

OPINION

More Than Ever Before Women Are Working Outside the Home

By Congressman L. H. Fountain

The home, the church, and the school. These are three key elements upon which America has been built and has prospered. Indeed, along with the desire and need to work, the home, church and school are all part of the equation which helps to bind a society and give it a common thread of interest—a common goal or purpose.

But, in recent years, this equation has changed substantially, especially in terms of the increasing number of women who work outside the home. And this has had a strong impact upon the traditional family structure—the basic and most important unit of society.

In fact, statistics on both the percentage of women who work and the percentage of women in the overall work force are as dramatic as they are enlightening.

In 1930, for instance, just over 23 percent of all women of working age worked outside the home (according to the Department of Labor). By 1950, about 28 percent of all women were working outside the home—an increase of less than five percent in 20 years. But, by 1970, that percentage had grown to over 43 percent; and by 1981, 52 percent of all women were employed outside the home.

The reason for the substantial increase of working women is, in part, the understandable desire of many women to have their own careers. And many women are now entering a variety of fields which only a few years ago were thought to

be just for men.

Another part of the reason for the rise in the number of women who work must be attributed to hard times. Increasingly, there is a real need for at least two incomes in one family just to pay the bills and keep food on the table.

Of course, many other women pursue a working career because of a husband's disability or a breakup in the family, such as death or divorce.

Whatever the reason for this growth, women are definitely having a greater influence than ever before on the entire American work force (men and women). In 1930, for example, less than 22 percent of all the people who worked were women; and by 1950, that figure had risen to only about 29 percent. But, by 1981, 43 percent of all American workers were women—an increase of about 100 percent since 1930.

And apparently work outside the home—even for those who are working out of economic necessity—is usually an enjoyable task. According to a recent survey by the magazine *Better Homes and Gardens* (BH&G), 55 percent of the women questioned said they liked their job very much, and 36 percent said it was "okay". Only 2 percent of the women said they "hated" their work.

When it comes to the effect of work on family life, most persons (both male and female) appear to be happy both at home and at work—again according to the BH&G survey.

Indeed, 82 percent of those

By Chris Bragg
Decree Staff

As one of the editors of *The Decree*, I would like to express my opinion about a major problem which exists at Wesleyan. A majority of students attending this college appear to be apathetic and just don't give a damn about anything unless they will directly benefit from it. I know the problem of student apathy is not a new one. In fact, people like me have run the topic of apathy into the ground. People are tired of reading and hearing about apathy, and I apologize to those of you who do not fall into this category. Those of you whom this editorial is directed to probably don't even care enough to read *The Decree* much less this article. But I believe the topic of apathy is much too important to leave untouched.

I would like to give a prime example of the effects apathy has upon our students. Martie Barbour has been the editor of *The Decree* for the past two years but will not be involved with the paper next year. The reason is that she is just burnt out. Putting

questioned felt that their families had a good understanding of their job and a sense of what that job meant to the working spouse. Well over half did say, however that they occasionally envied the full time homemaker because of the extra time homemakers have with their families.

And the survey appears to have laid to rest the sometimes popular notion that homemakers feel excluded, or in some way out of life's mainstream. The survey found that the vast majority of full time homemakers are very enthusiastic about their

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together eight issues of a small college newspaper may not seem like demanding work, and it shouldn't be. But getting students to write for the paper and cover the newsworthy events at Wesleyan is like pulling teeth. Some people complain about the lack of coverage by the newspaper of certain happenings at Wesleyan, but the plain truth is that no one cares enough to write about the events that occur. Even when these events are covered, they sometimes come in days after the deadline. The few writers that are now on the staff are pretty good at meeting deadlines, and I am not attacking them.

I have been involved with the paper for the past two years. This past fall I became co-editor and will take over complete control next fall. After only five issues of *The Decree*, I can see why Martie is getting out. I came to this position with all sorts of ideas and energy but **Bang-Pow!** it's all gone. At times I have doubted whether the three hours credit I get for being an editor is worth the trouble.

What will it take to change

the attitudes of the Wesleyan students? Is there anything that can be done to get the students more involved with this college? I really don't know, but I think the answer to the problem doesn't lie entirely with the students. Maybe the administration could make a stronger effort to increase the social activities at Wesleyan. Besides the convocation program, what social activity does the administration offer the students? There isn't much, right? Before the problem of apathy is solved at Wesleyan, the administration and the students must get together and make some type of effort to improve the extra-curricular programs at Wesleyan. If a student doesn't feel good about his school, then why should he attend it?

Apathy does not disappear overnight, and it will take a lot of work to change the students' attitudes. Is there anyone out there who really cares? I hope so because this school has potential. The only problem is that it seems no one cares enough to make the most of that potential.

role.

Today's typical homemakers has had some outside work experiences and is better educated than the homemaker of years past. And in concert with her husband, she has made the decision to be a homemaker primarily for the purpose of raising children and maintaining strong family bonds.

But, two workers in one family brings new priorities, responsibilities, and expectations. One correspondent in the survey expressed the feeling of many couples who are both

working: "Families with children in which both parents work are like pioneers moving into a new frontier. We have no immediate role models from whom we can get information, ideas and guidance."

Finally, although a lot more women work outside the home today, some things never change. According to the *Better Homes and Gardens* survey women, employed or not, are still primarily responsible for looking after their children, and they get very little help from husbands with household chores.

Dean Harrison Attends Education Seminar

Acting Dean Frances Harrison recently attended a National School Board Association seminar in Washington, D.C. Mrs. Harrison, who is chairman of the Rocky Mount Board of Education, attended the seminar which included representatives from school boards nationwide. The purpose of this national meeting of school board members was to evaluate the issues currently before congress which deal with education. After analyzing the pending legislation, the board members met with local representatives, their U.S. Senators, and their educational aids to make known the positions of the School Board Association.

Primary among the concerns of the board members was President Reagan's proposal to abolish the cabinet level Dept. of Education. It was the consensus of the educators that public education should have cabinet level priority in the administration. "We must have a voice near the president," said Mrs. Harrison. The Dept. of Education was separated from the Dept. of Health, Education and Welfare during the Carter administration largely because of the lobbying efforts of educators around the country. The Reagan administration has termed the department "too costly" and has proposed that it be abolished in an effort to

cut federal spending.

Assuming the Dept. of Education is abolished, the Board members have proposed that members of local school boards be included in the Inter-governmental Commission. This commission includes those who hold government positions on federal, state and local levels. Board of education members however, are not presently included on this commission. Educators feel that since more money is spent by the government (on a state and local level) on education than on any other single service, members of the boards of education should be included in this Inter-governmental Commission.

Another major concern on the part of educators and board members represented

at the seminar was President Reagan's proposal for Tuition Tax Credits for students enrolled in Private institutions (primary and secondary levels). Mrs. Harrison felt that this proposal could destroy the system of public education. "Private schools should not supplant public schools," said Mrs. Harrison. "There is also the possibility," she continued, "that private institutions could raise their tuition fees to absorb these tax credits. Theoretically, then, private institutions could be the only ones to gain from this proposal. Private education would still not be accessible to all," she concluded.

Though the Association received no promises from lawmakers, Mrs. Harrison felt that they had been heard.

1982 May Interim

All on-campus courses except EDU 331 will meet two nights a week from 6:00-9:30 p.m.

Tuition -- \$60.00 per semester hour

Fees -- A \$10.00 film fee is charged for "World War II - A Film Account."

Dates -- Monday & Wednesday courses begin May 10 and end June 2. Tuesday & Thursday courses begin May 11 and end June 3.

Registration -- Use enclosed tear off form and return to the Evening College Office any time before the beginning of the course or on the first night of the course.

COURSE OFFERINGS

Course	Title	Instructor	Room
Monday and Wednesday			
Religion GS (UL)	Contemporary Moral Issues	Tucker	101
Education 331 (4-6:30 p.m.)	Curriculum in Intermediate Education	Brooks	105
Tuesday and Thursday			
C.J. GS (LL)	Drug Use and Abuse	Davis	101
Politics GS (UL)	World War II - A Film Account	Rushing	105

Students intending to arrange Independent Studies must register through the Evening College Office.

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