THE ECONOMIC ASPECTS OF PREVAILING TRENDS 
IN WOMEN'S EDUCATION PROGRAMS 

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THE ECONOMIC ASPECTS OF PREVAILING TRENDS
IN WOMEN'S EDUCATION PROGRAMS

THESIS

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By

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<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIST OF ILLUSTRATIONS</td>
<td>iv</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Orientation of Study</td>
<td>1</td>
</tr>
<tr>
<td>Organization of Chapters</td>
<td>8</td>
</tr>
<tr>
<td>II. SOURCES OF DATA AND METHODS OF PROCEDURE</td>
<td>10</td>
</tr>
<tr>
<td>Division of Work</td>
<td>10</td>
</tr>
<tr>
<td>Questionnaire Construction</td>
<td>11</td>
</tr>
<tr>
<td>Procedure Methods</td>
<td>15</td>
</tr>
<tr>
<td>III. TEXAS STATE COLLEGE FOR WOMEN STATISTICAL RESULTS</td>
<td>17</td>
</tr>
<tr>
<td>Part One of Questionnaire</td>
<td>17</td>
</tr>
<tr>
<td>Part Two of Questionnaire</td>
<td>19</td>
</tr>
<tr>
<td>Part Three of Questionnaire</td>
<td>21</td>
</tr>
<tr>
<td>IV. NORTH TEXAS STATE TEACHERS COLLEGE STATISTICAL RESULTS</td>
<td>24</td>
</tr>
<tr>
<td>Part One of Questionnaire</td>
<td>24</td>
</tr>
<tr>
<td>Part Two of Questionnaire</td>
<td>26</td>
</tr>
<tr>
<td>Part Three of Questionnaire</td>
<td>28</td>
</tr>
<tr>
<td>V. COMPARISON OF STATISTICAL RESULTS</td>
<td>31</td>
</tr>
<tr>
<td>Part One of Questionnaire</td>
<td>31</td>
</tr>
<tr>
<td>Part Two of Questionnaire</td>
<td>37</td>
</tr>
<tr>
<td>Part Three of Questionnaire</td>
<td>40</td>
</tr>
<tr>
<td>VI. SUMMARY AND CONCLUSIONS</td>
<td>43</td>
</tr>
<tr>
<td>APPENDIX I</td>
<td>49</td>
</tr>
<tr>
<td>APPENDIX II</td>
<td>53</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>56</td>
</tr>
</tbody>
</table>

iii
# LIST OF ILLUSTRATIONS

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Texas State College for Women Frequency Distribution of Household Technology Scores</td>
<td>20</td>
</tr>
<tr>
<td>2. Texas State College for Women Frequency Distribution of Family Relations Scores</td>
<td>22</td>
</tr>
<tr>
<td>3. North Texas State Teachers College Frequency Distribution of Household Technology Scores</td>
<td>27</td>
</tr>
<tr>
<td>4. North Texas State Teachers College Frequency Distribution of Family Relations Scores</td>
<td>29</td>
</tr>
<tr>
<td>5. Frequency Distribution of Household Technology Scores for Total Sample</td>
<td>39</td>
</tr>
<tr>
<td>6. Frequency Distribution of Family Relations Scores for Total Sample</td>
<td>41</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Orientation of Study

One hundred years ago in Seneca Falls, New York a group of women met to discuss "the social, civil, and religious conditions and the rights of women."¹ The culmination of this meeting was a group of resolutions which bear examining.

RESOLVED that woman is man's equal . . . and the highest good of the race demands that she should be recognized as such.
RESOLVED that the women of this country ought to be enlightened in regard to the laws under which they live, that they may no longer publish their degradation by declaring themselves satisfied with their present position. . . .
RESOLVED that it is the duty of the women of this country to secure to themselves their sacred right to the elective franchise.
RESOLVED to overthrow . . . the monopoly of the pulpit, and for the securing to women an equal participation with men in the various trades, professions and commerce.²

These resolutions are the basis of the Feminist Movement which has dominated women's actions in this country since eighteen hundred and forty-eight. The accomplishment of

²Ibid., 10-11.
these aims was supposed to make women happy, contented human beings. It may easily be seen that these resolutions have been accomplished, yet are women happy, contented human beings? The increasing divorce rate, delinquency rate for children, mentally maladjusted husbands, wives, and children, and above all, the steadily increasing amount of literature available along these lines, written by and for women, would seem to show that women are not satisfied.
If this is true and yet the women have secured those things they thought would bring them satisfaction, what then is the trouble?

If we re-examine those Seneca Falls resolutions carefully we observe that, although the dominant characteristic of this movement has been a cry for equality, what these women were actually demanding was recognition. It is an extremely important fact that those women at Seneca Falls made no mention of the desirability of securing prestige or recognition for the homemaker. The whole emphasis was upon securing recognition through competing with men in those things which give men status in society. These were felt to be the elective franchise, occupations, and the education which prepares them for the latter. Women like members of some other "outgroups" were trying to imitate and appropriate as their own behavior patterns those standards and values of the dominant masculine society. The fact that men, in job promotion, in pay increase, and in
social recognition, are rewarded, but woman is not thus rewarded in her homemaking pursuits, led to the desire of appropriating men's values. Indicative of this is the fact that women listed by the census doing housework have no "gainful" occupation, although according to the same census household production makes much greater claims on the total number of workers than does any single "gainful" occupation.

Thus the leaders and the members of the Feminist Movement defined their problem of achieving status as achievement of the vote, of the same type of jobs as men, and of the same type of education as men, thinking they would thus attain equality, in the sense of equal prestige with men.

As we examine this definition of women's problem one hundred years later, we find certain questions coming to mind. It is an established fact that a large majority of the women in our economy are homemakers. Yet we have seen that the Seneca Falls meeting and the resultant Feminist Movement sought no prestige for homemaking as a career, which would seem to be an alternative course to competition with men for status. The Feminist accepted the idea that woman is born, developed, and educated in a culture pattern which provides her with fixed values. In this culture she may achieve recognition only in the form of a career other...

3 Margaret Reid, *Economics of Household Production*, 78.

than homemaking, and is being trained for such a purpose. Is it possible that the great gap between the pattern of living for which she is trained and the actual life experiences which await her is a basic part of the maladjustment? Women must assume the responsibility of motherhood, child development, and homemaking, but how much training or education is expected and given for this "career"? Girls today enter marriage from school or from jobs and frequently are baffled and discontented with the unfamiliar routine of housework even though technology has made formerly heavy tasks comparatively simple. Have these girls in going into a homemaking career accepted something that seems tedious and uninteresting because of the definition given it? Do these women lack a basic understanding of human relationships and of what is expected of them as wives and mothers, again because of little or no preparation?

The importance of such training or lack of it is pointed out by Margaret Reid in a recent article where she states,

The importance of homemakers in the total economy and the rapid changes occurring both in knowledge relating to homemaking and to conditions under which families live make widespread education for homemaking imperative.

Efficiently running a modernly equipped home involves

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considerable knowledge of machinery. This knowledge in many cases should be operative skill comparable to a technician's level or higher. Unless this training is provided, frequent repairs and replacements of appliances are necessary.

As is indicated by Margaret Reid in the above statement, women today must play many roles. They must be able to understand something of children's diseases and of the various neuroses which may develop. They must keep attractive to their husbands, not only in physical appearance, but also mentally by being well informed. If the statement of Margaret Reid's, which coincides with that of many other leading women educators is correct, the problem appears to have many aspects. If the interpretations of the problem as stated here are correct ones, if women have been defining their problem in non-technical terms in a machine society, implications will be found in every field of social science.

This study is being made in the field of Economics, and it is the economic aspect which the writer wishes to emphasize. The economic consequences of the problem have various phases. Some of these phases may be seen by considering the Institutional approach to resources which emphasizes the importance of knowledge as a basic resource. It is knowledge which makes possible the development and progress of technological methods in all fields. One of these phases
of progressing technology which most intimately affects the modern housewife is the care and usage of her household appliances and "gadgets." As Margaret Reid asserts, "Present-day household production cannot be understood apart from the equipment with which the housewife has to work." 7

Since a high degree of operative skill is demanded of the housewife if competent handling takes place, if our present-day educational system is neglecting these methods and techniques, considerable waste is emanating from failure to provide such training.

In addition to this, if we are preparing women for careers based upon the status standards of men, which they practice for a short time only in most cases, we are wasting the knowledge resource put into such an education. In the words of Katherine McBride,

It would be a serious matter if it were true that the colleges were contributing to the inefficiency and maladjustment of modern society by failure to help women prepare for the most fundamental role which most of them play no matter what additional roles they also play. 8

Here again we see that this homemaking role is the fundamental role, and yet the Feminists have neglected to give it prestige. This role is the vital one for society, yet is women's education being guided toward it? Is this the role which

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7 Margaret Reid, Economics of Household Production, p. 85.

receives the status, or is it one of these "additional" roles, which are practiced only for a short time in most instances, that receives the prestige?

McBride's statement presents the point which this thesis is interested in examining. Through the means of a questionnaire which was given to two hundred senior college women, some of the prevailing trends concerning the kind of women's education being offered will be presented and through analysis of the results the economic aspects of this type of education will be ascertained. The primary factors the questionnaire is designed to bring out are: determining how many senior college women intend to marry, how many intend to do their own housework, the amount of training they have had in the fields of homemaking, where and how it was secured, and their knowledge concerning certain technological and adjustment problems to be encountered. The results emanating from the questionnaire and the conclusions to be drawn from those results comprise the bulk of the study. The study was of a necessity in an exploratory vein and as such could not cover all phases of the problem. One of the primary purposes in delving into it, however, was in the hope that it would lead to further investigations.

At the time this study is being made the American Association of University Women has prepared an "open end"
questionnaire for its members. Is it not significant that one hundred years after Seneca Falls this group of women find it desirable to question their members about the value of the college education they have received? The results from their questionnaire will not be published until the spring of 1949, however, and the writer was interested in making a different approach to the problem, which is reflected in the nature of the two questionnaires. The questionnaire used in this thesis was compiled prior to publication of the American Association of University Women's, and again, as comparison will reveal, was for a different group of women. The American Association of University Women is securing its results from women out of college and practicing careers, and they will undoubtedly contribute to understanding the problem. Comparison of their results with those received from the senior women students used here should prove most enlightening. The writer, however, chose to investigate the problem on the level available to her.

Organization of Chapters

One of the primary problems involved in the study was the formation of the questionnaire. Recognizing the importance of the accuracy of the study, the writer has seen fit to devote Chapter Two to methods of procedure and sources.

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9 A copy of this questionnaire may be found in Appendix II, if the reader desires to compare it with the one used in this study.
of data used both in devising and in giving the question-
naire. Each section will be discussed separately and will
explain the choice of the questions as well as the scoring
method.

Chapters Three and Four will contain the results obtained
by those questionnaires filled in at Texas State College for
Women and North Texas State Teachers College respectively.
Findings and interpretations of the results will be accom-
panied by statistical tables.

Chapter Five will be a comparison of the differences
and similarities between the answers from the women's college
and the co-educational institution. It will also contain
the results from the sample as a whole and here, too, the
findings and interpretations will be accompanied by statis-
tical tables.

Chapter Six will contain the summary and the conclusions
of the writer,
CHAPTER II

SOURCES OF DATA AND METHODS OF PROCEDURE

Division of Work

The methodology employed in the study involved two major divisions. Those were: 1) the construction of the questionnaire, and 2) the procedure used in giving the questionnaire.

The nature of women's roles in society today is so diverse that, in considering her educational preparation, a wide variety of things would have to be examined. As the user of many appliances which we find in the modern household, it is necessary for her to acquire knowledge in the operative skills connected with them if she is to be efficient. Her job, however, does not end in knowledge of this type. If she is to keep her husband and children well, she must also have certain training in nutrition, in the recognition of certain kinds of illness, neurosis, and disease, their cause, prevention, and cure. According to the Romantic concept of marriage, the middle class woman must create an aura of attractiveness, not only in her personal appearance but in the appearance of her home. She must also, according to this concept, be well informed and
intellectually able to discuss topics which are of interest to her husband. Thus all of these things had to be taken into consideration in the compilation of the questionnaire.

Recognizing the fact that all of this could not be covered and realizing that in our present system the emphasis is put upon the Romantic concept of marriage, it was felt that it was more desirable and important to put the emphasis on those other aspects, namely, household technology, child care, and family relations.

Questionnaire Construction\(^{10}\)

Material gathered to form the questionnaire came from a variety of sources. Insofar as was feasible those principles of construction and general requisites given in George A. Lundberg’s Social Research were followed. Since no parallel or related questionnaire has ever been devised so far as the writer has been able to ascertain, the construction was necessarily of an exploratory nature.

Today homemaking includes a diversity of things, and in making up the questionnaire the writer had to recognize this and base the questions upon these things. The questionnaire had to reflect in the information it accumulated something of the same diversity which composes what we

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\(^{10}\) The reader is referred to Appendix I which contains a copy of the questionnaire. It is recommended that the questionnaire be examined before reading further into the study.
include as "homemaking techniques." In the source materials used for the data in the questionnaire, this same diversity is again reflected.

**Part One.**—This section of the questionnaire was comparatively simple, involving certain specific information concerning the opinion of the students as to the amount and adequacy of their preparation for homemaking. It was desirable to have this information to compare with the amount of knowledge they actually scored on questions in the other two sections. The decision to ask for the major and minor fields of each person was felt to be a necessity since it might have an effect upon the size of their scores if they were in home economics, psychology, or other fields related to the information asked for in the questionnaire. The ascertainment of plans concerning marriage was for the purpose of determining the percentage intending to marry in proportion to the amount of training they had had and in proportion to the size of their scores on Parts Two and Three. The alternative answers to this question were: 1) already married 2) never marry 3) immediate marriage after graduation 4) work a while and then marry. The next three divisions of Part One contained in this order: general housekeeping training, child care, and family relations. Each of these divisions had a place for the students to check home, high school, and college training and their
opinions as to the adequacy of this training. Determining where most of the training emanates from was important, not only from the scoring point of view, but also as a means of securing information as to whether or not the schools and colleges have been assuming any important proportion of the training. The opinion of the persons taking the questionnaire as to the adequacy of their training was also deemed significant in relation to the size of the scores.

Part Two.--This section of the questionnaire was concerned with household technology. The first half of the section contained multiple choice questions over simple safety and nutrition information. The safety rules were secured from a grade school textbook on health and safety. The nutrition questions came from a text on nutrition and child care. On the safety questionnaire, as well as the others, the weighting process advocated by Lundberg was used,\(^1\)\(^1\) zero for absence, one for presence, of correct answer. On the nutrition questions, which were felt to be slightly more difficult, zero for absence, two for presence, of the correct answer was used.

The second half of this section contained questions concerning certain common household appliances. The appliances selected were the following: refrigerator, cooking stove,

\(^1\) George A. Lundberg, *Social Research*, p. 294.
sewing machine, hand iron, and vacuum cleaner. They were selected from an original list of twenty-five articles as being common in most households. Failure to find any published documentary material on the technology of these appliances left the alternative method suggested by Lundberg of correlating test items with the judgement of experts.\textsuperscript{12} In this instance the "experts" were the various instructions booklets on the operation of the appliances, and the gas and electric service men. Certain basic information concerning the appliances could be found in all instructions booklets, just as it was easily ascertained, after personal interviews with various service men, that certain mis-uses of the appliances were prevalent. It was on this basis that two questions were devised for each appliance. One very simple question was given which was scored zero for absence, one for presence, of correct answer, and one slightly more complex question was given for which the scoring was zero for absence, two for presence. There was a maximum of twenty-two points on this section of the questionnaire.

\textbf{Part Three.---}This section of the questionnaire was concerned with family relations. It was taken from a standardized test secured from the Psychology Department. The scoring system used here was slightly more complex.

\textsuperscript{12}\textit{Ibid.}, p. 300.
being the one devised for the original test. Four possible answers were given with the student asked to choose the best answer. A plus two was given for the best answer, a plus one for the other acceptable answer, and a minus one for either of the other two answers which were not acceptable. The maximum score on Part Three was twelve points.

Procedure Methods

Senior women students at Texas State College for Women and North Texas State Teachers College were chosen to take the questionnaire for several reasons. These women have completed all except the last year of their undergraduate education and, therefore, should be in a position to judge fairly well how adequately their education as a preparation for marriage has been. The nature of the questionnaire required that the investigator be present when the student took it if the answers were to be useful; consequently, the subjects had to be easily available. The decision to take half of the sample from Texas State College for Women and half from North Texas State Teachers College was made because of the excellent opportunity of studying the differences, if any, in the answers from a women’s college and a co-educational college. Two hundred was selected as the sample quantity since to work with a smaller group would have been statistically inadvisable, and for the purpose of exploratory research two hundred seemed sufficient.
Separate methods of getting the questionnaire filled in were used at Texas State College for Women and at North Texas State Teachers College because of varying regulations.

**Texas State College for Women.**—The dormitory system at this college provides for living accommodations according to scholastic classification. Stoddard Hall, of that institution, houses senior women students. The procedure employed here was to spend several afternoons going from room to room until the sample had been secured.

**North Texas State Teachers College.**—Since the dormitories of this college are not occupied according to scholastic classification, permission was secured from the Social Director to use the information cards at Bruce, Marquis, Oak Street, and Terrill Halls until the quantity needed for the sample was completed. The classification of each girl was noted along with her name and room number. This was followed by visits to each eligible individual on the list.
CHAPTER III

TEXAS STATE COLLEGE FOR WOMEN

STATISTICAL RESULTS

Texas State College for Women, one of the largest and most outstanding women's colleges in the United States, being so easily available provided the opportunity of securing part of the sample there. This institution is the living embodiment of the special kind of education developed for women which grew out of the Seneca Falls meeting and the Feminist Movement. Texas State College for Women was designed solely for the provision of the kind of education the women demanded at Seneca Falls, and the sample would be neither complete nor accurate if the results of training received at such an institution had been neglected.

Part One

At Texas State College for Women, or T.S.C.W. as it is more commonly known, there were fourteen different major fields listed with the largest majorities being in the Business School which had twenty per cent of the students questioned, and the Art Department which also had twenty per cent. Equally important was the distribution of the
minor fields with fifteen per cent in Sociology, and fourteen per cent in Economics. Several other observations should be made on this phase of the questionnaire. One is the fact that there were twelve per cent Home Economics majors and five per cent Sociology majors. The other is the fact that Sociology is one of the most popular electives, which is important relative to later material.

Under the question "Do you intend to marry after college?" eighty-eight per cent intended to work a while and then marry, twelve per cent intended to marry immediately, and none of them were already married or did not plan to marry at all. Thus we find that one hundred per cent of the women plan to marry at some time.

The fact that a majority of the women thought their education had prepared them for marriage was attested to by the answer of eighty-five per cent "yes," and only eleven per cent "undecided," and four per cent saying "no."

In answer to the question "Do you expect to do your own housework?" ninety-four per cent said "yes," six per cent were undecided, and none of them answered "no." This is particularly interesting in relation to the following answers which concerned the amount and adequacy of their training in household work. Those having had training at home were ninety-two per cent, in high school fifty-six per cent, and in college twenty-three per cent. However,
only seventy per cent of the women considered the training adequate and thirty per cent did not believe it adequate.

Of the students questioned eighty-two per cent had some training in child care at home, twenty-three per cent in high school, and twenty-eight per cent in college. This was considered adequate by seventy-five per cent and not adequate by twenty-five per cent.

Under the amount of family relations training eighty-four per cent had some at home, twenty-four per cent in high school, and sixty-six per cent in college. As was noted earlier the fifteen per cent Sociology minors, with other previously mentioned facts, probably accounts for the large amount having college training in this field. Ninety-two per cent of the students considered this training adequate, while eight per cent did not.

The above figures gain in importance when correlated with the scores made on the other sections of the questionnaire.

Part Two

This section of the questionnaire, which was devoted to household technology, had as was earlier observed a possibility of twenty-two points. Figure 1 shows the frequency distribution of the scores. Ninety-six per cent of the women scored less than eleven points, which is less
FIG. 1--T.S.C.W. FREQUENCY DISTRIBUTION OF HOUSEHOLD TECHNOLOGY SCORES
than one half. Six points or less was scored by fifty per cent of the women, which is less than one fourth of the total score. None of the women scored more than fifteen, which is less than three fourths. These figures gain in importance when we look again at Part One and see that ninety-four per cent of these women intend to do their own housework, yet ninety-six per cent of them could not answer correctly more than one half of these basic questions.

Another significant finding was that, although one hundred per cent of the women intend to marry, twenty-five per cent of them said they were not familiar with a cooking stove, fifteen per cent were not familiar with a refrigerator, and five per cent were not familiar with an iron. The sewing machine and vacuum cleaner were expected to have some degree of unfamiliarity noted as they are not found in all homes. Twenty per cent were unfamiliar with the vacuum cleaner, and twenty per cent were unfamiliar with the sewing machine. It will be remembered that eighty-five per cent of these women believe their education has adequately prepared them for marriage.

Part Three

Section Three of the questionnaire concerns child care and family relations. Figure 2 contains the frequency distribution of the scoring on this section. It will be
FIG. 2--T.S.C.W. FREQUENCY DISTRIBUTION OF FAMILY RELATION SCORES
noted there were a possible twelve points here. In this section also we find a discrepancy between the amount of knowledge scored and what the women thought was adequate training. Seventeen per cent had over three fourths of the questions correctly answered with one student having a perfect score. Eighty-three per cent of the students scored less than three-fourths, while forty-three per cent scored less than one half. Here, too, if we look back to Part One, several observations may be made. First, seventy-five per cent thought their training in child care adequate and ninety-two per cent thought their training in family relations adequate. Second, it will be noted that the scoring for this section was higher than the scoring for Part Two. The prevalence of students taking Sociology and Education courses, which include instruction in the subjects this section of the questionnaire contained, may have been partially responsible for this. It is still a matter of serious consequence, however, that even with a small amount of training in this field, these women could not score any higher than they did on this basic knowledge they will need every day in married life.
CHAPTER IV

NORTH TEXAS STATE TEACHERS COLLEGE

STATISTICAL RESULTS

Selection of half of the sample from a co-educational institution was advisable since most college women today secure their education at similar schools. The availability of North Texas State Teachers College was especially fortunate as it is one of the larger and more outstanding colleges of this type. A school of this type also offers the kind of education demanded by the Seneca Falls meeting, but at this college the emphasis is not upon the women alone and thus we find a greater diversity in courses. A particularly good sample appears to have been secured, since the indication of major and minor fields by those included in the sample carried out this diversity.

Part One

A consideration of the major fields of the students used in the sample from North Texas State Teachers College, or N.T.S.T.C. as it is frequently known, shows those having the largest majorities were the Business majors with twenty-three per cent, the Education majors with ten per cent,
and the Home Economics majors with ten per cent. There were twenty-two different fields represented. The minor fields were more varied, the largest being seventeen per cent in English, and the next largest being nine per cent in Chemistry.

In answer to the question "Do you plan to marry after college?" eighty per cent intended to work a while and then marry, sixteen per cent intended to marry immediately, and four per cent were already married. None of the women did not plan to marry at all.

Fifty-eight per cent of the students thought their college education had prepared them for marriage, thirty-two per cent were undecided and ten per cent did not think it had prepared them. An interesting observation to be made here is that of the four per cent who were already married, all answered "no" to the question of their college education preparing them for marriage.

The question of expecting to do their own housework was answered thus: ninety-one per cent "yes," nine per cent "undecided" and none answering "no." Here, too, it is interesting to consider this answer in light of the following information. Under general housekeeping training one hundred per cent had some at home, twenty-six per cent in high school, and twelve per cent in college. Sixty per cent of the women considered the training adequate, while forty per cent did not.
In answer to the amount having some training in child
care, eighty-nine per cent had home training, none had
high school training, and twenty per cent had college
training. Seventy-three per cent considered this training
adequate, while twenty-seven per cent did not.

The amount of family relations training was eighty-eight
per cent at home, none in high school, and twenty per cent
in college. The adequacy of this was agreed to by sixty-
three per cent, while thirty-seven per cent did not consider
it adequate. It should be noted here that, although
N.T.S.T.C. had only three per cent Sociology majors and
four per cent Sociology minors, there were ten per cent
Education majors. The Education courses are composed
largely of Psychology, and many of the students include
them in their course of study.

Part Two

This is the section which was concerned with house-
hold technology. The results obtained from this section
may be studied in the form of a histogram in Figure 3. Out
of the possible twenty-two answers, it may be discerned
that eighty-nine per cent were correct on less than one
half (eleven points or less), that thirty-eight per cent
were correct on less than one-fourth and that one hundred
per cent answered less than three fourths correctly. Again
attention is called to the fact that ninety-one per cent
FIG. 3--N.T.S.T.C. FREQUENCY DISTRIBUTION OF HOUSEHOLD TECHNOLOGY SCORES
of these women intend to do their own housework, yet eighty-nine per cent could not answer more than one half of the questions correctly.

This section of the questionnaire which included those questions on household appliances revealed the information that ten per cent of the women were unfamiliar with the operation of a cooking stove, twelve per cent were unfamiliar with a refrigerator, and three per cent were unfamiliar with an iron. The other two appliances were the sewing machine, which eighteen per cent were unfamiliar with, and the vacuum cleaner, which twenty-one per cent were unfamiliar with. It will be remembered that the term "unfamiliar" does not include those who incorrectly answered the questions concerning the appliances, but rather those who specifically indicated that they were unfamiliar with the operating of that appliance.

Part Three

This section of the questionnaire was the one pertaining to family relations. It was largely a psychology test, and, as was previously mentioned, many of the N.T.S.T.C. students include such courses, given in the Education Department, in their schedules.

Examination of the accompanying Figure 4 with the frequency distribution of the scores on this part reveals that seven students had a perfect score of twelve. The
FIG. 4--N.T.S.T.C. FREQUENCY DISTRIBUTION OF FAMILY RELATIONS SCORES
percentage still reveals a high degree of unfamiliarity, however, assuming some training in the field. Eighty per cent scored less than three-fourths of the answers correctly, and thirty-three per cent scored less than one half correctly.

It is interesting to observe that at N.T.S.T.C. thirty-seven per cent of the women did not believe their knowledge in this field to be adequate, while thirty-three per cent scored less than one half of the answers correctly.

The results secured from this part of the sample seem to indicate a serious inadequacy of training.
CHAPTER V

COMPARISON OF STATISTICAL RESULTS

Since both the women's college and the co-educational institutions are contributing to the kind of education the women want and receive, it was felt that a comparison of the results from the two colleges might provide some valuable material. One of the institutions was designed solely for the training of women, and the other was designed to present a more diverse program which would have to attract both men and women. A comparison, therefore, should point out any existing differences and similarities. Likewise, the combination of the results from both schools should present a fairly accurate picture of the general trend in women's education, since both types are equally important in a study of this type.

Part One

Perhaps the first observation to be made in this chapter is the degree of variation in the major and minor fields at the two schools. It may be noted that, although both schools had a similar percentage in the major fields of Business, Home Economics, and Music, there is a much larger degree
of variation in the number of major fields (fourteen for T.S.C.W., and twenty-two for N.T.S.T.C.), and a similar variation in the minor fields (sixteen for T.S.C.W., and twenty-five for N.T.S.T.C.). Even assuming some bias in the sampling, it is obvious that the major field selection at N.T.S.T.C. was more varied.

Under the question about marriage plans we find very little significant difference, with eighty per cent of the N.T.S.T.C. students and eighty-eight per cent of the T.S.C.W. students intending to work a while and then marry. This gives us a total of eighty-four per cent of all the women taking the questionnaire who intend to work a while and then marry. Thus we find that all of the women want and intend to marry, but that eighty-four per cent of them find it either necessary or desirable to work a while before they marry. Sixteen per cent of the N.T.S.T.C. women intend to marry immediately, and twelve per cent of the T.S.C.W. women intend to marry immediately, giving a total of fourteen per cent of all questioned intending to marry immediately. None of the T.S.C.W. women were already married, but four per cent of the N.T.S.T.C. women were, putting two per cent of the total in this group. None of the women at either college did not intend to marry at all, a fact most significant in view of their lack of training for household duties.
In answer to the question of whether or not they thought their college education had prepared them for marriage, considerable variation of the answers at the two schools was found. The T.S.C.W. group with eighty-five per cent saying "yes," eleven per cent undecided, and only four per cent saying "no," show much more certainty in their attitude than the N.T.S.T.C. women, who in answering fifty-eight per cent "yes," thirty-two per cent undecided, and ten per cent "no," reveal considerable uncertainty. The totals of seventy-one and five-tenths per cent of the sample believing the education successful in its preparation, and with twenty-one and five-tenths per cent undecided, and seven per cent thinking it had not, gives the overall trend.

The correlation on the question of doing their own housework was quite close with ninety-one per cent answering in the affirmative at N.T.S.T.C. and ninety-four per cent at T.S.C.W. The undecided answer was nine per cent at N.T.S.T.C. and six per cent at T.S.C.W. This gave the following percentages for the total sample: ninety-two and five-tenths per cent expect to do their own housework and seven and five-tenths per cent were undecided.

Comparison of the answers as to the amount and kind of general housekeeping training reveal one hundred per cent of the N.T.S.T.C. students had home training and ninety-two per cent of the T.S.C.W. students had home training.
Twenty-six per cent of the N.T.S.T.C. women had high school training, and fifty-six per cent of the T.S.C.W. women had high school training. This variation is large, and the only probable reason may be more of the N.T.S.T.C. students come from small town or rural schools which did not have the facilities for such training. The difference in college training, which was twelve per cent at N.T.S.T.C. and twenty-three per cent at T.S.C.W. may be partially attributed to the existence of a one year elective T.S.C.W. course in this field which does not have a counterpart at N.T.S.T.C. This observation is made because of the small difference of twelve per cent for T.S.C.W. and ten per cent for N.T.S.T.C. in the number of Home Economics majors.

Concerning the adequacy of this training, we find sixty per cent of the N.T.S.T.C. women consider it adequate and seventy per cent of the T.S.C.W. women think it adequate, while forty per cent of the N.T.S.T.C. women do not and thirty per cent of the T.S.C.W. women do not. This gives us the following total for the whole sample on this question: ninety-six per cent had home training, forty-one per cent had high school training, and seventeen and five-tenths per cent had college training. Out of this group sixty-five per cent considered the training adequate, and thirty-five per cent did not. Reference is again made to the fact that ninety-two and five-tenths per cent expect to do their
own housework, yet this is all the preparation they have made, and only sixty-five per cent believe they have had adequate training.

In studying the percentage in the child care question, we find eighty-two per cent at T.S.C.W. had home training and eighty-seven per cent at N.T.S.T.C. which is little variation. However, the high school figures show twenty-three per cent of the T.S.C.W. women having had some training there, while none of the N.T.S.T.C. women had high school training. The writer is unable to find any explanation other than the one given previously in the case of general housekeeping training. In the college training we have twenty-eight per cent of the T.S.C.W. students and twenty per cent of the N.T.S.T.C. students taking courses in this category. The slight variation here may be accounted for by the wider variety of the major fields at N.T.S.T.C. As far as the adequacy of the training, it was so slight as to be of little importance. Seventy-three per cent of those at N.T.S.T.C. believed it adequate, and seventy-five per cent at T.S.C.W. believed it adequate, while twenty-seven per cent at N.T.S.T.C. and twenty-five per cent at T.S.C.W. did not believe it adequate. By considering the combined results, we find that eighty-four and five tenths per cent of the women in the sample had home training in child care, eleven and five tenths per cent
had high school and twenty-four per cent had college. Seventy-four per cent of these women considered the training adequate while twenty-six per cent did not.

The amount of training in family relations was found to be eighty-eight per cent at N.T.S.T.C. in home training, and eighty-four per cent at T.S.C.W. in home training, which is only slight variation. T.S.C.W. had twenty-seven per cent in high school and N.T.S.T.C. had none here again. Under college training, T.S.C.W. had sixty-six per cent, while N.T.S.T.C. had only twenty per cent. This discrepancy may be partially accounted for by the previously mentioned fact of the rather general use of Sociology as an elective at T.S.C.W. When we compare the answers as to the adequacy of this training, we find ninety-two per cent of the T.S.C.W. students believe it to be sufficient, but only sixty-three per cent of the N.T.S.T.C. students believe it adequate. Some of the difference may, of course, be explained by the fact that the T.S.C.W. women had had more training than the N.T.S.T.C. women and perhaps for this reason felt more certain about it. A combination of the results on family relations reveal that eighty-six per cent had home training, twelve per cent had high school training, and forty-three per cent had college training. Of the total two hundred students questioned, seventy-seven and five-tenths per cent thought this training was adequate, while the remaining twenty-two and five-tenths per cent did not.
As the real importance of these figures can be seen only in relation to the scores made on Parts Two and Three, further discussion of this section will be included in the examination of those sections.

Part Two

This section of the questionnaire, which was concerned with the household technology information, provided some very interesting material. First, in referring to the frequency distribution tables for Part Two of both T.S.C.W. and N.T.S.T.C., it may be discerned that, although no one at either school scored more than three-fourths of the questions correctly, the scores of the N.T.S.T.C. students were slightly higher than those of T.S.C.W. For instance, whereas ninety-six per cent of the T.S.C.W. students scored correctly on less than one half, only eighty-nine per cent of the N.T.S.T.C. students scored less than one half correctly. Also, while fifty per cent of the T.S.C.W. women scored less than one fourth correctly, the number of N.T.S.T.C. women scoring less than one fourth correctly was thirty-eight per cent. When this information is considered in the light of the fact that a larger per cent of the T.S.C.W. students had training in this field and a larger per cent of these students considered the training adequate, it becomes obvious that some misjudgement has occurred. In securing results for the total sample on this
section, Figure 5 gives the frequency distribution of the scores. From this data it may be discerned one hundred per cent of the women scored less than three fourths of the answers correctly, ninety-two and five-tenths per cent of the women scored less than one half of the questions correctly, and thirty-nine per cent scored less than one-fourth of the questions correctly. Attention is called to the fact that ninety-two and five-tenths per cent of the women expect to do their own housework, that sixty-five per cent consider their training adequate, yet ninety-two and five-tenths per cent could not answer more than half of the questions correctly.

The familiarity with appliances, when compared, reveals some slight differences. Fifteen per cent of those from T.S.C.W. and twelve per cent of those from N.T.S.T.C. were not familiar with the refrigerator, which is little deviation, as was true of the iron with five per cent of the T.S.C.W. and three per cent of the N.T.S.T.C. "not familiar." In the case of the sewing machine, which was twenty per cent not familiar at T.S.C.W. and eighteen per cent not familiar at N.T.S.T.C., and the vacuum cleaner, which was twenty per cent of the T.S.C.W. students and twenty-one per cent of the N.T.S.T.C. students not familiar, the differences are so slight as to warrant no comment. The cooking stove, however, shows that twenty-five per cent of the
FIG. 5--FREQUENCY DISTRIBUTION OF HOUSEHOLD TECHNOLOGY SCORES FOR TOTAL SAMPLE
T.S.C.W. women were unfamiliar with it, while only ten per cent of the N.T.S.T.C. women were unfamiliar with it. This again in view of the fact that more T.S.C.W. women had college training in household technology. A combination of this data gives us, for the total sample, thirteen and five-tenths per cent not familiar with a refrigerator, nineteen per cent not familiar with a sewing machine, twenty and five-tenths per cent not familiar with the vacuum cleaner, four per cent not familiar with an iron, and seventeen and five-tenths per cent not familiar with a cooking stove. Probably the most serious figures are those of the stove, iron, and refrigerator, three appliances a housewife is almost compelled to use every day.

Part Three

In the field of family relations, we find very small variation in the size of the students' scores at the two colleges, as a reference to the frequency distribution of the scoring on Part Three as shown in Figures 2 and 4 will indicate. This is probably due to the prevalence of those taking courses which involve some knowledge of this subject. The comparison runs: seventeen per cent scoring over three-fourths correctly at T.S.C.W. and twenty per cent at N.T.S.T.C. scoring over three-fourths correctly; at T.S.C.W eighty-three per cent scoring less than three fourths correctly and at N.T.S.T.C. eighty per cent less than three fourths correctly;
FIG. 6—FREQUENCY DISTRIBUTION OF FAMILY RELATIONS SCORES FOR TOTAL SAMPLE
and forty-three per cent at T.S.C.W and thirty-three per cent at N.T.S.T.C. scoring less than one half correctly. It is the combination of the two for the results from the total sample which gives the significant figures as may be seen in Figure 6. It may be ascertained that only eighteen and five-tenths per cent of the women scored more than three-fourths of the answers correctly, leaving eighty-one and five-tenths per cent with less than one half. These women all intend to marry, and seventy-one and five-tenths per cent of them believe their college education has prepared them for marriage, yet the overall picture reveals them unable to give correct answers to problems which are a part of the everyday life of a married woman. Careful examination of the economic consequences of such a situation is obviously needed.
CHAPTER VI

SUMMARY AND CONCLUSIONS

The information revealed in the preceding chapters is admitted to have some degree of error which is always prevalent in the use of a sample for statistical information. However, even if such error does exist, the results are important enough to suggest the possible need for re-examination of the problem from that definition which was given at Seneca Falls.

The questionnaire has provided us with certain information. First, all of the women who were questioned expressed the intention of marrying at some time. These women also realize that they will probably be doing their own housework. Changes in technology are making housework physically less burdensome, which adds to their choice of doing their own housework, but the factor which is more significant is the changing trend of the status ladder which will make fewer women available for domestic service even if the women could afford them.

A second conclusion is that, although all of these women intend to marry, only a very small percentage have secured any technical training for household work and family responsibilities. The women have indicated in the
questionnaire that they have been relying on the training which the home provided. In addition to this, it may be judged from the low scores on the questionnaire that these women quite evidently are not securing that training in the home, even though they may think they are. It is also, however, a matter of common knowledge that children today are spending less and less time at home. Thus the trend is growing which gives the home less opportunity to provide this phase of the training.

If the results from the questionnaire are to be taken seriously, however, are we to realize that the schools are not prepared to give such training? Is the reason that they are not prepared due to do this thesis of the wrong definition of their problem? Have these women, in defining their problem as one of securing an education which would enable them to compete with men, forced the schools to provide them with men's education? If this is true, then failure to provide such training would have meant the failure of the school. Thus, is it women's acceptance of a false value premise, a value premise based upon their presumed identicalness with men which has brought about the existing situation?

The very revealing answers of eighty per cent of the women that they intend to "work a while and then marry" brings us back to the culture lag which is taking place.
We note from the answers that a majority of the young women believed the training to have been adequate even though they could not answer many of the questions. Obviously, what accounts for this fact is that they have been led to put the value, not upon the amount of knowledge they have acquired concerning housework and family care, which they admit they expect to do, but rather is their value placed upon the vocational training they expect to use in this temporary period of "work a while" and upon the romantic concept of marriage. The importance of the college in this role becomes more and more something that should not be overlooked. Edward Fitzpatrick, speaking to the Vassar alumnae, said recently, "Mass education is reaching the college level. . . . It (college) is becoming a unit of universal education, no longer highly selective." ¹³ This means that the college is becoming more vital as a training place. The educative system, too, has been caught in this false value idea and thus has committed itself to the provision of an education for women which is an imitation of men's education, in order to give the women the status they believe can be acquired only in this manner.

The economic consequences upon society of such procedure are tremendously important from several points of view.

First, a large amount of the money spent in this economy is to provide education. A very significant amount of the total education expenditures is spent upon women's education. When this education is the wrong kind, when it does not provide the women with something they can use to do their chief work, homemaking, more efficiently, then the money is wasted. It is wasted because the women as individuals, in failing to utilize their family resources, contribute to the economic waste of society as a whole. An economy cannot progress and expand technologically unless competent and effective use is made of all its resources. Any type of economic waste, therefore, contributes to the failure of an economy.

Secondly, another phase of this economic waste may be seen through understanding that the failure of the homemaker to provide a sound foundation for the child means that much of the work of the other social institutions must be reformatory rather than formatory. Certainly evidences of juvenile delinquency with their high economic costs to society are adequate verification of this point.

A third consequence may be seen when we realize that the woman very largely is the economic representative of the family. She purchases and determines expenditures for most of the consumer goods. She prepares these goods for the use of the family. If her training in this field is neglected, large amounts of waste are inevitable. In an economy where
financial position plays such a vital role, this type of waste will make a great deal of difference in the standard of living of the family.

Waste emanating from the monetary funds spent in provision of an education which the recipient in many cases uses only a short period, and in other cases not at all, is a fourth economic consequence. Surely this money could be far more wisely spent where it would bring greater returns.

Probably most important and basic to all of this other discussion, however, is the waste of human knowledge. This resource, which increases rather than diminishes with use, can and is being mis-used and wasted. In this instance the waste is created by the preparation of women for something they do not do. Thus the knowledge is not being put to use. When we do not use our knowledge, it does not increase, and waste occurs.

With the Romantic concept of marriage prevalent in our culture, women are led to believe that "love" is all that is necessary for a happy marriage. When they are forced into the reality that other less "romantic" things are involved, they become unhappy and dissatisfied. Many times this leads to divorce and separation. This causes another type of waste, as broken families, especially when children are involved, put a further burden on society.

The economic burden of mis-education alone should be sufficient to stimulate changes, but society as a whole will
suffer in many respects other than economic from a situation such as this.

The core of the matter is . . . what education is best from the point of view of the family and home, but the larger issue behind this is the problem of the best education from the point of view of the whole civilization.14

This problem is one which critically needs more scientific research and needs it immediately. A dynamic society needs a dynamic educative system prepared to meet changes when they occur and prepared to train people to meet these changes. Thus far it seems to be failing in provision of the kind of education necessary for such a society.

The results from the questionnaire, with the definition of the problem and the summary the writer has given show what ultimate economic results may be expected without a redefinition of values. A limited sample necessary in exploratory research has been used here, but it has been sufficient to show the need for more elaborate investigation. In drawing these conclusions, it must be kept in mind that they are based on a limited sample. Only further research, to which they obviously point, can establish these conclusions beyond question.

APPENDIX I

QUESTIONNAIRE

Part I

Major ___________________________ Minor ___________________________

Do you plan to marry after college?
- a) immediately
- b) never
- c) already married
- d) work a while and then marry

Do you feel that your college education has prepared you for marriage?
- a) yes
- b) no
- c) undecided

Do you expect to do your own housework after marriage?
- a) yes
- b) no
- c) undecided

After each of the following items please indicate if you have had home, high school, and/or college training. If you consider the training you have had adequate for a homemaker please check the "yes." If you do not consider it adequate please check the "no."

General housekeeping training (such as cooking, sewing, and operating the various home appliances, etc.)
- a) home
- b) high school
- c) college

Child care
- a) home
- b) high school
- c) college

Family relations
- a) home
- b) high school
- c) college

Part II

Please put the number of the answer you consider correct by the side of each of the following questions.

In pulling a plug from the wall outlet you should:
1) pull cord part 2) pull plug part 3) makes no difference 4) don't know

___
A cord on a heavy electrical appliance (refrigerator, washing machine, etc.) if plugged into an extension should use:

1) any regular extension  2) any regular extension but no other appliance may be attached  3) special kind of extension  4) don't know

In attaching gas appliances you should use:

1) metal piping  2) flexible tubing  3) either one  4) don't know

The diet of a child as compared with that of an adult should contain:

1) more protein  2) less protein  3) same amount  4) don't know

An adequate daily diet for an adult should contain meat:

1) not more than once a day  2) not more than twice a day  3) every meal  4) don't know

The following questions cover certain common household appliances. If you are not familiar with any of these you will find under the name of each the words "not familiar" which you will check and go on to the next group of questions. If you have operated the appliance please answer the questions following it.

**Electric refrigerator**

Not familiar ( )

You should defrost your refrigerator:

1) regularly every number of days  2) it depends upon the relative humidity  3) when ice has collected to a certain thickness  4) don't know

When your refrigerator "sweats" or moisture forms on the door you need to:

1) have gaskets tightened  2) keep box at a higher temperature  3) keep box at a lower temperature  4) don't know

**Sewing machine**

Not familiar ( )

If the machine skips stitches:

1) upper tension too loose  2) bobbin improperly threaded  3) needle bent or in wrong position  4) don't know
When the machine has been idle for some time it should be oiled thoroughly with which of the following:
   1) sewing machine oil  2) kerosene  3) heavy machine oil  4) don't know

Gas range
Not familiar ( )
If your cooking utensils are blackened by the top burner you need:
   1) to clean lighter tubes  2) lower amount of gas in proportion to air intake of burner  3) increase amount of gas in proportion to air intake of burner  4) don't know

When liquids begin to boil and you wish them to cook quickly you should:
   1) leave flame as it is  2) turn flame higher so it boils violently  3) turn flame lower so it boils gently  4) don't know

Iron
Not familiar ( )
You should use the following type of electric current for an iron:
   1) direct current  2) alternating current  3) either one  4) don't know

Starch on the bottom of an iron should be cleaned with:
   1) household cleanser  2) scraped off with a knife  3) silver polish  4) don't know

Vacuum cleaner
Not familiar ( )
To prevent clogging of filters the cleaner should be emptied:
   1) after each use  2) when you think it full  3) once a week  4) don't know

When greasing a vacuum cleaner the part where the brushes fit should:
   1) always be greased  2) occasionally be greased  3) never be greased  4) don't know

Part III

Please check the answer which seems best to you as in some instances more than one answer will be correct.
A parent would do well to allow an adolescent:

1) as little freedom as possible  2) freedom only in minor matters  3) freedom that goes a little beyond his sense of responsibility  4) a great deal of freedom in almost every area.

Disturbed activity of the thyroid gland may be responsible for:

1) excitability and difficulty in concentration  2) diabetes  3) astigmatism  4) lethargy and lack of interest

The majority of children practice masturbation:

1) infrequently  2) to some extent  3) only if they have been under the influence of bad company  4) only if they are physically abnormal

The parent more than any other person or agency has the power to influence children through the use of:

1) rewards  2) penalties  3) authority  4) affection

The outstanding characteristic of an undesirable home is:

1) quarreling parents  2) inadequacy of food and clothing  3) favoritism towards one child in the family  4) an atmosphere of insecurity

The best treatment of a child with deficiencies is to:

1) punish him if they are not physical or inherited  2) explain them to him so that he may accept them  3) ignore them  4) help him set up remedial procedures within the limits of his interests
APPENDIX II

QUESTIONNAIRE OF THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

<table>
<thead>
<tr>
<th>Age</th>
<th>Marital status</th>
</tr>
</thead>
<tbody>
<tr>
<td>under 25</td>
<td>single</td>
</tr>
<tr>
<td>25-29</td>
<td>married</td>
</tr>
<tr>
<td>30-44</td>
<td>divorced</td>
</tr>
<tr>
<td>45-59</td>
<td>widowed</td>
</tr>
<tr>
<td>60 and over</td>
<td></td>
</tr>
</tbody>
</table>

Do you have any children?  Your annual income in 1947
--- no                     (if married, combine your
--- yes, 1                 and your husband's income)
--- yes, 2 or 3            under $3000
--- yes, 4 or more         $3000-$4999
                                     $5000-$7499
                                     $7500 and over

Are you employed at present? Were you employed before your marriage (or retirement)?
--- no                       --- no
--- yes, full-time         --- yes
--- yes, part-time
If part-time, no. of hrs. worked per week . . . . .

Check present occupation  Check occupation
--- teacher                 --- teacher
--- librarian               --- librarian
--- social worker           --- social worker
--- other                   --- other . . . . .

No. of years since completing college  Present community activities
--- under 5                 --- AAUW
--- 5-9                     --- PTA
--- 10-19                   --- League of Women
--- 20-29                   --- Voters
--- 30 or more              --- other . . . . .

EVERY MEMBER IS ASKED TO FILL IN ALL ITEMS

53
Major place in which you lived before going to college.

Undergraduate college attended.

Subject in which you did your main work (major).

Please go through the following list carefully and check those subjects in which you had one course (i.e., one semester of study) and those in which you had more than one course. This is for undergraduate work only. If you are not sure, put a question mark in the appropriate column:

<table>
<thead>
<tr>
<th>Agriculture</th>
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<th>More than one</th>
<th>Library Science</th>
<th>One course</th>
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<td>Music</td>
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<td>Near Eastern Lang.</td>
<td>One course</td>
<td>More than one</td>
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<td>More than one</td>
<td>Nursing</td>
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<td>More than one</td>
<td>Oriental Lang.</td>
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<td>Slavic Lang.</td>
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<td>Geography</td>
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<td>Social Welfare</td>
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<td>History</td>
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<td>Spanish</td>
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<tr>
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<td>One course</td>
<td>More than one</td>
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</tbody>
</table>

Undergraduate degree

| B. A. | B. S. | B. E. | B. M. | other |

Have you taken any graduate work?

| no | yes, field | Check any advanced degree |

| M. A. | M. S. | Ph. D. | other |
Check any extra-curricular activities in which you participated in college

- debating
- dramatic production
- glee club or chorus
- international club
- sports
- student govt.
- other

As you think over your college education, in what ways do you feel it is of value in your life today? In the light of your later experiences, what kinds of improvements or changes would you now suggest?

Please use this and the following page for your answer.
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