legislative bows to the changing attitude toward women. The Act gave women the right to acquire, use, control, and dispose of property as if unmarried. However, attitudes are not so easily changed, and it is likely that the effect of the Act was gradual in interpretation.

Labor Legislation. After an exploratory session on labor legislation to serve today's working woman better, the committee agreed that this subject was best related to the Employment committee, and the material developed was turned over to them.

Other Legislation. A number of subjects were suggested to the committee for study. These were researched and discussed insofar as time would permit:

1. Jury service. Upon proper application women may be granted exemption upon the basis of sex alone. Some states grant exemption only for child care or family responsibility.
2. Domicile. A wife's domicile is that of her husband except for registering and voting.
3. Paternity legislation. Has been introduced in the General Assembly almost every session since 1920, but has not yet passed.
4. Citizenship and Political Participation. So far as is known we operate under no legal disability in this field, but we need to encourage women to take advantage of their opportunities.
5. Minority disabilities of married minors aged 18 to 21. This subject is being studied by the Virginia Bar and the Virginia Bar Association under a joint resolution of the General Assembly.
6. Income tax deductions for the care of children and other dependents. Under Federal law certain persons may deduct limited amounts for the expenses paid for care of children under 13 and physically or mentally incapable dependents. If Virginia had a parallel statute, the savings to individuals would be so minimal as to question the justification of a change in legislation.
7. Tax benefits by marital deduction. The present practice is joint ownership of husband and wife by the entirety with the right of survivorship as at common law. The marital deduction is a product of community property states and would be contrary to the property laws of

Virginia. Such legislation would be of little benefit to modest estates and more profitable to larger ones.

It is evident that legal research and analysis is essential before firm proposals for changed legislation can be recommended.

Recommendations

We join others in the hope that the Commission will become a continuing vehicle for the determination of effective policy and legislation in the areas which will benefit from full utilization of every citizen.

Conclusion

In conclusion, the Commission on the Status of Women would like to recommend to the girls and women of Virginia, that they look to the future instead of the past for a measure of the goals and aspirations which are realistic for women today—and that they permit themselves enough of a backward look to appreciate the richness of their present opportunities and resolve to use them in a way that will conserve and enlarge them for the next generation.

Respectfully submitted,

/s/ MARTHA BELL CONWAY
Chairman

/s/ KATHRYN STONE

/s/ IRENE L. PANCOAST

/s/ ELEANOR SHEPPARD

/s/ MARGARET HARGROVE

/s/ JEANNE DIANA

/s/ ANDRE de PORRY

/s/ WILLIAM M. COOPER

/s/ MRS. JEROME H. HOLLAND

/s/ MRS. HUGH FORTESCUE, JR.

/s/ H. COLEMAN McGEHEE, JR.

/s/ MARTHA BRAYTON

/s/ MRS. WADE H. PALMER

/s/ ELIZABETH ANGLE

/s/ MRS. RICHARD FLETCHER

We agree with the purpose of this Commission to focus attention upon the status of women in Virginia, which purpose is achieved by the foregoing report, encompassing the various fields that have been the subject of this study.

However, in order to insure the most beneficial impact, some of the recommendations should receive careful review before any action is taken thereon.

For these reasons, we respectfully refrain from generally joining in the recommendations of the majority.

J. C. HUTCHESON

JAMES W. DAVIS

T. MARSHALL HAHN, JR.

PAUL D. SANDERS

GOVERNOR'S COMMISSION ON THE
STATUS OF WOMEN

The Honorable Martha Bell Conway, <i>Chairman</i> Secretary of the Commonwealth Richmond, Virginia	Mrs. Jerome H. Holland Hampton Institute Hampton, Virginia
The Honorable Joseph Hutcheson Senator Lawrenceville, Virginia	Mrs. Hugh Fortescue Chamber of Commerce 536 Redgate Avenue Norfolk, Virginia
The Honorable Kathryn Stone 1051 - 26 Road, South Arlington, Virginia	The Reverend H. Coleman McGhee, Jr., Rector, Immanuel Church-On-The-Hill Virginia Seminary Alexandria, Virginia
The Honorable James W. Davis Senator Agricola, Virginia	Miss Martha Brayton Women's Division Department of Labor P.O. Box 1814 Richmond, Virginia
The Honorable Irene L. Pancoast Juvenile Court 115 North Patrick Alexandria, Virginia	Mrs. W. H. Palmer, Past President Business and Professional Women's Clubs Box 175 Purcellville, Virginia
The Honorable Eleanor Sheppard 1601 Princeton Road Richmond, Virginia	Miss Elizabeth Angle Chief Statistician Research Department Federal Reserve Bank of Richmond Richmond, Virginia
Dr. T. Marshall Hahn, Jr. President Virginia Polytechnic Institute Blacksburg, Virginia	Mrs. Richard Fletcher League of Women Voters P. O. Box 1869 Lexington, Virginia
Dr. Margaret Hargrove Dean of Students Mary Washington College Fredericksburg, Virginia	Special Consultants to the Commission:
Dr. Pearl Diana Department of Psychology Medical College of Virginia Richmond, Virginia	Honorable L. M. Kuhn, Director Division of the Budget State Capitol Richmond, Virginia
Dr. Paul D. Sanders Editor, The Southern Planter P.O. Box 1236 Richmond, Virginia	Honorable O. F. R. Bruce, Jr. Chief—Research, Virginia Employment 703 E. Main Street Richmond, Virginia
Mr. Andre de Porry School of General Studies University of Virginia Charlottesville, Virginia	
Dr. William M. Cooper Norfolk Division, Virginia State College Hampton, Virginia	

COMMITTEE ON EDUCATION
COMMISSION MEMBERS

Andre C. de Porry, *Chairman*

Mrs. Wade H. Palmer, Jr.

Dr. T. Marshall Hahn, Jr.

The Honorable Kathryn Stone

Invited Members

Mrs. Mildred C. Blackwell
President, Virginia Division
The National Secretaries Association

Mrs. Keith G. Greiner
Principal
Academy Street School
Salem, Virginia

Mrs. Virginia Cushwa
President
National Council of Administrative
Women in Education

Dr. Laura J. Harper
Dean
College of Home Economics
Virginia Polytechnic Institute

Mrs. Virginia Lewis Dalton
Director of Professional Services
Virginia Education Association
Richmond, Virginia

Mrs. W. T. Mason
Past President
National Council of Negro Women
Norfolk, Virginia

Mrs. Paul T. David
Former Director
Commission on the Education of
Women
American Council on Education
Charlottesville, Virginia

Mabel E. Montgomery
Secretary-Treasurer
State Board of Nurse Examiners
Richmond, Virginia

Mrs. Bretha Wailes
Visiting Lecturer in Sociology
Sweet Briar College

Report of the Committee prepared by Mrs. Paul T. David, Charlottesville, Virginia

COMMITTEE ON EMPLOYMENT
COMMISSION MEMBERS

Miss Elizabeth W. Angle, Chairman

Dr. William Cooper

Miss Martha Brayton

Honorable Kathryn Stone

Other Members of Committee on Employment

Mrs. Anne Kent Boos, Manager
Manpower, Inc.
505 East Franklin Street
Richmond, Virginia

Mr. Gordon M. Gardner
Vice President
Miller & Rhoads
Fifth and Broad Streets
Richmond, Virginia

Mr. Harold B. Boyd
President, Virginia State AFL-CIO
102 North Belvidere Street
Richmond, Virginia

Mrs. Elnora O. Johnson
1109 Prince Edward Street
Fredericksburg, Virginia
(formerly, Associate Professor of
Business, Richmond Professional
Institute)

Honorable Wilbur C. Daniel
Member, House of Delegates
Danville, Virginia

Mr. Edwin C. Wallace, Jr.
Vice President
Virginia National Bank
Norfolk, Virginia

Report of the Committee prepared by Miss Elizabeth Angle, Richmond, Virginia

COMMITTEE ON HEALTH AND RECREATION
COMMISSION MEMBERS

Dr. Pearl B. Diana, *Chairman* Dr. Jeanne Diana, *Substitute Chairman*
Dr. Paul D. Sanders

Invited Members

Mrs. L. E. Adair
Board, YWCA
League of Women Voters
729 Maryland Avenue
Norfolk, Virginia

Mrs. Franklin Bacon
Virginia Nurses' Association
League of Women Voters
5100 Monument Avenue
Richmond, Virginia

Miss Lucy Blake
Assistant Director of Extension
Service
VPI
Blacksburg, Virginia

Miss Nan Crow, Director
Department of Recreation
Charlottesville, Virginia

Mrs. Walter Dotts
Planned Parenthood
2605 Monument Avenue
Richmond, Virginia

Mrs. David Graves
2204 Northumberland Avenue
Richmond, Virginia

Mrs. T. E. Reese
Headmistress of a school
Former Fine Arts Chairman of
Federation of Women's Club
Board of State TB Association
Box 188
Wakefield, Virginia

Mrs. Marvin Sonosky
National Council of Jewish Women
League of Women Voters
604 Janney's Lane
Alexandria, Virginia

Miss Emily Warrick
Virginia Council of Church Women
Virginia Employment Commission
as interviewer
703 West Clay Street
Richmond, Virginia

Report of the Committee prepared by Dr. Pearl Diana, Richmond,
Virginia

COMMITTEE ON HOME AND COMMUNITY COMMISSION MEMBERS

Honorable Irene L. Pancoast,
Chairman

Mrs. Hugh Fortescue

Mrs. Richard Fletcher

Dr. Pearl Diana

Reverend H. Coleman McGehee

Dr. Paul D. Sanders

Invited Members

Mrs. Helen Gannon
Director, Volunteer Service Bureau
2501 Monument Avenue
Richmond, Virginia

Dr. Louise Galvin
Bureau Crippled Children
State Health Department
Richmond, Virginia

Miss Marguerite Farmer
Executive Secretary of Family and

Mrs. Margaret D. Miller
Virginia Department of Welfare
and Institutions
429 South Belvidere Street
Richmond, Virginia

Mrs. Ann W. Frame
District Agent for Extension Service
(VPI) Amelia, Virginia

Mrs. Margaret A. Barrett
Richmond Area Community Council
2501 Monument Avenue
Richmond, Virginia

Mrs. Juanita Peyton
1605 Marshall Avenue
Newport News, Virginia

Mr. William L. Maner, Jr.
Richmond Area Community Council
2501 Monument Avenue
Richmond, Virginia

Mrs. Sonja R. Nachman
3 Madison Circle
Newport News, Virginia

Dr. James J. Dunne, Director
Bureau of Maternal and Child Health
Blanton Building
Richmond, Virginia

Mrs. Anne Ingram
Lakeside Tourist Inn
Roanoke, Virginia

Miss Barbara Watkins
Superintendent Public Welfare
Alexandria, Virginia

Mrs. Emerson Hynes
Arlington
Virginia

Report of the Committee prepared by Mrs. Emerson Hynes, Arlington,
Virginia

COMMITTEE ON SPECIAL PROBLEMS
OF MINORITY GROUPS

COMMISSION MEMBERS

Dr. Margaret Hargrove, <i>Chairman</i>	Reverend H. Coleman McGehee, Jr.
Honorable Eleanor Sheppard	Mrs. Jerome Holland

Invited Members

Dr. Winifred Helmes
Dean of Foxcroft School
Middleburg, Virginia

Mrs. Juanita Peyton
Newport News, Virginia

Mrs. Bert Perry
Virginia Employment Commission
Richmond, Virginia

Mrs. Robert H. Thrasher
Past President, Virginia Division
American Association of
University Women

Reverend Myron Miller
Director,
Virginia Council of Churches
Richmond, Virginia

Report of the Committee prepared by Dr. Winifred Helmes, Middleburg, Virginia

COMMITTEE ON LEGAL STATUS

COMMISSION MEMBERS

Honorable Eleanor Sheppard, *Chairman* Senator Joseph Hutcheson

Senator J. W. Davis Miss Martha Brayton

Report of the Committee prepared by Honorable Eleanor Sheppard,
Richmond, Virginia

