

## Social Factors and OSPE Scores for 46 Women Enrolled in the University of Oklahoma Fall Semester 1951

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The Women's Quadrangle at the University of Oklahoma is the residence of approximately 800 girls enrolled in school. There are four large buildings clustered around a central cafeteria and lounge. Each building is divided into four houses, with each house having a capacity of 52 girls. Every one of the sixteen houses in the Quadrangle is a separate unit with its own student government and Graduate Resident Counselor. This Resident Counselor is in charge of the house, and serves not only as house mother, but assists with student government and social activities, and is responsible for the welfare and counseling of the girls in their off-campus life.

Two of the buildings, or eight houses, house freshmen girls only. The other houses serve upperclass women and graduate students. These houses consist of sophomore, junior, and senior women. Each girl is given the opportunity to request the house in which she wishes to live and the room and roommate she desires.

The house surveyed in this study is an upperclass house. There are 46 women living in the house, all of whom are independents, that is, none are affiliated with a sorority on the campus.

The dormitory houses 13 girls this fall who also lived there last year. There are 12 girls who transferred to the university from another college. Of the transfer students, only three are new to the University this semester. There are nine seniors, six of whom transferred to OU after their freshman year. The juniors number eight. Of the number, two are transfer students. All twenty-nine sophomores are new to this particular house. There are three transfer students, two of whom transferred to the University this fall from other colleges.

The average age for seniors is 21 years, for juniors, 20 years, for sophomores, 19 years. The average age of all the girls in the house is about 19½ years. The range in ages is from 18 to 22.

The pre-college residential environment is varied from small towns of under 500 population to cities of over 100,000. The largest percentage covers cities of 100,000 and over, with 43% having residence in Oklahoma City and Tulsa. The second largest percentage comes from towns of 2,500 to 5,000 population with 24% of the women studied living in these areas.

<sup>1</sup> Also includes survivor beneficiaries.

The size of each girl's graduating class in high school seems to be a factor in her grades and the scores she made on the entrance examination, as well as the number of activities in which she participates. The largest percentage, as would be expected, falls in classes numbering between 600 to 699 students. This is the usual size of classes in Oklahoma City schools. Of the group, 28% fell in this category. The next largest number of women studied is the high school class size numbering 50 to 99 students, which included 22%. In classes of 30 to 49 students the percentage of the total number of students is 17%. The range in size of classes is from under 15 students to 776 students. Two women are from graduating classes numbering 13 students and one woman is from a class of 776 students.

There is evidence that these 46 women came to the university with good grades. Of the 46 women in the survey, 13% ranked first in their high school graduating class in grades. There were 6% who ranked second in their class, and 17% who ranked in the top ten per cent of their graduating classes. However, 52% of the women came from schools where no ranking according to grades was done.

High school grades were reported in over-all-years average form. About three-fourths of the 46 women studied graduated from high school with a "B" average. Grades at the university are a little lower, generally speaking, with 50% having an over-all semester average of C. Only two per cent had an "A" average in college compared to 25 per cent who graduated from high school with all "A's".

The Ohio State Psychological Examination is given to all freshmen students at the University of Oklahoma during their first enrollment period. This test is for measurement of the individual students' aptitude for college work. Only 68 per cent of the women studied entered as freshmen at the University of Oklahoma. The range in the grades is from the low decile score of 1 to the maximum score of 10 on the examination. The highest percentage of the women in this study have a score of 7, with 15 per cent of the total number having this score. This is a better than average score, as a grade of 5 should be considered average. The median for the women in the study is six. Those women students who scored below 5 on the examination are 31 per cent of the total number. Actual grades in college show that 61 per cent of the women have less than a "B" average, and 11 per cent less than a "C" average. Women with all "A's" in college composed two per cent of the total. Only two per cent of the total achieved the maximum decile score on the entrance test. The woman who has the "A" average is a transfer student with OSPE score unavailable. The student who made the maximum score on the test is a "B" average student.

The women are enrolled in college in 15 different major areas of interest. No major subject has been chosen by 13 per cent of the total number of women. The College of Education is training 17 per cent of the women, and 11 per cent are concentrating on Secretarial Science. Home Economics claims 9 per cent and Music and Social Work have 7 per cent. Other fields are usual avenues of interest for women with the exception of one woman, who is enrolled in the College of Engineering. This is the student with the previously mentioned "A" grade average.

As activities in high school and college seem to have some relationship to grades, an attempt was made to tabulate the number of activities and study the results. The activities include all types of clubs, offices and committees which would be found in the average high school. College activities are mostly departmental clubs, music organizations, intramural activities and student government committees and offices. The range in number of activities in high school is from no activities to 18 activities. In both minimum and the maximum, only one woman reported that this was her record. Fifteen per cent participated in only two activities. Thir-

teen per cent reported six activities and 9 per cent reported three and four activities respectively. College results show 33 per cent of the women students participate in no activities. Two activities is the count for 20 per cent of the group.

Dating habits in high school are interesting to note. The information was gathered by asking the students to estimate the average of the number of times they dated per week during the school year. Most students dated twice weekly in high school. About one-third declared this to be their habit. Only 9 per cent did not date in high school, compared to 21 per cent who declare that they do not date in college. Of the total, only one "went steady" in high school, and only one woman was engaged. College statistics for these women shows that six "go steady," four are engaged and one woman is married.

Financial support comes predominantly from the student's parents. Almost 37 per cent receive all of their spending money, fees, and housing costs from their parents. About one-third of the students have no specific allowance for expenses, but operate from checking accounts, and they receive "what they seem to need or desire." Nearly one-fifth of the women have monthly allowances for spending money. This amount, which ranges from \$20 to \$50 per month, is given in addition to housing costs, fees and clothes. Four girls operate on a yearly budget of between \$800 and \$1400. Part-time employment helps ten girls to stay in school. Scholarships were received by one-fifth of the students. Only six girls are wholly self supporting; these girls derive their income from part-time employment and scholarships. The remaining women are receiving their financial support from their parents and part-time work, or from their parents and scholarships.

A study of the educational backgrounds of both parents of the 46 women students gives the following results: The largest percentage is high school graduates with 32 per cent of the parents holding diplomas. College graduates number 23 among parents of the women in the study, with four fathers holding master's or doctor's degrees. One-fifth of all parents are college graduates and 67 per cent have one or more years of college. The distribution in years of education for fathers and mothers is almost equal, with the exception of the postgraduate work.

This part of the study was expanded to include the number of parents who had attended the University of Oklahoma. Of the 53 parents who attended a college, 20 were enrolled at the University of Oklahoma. Twelve of the 20 hold a degree from OU.

Number of siblings in the women's families was also noted. Twelve, or one-fourth of all the women in the study, were only children in their families. Nine of the women have one sister; five have one brother. The largest family is two brothers and three sisters. The number of siblings of college age totals 47. Nearly one-third of these brothers and sisters have attended or are attending the University of Oklahoma. Ten of them are graduates of OU.

Leisure time activities were also studied. These activities were defined as those which the women students maintain to occupy hours not spent in class or at study. Four of the women stated that they had no leisure time. All of these women are wholly self-supporting. Reading was listed by 57 per cent as the way they spent their time. Fiction and magazines were the types of literature chosen. About one-third stated that they like to sleep whenever extra hours were available. Talking, that is impromptu discussions with other women students, was listed by one-fourth of the students. Other major activities included sports, music and listening to phonograph records, arts and crafts projects (knitting, crocheting, etc.).

and listening to the radio. Also listed were card playing, writing and dancing.

Several generalizations can be made from this study. As would be expected, since Oklahoma is essentially a state composed of smaller communities, the majority of the girls are from towns of under 100,000 population. Most of the girls graduated from high school classes of under 200 students. A large percentage of the women studied come from homes where the parents and siblings are college trained.

Financial strain is not felt in the majority of cases. Those women students who work their way through college seemingly do not allow the strain to show on their grades, or their extra-curricular activities.

The average decile score for the total number of girls who took the Ohio State Psychological examination is 6.

The majority of women do not date as much at college, nor do they have as many activities as they had in high school. They are pursuing major subjects in fields where employment possibilities are readily available.

This study was made primarily as an aid to the counselor for the house where these 46 women reside. The information contained in this study is in actual use by the counselor.

It would seem that there is a place for further study in this area. The statistics presented are for one house only. How this house compares with other houses in the Quadrangle is not known and can only be surmised. How these women students in the Quadrangle would compare with women living in sorority houses is also unknown.

Comparisons between the factors presented for this university and other schools in the southwest would be of interest and possibly of some significance in the field of dormitory counseling. It is to be hoped that a study of wider scope can be completed for women on the University of Oklahoma campus.

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