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ROBINSON, Mary Beth Higman

THE WOMAN VETERINARIAN: ORIGINS, EDUCATION, AND CAREER.

The Ohio State University, Ph.D., 1978

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The Women Veterinarians of the United States
ACKNOWLEDGMENTS

Without the direction and encouragement of so many, this national survey would not have been possible. Dr. Donald Sanders, my advisor and teacher, encouraged this work throughout its course; he truly deserves his reputation as a distinguished teacher and researcher. Dr. Kathryn Schoen lent her keen insights into this study from its beginnings and has guided me in my work in a very gracious manner. Dr. William Wayson has encouraged me, as so many of his students, with his steadfast commitment to social justice in our society. To all three, I owe my thanks and gratitude.

Of special help in questionnaire construction were several members of The Ohio State University College of Veterinary Medicine: Dr. Warren R. Aiken, Director of Educational Resources; Dr. Walter G. Venzke, Professor of Veterinary Anatomy; Dr. Phillip W. Murdick, Chairperson of Veterinary Clinical Sciences; and Dr. Cheryl Chrisman, presently with the University of Florida. Staff members at the College who were of special aid were Ron McLean, who designed the cover of the survey; Bev Bruck and Bea Parrish, who assisted in the typing, duplication and mailing processes. Staff at The Ohio State Research Computer Center were helpful in computer analysis procedures. The assistance of Dr. I. R. Hay, former Director, Membership and Field Service, the American Veterinary Medical Association, is greatly appreciated.

Special encouragement for me in this work was provided by my
parents, Lee and Freda, though they have been a source of encouragement all my life. Special thanks go to my husband, Thomas, for his daily support and loving understanding.
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CHAPTER I

INTRODUCTION

Interdisciplinary Nature of the Study

The real world of social change does not present itself in conveniently-packaged problems according to academic discipline. On the contrary, as social change presents new areas for social science investigation, researchers find themselves, of necessity, crossing over formal discipline boundaries and using new interdisciplinary approaches of study. Such an interdisciplinary approach has been used in this study.

For various complex and intermingled economic, political, technological, and social reasons, the role women play in American society has been changing greatly in the last decade. Such substantial social change brings with it questions regarding the transition from the older to the newer role, the transition's effect on the women themseves and the social structures operating within their lives. This research project, then, falls in the area of what is now commonly known as "Women's Studies."

Simultaneously, this study falls in the area of education research in that it investigates the efficacy of professional education in much the same manner that many professional graduate follow-up studies do. This project, however, specifically investigates
the subjects' professional education in regard to areas where gender could be an important factor in the process of education.

Thirdly, this study emerges from the field of Veterinary Medicine. Like human medicine, dentistry, the law, and other professions, veterinary medicine has its own history, language, common understandings, growth patterns, and future. This study necessitated an understanding of the professional field, at least in general terms, on the part of this researcher. Such an understanding was gained by nearly three years experience as a Graduate Research Associate in the Educational Resources Division of The Ohio State University College of Veterinary Medicine.

Fig. 1., Model Representing Area of Study
This study lies at the confluence of these three areas: women's studies, professional education, and veterinary medicine. The real world phenomenon of the increasing numbers of women in veterinary medical education and practice is viewed by drawing insights and precepts from all three fields.

**Women in the Labor Force**

There has been a dramatic increase in the number of women veterinarians in the United States in recent years. This increase, though it has its own special background and characteristics, can be seen as a part of the larger change of the role of women in our nation's economy. According to the U. S. Department of Labor, the number of women in the labor force nearly doubled between 1950 and 1974; women now account for two-fifths of all the workers. Eli Ginzberg, a Columbia University economist, believes this increase of women in the labor market is "the single most outstanding phenomenon of our century. Its long-term implications are absolutely unchartable." He continues:

(Automobiles, airplanes, nuclear power plants, all brought about by technology) represent what I would call infrastructural changes. Important as they are, they do not go to the guts of a society. I would say the guts of a society are how it works and how it plays, how people relate to each other, whether they have children and how they bring them up. Therefore, I really do see in the question of women and work really a millennial type of change.1

Previously in this century, women's contributions to the labor force increased during the World Wars due to increased labor demand on the

---

home front. As President Kennedy declared upon the foundation of the Commission of the Status of Women:

Each time this country has found itself in difficulty, it was women who performed its many tasks to perfection. However, as soon as peace was restored, they were treated as if they constituted a marginal group whose potential is not used as it should be.2

After World War II, a greater emphasis on home and family prevailed in the 1950s, accentuated as a large portion of America's middle class began moving from the center cities into the suburbs. Then, perhaps as a spin-off of the Civil Rights movement in the 1960s, an increasing interest developed in what was called the Women's Rights movement, whose antecedent, the Suffrage movement, had subsided after the passage of the 19th Amendment to the Constitution in 1920 gave women the right to vote. Women demanded more satisfying lives which, to many, included interesting paid work outside the home. To be sure, women do much work inside the home, but since this is not paid work, it tends to be valued less in our society. However, advanced technology has greatly eased the work load of the homemaker with modern, labor-saving conveniences.

The economic role of the housewife diminished even more sharply after the Second World War. Increasingly everything is labour-saving, prepared 'ready for use' or ready-mixed in order to save her trouble. While in the recent past to have a woman in the home was an indispensable economic asset, in our time she has become a consumer, a shopper and a devotee of prepacked products and of gadgets. Hence public opinion now stresses the psychological or moral significance of her presence in the home—her economic contribution no longer justifies it.3

3Ibid., p. 90
The woman's role of child care provider, however, may be economically justified, if in no other way. For example, it can be barely profitable for some women to work when day care expenses are subtracted from their incomes. Additionally, women in general are tending to have smaller families, due apparently in part to more reliable methods of birth control that appeared in the 1960s. Hence fewer years of many women's lives are spent solely in caring for infants and children, allowing for more potential years in the labor market.

Why are so many women entering the job market? Simple economic necessity accounts for much of women's employment. Many women enter the job market because they need to support themselves and their children. In cases of the married woman, her salary sometimes keeps the family's salary above the poverty level. Sixty-eight per cent of women workers in 1976 were either single, widowed, divorced, separated or married to husbands earning less than $10,000 a year as Figure 2 shows:

<table>
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<th>Single</th>
<th>Widowed divorced, separated</th>
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<td>23.3%</td>
<td>19.0%</td>
<td>14.6%</td>
<td>11.4%</td>
<td>31.7%</td>
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Fig. 2. Sizing up the Female Working Force
*Newsweek*, December 6, 1976, p. 69.

Any sharp labor market participation increase involving about half of the country's population has immediate significance for the nation's economy and way of life. Movement by women into the labor force, however, is not random in nature. Women tend to concentrate
in low-paying jobs. One-fourth of all employed women now work in five occupations: Secretary-stenographer, household worker, bookkeeper, elementary school teacher, or waitress. Few women are in the high-paid, high-status professions. Certain professions have been dominated by women and others by men. As an example, elementary school teaching is now dominated by women, whereas school administration is dominated by men. Sociologist Robert Merton stated that "occupations can be described as sex-typed when a large majority of those in them are of one sex and when there is an associated normative expectation that this is as it should be." If equal opportunity prevailed in the labor market instead, any person, a man or a woman, would be able to pursue and succeed at any undertaking of their choice provided the person had the needed intellectual or physical abilities, the interest, the education and the motivation to perform duties competently. If equal opportunity prevailed, then of course no man would be excluded from a "woman's field," just as no woman would be excluded from a "man's field." Such an equal opportunity model would produce benefits for the public good as pointed out by Jessie Bernard:

A physician, we remember from introductory economics, may be a better cook than his cook, a better typist than his typist, and a better driver than his chauffeur. But in terms of the production of goods and services, the best job for him is the practice of medicine. From

---


5Cynthia F. Epstein, Woman's Place: Options and Limits in Professional Careers (Berkeley: University of California Press, 1970) p. 152
In order for equal opportunity to be reality, previously male sex-typed professions such as veterinary medicine would become sex-neutral professions. The present study examines women in the labor force, and more specifically, women in a non-traditional professional field, veterinary medicine.

Women in Veterinary Medicine

The study of veterinary medicine is a highly demanding undertaking as is veterinary medical practice. Most colleges of veterinary medicine require a two year pre-vet undergraduate program; often entrants possess a four year bachelor of science degree before they enter the college of veterinary medicine. The veterinary curriculum is usually four years in length, although some schools have gone to an intensive three year curriculum with no summer breaks. The practice of veterinary medicine is also very demanding of one's time and energy, especially in rural, large animal practices. In such practices, one is on call twenty-four hours a day and much travel is involved in visiting herds on farms and ranches.

Veterinary medicine clearly was a male dominated profession in the past. This situation is slowly changing. Women now comprise five per cent of the profession and may comprise 20 per cent by the end of this century. It therefore seems prudent to ask: "How successful are women in the profession of veterinary medicine?"

In order to answer this question, the first step is to define the term "successful." The term successful must be defined in a general enough way so as not to exclude women who in common-sense terms might be labeled as successful, and yet may not meet a specific criterion at that time. For example, a woman who is not practicing due to pregnancy, but will resume practice after the birth of her child, might be considered a successful professional although her current employment status may not reflect this aspect of success.

Ruth Kundsin notes the problem of defining the term "success." She defines success thusly: "The ability to function in a chosen profession with some measure of peer recognition." The women respondents in this study would all meet this requirement in that they are all graduates of accredited colleges of veterinary medicine and were or are licensed to practice and thusly acknowledged to be part of their profession by their peers.

In addition, for this study, success shall be further defined in a monetary way, that is, the successful woman veterinarian would be receiving financial support from her activities within the profession. Basically, this financial support occurs in two manners: one, she is an employed veterinarian in a practice, at a university, with the federal government, and so forth; or two, she is self-employed, that is, she is in business on her own or in cooperation with others. Obviously, there will be some variation in levels of income derived. For example, many private practices are more lucrative than government service or university teaching. Also,

some types of practices may be more lucrative than others. A veterinarian who cares for expensive thoroughbred horses, for example, may earn more than other general large animal practitioners. Additionally, a more established veterinarian would probably earn more than a new graduate. At any rate, success of the respondents should be reflected in a comfortable income.

Thus, one section of this study investigates the woman veterinarian's professional career. Some areas are investigated simply because these areas could cause an impediment to a woman's professional success, though that area might not in general apply to men. For example, since women are generally held responsible for child care duties, how does the woman veterinarian answer child care needs if she has a family while practicing? Another area investigated is how the clients accept or fail to accept a woman veterinarian. Some animal owners may find it difficult to accept a woman veterinarian caring for their companion animal or livestock. How do women veterinarians handle such situations if they arise? The respondent is asked whether or not, in her opinion, she experienced any discriminatory practices in hiring or bank financing for a practice.

Investigating only the woman's career would not encompass the respondent's antecedents. What were some of the factors in her earlier life that led her into the study of veterinary medicine? Another section of the study then deals with her personal background and asks questions such as the following: Did she grow up in a rural
or urban area? Who encouraged her to pursue her desire to enter the field? Were either of her parents veterinarians?

Another discrete section of this study deals with the woman's professional education. Unlike other graduate follow-up studies, however, this section deals only with those aspects of her education that most probably could have been affected by her gender. For example, does she believe her admission into professional school was unduly influenced by her gender, either in a positive or negative fashion? Does she believe she had as many opportunities for learning in professional school as men? Did she have an apprentice kind of relationship with a faculty member? If so, was the faculty member a male or female.

**Purpose of Study**

The purpose of this study will be to describe the women veterinarians in three aspects: their origins or personal backgrounds, their professional education, and their professional careers.

It should be noted that only women who have already entered the profession and have therein achieved a degree of success are being investigated in this study. Women who wanted to enter the field and did not for various reasons, women who were not accepted into professional school or women who dropped out of professional school are not identified nor investigated.

Such descriptive information seems to be of value to three broad groups. First, these results add to the growing fund of knowledge about women in the professions. Hence, the results of
this study have been given to the Women's Bureau of the Department of Labor, an agency which collects and disseminates information about women in the work force at all levels. Information about working women dispels myths. Secondly, the results are of interest to colleges of veterinary medicine, most especially to their admissions officers. This information may help the officers make admissions decisions. Thirdly, this information is of interest to the veterinary profession itself. Some older professionals may not be aware of the increasing role women are playing in the profession. Thus, this study has been made available to both the Women's Veterinary Medical Association and the American Veterinary Medical Association.
CHAPTER II

REVIEW OF LITERATURE

History of Women in Veterinary Medicine

It would be incorrect to view the recent emphasis on the expanding role of women in the labor force, more specifically in the professions, as an isolated occurrence. For example, the inception of the woman's rights movements in the United States is commonly dated with the Seneca Falls Convention in the summer of 1848 (Flexner, 1959). At approximately the same time, women were beginning their attempts to enter the study and practice of human medicine. Elizabeth Blackwell is generally known as "the first woman doctor" in the United States, having received the M.D. in 1849 (Lerner, 1977). Nearly fifty years passed before women entered colleges of veterinary medicine. While Elinor McGrath has generally been credited as the first woman to graduate from an American veterinary college (Chicago Veterinary College, 1910), more recent information indicates that McKillips College had three women graduates, Mignon Nicholson (1903), Astra Striever (1914), and Grace Pearce (1916). No information is available about those other early graduates, but Elinor McGrath practiced small animal medicine for thirty-seven years before retiring in 1947. In the same year Dr. McGrath graduated, 1910, Florence Kimball received the D.V.M. degree
at Cornell University--the first to graduate from a state college
(Houpt and Calhoun, 1976).

A tone of apprehension is noted in the Journal of Veterinary
Medicine in 1915:

Women may be said to have invaded the veterinary
profession, there now being in the United States
four women who are graduate veterinary practi-
tioners. In at least one veterinary college
(McKillip) four women have enrolled this year...
magazine writers have already interviewed these
students. This publicity alone will probably
result in the enrollment of a considerable number
of women next fall. May we soon expect to see
the advertisements of our veterinary colleges in
the ladies magazines...? (Women Veterinarians:
Yesterday, Today, Tomorrow, 1974).

Table 1, from Houpt and Calhoun's article "History of Women
in Veterinary Medicine," lists veterinary colleges and their women
graduates from 1903 to 1976. While there was a steady rise of
women graduates during the century, the increase in the period 1972-
1976 was so large and abrupt that the graduates from this five year
period account for nearly half the university of American women
veterinary school graduates. Thus, until 1940, the women veteri-
narian was indeed a rarity. From World War II until 1972, the number
of women veterinarians was steadily increasing. However, in the
period of 1972 to 1976 there was a dramatic increase in women
veterinarians which historically parallels the most recent "women's
rights" movement.

Women in Professional Veterinary Medicine

Veterinary medicine, like engineering, medicine, dentistry
and other highly scientific professions has been a male-dominated
field. A necessary antecedent to women increasing their numbers in
### TABLE I

Veterinary Colleges and Women Graduates per Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>37 yrs.</td>
<td>10 yrs.</td>
<td>10 yrs.</td>
<td>6 yrs.</td>
<td>5 yrs.</td>
<td>Totals</td>
<td></td>
</tr>
<tr>
<td><strong>Auburn</strong></td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>13</td>
<td>29</td>
<td>62</td>
</tr>
<tr>
<td><strong>California</strong></td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>20</td>
<td>42</td>
<td>77</td>
<td>154</td>
</tr>
<tr>
<td><strong>Colorado</strong></td>
<td>1</td>
<td>9</td>
<td>7</td>
<td>13</td>
<td>13</td>
<td>29</td>
<td>72</td>
</tr>
<tr>
<td><strong>Cornell</strong></td>
<td>16</td>
<td>20</td>
<td>11</td>
<td>12</td>
<td>7</td>
<td>27</td>
<td>93</td>
</tr>
<tr>
<td><strong>Georgia</strong></td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>8</td>
<td>14</td>
<td>44</td>
<td>78</td>
</tr>
<tr>
<td><strong>Guelph</strong></td>
<td>3</td>
<td>19</td>
<td>30</td>
<td>27</td>
<td>25</td>
<td>81</td>
<td>185</td>
</tr>
<tr>
<td><strong>Illinois</strong></td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>14</td>
<td>27</td>
<td>36</td>
<td>84</td>
</tr>
<tr>
<td><strong>Iowa</strong></td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>59</td>
<td>71</td>
</tr>
<tr>
<td><strong>Kansas</strong></td>
<td>2</td>
<td>7</td>
<td>6</td>
<td>10</td>
<td>19</td>
<td>32</td>
<td>76</td>
</tr>
<tr>
<td><strong>Michigan</strong></td>
<td>3</td>
<td>24</td>
<td>19</td>
<td>25</td>
<td>67</td>
<td>114</td>
<td>252</td>
</tr>
<tr>
<td><strong>Minnesota</strong></td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>8</td>
<td>14</td>
<td>44</td>
<td>72</td>
</tr>
<tr>
<td><strong>Missouri</strong></td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>8</td>
<td>32</td>
<td>43</td>
</tr>
<tr>
<td><strong>Quebec</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>48</td>
<td>62</td>
</tr>
<tr>
<td><strong>Ohio</strong></td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>17</td>
<td>18</td>
<td>61</td>
<td>108</td>
</tr>
<tr>
<td><strong>Oklahoma</strong></td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>12</td>
<td>15</td>
<td>24</td>
<td>55</td>
</tr>
<tr>
<td><strong>Pennsylvania</strong></td>
<td>4</td>
<td>11</td>
<td>19</td>
<td>17</td>
<td>41</td>
<td>101</td>
<td>193</td>
</tr>
<tr>
<td><strong>Purdue</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>25</td>
<td>54</td>
<td>84</td>
</tr>
<tr>
<td><strong>Saskatchewan</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>36</td>
<td>41</td>
</tr>
<tr>
<td><strong>Texas</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>24</td>
<td>78</td>
<td>103</td>
</tr>
<tr>
<td><strong>Tuskegee</strong></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>13</td>
<td>16</td>
<td>38</td>
</tr>
<tr>
<td><strong>Washington</strong></td>
<td>5</td>
<td>14</td>
<td>10</td>
<td>10</td>
<td>22</td>
<td>40</td>
<td>101</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>39</td>
<td>117</td>
<td>154</td>
<td>218</td>
<td>433</td>
<td>1062</td>
<td>2023</td>
</tr>
</tbody>
</table>

- Graduates from earlier closed private veterinary colleges: 12
- Graduates from foreign veterinary colleges practicing in U.S. & Canada (as of 1971): 20
- Total number of women of the U.S. & Canada who have graduated from a college of veterinary medicine: 2055
professional fields is their acceptance and academic success in professional schools. Although women comprise about 5 per cent of the veterinary medical profession at the present time, the overall percentage of women students of veterinary medicine in the United States and Canada in the fall of 1976 was 28 per cent. (see Table 2)

It is estimated that the number of women graduates will double in the next five years and that it is possible, depending on veterinary school admission trends, that women could comprise 28 percent of the profession by the year 2000 (Houpt and Calhoun, 1977).

At this time, it is not possible to say that Title IX, a federal regulation prohibiting sex discrimination in education, has in any way caused an increase in the numbers of women being admitted to colleges of veterinary medicine, for the trend was strongly underway before 1975. Nonetheless, the regulation provides a legal sanction against discriminatory practices in admitting women to professional veterinary medical education that was not present prior to 1975.

In order to be admitted into a college of veterinary medicine, women need to have prepared themselves in their undergraduate years by enrolling in the necessary pre-veterinary curriculum, including such courses as chemistry and physics. Women, in general, tend to avoid such courses of study at the undergraduate level. For example, Feldman (1974) investigated the sex-typing of academic fields by undergraduates. He found that undergraduates uphold the typical stereotypes: engineering, physics, medicine, agriculture, chemistry, and forestry were regarded by both sexes as masculine disciplines.
TABLE 2

Number of Professional Degree (D.V.M.) Students as of Fall, 1976

<table>
<thead>
<tr>
<th>Institution</th>
<th>Male Students (Number and Per cent)</th>
<th>Female Students (Number and Per cent)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M University</td>
<td>304 - 74</td>
<td>109 - 26</td>
<td>413</td>
</tr>
<tr>
<td>Tuskegee Institute</td>
<td>121 - 71</td>
<td>50 - 29</td>
<td>171</td>
</tr>
<tr>
<td>University of California</td>
<td>273 - 72</td>
<td>106 - 28</td>
<td>379</td>
</tr>
<tr>
<td>University of Florida</td>
<td>27 - 68</td>
<td>13 - 32</td>
<td>40</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>231 - 70</td>
<td>101 - 30</td>
<td>332</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>207 - 69</td>
<td>93 - 31</td>
<td>300</td>
</tr>
<tr>
<td>University of Missouri-Columbia</td>
<td>223 - 78</td>
<td>62 - 22</td>
<td>285</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>238 - 58</td>
<td>174 - 42</td>
<td>412</td>
</tr>
<tr>
<td>University of Tennessee</td>
<td>28 - 70</td>
<td>12 - 30</td>
<td>40</td>
</tr>
<tr>
<td>Washington State University</td>
<td>208 - 71</td>
<td>87 - 29</td>
<td>295</td>
</tr>
<tr>
<td>Auburn University</td>
<td>382 - 83</td>
<td>80 - 17</td>
<td>462</td>
</tr>
<tr>
<td>Colorado State University</td>
<td>324 - 77</td>
<td>97 - 23</td>
<td>421</td>
</tr>
</tbody>
</table>
Table 2, continued.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Male Students (Number and Per cent)</th>
<th>Female Students (Number and Per cent)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornell University</td>
<td>187 - 66</td>
<td>96 - 34</td>
<td>283</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>314 - 79</td>
<td>84 - 21</td>
<td>398</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>330 - 84</td>
<td>62 - 16</td>
<td>392</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>159 - 76</td>
<td>51 - 24</td>
<td>210</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>207 - 60</td>
<td>138 - 40</td>
<td>345</td>
</tr>
<tr>
<td>The Ohio State University</td>
<td>359 - 68</td>
<td>169 - 32</td>
<td>528</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>203 - 81</td>
<td>47 - 19</td>
<td>250</td>
</tr>
<tr>
<td>Purdue University</td>
<td>211 - 74</td>
<td>76 - 26</td>
<td>287</td>
</tr>
<tr>
<td>University of Guelph-Ontario</td>
<td>298 - 63</td>
<td>173 - 37</td>
<td>471</td>
</tr>
<tr>
<td>University of Saskatchewan</td>
<td>179 - 71</td>
<td>74 - 29</td>
<td>253</td>
</tr>
<tr>
<td>University of Montreal</td>
<td>185 - 67</td>
<td>91 - 33</td>
<td>276</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5198 - 72</strong></td>
<td><strong>2045 - 28</strong></td>
<td><strong>7243</strong></td>
</tr>
</tbody>
</table>

(No information given for the University of Illinois)

Source: Association of American Veterinary Medical Colleges
Comparative Data Summary for the 1976-77 Academic Year.
Then, using 1968-1969 enrollment figures in all of the 45 disciplines, he found that the proportion of women students in a discipline corresponded almost exactly to the stereotyped masculinity or femininity of the discipline. These choices are later reflected in professional school admissions and participation by women in certain professions.

The admissions process today into colleges of veterinary medicine is very competitive for women and men alike. For the year beginning autumn 1976, the total number of applicants meeting the minimum requirements to veterinary medical schools was 11,521. The number of admissions was 1,855. The ratio of admissions to applicants was 1:6.2. In general, on the basis of numbers, it is two to four times more difficult to achieve admission to a veterinary college than a medical college. Differences of one-half point in a maximal score of 100 can be the difference between acceptance and rejection for a group of applicants (Smith, 1977).

In a study identifying factors that were most predictive of performance in the freshman year at four midwestern colleges of veterinary medicine, researchers found that gender of the student was not a predictive factor of academic success. However, undergraduate performance as shown by physics and chemistry grade point average was found to be a significant predictor of first year academic success at The Ohio State University, the University of Minnesota, Purdue University, and the University of Illinois (Niedzwiedz and Friedman, 1975).

In a study of students of veterinary medicine done at the University of Minnesota, attitudes of students toward each other, toward faculty, and toward institutional barriers were investigated
(Follett, Hendel and Andberg, 1975). Females received more discouragement than did males from male and female high school teachers and counselors, and from male college counselors. The finding supports Nadelson and Notman's (1972) study in which they found that high school and college advisors tend to reinforce the idea that medicine is unsuitable or unrealistic for women. It was also reported that a greater percentage of women than men (50 and 30 respectively) at Minnesota stated that sex discriminations, both positive and negative, occurred in the college.

An exploratory study sponsored by the Women's Action Program of the Department of Health, Education and Welfare using interview techniques at two unnamed colleges of veterinary medicine in 1976 found that some women veterinary students feel a lack of encouragement and support and at times experience direct discouragement. Some women expressed fear of the impossibility of finding a mate, reported resentments by male students for taking a man's place, felt that they must work harder to prove themselves, and reported feelings of isolation from people outside of the training experience and within the training environment too. There are now twenty-two colleges of veterinary medicine in the United States that have graduated Doctors of Veterinary Medicine, and since they all have their own particular institutional climates, it would be profitable to interview students of all the schools in the manner of this exploratory study, or to expand the sample. The total number of students interviewed in HEW's 1976 exploratory study was 23; 7 males, 16 females. This work does pose some very promising areas of investigation regarding the beliefs.
(Follett, Hendel and Andberg, 1975). Females received more discouragement than did males from male and female high school teachers and counselors, and from male college counselors. The finding supports Nadelson and Notman's (1972) study in which they found that high school and college advisors tend to reinforce the idea that medicine is unsuitable or unrealistic for women. It was also reported that a greater percentage of women than men (50 and 30 respectively) at Minnesota stated that sex discriminations, both positive and negative, occurred in the college.

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including fears and resentments, of female and male veterinary students.

To be sure, with the increasing numbers of women students in colleges of veterinary medicine in recent years, all actors in the process--students, faculty, administration, and support staff--have had to redraw the old concept of "the average veterinary student."

Women in the Profession of Veterinary Medicine

The Women's Veterinary Medical Association was founded in 1947 as a means of communication among women veterinarians. The organization was never intended to be a substitute for the American Veterinary Medical Association (Houpt and Calhoun, 1977). One of the WVMA's functions has been to keep records of the professional activities of women veterinarians. According to the 1974 WVMA report, the majority of women veterinarians--78.4 per cent--were private practitioners. Comparing this percentage with the profession as a whole, 71 per cent of all veterinarians, male and female, were private practitioners. Of the 21.6 per cent women veterinarians who were not private practitioners, most were engaged in teaching, research, regulatory veterinary medicine, or laboratory animal medicine.

The American Veterinary Medical Association, through its Membership and Field Services division, also keeps yearly records of its women members. As of August, 1976, they counted 1,546 women members. Of that number 78.87 per cent were in private practice and of that percentage 63.82 per cent were in practices dealing with small animals exclusively.

In a comparison of male and female graduates from Georgia from
1950 to 1973, Crawford and Coulter found that: 1) more women than men were engaged in 100 per cent small animal practice (45 vs. 33.3 per cent); 2) not as high a per cent of women as men were engaged in private practice (57.5 vs. 74.1 per cent); and 3) only 10 per cent of female graduates were in practices where large domestic animals were treated (Crawford and Coulter, 1976).

In a study of Michigan State University women graduates, Giuliani and Centra concluded "the assumption that women veterinarians quickly become professionally inactive does not appear to be a valid one, at least for the women who graduated from Michigan State University." In spite of limitations and conflict the women veterinarians may encounter, this study suggested that the graduates are deeply committed to the profession and claim a great deal of satisfaction from their work. A great majority, 89 per cent, said that they would again choose veterinary medicine as their profession if they were allowed to choose again (Guiliani and Centra, 1968).

Statistical data on the marriage patterns of women veterinarians are lacking. It is reported that 1 of 6 women of the Cornell class of 1974 was married at the time of admission to veterinary college and 5 of 6 were married at the time of graduation. It has been reported that 51 per cent of American women veterinarians are married to veterinarians (Houpt and Calhoun, 1977). At this time, there is no information available as to if or how these married couples go into practice together. Geographic mobility problems could be even greater for women veterinarians married to non-veterinarians in regard to employment though there is also no information in this
area. How women veterinarians care for their children and participate in their career duties or if they interrupt their career completely for children has also not been studied on a national basis.

At the present time, there is unknown to this investigator any nation-wide survey of women veterinarians that probes deeper than the demographic data collection done by the Women's Veterinary Medical Association and the American Veterinary Medical Association. This information does show us that the women veterinarians are very active professionally. For example, the 1974 WVMA Professional Survey showed 90 per cent of the working force at work; 5 per cent of the respondents were not working because of pregnancy or children; another 5 per cent were inactive because they were between jobs, applying for jobs or licenses, moving, retired, or ill. No national survey of women veterinarians has been undertaken investigating their marriages, child care patterns and other gender-related factors in relationship to their careers.

No national study describes women veterinarians regarding their personal backgrounds, professional education and careers in relation to marriage and children, though various studies have investigated fragments of this picture. It is this void in the literature that this study will begin to fill.
CHAPTER III

RESEARCH PROCEDURES

The purpose of this study is to gain a descriptive picture of the women veterinarians in the United States. The most efficient method to gain descriptive information is through a mailed questionnaire. The researcher cannot ascertain the reasons why certain realities exist as well by using this method as he could with the interview method; however, the cost of using an interview method on a national sample is prohibitive for most individual researchers. Thus, the mail questionnaire was chosen to elicit this information from the women veterinarians living all over the country.

Sampling Procedures

The population studied was operationally defined as all the women veterinarians in the United States as listed by the American Veterinary Medical Association. As of June, 1977, 1877 women veterinarians were listed in the United States in the AVMA records. One does not have to be a dues paying member of the organization in order to be on their rolls. There were 99 women listed in Canada and foreign countries; none of these women were in the population considered.

From the population of 1877, sample size was computed in this manner:

\[
N = \frac{\sigma^2 \cdot 1.96^2}{\delta^2} \cdot \frac{(50 \times 50)^2}{5^2} = 384
\]
Finite population correction:

\[ n = \frac{384}{1 + \frac{(384 - 1)}{1 + \frac{383}{1877}}} = \frac{384}{1 + \frac{383}{1877}} + \frac{384}{1.204} = 319 \]

Women veterinarians reside in all fifty states, the District of Columbia and Puerto Rico. California has the most women veterinarians with 229; being the most populous state, this might be expected. Other states have only a few women veterinarians as Table 3 shows.

In order to assure proper geographic representation, the fifty states, Washington D.C. and Puerto Rico were divided into the regions used by the Department of Labor (see Table 4). Thus, the sample was stratified by geographic region and the number of names drawn from each region reflected that region's proportional number of women veterinarians. For example, the New England region which comprised the states of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut, contained 110 women veterinarians; thus, this region would account for 5 per cent of the total sample of 319 or 16 veterinarians. Each name in each region was numbered, then random number tables were used to draw each regional sample.

**The Survey Instrument**

Ideally, a survey instrument will gather most of the data sought by the researcher without being so long that it discourages reply by the respondents. The survey instrument (Appendix A) was divided into three areas and attempted to elicit the following information:

A. Origins or Personal Background

1. Who encouraged the respondent to become a veterinarian?
TABLE 3

Population of Women Veterinarians in the United States by State in 1977

<table>
<thead>
<tr>
<th>State</th>
<th>Number of Women Veterinarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>229</td>
</tr>
<tr>
<td>Michigan</td>
<td>133</td>
</tr>
<tr>
<td>Texas</td>
<td>115</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>107</td>
</tr>
<tr>
<td>Illinois</td>
<td>96</td>
</tr>
<tr>
<td>Ohio</td>
<td>85</td>
</tr>
<tr>
<td>New York</td>
<td>84</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>59</td>
</tr>
<tr>
<td>Virginia</td>
<td>57</td>
</tr>
<tr>
<td>Washington</td>
<td>57</td>
</tr>
<tr>
<td>Maryland</td>
<td>56</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>53</td>
</tr>
<tr>
<td>New Jersey</td>
<td>51</td>
</tr>
<tr>
<td>Minnesota</td>
<td>50</td>
</tr>
<tr>
<td>Florida</td>
<td>50</td>
</tr>
<tr>
<td>Georgia</td>
<td>48</td>
</tr>
<tr>
<td>Colorado</td>
<td>45</td>
</tr>
<tr>
<td>Indiana</td>
<td>41</td>
</tr>
<tr>
<td>North Carolina</td>
<td>40</td>
</tr>
<tr>
<td>Missouri</td>
<td>39</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>30</td>
</tr>
<tr>
<td>Arizona</td>
<td>29</td>
</tr>
<tr>
<td>Iowa</td>
<td>28</td>
</tr>
<tr>
<td>Oregon</td>
<td>25</td>
</tr>
<tr>
<td>Kansas</td>
<td>24</td>
</tr>
<tr>
<td>New Mexico</td>
<td>21</td>
</tr>
<tr>
<td>Alabama</td>
<td>20</td>
</tr>
<tr>
<td>Kentucky</td>
<td>19</td>
</tr>
<tr>
<td>Connecticut</td>
<td>18</td>
</tr>
<tr>
<td>Louisiana</td>
<td>14</td>
</tr>
<tr>
<td>South Carolina</td>
<td>13</td>
</tr>
<tr>
<td>Idaho</td>
<td>11</td>
</tr>
<tr>
<td>Nebraska</td>
<td>11</td>
</tr>
<tr>
<td>Tennessee</td>
<td>11</td>
</tr>
<tr>
<td>Vermont</td>
<td>10</td>
</tr>
<tr>
<td>Arkansas</td>
<td>9</td>
</tr>
<tr>
<td>Maine</td>
<td>9</td>
</tr>
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<td>New Hampshire</td>
<td>9</td>
</tr>
<tr>
<td>Alaska</td>
<td>8</td>
</tr>
</tbody>
</table>
TABLE 3, Continued.

<table>
<thead>
<tr>
<th>State</th>
<th>Number of Women Veterinarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wyoming</td>
<td>7</td>
</tr>
<tr>
<td>Mississippi</td>
<td>6</td>
</tr>
<tr>
<td>Montana</td>
<td>6</td>
</tr>
<tr>
<td>Nevada</td>
<td>6</td>
</tr>
<tr>
<td>North Dakota</td>
<td>6</td>
</tr>
<tr>
<td>South Dakota</td>
<td>6</td>
</tr>
<tr>
<td>Hawaii</td>
<td>5</td>
</tr>
<tr>
<td>Rhode Island</td>
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<tr>
<td>West Virginia</td>
<td>5</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>4</td>
</tr>
<tr>
<td>Utah</td>
<td>4</td>
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<tr>
<td>Delaware</td>
<td>2</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>1</td>
</tr>
<tr>
<td>Region</td>
<td>States in the Region</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>New England</td>
<td>Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut</td>
</tr>
<tr>
<td>Middle Atlantic</td>
<td>New York, New Jersey, Pennsylvania</td>
</tr>
<tr>
<td>East-North-Central</td>
<td>Ohio, Indiana, Illinois, Michigan, Wisconsin</td>
</tr>
<tr>
<td>West-North-Central</td>
<td>Minnesota, Iowa, Missouri, North Dakota, Nebraska, Kansas</td>
</tr>
<tr>
<td>South Atlantic</td>
<td>Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, Georgia, Florida</td>
</tr>
<tr>
<td>Region</td>
<td>States in the Region</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>East-South-Central</td>
<td>Kentucky</td>
</tr>
<tr>
<td></td>
<td>Tennessee</td>
</tr>
<tr>
<td></td>
<td>Alabama</td>
</tr>
<tr>
<td></td>
<td>Mississippi</td>
</tr>
<tr>
<td>West-South-Central</td>
<td>Arkansas</td>
</tr>
<tr>
<td></td>
<td>Louisiana</td>
</tr>
<tr>
<td></td>
<td>Oklahoma</td>
</tr>
<tr>
<td></td>
<td>Texas</td>
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<tr>
<td>Mountain</td>
<td>Montana</td>
</tr>
<tr>
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<td>Idaho</td>
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<td></td>
<td>Wyoming</td>
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<td></td>
<td>Colorado</td>
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<td></td>
<td>New Mexico</td>
</tr>
<tr>
<td></td>
<td>Arizona</td>
</tr>
<tr>
<td></td>
<td>Utah</td>
</tr>
<tr>
<td></td>
<td>Nevada</td>
</tr>
<tr>
<td>Pacific</td>
<td>Washington</td>
</tr>
<tr>
<td></td>
<td>Oregon</td>
</tr>
<tr>
<td></td>
<td>California</td>
</tr>
<tr>
<td></td>
<td>Alaska</td>
</tr>
<tr>
<td></td>
<td>Hawaii</td>
</tr>
<tr>
<td></td>
<td>Puerto Rico</td>
</tr>
</tbody>
</table>
(parents, teachers, counselors, a veterinarian, and so forth)

2. At what time did the respondent definitely decide to become a veterinarian?

3. Where did the respondent live most of the time when growing up?

4. Birth order of the respondent

5. Number of siblings

6. Age of the respondent

7. Educational level of her parents

8. Father's occupation

9. Mother's occupation

10. The four most important factors influencing her selection of the field of veterinary medicine.

B. Professional Education

This section only refers to education in a College of Veterinary Medicine, not undergraduate study.

1. Date of professional degree and granting institution

2. Was veterinary medicine her first choice of study?

3. If the respondent could choose again, would she still choose to study veterinary medicine?

4. Was she married during the time she was a professional student?

5. If she was married during that time, what does she believe her husband's attitude was toward her training?

6. Did she have children while a professional student?

7. If she had children during that time, did she withdraw
from her studies for a period of time?

8. Was her admission into professional school affected by her gender in her opinion?

9. Was she taken seriously in academic situations?

10. Did she seem to have as many learning opportunities as men?

11. Did she have an apprentice relationship with a faculty member in the college, either male or female?

C. Career

This section of the questionnaire deals with the period of the respondent's life since graduation from veterinary college.

1. What is the respondent's current professional activity?

2. What are her employment functions?

3. Of what state is she a resident?

4. If she has not been professionally active for a period or periods of time after graduation, what reasons account for this?

5. What is the respondent's present marital status? If married, how is her geographic mobility affected in regards to employment?

6. If she has children, what are the arrangements for their care?

7. How many hours a week does she devote to professional duties? How many to child care duties, if applicable?

8. What is the average number of patients she sees a day?

9. What was her estimated net income in 1977 from the
practice of veterinary medicine? Does this income seem to be comparable to a male veterinarian's with the same amount of experience?

10. Has she noted problems in client interaction that she believes are related to her gender? If there are, how does she usually cope with these situations?

11. Has she encountered any problems in financing a practice that she believes were related to her gender?

12. What were the greatest obstacle(s) and the greatest support(s) to the respondent's education and career?

13. Where does the respondent see herself in the profession five years hence?

The questionnaire form itself was developed with the aid of three Ohio State University faculty members: Dr. Walter G. Venzke, Professor of Veterinary Anatomy; Dr. Phillip W. Murdick, Chairman of Veterinary Clinical Sciences; and Dr. Cheryl Chrisman, Clinical Veterinary Neurologist. The question regarding future professional activity was added at the request of the American Veterinary Medical Association which is studying future demands in the profession and projected labor patterns. The form was pre-tested for errors and ambiguities in wording before the final mailing.

Mailing Procedures and Return Rate

The questionnaires were mailed on November 21, 1977 in hand-addressed envelopes. All questionnaires went stamped, first class mail and contained stamped, addressed envelopes for return. No identifying marks were put on the survey in order to assure the
respondent's anonymity. The question regarding income was necessary in that "success" in the profession, for purposes of this study, was defined in a monetary way. In order to answer the question "are women successful in this profession?" it was necessary to inquire about salary. Since inquiry about income could be construed as very sensitive, if the respondent were identifiable, the decision was made to assure anonymity of the respondent.

Handwritten postcard reminders were mailed December 15, 1977 approximately three weeks after the questionnaire mailing. Many respondents voluntarily identified themselves, hence they were eliminated from the reminder mailing. Returned questionnaires were purused and sorted by geographic area. The last return was received on January 29, 1978. Six respondents could not be reached by mail and their questionnaires were returned because they left no forwarding address. Thus, 313 of the original sample of 319 were contacted by mail. With 230 returns, the overall return rate was 73 per cent.

Some regional variation in response rate is noted. The highest response rate came from the Pacific region, the lowest from the East South Central region. (see Table 5)

At the beginning of February, those who had volunteered to do so were asked to write and submit short autobiographies which are presented in Chapter Five. It was hoped that these life stories would give lively substance to the numerical data presented. Some respondents offered all or parts of their life stories or philosophies on the original response sheets and these, in part, will also be included in Chapter Five.
<table>
<thead>
<tr>
<th>Geographic Region</th>
<th>Percentage of Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacific</td>
<td>85</td>
</tr>
<tr>
<td>New England</td>
<td>79</td>
</tr>
<tr>
<td>Middle Atlantic</td>
<td>73</td>
</tr>
<tr>
<td>Mountain</td>
<td>73</td>
</tr>
<tr>
<td>South Atlantic</td>
<td>71</td>
</tr>
<tr>
<td>East-North-Central</td>
<td>69</td>
</tr>
<tr>
<td>West-South-Central</td>
<td>66</td>
</tr>
<tr>
<td>West-North-Central</td>
<td>62</td>
</tr>
<tr>
<td>East-South-Central</td>
<td>50</td>
</tr>
</tbody>
</table>
Babbie evaluates a response rate in a self-administered questionnaire mail survey of 50 per cent as "adequate" for analysis and reporting, 60 per cent as "good" and 70 per cent or more as "very good." ¹ It is supposed that there are several factors contributing to this study's response rate of 73 per cent:

1. Many of the respondents closely identified with the objectives of the survey;
2. anonymity was assured;
3. a return stamped envelope was provided; and
4. the cover was colorful and attractively illustrated by a professional artist.

Suchman predicted the possibilities for success in such a survey:

The use of the survey method for increased knowledge concerning the health professions—or any other profession—can be rewarding. The significance of such research for the recruitment, selection, training, and performance evaluation of the various occupational groupings makes it of immediate practical value. The research can be done comparatively easily because of the limited membership and relatively easy accessibility of the professions for study. The respondents have personal interest in the content of the survey and cooperation is not too difficult.²


CHAPTER IV

ANALYSIS OF DATA

The presentation of and analysis of the data collected from this national self-administered survey will be presented in the same order that the questions were posed in the survey instrument. Thus, the information will be presented in three major sections: 1) personal background of the respondent or origins: 2) professional education; and 3) professional career.

Not all 230 respondents answered every item. For example, women who do not have children did not respond to the child care question and so forth. Percentages will be reported for those who did reply and the number of responses to that question will be noted.

Origins

The first question in this section sought to ascertain which individuals or groups in the respondent's life most encouraged her to become a veterinarian. Some categories included more than one individual such as "female high school teachers" to which the respondent was to note the most typical response of the group. As might well be expected, both fathers and mothers encouraged the respondent to become a veterinarian with 74 per cent of the fathers either strongly encouraging or encouraging her and 77 per cent of the mothers strongly encouraging or encouraging her career choice as
shown in Table 6. Forty-one per cent of other relatives, such as siblings, aunts, uncles, cousins, and so forth are rated as strongly encouraging or encouraging by the respondents, while another 41 per cent of the relatives was deemed indifferent as shown in Table 7.

The next source of encouragement to be rated was that of "husband." It appeared that for most women (74 per cent) he was not present at the time to have contributed to making her original decision in the sense of her personal background, but support of the husband was very important later in her life (See Table 8).

The next source of encouragement to be rated were friends, both male and female. The respondent was asked to give the most typical response to these broad groups. In general, female friends appear to be a greater source of encouragement than male friends with 59 per cent either strongly encouraging her or encouraging her in her career choice, whereas 40 per cent of her male friends did so, as Table 9 shows. Perhaps the most interesting figure in this array is that 13 per cent of the women said that the question did not apply to them which could either mean they had no relationships with men which could be termed friendships; or they did not discuss future career plans with them; or friends had no say in their choice.

The next possible sources of encouragement on the survey instrument were teachers and counselors. These groups were further divided into male and female teachers and counselors and also into high school and college groups. Table 10 displays the responses regarding both male and female high school and college teachers. The most encouragement of all these groups was given by male college
<table>
<thead>
<tr>
<th>Degree of Perceived Encouragement</th>
<th>Father (percentage)</th>
<th>Mother (percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Encouraged</td>
<td>38</td>
<td>36</td>
</tr>
<tr>
<td>Encouraged</td>
<td>36</td>
<td>40</td>
</tr>
<tr>
<td>Indifferent</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Discouraged</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Does not apply</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>100 (223)</td>
<td>100 (225)</td>
</tr>
<tr>
<td>Degree of Perceived Encouragement</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Strongly Encouraged</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Encouraged</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Indifferent</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Discouraged</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Does not apply</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>

100
(221)
TABLE 8

Encouragement from Husband

<table>
<thead>
<tr>
<th>Degree of Perceived Encouragement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Encouraged</td>
<td>16</td>
</tr>
<tr>
<td>Encouraged</td>
<td>7</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
</tr>
<tr>
<td>Discouraged</td>
<td>2</td>
</tr>
<tr>
<td>Does not apply</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>100 (230)</td>
</tr>
</tbody>
</table>
TABLE 9

Encouragement from Male and Female Friends

<table>
<thead>
<tr>
<th>Degree of Perceived Encouragement</th>
<th>Male Friends</th>
<th>Female Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Encouraged</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Encouraged</td>
<td>34</td>
<td>49</td>
</tr>
<tr>
<td>Indifferent</td>
<td>40</td>
<td>32</td>
</tr>
<tr>
<td>Discouraged</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Does not apply</td>
<td>13</td>
<td>6</td>
</tr>
</tbody>
</table>

100 (220)                           100 (219)
TABLE 10

Encouragement from Male and Female High School and College Teachers

<table>
<thead>
<tr>
<th>Degree of Perceived Encouragement</th>
<th>High School Male (%)</th>
<th>High School Female (%)</th>
<th>College Male (%)</th>
<th>College Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Encouraged</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Encouraged</td>
<td>24</td>
<td>20</td>
<td>33</td>
<td>25</td>
</tr>
<tr>
<td>Indifferent</td>
<td>36</td>
<td>41</td>
<td>31</td>
<td>40</td>
</tr>
<tr>
<td>Discouraged</td>
<td>9</td>
<td>9</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Does not apply</td>
<td>28</td>
<td>26</td>
<td>11</td>
<td>29</td>
</tr>
</tbody>
</table>

100(213) 100(214) 100(218) 100(215)
teachers, with 41 per cent of them strongly encouraging or encouraging the women in their career choice. This group, male college teachers, also had the highest discouragement rate but only at 17 per cent. Male college teachers also appeared to be the most active in the encouragement process itself. By combining the "indifferent" and "does not apply" categories, we find 64 per cent of the male high school teachers evaluated by respondents; 67 per cent of the female high school teachers; 42 per cent of the male college teachers; and 69 per cent of the female college teachers playing no role. In the case of female high school and college teachers the "does not apply" could mean not only that career plans were not discussed, but that the respondent simply did not have enough interaction with female instructors at these levels to offer an opinion. It is unknown if female elementary school teachers provided encouragement in the career choice as an item on this item was not included in the survey instrument.

Table 11 displays the responses regarding both male and female high school and college counselors. The most encouragement offered from all these groups was given by male college counselors, with 42 per cent of them strongly encouraging or encouraging the women in their career choice. Again, the most interesting aspect of this array is the small role played by both the high school and college counselors in general. By combining the "indifferent" and the "does not apply" responses, we find 67 per cent of the male high school counselors playing a negligible role; 67 per cent of the female high school counselors; 37 per cent of the male college counselors
<table>
<thead>
<tr>
<th>Degree of Perceived Encouragement</th>
<th>High School Male (%)</th>
<th>High School Female (%)</th>
<th>College Male (%)</th>
<th>College Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Encouraged</td>
<td>5</td>
<td>2</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Encouraged</td>
<td>18</td>
<td>16</td>
<td>31</td>
<td>8</td>
</tr>
<tr>
<td>Indifferent</td>
<td>21</td>
<td>19</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Discouraged</td>
<td>10</td>
<td>15</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>Does not apply</td>
<td>46</td>
<td>48</td>
<td>23</td>
<td>74</td>
</tr>
</tbody>
</table>

100 (209) 100 (210) 100 (210) 100 (206)
and 84 per cent of the female college counselors. It is interesting
to note that "does not apply" was chosen for male and female high
school counselors at a 46 and 48 per cent rating respectively. This
could indicate that the respondent simply never saw her counselor,
males or females, for career guidance purposes, among other possibili-
ties. The 74 per cent "does not apply" figure for college female
counselors probably indicated that she did not have enough inter-
action with a female college counselor to warrant an overall judgment,
or the counselor's help was not felt to be important.

The last source of encouragement investigated in this section
was professional veterinarians, male and female, with whom the
respondent might have had contact while growing up or during high
school years as a professional role model. As might be expected,
more respondents knew a male veterinarian than a female veterinarian.
Only 16 per cent answered "does not apply" regarding a male veteri-
narian, while 76 per cent gave that response regarding female
veterinarians. Table 12 shows the responses regarding these two
groups.

Thus 57 per cent of the respondents viewed a male veterinarian
they knew as a source of encouragement, while only 18 per cent
viewed such a person as a source of discouragement. It would be
supposed that as more women veterinarians go into practice and have
interaction with younger people, they too will serve as a source of
encouragement for both young men and women to enter the field of
veterinary medicine.

The respondents were then asked, "At what time had you definitely
### TABLE 12

Encouragement from Male and Female Veterinarians

<table>
<thead>
<tr>
<th>Degree of Perceived Encouragement</th>
<th>Male Percentage</th>
<th>Female Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Encouraged</td>
<td>25</td>
<td>11</td>
</tr>
<tr>
<td>Encouraged</td>
<td>32</td>
<td>9</td>
</tr>
<tr>
<td>Indifferent</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Discouraged</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>Does not apply</td>
<td>16</td>
<td>76</td>
</tr>
</tbody>
</table>

100 (222) 100 (221)
decided to become a veterinarian?" As Table 13 shows, 46 per cent claimed to have made that decision before the ninth grade, in which case the effects of high school or college teachers and counselors would not have been so great.

The next two questions related to the kind of community the respondent was living in as she was growing up and the kind of community she is living in now. There was a slight drop in the percentage of women who live on a farm now compared with the number who grew up on a farm, from 19 to 13 per cent. In both situations, where the respondent grew up and where she is living now, there appears to be a fairly even distribution among the different community settings: farm, small town, moderate size town or city (10,000 to 50,000), suburban setting, or a large city. Four daughters of military officers said that it was very difficult for them to say what kind of community they had grown up in, as they moved so frequently (see Table 14).

The next three questions dealt with the respondent's birth order and number of siblings. The respondents tend to be early in their family's birth order with 48 per cent of them being first borns and 32 per cent of them being second borns. To a slight degree, the respondents tended to have a brother for a sibling rather than a sister. Sixty-six per cent of the respondents had at least one brother or more, while 56 per cent of the respondents had at least one or more sisters.

The next question asked the respondent's present age. Three women did not answer this question. The youngest woman was 22 years
<table>
<thead>
<tr>
<th>Time of Decision</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the 9th grade</td>
<td>46</td>
</tr>
<tr>
<td>From 9th to 12th grade</td>
<td>22</td>
</tr>
<tr>
<td>In first 2 years of college</td>
<td>19</td>
</tr>
<tr>
<td>In last 2 years of college</td>
<td>4</td>
</tr>
<tr>
<td>After college graduation</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>(228)</td>
</tr>
<tr>
<td>Type of Community</td>
<td>While Growing Up (%)</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>On a farm</td>
<td>19</td>
</tr>
<tr>
<td>In a small town under 10,000</td>
<td>12</td>
</tr>
<tr>
<td>In a moderate size town or city, 10,000 to 50,000</td>
<td>26</td>
</tr>
<tr>
<td>In a suburb of a large city</td>
<td>22</td>
</tr>
<tr>
<td>In a large city over 50,000</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>(222)</td>
</tr>
</tbody>
</table>
old and the eldest was 73 years old. The average age was 32 years. Over half of the sample, 53 per cent, were in their twenties, as Figure 3 shows. This age distribution reflects the larger number of women graduates in recent years compared to earlier years.

The next two questions dealt with the respondent's parents' educational level. As a group, the women have well educated parents. Forty-five per cent of the fathers and 35 per cent of the mothers are college graduates, have attended graduate school or have a professional degree. If attendance at college or other school is added to this category, 62 per cent of the fathers and 61 per cent of the mothers have had some post-secondary education (see Table 15).

The following questions inquired as to the occupations of the respondent's parents. None of the respondents' mothers were veterinarians, and only 3 per cent of their fathers were in the profession. (Table 16)

For the group as a whole, 46 per cent of the mothers were employed while the respondent was growing up and 54 per cent were not. However, if the respondents are divided into an older group and a younger group, this picture changes to a degree. The mothers of the graduates from years 1938 to 1971 worked as a group at the rate of 38 per cent; 62 per cent did not. The mothers of the more recent graduates, from 1972 to 1977, worked at the rate of 50 per cent; 50 per cent did not work. Thus the younger the graduate, the more likely it is that her mother worked outside the home while she was growing up. The young group, in general terms, is 30 years of age or younger; the older group is over 30 years of age. This
Fig. 3., Age of Respondents by Category

- 53% Age 22 to 29
- 30% Age 30 to 39
- 6% 50-59
- 9% 40-49
- 2% over 60
TABLE 15

Educational Level of Parents

<table>
<thead>
<tr>
<th>Highest Level of Education Obtained</th>
<th>Father (percentage)</th>
<th>Mother (percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammer School</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Some High School</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>Some College or Other School</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>College Graduate</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>Some Graduate School</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Graduate/Professional Degree</td>
<td>22</td>
<td>6</td>
</tr>
</tbody>
</table>

100 100
(230) (229)
TABLE 16

Occupation of Parents by Category

<table>
<thead>
<tr>
<th>Occupational Category</th>
<th>Father (percentage)</th>
<th>Mother (percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unskilled</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Semi-skilled</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Skilled</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Business or Managerial</td>
<td>34</td>
<td>10</td>
</tr>
<tr>
<td>Veterinarian</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Other Professional</td>
<td>31</td>
<td>16</td>
</tr>
<tr>
<td>Does not apply</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Not reported</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>

| (230) | (230) |
kind of "older-younger" division will be made in subsequent areas of investigation where the group average, including 1938 to 1977 graduates, would be misleading in regard to more recent developments. (Table 17)

Seventy-four of the 76 respondents who had fathers in a profession specified their father's profession. One of the difficulties encountered in this analysis was the category of "farmer" or "rancher." Some respondents identified it as a profession, whereas this research had assumed the farmer to be a self-employed business person and counted under the category "business or managerial." Some farmers or ranchers were probably so marked, so that it is not possible to say with great accuracy how many of the respondents' fathers were farmers or ranchers. According to the question "Where did you live when growing up?", however, 19 per cent of the 222 who answered, or 42 respondents, said "on a farm"; thus, we might speculate that nearly one-fifth of the women's fathers were farmers or ranchers. (Table 18)

Thirty-three of the 37 respondents whose mother was in a professional field specified their mothers' profession. We find that 39 per cent of the respondents' mothers who were in a profession were teachers and 23 per cent of them were nurses (see Table 19).

The last question in the first section of the questionnaire asked the respondent to rank the top four factors which she believed to have influenced her decision to become a veterinarian. The respondent had a list of fourteen possible factors to choose from in her ratings. (Tables 20, 21) She also could choose "other" and
### TABLE 17

**Employment Rate of Mothers**

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>Group (All)</th>
<th>1938-1971 grads</th>
<th>1972-1977 grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed outside home</td>
<td>46%</td>
<td>38%</td>
<td>50%</td>
</tr>
<tr>
<td>Not employed outside home</td>
<td>54%</td>
<td>62%</td>
<td>50%</td>
</tr>
</tbody>
</table>

100% 100% 100%

(230) (87) (143)
TABLE 18

Father's Profession Other Than Veterinarian

<table>
<thead>
<tr>
<th>Profession</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineer</td>
<td>17</td>
</tr>
<tr>
<td>Farmer or Rancher</td>
<td>15</td>
</tr>
<tr>
<td>Military Officer</td>
<td>14</td>
</tr>
<tr>
<td>Human Medical Doctor</td>
<td>12</td>
</tr>
<tr>
<td>College Professor</td>
<td>11</td>
</tr>
<tr>
<td>Dentist</td>
<td>5</td>
</tr>
<tr>
<td>Lawyer</td>
<td>5</td>
</tr>
<tr>
<td>Chemist</td>
<td>4</td>
</tr>
<tr>
<td>Teacher</td>
<td>2</td>
</tr>
<tr>
<td>Architect</td>
<td>1</td>
</tr>
<tr>
<td>Certified Public Accountant</td>
<td>1</td>
</tr>
<tr>
<td>Commercial Artist</td>
<td>1</td>
</tr>
<tr>
<td>Editor</td>
<td>1</td>
</tr>
<tr>
<td>Musical Conductor</td>
<td>1</td>
</tr>
<tr>
<td>Pharmacist</td>
<td>1</td>
</tr>
<tr>
<td>Physic平</td>
<td>1</td>
</tr>
<tr>
<td>Police Officer</td>
<td>1</td>
</tr>
<tr>
<td>Probation Officer</td>
<td>1</td>
</tr>
<tr>
<td>Social Worker</td>
<td>1</td>
</tr>
<tr>
<td>University Official</td>
<td>1</td>
</tr>
<tr>
<td>Wildlife Refuge Manager</td>
<td>1</td>
</tr>
<tr>
<td>Did not specify profession</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

(76)
# TABLE 19

**Mother's Profession**

<table>
<thead>
<tr>
<th>Profession</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>36</td>
</tr>
<tr>
<td>Nurse</td>
<td>22</td>
</tr>
<tr>
<td>Farmer</td>
<td>8</td>
</tr>
<tr>
<td>Human Medical Doctor</td>
<td>6</td>
</tr>
<tr>
<td>Medical Technologist</td>
<td>6</td>
</tr>
<tr>
<td>Accountant</td>
<td>3</td>
</tr>
<tr>
<td>Librarian</td>
<td>3</td>
</tr>
<tr>
<td>Probation Officer</td>
<td>2</td>
</tr>
<tr>
<td>Statistician</td>
<td>2</td>
</tr>
<tr>
<td>Realtor</td>
<td>2</td>
</tr>
<tr>
<td>Did not specify profession</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td></td>
<td><em>(37)</em></td>
</tr>
</tbody>
</table>
### TABLE 20

**Most Important Factor Influencing Career Decision**

<table>
<thead>
<tr>
<th>Influencing Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had pets as child</td>
<td>22</td>
</tr>
<tr>
<td>Desire to relieve animal suffering</td>
<td>19</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
</tr>
<tr>
<td>Owned or worked with horses</td>
<td>9</td>
</tr>
<tr>
<td>Worked and/or lived on a farm</td>
<td>8</td>
</tr>
<tr>
<td>Worked with/knew a veterinarian</td>
<td>8</td>
</tr>
<tr>
<td>Contacts with medical field(s)</td>
<td>8</td>
</tr>
<tr>
<td>Enjoyed science courses in high school</td>
<td>5</td>
</tr>
<tr>
<td>Enjoyed science courses in college</td>
<td>3</td>
</tr>
<tr>
<td>Showed animals</td>
<td>3</td>
</tr>
<tr>
<td>Interest in environment/ecology</td>
<td>1</td>
</tr>
<tr>
<td>Enjoyed outdoor activities</td>
<td>1</td>
</tr>
<tr>
<td>Desire for financial security</td>
<td>1</td>
</tr>
<tr>
<td>Wanted to run my own business</td>
<td>1</td>
</tr>
<tr>
<td>Knew other veterinary medical students</td>
<td>0</td>
</tr>
</tbody>
</table>

100 (230)
**TABLE 21**

Variables Chosen as Second, Third, or Fourth Most Important in Affecting Career Decision

<table>
<thead>
<tr>
<th>Influencing Factor</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had pets as child</td>
<td>14</td>
</tr>
<tr>
<td>Enjoyed science courses in high school</td>
<td>13</td>
</tr>
<tr>
<td>Enjoyed science courses in college</td>
<td>13</td>
</tr>
<tr>
<td>Desire to relieve animal suffering</td>
<td>12</td>
</tr>
<tr>
<td>Worked with/knew a veterinarian</td>
<td>9</td>
</tr>
<tr>
<td>Contacts with medical field(s)</td>
<td>6</td>
</tr>
<tr>
<td>Enjoyed outdoor activities</td>
<td>6</td>
</tr>
<tr>
<td>Owned or worked with horses</td>
<td>6</td>
</tr>
<tr>
<td>Worked and/or lived on a farm</td>
<td>5</td>
</tr>
<tr>
<td>Desire for financial security</td>
<td>4</td>
</tr>
<tr>
<td>Showed animals</td>
<td>3</td>
</tr>
<tr>
<td>Interest in the environment/ecology</td>
<td>3</td>
</tr>
<tr>
<td>Wanted to run my own business</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
<tr>
<td>Knew other veterinary medical students less than 1</td>
<td>1</td>
</tr>
</tbody>
</table>

\[ \frac{100}{(688)} \]
specify the influencing factor. These other influencing factors are listed in Table 22.

There appears, then, to be three consistent strains of factors that the women credit with being variables that affected their career decision. One is being around animals, either in the sense of having had pets, "loving animals," living or working on a farm, or owning or working with horses. Perhaps this might be termed the "familiarity" factor. Almost following logically from this variable is "the desire to relieve animal suffering." This could be termed the "altruistic" factor. Thirdly, there is an interest in science courses in both high school and college, which is a reflection, no doubt, of competence in the scientific fields. This might be called the "scientific" factor.

On the other hand, a "desire for financial security" received a low rating. Thus interest in the field itself is reported to be more motivating to the respondents than pecuniary interest. Also lowly rated was "wanted to run my own business." So although the person in veterinary practice for herself is running a business of her own, this was not a strong factor in the career decision. It should be noted here, parenthetically, that the business aspect of running a veterinary practice is more precarious than running a human medical practice, in that there is a general absence of third party payments, such as Blue Cross, in the veterinary profession. The veterinary practitioner takes the clear responsibility to collect professional fees.
TABLE 22

Other Factors Influencing Career Decision

<table>
<thead>
<tr>
<th>Influencing Factor</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;I loved animals&quot;</td>
<td>11</td>
</tr>
<tr>
<td>&quot;I always had a way with animals&quot;</td>
<td></td>
</tr>
<tr>
<td>Interest in medicine, but not willing to work with human suffering</td>
<td>5</td>
</tr>
<tr>
<td>Wanted a career with challenge and variety</td>
<td>4</td>
</tr>
<tr>
<td>Preference for a career with mostly male colleagues</td>
<td>3</td>
</tr>
<tr>
<td>Vocational guidance in grade school</td>
<td>3</td>
</tr>
<tr>
<td>Father was a veterinarian</td>
<td>2</td>
</tr>
<tr>
<td>Desire to contribute to world food supply, humanity</td>
<td>2</td>
</tr>
<tr>
<td>Wanted to raise horses--being vet an asset</td>
<td>1</td>
</tr>
<tr>
<td>Husband a farmer</td>
<td>1</td>
</tr>
<tr>
<td>Desire to please father</td>
<td>1</td>
</tr>
<tr>
<td>Personal satisfaction</td>
<td>1</td>
</tr>
<tr>
<td>Television show &quot;Noah's Ark&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Book Circus Doctor by J. Y Henderson, D.V.M.</td>
<td>1</td>
</tr>
<tr>
<td>Taught academic subject in a veterinary college</td>
<td>1</td>
</tr>
<tr>
<td>Father's (a farmer) respect for veterinarians</td>
<td>1</td>
</tr>
<tr>
<td>Enjoyed problem solving</td>
<td>1</td>
</tr>
<tr>
<td>Couldn't find a job in chemistry (1964 graduate)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>40</td>
</tr>
</tbody>
</table>
Professional Education

The second section of the survey instrument contained questions regarding the respondent's professional education, that is the education she received in the college of veterinary medicine she attended. These questions did not apply to undergraduate work done before she was admitted into study of the professional curriculum.

The first question in this section was "In what year did you receive your degree? (D.V.M., V.M.D.)" Figure 4 illustrates the dramatic increase in recent years in the number of women graduates as reflected by this random sample. Only 2 per cent of the sample graduated in the 1930s; 5 per cent graduated in both the 1940s and the 1950s; 18 per cent graduated in the 1960s; and 70 per cent of the sample graduated from 1970 to 1977. Thus, the sample as a whole is heavily weighted toward the younger group, graduates from 1972 to 1977. Of course, there is a four year lead time involved in regards to graduation dates versus admission dates. Graduates in 1977 were admitted to professional school in 1973, and so forth.

It appears that by 1969, enough changes had taken place in admissions policies so that there was a significant increase in graduates as reflected by the 1972 graduating class. In general, the older group is over thirty years of age and the younger group is thirty years of age or younger. Only 3 per cent of the more mature group are under thirty years of age and 90 per cent of the younger group are thirty years old or younger. This contrast will be made regarding certain questions in this section where it appears that the older group had much different experiences in professional school compared
Fig. 4., Respondents' year of Graduation from Professional School by Decade.
to the younger group.

The next question on the survey instrument asked "From what college of veterinary medicine did you graduate?" Table 23 shows the distribution of the sample in regards to this question. There is a complete representation from all nineteen of the veterinary medical colleges in the United States, in addition to one Canadian school and three schools in Europe. Thus, these foreign graduates represent 2 per cent of the sample. Only women presently living in the United States and Puerto Rico were included in the sample selection. One respondent who had been living in the United States at the time the A.V.M.A. list was compiled, had subsequently moved to Scotland for graduate study. Her return was not excluded from the results due to her present residence.

The next question attempted to ascertain whether or not the study of veterinary medicine was, in fact, the women's first choice of professional study. The large majority, 89 per cent of the respondents, had made a primary commitment to veterinary medicine for study; 11 per cent of the sample had not. Of these 11 per cent, six women, or 3 per cent of the total sample, had originally wanted to be human doctors. Thus, there does not appear to be a large number of women "changing over" from the human medicine preparatory curriculum to the veterinary medicine curriculum. Other first career choices are listed in Table 24.

Next, an attempt was made to find out the respondent's feelings about the career of veterinary medicine in retrospect. The question was phrased thusly: "If you had your life to live over, would you
## TABLE 23

The College of Veterinary Medicine from Which the Respondents Graduated

<table>
<thead>
<tr>
<th>Name of College</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michigan State University</td>
<td>15</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>10</td>
</tr>
<tr>
<td>University of California-Davis</td>
<td>10</td>
</tr>
<tr>
<td>The Ohio State University</td>
<td>8</td>
</tr>
<tr>
<td>Washington State University</td>
<td>7</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>6</td>
</tr>
<tr>
<td>Purdue University</td>
<td>6</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>6</td>
</tr>
<tr>
<td>Colorado State University</td>
<td>4</td>
</tr>
<tr>
<td>Cornell University</td>
<td>4</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>4</td>
</tr>
<tr>
<td>University of Illinois</td>
<td>4</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>4</td>
</tr>
<tr>
<td>Kansas State University</td>
<td>3</td>
</tr>
<tr>
<td>Auburn University</td>
<td>2</td>
</tr>
<tr>
<td>Oklahoma State University</td>
<td>2</td>
</tr>
<tr>
<td>Tuskegee University</td>
<td>2</td>
</tr>
<tr>
<td>University of Missouri-Columbia</td>
<td>1</td>
</tr>
<tr>
<td>Louisiana State University</td>
<td>less than 1</td>
</tr>
<tr>
<td>Guelph--Ontario</td>
<td>less than 1</td>
</tr>
<tr>
<td>University of Zurich</td>
<td>less than 1</td>
</tr>
<tr>
<td>Hannover, Germany</td>
<td>less than 1</td>
</tr>
<tr>
<td>Munich, Germany</td>
<td>less than 1</td>
</tr>
</tbody>
</table>

\[ \frac{100}{(227)} \]
<table>
<thead>
<tr>
<th>Other Career Choices</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human medical doctor</td>
<td>6</td>
</tr>
<tr>
<td>Farmer</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Computer programming</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Teacher</td>
<td>2</td>
</tr>
<tr>
<td>Animal behavior research</td>
<td>1</td>
</tr>
<tr>
<td>Architecture</td>
<td>1</td>
</tr>
<tr>
<td>Ballet</td>
<td>1</td>
</tr>
<tr>
<td>Biological science</td>
<td>1</td>
</tr>
<tr>
<td>Geological engineering</td>
<td>1</td>
</tr>
<tr>
<td>Housewife</td>
<td>1</td>
</tr>
<tr>
<td>Musician</td>
<td>1</td>
</tr>
<tr>
<td>Ph.D. first in related field (1939 graduate)</td>
<td>1</td>
</tr>
<tr>
<td>Physiology</td>
<td>1</td>
</tr>
<tr>
<td>Russian translator</td>
<td>1</td>
</tr>
</tbody>
</table>

27

(11% of total sample)
still choose a career in veterinary medicine?" Only 7 per cent answered "no;" 2 per cent were "unsure;" while 91 per cent answered "yes." Thus a great majority, 89 per cent, had chosen veterinary medicine as their primary choice for professional study and 91 per cent would make the same choice today if they had their life to live over. In all, their commitment to the profession seemed extremely high initially and remains high after professional activity.

The following four questions investigate the women's marriage and childbearing patterns while professional students. First, the respondents were asked, "Were you married during any part of the time you were a student of veterinary medicine?" The question meant to include those women who were married before admission to professional school and also women who might have been married and divorced while a student. As a whole, 35 per cent of the group were married, 65 per cent not married. There was some difference exhibited here in regards to age groups. If the respondent was in the younger group of 1972 to 1977 graduates, she was more likely to have been married as a student. Perhaps this indicates less pressure on these younger women to make an "either-or" decision regarding marriage and professional study and a career. (Table 25)

As might be expected, if the respondent was married as a student, she characterized her husband as being "strongly supportive" of her schooling and career at a rate of 73 per cent. Thus, 91 per cent of the spouses were considered, in retrospect, to have been either strongly or moderately supportive. (Table 26)
TABLE 25

Was Respondent Married During Any Part of the Time She Was a Professional Student?

<table>
<thead>
<tr>
<th>Marital Status as a Professional Student</th>
<th>Group (All) %</th>
<th>1938-1971 grads %</th>
<th>1972-1977 grads %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>35</td>
<td>30</td>
<td>39</td>
</tr>
<tr>
<td>Not Married</td>
<td>65</td>
<td>70</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>(230)</td>
<td>(87)</td>
<td>(143)</td>
</tr>
</tbody>
</table>

TABLE 26

If Married as a Professional Student, Husband's Attitude Toward Her Education

<table>
<thead>
<tr>
<th>Husband's Attitude</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Supportive</td>
<td>73</td>
</tr>
<tr>
<td>Moderately Supportive</td>
<td>18</td>
</tr>
<tr>
<td>Neutral</td>
<td>3</td>
</tr>
<tr>
<td>Moderately Non-supportive</td>
<td>6</td>
</tr>
<tr>
<td>Strongly Non-supportive</td>
<td>1</td>
</tr>
<tr>
<td>Unreported if married as student</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>(81)</td>
</tr>
</tbody>
</table>
Only 3 per cent of the women in the total sample had children as a professional student, or 8 per cent of the married women students. Thus, in general, it appears as though the women are postponing childbearing until completion of professional study. Of course, it is possible that some of these women may have had a child before entering professional school and not actually been pregnant as a professional student, though the question was not framed to measure this distinction.

None of the women withdrew from her period of professional study due to pregnancy or child care duties. Thus, any fear that women veterinary medical student will marry, have children and drop out of school, does not appear to be warranted by the reality of the situation as reflected by the experiences of this random sample. Such concerns about women dropping out of school due to marriage and pregnancy were informally cited by admissions officers against women.

Admission into colleges of veterinary medicine is very competitive today for both men and women. The respondents were asked if they believed that their gender affected their admission. There is a marked difference in this opinion regarding admissions according to the age of the respondent. The younger graduates are more likely to believe that their gender was a factor that helped them in the admissions process and less likely to believe that their gender had harmed them in the sense of raising or lowering their chances for admission. This trend would seem to reflect the equal admissions process for women stressed in recent years compared to outright barring of women from some schools of veterinary medicine in the past,
### TABLE 27

**Gender as A Factor Affecting Veterinary School Admission**

<table>
<thead>
<tr>
<th>Perceived Effect</th>
<th>Group (All)</th>
<th>1938-1971 grads</th>
<th>1972-1977 grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>My gender helped my chances</td>
<td>18</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>My gender lessened my chances</td>
<td>41</td>
<td>57</td>
<td>31</td>
</tr>
<tr>
<td>My gender made no difference</td>
<td>41</td>
<td>33</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>(224)</strong></td>
<td><strong>(86)</strong></td>
<td><strong>(138)</strong></td>
<td></td>
</tr>
</tbody>
</table>
or "quotas" for women, such as 10 per cent of the freshman class, as reflected in elaborated comments on admissions in Chapter Five.

The following question attempted to ascertain if the respondent believed she was treated as a serious student in professional school in an academic sense: "As a woman in an academic situation, such as classroom discussions, which best describes the average situation you encountered?" As a group, 90 per cent of the respondents believed their contributions were almost always or usually taken seriously; however, more respondents in the younger group felt they were always taken seriously and fewer in the younger group believed they were only sometimes taken seriously in academic situations. (see Table 28)

The next area of inquiry had to do with the respondent's perceived opportunities for learning in practical situations, such as night duty and farm calls. The question was stated thusly: "As a student, this statement best describes the most usual situation in regards to opportunities for practical experiences, such as surgery and night duty." The group of younger graduates were more likely to believe that they had "as many opportunities as the male students" than the older graduates. The older graduates were more likely to believe that they had "somewhat fewer" opportunities than the male students, or "much fewer;" 45 per cent of the older group had checked either "somewhat fewer" or "much fewer" opportunities than males. (Table 29)

In addition, the younger the graduate, the more likely she was to have had an apprentice or protegee relationship with one of the
TABLE 28

Reception of Contributions in Academic Situations

<table>
<thead>
<tr>
<th>Perceived Reception of Contributions in Academic Situations</th>
<th>Group (All)</th>
<th>1938-1971 grads</th>
<th>1972-1977 grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Almost always taken seriously</td>
<td>45</td>
<td>38</td>
<td>49</td>
</tr>
<tr>
<td>Usually taken seriously</td>
<td>45</td>
<td>44</td>
<td>45</td>
</tr>
<tr>
<td>Sometimes taken seriously</td>
<td>9</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Seldom taken seriously</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>(222)</td>
<td>(82)</td>
<td>(140)</td>
</tr>
</tbody>
</table>
TABLE 29

Perceived Opportunities for Practical Experiences Compared to Male Students

<table>
<thead>
<tr>
<th>Perceived Opportunities</th>
<th>Group (All)</th>
<th>1938-1971 grads</th>
<th>1972-1977 grads</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>More opportunities than males</td>
<td>3</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>As many opportunities as males</td>
<td>67</td>
<td>53</td>
<td>75</td>
</tr>
<tr>
<td>Somewhat fewer opportunities than males</td>
<td>24</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>Much fewer opportunities than males</td>
<td>6</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>(228)</td>
<td>(86)</td>
<td>(142)</td>
</tr>
</tbody>
</table>
faculty members in professional school. Such a relationship could help the student in obtaining "inside" information about a specialty not as easily available in lectures or group situations. (Table 30)

Of the 27 per cent of the group who reported having this type of relationship, 92 per cent reported having male mentors; 3 per cent female mentors; and 5 per cent reported having an apprenticeship relationship with both a male and a female faculty member.

Thus, it appears that there is a strong trend toward women being further accepted as equal participants in the educational process, from the admissions procedure, in classroom settings, in obtaining practical experience, and in having apprenticeship relationship with faculty members.

**Professional Career**

The third section of this study investigates the respondent's professional career. An attempt was made to investigate how the respondents proceeded with professional career activities while at the same time fulfilling the roles of wife and mother.

The first three questions in this section asked what kind of professional activity the respondent was involved in, what type of employer she had, and what her employment functions are. Table 31 displays the various professional activities the respondents are active in. Only 4 per cent of the sample reported that they were not presently active. Reasons for not being active included "taking care of small children, pregnancy, surgery, looking for a job, and obtaining a state license to practice." It should be noted here that each state has its own licensing procedures, and although many
TABLE 30

Did Respondent Have Apprentice Relationship with Faculty Member?

<table>
<thead>
<tr>
<th>Did she have apprentice relationship</th>
<th>Group (All)</th>
<th>1938-1971</th>
<th>1972-1977</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>27</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>No</td>
<td>73</td>
<td>82</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>(230)</td>
<td>(87)</td>
<td>(143)</td>
<td></td>
</tr>
</tbody>
</table>
**TABLE 31**

Professional Activities of Respondents

<table>
<thead>
<tr>
<th>Professional Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mixed Practice (50%-50% Large and Small Animal)</td>
<td>3</td>
</tr>
<tr>
<td>Mixed Practice (over 50% Large Animal)</td>
<td>4</td>
</tr>
<tr>
<td>Mixed Practice (over 50% Small Animal)</td>
<td>10</td>
</tr>
<tr>
<td>Small Animal (exclusive)</td>
<td>55</td>
</tr>
<tr>
<td>Large Animal (exclusive)</td>
<td>1</td>
</tr>
<tr>
<td>Equine (exclusive)</td>
<td>2</td>
</tr>
<tr>
<td>Bovine (exclusive)</td>
<td>less than 1</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>less than 1</td>
</tr>
<tr>
<td>Clinician-Medicine</td>
<td>1</td>
</tr>
<tr>
<td>Microbiology</td>
<td>2</td>
</tr>
<tr>
<td>Pathology</td>
<td>2</td>
</tr>
<tr>
<td>Pathology, Clinical</td>
<td>less than 1</td>
</tr>
<tr>
<td>Regulatory Veterinary Medicine</td>
<td>3</td>
</tr>
<tr>
<td>Internship</td>
<td>2</td>
</tr>
<tr>
<td>Residency</td>
<td>4</td>
</tr>
<tr>
<td>Laboratory Animal Medicine</td>
<td>2</td>
</tr>
<tr>
<td>Industrial</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td>Retired</td>
<td>2</td>
</tr>
<tr>
<td>Not active</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>(230)</td>
</tr>
</tbody>
</table>
states have reciprocal agreements, many do not. Thus, if a person moves from one state to another, she may not be able to practice directly, as state licensing examinations are given only once a year, though it is possible to obtain temporary licenses for six months in some cases. Another 2 per cent reported being retired; these cases had to do with age retirement and are a different category than the "not active" category. Thus, 96 per cent of the sample who could realistically be professionally active, indeed were. At this time, any fears that women who receive a professional education, will marry, have children and consequently not practice veterinary medicine do not seem to be warranted by the experiences of this sample. The rationale that women would "waste their education" by not practicing after graduation was used by colleges of veterinary medicine for not admitting women and blocking them from participation in the profession.

The largest percentage of women are in Small Animal practices at a rate of 55 per cent. The next largest group is in Mixed practices with over 50 per cent of the patients being small animals, that is companion animals such as dogs, cats, birds, and so forth. Compared to all the veterinarians in the United States as reported in the 1976 American Veterinary Medical Association's Directory, these women tend to be more highly concentrated in exclusive Small Animal practices and less active in Mixed practices of all kinds as Table 32 shows.

The great majority of the respondents (76%) are employed or self-employed in practice. The next most important employer is a college or university at 16 per cent as Table 33 of employers shows.
**TABLE 32**

Professional Activities of Respondents and All Veterinarians

<table>
<thead>
<tr>
<th>Professional Activity</th>
<th>All Veterinarians</th>
<th>Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Animal Practice</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Mixed Animal Practice</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>Small Animal Practice</td>
<td>34</td>
<td>55</td>
</tr>
<tr>
<td>Other Classes</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>Veterinary Public Health</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Regulatory Veterinary Medicine</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Military Veterinary Medicine</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

100  
(27,889)  
100  
(230)
TABLE 33

Type of Employer

<table>
<thead>
<tr>
<th>Type of Employer</th>
<th>Group (All) %</th>
<th>1938-1971 grads %</th>
<th>1972-1977 grads %</th>
</tr>
</thead>
<tbody>
<tr>
<td>College or University</td>
<td>15</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Federal Government</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>State or Local Government</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Self-employed</td>
<td>31</td>
<td>53</td>
<td>18</td>
</tr>
<tr>
<td>Private Practice employee</td>
<td>40</td>
<td>12</td>
<td>58</td>
</tr>
<tr>
<td>Industry employee</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Not reporting</td>
<td>6</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>(230)</td>
<td>(87)</td>
<td>(143)</td>
</tr>
</tbody>
</table>
As might be expected, the most frequently chosen employment function was "clinical practice" as Table 34 shows. The younger the respondent is, the more likely she is to be an employee rather than self employed. This is so, it would seem, because it takes several years on the average for a veterinarian to desire or to be able financially, to go into practice on her own.

Table 35 lists the states in which the respondents reside. Through sampling procedures, at least one veterinarian was selected in each of the 50 states, Washington D. C. and Puerto Rico. Due to non-response, the following states and the number of women veterinarians residing therein, are not represented: Alabama (20); Delaware (2); Montana (6); Nebraska (11); Rhode Island (5), and South Dakota (6).

The following three questions involved the respondent's marital status, her husband's occupation if she is married, and how her geographic mobility in regard to professional career choices is affected by her marriage. Table 36 shows the marital status of the group as a whole, the 1938-1971 graduates and the 1972-1977 graduates. As a group, over half, 53 per cent, are either married or remarried. About three-quarters, or 74 per cent, of the older group is married or was married at one time, while 25 per cent of this group never married. At this point, 58 per cent of the younger graduates, who mainly are from 22 years of age to 30 years of age, are married or were married at one time, while 41 per cent of this group have never married. It has already been noted that more of the younger group was married while a professional student than the older group.
TABLE 34

Employment Functions of Respondents

<table>
<thead>
<tr>
<th>Employment Function</th>
<th>Percentage*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>8</td>
</tr>
<tr>
<td>Clinical Practice</td>
<td>66</td>
</tr>
<tr>
<td>Management</td>
<td>9</td>
</tr>
<tr>
<td>Teaching</td>
<td>11</td>
</tr>
<tr>
<td>Technical Writing</td>
<td>1</td>
</tr>
<tr>
<td>Inspection</td>
<td>2</td>
</tr>
<tr>
<td>Sales or Service</td>
<td>less than 1</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
</tbody>
</table>

100
(290)

*Some respondents checked more than one function, such as teaching and research as would be applicable in a university setting.
<table>
<thead>
<tr>
<th>State of Residence</th>
<th>Percentage of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>0</td>
</tr>
<tr>
<td>Alaska</td>
<td>1</td>
</tr>
<tr>
<td>Arizona</td>
<td>1</td>
</tr>
<tr>
<td>Arkansas</td>
<td>1</td>
</tr>
<tr>
<td>California</td>
<td>9</td>
</tr>
<tr>
<td>Colorado</td>
<td>2</td>
</tr>
<tr>
<td>Connecticut</td>
<td>2</td>
</tr>
<tr>
<td>Delaware</td>
<td>0</td>
</tr>
<tr>
<td>Washington D.C.</td>
<td>1</td>
</tr>
<tr>
<td>Florida</td>
<td>2</td>
</tr>
<tr>
<td>Georgia</td>
<td>2</td>
</tr>
<tr>
<td>Hawaii</td>
<td>less than 1</td>
</tr>
<tr>
<td>Idaho</td>
<td>1</td>
</tr>
<tr>
<td>Illinois</td>
<td>4</td>
</tr>
<tr>
<td>Indiana</td>
<td>3</td>
</tr>
<tr>
<td>Iowa</td>
<td>2</td>
</tr>
<tr>
<td>Kansas</td>
<td>1</td>
</tr>
<tr>
<td>Kentucky</td>
<td>1</td>
</tr>
<tr>
<td>Louisiana</td>
<td>1</td>
</tr>
<tr>
<td>Maine</td>
<td>less than 1</td>
</tr>
<tr>
<td>Maryland</td>
<td>2</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>3</td>
</tr>
<tr>
<td>Michigan</td>
<td>6</td>
</tr>
<tr>
<td>Minnesota</td>
<td>4</td>
</tr>
<tr>
<td>Mississippi</td>
<td>1</td>
</tr>
<tr>
<td>Missouri</td>
<td>1</td>
</tr>
<tr>
<td>Montana</td>
<td>0</td>
</tr>
<tr>
<td>Nebraska</td>
<td>0</td>
</tr>
<tr>
<td>Nevada</td>
<td>0</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>1</td>
</tr>
<tr>
<td>New Jersey</td>
<td>3</td>
</tr>
<tr>
<td>New Mexico</td>
<td>1</td>
</tr>
<tr>
<td>New York</td>
<td>6</td>
</tr>
<tr>
<td>North Carolina</td>
<td>2</td>
</tr>
<tr>
<td>North Dakota</td>
<td>less than 1</td>
</tr>
<tr>
<td>Ohio</td>
<td>5</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>1</td>
</tr>
</tbody>
</table>
TABLE 35, Continued

<table>
<thead>
<tr>
<th>State of Residence</th>
<th>Percentage of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon</td>
<td>3</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>4</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>less than 1</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>0</td>
</tr>
<tr>
<td>South Carolina</td>
<td>less than 1</td>
</tr>
<tr>
<td>South Dakota</td>
<td>0</td>
</tr>
<tr>
<td>Tennessee</td>
<td>less than 1</td>
</tr>
<tr>
<td>Texas</td>
<td>5</td>
</tr>
<tr>
<td>Utah</td>
<td>1</td>
</tr>
<tr>
<td>Vermont</td>
<td>less than 1</td>
</tr>
<tr>
<td>Virginia</td>
<td>5</td>
</tr>
<tr>
<td>Washington</td>
<td>5</td>
</tr>
<tr>
<td>West Virginia</td>
<td>1</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>1</td>
</tr>
<tr>
<td>Wyoming</td>
<td>less than 1</td>
</tr>
<tr>
<td>Foreign</td>
<td>less than 1</td>
</tr>
</tbody>
</table>

100  
(230)
**TABLE 36**

Marital Status of Respondents

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Group (All) %</th>
<th>1938-1971 grads %</th>
<th>1972-1977 grads %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaged</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Married</td>
<td>48</td>
<td>54</td>
<td>44</td>
</tr>
<tr>
<td>Married (remarried)</td>
<td>5</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Separated</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Single (never married)</td>
<td>35</td>
<td>25</td>
<td>41</td>
</tr>
<tr>
<td>Single (divorced)</td>
<td>8</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Single (widowed)</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>(227)</td>
<td>(85)</td>
<td>(142)</td>
<td></td>
</tr>
</tbody>
</table>
It is interesting to note that 43 per cent of the married women are married to a veterinarian. Table 37 shows the occupational categories of the respondents' husbands. The next largest group of the spouses' occupations is other professionals. There was no particular pattern found among the other professions of the husbands.

There would be many obvious advantages for a married pair of veterinarians. If they were in practice together, they could more easily share clinical duties, leisure time, and child care duties. Of course, they would have similar educational backgrounds and life interests. On the other hand, there can be special difficulties in such a marriage for the employed veterinarians. Later in this chapter in the section discussing professional barriers, a woman complains of unemployment and her veterinarian husband's reluctance to relocate since his career is proceeding well in that geographic area. At any rate, this subgroup of married veterinarians, their special advantages and difficulties, seem appropriate subjects for further intensive study.

The following question attempted to ascertain what course of action a married couple, whether or not the husband was a veterinarian, would take if given a theoretical difficult geographic mobility decision situation in regards to both of their careers. The stem was phrased thusly: "If married, and if you and your husband both had equally good career opportunities, but in different cities or regions, you would probably do this:." The respondent had five constructed options to chose from and she could also choose "other" and specify. Responses for both the 1938-1971 graduates and 1972-1977 graduates

85
<table>
<thead>
<tr>
<th>Occupational Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semi-skilled</td>
<td>4</td>
</tr>
<tr>
<td>Skilled</td>
<td>9</td>
</tr>
<tr>
<td>Business/Managerial</td>
<td>13</td>
</tr>
<tr>
<td>Veterinarian</td>
<td>43</td>
</tr>
<tr>
<td>Other Professional</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>100 (124)</td>
</tr>
</tbody>
</table>
are given, in addition to the group's responses on Table 38.

We see that there is a dramatic change, at least in the mode of responding to a theoretical situation, from the older group to the younger group. Many fewer of the younger group would follow their husbands due to a job offer for him. This younger group is much more likely to make such a decision on factors other than strictly professional career variables, such as the perceived desirability of the two locations, and so forth. Three respondents mentioned that this type of decision was the major cause of their divorce. Two respondents mentioned that they chose the first option, "my husband would take the job and I would follow," because her husband's job market was much more restrictive than hers. Two other respondents said their husbands were more flexible in relation to their job markets, thus they chose the second option, "I would take the job and my husband would follow and try to find employment there."

The following three questions concerned the number of children of the respondents and child care methods utilized. Table 39 displays the number of children the respondents have. The reader should keep in mind that 74 per cent of the older group is or was married at one time, while 58 per cent of the younger graduates are or were married. Half of the older group has had at least one child, while 91 per cent of the younger group has had no children.

The kinds of child care methods were investigated and responses of the mothers are reported in Table 40. Each category was chosen by some, except for the "relatives take care of my child(ren)" option. The most commonly specified "other" method was to take the child(ren)
<table>
<thead>
<tr>
<th>Decision</th>
<th>Group (All) %</th>
<th>1938-1971 grads %</th>
<th>1972-1977 grads %</th>
</tr>
</thead>
<tbody>
<tr>
<td>My husband would take the job and I would follow and try to find employment there</td>
<td>25</td>
<td>39</td>
<td>13</td>
</tr>
<tr>
<td>I would take the job and my husband would follow and try to find employment there</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>We would accept jobs only if they were close enough for us to live together</td>
<td>28</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td>We might live apart for a period of time</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>We would decide on other factors such as desirability of the two locations, etc.</td>
<td>35</td>
<td>26</td>
<td>42</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
<td>(119) (53) (66)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**TABLE 40**

Methods of Child Care Utilized by Respondents

<table>
<thead>
<tr>
<th>Method of Child Care</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the main responsibility for the child(ren) because I am a single parent.</td>
<td>8</td>
</tr>
<tr>
<td>I have the main responsibility for the child(ren); my husband helps occasionally.</td>
<td>27</td>
</tr>
<tr>
<td>My husband and I share responsibility almost equally for child care.</td>
<td>18</td>
</tr>
<tr>
<td>My husband takes the main responsibility for child care; I help occasionally.</td>
<td>1</td>
</tr>
<tr>
<td>I send my child(ren) to a day care facility.</td>
<td>6</td>
</tr>
<tr>
<td>I employ a person in the home for child care purposes.</td>
<td>12</td>
</tr>
<tr>
<td>Relatives take care of my child(ren).</td>
<td>0</td>
</tr>
<tr>
<td>My child(ren) are able to mainly take care of themselves.</td>
<td>10</td>
</tr>
<tr>
<td>My child(ren) no longer live at home.</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

(78)
to a sitter's home. One woman said that she employed a woman at her practice to both watch over her child and perform clerical duties when the child did not need attention.

As a whole, the group seems to be satisfied with their child care arrangements. Forty-eight women responded to the question regarding their satisfaction with the child care arrangements they had; of this group 85 per cent said they were satisfied, 15 per cent said they were not.

The respondents were next asked how many hours, on the average, they spent weekly in professional duties. Using the 40-hour week as the standard work week, we see that about a third, 33 per cent, work less hours a week than 40, while two-thirds, or 67 per cent, work more than 40 hours. The average number of hours devoted weekly to professional duties was 48 (see Table 41).

Next, the respondent was asked to estimate the number of hours she spent weekly in child care duties, if applicable. Table 42 displays the responses to this question by category. The average number of hours devoted weekly to child care duties was 46 hours.

Thus, if we were to construct the "average" woman veterinarian who practices and has children, we see that she has very little discretionary time. There are 168 hours in a week; she spends 48 of them in professional duties, 46 of them in child care duties. This leaves 74 hours in the week. If she sleeps 8 hours a night, she spends 56 hours sleeping, leaving her 18 hours a week to use as she pleases, or 2-1/2 hours a day of discretionary time.

Next, the respondents were asked to estimate the number of
TABLE 41

**Number of Hours Devoted Weekly to Professional Work**

<table>
<thead>
<tr>
<th>Number of Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 hours</td>
<td>5</td>
</tr>
<tr>
<td>20 to 40 hours</td>
<td>28</td>
</tr>
<tr>
<td>40 to 50 hours</td>
<td>31</td>
</tr>
<tr>
<td>50 to 60 hours</td>
<td>28</td>
</tr>
<tr>
<td>Over 60 hours</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td></td>
<td>(213)</td>
</tr>
</tbody>
</table>
TABLE 42

Number of Hours Devoted Weekly to Child Care Duties

<table>
<thead>
<tr>
<th>Number of Hours</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 20 hours</td>
<td>11</td>
</tr>
<tr>
<td>20 to 30 hours</td>
<td>22</td>
</tr>
<tr>
<td>30 to 40 hours</td>
<td>17</td>
</tr>
<tr>
<td>40 to 50 hours</td>
<td>22</td>
</tr>
<tr>
<td>Over 50 hours</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

(36)
patients they cared for on an average day. On an average, the respondents care for 20 patients a day. Some respondents were unable to estimate the number as there was so much variation. Several large animal veterinarians said it was difficult for them to estimate because they visited clients who had heard of animals and the women cared for or advised the owner regarding the herd, or herd health (see Table 43).

Then, the respondents were asked to estimate their net income from the practice of veterinary medicine for the year of 1977. Income they may receive from other sources was to be excluded. The average salary was $17,000. The older group tended to report a higher income which probably reflects the fact that they are more established in their practices than the younger graduates. Table 44 displays income data.

In order to receive a better understanding of these figures, the respondents were asked to say how they believed their salary or income compared to a male veterinarian's of the same age and experience. The responses are displayed in Table 45. We see that 56 per cent believe their income to be about the same or more; 21 per cent believe their income to be somewhat less, while 11 per cent believe their salary or income to be much less. If the respondent answered "much less," she was asked to describe the probable cause of this discrepancy. These responses are listed in Table 46.

Next, the respondents were asked, "Have you had difficulties interacting with clients that you believe to be related to your being a woman?" With 215 responses, 58 per cent said that they had
<table>
<thead>
<tr>
<th>Number of Patients</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10</td>
<td>25</td>
</tr>
<tr>
<td>10 to 15 patients</td>
<td>21</td>
</tr>
<tr>
<td>15 to 20 patients</td>
<td>19</td>
</tr>
<tr>
<td>20 to 30 patients</td>
<td>24</td>
</tr>
<tr>
<td>Over 30 patients</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
<tr>
<td>(160)</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 44

Estimated Income from the Practice of Veterinary Medicine in 1977

<table>
<thead>
<tr>
<th>Estimated Income</th>
<th>Group (All)</th>
<th>1938-1971 grads</th>
<th>1972-1977 grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $10,000</td>
<td>17</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>$11,000 to $15,000</td>
<td>27</td>
<td>20</td>
<td>32</td>
</tr>
<tr>
<td>$16,000 to $20,000</td>
<td>22</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>$21,000 to $30,000</td>
<td>14</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Over $30,000</td>
<td>4</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Not reporting</td>
<td>16</td>
<td>25</td>
<td>10</td>
</tr>
</tbody>
</table>

100 100 100
(230) (87) (143)
TABLE 45

Estimated Comparison of Respondent's Income to Male Veterinarian's of Same Age and Experience

<table>
<thead>
<tr>
<th>Estimated Comparison</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income more than his</td>
<td>1</td>
</tr>
<tr>
<td>Income about the same as his</td>
<td>55</td>
</tr>
<tr>
<td>Income somewhat less than his</td>
<td>21</td>
</tr>
<tr>
<td>Income much less than his</td>
<td>11</td>
</tr>
<tr>
<td>Not reporting</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>(230)</td>
</tr>
<tr>
<td>Perceived Reason for Difference</td>
<td>Frequency N = 21</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Discrimination</td>
<td>6</td>
</tr>
<tr>
<td>I am not interested in making a lot of money</td>
<td>2</td>
</tr>
<tr>
<td>I have tried to run a household with children and practice also</td>
<td>2</td>
</tr>
<tr>
<td>Have not tried to build large practice because I value free time and flexible schedule</td>
<td>2</td>
</tr>
<tr>
<td>I am less aggressive than many people in salary negotiations</td>
<td>1</td>
</tr>
<tr>
<td>Place of employment more important than higher salary</td>
<td>1</td>
</tr>
<tr>
<td>Put money back into practice-business now mortgage free</td>
<td>1</td>
</tr>
<tr>
<td>Accepted position with &quot;promised income&quot;--not forthcoming</td>
<td>1</td>
</tr>
<tr>
<td>I am located in rural area, so pay scale is not high. However, if I were replaced by a male, I believe his would be higher</td>
<td>1</td>
</tr>
<tr>
<td>Area of small population and vet school very close--drives prices down</td>
<td>1</td>
</tr>
<tr>
<td>Our area is economical depressed</td>
<td>1</td>
</tr>
<tr>
<td>Perceived Reason for Difference</td>
<td>Frequency N = 21</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Presently (temporarily) disabled</td>
<td>1</td>
</tr>
<tr>
<td>Service is my goal in life--not financial gain</td>
<td>1</td>
</tr>
</tbody>
</table>

\[ \frac{100}{(21)}\]
experienced no such difficulty, while 42 per cent said that they had. Of those who reported having such difficulties, they were further asked how they coped with such situations. These responses are listed in Table 47. Most said they went about their business in a professional manner to prove that they could do a good job. The next most often mentioned means of coping with this situation was to have a male doctor in the practice see the client's patient. Eleven respondents said that they believed some clients preferred going to a woman veterinarian because they had the belief, which was unfounded in the respondents' opinion, that women would treat their pet better or be more gentle with their animal.

The last four questions on the survey were open-ended questions; that is, respondents composed their own answers rather than checking alternatives on a scale. When appropriate, the respondent's exact words will be presented.

**Financing of Practices**

Twenty-seven women answered the open-ended question of the financing of practices. The question was so stated: "If you own your own practice, did you experience any difficulties in financing that you believe were related to your being a woman? If so, please explain." Twelve women reported no problems; six reported mixed success and nine reported some difficulty.

Three respondents stated simply that they had encountered no problems in bank financing. One woman believed her gender helped her in financing: "The bank would always loan me money on name only; I believe they loaned me more because I was a woman."
### TABLE 47

Means of Coping with Gender-Related Problems with Clients

<table>
<thead>
<tr>
<th>Methods</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go about my work and prove I'm good; be professional, business like</td>
<td>26</td>
</tr>
<tr>
<td>Have a male doctor in the practice see the patient</td>
<td>20</td>
</tr>
<tr>
<td>Smile and continue in a light-hearted manner</td>
<td>5</td>
</tr>
<tr>
<td>Ignore it</td>
<td>5</td>
</tr>
<tr>
<td>If they continue to be difficult, I ask them to go elsewhere</td>
<td>5</td>
</tr>
<tr>
<td>The prejudiced ones don't call</td>
<td>5</td>
</tr>
<tr>
<td>Occasionally mistaken for a nurse or receptionist, so I wear a name tag at all times</td>
<td>2</td>
</tr>
<tr>
<td>I find most people undergo a change in attitude when they have actual experience with a female veterinarian</td>
<td>2</td>
</tr>
<tr>
<td>Clients (usually large animal) simply call on the male vet in the area</td>
<td>1</td>
</tr>
<tr>
<td>I end up with very hurt feelings</td>
<td>1</td>
</tr>
<tr>
<td>I discovered the use of cuss words puts cowboys at ease</td>
<td>1</td>
</tr>
</tbody>
</table>
Other explanations of successful financing include the following comments.

Three reported this situation:
"My husband and I own the practice jointly and there were no problems with financing."

Other comments include:
"When I started, my father loaned me money for a leased building and equipment; drug companies gave good credit on initial order--no question or hesitation."

"If I did not own a farm I could not have borrowed the money. I have no mortgage on the hospital, instead I mortgaged my farm."

"I own a farm and in view of my history as a credit risk, I had no difficulties."

"I was fortunate enough to have a father who was a vet and who was able to acquire financing."

"My father 'set me up' in the 1940s and I repaid him; I no doubt would have run into difficulties had I tried to borrow on my own."

Thus, it appears that some of these successful borrowers had some degree of financial credibility from their families, husbands, or previous land holdings. The nature of these respondents' remarks point to an originally high socio-economic status before financing.

Other respondents reported mixed success:
"I had difficulty getting a loan, so I switched to another bank and had no trouble."

"I received a loan through the Small Business Administration
for $120,000 but this was due to my husband's financial situation. Had I applied for the money by myself it is questionable whether I would have gotten it."

"Yes, when I started in practice, five and a half years ago, I could not get a bank loan for $15,000 except through the bank at which my dad was a director."

"Everytime I had asked for a loan, my husband, an M.D., had to cosign and present his financial statement."

"Yes, I had difficulty but perhaps a single male with no capital would have encountered the same difficulty."

"A bank refused me a loan on the basis that there was no evidence I would 'stick it out' if my practice was a slow starter. The same banker privately told me how to reapply in a successful manner."

Two respondents reported simply that they had encountered difficulty in financing that they believed to be gender-related. Others reported their problems more fully:

"I can't get a major loan because banks keep bringing up my husband's finances."

"I was told my degree was worth nothing by one banker; they lent money to my husband, not me."

"The bank had reservations about lending even $10,000 to 'a 25 year old woman'."

"Bank's fear of pregnancy--admitted by them as of 1973."

"Yes, I had a great deal of difficulty. The common reaction from bankers (all male) was that I looked young, was single and female."
"A higher down payment was required—with the threat of not financing at all in 1970."

"In 1972, one banker told me 'we're not in the business of loaning money to women to start businesses'--I borrowed from friends and advances from drug and supply houses."

Very recent changes in banking's fair lending laws have improved the possibilities for women to borrow for personal and business purposes. The majority, 58 per cent of the sample who graduated from 1972 to 1977 are now private practice employees; only 18 per cent of this group are owners or are part owners of their own practices. Perhaps as these younger graduates increasingly seek bank financing, they will encounter benefits from the recent fair lending laws. At any rate, this presents itself as an area for future investigation over the coming years.

Barriers or Obstacles

The next open-ended question was asked thusly: "What would you consider to have been or is the greatest barrier or obstacle you have had to face or face now in your education or career?" Some respondents gave two answers such as being admitted to veterinary school and balancing a career and marriage. This question was meant to elicit in a general sense where the most common barriers to professional success existed or exist for these women.

Six women responded that they had encountered no special barriers or obstacles in their education or career.

The remaining responses are grouped into two broad categories. The first group of 58 responses appear to have no particular
relationship to the respondent's being a woman. In other words, these problems could well be encountered by both men and women. The second broad category of 153 responses appears to be much more specifically related to the respondent's gender. When clarifying, the respondent's exact words will be presented.

The following fifty-eight responses appear to have little relationship with the gender of the respondent. Each response was given only once unless otherwise noted.

1. "Not enough time; difficult to keep up with recent findings."
   12 responses

2. "Myself, my own laziness, procrastination or complacency."
   7 responses

3. "Financing my education."
   7 responses

4. "I look younger than my years, and therefore appeared inexperienced."
   5 responses

5. "Lack of preparation running the business aspect of veterinary practice."
   3 responses

6. "Employment opportunities scarce."
   2 responses

7. "My own intellectual limitations."

8. "My constant striving to be 'the best'."

9. "My own inexperience."

10. "Not knowing how to properly invest my earnings."

11. "My own compulsiveness to not make mistakes."

12. "Not being raised on a farm--a severe disadvantage in vet school."

13. "Trying to find the right job as an employed vet."

15. "inadequate practice facility."
16. "Exhaustion--probably mental."
17. "The hierarchy of an academic environment."
18. "Wrong personality for selling clients on what should be done with their horses."
19. "My own career indecision--not being so influenced by those I loved or admired."
20. "The high cost of being self-employed."
21. "Client relations (nothing to do with being a woman); belligerent, suspicious clients."
22. "Educating my (rural) community to services offered by veterinarians."
23. "Realizing my knowledge and education is worth monetary return."
24. "Getting adjusted to the public."
25. "A hearing problem"
26. "Allergies to cats."
27. "A language problem" (Respondent's first language was not English.)

The next broad group of responses are more closely linked with the respondent's being a woman. Each response was given once unless otherwise noted.

1. Problems having to do with having a professional career and combining this with marriage and/or family responsibilities.  
   35 responses

Comments explaining these problems include the following:

   "An unsupportive husband makes life difficult during school."
"I refused an offer of marriage because I didn't think I could combine marriage and career--I wish I had accepted now."

"Self-doubt due to role expectations--was it right to have a career?"

"Deciding to have children."

"Organizing child care and schedules."

"Compromises involved with my life with another individual; career choices for two professionals is extremely difficult when trying to find rewarding work for both in the same location. It was the cause of my divorce, basically, and will be the major obstacle in the future in future relationships."

"Raising my children kept me away from practice for 13 years. When I went back, I was out of touch with new drugs and methods."

"Passing the board in a state I moved to due to husband's relocation."

"My professional career has been directly related to my husband's. He would like to retire. I do not want full responsibility for the practice and do not want to leave our home. I may be out of business."

"My husband is in academic veterinary medicine and I am therefore geographically limited."

"Laid off from part time job; husband's practice too good to leave. I feel my six years of education are wasted. There are two other women from my vet class (1974) who have ended up the same way. I would like to warn other women students to be aware of this situation before they marry."

2. Thirty-three responses dealt in general terms with prejudice or
discrimination against women or problems of being a woman in a professional situation. Comments explaining these problems include the following:

"Some clients don't come because I'm a woman."

"Men thinking I can't do something because of my size which has nothing to do with it--I flip sheep because of dexterity rather than brute strength."

"Public opinion that women aren't as intelligent and capable."

"Prejudice against women in science in upper ranks." (1944 graduate)

"Proving to people that I am good enough to do what I want and that my private life (being single) does not affect my skill."

"Competition for residency; many men are turned off when encountering a professionally aggressive female; unfortunately, a woman needs to be somewhat aggressive or she gets pushed aside by male cohorts."

"Men taking my abilities seriously as to working with large animals. There is too much tendency to 'protect' me."

"Male insecurity about women."

"In earlier days, in the 1950s, many clients had difficulty in accepting the fact that I was the doctor."

"The former law that the woman's residence is to be determined by her husband's--nearly prevented my entrance into veterinary school."

"Older male members of my profession regard women veterinarians as a joke. Even the older faculty members at college saw it as a joking matter. My pre-vet counselor told me the first time I met him
school in 1969."

"Discrimination in the veterinary school admission process--
overcome by political pressure behind the scenes."

"I was told I would not be admitted alone as the only woman."
(1958 graduate)

"Frequently discouraged by counselors and veterinary colleges;
had difficulty getting information on admissions policy, requirements,
and so forth."

"Texas A&M did not accept women at the time I applied. I had
to apply for the 'one spot' at Oklahoma State."

4. Eight comments pointed to being a woman in veterinary school as
a student. A 1959 graduate commented thusly:

"In school I had a few boys in my class who made life miserable
for me--the only girl. They were cruel and vulgar. As soon as I
met my husband, everything changed for the better."

5. Seven responses dealt with problems in interacting with male
veterinarians:

"Handling a temperamental male colleague."

"Male vets jealous of my ability to handle difficult clients."

"Male veterinarians fear of equality with female veterinarians."

"Difficulties with male employer--he doesn't want me to advance
in the profession."

"Male veterinarians' feeling against women vets."

"Colleague acceptance--very difficult to be appointed or
elected to anything in organized veterinary medicine."

6. Seven other comments dealt with salaries or job security.
that 'women belonged either in the kitchen or the bedroom.' This required the women in my class (1975) to work twice as hard for the same thing as did the men."

"Trying to be assertive without being a pushy woman."

"Being a woman from a small northern town where women do not follow a career but only get married and have children."

"Did not know or work with any female vet--this presented the biggest problem in handling clients because I did not have anyone to teach me methods of dealing with clients. The methods my male counterparts employed were not necessarily 'my style'."

"The scarcity of women colleagues my own age. (1958 graduate) Much of what is interesting goes on when 'the boys get together' and if it is impossible to be 'one of the boys', I think you miss a lot." 

"Finding a job in a bovine practice--trouble convincing employers I should be taken seriously." (1975 graduate)

"Being a woman--I think that my sex is what kept me from becoming employed in a mixed practice--I applied to over thirty mixed practices, none of which even acknowledged my application." (1977 graduate)

3. Twenty-eight responses regarding the greatest barrier indicated the veterinary school admission process. According to the reports, in the past some schools did not admit women at all or had "quotas" for women such as a percentage of each freshman class. Even today with equal admission procedures, gaining admission to veterinary school is a very competitive process for both men and women. Comments explaining these problems include the following:

"Quotas (10% of class) established when I entered veterinary
"I was given a lower salary than males when I started."

(1958 graduate)

"Was following husband after graduation and vets in the area where I was forced to locate considered a woman vet inferior and treated and paid her accordingly." 2 responses

"The attitude among male practitioners that women should be willing to work for less money."

"Lower salaries available to females, even in professional areas of work and especially if you are single with no dependents."

"I lost my previous job, I think, largely because I'm female."

"Release from my previous job due to, I believe, discrimination by male employers. This I pursued by filing a complaint with the Human Rights Commission and the Equal Employment Opportunity Commission. Immediately upon which my previous employers finding this out, they asked me if I realized what I was doing for my reputation, as well as for other women in the profession. Their point being that since most clinics are run by male veterinarians, I probably would have difficulties finding employment. Their narrow-mindedness is amazing, as well as disgusting!"

7. Four respondents mentioned credit or financing as the most important obstacle and two mentioned their size or physical strength.

Thus, the 153 problems or obstacles to success mentioned by these women which were connected to her being a woman fell into these categories, by percentages, as exhibited in Table 48.

Greatest Support

The next open-ended question asked the respondent "What would
# TABLE 48

Gender-Related Barriers to Success by Category

<table>
<thead>
<tr>
<th>Barrier or Obstacle</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems with being married and/or having a family with professional career</td>
<td>23</td>
</tr>
<tr>
<td>General sexual discrimination</td>
<td>21</td>
</tr>
<tr>
<td>Veterinary school admission process</td>
<td>18</td>
</tr>
<tr>
<td>Lack of self-confidence</td>
<td>11</td>
</tr>
<tr>
<td>Finding employment</td>
<td>9</td>
</tr>
<tr>
<td>Being a woman in school</td>
<td>5</td>
</tr>
<tr>
<td>Problems with male veterinarians</td>
<td>5</td>
</tr>
<tr>
<td>Salaries, job security</td>
<td>5</td>
</tr>
<tr>
<td>Credit</td>
<td>2</td>
</tr>
<tr>
<td>Physical size</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 (153)</strong></td>
</tr>
</tbody>
</table>
you consider to have been or is the greatest support you have had or have now in your education or career?"

The most common answer of the 283 responses had to do with family support, that is, support from parents or other family members. The responses were expressed in this way: "my parents," 47 responses: "my family," 24 responses; "my father," 9 responses; and "my mother," 6 responses.

The next most often mentioned support for the respondent was her husband with 64 responses. Many of the respondents who replied "my husband" had additionally mentioned their parents as a method of support.

"My own determination," "my own singleness of purpose," "myself," "internal strength" and similar answers were given a total of 35 times.

"Friends" were credited with support 25 times and "clients" 14 times. Also mentioned 14 times were "fellow veterinarians" or "colleagues". Other sources of support are listed in Table 49.

Thus, about half (53 per cent) of the responses mentioned support—emotional, psychological or financial—from the women's families or husbands. Success certainly depends on one's own determination, as 12 per cent of the respondents point out; however, the above array of responses seem to indicate that the personal kind of support given by families or husbands was or is the most important in contributing to the success of these women.

**Professional Goals**

The last question on the survey instrument asked the respondent
# TABLE 49

Greatest Support in Education or Career by Category

<table>
<thead>
<tr>
<th>Source of Support</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents, family, father, mother</td>
<td>30</td>
</tr>
<tr>
<td>Husband</td>
<td>23</td>
</tr>
<tr>
<td>Own determination</td>
<td>12</td>
</tr>
<tr>
<td>Friends</td>
<td>9</td>
</tr>
<tr>
<td>Clients</td>
<td>5</td>
</tr>
<tr>
<td>Fellow veterinarians</td>
<td>5</td>
</tr>
<tr>
<td>Supportive faculty members in veterinary school</td>
<td>5</td>
</tr>
<tr>
<td>A present or former employer</td>
<td>3</td>
</tr>
<tr>
<td>My work</td>
<td>1</td>
</tr>
<tr>
<td>Supportive pre-vet faculty</td>
<td>1</td>
</tr>
<tr>
<td>Women's movement</td>
<td>1</td>
</tr>
<tr>
<td>My self-image</td>
<td>less than 1</td>
</tr>
<tr>
<td>Student financial aid</td>
<td>less than 1</td>
</tr>
<tr>
<td>A mentor</td>
<td>less than 1</td>
</tr>
<tr>
<td>Quality of education</td>
<td>less than 1</td>
</tr>
<tr>
<td>Faith in God</td>
<td>less than 1</td>
</tr>
<tr>
<td>High school counselor</td>
<td>less than 1</td>
</tr>
<tr>
<td>Nursery facilities at veterinary college campus</td>
<td>less than 1</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>(283)</td>
</tr>
</tbody>
</table>
about her future goals within the profession in the next five years. It was intended in broad terms to ascertain whether the women plan to remain professionally active. There were 201 responses to this question.

Five replied that they planned to be retired or semi-retired; each of these women had graduated in the 1940s or 1950s. Six women replied "unsure;" two of these were disabled. These groups account for 5 per cent of the total responses. The plans of the other respondents are shown in Table 50.

Thus, 95 per cent of those women who responded to the question plan to remain active in the profession five years from now; 2 per cent plan to be retired or semi-retired, while 3 per cent are unsure of their plans. In conclusion, it appears that the women who responded to this question overwhelmingly plan on remaining professionally active in the next five years.

This chapter has presented descriptive data about the respondents as provided by their answers to the questions on the survey instrument regarding their personal backgrounds, professional education, and professional careers. The following chapter presents ten autobiographies written by respondents who had volunteered for the effort. After presentation of these life stories, conclusions will be drawn about this study in the following chapter.
TABLE 50

Professional Goals Five Years Hence

<table>
<thead>
<tr>
<th>Professional Goals</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed in private practice</td>
<td>21</td>
</tr>
<tr>
<td>Continue or expand my own practice</td>
<td>19</td>
</tr>
<tr>
<td>Buy or set up my own practice</td>
<td>16</td>
</tr>
<tr>
<td>Specialize</td>
<td>9</td>
</tr>
<tr>
<td>Become a partner in a practice</td>
<td>8</td>
</tr>
<tr>
<td>Obtain or remain in faculty position</td>
<td>6</td>
</tr>
<tr>
<td>Attend graduate school</td>
<td>4</td>
</tr>
<tr>
<td>Unsure</td>
<td>3</td>
</tr>
<tr>
<td>Residency</td>
<td>2</td>
</tr>
<tr>
<td>Continue research activities</td>
<td>2</td>
</tr>
<tr>
<td>Own my own hospital</td>
<td>2</td>
</tr>
<tr>
<td>Continue government work</td>
<td>2</td>
</tr>
<tr>
<td>Retired or semi-retired</td>
<td>2</td>
</tr>
<tr>
<td>Make good investments from earnings</td>
<td>1</td>
</tr>
<tr>
<td>Publish several books</td>
<td>1</td>
</tr>
</tbody>
</table>

100
(201)
CHAPTER V

AUTOBIOGRAPHIES

Social science research, and more particularly, research in the area of women's roles in society, progresses with each piece of descriptive research done, such as this study of women veterinarians. With the advent of the computer and statistical analysis programs, social science studies which would have been extremely time-consuming and laborious in the past in the analysis of great funds of data, can now be accomplished with astonishing speed and accuracy. Although such facility is possible with large amounts of data, the research should never lose sight of the fact that the respondents have much more interesting lives than their checks on closed-end questionnaire items would indicate. Indeed, the weakness of a national mail survey is that, in gaining the great breadth of information, the depth of information that is possible in a more localized interview survey is lost. In order to mitigate against this weakness, herein are presented the life stories of ten respondents in their own words. Perhaps these stories will provide the reader with an understanding of the rich and varied life experiences of the respondents which is not reflected in a statistical description.

All of these ten writers volunteered to present these stories of their lives and the voluntary nature of these writings excludes the possibility of a truly random sample. Each of these stories was
chosen because it presents yet another view of this multi-faceted profession and the woman's role therein. Several autobiographies were edited for brevity's sake; however, these stories appear in the writer's exact words. They are presented in chronological order from the least to the most recent graduate.

**Autobiography 1.**

The following story of this 1943 Cornell University graduate reflects her experiences of being the only woman in her class, for a period of time, and the conditions of the World War II era.

"Perhaps the most interesting facet of my early fascination with the world of animals was that it apparently was a genetic abnormality in that no one in my family had anything to do with or particular interest in animals. My father was an attorney in a small city and to my knowledge had never owned a pet. My mother was one of a large family brought up on a farm and seemed to have developed an antipathy to agricultural pursuits in general and animal husbandry in particular. My older brother was absorbed in sports, hunting and fishing being his only interest in animal life.

My mother was a college graduate at a time when relatively few women were, and a believer in women's liberation before the term had been coined. Consequently, she did not discourage me when I announced in first grade that I would become a "dog doctor." She patiently put up with the bowls of turtles, cages of guinea pigs and white rats, aquariums full of polliwogs in various stages of development, fruit jars with cocoons on twigs, and boxes of injured birds. She finally allowed a puppy or two in spite of "all the dirt they brought into the
My high school years were uneventful - guidance counselors in the late thirties did not take females who wanted to be veterinarians very seriously, but they were helpful. I did not encounter the discouraging tactics some of my friends in pre-vet courses at Cornell had in their high schools. I was able to spend quite a bit of time with our local veterinarian - he and his wife were both very interested in my efforts and helpful in many ways. My acceptance into veterinary college after only one year of pre-veterinary training I received with relief and astonishment. After all these years, I still equate it with other "milestones" like marriage, and the birth of a child! I now feel that more training would have been most advantageous both for knowledge and maturity, but money was a pressing consideration and I was delighted.

It turned out that I was the only woman in my class - another girl who had been accepted became ill and re-entered the following year. This situation made it difficult to keep a low profile - I was the smartest, the dumbest, the prettiest, the homeliest, the most popular, sometimes the loneliest girl in the class. It was fun, exciting, frustrating, rewarding, amusing and difficult. I was so glad to be there that I did not question that I did not always have exactly an equal situation with the men in the class. I did not go on ambulatory calls outside the college - the next year's women fought for the right to do this and were grudgingly accepted. My professors were courteous, helpful, fair and I remember no one who obstructed my efforts or caused me unnecessary problems. My classmates
were tolerant, friendly, and also helpful. They did tease me a great deal.

The news of Pearl Harbor came over the radio as most of our class was in the anatomy lab studying for a "prelim" in freshman anatomy. Before too long, the majority of the class was indoctrinated into the army as second lieutenants - they wore uniforms to school, and went directly into active service upon graduation. We went to school year-round, three semesters per year, and graduated in October 1943, instead of in June. The summer jobs in a nearby city were given up because of this, otherwise I was unaffected by these events.

In November 1943 I married a Cornell graduate, a mechanical engineer, and moved to Rochester, N.Y., his home town. For a year and a half I worked for a small animal practitioner in Rochester, leaving due to pregnancy. My husband built six kennels in our garage, and I started boarding dogs in a very small way. For some reason, it had really not occurred to me that I could manage a practice of my own, but with my husband's encouragement, I gradually began and what was eventually to become a successful practice started the year after my first daughter was born. At this time, I for the first time found that not all of the local veterinarians were as magnanimous as my professors and classmates had been. It was amazing to me how well the general public received a woman - I feel that in many cases it was a distinct advantage to be a female. In the present day it is somewhat hard to envisage problems of this kind."

Autobiography 2.

This 1948 Colorado State University graduate was widowed in World War II and her eventual choice of profession was affected by her
father being a veterinarian. Later she married a veterinarian and they practice together.

"Actually my decision to enter the profession had very little to do with an early interest in the field. Rather, an unplanned change in what I expected to do with my life made my choice of veterinary medicine a logical one.

I had obtained a liberal arts degree in 1940 and shortly after was married to a man who was killed in World War II. I found that a BA degree did not really prepare me to support myself or to work in any area I was remotely interested in. Since my father was a veterinarian, I grew up with a familiarity with the profession and felt that this was something that I could probably do well.

Incidently, I think this is an object lesson for any woman, most of whom I suspect want to marry and have families. It just so happens that no one can see what lies in the future, and I think women need to be prepared to be financially independent if the need arrives.

I and four other women were admitted to the college of veterinary medicine at Ft. Collins, Colorado in 1944. You can imagine at that time, we were not exactly welcomed with open arms. All five of us worked pretty hard and by the time were were juniors, the early prejudices were pretty well forgotten and the faculty and male classmates became and still are good friends. You might be interested to know that four of us are still quite active in the profession. The fifth woman is no longer living, but did have a successful small animal practice.
I opened my own small animal hospital in 1949 after having worked in another hospital for one year. I married a veterinarian in 1959 and we continued our practice.

For me, this has been the best of all possible careers. It is always a challenge and always stimulating. I would not recommend it for anyone who is not willing to work long hours, but only for those students who are willing to make the effort."

Autobiography 3.

This 1962 Kansas State University graduate relates an interesting story regarding her difficulty in being admitted as a student to a college of veterinary medicine in the late 1950s.

"When I decided as a junior in high school to be a veterinarian my parents were really opposed. They thought the epitomy of a girl's education was to be a teacher. Our school counselor told me I wasn't college material and Iowa State University sent me a "polite-nasty" form letter saying "It is not the policy of the College of Veterinary Medicine to admit women to the professional curriculum." I decided to go to a local college the first year while writing other veterinary schools and in the fall of 1956 with the support of my sister, her husband and my own savings account, I made the college plunge. I went to Kansas State in 1957 now with the financial and moral support of my parents.

I applied to professional school that spring to both Kansas State and Iowa State. When the application forms came from Iowa, I was truly surprised, immediately filled out the forms and returned them. By return mail Iowa sent me a duplicate form letter of the one I'd
received two years before.

Another woman and I were accepted that spring to Kansas State; she had the highest GPA of anyone admitted so that I feel even though my GPA was sufficient, I got in on her "shirt-tail." The interview was very impartial and not any worse than the guys had, except I was considered an applicant with a school in my state (Iowa), which I clearly felt I was not.

Kansas State had few women students at that time but we had little trouble getting established in our class. Generally, we got a lot of good-natured kidding but also looked after like younger sisters.

My first job problems came when I couldn't find a job at Kansas while my husband was a student there. One summer I worked for a practitioner and commuted 130 miles daily. In the fall the veterinary school needed a temporary technician so I started sectioning tissue. Then I was a research assistant in the College of Arts and Sciences with take home pay of less than $300.00 a month. This period was discouraging and I even considered getting a degree in education. Departmental changes in the veterinary school opened job opportunities and I was hired as an instructor in histology. I can't help but think that my poodle grooming and working as a cocktail hostess where my husband tended bar Saturdays was an embarrassment to the veterinary school and helped expedite my receiving the position. I really enjoyed teaching, went on and got a masters and had our first child.

Later, we moved to Idaho and started practicing and farming here. I've done everything from housewifing to managing the practice as needs
arose. I feel I've the best of both worlds.

One final item. I was able to visit with the person who became Dean of Iowa State in 1960 when girls were readmitted. (The last woman graduated in 1938.) He said he was on the admissions committee and said no women's applications came through and that's why no women went to Iowa State. He did not realize that the previous dean pulled all women's applications before submitting them to the committee."


This 1964 graduate of Tuskegee Institute in Alabama is now the only woman veterinarian in Puerto Rico; she is married to a large animal practitioner, a former classmate.

"I was born December 3, 1937 in Baltimore, Maryland of uneducated parents. Most of my childhood was spent in Baltimore, Maryland and in Lewes, Delaware. My grandfather had a very large farm where I worked with farm animals since I could walk. I always had a pet in my house; however, my family was not able to afford veterinary services. I would say that my grandfather gave me my inspiration to become a veterinarian. He believed that all members of the family should work. And so I did. He did not believe in housework for women only. The women also worked in the fields. I enjoyed feeding the calves and the chickens, watching the cows being milked, and the horses doing field work, and above all, the wild animals jumping here and there."

As I became older, I enjoyed the feeling of great joy as I helped heal and attend the animals that were sick."
In 1956, I became a Chemistry Major at Morgan State College in Baltimore, Maryland. While I was there, I met a student in the School of Veterinary Medicine. His experiences interested me. So in 1960, when I graduated, and was not able to find a job in chemistry, I re-enrolled in the School of Veterinary Medicine at Tuskegee Institute, in Alabama.

I was fascinated with the various clinics and laboratories at the school, but my classmates did not like women students in their classes. At that time, there were only four other women in the school. Each one worked twice as hard as their fellow classmates. As a result of being an outsider, the foreign students and myself became very good friends. In fact, I later married my classmate, who was from Puerto Rico. I graduated in 1964 and went to Puerto Rico.

I passed the State Board and became the first woman in the Commonwealth of Puerto Rico to obtain a license to practice veterinary medicine. At the present time, I am still the only woman veterinarian.

My colleagues were very skeptical of my capabilities. My first position was with the Department of Agriculture, as an Inspector of Imported Animals. It was a verbal fight with the airlines, the shipping companies, the cattlemen and horse owners, but I stood firmly, and I was later accepted by all.

I left the Department of Agriculture, and started a Small Animal practice in Caguas, Puerto Rico. My practice has been established for 12 years. During those years, I had to educate my community to veterinary services. My area is urban and rural. My clients were only aware of rabies vaccinations and nothing more. At the present time, my
hospital is AAHA (American Animal Hospital Association) approved.

I worked with high school students in scientific fairs, and helped them to enter schools of veterinary medicine. I also worked with the various civic organizations in my community. I often write short articles concerning women in veterinary medicine. I was the Secretary of the PRVMA (Puerto Rico Veterinary Medical Association), and I am involved in their special projects.

I have three children who accept me as a full time career woman. I am with them most of the time. I have no help to assist me with my housework or with the children. I cannot find anyone to do that type of work anymore. The children are interested in our work, and often assist us. My husband is a Large Animal Practitioner. He accepts me as a professional veterinarian, and often helps me to reach my goals in my career.

In conclusion, if I had to do it again, I would. I love this work very much. But, I must say it is a lot easier to be a woman veterinarian now. Men are tuned-in to women's liberation, and will accept their co-workers more readily than before."

Autobiography 5.

This 1970 graduate of the University of Pennsylvania grew up raising cattle on her parents farm. She, too, encountered some difficulty in applying to another school than that which she entered. Presently, she and her husband are partners in a practice in Alaska.

"I was raised on a small registered Aberdeen Angus farm in eastern Pennsylvania. From the time I was 10 years old through high school, I was the primary worker with my father with the cattle and
crop raising along with my mother and 4 year younger brother. During that time, I raised beef steers in 4-H work and won a trip to the National 4-H Club Congress as Pennsylvania's state beef winner. I was very interested in the cattle work, especially when the veterinarian came for the annual TB and Brucellosis testing or to treat a sick animal. From the time I was about 12, I had visions of growing up to be a veterinarian.

My dreams were changed in high school and early college. My high school counselor and just about everyone I knew insisted that the idea was "nice" but girls just did not become veterinarians. My parents were skeptical but not discouraging.

I continued my beef cattle interests by taking agricultural courses in the Agricultural School at Cornell University. I dismissed the idea to become a veterinarian and looked into other fields in agriculture. As a senior, I took a graduate anatomy course...just to see how I would like it. I loved it. Immediately, I dropped a meat cutting course and took physics as that was the only pre-requisite for veterinary school I did not have. Some of my happiest hours in college were spent pouring over anatomy books... learning as much as I could, even beyond the requirements of the present course. The course professor was extremely enthusiastic with me and was the first encouraging person about my being a veterinarian that I had met.

I applied to both Cornell and the University of Pennsylvania veterinary schools. Cornell's dean told me I was wasting my time as they only took two women students a year and being an out of state student I did not have a chance. I was not asked to interview there.
For my interview at Pennsylvania, I prepared all varieties of rebuttals and arguments to the question of being a woman. Ironically, they were not needed! My interviewer and I spoke of many things besides veterinary medicine and my desire to become a veterinarian. It was a pleasant interview and I received the impression that, for once, my sex did not matter. I was very upset at that time, for I had been in classes with many of the fellows in the Agricultural school at Cornell and I was appalled at those who were accepted to Cornell's veterinary school instead of me!

My freshman class at the University of Pennsylvania Veterinary School had 15 women in a class of 75. I think it was a record for freshmen veterinary classes in 1966. The external (and, I believe, in most cases...genuine) attitude of the professors and clinicians toward women was no different than toward men. I know that some professors and students did resent our presence...taking a male student's place. There were the usual amount of bathing suit beauties in the slide presentations and crass jokes. Sometimes, we felt left out of some male "clubby" groups in case discussions. However, Penn's attitude toward women was such that it in no way inhibited a woman's obtaining a complete, thorough veterinary education. In a few instances I felt like the women were actually being given more than our equal share of encouragement.

The world of practice was different! Because of my background, I had always dreamed of working with large beef practices in the West. Upon graduation, I obtained licenses in Pennsylvania, North Carolina, Montana, and Wyoming. The only bias I encountered was in Wyoming.
During the oral interview, I was asked if I was married, why not, did I have a boyfriend, and why did a single girl like me want to practice in the West. When I answered their trick question about a "Wyoming foal weaner," eyebrows were raised. I still passed.

I started work in a mixed practice in Montana. The owner continually resisted direct communication with me about hours, why I wasn't doing more large animal work, and even daily cases. I left there after one month and went to another practice. The owner here never accepted me as a veterinarian instead of a girl-daughter image. It was still my first year out of school and I did a lot of things slowly and some badly. Again, we had little direct communication about many matters. He received unhappy feedback from some cattle owners and (I found out later) gave back money behind my back without discussions with me. I was fired from this practice. In the spring, I moved to another 90 per cent cattle practice with a veterinarian who had only been out of school a few years. Those few months with him and in that area were the happiest of my practice life. I was working with cattle and hogs. The farmers and ranchers in the valley were hesitant at first and then were glad to see me once I had "proven" to them I could do the work. Any problems with cases were discussed openly with the owner veterinarian. He would point out my mistakes (which were fortunately minor and few by that time!) and talk about them, even laughing with me at some of the more ridiculous goofs! I left that practice only because I wasn't making enough money to pay off school loans and the practice went down to a one-person job after calving season.
Next, I took over a mixed practice in North Carolina for six months while the owner had surgery. After I had been there awhile, there was no problem with my clients. I began to get some herd health work started and the farmers in the area were very enthusiastic toward my work. When I left the following spring, many expressed the desire to have me stay to work strictly with the large animals in the area.

I came to Alaska to see what it was like. For several months, I worked under a temporary license in a mixed practice with a friend. When I finally took the Board, I encountered the worst prejudice I had known since becoming a veterinarian. One of the examiners came down hard on me during the orals and I failed the exam by 0.7 percentage points. I had decided to stay in Alaska, marrying the friend I had come to see. Therefore, I spent a year as an "assistant" before I could take the exam again. The second time, the same examiner complimented my perfume, asked how we were making out in the new practice, bought me drinks, and asked me five minutes of questions during the twenty minute oral just chatting about irrelevant topics the rest of the time. I passed the exam. I guess I had paid my dues. The same veterinarian has since remarked several times at local veterinary meetings and to me that he definitely does not believe women should be veterinarians.

My husband and I are partners in a small mixed, mostly small animal practice. I run the business end and see most of the clients "up front." He does all the surgery and shares in seeing patients since we have had a baby. I was president of our local veterinary
association for three years. I seldom encounter even a remark about
being a woman veterinarian. I feel totally accepted in my profession
by the public. Many clients prefer my "woman's touch"...whatever
that may be! The only time I have felt any "stigma" about being a
veterinarian, unfortunately, was at the AVMA Denver meeting...just
a chilly air that came with glances from older veterinarians there.
However, that was years ago relative to the pace of women in
veterinary medicine...so I assume all that is changing!"


This 1973 University of Georgia graduate was raised on a farm
in Virginia and now works with the U. S. Department of Agriculture
in the Animal and Plant Health Inspection Service.

"I had always wanted to be a veterinarian as long as I can
remember. I was raised on a farm and gathered many chicken and turkey
eggs, which was my father's main source of income; he also raised
cattle and sheep. In the summer, I was responsible for the health
of the cow and sheep herds and helped case eggs, make hay, and care
for a large garden. My father and mother were proud to tell everyone
that I wanted to be a vet - even the new veterinarian who came to
castate calves one summer. I was sitting up on the corral fence
watching him and he asked me if I thought I could do the castrating,
and I told him I thought I could. Therefore, I feel that my farm
background gave me a real feeling for what was or was not normal
animal behavior.

I decided to apply for vet school at the University of Georgia
after my third year in college and was accepted. I was married after
my freshman year in vet school. My husband who is now a CPA received
his masters in accounting during my senior year. After we graduated, we decided to come back to Virginia to my home area. I applied to work for some vets in this area - including the "new vet" who had asked me if I could castrate calves. I was not received well - the highest offer being $7500 per year with weekend and night work. I accepted a position with the Virginia Department of Agriculture in meat inspection and enjoyed it very much. I then came with the Federal meat inspection force two years ago in poultry inspection and have enjoyed it. I have always loved pathology and this satisfies one of my loves.

In school, I had one professor who was extremely gross in my freshman histology course. He told off-color jokes and made insinuations about one of the girls in our class. We had three women in a class of sixty men. Mostly we as women were treated very well at the University of Georgia. I would not have joined a fraternity even if I could have, but only OTS accepted women in the fraternity the year I was a senior. I would not join just to join one - it was too expensive in the first place.

I feel I have had a full life and have lacked for little. I enjoy the prestige of being a veterinarian and enjoy the satisfaction in setting out to do something and accomplishing it. I look forward to expanding my awareness of life and of taking advantage of opportunities to come."

Autobiography 7.

The story of this 1974 University of Pennsylvania graduate is unique in that her career decision was made when she was 27 years old.
I was born into a family of professional artists. From the start, I was encouraged to develop my art talent which I had inherited in sufficient quantity to flame everyone's expectations. I assumed the role of artist-to-be without question and never considered another career while growing up. After high school I attended a four-year art college where, after two years, I began a major in photography. Unsatisfied with the emphasis of the school on commercial art, I dropped out of school after two and a half years to study privately. For three or four years I struggled financially trying to establish myself as a freelance photographer. It occurred to me at one point that I wanted freedom in my art work and I could have this if I made my living by another means. After researching the possibilities, I betted on computer programming as an interesting and lucrative field which I could break into without a college degree. Following a short training course, I began a programming job with a life insurance company where I continued to work for four years until my decision to become a veterinarian.

The idea of being a veterinarian had never entered my head prior to the age of 27. A combination of events turned my life around. At the age of 27, I got my first pets - two kittens - on a "trial" basis from a friend. As a child I was told I was allergic to animals and was not allowed a dog which I wanted very much. The kittens were my first close contact with animals (I was not allergic) and I became an animal lover with an enthusiasm to make up for the years of deprivation. At that point I decided that I needed a "life's work" - a profession that I loved - to provide me with a sense of self-worth.
and direction that would be inherent in myself and not derive from someone else.

After going back to college part-time for two years, I was accepted at the veterinary school at the University of Pennsylvania. At the age of 29, as I started veterinary school, I felt more of an oddity because of my age than my sex since 30 per cent of my class was women. Throughout vet school I felt little or no sex discrimination, and, by the time I graduated, had forgotten that the veterinary profession as a whole was far from 30 per cent women. As I started job interviews in my fourth year, I was surprised time and again when the interviewing veterinarian invariably remarked on the fact I was a woman. The little remarks, though sometimes sincere, more often seemed patronizing. I had a hard time finding a good job after graduation, despite the fact that I graduated in the top third of my class and landed a prestigious internship which added to my credentials.

For a long time I resisted the inclination to suspect sex discrimination for not obtaining some positions I had applied for. I later found out that it had played a definite role in some cases and came to suspect it in others. The wife of one very outspoken veterinarian confided in me that her husband thought he would get along better with a woman associate because she was unlikely to have a strong personality herself. I have been offered a salary $3,000.00 less than a male veterinarian with the same credentials for the same position. In a practice where I worked a woman was not considered to replace a third associate who was leaving, because while one woman in a group of three is acceptable, two out of three was not.
Clients have been a source of curiosity and occasional discrimination. Here, I have found more positive than negative attitudes. Many people feel a woman will be more gentle with their animal. The few times that I have encountered mistrust and lack of confidence, it has been from either an older woman or a very "macho" man.

Despite some rough spots, I am still very happy with my profession and look forward to long years of service and rewards."

**Autobiography 8.**

This 1975 Michigan State University graduate finds the Yankee farmers have accepted her almost completely as a large animal practitioner in Vermont.

"I was one of those little girls who just knew that someday she would be an "animal doctor." It wasn't until much later that I ever had any serious doubts or misgivings about my motives or capabilities. As a matter of fact, getting through the tough pre-veterinary curriculum and being admitted to the veterinary school at Michigan State University was a breeze compared to the ridicule and discouragement I received from my male classmates and colleagues upon graduation, as I searched for a job in a mixed practice. I finally did find a few men who were more open minded about women in large animal practice, however, and I've been practicing here in Vermont for over two years. The old Yankee farmers were a bit skeptical at first -- they wouldn't say much, but watched carefully as I treated their cows, delivered calves, replaced cast wethers. I can honestly say that I am accepted completely as a veterinarian by most of these farmers, and was very soon after I arrived on the scene. They'll all offer to carry my
cases, and grimace a bit as I struggle with a tough case -- but they are less chauvinistic than most of my friends!

In the small animal clinic, and equine portion of my practice, being a woman has often been advantageous. So many people believe that their dogs or horses "hate men" that I rarely have problems with skeptical owners in these fields.

If I had to pick an area where being a woman may be a handicap, it would be in the area of management. I am soon to become Chief of Staff in our hospital, and although I believe I am fully capable of maintaining order -- it may be hard for any of our employees to think of me as boss. My age, 26 years, may also contribute somewhat to this predicament.

Generally, I look forward to a full and rewarding career as a veterinarian, unhampered by silly prejudices and chauvinism. I attribute this greatly to the open-minded attitude of those around me."


This 1975 graduate of the University of Pennsylvania credits her experience in an all-girls high school and women's college for giving her self-confidence and role models in the scientific world. She is now concerned about working around anesthetic gases in surgery since she wants to have a child in the near future.

"As an upper middle class suburban girl I often wonder myself—how did I ever get to be a vet? I can say truthfully I never thought about becoming one until I was in college. Sure, I always loved animals and had an assortment of birds, turtles, guinea pigs. But until college I expected to be a math teacher. So why the switch?
Was it to be different? Was it because I knew it was harder to get into vet school than medical school and I wanted to stand out as something special? I like to think that mainly it was my love for comparative anatomy and comparing the species - their similarities and differences. For instance, in anatomy we study the cat, dog, horse, cow, chicken while my friends in medical school only had one species - man. I considered my roster much more exciting. Even better - from the basic knowledge we learned about these few species we could adapt and analogize to all the other animal forms of life. I have to admit though that there is also a kind of narcissistic pride and love of being special or different. Certainly at parties, when my work is found out, people usually show immediate interest, if not envy.

I have a real belief that the fact that I went to an all girl high school and college helped give me the self-confidence to go ahead as I've done. To continue in higher courses of science and math without male intimidation and to have real role models in the scientific world was a terrific asset. It may not be as necessary today - attitudes have grown more open -- but the change only happened in the 60s and for my school years it was very important to be separated from the boys and to be nurtured as a serious worker with a real career possible. I'm sure my parents' approval and support of my decisions have given me strength and power to accept what the school could offer me. The idea of role models is also very important. Although I knew no women veterinarians, I did know many women scientists. Bryn Mawr College has many more women professors and Ph.Ds doing research
than most colleges.

My most fulfilling moments right now are in surgery. You might almost guess that if you saw all the sewing, needlepoint, knitting, rugs, etc. I've made. But I'm coming to a crossroad for the next few years. Because of the danger in working around anesthetic gases for the unborn child - even 1 year before conception! - I will have to bend my knowledge into another sphere of medicine for some years since we will be trying to start a family soon. The variety of ways to use the VMD degree seems terrific and I'm just beginning to look into it."

**Autobiography 10.**

This 1976 Michigan State University graduate is completing an internship in exotic animal medicine or zoo medicine and will begin teaching at the university level this coming fall. She notes how two men have been of great help in her career.

"I doubt that at the age of five I had any good reasons for declaring I wanted to be a veterinarian. Likewise, my family doubted the eventual actuality of my chosen profession. Why I never veered in the choice of my profession, I shall never know. Admittedly, I entertained notions of pursuing a career in the theatre or on the operatic stage. But my dramatic acuity was such that I realized my acting and singing were not the merit of a star, and I did want to eat at least two meals a day.

I suppose my mother first began to take me seriously about becoming a veterinarian when I was eleven. When I was thirteen, I was permitted to visit my cousin in Birmingham, Alabama, where it was
arranged that I would spend my days with a veterinarian who did contract work for the local zoo. I remember crying when I had to leave because I had been so happy there. Whatever had been my original impetus for wanting to be a veterinarian, there was no turning back now.

There is definitely something to be said about knowing what you want from life. Getting it, of course, is often another story. Other veterinarians I talked with or tried to get work with tried to discourage me. My high school counselor was appalled that an honors student would want to be a veterinarian, as if it were some pedestrian occupation. Then there was the stigma of being an "out-of-state" student. None of this particularly impressed me. I somehow managed to get work with a veterinarian by donating my time; I took those courses in high school I felt would best prepare me for pre-vet courses in college; my mother and I managed to scrape enough money together, where there was none, to get me to college; and like everyone else I worked for grades.

One of my closest friends says that I must lead a charmed life since I have gotten everything that I have ever tried to obtain, though she admits I have worked hard at it. I was accepted into veterinary school as an out-of-state student after two years of pre-vet. When interviewed for admission and asked how I would pursue my career, I responded with zoo animal medicine.

I had been a volunteer while in high school at a local zoo. I combined that experience with my already existing ambition into one, again for no tangible reason. Upon graduation, I duly applied to the
two available internships in exotic animal medicine, and to my surprise and delight was accepted by one.

As I look over applications from graduating seniors to replace me now, I find it hard to believe I was chosen. I sometimes think I must have applied in an off-year since each year the quality of applicants improves. I shall never know what my boss saw in me when he interviewed me and decided I would do. I do know I had a good veterinary education coming out of school, and he gave me the experience and opportunity to develop confidence. I owe a great deal to this man.

Shortly, I shall be embarking on a new phase of my career. I shall still be working in exotic animal medicine but in a university setting teaching veterinary students. I always felt that someday I would turn to teaching but not so soon, not while I was younger than many of the students.

Another man, who has monitored my progress since entering veterinary school, is responsible for my new position. I suppose I should be flattered that a former teacher and advisor wants me to be a part of his faculty, yet I cannot help but feel that I have an awesome obligation to uphold his and other people's expectations of my capabilities."
CHAPTER VI

CONCLUSIONS

The purposes of this national study of women veterinarians were: to describe the group regarding their personal background, professional education and career; to ascertain if the group could be considered successful within the profession; to make some tentative predictions about the future role women will play in veterinary medicine; to make recommendations regarding veterinary medical education; and to suggest areas of investigation for future study.

Personal Background of the Respondents

The respondents were encouraged in their career decision by their parents; in the main, they received lackluster encouragement from either high school or college teachers or counselors of either sex. Male college teachers and counselors offered the most encouragement of the group of teachers and counselors. Forty-one per cent

\[\text{One of the primary points to be considered at all times when discussing this group of women veterinarians is that so many of the women recently entered the field. For example, only 30\% of the sample graduated before 1970; 70\% have graduated since. The older women had to meet qualitatively different expectations for women compared to the more recent graduates. As was seen in the autobiographies (Chapter V), some of the early graduates were the only women or one of a few women in veterinary school class. The younger graduates have not experienced some of life's complications; 91\% of the 1972-1977 graduates, for example, had no children, and thus had not experienced the problems of balancing a career and caring for children as many older graduates have.}\]
of the respondents reported being encouraged in their career plans by male college teachers and 42 per cent reported being encouraged in their career plans by male college counselors. A large majority, 84 per cent while growing up had interaction with a male veterinarian and 24 per cent with a female veterinarian who encouraged their becoming vets. Nearly half, 46 per cent, had made their career decision before the ninth grade or before entering high school. About one-fifth grew up on a farm. The sample grew up in varied communities, with no special emphasis on any particular kind of community setting. Their parents were well educated with 62 per cent of the fathers and 61 per cent of the mothers having had some kind of post-secondary education. From information concerning the respondents' parent's education and occupation, it can be said that the group had a middle to upper-middle class family socio-economic background. The younger the graduate, the more likely it was that her mother worked outside the home. The three factors that were credited most often with affecting her career choice were having pets or being around animals as a child; wanting to relieve animal suffering; and an interest in science.

**Professional Education**

Women have graduated from all the nineteen colleges of veterinary medicine in the United States that have graduated students. Two new colleges in Tennessee and Florida have not as yet graduated students. The younger the graduate, the more likely she was to have been married while in professional school; 39 per cent of the 1972-1977 graduates were married during the time they were in veterinary school.
Ninety-one per cent of the women who were married in veterinary school characterized their husbands as being supportive of her education and career. The younger the graduate, the more she believed her gender played no role in her admission to professional school; the younger she is, the less she believed her gender harmed her chances for admission. As a group, 90 per cent believed they were taken seriously in academic situations. Again, the younger the graduate, the more likely it was she believed that. As a group, 70 per cent believed they had as many opportunities for practical learning as men in professional school, such as night duty and farm calls. Again, the younger the graduate, the more likely she was to believe that. Also, if she was a younger graduate, (1972-1977), she was more likely to have had an apprentice relationship with a faculty member in professional school.

Professional Career

Women veterinarians live and practice in every state in the nation, with the greatest number in California, the most populous state. The average number of hours per week spent in professional duties was 48; the average number of patients seen a day was 20. The women, more than veterinarians as a whole (34%), tended to be in exclusively small animal practices (55%). At the present time, women comprise about 5 per cent of the profession. About three-fourths of the sample, 76 per cent, are in clinical practice. The older the respondent, the more likely she was to own her own practice. The average estimated income for 1977 of the group from the practice of veterinary medicine was $17,000; the older the
respondent, the more likely she was to have a high income. The average income for the 1938-1971 graduates with 75 per cent reporting was $21,584; for the 1972-1977 graduates, with 90 per cent reporting, $14,628. As a group, 62 per cent believed their income was about the same as a male veterinarian's of her age and experience.

Nearly three-quarters of the 1938-1971 graduates in the study are married or were married at one time; 48 per cent of this group have had at least one child. Of the 1972 to 1977 graduates, 58 per cent are married or were married at one time; only 9 per cent of these graduates have had children. On the average 46 hours a week were spent in child care activities by the respondents who are mothers. As a whole, 43 per cent of the women are married to other veterinarians. The younger the graduate, the less willing she is to relocate geographically due to a good job opportunity for her husband.

Most often mentioned as barriers or obstacles to the women's careers that were gender-related were balancing a career and family responsibilities, general discrimination, and the veterinary school admission process.

As a group, 58 per cent said that they had experienced some difficulty in client interactions related to the respondent's gender. The most common methods of dealing with these situations were to "go ahead with my work and prove I'm good" or to have a male doctor in the practice care for the client's animal. Fewer of the 1972-1977 graduates (31 per cent) believed that their gender lessened their chances of veterinary school admission than the older graduates of 1938-1971 (57 per cent). Most often mentioned by the respondents as
means of support in their education and career were families and husbands.

**Determination of Success of Women Veterinarians**

Information about the respondents in this national sample points to the solid success of women in the field of veterinary medicine based upon three factors: first, the degree of their professional activity; second, income from the practice of veterinary medicine; and third, their satisfaction with their career.

1. **Degree of Professional Activity**

Only 4 per cent of the sample were not professionally active; 2 per cent were retired due to age or chronic illness, while 94 per cent of the sample were actively involved in the profession.

2. **Income from the Practice of Veterinary Medicine**

The average income of the group was $17,000 with the older graduates of 1938-1971 reporting a higher average income ($21,584) than the younger graduates of 1972-1977 ($14,628). Thirty-two per cent of the respondents estimate having lower incomes than a male veterinarian of her age and experience. No profession-wide income figures will be available from the American Veterinary Medical Association until after this study is published, however. Only the forthcoming profession-wide income figures could confirm or deny the respondents' estimates of salary differentials.

3. **Career Satisfaction**

An overwhelming majority, 91 per cent of the respondents, answered affirmatively to this question: "If you had your life to live over, would you still choose a career in Veterinary Medicine?" Seven
per cent answered "no", while 2 per cent were "unsure." This is a strong indication that the women in the sample are satisfied with their career in veterinary medicine.

Women in Veterinary Medicine in the Future

Women now comprise only about 5 per cent of the profession of veterinary medicine, yet in many professional schools they comprise 30 to 40 per cent of their classes. By the turn of the century, the women will comprise about 25 per cent of the profession if current professional school admissions trends and current professional activity levels of the women hold fairly constant. Consequently, over the next twenty-five years, the profession will continue to change its image as a male-dominated profession to a gender-neutral profession. As this occurs, other societal changes could also accelerate beneficial effects for women in the profession including the following factors.

1. **Increased Consumer Acceptance**

Increased acceptance of women veterinarians by consumers of veterinary services should occur. Clients will probably be less surprised, confused or concerned about obtaining the professional services of a woman veterinarian as women in general fulfill more non-traditional roles in society.

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2. **Increased Acceptance by Colleagues**

There should be increased acceptance of women veterinarians by male colleagues in the future. Those male students who went to school with 30 to 40 per cent women students in their veterinary classes should feel comfortable dealing with women on a professional basis.

3. **Greater Employer Awareness**

It should become easier for women to become employed in private practices as recent graduates. Employing veterinarians should become increasingly aware that over a third of the graduates of veterinary schools now are women and should be less surprised or disoriented when a woman answers in response to a job posting.

4. **Fair Lending Laws**

Fair lending banking laws should make financing of practices easier for both married and single women because gender itself cannot be used as a criteria to lend or not lend capital.

In conclusion, the future presents increasingly beneficial possibilities for the woman veterinarian in the United States. Of course, decreased consumer demand for veterinary services caused by, for example, general economic recession can affect all veterinarians at any given time.

**Recommendations for Recruitment, Selection, and Education of Women Veterinary Medical Students.**

On the basis of data from the study the following recommendations are made to administrators and faculty in the colleges of veterinary medicine.

1. **Women Veterinarians Have High Professional Commitment**

   From information gathered from this national study, it is clear
that women veterinarians are a highly committed group both as professional students and as practicing professionals after graduation. Members of admissions committees need have no special concern about women "wasting their education" in later life. Instead, each individual should be judged on his/her own merits. This is in keeping with the spirit of the 1972 Title IX regulations prohibiting sex discrimination in education.

2. **Gender Should Not Affect Admission**

Women can compete successfully in the veterinary school admissions process. However, every effort should be made to fully welcome them into the admissions process. Whenever feasible, a woman should serve on the admissions committee to highlight the college's commitment to equal admissions. School information material could feature pictures of women students in learning situations. According to the responses of the recent graduates in this survey (1972-1977), 45 per cent of them believed gender made no difference in their chances for being admitted; 31 per cent believed it lessened their chances, while 24 per cent believed their gender helped their chances. The goal for veterinary medical education should be that all women student believe that gender made no difference in their chances of being admitted.

3. **Further Study of Student Socio-Economic Status Needed**

The respondents in this sample appear to come from families with a middle to high-middle socio-economic status. Sixty-two per cent of the fathers and 61 per cent of the mothers of the respondents had some kind of post-secondary education; 34 per cent of the fathers and
36 per cent of the mothers were in some professional field. Individual colleges should check to see if the women they are admitting have appreciably higher socio-economic standing than the male students. Additionally, individual colleges should investigate methods of assisting entrance for students from lower socio-economic backgrounds.

4. **No Quota System for Admission of Women Students Recommended**

   No quota system should be arranged for the admission of women students. A specific percentage quota system such as 5 per cent or 10 per cent of the freshmen class has worked against women in the past in colleges of veterinary medicine. As a general theoretical goal, 50 per cent of a class being women could be justified as reflecting the population at large.

5. **Continued Classroom Feedback Necessary**

   Continued use of feedback mechanisms are necessary to alert college administrators of any discriminatory practices in academic and clinical settings. Many colleges have student evaluation of teaching programs already in operation which could provide information regarding discriminatory practices in the classroom or the clinics. Ninety-four per cent of recent graduates (1972-1977) believed themselves almost always or usually taken seriously in academic situations, whereas 77 per cent of the older graduates (1938-1971) believed this. These figures show a very encouraging trend toward equal acceptance of women in classroom and clinical settings.

6. **Equal Learning Opportunities and Requirements Should Be Offered for Men and Women**

   Educational opportunities and requirements should be the same for both women and men students; women should not be excluded from
farm calls, night duty or summer preceptorship programs. Among recent graduates, (1972-1977), 80 per cent believed they had the same amount of educational opportunities or more than male students, while only 50 per cent of the older (1938-1971) graduates believed they had the same amount or more. Women should not be excluded from learning experiences in hopes of "protecting" them. This recommendation is in keeping with the 1972 Title IX regulations prohibiting sex discrimination in education.

7. Placement Offices Should Not Discriminate

The placement officers of colleges of veterinary medicine should notify veterinarians or other employers posting job openings of the general percentage of women in the graduating class and that it is the college's policy to encourage all students to apply for any position that interests them. No job openings should specify the gender of the applicant.

Recommendations for Future Investigation

Several areas for future investigation have presented themselves in the course of this study.

1. Further Income Information Needed

When profession-wide income figures are available from the American Veterinary Medical Association, a comparison between those figures and the income figures of this sample should be made to determine if or to what degree there is an income differential between the two groups when years of professional experience are held constant.

2. Future Studies on Admissions Procedures Needed
Information from this study shows that the younger graduates (1972-1977) believe that their gender played less of a role in their admission to professional school than it did for the older (1938-1971) graduates. This trend no doubt reflects the changes made in admissions procedures as mandated by Title IX. Theoretically, at some future point in time, all women students should believe that their gender played little or no role in their admission to professional school. A survey utilizing a random sample of all women completing admissions procedures, whether eventually admitted or not, could give feedback on the women's perceptions regarding discrimination in the admissions process.

3. Future Studies Regarding Family Life Needed

Sixty-two per cent of the women in the sample graduated from 1972 to 1977. Ninety-one per cent of these more recent graduates have no children; 58 per cent are or were married at one time while 41 per cent have never been married. These more recent graduates will be making further marriage and childbearing decisions within the next five to ten years. Future studies could ascertain if these younger graduates are going to choose to balance motherhood and a professional career. If they do choose to balance motherhood and a career, studies could ascertain the means they utilize to do so, such as part time work or day care centers.

4. Future Studies Regarding Married Pairs of Veterinarians Needed

Forty-three per cent of the married women in the sample were married to other veterinarians. Since most students begin their four year veterinary curriculum when they are 22 or 23 years old, it
seems reasonable that many women would marry their professional classmates or friends. There appear to be both special advantages and disadvantages to these pared-veterinarian marriages. The advantage could be that in sharing a practice, their time could be more flexibly arranged regarding professional duties, household chores and child care duties. On the other hand, if one of the veterinarians were in academic veterinary medicine, the geographic mobility could be limited for the couple by the number of colleges of veterinary medicine, presently twenty-two, in the United States. Also, in response to the question regarding barriers to success, one woman married to a veterinarian said her "husband's practice was too good to leave" and she felt her "six years of education are wasted."

5. Integration With Other Studies of Women Professionals Desirable

Information about this sample of women in a non-traditional profession should be compared with similar studies regarding women in such fields as human medicine, dentistry, law, architecture, and so forth. To this end, the findings of this study will be forwarded to the Women's Bureau of the Department of Labor and also will be housed in the Women's Studies Library at The Ohio State University.

Women and Change in the Profession of Veterinary Medicine

Up until the late 1960s, there were seldom more than five to ten women students in a freshman class of veterinary medicine. It was not uncommon that there be one, two, or three women in a graduating class. By the fall of 1976, the overall percentage of women students in veterinary medicine classes was 28 per cent. To say that the
Increase in the number of women students was directly caused by federal legislation is not possible. It could be that the percentage rose with a change in the philosophical concepts of the time or for other reasons. For whatever reason, there has been a dramatic increase in the number of women students entering veterinary medicine. The percentage of women in the profession will concurrently increase as these women enter practice. This steady process of change in professional education and the profession itself will lead to the concept of the profession's being gender-neutral rather than male-dominated. Such change, of course, causes stresses on the systems originally set up and maintained by the male-dominance of the profession. These stresses are manifested in such ways as the difficulty of some women to be hired in employing practices, difficulties in client acceptance, and so forth. However, beneficial changes regarding women in the profession have already occurred. One example is the admissions process into professional school which is perceived as less discriminatory by recent graduates than older graduates. In addition, 80 per cent of the recent graduates (1972-1977) believed they had the same amount of educational opportunities as male students in professional school, whereas only 54 per cent of the older graduates (1938-1971) believed that.

The success of the women veterinarians in this study as measured by their degree of professional activity, income from the practice of veterinary medicine, and career satisfaction is substantial. This success shows that previous barriers to women entering the field such as not allowing women into school or quotas for the number of
women allowed in one class were unsubstantiated in the end by the outcome of reality.

The concept of allowing each person to pursue the education and career that her aptitude, ability, and choice select is the philosophical keystone supporting Women's Studies. The findings of this study reaffirm the practical feasibility of the basic philosophical tenet that each person should be allowed to follow the career path of her choice.

The loss, of course, is all the women in the past who might have had successful careers in veterinary medicine or any of the non-traditional professions and were not encouraged in their inclination due to sexual stereotyping of professions. The gain is that women in the future will be less hampered by sexual stereotyping of professions. Ultimately, the goal of all education, professional or otherwise, is that the individual reach his or her potentials. To this end, it is hoped this study has contributed.
APPENDIX A

SURVEY INSTRUMENT
THE WOMAN VETERINARIAN

NATIONAL SURVEY
Dear Doctor:

As you know, the field of veterinary medicine in the United States is quickly changing from an overwhelmingly male-dominated profession to one in which increasing numbers of women are entering Colleges of Veterinary Medicine and practice. You have been a part of this change, whether you graduated years ago or in June of this year. This study undertakes to better describe women in veterinary medicine and your response will add to the growing fund of knowledge about women in the professions.

The findings of this study will be given to the Women's Veterinary Medical Association, the American Veterinary Medical Association and the Women's Bureau of the U.S. Department of Labor. I am presently a Graduate Research Associate at the Ohio State University College of Veterinary Medicine while a doctoral candidate in Educational Development.

It is impossible to frame questions all of which are equally relevant to women veterinarians in different specialties and situations. Please answer all the questions as well as you can and feel free to make clarifying comments where necessary.

Your name and address were randomly selected from the AVMA membership rolls. Your answers will be completely anonymous. You will notice no identifying markings or numbers appear on the forms.

I hope you will find the questionnaire interesting to answer, and that you will complete it and return it today in the self-addressed, stamped envelope provided.

Thank you for your cooperation.

Sincerely,

Mary Beth Robinson
SECTION I

ORIGINS

1. Do you feel the following individuals strongly encouraged, encouraged, were indifferent or discouraged you from becoming a veterinarian? For categories which include more than one individual (e.g. male teachers) indicate their typical response.

Please use this scale:
1. Strongly Encouraged
2. Encouraged
3. Indifferent
4. Discouraged
5. Does Not Apply

   a. father
   b. mother
   c. other relatives
   d. husband
   e. male friends
   f. female friends
   g. male high school teachers
   h. female high school teachers
   i. male high school counselors
   j. female high school counselors
   k. male college teachers
   l. female college teachers
   m. male college counselors
   n. female college counselors
   o. a male veterinarian I knew
   p. a female veterinarian I knew

2. At what time had you definitely decided to become a veterinarian?
   ______ before the ninth grade
   ______ from the 9th grade to 12th grade
   ______ in first 2 years of college
   ______ after college graduation

3. Where did you live for most of the time while you were growing up?

4. Where are you living now?

<table>
<thead>
<tr>
<th>Lived</th>
<th>Living Now</th>
</tr>
</thead>
<tbody>
<tr>
<td>On a farm</td>
<td></td>
</tr>
<tr>
<td>In a small town under 10,000</td>
<td></td>
</tr>
<tr>
<td>In a moderate size town or city, 10,000-50,000</td>
<td></td>
</tr>
<tr>
<td>In a suburb of a large city</td>
<td></td>
</tr>
<tr>
<td>In a large city over 50,000</td>
<td></td>
</tr>
</tbody>
</table>
5. Are you?

___ First born
___ Second born
___ Third born
___ Fourth or later born

6. How many brothers and sisters do you have?

___ brothers  ___ sisters

7. How old are you?  

8. Highest level of education obtained by your parents:

   1 Grammar School  ___ Father  ___ Mother
   2 Some High School
   3 High School Graduate
   4 Some College or other school
   5 College Graduate
   6 Some Graduate School
   7 Graduate Degree or Professional Degree

9. Your father's principal occupation while you were growing up:

___ Unskilled
___ Semi-skilled
___ Skilled
___ Business or Managerial
___ Veterinarian
___ Other Professional
___ Specify
___ Does not apply

10. Was your mother employed while you were growing up?

___ Yes  ___ No

11. If yes, indicate her principal occupation:

___ Unskilled
___ Semi-skilled
___ Skilled
___ Business or Managerial
___ Veterinarian
___ Other Professional
___ Specify
___ Does not apply
12. Please rank the top four factors which you believe influenced your decision to become a veterinarian. Mark the most important 1, the least 4.

1. ________ 1. Worked and/or lived on a farm
2. ________ 2. Worked with/knew a veterinarian
3. ________ 3. Contacts with medical field(s)
4. ________ 4. Showed animals
5. ________ 5. Had pets as child
6. ________ 6. Owned or worked with horses
7. ________ 7. Desire to relieve animal suffering
8. ________ 8. Interest in the environment/ecology
9. ________ 9. Enjoyed science courses in high school
10. ________ 10. Enjoyed outdoor activities
11. ________ 11. Enjoyed science courses in college
12. ________ 12. Desire for financial security
13. ________ 13. Wanted to run my own business
14. ________ 14. Knew other veterinary medical students
15. ________ 15. Other __________________________

SECTION II
PROFESSIONAL EDUCATION

1. In what year did you receive your degree? (D.V.M., V.M.D.) _______________
2. From what College of Veterinary Medicine did you graduate? ________________
3. Was Veterinary Medicine your first choice as a career? ______ yes ______ no
4. If no, what was your first choice? ________________
5. If you had your life to live over, would you still choose a career in Veterinary Medicine? ______ yes ______ no
6. Were you married during any part of the time you were a student of Veterinary Medicine? ______ yes ______ no
7. If you were married as a student, how would you characterize your husband's attitude toward you schooling and career?

_____ strongly supportive
_____ moderately supportive
_____ neutral
_____ moderately non-supportive
_____ strongly non-supportive

8. Did you have children during the time you were a student of Veterinary Medicine? ______ yes ______ no
9. If yes, did you withdraw for a period of time from your studies due to having children?  ____ yes  ____ no

10. Do you believe that your admission into the College of Veterinary Medicine you attended was affected by your being a woman?
   ____ yes, it was a variable that helped me to be admitted
   ____ yes, it was a variable that lessened my chances of being admitted
   ____ it made no difference

11. As a woman in academic situations, such as classroom discussions, which best describes the average situation you encountered?
   ____ my contributions were almost always taken seriously
   ____ my contributions were usually taken seriously
   ____ my contributions were sometimes taken seriously
   ____ my contributions were seldom taken seriously

12. As a student, this statement best describes the most usual situation in regards to opportunities for practical experiences, such as surgery and night duty:
   ____ i had more opportunities than the male students
   ____ i had as many opportunities as the male students
   ____ i had somewhat fewer opportunities than the male students
   ____ i had much fewer opportunities than the male students

13. When i was a student of veterinary medicine, i had an apprentice or protege relationship with one of the faculty members.  ____ yes  ____ no

14. If yes, this faculty member was:
   ____ male  ____ female

SECTION III

CAREER

1. What kind of professional activity are you currently involved in?
   Mixed Practice (50-50 Large & Small)
   Mixed Practice (over 50% Large Animal)
   Mixed Practice (over 50% Small Animal)
   Small Animal Practice (exclusive)
   Large Animal Practice (exclusive)
   Equine Practice (exclusive)
   Bovine Practice (exclusive)
   Porcine Practice (exclusive)
   Poultry Practice (exclusive)
1. Continued

Areas other than Private Practice

- Anatomy
- Biochemistry
- Clinical-Medicine
- Microbiology
- Nutrition
- Ophthalmology
- Parasitology
- Pathology
- Pathology, Avian
- Pathology, Clinical
- Pharmacology
- Physiology
- Radiology
- Surgery
- Toxicology
- Theriogenology
- Veterinary Public Health
- Veterinary Public Health
- Fur Bearing Animals
- Laboratory Animal Med.
- Zoo Animals
- Extension
- Diagnostic Vet. Med.
- Industrial
- Military Vet. Science
- Regulatory Veterinary Medicine
- Internship
- Residency

Other Veterinary Medicine

Retired

Not Active

(Please state reason, i.e., illness, small children, etc.):

2. Type of Employer

- 1. College or University
- 2. Federal Government
- 3. State or Local Government
- 4. Armed Forces
- 5. Self-Employed
- 6. Private Practice Employee
- 7. Industry Employee
- 8. Other Specify

3. Employment Function? (Check those that apply)

- 1. Research
- 2. Clinical Practice
- 3. Management
- 4. Teaching
- 5. Technical Writing
- 6. Inspection
- 7. Production
- 8. Sales or Service
- 9. Other
4. Of what state are you now a resident? ____________________________

5. Since your graduation, how many years have you actively engaged in professional work? (Count 1/2 time work as 1/2 year):
   _______ years

6. For the time you may not have been active, what reason(s) account for this time? __________________________________________

7. What is your marital status?
   1 Engaged
   2 Married (once only)
   3 Married (remarried)
   4 Separated
   5 Single (never married)
   6 Single (divorced)
   7 Single (widowed)

8. If married, indicate your husband's principal occupation by circling the number of the appropriate alternative:
   - Unskilled
   - Semi-skilled
   - Skilled
   - Business or managerial
   - Veterinarian
   - Other professional
   - Specify ______

9. If married, and if you and your husband both had equally good career opportunities, but in different cities or regions, you would probably do this:
   1. My husband would take the job and I would follow and try to find employment there
   2. I would take the job and my husband would follow and try to find employment there
   3. We would accept jobs only if they were close enough for us to live together
   4. We might live apart for a period of time
   5. We would decide on other factors such as desirability of the two locations, etc.
   6. Other ____________________________

10. Number of children:
    None ____
    One ____
    Two ____
    Three or more ____
11. If you have children, please indicate the alternatives that apply to your situation. Check all that apply.

___ 1. I have the main responsibility for the child(ren) because I am a single parent.
___ 2. I have the main responsibility for the child(ren); my husband helps occasionally.
___ 3. My husband and I share responsibility almost equally for child care.
___ 4. My husband takes the main responsibility for child care; I help occasionally.
___ 5. I send my child(ren) to a day care facility.
___ 6. I employ a person in the home for child care purposes.
___ 7. Relatives take care of my child(ren).
___ 8. My child(ren) are able to mainly take care of themselves.
___ 9. My child(ren) no longer live at home.
___ 10. Other ____________________________

12. _____ I am satisfied with my child care arrangements.
_____ I am not satisfied with my child care arrangements.

13. Number of hours, on the average, devoted weekly to professional duties in 1977 ________

14. Number of hours, on the average, devoted weekly to child care duties in 1977 ________

15. Average number of patients seen a day, if applicable, in 1977? ________

16. Please estimate your 1977 net income from the practice of veterinary medicine to the nearest thousand: $__________

17. I believe my salary or income is:

_____ About the same as a male veterinarian's of my age and experience
_____ Somewhat less than his
_____ Much less than his

18. If much less, to what do you attribute this?

19. Have you had difficulties interacting with clients that you believe to be related to your being a woman?

_____ yes  _____ no

20. If yes, how do you usually manage such a situation? Please specify whether small or large animal clients.
21. If you own your own practice, did you experience any difficulties in financing that you believe were related to your being a woman? If so, please explain.

22. What would you consider to have been or is the greatest barrier or obstacle you have had to face or face now in your education or career?

23. What would you consider to have been or is the greatest support you have had or have now in your education or career?
24. What are your long term professional goals, that is, where do you see
yourself in the profession 5 years from now?

25. I would like to include autobiographical sketches on a number of women
veterinarians to present real life stories to go with the statistics that will
be generated by this study. Would you be willing to write such a sketch in
the future? If so, please write your name and address here so that I may
contact you in the future. Again, your story will be completely anonymous.

Any additional comments you would like to make?

A summary of the findings will be available by contacting me at Ohio State
BIBLIOGRAPHY


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Niedzwiedz, E. and Friedman, B. "Statistical Models for the Prediction of Performance at Four Colleges of Veterinary Medicine" Columbus: The Ohio State University College of Veterinary Medicine, 1975.


Smith, C.R. "The Dean Comments on Admissions" The Speculum, The Ohio State University College of Veterinary Medicine, No. 2, 1977.


