

A STUDY OF THE COMMUNITY ACTIVITIES OF WOMEN COLLEGE GRADUATES
LIVING IN STILLWATER, OKLAHOMA

By

BRACIE MORLAN FAWCETT

Bachelor of Science

University of Oklahoma

Norman, Oklahoma

1930

Submitted to the Faculty of the Graduate School of
the Oklahoma Agricultural and Mechanical College
in Partial Fulfillment of the Requirements
for the Degree of
MASTER OF SCIENCE

1951

24th

OKLAHOMA
AGRICULTURAL & MECHANICAL COLLEGE
LIBRARY

JUL 26 1951

A STUDY OF THE COMMUNITY ACTIVITIES OF WOMEN COLLEGE GRADUATES
LIVING IN STILLWATER, OKLAHOMA

BRACIE MORLAN FAWCETT

MASTER OF SCIENCE

1951

THESIS AND ABSTRACT APPROVED:

Anna May Johnson
Thesis Adviser

Millie Pearson
Faculty Representative

W. L. Tubek
Dean of the Graduate School

277975

PREFACE

This study of the community activities of college and university women graduates is based upon the recorded data from questionnaires sent to women college graduates living in the vicinity of Stillwater, Oklahoma.

An attempt was made to locate the extent to which these selected women participate and are interested in the community activities, organizations, and/or clubs of Stillwater, Oklahoma. Also an attempt was made to analyze to some extent, the relationship between the participation of women in the community activities and their college training.

It is a pleasure to acknowledge the thoughtful guidance of Miss Anna May Johnson, associate professor of Home Economics Education, who supervised the development of this study; the helpful suggestions and constructive criticism of Dr. Millie V. Pearson, Head of Home Economics Education Department; and the stimulating counsel and encouragement of Dr. Lela O'Toole, Professor of Home Economics Education, who gave much time to the development of the problem.

The investigator also wishes to express her appreciation to the women college graduates living in Stillwater, Oklahoma, for their generous co-operation in supplying the data which made this study possible, and to all others who assisted in the completion of the study.

TABLE OF CONTENTS

Chapter	Page
I. THE ROLE OF WOMEN IN THE COMMUNITY.	1
II . NATURE AND PLAN OF STUDY	9
III. THE INVESTIGATION AND ITS RESULTS	19
IV. IMPLICATIONS AND RECOMMENDATIONS	45
BIBLIOGRAPHY.	53

LIST OF TABLES

Table	Page
I. AGE DISTRIBUTION OF WOMEN PARTICIPANTS IN THE STUDY.	21
II. MARITAL STATUS OF TWO HUNDRED WOMEN COLLEGE GRADUATES	22
III. NUMBER OF CHILDREN IN FAMILIES REPRESENTED	23
IV. OCCUPATION OF WOMEN COLLEGE GRADUATES	23
V. NUMBER OF YEARS SINCE COMPLETING UNDERGRADUATE WORK.	24
VI. ANALYSIS OF PERSONAL INFORMATION	25
VII. HOUSEHOLD PERSONNEL OF EACH PARTICIPANT.	27
VIII. THE NAME AND LOCATION OF COLLEGES AND UNIVERSITIES WITH NUMBER OF GRADUATES	28
IX. GEOGRAPHIC REPRESENTATION OF COLLEGES ATTENDED	30
X. SCHOLASTIC ACHIEVEMENT.	33
XI. CHOICE OF COURSES WOMEN COLLEGE GRADUATES WOULD CHOOSE IF RETURNING TO COLLEGE TODAY	36
XII. ANALYSIS OF THE PARTICIPATION IN COMMUNITY ACTIVITIES OF 200 WOMEN COLLEGE GRADUATES	38
XIII. ANALYSIS OF TOTAL PARTICIPATION.	29
XIV. LEADERSHIP PARTICIPATION	41
XV. ANALYSIS OF PARTICIPATION IN THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN.	42

LIST OF ILLUSTRATIONS

EXHIBIT	Page
I. GEOGRAPHICAL SPREAD OF COLLEGES ATTENDED.	52

CHAPTER I

THE ROLE OF WOMEN IN THE COMMUNITY

In a democracy the strength of the country depends upon the intelligent functioning of the people. While there may be some difference of opinion as to the ways in which democracy is achieved, few would challenge the statement that, "Democracy as a way of living and working together is learned."¹ All thinking individuals realize that the world today is in a state of confusion and that failure to live democratically affects everyone. Success in attaining the democratic way of life will come only as individual citizens visualize democracy in action in many different situations, understand its meaning, participate in the processes which make it possible, and evaluate their achievements.

Women sometimes appear less concerned than men with the welfare of the community, or for that matter, the world but they usually accept responsibility in those undertakings which promise greater protection and happiness for their homes and families. It is apparent, however under the American plan of social organization that the home and family are vitally affected by what goes on in the community, the nation, and the world at large. Therefore since democracy has provided American people with both a method of government and a way of life, the women who work for better government and wiser governmental policies are protecting their families and their homes.

The women who participate actively in community affairs usually encourage their children to become active citizens, at least they set an example for them. Schools which emphasize the necessity for active participation in democratic government may find that their teachings have fallen on deaf ears unless the

¹ Ivol Spafford and Others, "Home Economics in Higher Education." American Home Economics Association, 1949, 12.

children have learned the principles of good citizenship through observing examples in their families.

Women may be ever so well-informed about government but their knowledge is of little value unless it leads to some kind of action in the community and the nation. Now is the time to change the old saying, "Woman's place is in the home." so that it reads, "Woman's place is in the Community." In the American way of living the home environment is no longer limited to the four walls of the home. It includes the community in which the family lives, the churches attended, the schools to which the children go, the movies they see, the markets frequented, and the friends and neighbors with whom they associate. It follows then that only as a woman extends her interests to the improvement of the community itself will the ideals she has for her family become effective.

The great majority of women still devote themselves to building and maintaining homes and families. Woman's contribution to society through the home is most certainly of basic importance nevertheless modern inventions have given the housewife additional leisure time which might be profitably spent in improving community living conditions. When a mother assumes her responsibility in community activities, the rest of the family are more likely to see the need for sharing the responsibilities of the home.

Since Americans seem to be more community-minded than ever before there really is no reason why a woman should not participate actively and intelligently in the building of a better community for herself and her family by assuming fully her citizenship responsibilities. Furthermore she owes it to herself, to her family, to her community, and to her country, to find out what needs to be done and then study how it can be done more effectively.

Individuals with a college degree are usually better trained than the average citizen for participating in activities that contribute to the betterment of the community. Ivol Spafford says that, "College men and women should

be our best homemakers, our most social-minded young people, our strongest believers and practicers of democracy."² Although it is important to many college trained women that they earn a livelihood or share in refurbishing the family coffers, it is also important and necessary that they participate in some type of community program which enables them to share their knowledge with others. Women have a stake in the democratic way of living and need to keep in mind that the benefits derived come only as they, along with others, assume their responsibilities in the community.

Family members today have a tendency to become self-centered and selfish. Personal interests prevail over the earlier pattern of, "me and my wife, our son John and his wife, we four and no more." This pattern of selfishness extends to the community in that there is never enough collective thinking and co-operative action. A study of most communities shows that, "they simply grew by the addition of one profit-making contrivance after another."³ It is also quite obvious that the people, "live and work in communities that have been built not for the good of the dwellers therein, but primarily for the profits of the owners."⁴ This explains why so many of our cities and communities stand as examples of human greeds and unplanned acquisitiveness.

In writing about women's future education, George Stoddard points out that,

Educational opportunity, civic advance, health service, youth guidance, and cultural enrichment, by and large, do not prove so interesting to men as do profits, power, sports, politics, and war.⁵

² Ibid., p 15

³ H. A. Overstreet, A Guide to Civilized Loafing, p. 28

⁴ Ibid., p 23

⁵ George Stoddard, "Women's Future Education," Journal of Home Economics, XLII (April, 1950), 261

However, women are concerned about the social order as a whole although they may not be doing much about it. There is a tendency now for more emphasis to be placed on training for homemaking first, then for a career. All women are homemakers in some capacity whether they be married or single.

In America women casually take for granted that they are the most privileged women on earth. They accept their freedom without thinking about its real value. They expect society to provide them with a good education and give little thought to their responsibilities in return. Ina Corinne Brown has written:

The freedom which American women enjoy today rests in large measure on the heroic and often thankless efforts of the women of earlier generations who endured insults and ostracism in order to win equality of opportunity for themselves and others of their sex. . . . The college and university women seem to feel no special indebtedness arising from their unusual educational opportunities. They think of their college training as a private benefit which they "earned" by hard work, and the monetary cost of which was paid by themselves or their parents. Nobody in this country fully pays for his college education. No student's tuition pays the expense of his college training.⁶

Inasmuch as many college women graduates have this debt to society this study attempts to locate to some extent the fields and areas of their activities and interests in the Stillwater community.

Education has and always will be one of the most debated topics of the day.

Frances V. Rummel wrote less than a year ago in one of the current magazines:

Opinions about education can touch off more arguments than sex, our labor laws, or Russia. Practically everybody thinks he could run the schools as well as the educators do, and a few acid critics think they could run them a darn sight better. Hamstrung by moth-eaten curriculums, most of this country's high schools are teaching our children things they'll never need to know, preparing them for jobs they'll never get . . . and meanwhile, are boring them stiff.⁷

⁶ Ina Corinne Brown, "Equating Privilege with Social Obligations," Journal of American Association of University Women, XLII (Winter, 1949), 68

⁷ Frances Rummell, "What's the Matter with our High Schools?" The Saturday Evening Post, Vol. 222 No. 27 (Dec. 31, 1949), 19

Miss Rummel favors curriculum revision for colleges, too. She is an experienced teacher who entered the writing field. She states quite frankly that she doesn't know all the answers but that sooner or later time will, through necessity, change the now sacred subjects of the scholastic curriculum for a more practical one. Surely a more practical curricula will provide definite functional training for citizenship in a democracy.

Women college graduates can help bring about needed changes in curricula by saying what they think of their education and by taking steps to help educators understand and meet the needs of students in their classrooms. Another well-known authority, E. Neige Todhunter, home economist from the university of Alabama points out:

There is no question about it; we do see evidences of failure in our educational program. . . . We, who know what is happening, we who have knowledge and ability must bend our efforts now to strengthen the walls of civilization. This task belongs distinctly to all who are concerned with education. We must reconsider our goals in education and our procedures and techniques for achieving those goals. In the field of education, home economics can play a major role in strengthening the walls of our social structure.⁸

The American Association of University Women held their first convention following the war in Dallas, Texas, in 1947. Susan B. Riley, Associate professor of English at George Peabody College, Nashville, Tennessee addressed the convention on the subject, "Education, the Tool of Society." Some facts which she emphasized were:

There is nothing about a college degree which guarantees for a woman a happy and adequate motherhood. High School units and college hours do not transfer directly into dollars and cents. Knowledge gained from books does not always give its possessor the ability to solve personal problems or to understand current issues vital to him. Nor does education on the whole determine, direct and change to the degree to which we so hopefully wish that it would, those forces which make

⁸ E. Neige Todhunter, "Higher Education Challenges Home Economics," Journal of Home Economics, XVI (June, 1949), 299

up woman's material and social culture. . . . But since we are looking frankly at education let us admit that the school system does have sins of its own. . . .

Certainly it is easier to use an old curriculum or an out-moded physical plant than to summon the creative thinking needed to change one or to levy the taxes to replace the other

There is nothing more withering to a new idea than the collective stare of an entrenched faculty.

Miss Riley continues:

For to fit man to live harmoniously and intelligently in his natural, material, and social environment, and to strive ceaselessly to make that environment a fit place for man to live in is the sole function of education. The greatest source of latent power in the country is its women. . . . There are countless ways in which women are contributing constructively to the present-day world. But women have just begun to glimpse what they can do for it. . . . For seventy-five years the door of higher education has been either ajar or wide open to women. Yet, with the exception of some clearly identified fields like home economics, the curriculum into which women have had to fit themselves was designed for men. Certainly there should be similarity in the education offered to both sexes; but these similarities should be purposeful, not casual and imitative. We need to know urgently what kind of education women should have for recognizable social needs. The most direct way to find this out is to ask women themselves. The Foster and Wilson study, "Women After College," needs to be followed by similar studies broader in scope which presumably would come to the same conclusions on the bewilderment of women college graduates who find their education has not adequately prepared them for home and married life, for jobs, or for practical participation in civic and political affairs.⁹

As Dr. Riley so clearly points out, many women never give the college curriculum a second thought as to what it will do for them. They take the "required courses" and expect the results to give them all the secrets to the "good life." All women are homemakers and as homemakers, if they are alert citizens, have a philosophy of life. Armentrout writes, "John Dewey is generally considered to be America's greatest educational philosopher."¹⁰ In the early 1900's he was challenging vigorously mental discipline and urging more functional and

⁹ Susan B. Riley, "Education the Tool of Society." Journal of American Association of University Women, XL (Summer, 1947) 208-217

¹⁰ Frazier Armentrout, An Introduction to Education, p. 20

democratic education. Armontrout used these words to describe Dewey's point of view:

Dewey's philosophy is concerned with public education in a democracy. If America is to continue as the world's greatest democracy we must have education that is democratic in thinking and its practices. John Dewey insists Education is life; it is growth; it is a social process; it is reconstruction of experiences.¹¹

If education is life, it must continue from beginning to the end, both in and out of school. Education is not just for youth, it is for all ages. Women need to keep learning in order to be in step with men and children. The philosophy of the homemakers who are mothers may determine the future of the community, the future of the nation. Dr. Everett Dean Martin, educator, and philosopher, writes, "education is the art of making living itself an art. It is the achievement of human excellence; it transcends both the useful and the ornamental."¹²

The challenge to those who have had the privilege of more than childhood education is tremendous. The role of higher education in a democracy is that of preparing the individual for "living" and for "making a living."

Participating in community activities, broadens an individual's outlook and widens his acquaintance as well as stimulates and inspires his activities. Alert women find there are not enough hours in the day for all the things they would like to do and can do for the family, for the neighbors, and for friends.

If education is growth then it must continue after the individual leaves school. Growth that begins in school and continues throughout life is the great goal of modern education. A woman is just starting her growth when she leaves

¹¹ Ibid., p. 20

¹² Everett Dean Martin, The Meaning of a Liberal Education, p. 12

college. She has to learn the mechanism of her occupation as homemaker, and/or her position as a business or professional woman. Unless she continues growing all her life she will be by-passed by those who accept education as growth.

The third definition of education as expressed in the philosophy of John Dewey was that, "Education is social progress." Women as homemakers are the buffers between the family and society. They set the stage for their place in the community. They bridge the gap between their children and society. If education is life, and growth, then it must be life and growth within a social group.

Last, Dewey says, "Education is a reconstruction of experience." Every day in an individual's life is conditioned upon previous days. College women have had advantages and experiences which fit them to take places as leaders in the community. It is up to them to accept the challenge with intelligence.

CHAPTER II

NATURE AND PLAN OF THE STUDY

In a democracy what women think and feel they are very likely to do. Therefore what they are doing as private citizens or as individual public figures determines their contributions to the welfare of humanity. That women college graduates are in a position to contribute toward the betterment of the community was brought out in the first chapter of this study.

Inasmuch as there are a great many educators who would like to know what women college graduates do in the community, as a result of their college training, the investigator attempted to find out what women college graduates living in the vicinity of Stillwater contribute to their community. Since the investigator expects to continue working with adult groups, information about the concerns and interests of women would be of great value. The title selected for this investigation was, "A Study of the Community Activities of College Women Graduates Living in Stillwater, Oklahoma."

Experiences in citizenship are much too important to be learned by the trial and error method. Since needs and experiences in citizenship have definite implications for college curricula the department of Home Economics Education hoped through this study to secure suggestions and recommendations for future curriculum revision. Thus the purpose of the study would be threefold. They are as follows:

- (1) To secure certain personal information concerning individual women in Stillwater, including their college training, as a basis for understanding their participation in community activities.

- (2) To locate the extent to which women in the community of Stillwater participate and are interested in organizations, clubs, and activities.

(3) To analyze, to some extent, the relationship between the participation of women in community activities and their college training.

The investigator found there were two pieces of research in the same field already completed. However, in both instances the recommendations included a need for more research in the same area but in different localities. The first study was made by Robert G. Foster and Pauline Park Wilson in 1942. They did an intensive study of 100 women, all college graduates, which was published by the Columbia University Press. In the fall of 1948 the Education Committee of the American Association of University Women conducted a piece of educational research among their members. The information received furnished material for discussion in many different groups outside the organization.

Margaret Hickey, editor of the Public Affairs Department of the Ladies Home Journal, and recognized authority in the field of community life has stated in a recent magazine article:

That college should be no "ivory-tower retreat," but offer practical preparation for citizenship responsibilities, was clearly brought out in a recent survey made by the American Association of University Women. . . . It is encouraging that members stressed first of all the need for training for homemaking and motherhood. Significantly they also pointed up the need for understanding of both the functions and workings of the community and the National Government.¹

Since only a few of the women college graduates living in Stillwater participated in the American Association of University Women's study and none of them in the Foster and Wilson study it seemed advisable to conduct a similar survey in the Stillwater, Oklahoma, community.

At the National American Association of University Women's Convention, in 1949 held in Seattle, Washington, Margaret Mead, a noted anthropologist and psychologist spoke on the results of the, "Higher Education Survey" conducted

¹ Margaret Hickey, "Beyond the Door Mat," Ladies Home Journal, (June, 1950), 23.

by the Association. She stated:

There was a strong feeling that if you don't start things in college you never will, that doors once opened in college remain open always, but failure to have gone, if only a few steps, through a door while in college may be a handicap all through life.²

With this thought in mind, it appears that if a student is to become a good citizen, an effective worker in the community, an intelligent consumer, a worthy family member and a healthy happy person, she must secure basic information regarding her needs and interests while she is still in school.

Certain basic assumptions influenced the study. These were:

- (1) College trained women are discharging their responsibilities to the community of Stillwater in many different ways.
- (2) Some basis for understanding the contributions of women may be secured by checking the activities of college women graduates through a questionnaire.
- (3) The results of such a study might furnish information for further research which would be valuable in curriculum revision or guidance.
- (4) The questionnaire developed and information secured through the study may be used as an aid in developing an instrument for others to use in determining the interests and concerns of women in other communities.

This study was limited to include persons from the community of Stillwater, Oklahoma, a college town located in the north central part of Oklahoma. For this study, "persons from the community of Stillwater," means all persons with a mailing address of Stillwater, Oklahoma. The mailing list included the names of all white women college graduates who had completed their work in colleges or universities offering a four year course.

After careful investigation and observation of other research the investigator concluded that the best method to carry out a study of this nature would

² Margaret Mead, "The Higher Education Survey," Journal of the American Association of University Women, (Fall, 1949) Vol. 43, No. 1, 10.

be to formulate a questionnaire to be answered by the women themselves. Personal interviews might have been more satisfactory in some cases but interviewing the number of women living in Stillwater would have taken more time than could be given to such a project. In order that the women co-operating in the study would feel free to give their frank opinions no signatures were requested on the questionnaire. However, a letter of explanation was prepared and sent with the questionnaire. The letter and the questionnaire appear at the last of this chapter.

During the preparation of the questionnaire helpful suggestions were obtained from faculty members of the home economics education department and from the director of the community development program. Test questionnaires along with the letter were given to a class of home economics education graduate students and to some of the home economics faculty members. Some minor revisions were made on both the questionnaire and the letter as a result of this trial test. A list of all known women college graduates was compiled while the questionnaire was being formulated.

Since the investigator is a member of the Stillwater branch of the American Association of University Women many of the names and addresses were secured from their roster and file. Additional names were secured from the Oklahoma Agricultural and Mechanical College Bulletin, and the Stillwater Daily News-Press. In the case of the newspaper, all publicity of educational and teachers' meetings was carefully checked in order to secure a more extensive list of names of women college graduates residing in Stillwater. The questionnaires were mailed to all women whose names and addresses could be located.

No effort was made to determine the organizations in which college women should participate. It is assumed that the replies received are representative of the group although it was impossible to compile a complete list of the graduates

living in Stillwater because only limited sources of information were available.

The questionnaires and the letters were mailed to four hundred and thirty-five women. A stamped self-addressed envelope was enclosed for their convenience in returning the questionnaire to the college. A stamped self-addressed postal card was also enclosed which the women were asked to sign. After returning the questionnaire each person was asked to mail the postal card separately showing that they had participated in the study. Thus the investigator would know they had answered and would not contact them again.

The unexpected thing about this study was the immediate and great response. Margaret Mead, who has had considerable experience with this sort of thing states in regard to the questionnaire method of securing information: "One reply out of every fifteen or twenty sent out is good."³ However in this study, by the end of the third week after they were mailed out, over fifty percent of them were returned. A second letter was not considered necessary because two hundred of the replies provided the sampling the investigator desired. The selected 200 returned questionnaires were carefully studied and the information thus secured tabulated. The results will be presented in the same order that the various items appeared on the questionnaire, in the next chapter.

A copy of the letter of instructions and the questionnaire appear on pages 14, 15, 16, 17, and 18.

³ Margaret Mead, "The Higher Education Survey," Journal of the American Association of University Women, (Fall, 1959), Vol. 43, No. 1, p. 8.

OKLAHOMA
AGRICULTURAL AND MECHANICAL COLLEGE
School of Home Economics
Stillwater

Department of Home
Economics Education

March 7, 1950

Dear College Graduate:

Women college graduates are making many fine contributions to the community of Stillwater. A study of these activities is being made by the Home Economics Education Department of Oklahoma Agricultural and Mechanical College. In order to make this study accurate we need your help.

Enclosed you will find a questionnaire. Part I deals with your college training and Part II with your present participation in community activities. In checking the items, think over your experiences in college to determine in what way they are of value in your life today. We are most anxious to know if your college training impressed you with the need for participating in activities which would contribute to the betterment of the community.

Since needs and experiences in citizenship have definite implications for college curricula, we hope through this study to secure suggestions and recommendations for future curriculum revision.

In order that you will feel free to give your frank opinion, your name is not requested on the questionnaire. A self-addressed, stamped envelope is enclosed for your convenience in returning the questionnaire to the college. You will also note we are enclosing a self-addressed, stamped postal card on which your name does appear. When you have returned the questionnaire, please mail this card separately so that we will not contact you again. An immediate reply would be greatly appreciated.

Your participation and cooperation will help materially in making this study possible.

Very truly yours,

Millie V. Pearson, Head
Home Economics Education
School of Home Economics

QUESTIONNAIRE

PART I PERSONAL INFORMATION AND COLLEGE TRAINING

Check with an (X) mark in front of the words and statements or fill in the blanks according to directions of the various sections:

(1) Age	(2) Marital Status	(3) Children	(4) Occupation
<input type="checkbox"/> under 25	<input type="checkbox"/> single	<input type="checkbox"/> none	<input type="checkbox"/> homemaker
<input type="checkbox"/> 25 to 29	<input type="checkbox"/> married	<input type="checkbox"/> Yes, 1	<input type="checkbox"/> only
<input type="checkbox"/> 30 to 44	<input type="checkbox"/> divorced	<input type="checkbox"/> Yes, 2 or 3	<input type="checkbox"/> Employed away
<input type="checkbox"/> 45 to 59	<input type="checkbox"/> widowed	<input type="checkbox"/> Yes, 4 or	<input type="checkbox"/> from home?
<input type="checkbox"/> 60 and over		<input type="checkbox"/> more	<input type="checkbox"/> yes, full-time
			<input type="checkbox"/> yes, part-time

(5) Members of Household	(6) Number of years since completing undergraduate work:
<input type="checkbox"/> live alone	<input type="checkbox"/> under 5
<input type="checkbox"/> live with parents	<input type="checkbox"/> 6 to 9
<input type="checkbox"/> parent lives with me	<input type="checkbox"/> 10 to 19
<input type="checkbox"/> husband and wife	<input type="checkbox"/> 20 to 29
<input type="checkbox"/> children under school age	<input type="checkbox"/> 30 or more
<input type="checkbox"/> children grade school age	
<input type="checkbox"/> children high school age	
<input type="checkbox"/> children college age	
<input type="checkbox"/> others living in the house	

(7) Name of undergraduate college

city

state

(8) Undergraduate degree	(9) Have you taken graduate work?
<input type="checkbox"/> A.B. in _____	<input type="checkbox"/> no
<input type="checkbox"/> B.S. in _____	<input type="checkbox"/> yes _____
<input type="checkbox"/> in _____	field
<input type="checkbox"/> in _____	

(10) Check advanced degrees	(11) Check extra curricular activities of your college days
<input type="checkbox"/> M.S. in _____	<input type="checkbox"/> band
<input type="checkbox"/> M.A. in _____	<input type="checkbox"/> glee club
<input type="checkbox"/> Ph.D in _____	<input type="checkbox"/> religious organizations
<input type="checkbox"/> D. Educ.	<input type="checkbox"/> debating
others?	<input type="checkbox"/> sports
in _____	<input type="checkbox"/> social fraternities
	<input type="checkbox"/> others

QUESTIONNAIRE (continued)

(12)

Read this list carefully. On the line in front of each subject place a (1) if you had one course in college, a (2) if you had two courses, and a (3) if you had three or more. Leave the spaces blank if none.

- | | | | |
|-----|---------------------------|-----------|-----|
| ___ | Adult education. | | ___ |
| ___ | Art. | | ___ |
| ___ | Citizenship | | ___ |
| ___ | Directing games. | | ___ |
| ___ | Economics. | | ___ |
| ___ | Education. | | ___ |
| ___ | Government | | ___ |
| ___ | Group singing | | ___ |
| ___ | Health education | | ___ |
| ___ | History of Oklahoma | | ___ |
| ___ | Home Economics | | ___ |
| ___ | Home Economics Education. | | ___ |
| ___ | Home Life. | | ___ |
| ___ | Household arts | | ___ |
| ___ | Household science | | ___ |
| ___ | Horticulture. | | ___ |
| ___ | Journalism | | ___ |
| ___ | Leadership | | ___ |
| ___ | Music | | ___ |
| ___ | Nursing | | ___ |
| ___ | Philosophy | | ___ |
| ___ | Physical education. | | ___ |
| ___ | Political Science | | ___ |
| ___ | Psychology | | ___ |
| ___ | Religious education | | ___ |
| ___ | Secretarial Studies | | ___ |
| ___ | Social Welfare | | ___ |
| ___ | Sociology (rural) | | ___ |
| ___ | Sociology (urban) | | ___ |
| ___ | Speech. | | ___ |
| ___ | Typing. | | ___ |

The above list of subjects include those which contribute toward helping the individual to realize the values that bring about improved community living. If you were making out your college schedule today, in light of your experiences since receiving your undergraduate degree, which of the above subjects would you take? Show your choice in the right hand column by marking an (X) after the subjects listed.

QUESTIONNAIRE (continued)

PART II YOUR ACTIVITIES IN STILLWATER, OKLAHOMA

In which activities do you participate? Indicate by an (X) your membership and interests for each item listed below in the proper column. It is possible you will check in more than one column. Example: if you are an officer in the League of Women Voters, you will check in the column, Officer or leader and also in the column Active member now. You can help us make this list more complete by adding names of organizations, clubs and/or activities to which you belong.

Your participation in Stillwater organizations, clubs and/or activities :	Officer or leader :	Active member new :	Member seldom attend :	Active member form-erly :	Interested in membership :	Not Interested in membership :
CIVIC	:	:	:	:	:	:
B. & P. W.	:	:	:	:	:	:
Garden Club	:	:	:	:	:	:
League W. V.	:	:	:	:	:	:
Woman's Club	:	:	:	:	:	:
:	:	:	:	:	:	:
:	:	:	:	:	:	:
CREATIVE ART	:	:	:	:	:	:
Dramatic Club	:	:	:	:	:	:
Photography "	:	:	:	:	:	:
Writer's Club	:	:	:	:	:	:
:	:	:	:	:	:	:
:	:	:	:	:	:	:
EDUCATIONAL	:	:	:	:	:	:
AND CULTURAL	:	:	:	:	:	:
A.A.U.W.	:	:	:	:	:	:
Book Club	:	:	:	:	:	:
Child Study Club:	:	:	:	:	:	:
Choral Club	:	:	:	:	:	:
Lahoma Club	:	:	:	:	:	:
P.E.O.	:	:	:	:	:	:
P.T.A.	:	:	:	:	:	:
:	:	:	:	:	:	:
:	:	:	:	:	:	:
FRATERNAL ORDER	:	:	:	:	:	:
AND LODGES	:	:	:	:	:	:
O.E.S.	:	:	:	:	:	:
Rebekah	:	:	:	:	:	:
White Shrine	:	:	:	:	:	:
:	:	:	:	:	:	:
:	:	:	:	:	:	:
LEADERSHIP	:	:	:	:	:	:
Girl Scout	:	:	:	:	:	:
4-H Club	:	:	:	:	:	:
F.H.A.	:	:	:	:	:	:
Cub Scout	:	:	:	:	:	:
:	:	:	:	:	:	:

QUESTIONNAIRE (continued)

PART II. YOUR ACTIVITIES IN STILLWATER, OKLAHOMA

Your participation in Stillwater organizations, clubs and/or activities :	Officer or leader :	Active member now :	Member seldom attend :	Active member formerly :	Interested in membership :	Not interested in membership :
MILITARY AND PATRIOTIC	:	:	:	:	:	:
American Leg. Aux.	:	:	:	:	:	:
D.A.R.	:	:	:	:	:	:
V.F.W. Aux.	:	:	:	:	:	:
	:	:	:	:	:	:
RECREATIONAL	:	:	:	:	:	:
Bowling	:	:	:	:	:	:
Golf	:	:	:	:	:	:
	:	:	:	:	:	:
RELIGIOUS	:	:	:	:	:	:
Bible Class	:	:	:	:	:	:
Choir	:	:	:	:	:	:
Guild	:	:	:	:	:	:
Women's Organizations	:	:	:	:	:	:
	:	:	:	:	:	:
SOCIAL	:	:	:	:	:	:
Card	:	:	:	:	:	:
Dance	:	:	:	:	:	:
Sewing	:	:	:	:	:	:
Sorority	:	:	:	:	:	:
	:	:	:	:	:	:
OTHERS	:	:	:	:	:	:
	:	:	:	:	:	:
	:	:	:	:	:	:

CHAPTER III

THE INVESTIGATION AND ITS RESULTS

Values of democracy as a way of life are shown by the willingness and ability of its people to participate peacefully and cooperatively in the promotion of common concerns. A college community with its homogenous groupings of women college graduates should be well equipped to practice democratic procedures if the individuals themselves will accept the responsibility. In this study of community activities over two hundred women college graduates living in Stillwater, Oklahoma responded when asked to give their assistance.

Replies came from both married and unmarried women of varying ages, many of whom were employed away from home full-time. The investigation showed that these women had a wide range of interests and activities which was influenced by their role as a homemaker, a business or a professional woman. They had obtained their degrees from different types of colleges and universities comprising denominational, co-educational, woman's and teacher's colleges. The institutions represented included those in many of the states as well as some in foreign countries. The areas of specialized study reported, varied just as much as the types of colleges attended.

The questionnaire¹ used was composed of two main parts, each of which was divided into smaller units. The twelve items of Part I dealt with personal information and the college training of women while the ten units of Part II dealt with their affiliation and participation in community organizations and activities. The twelve items in Part I were, age, marital status, number of children, occupation, members of household, number of years since completing

¹ See page 15.

undergraduate work, name of undergraduate college, kind of undergraduate degrees, kind of advanced degrees, amount of graduate work, extra curricular activities while in school, college courses taken and courses they would take if returning to college today. Some of the items were included more as guides for the participant's thinking than for the information the investigator might obtain. For example, item 12 of Part I listed alphabetically many of the required courses for an undergraduate degree. This was not presented as a complete list nor were all of the required subjects incorporated. However, the questionnaire did state that these particular subjects contributed toward helping the individual realize the values that bring about improved community living. Participants were asked to check the number of courses taken in the various fields. Few people, even recent graduates can recall easily the number of courses taken in college but in reflecting they would be more likely to remember, if their college training was adequate to meet their needs. This introduction prepared them for answering the next question, "If you were making out your college schedule today, in light of your experiences since receiving your undergraduate degree, which of the subjects in the above list would you want to take?"

The activities, clubs, and/or organizations pertaining to participation in the community life of Stillwater, Oklahoma were listed in Part II of the questionnaire. This was not presented as a complete list of community activities, but all known organizations, clubs and/or activities were incorporated for the participant's convenience. A paragraph of instructions headed the page with a number of blank spaces for adding additional names not on the list. The divisions of this part of the questionnaire were Civic, Creative Art, Educational and Cultural, Fraternal Orders and Lodges, Leadership, Military and Patriotic, Recreational and Sport, Religious, and Social. In order that

the investigator would be able to secure the desired information, participants were also asked to indicate the status of their membership in the organizations in which they participated. They were asked to check each item in one or more of the columns: Officer or Leader, Active Member Now, Member Seldom Attend, Active Member Formerly, Interested in Membership, and Not Interested in Membership. For example, one who was an officer in the League of Women Voters would check in the column, Officer or Leader and also in the column Active Member now.

The general plan of the questionnaire described above will be followed in discussing the results obtained. The first item dealt with the age distribution of women college graduates responding. Reference to the following table shows that the age range of the 200 women participants was from under 25 years to 60, and over.

TABLE I
AGE DISTRIBUTION OF WOMEN PARTICIPANTS IN THE STUDY

Age	Number	Per Cent
Under 25 years	17	8.5
25 to 29	18	9.0
30 to 44	77	38.5
45 to 59	65	32.5
60, and over	23	11.5
Total	200	100.0

There were 17 women, in the group, under 25 years of age totaling 8.5 per cent of the entire number. Eighteen women, or 9 per cent of those responding were in the 25 to 29 year bracket. Seventy-seven women or 38.5 per cent of the entire number were in the 30 to 44 year group. The age group 45 to 59 years included 65 women or 32.5 per cent of those participating, while the remaining 23 women were in the 60 and over, age group, or 11.5 per cent. With

more young women securing a college education today, one would expect to find the largest number of women in the under 25 year age group. In this investigation that was not the case for the largest number was that of the, 30 to 44 year age group, which was 38 per cent of the total.

The second item of Part I dealt with the marital status of women college graduates. This tabulation showed that most of the 200 women responding were married or had been married.

TABLE II
MARITAL STATUS OF TWO HUNDRED WOMEN COLLEGE GRADUATES

Status	Number	Per Cent
Single	53	26.5
Married	121	60.5
Divorced	9	4.5
Widowed	16	8.0
No Answer	1	.5
Total	200	100.0

#17

The totals recorded in Table II show that 53 of the women responding or 26.5 per cent were single. There were 121 of the women married, making up 60.5 per cent of the total. Nine of the women were divorced, sixteen widowed, and one failed to answer. Approximately 74 per cent of the 200 women in the study had married. Incidentally, the figures of this study agree with the Foster and Wilson study which showed that 76 per cent of the women studied were married, 2 per cent divorced and 22 per cent were single.²

The third item of Part I of the questionnaire dealt with the number of children. Table III shows the distribution of children in relation to the number of women responding to the questionnaire.

² Robert G. Foster and Pauline Wilson, Women After College, pp. 186, 237-239.

TABLE III
NUMBER OF CHILDREN IN FAMILIES REPRESENTED

Children	Women	Per Cent
None	100	50.0
1	40	20.0
2 or 3	45	22.5
4 or more	13	6.5
no answer	2	1.0
Total	200	100.0

One hundred of the women or 50 per cent of the total had no children. There were 40 women or 20 per cent who had only one child. Forty-five of the women had 2 or 3 children. The families represented by these 200 women seemed to be typical of those described in recent sociological studies. Only 13 of the total number had four or more children and one of these women emphasized the fact that she had adopted all four of her children. Two women failed to indicate whether or not they have children.

The fourth item dealt with occupation of women college graduates. In checking the questionnaire individuals were asked to indicate if they were employed away from home full-time, employed away from home part-time, or if they were giving all of their time to homemaking. Table IV gives the results of this part of the investigation.

TABLE IV
OCCUPATION OF WOMEN COLLEGE GRADUATES

Status of Women	Number	Per Cent
Homemaker only	72	36.0
Employed, full-time	111	55.5
Employed, part-time	15	7.5
No answer	2	1.0
Total	200	100.0

Seventy-two of the women were homemakers only; this was 36 per cent of the entire group. There were 111 of the women employed away from home full-time, and 15 employed away from home part-time. The fact that 55.5 per cent of the women worked away from home full-time seems significant.

College curricula for women students has changed much throughout the years. Recently more attention has been given to the preparation for careers and specialization in certain fields. Certainly young women who are potential homemakers deserve just as much attention in seeking a good education in college as physicists, chemicals, or engineers. The women contacted were asked to show the number of years since they completed their undergraduate work inasmuch as college curricula for women has changed. Reference to the following table shows that 16 per cent or 32 of the women had received their undergraduate degree within the past five years. Twenty-one or 10.5 per cent had graduated 5 to 9 years ago, while 73 or 36.5 per cent had completed their college work 10 to 19 years ago.

TABLE V

NUMBER OF YEARS SINCE COMPLETING UNDERGRADUATE WORK

Years	Number	Per Cent
Under 5 years	32	16.0
5 to 9	21	10.5
10 to 19	73	36.5
20 to 29	51	25.5
30 or more	21	10.5
No answer	2	1.0
Total	200	100.0

There were 51 women or 25.5 per cent of the two hundred women college graduates who had finished 20 to 29 years ago, and 21 who had received their undergraduate degree over 30 years ago. Two of the women failed to check the item.

Table I shows that 38.5 per cent of the respondents were in the age group from

thirty to 44 years, which paralleled Table V in that 36.5 per cent of the women had completed their undergraduate work 10 to 19 years ago. This indicates that the women in the study followed the normal pattern in their education. Inasmuch as the information shown in the first five tables is so closely related there are certain facts that can be pointed out by combining them. Table VI shows this analysis.

TABLE VI
ANALYSIS OF PERSONAL INFORMATION

PERSONAL INFORMATION	Distribution according to age					Total
	under 25 years	25 to 29	30 to 44	45 to 59	60 or over	
Years since receiving degree						
Under 5 years	17	7	5	3	--	32
5 to 9 years	--	11	5	5	--	21
10 to 19 years	--	--	52	14	7	73
20 to 29 years	--	--	15	30	6	51
30 or more	--	--	--	11	10	21
No response	--	--	--	2	--	2
Occupation						
Homemaker only	2	4	35	24	7	72
Employed full-time	12	14	36	37	12	111
Employed part-time	3	--	6	2	4	15
No response	--	--	--	2	--	2
Marital Status						
Single	3	6	21	19	4	53
Married	14	11	51	36	9	121
Divorced	--	--	3	5	1	9
Widowed	--	1	2	4	9	16
No response	--	--	--	1	--	1
Number of Children						
None	14	16	34	36	6	100
Yes, 1	3	1	19	14	3	40
Yes, 2 or 3	--	1	22	16	6	45
Yes, 4 or more	--	--	2	3	8	13
No response	--	--	--	2	--	2
Total women answering	17	18	77	65	23	200

There are 35 women in the first two age brackets, all of whom received their

undergraduate degree within the past nine years. Twenty-six of this group were employed away from home full-time and three part time. Twenty-five of them were married yet only six of them checked the item homemaker only. The table shows four of them had one child and one of them had two or three children. The analysis shows that the pattern for these younger women college graduates is to combine marriage and a career but not motherhood. George Stoddard states, "When a woman neglects her stellar performance in child rearing, other evils follow."³

As has been mentioned previously there were 77 of the women who responded in this study between 30 to 44 years of age. Ten of them had graduated within the past nine years which indicated their education had been interrupted earlier. There were 52 of the women who had completed their undergraduate work 10 to 19 years ago. The pattern here is quite different from the younger graduates in that 35 of the women checked the item homemaker only, with 43 of them indicating they were mothers. However forty-two of the women stated they were employed away from home either full-time or part-time.

Homemakers whether or not they are participating in community organizations have much responsibility in guiding their children and those with whom they come in contact. The household personnel of each participant would determine the time she could give to community activity. Table VII shows that 39 of the 200 women college graduates, or 19.5 per cent, were living alone. Sixteen of the women, 8 per cent of the total number, lived with their parents while 15, or 7.5 per cent had a parent or parents living with them. Data presented in a previous table showed that 121 of the women or 60.5 per cent were married.

³ George D. Stoddard, On the Education of Women, p. 22.

Ninety-eight of these women had children while 9 of the women failed to reply to this question.

TABLE VII
HOUSEHOLD PERSONNEL OF EACH PARTICIPANT

Status	Number of Women	Per Cent
Live alone	39	19.5
Live with parents	16	8.0
Parent lives with me	15	7.5
Husband and wife (98 families had children)	121	60.5
No reply	9	4.5
Total	200	100.0

The investigation shows that the majority of the women have some family responsibility. This may or may not prevent them from taking an active part in community life since family responsibility leaves less leisure time for volunteer activities outside the home. Since parts of the item on household personnel could be interpreted several ways they were not included in the above table. However this item of the questionnaire showed that twenty-two of the women had children under school age; 31 had children in the grade schools; 23 had children of high school age; and 19 had children of college age. There were 27 of the respondents who had others than their immediate family living in the home.

Women college graduates can make richer all kinds of human relationships regardless of what specific role they are called upon to play. The woman who is an effective member of society must meet the demands which society makes upon her. One of the finest contributions any woman can make to the community is a well educated family with high standards of behavior. One well known writer refers to women's responsibility in these words:

Gunnar Myrdal closed his two-volume study of the American race problem with the striking statement: "History can be made. It is not necessary to receive whatever comes as mere destiny." As a trained person

it is the university woman's privilege and her obligation to share in the making of history rather than to be the passive recipient of whatever comes.⁴

The name and location of the colleges and universities attended was included in the questionnaire to learn the representation of different schools and states. Table VIII shows the wide distribution of colleges and universities attended by women college graduates living in the Stillwater, Oklahoma vicinity.

TABLE VIII

THE NAME AND LOCATION OF COLLEGES AND UNIVERSITIES WITH
NUMBER OF GRADUATES

Institution	Location	Number
Alabama College for Women.	Montevallo, Ala	1
Arkansas, University of	Fayetteville, Ark.	1
Berea College.	Berea, Kentucky	1
Carnegie Institute of Technology	Pittsburgh, Pa	1
Central State College.	Edmond, Okla	8
Chicago, University of	Chicago, Ill	2
Columbia University	New York, N.Y.	1
Dakota Wesleyan University	Mitchell, S.D.	1
Dartmouth College.	Hanover, N. H.	1
Delaware, University of	Newark, Del	1
Denver, University	Denver, Colo	1
DePauw, University	Greencastle, Ind	1
Earlham College	Richmond, Ind.	1
East Central State College	Ada, Oklahoma.	1
Florida State College for Women	Tallahassee, Fla	1
Fort Hays Kansas State College	Hays, Kansas	1
Furman University.	Greenville, S.C.	1
Hardin-Simmons University.	Abilene, Texas	1
Howard College	Birmingham, Ala	1
Illinois, University of	Urbana, Ill	2
Iowa, State University of.	Iowa City, Ia.	1
Iowa State College of Agri. & Mech. Arts	Ames, Iowa	4
Kansas, University of.	Lawrence, Kansas	1
Kansas State College of Agri. & Applied Sc.	Manhattan, Kansas.	3

⁴ Ina Corrine Brown, "Equating Privilege with Social Obligation," Journal of the American Association of University Women, XLII # 2 (Winter 1949), p. 71

TABLE VIII (CONTINUED)

Institution	Location	Number
Louisiana Polytechnic Institute	Ruston, La	1
Miami University	Oxford, Ohio	1
Michigan, University of	Ann Arbor, Mich	2
Middlebury College	Middlebury, Vt	1
Mississippi Southern College	Hattiesburg, Miss.	1
Missouri, University of	Columbia, Mo	6
Mt. Saint Scholastica College.	Atchison, Kansas.	1
Mount Union College	Alliance, Ohio	1
Nebraska, University of	Lincoln, Neb	1
North Carolina, Woman's College of the University of	Greensboro, N. C	1
North Dakota Agricultural College.	State College.	1
North Dakota State Teachers College	Mayville, N.D.	1
Northeast Missouri State Teachers College	Kirkville, Mo	1
Northeastern State College	Tahlequah, Okla	2
Northwestern State College	Alva, Oklahoma	1
Northwestern University	Evanston, Ill.	1
Northwest Missouri State Teachers College.	Maryville, Mo.	1
Oberlin College	Oberlin, Ohio.	1
Ohio State University.	Columbus, Ohio	1
Ohio University	Athens, Ohio	1
Oklahoma Baptist University	Shawnee, Okla.	1
Oklahoma Agricultural & Mechanical College	Stillwater, Okla	105
Oklahoma College for Women	Chickasha, Okla	4
Oklahoma, University of	Norman, Okla	8
Ottawa University.	Ottawa, Kansas	1
Phillips University	Enid, Oklahoma	1
Queen's University	Kingston, Ontario.	1
Randolph-Macon Women's College	Lynchburg, Virginia	1
Rochester, University of	Rochester, N.Y.	1
Seton Hill College	Greensburg, Pa.	1
Smith College.	Northampton, Mass.	1
Southeastern State College	Durant, Oklahoma	2
Southern Methodist University.	Dallas, Texas.	1
Texas Christian University	Fort Worth, Texas.	1
Texas State College for Women.	Denton, Texas.	1
Texas Technological College	Lubbock, Texas	1
Texas, University of	Austin, Texas.	1
Tulsa, University of	Tulsa, Oklahoma	1
Ursinus College	Collegeville, Pa	1
Total Colleges 63	Total Women	200

Reference to the above table, which gives the name and location of the 63 colleges and universities attended, shows that 31 of the coeducational schools were state

controlled, 12 denominational, and seven were controlled by private sources. There were three colleges for women that were state controlled, three denominational, one city, and two by private sources. It was not determined how the other four were controlled. Another tabulation of this information shows location by state. Reference to Table IX shows that the colleges and universities attended were located in twenty-eight different states and one in Canada.

TABLE IX
GEOGRAPHIC REPRESENTATION OF COLLEGES ATTENDED

Location	Number of Colleges	Attendance
Alabama	2	2
Arkansas	1	1
Colorado	1	1
Delaware	1	1
Florida	1	1
Illinois	3	5
Indiana	2	2
Iowa	2	5
Kansas	5	7
Kentucky	1	1
Louisiana	1	1
Massachusetts	1	1
Michigan	1	2
Mississippi	1	1
Missouri	3	8
Nebraska	1	1
New Hampshire	1	1
New York	2	2
North Carolina	1	1
North Dakota	2	2
Ohio	5	5
Oklahoma	11	135
Ontario, Canada	1	1
Pennsylvania	3	3
South Carolina	1	1
South Dakota	1	1
Texas	6	6
Vermont	1	1
Virginia	1	1
Total States 28	Total Colleges 63	Total Attendance 200

The number of colleges in the 28 states ranged from one to eleven, the eleven

being in Oklahoma. One hundred and thirty-five of the respondents received their undergraduate degrees from these eleven institutions. As one would expect, the majority of the women living in Stillwater had graduated from Oklahoma Agricultural and Mechanical College, 105 to be exact. The table shows that eight of the graduates had attended three different institutions in the neighboring state of Missouri, seven had attended five colleges in Kansas, and six had attended six different schools in Texas. There were five women in the Stillwater vicinity who had graduated from two colleges in Iowa, five who had graduated from three Illinois universities, and three who had graduated from three Pennsylvania schools. Each of the following states had two graduates from two schools: Alabama, Indiana, New York, and North Dakota. The state of Michigan was represented by two graduates from one school. The remaining 16 women were educated in widely distributed states, no two graduating from the same institution.

The geographic location of the colleges and universities attended by these women closely resembled maps showing sources of Oklahoma population. It will be remembered that the population of Oklahoma is largely made up of persons migrating from the Ohio, Missouri, and Mississippi river valley states, with others from farther east. Exhibit I on the following page shows the geographical spread of the colleges attended.

An effort was made to determine what relation, if any, existed between scholastic achievement and character of activities in which the women participated. The Scholastic Achievement Table was included to show the major fields of the women college graduates was very extensive.

GEOGRAPHICAL SPREAD OF COLLEGES ATTENDED

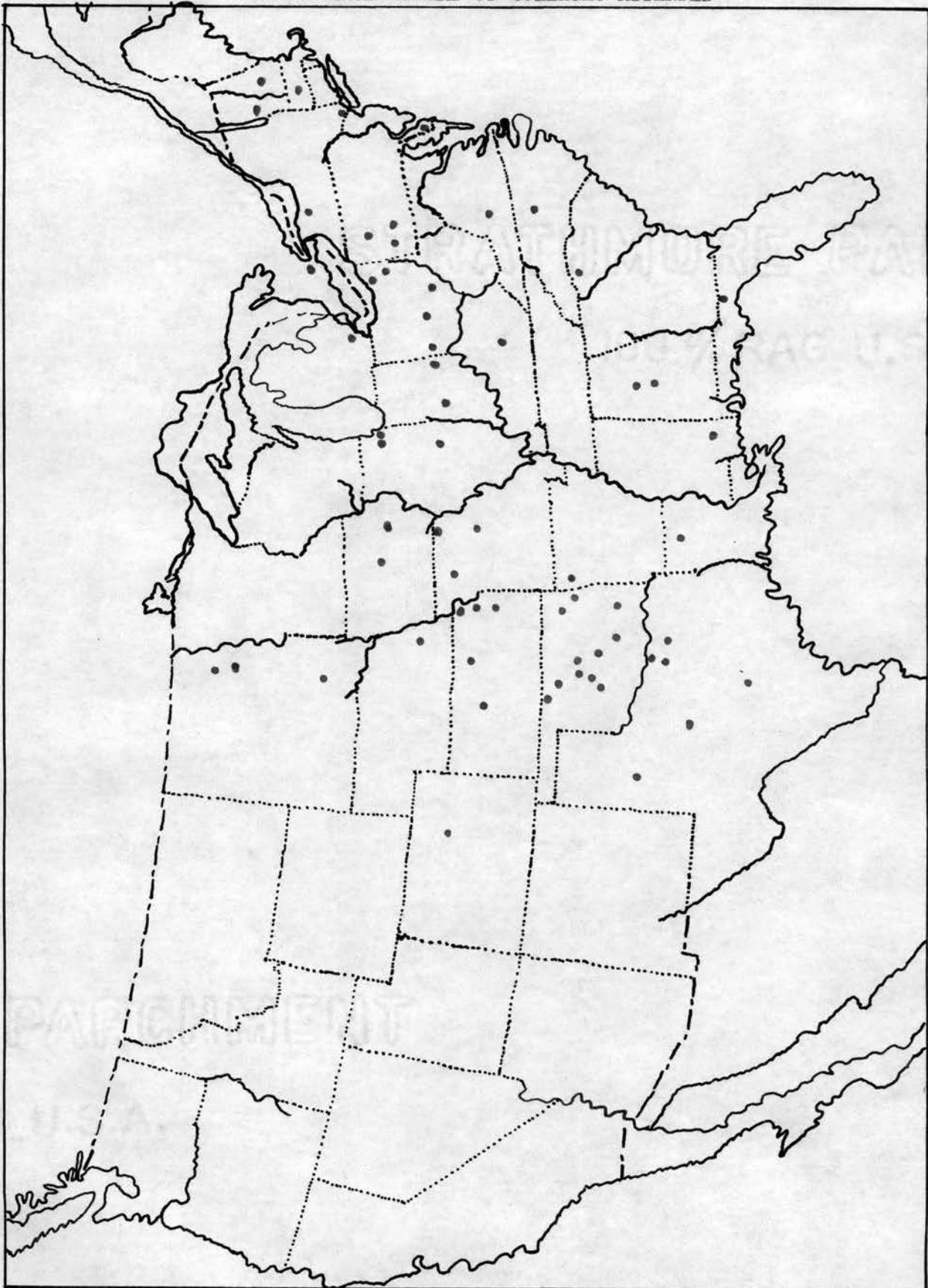


TABLE X
SCHOLASTIC ACHIEVEMENT

MAJOR FIELDS	Kinds of Degrees					
	Bachelor		Master		Doctorate	
	Arts	Science	Arts	Science	Ph D	D Ed
Agricultural Chemistry				1		
Agricultural Economics				1		
Art	4	1	1			
Art and Art Education	1					
Arts and Sciences	7	*2				
Bacteriology				1		
Biological Science		1				
Biology		1				
Botany			1			
Business Education		2		1		
Chemistry	3	1	1	1	1	
Child Welfare				1		
Child Development & Nutrition		1		1		
Child Dev. & Parent Education	1			1	1	
Commerce		8				
Commercial Education		1		1		
Consumer Education			1			
Dietetics		1				
Education	7	25	7	*9	1	1
English	14	1	4	1		
Fine Arts	2					
Foods and Nutrition		1		2		
Geography				2		
German and English	1					
German and French	1					
Health Education			1	1		
History	5	1	4			
Home Economics (General)	3	*42	2	6		
Home Economics Education		14		7		
Home Life		1		2		
Horticulture		1				
Household Arts	2	1	1	4		
Household Science		6		1		
Journalism	2			2		
Latin			1			
Latin and Mathematics	1					
Latin and Greek	1					
Latin and Portuguese			1			
Liberal Arts	2					
Literature			1			
Library Science	*	***	2			
Music	1	2				
Music Education		1				
Mechanical Engineering		1				

TABLE X (CONTINUED)

MAJOR FIELDS	Kinds of Degrees					
	Bachelor		Master		Doctorate	
	Arts	Science	Arts	Science	Ph D	D Ed
Mathematics	1	1		1	1	
Mathematics & Physics		1				
Ornithology					1	
Physical Education		2		2		
Pharmacy		1				
Psychology	1			2		
Speech	1					
Science and Literature		5				
Spanish			1			
Social Studies			1			
Social Science	2		1			
Sociology			1			
Student Personnel	1		1			
Teacher Education				*1	1	
Zoology				2		
Major not indicated	2	6	2	5	1	
Total	66	132	35	59	7	1

* Indicates holders of more than one degree

There were 59 major fields represented by the 184 participants who checked their kind of degrees. Sixteen of the women failed to indicate the type of degree held. They simply checked that they did have a degree.

The results of the investigation also show that 94 of the women held a master's degree, seven of whom did not indicate their major field. There were 55 of the women who had taken some graduate work but had not completed the requirements for a degree. Forty-six of them had taken no graduate work and five failed to reply to the question. There was one graduate nurse, two registered nurses and one doctor of medicine. The results also showed the more advanced the degree the less time the respondent gave to community activity other than that connected with her position as a professional person.

Due to circumstances over which the investigator had no control the item Extra Curricular Activities of College Days on the questionnaire was omitted

from the copies sent out to the participants. As had been stated, some authorities believe that only activities started during college days are likely to be continued when individuals leave college. Community leadership training is vital and should be a required part of all college and university programs. No doubt many capable women hesitate to become members of civic organizations because they feel they are not capable of assuming this kind of responsibility. The investigator had hoped to show that the young women who had had opportunities for extra curricular leadership in campus activities were more likely to continue in community activities. However, since this item was left out of the questionnaires distributed, no information on that point was available.

A question regarding the adequacy of college training for needs as community participants was asked in order to find out if these women college graduates felt they had secured adequate help while in college to aid them in their post college community activities. Table XI lists the college courses women would include in their course of study if they were returning to college today.

TABLE XI
CHOICE OF COURSES WOMEN COLLEGE GRADUATES WOULD CHOOSE IF
RETURNING TO COLLEGE TODAY

COURSES	Major Undergraduate School				Total
	Arts & : Science :	Education :	Home : Economics :	Not : Indicated:	
Speech	45	19	57	3	124
Psychology	49	19	49	2	119
Household Science	38	20	55	2	115
Art	39	23	46	-	108
Economics	40	19	45	2	106
Typing	38	23	42	2	105
Home Life	31	14	56	1	102
Government	43	15	41	2	101
Religious Education	39	15	46	1	96
Household Arts	23	18	53	2	96
Leadership	21	15	43	1	81
Philosophy	29	12	34	5	80
Home Economics (General)	23	10	46	1	80
Political Science	30	14	31	4	79
Physical Education	27	16	35	-	78
Citizenship	24	13	39	2	78
Education	24	16	37	1	78
Sociology, Urban	30	14	31	2	77
Social Welfare	22	12	40	2	76
Adult Education	20	12	41	3	76
Health Education	23	14	38	-	75
Sociology, Rural	22	14	35	2	73
Journalism	28	8	36	1	73
Music	24	13	27	3	67
Horticulture	15	13	36	2	66
Directing Games	19	11	33	-	63
Home Economics Education	5	8	49	-	63
Nursing	18	9	27	1	55
History of Oklahoma	22	7	22	-	51
Group Singing	16	6	24	1	47
Secretarial Studies	19	7	14	1	41
No Response	4	4	1	-	9
Total Women	82	40	71	7	200

In order to compare the opinions of graduates of various major fields, the tabulation was made according to the largest schools represented by the respondents. Although speech is not considered sufficiently important to be

required by many colleges, 124 of the 200 women would include it if they were making out their college schedule today. This might be one key to what is needed to develop the confidence which women seem to lack when it comes to leadership in public activities. There were 45 of the 82 Arts and Science majors, 19 of the 40 Education majors, and 57 of the Home Economics majors who checked speech as needed. That fifty per cent or over of the women from the three larger schools checked the need of this particular subject seems to indicate that speech should be a requirement in all major schools.

In looking at the table one finds that over half of the respondents checked the first eight subjects as shown in the table. These were not the first eight on the questionnaire, as the original list was alphabetized. Another subject which over 50 per cent of the women felt they needed was typing. There were 40 of the 82 Arts and Science majors, 20 of the 40 Education majors, and 45 of the 71 Home Economics majors who felt typing was also an essential subject.

The majority of the Home Economics majors indicated they would take more home economics. Of the 71 Home Economics majors; 55 would take more Household Science, 49 would take more Home Economics Education, 46 would take more Household Arts, 42 would take more home life, and 34 would take more general Home Economics.

One of the purposes for writing this thesis was to locate the extent to which college women graduates are interested and participate in Stillwater organizations, clubs and/or activities. Table XII gives an analysis of the participation of the 200 respondents.

TABLE XII
ANALYSIS OF THE PARTICIPATION IN COMMUNITY ACTIVITIES OF
200 WOMEN COLLEGE GRADUATES

Degree of Activity by Age Groups	Classification of clubs and/or activities								
	Civic	Creative Art	Educational and Cultural	Fraternal Orders and Lodges	Military & Patriotic	Recreation & Sport	Religious	Social	Others
Under 30 Years									
Officer or Leader	1	1	-	1	-	1	3	-	4
Active member	1	1	8	1	-	2	16	8	10
Non-active member	-	-	5	-	-	3	2	-	1
Interested in Membership	9	2	5	-	-	4	3	-	-
Not interested in "	25	32	17	34	35	26	14	27	24
Total women in age group	35	35	35	35	35	35	35	35	35
30 to 44 Years									
Officer or Leader	8	-	17	2	-	-	26	3	11
Active Member	17	4	41	5	2	4	44	25	28
Non-active member	17	6	20	17	3	3	10	3	5
Interested in Membership	19	13	6	2	2	11	4	4	-
Not interested in "	24	54	10	53	70	59	19	45	44
Total women in age group	77	77	77	77	77	77	77	77	77
45 to 60 Years									
Officer or Leader	11	3	15	6	3	-	27	1	14
Active Member	26	8	39	9	5	1	43	25	38
Non-active member	16	2	13	14	10	4	7	3	4
Interested in Membership	3	3	-	-	1	1	-	-	-
Not interested in "	20	52	13	42	50	59	15	37	22
Total women in age group	65	65	65	65	65	65	65	65	65
Over 60 Years									
Officer or Leader	4	-	2	-	2	-	7	-	2
Active Member	7	-	14	2	4	1	16	3	5
Non-Active member	5	2	5	2	2	1	2	1	-
Interested in Membership	-	-	-	-	-	-	-	-	-
Not interested in "	11	21	4	19	17	21	5	19	18
Total women in age group	23	23	23	23	23	23	23	23	23

The information was tabulated according to the degree of activity by age groups.

The clubs, activities, and/or organizations were classified according to purpose.

The table shows there were 35 women in the under 30 years of age group, one participated as an officer of a civic organization, one as leader of a creative art group, one of a fraternal order, one recreation and sport, three, religious, and four in other organizations not falling under the eight classifications.

The rest of the table is interpreted in the same manner.

Following the analysis of the overall participation of women college graduates in community activities, it seemed a total or summary table was necessary to complete the investigation. Table XIII shows the percentage analysis of the age groups by degree of activity.

TABLE XIII
ANALYSIS OF TOTAL PARTICIPATION

DEGREE OF ACTIVITY	Percentage of Participation According to Age Groups			
	Under 30	30 to 44	45 to 59	60, and Over
Officer or Leader	3.4	9.7	13.6	8.2
Active member	14.9	24.5	33.1	25.1
Non-active member	3.4	12.2	12.5	9.7
Interested in membership	7.3	8.8	1.3	---
Not Interested in "	74.4	54.5	53.1	65.2
Total	100.0	100.0	100.0	100.0

Among the group of young women under 30 years of age, 3.4 per cent participate as officers or leaders of community organizations, clubs, and/or activities. There were 14.9 per cent of this group of women who indicated they were active members, while 3.4 per cent checked that they were non-active members. The fact that only 7.3 per cent of the young college women checked the item interested in membership when 74.4 per cent of the group either checked not interested in membership, or failed to respond to the question seems to point up the need for encouragement of civic responsibility.

The figures for most of the items increased somewhat in the next age

group. There were 9.7 per cent of these women who checked they were officers or leaders, 24.5 per cent who checked they were active members, 12.2 per cent who checked as non-active members, 8.8 per cent who checked that they were interested in membership, with only 54.5 per cent checking not interested. The highest participation of women college graduates in the community of Stillwater was in the group of women of ages 45 to 60 years of age. Thirteen and six tenths per cent of these women were officers or leaders, 33.1 per cent of them active members, 12.5 per cent of them non-active members, 1.3 per cent interested in membership while 53.1 per cent either failed to make a reply or were not interested.

The older women of the ages 60, and over were more active in community participation than the younger women. The tabulation shows that 8.2 per cent of these older women were officers or leaders of organizations, 25.1 per cent active members, 9.7 per cent were non-active members, and 65.2 per cent made no reply or marked not interested. These percentage figures show only the activities of the respondents for it is known that there are some women college graduates actively participating in the community who did not care to aid in this study or whom the investigator failed to contact.

One of the items included in the second part of the questionnaire dealing with participation in community activities as youth leaders may have been out of place from certain viewpoints. However, leadership of such organizations as Girl Scout or 4-H Club has a definite place in community life today. Many college women graduates are assuming such leadership and more with ability to work with youth should be encouraged to use their specialized training in this way. Table XIV shows how the women in this investigation checked their degree of participation as youth leaders.

TABLE XIV
LEADERSHIP PARTICIPATION

DEGREE OF ACTIVITY	By age groups			
	Under 30	30 to 44	45 to 59	60, and over
Officer or Leader	--	20	14	3
Active member formerly	8	25	19	5
Interested in leadership	4	8	3	-
Not interested in "	23	44	43	8
Total women in group	35	77	65	23

Those women who were active members in youth organizations formerly are now officers and leaders. The highest participation being shown is in the 30 to 44 age group of women college graduates.

In this day of specialization it has become customary and almost necessary for individuals to be associated with a professional organization in their field of endeavor. In the case of the college and university woman graduate the American Association of University Women would be one logical organization.

Three years ago Althea K. Hottel, while speaking of the purposes of the American Association of University Women, said in an address to the State Presidents:

In the beginning of the Association, there was faith in women, a conviction about their capacities as scholars and as first-class citizens, as well as homemakers. There was a concept among the founders that led them to envision what educated women could do together. . . Those words, found in our charter, are key to the very being and substance of the Association. They make it evident that the American Association of University Women is not a social organization, although the fellowship of educated women cannot help but pertain as a corollary. . . . Our status as the only large woman's organization in the country incorporated for educational purposes.⁵

⁵ Hottel, Althea K. "AAUW Purposes and Program. . . A Restatement" Journal of American Association of University Women XLII (Fall, 1948) Vol. 42. p. 1

The American Association of University Women is also concerned with developing modern programs and new techniques in adult education. They believe in wider opportunities for youth activities, and a definite stimulation of interest of young women in civil, national, and world problems.

In this investigation it was considered important to show an analysis of the participation in the Stillwater branch of the American Association of University Women of the 200 women college graduates concerned in this study. Table XV shows this information according to the degree of activity by age groups.

TABLE XV
ANALYSIS OF PARTICIPATION IN THE AMERICAN ASSOCIATION OF
UNIVERSITY WOMEN

DEGREE OF ACTIVITY	Distribution According to Age Groups					Total	Per Cent
	Under 30 Years	30 to 44	45 to 69	60 and over			
Officer or Leader	-	7	6	1	14	7.0	
Active Member Now	5	19	17	5	46	23.0	
Member Seldom Attend	1	3	5	2	11	5.5	
Active Member Formerly	7	22	19	5	53	26.5	
Interested in Membership	6	5	-	1	12	6.0	
Not Interested in "	4	4	1	-	9	4.5	
No Response	12	24	23	10	69	34.5	
Total women in age group	35	77	65	23	200	100.0	

In the analysis of participation in the above table there were 14 of the women, or 7 per cent answering as officers or leaders. Forty-six, or 23 per cent were active members and 11 or 5.5 per cent were inactive members at the time of the investigation. The table shows five of the active members were under 30 years of age, 19 between 30 to 44 years of age, 17 between 45 to 69 years of age, and five were 60, or over years of age. It should also be noted in the above table that 12 of the 35 women in the under 30 years of age group made no response to

the question, 24 of the 77 women in the 30 to 44 years of age did not check this item on the questionnaire, 23 of the 65 women in the 45 to 59 age group and 10 in the 60, and over age group making a total of 69 or 34.5 per cent of the total participants.

At the time of the investigation there were 95 names on the mailing list of the local branch of the American Association of University Women. Yet only 57, or 28.5 per cent of the 200 respondents indicated that they were members of the association. Thus it is evident that 60 per cent of the total membership assisted in making the study. It was not the purpose of this study to determine which clubs, organizations, and/or activities are best for women college graduates but it is quite apparent that many of them may not be aware of the benefits of being a member of this type of professional association. This may also account for the fact that of the approximately 435 known college graduates living in Stillwater only 95 or 21.8 per cent are members of the American Association of University Women.

In a discussion of women, Margaret Mead has written about two dangerous types in American culture -- the discontented and those who have no challenge for participation in every day affairs. Another mentioned by Althea K. Hottel is:

I submit to you there is a third type of woman who is important in America, the woman who by virtue of her education, her skills, her experience, and her judgement can raise the cultural sights of her family and can contribute to their psychological and emotional well-being. She is the woman too, who brings to her profession or business a wider range of vision. She is the woman who is politically literate, who is conscious of her responsibility as a citizen in a democracy, and who does something about it.⁶

The questionnaires returned indicated that many of the 200 women college graduates are active in Stillwater Community Organizations. It is hoped future

⁶ Ibid. p. 2,3.

investigations will show the number is increasing as each year's women college graduates take their place in the community.

CHAPTER IV

IMPLICATIONS AND RECOMMENDATIONS

If the values people hold are shown by their participation in the promotion of common concerns then the basis of democracy as a way of living depends upon the unique worth of the individuals within its limits. In this respect the worth of an individual is not measured in terms of dollars and cents but by his contributions to the home, the neighborhood, the community, the state, the region, and the nation, which he inhabits.

Education for democracy aims to develop individuals who have respect for others and faith in the future. The individual, who uses his intelligence in earning a living, who is a cooperating member of group activities, who has courage, who has mental strength and moral stamina to attack simple as well as complex problems with solutions that are workable is justifying his position as a useful member of a democratic nation.

Current literature indicates that many college graduates may not be securing the necessary requirements for advancing the democratic way of living. Suggestion for revision of college curricula has been one of the main subjects of discussion among the faculty members of most colleges in recent years. Some colleges are beginning to realize that democracy will not long survive unless American schools expend more effort in preparing their students for the tasks of citizenship and community participation.

Leadership training is not necessarily acquired with a college degree, neither does the knowledge which college graduates gain from books guarantee them the ability to solve community problems but it should develop a sense of value and direction. However if theory is all that college women are receiving in their four years of training then educators are failing to accomplish the

full purpose for which institutions of higher learning are designed.

If women are to take a leading part in post college activities they should have had some leadership experiences in college. Too often leadership opportunities in college are geared for the wealthier classes. Many young women who had no chance for leadership training before entering college or during their college days prefer to drop out of community activities rather than learn by the trial and error method. Learning continues for normally intelligent individuals throughout life but when college trained women relax after graduation they are more likely to lose their initial chance to keep abreast of the community activities in which their families are an integral part.

Assuming leadership in areas where there is a special need for trained minds is the college graduate's responsibility. What the world needs today is individuals with educational experiences that prepare them to be contributors in a family, a community, the state, the nation and the world. Thus experienced college women who are concerned about the future have the opportunity and should have the desire to suggest real experiences which will be of practical value in the education of their children.

Many women are capable of doing a wide variety of jobs, while for some a home will be sufficient. Regardless of her role in life every woman college graduate should want to fulfill her community obligation by taking a part in civil life even at the price of giving up some personal comfort or leisure.

This study showed that some college trained women are discharging a number of responsibilities to the community of Stillwater. The proportion of younger women, those under 30 years of age, who could be called contributors to the community, was low. There is probably no single factor which can accurately explain this situation. Within this age group it was found that careers, home responsibilities with or without care of children or dependents could mean

that little or no time was left for participation in community activity. Not all women want employment outside the home, whereas there are some who prefer to spend their earnings to pay others for performing the duties which normally are considered responsibilities of the homemaker. The successful functioning of a community organization depends to a large extent upon services performed voluntarily by its members. Remuneration for volunteer work is all too frequently not valued in terms of cash but in personal satisfactions or benefits derived from one's interest in the task performed. In this age group there was but 28.5 per cent of the respondents who support organizations either as officers or leaders or as active members.

Some basis for understanding the contributions of women to community activities was evident when information in the questionnaire was checked. The study showed that 73 per cent of the women had been or were married; that 50 per cent of the respondents have children. Family responsibilities may or may not prevent participation in community activity. It was found that 55.5 per cent worked away from home full-time and 7.5 per cent of them part-time. It could not be determined whether the 19.5 per cent of those who lived alone had family responsibilities. Changes as to financial circumstances, age or health might be factors affecting participation in community activities. The percentage of women college graduates who support organizations either as officer, leader, or as active members show an upward trend in all age groups up to and including the age of 59 years.

The geographic representation of colleges attended, Table IX, showed the majority (67.5 per cent) of the women had graduated from Oklahoma institutions. The next highest numbers were from the neighboring states of Missouri, Kansas, Texas, and Iowa, respectively. The study showed 3.4 per cent of the women under 30 years of age, 9.7 per cent of the 30 to 44 age group, 13.6 per cent of the

forty-five to 59 group and 8.2 per cent of the 60, and over age women participated as officer or leader. Active membership was indicated by the following numbers: 14.9 per cent of the under 30 years, 24.5 per cent of the 30 to 44 group, 33.1 per cent of the 45 to 59 group and 25.1 of the 60, and over, age women. The highest participation as officers and as active members was found in the 30 to 44 age group of women college graduates. The largest number of respondents (38 per cent of the 200 women) was also in this age group.

It was thought that the results of such a study might furnish information for further research which would be of value in curriculum revision or guidance. The replies showed that most of the courses the women selected as necessary preparation are included in the present courses of study but are not on the required list. This seems to indicate that students should have more careful guidance in selecting elective courses, that they should be encouraged to carefully think through their needs as prospective community participants.

The questionnaire developed secured a great deal of the desired information. However, with little revision it could be used in a study of all of the women in the community instead of being limited to college graduates. In 1949, Avis Nowlin Leach in a piece of research concerning membership, purposes, and activities of women's organizations learned that Stillwater was not over-organized. Mrs. Leach found that 37 per cent of the 6,153 women of Stillwater at that time were members of 98 organizations. Some of the women college graduates in this study are included in the 37 per cent while many of them likely are in the 63 per cent who did not indicate they participated in community organizations. That there was a need for more organizations to reach the women not now participating but would like to be active in some interest group was evident in Mrs. Leach's study and may be indicated in this investigation. It is true that there is a duplication of membership in many of the clubs in Stillwater, yet 63 per

cent of the women living in the city do not belong to any organization. It seems women need to do some careful evaluating of leisure time in order to choose wisely those activities wherein they can participate well rather than belong to so many they participate poorly.

Modern trends in education show many colleges are taking steps to meet the needs of college women by adding new courses or revising old ones. Kansas State College of Agriculture and Applied Science in Manhattan, Kansas has grown curriculum conscious to the extent they have a six year project in progress. All schools have been involved but the school of Home Economics has taken the lead and every staff member has had a significant part. As stated by Lucile Rust, "In the college study the concern was with the general education of the curriculum, in the school of Home Economics it was total curricula."¹ Recently Carnegie Corporation has made it possible for Columbia University to conduct a two-year experimental project for improving the teaching of American Citizenship, while at Barnard College for Women, in New York City, college credit is given for work in nursery schools, hospital or social agencies. In Winter Park, Florida at Rollins College a community Service Committee of students provides regular volunteers for local and social-welfare programs. Many more examples could be given.

Probably at the present the most outstanding of the pioneers in this new field of education for women is Mills College, located in Oakland, California. The president, Dr. Lynn White Jr. has long held the belief that individual community responsibility should be taught as part of women's education. In the words of Dr. White, "Modern education allows young women to flounder before finding a niche in their communities. Many never find one. Why not put the

¹ Lucile Rust, "A College Grows Curriculum Conscious" Journal of Home Economics Vol. 41, # 4 (April 1949) p. 187.

training and implements into the capable hands of our young citizens while they are still in college?"²

The plan used by Mills College could be revised for use in other colleges for the purpose of developing a pattern to meet the needs of their young women. At Mills College it is believed that the problem of finding time to be a good citizen is a very common one. Former graduates were invited to the campus to tell how they do it. These young matrons are in a position to give the undergraduate student an insight as to the problems of fitting a pattern of community service into homemaking.

This new department at Mills College, called Volunteer Community Service, was established when Dr. White invited Mrs. Allen Charles to chair the department. Mrs. Charles has this to say about the course:

This is housekeeping beyond the door mat; it is training to avoid needless waste of skills and leadership. Every woman must accept her share of public responsibility if she hopes to protect her family from community ills that have been left untreated.³

The Volunteer Community Service Course which is taught at Mills College gives basic training in (1) Social welfare (2) Education (3) Community, and (4) Political activities. Use is made of the background information the young women have gained from their classes in sociology and political science. In speaking of her teaching, Mrs. Charles says:

I try to give my students the practical details of (1) how to enter volunteer work right after college (2) how to keep skills and interests alive when children are young and (3) how to use mature leadership-skills when more time is available.⁴

² Margaret Hickey, "Training for Citizenship . . . at Mills College," The Ladies Home Journal, LXVII # 6 (June, 1950), 23.

³ Ibid., p. 23.

⁴ Ibid., p. 23.

A more advanced course that includes practical leadership experiences is also offered at Mills College. It is quite evident that many young women will marry soon after leaving college and never use their professional training except on a volunteer basis. Modern trends of younger women's activities indicate little or no interest for "volunteering" even though their own families have set them excellent patterns to follow.

If more colleges could educate their students to believe that community service is not, "busy work" for older women who have nothing else to occupy their time but a "must" for all thinking women with such training. Since women's organizations are gaining more influence in the formation of public opinion and foreign policy women today have a great opportunity to act with intelligence and vision. Participation in community affairs need not cause women to neglect their homes and their families but should provide them with the challenge to so plan and manage their family living activities that they still have time for some active participation in community affairs.

If more educators would see the necessity of teaching community organization in a practical way in order that students know how to get specific jobs done at the local, state, national, and international level. Women need to know how to take their rightful place on the executive and other committees or volunteer groups which serve their community. Where else but in college could the young women who are to become the future members of and parents in the community secure training in community service and management?

As she spoke to one session of the Volunteer Community Service Course, Mrs. Charles used these words:

You can never be apathetic again about your community. You can never sit back and accept bad conditions. If the Saturday movies are bad for your children you'll work with the PTA to get better ones. You'll use the volunteer strategy you learned and practiced in college to improve your piece of work in the world neighborhood.⁵

⁵ Ibid., p. 161.

Although Mills College has been carrying on in this new field of education for women there are other colleges that are also including many new courses in their curricula pertaining to community leadership. Ten years from now if this investigation were made again in Stillwater, Oklahoma the results likely would be entirely different.

The serious business of living in today's changing world may impose upon a woman the need to do a man's work, carrying all of the responsibilities that come with financial independence. Regardless of what role she is called upon to play, she owes it to herself and to the community to make a contribution for the preservation of the democratic principles of the land.

BIBLIOGRAPHY

- Arnold, Dorothy L. "How Democratic Are Our Universities?" Journal of the American Association University Women. XLI, No. 2 (Winter, 1948) 82.
- Bode, Boyd H. Democracy as a Way of Life. New York: The Macmillan Company, 1939.
- Brown, Clara M. Evaluation and Investigation in Home Economics. New York: Crafts, 1941.
- Brown, Clara M. Home Economics in Liberal Arts Colleges. Distributed by the American Home Economics Association, Washington D.C. Revised 1945.
- Brown, Ina Corinne. "Equating Privilege with Social Obligation." Journal of the American Association University Women. XLII No. 2 (Winter, 1949) 67.
- Deegan, Dorothy Yost. "Education for Spinsters." Journal of the American Association University Women. XLI No. 4 (Summer, 1948) 212.
- Dewey, John. Democracy and Education. New York: The Macmillan Company, 1916.
- Dewey, John. How We Think. Boston: D.C. Heath and Company. 1933.
- Farmer, Hallie. "Current Trends in Educational Administration." Journal of American Association University Women. XLII No. 4 (Summer, 1949) 210.
- Federal Security Agency, U. S. Office of Education. "Curriculum Development in Home Economics in Six Colleges and Universities." Misc. 2307, Washington D. C.
- Foster, Robert C. and Wilson, Pauline Park, Women After College. Columbia University Press 1942.
- Frazier, George Willard and Armentrout, Winfred D. An Introduction to Education Chicago: Scott, Foresman and Company 1924.
- Fults, Anna Carol. "The Fourth 'R'" Colhecon, (February, 1948) 5.
- Hickey, Margaret. "Training for Citizenship -- at Mills College." The Ladies Home Journal, LXVII No. 6 (June, 1950) 23.
- Hickey, Margaret. "Beyond the Door Mat." The Ladies Home Journal. LXVII No. 6 (June, 1950) 23.
- Hickey, Margaret. "How Good is Yours?" (School Boards) The Ladies Home Journal. LXVI No. 10 (October, 1949) 23.
- Hickey, Margaret. "Finding Your Community Project." The Ladies Home Journal. LXVII No. 2 (February, 1950) 23.
- Hickey, Margaret. "League of Women Voters . . . Tulsa Oklahoma." The Ladies Home Journal. LXVII No. 4 (April, 1950) 23.

- Hopkins, Thomas L. "Emerging Emphases as to Learning."
- Hopkins, Thomas L. "Interaction, The Democratic Process."
- Hottel, Althea K. "A.A.U.W. Purposes and Program. . . A Restatement." Journal of the American Association of University Women. XLII No. 1 (Fall, 1948) 1.
- Hutchison, C. B. "Home Economics: Education for Living." Journal of Home Economics. XLI, No. 7 (September, 1949) 353.
- Johnston, Mrs. Eric. "Keep up with your Husband." Today's Woman, XIX No. 113 (March, 1949) 43.
- Kenyon, Dorothy. "The Awakening of Women." Journal of American Association of University Women, XLII No. 1 (Fall, 1948) 9.
- Komarovsky, Mirra. "Measuring the Yardsticks." Journal of American Association of University Women. XLI No. 4 (Summer, 1948) 209.
- Leach, Avis Nowlin, A Study of Membership, Purposes, and Activities of Women's Organizations in Stillwater, Oklahoma. An Unpublished Thesis. Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, 1949.
- Leahy, Dorothy. "Trends in Homemaking." Journal of Home Economics XLII No. 4 (April, 1950) 269.
- Lutz, Alma. "Women's History. . . Background of Citizenship." Journal of American Association University Women. XL No. 1 (Fall, 1946) 6.
- Lyle, Mary S. Adult Education for Democracy in Family Life. Ames, Iowa: The Collegiate Press Inc., 1944.
- Martin, Everett Dean. The Meaning of a Liberal Education. New York: W. W. Norton and Company Inc., 1926.
- Mead, Margaret. "The Higher Education Survey." Journal of the American Association of University Women. XLIII No. 1, (Fall, 1949) 8.
- Mead, Margaret. "The Teachers Place in American Society." Journal of the American Association University Women. XL No. 1 (Fall, 1946) 3.
- Overstreet, H. A. A Guide to Civilized Loafing. New York: W. W. Norton and Company Inc., 1934.
- Pollard, Belle. Adult Education for Homemaking. New York: John Wiley and Sons, Revised 1947.
- President's Commission on Higher Education. "Higher Education for American Democracy." New York: Harper and Brothers Publishers, 1947.
- Quillen, James I. and Hanna, Lavone A. Education for Social Competence. Chicago: Scott, Foresman and Company, 1948.

- Kiley, Susan B. "Education, The Tool of Society." Journal of the American Association University Women. XL No. 4 (Summer, 1947) 208.
- Rust, Lucile. "A College Grows Curriculum Conscious." Journal of Home Economics. XLI No. 4 (April, 1949) 187.
- Raths, Louis and Fleck, Henrietta. "Clarifying Operations of Teaching." Practical Home Economics. XXVII No. 8 (October, 1949) 502.
- Rummell, Frances V. "What's the Matter With Our High Schools." The Saturday Evening Post. CCXXII No. 27 (December 31, 1949) 19.
- Smith, Elinor Goulding. "My Revolt Against the Machine Age." Today's Woman. XXI No. 125 (March, 1950) 29.
- Spafford, Ivol. "Charting Our Future." Journal of Home Economics XL No. 1 (January, 1948) 5.
- Spafford, Ivol and Others, "Building a Curriculum for General Education." Minneapolis, Minn: The University of Minn. Press, 1943.
- Spafford, Ivol. A Functioning Program of Home Economics. New York: John Wiley and Sons, Inc., 1940.
- Spafford, Ivol and Others. "Home Economics in Higher Education." American Home Economics Association. 1949.
- Stoddard, George D. On the Education of Women. New York: The Macmillan Company. 1950.
- Stoddard, George D. "Womans Future Education." Journal of Home Economics. XLIII No. 4 (April, 1950) 259.
- Swensen, Dorothy Entwistle, "New Career for College Girls." The Ladies Home Journal. LXVI No. 5 (May, 1949) 11.
- Tate, Mildred T. "Family Life Research for the Home Economist." Journal of Home Economics. XLI No. 4 (April, 1949) 182.
- Thompson, Dorothy. "Race Suicide of the Intelligent." The Ladies Home Journal. LXVI No. 5 (May, 1949) 11.
- Thompson, Dorothy. "Our Schools Are What We Make Them." The Ladies Home Journal. LXVII No. 4 (April, 1950) 11.
- Thompson, Dorothy. "Are College Women Getting Educated." The Ladies Home Journal. LXVI No. 10, (October, 1949) 11.
- Todhunter, E. Neige, "Higher Education Challenges Home Economics." Journal of Home Economics. XLI No. 6 (June, 1949) 299.
- Vincent, Elizabeth Lee. "Serving Present and Future Generations." Journal of Home Economics. XL No. 1 (January, 1948) 11.

- Vincent, Elizabeth Lee. "How Each of Us Affects the World Community." Journal of Home Economics. XL No. 7 (September, 1948) 53.
- Walsh, Letitia. "Thinking Doesn't Come Naturally." Practical Home Economics. XXVII No. 5 (May, 1949) 254.
- Warren, Constance. "What do you Think About your College Education?" Journal of the American Association of University Women. XLII No. 1 (Fall, 1943) 32.
- Warren, Constance. "What do you Think of College?" Journal of the American Association of University Women. XLI No. 4 (Summer, 1948) 222.
- Warren, Constance. "For What Are We Educating Women?" Journal National Association of Deans of Women. VII No. 4 (June, 1944) 152.
- Wescott, Regina H. "Good Working Relationships." Practical Home Economics. XXVII No. 8 (October, 1948) 500.
- White Jr., Lynn. "Educating Our Daughters." (Education In the News) Journal of the American Association of University Women. XLIII No. 3 (Spring, 1950)
- White Jr., Lynn. "New Yardsticks for Women's Education." Journal of the American Association of University Women. XLI No. 1 (Fall, 1947) 1.
- Williamson, Maude, and Lyle, Mary S. Homemaking Education in the High School. New York: D. Appleton-Century Company, Inc., 1941.
- Williamson, Maude and Lyle, Mary S. Homemaking Education for Adults. New York: D. Appleton Century, Crafts Inc. 1949.
- Woodhouse, Chase Going, "Education of Women as Persons." Journal National Association of Deans of Women. VII No. 4 (June, 1944) 157.
- Yoder, Robert M. "Are Gadgets Replacing the Housewife?" The Saturday Evening Post. (April 23, 1949) 36.

THESIS TITLE: A Study of the Community Activities of Women
College Graduates living in Stillwater, Oklahoma

THESIS ADVISER: Anna May Johnson

The content and form have been checked and approved by the author and thesis adviser. "Instructions for Typing and Arranging the Thesis" are available in the Graduate School office. Changes or corrections in the thesis are not made by the Graduate School office or by any committee. The copies are sent to the bindery just as they are approved by the author and faculty adviser.

NAME OF TYPIST: Carol Ealy