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## ABSTRACT

This report contains 3 studies made by the Commission on the Status of Women at Kansas University. The first is a survey of the number of female students and faculty members in 7 historically male-dominated schools--Architecture, Business, Engineering, Journalism, Law, Pharmacy, and Social Welfare. The Deans and Assistant Deans of these schools were interviewed regarding the participation of women in their departments, in terms of involvement in honorary societies, scholarships awarded, placement services, dropouts, and specific fields chosen. There seemed to be no substantive proof of overt academic discrimination against women. The second study is a report of the Scholarships Awards Committee, which investigated the selection and granting of financial assistance to students. The records indicated that women were awarded National Defense Student loans as often as men. The last study is an analysis of freshmen women responses in interviews on factors influencing their choice of a residence hall. The freshmen were given a preference card on which they could express their preference for one of four living plans: all women's halls with or without closing hours, and coeducational halls with or without closing hours. (AF)

EDO 43315

REPORTS OF  
ASSOCIATED WOMEN STUDENTS  
COMMISSION ON THE STATUS OF WOMEN  
1969-1970

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# Commission on the Status of Women

220 Strong Hall  
Lawrence, Kansas  
66044

## Reports of Associated Women Students Commission on the Status of Women

The main objective of the A. W. S. Commission is to investigate the discrimination against women present in the college world, to educate the women students to this existing problem, and to serve as a watchdog in ferreting out cases of discrimination. This year the Commission has divided the research into three main areas: (1) departmental screening, (2) financial aid, and (3) freshman hall selection (study of thought processes). In addition to these specific studies, the Commission has been active in investigating cases of discrimination against women, for example, by company representatives who are recruiting new employees from the University of Kansas and then working to correct these inequities. Members of the Commission also were instrumental in removing the stipulation that the husband must be a student in order for a family to be eligible to live in Stouffer Place, the University married student housing.

Connie Leonard  
Collette Kocour  
Shannon Stimson  
Pat Rich

Shelle Hook  
Patricia Gribben  
Kathy Vrentas  
Mary Cleveland

Pam McCann  
Kaye Loy  
Martha Dalton  
Joan Atterbury

Suzy Boccell, Chairman of the Commission on the Status of Women

REPORT: DEPARTMENTAL SCREENING  
K.U. COMMISSION ON THE STATUS OF WOMEN

In November, 1969, the Kansas University Commission on the Status of Women, advised by Dean Emily Taylor and chaired by Suzy Bocell, began a study of the academic role of women at the University. The Commission, under the auspices of Associated Women Students, interviewed the Deans and/or Assistant-Deans of each of eight schools at the University of Kansas. Those departments are as follows: Law, Business, Engineering, Journalism, Architecture, Education, Pharmacy, and Social Welfare. Subsequently, the forty-three different departments of the College were surveyed. In this way, the Commission hoped to gain an accurate sampling of the positions of women in each department.

Factors which influenced the selection of data and the criteria of judgment came from statistics showing the woman's role strictly as a qualified student seeking equal opportunity for a higher education. Thus, the initial hypothesis of the study was that no evidence of discrimination on the basis of sex would be found.

The primary goals set by the departmental screening committee were: 1) to show what fields of study a majority of women

pursue and what fields they tend to avoid or reject. 2) to compare the numbers of women to men in the historically viewed "mens'" areas of education----Law, Business, Engineering, Architecture, etc., 3) to report the interpreted attitudes of nine departmental Deans as to their overall view of women in their respective fields.

It was of major importance to all the members working on the Commission to disregard their own opinions or biases and to report only the facts. All conclusions must be drawn by the reader. For this reason, the obvious questions of why a woman chooses one field over another and whether her choice is due to any form of discrimination, remain unanswered.

In the following section of the report, the Deans or Assistant Deans of seven Schools were interviewed as to the participation of women in their respective departments. These Schools were chosen because they represent historically male-dominated fields.

## School of Architecture

Dean Charles Kahn

### Statistics:

Fall 1969: 269 men and 8 women are enrolled

	<u>1st year</u>	<u>2nd year</u>	<u>3rd year</u>	<u>4th year</u>	<u>5th year</u>
Men	65	76	63	56	36
Women	2	3	3	0	0
totals	67	79	66	56	36

1969 Graduating Class: 25 men and 1 woman

No. of women faculty members: 0

                      
The following information was obtained in an interview with Charles Kahn, Dean of the School of Architecture.

According to Dean Kahn, there is no general attitude either pro or con as to the participation of "gals" (women) in the School of Architecture. Architecture itself according to Kahn, tends to de-sex women- they seem to become "one of the boys." Architecture is a difficult program as far as time is concerned. Because it is so demanding it might prove too difficult for a woman living under time-restrictions as a wife, etc.. Nevertheless women are welcomed to architectural school.

When asked what advantages or disadvantages women face in architecture, Dean Kahn stated only that it could tend to de-sex them. He believes women may have avoided architecture in

the past because restrictions such as closing hours in the dormitories presented obvious disadvantages. Architecture, for the serious student, is both a day and night project according to Dean Kahn.

### School of Business

Dean Clifford Clark

#### Statistics

Fall, 1969: 7 women out of 180 in graduate school  
45 women out of 495 undergraduates

	Juniors	Seniors	Totals
Men	228	222	450
Women	<u>29</u>	<u>16</u>	<u>45</u>
Totals	257	238	495

1969 Graduating Class: 26 women out of 231 graduates

No. of women on Business School faculty: 0

According to Dean Clark, the business world offers many possibilities for the aspiring young woman. He believes that companies who are reluctant to take on women, for fear they will marry and resign, are shortsighted. The greatest trap for women in business are the routine positions which offer little or no advancement possibilities. Dean Clark advises women to aim for managerial positions.

Several areas of the business world are particularly open to women. Accounting, finance, and the new field of information systems welcome women trainees. Brokerage firms are beginning to want women, and there is now one woman on the New York Stock Exchange. Companies with international operations are also open to women.

Business is a wide-open field for the woman with the aptitude, the education, and the ambition to break the barriers of a once all-male profession, according to Dean Clark.

### School of Engineering

Assistant Dean Donald Metzler

Statistics:

Graduating Class of 1969: 221 men and 2 women

No. of women on the faculty: 0

The field of engineering at the University of Kansas is explored by few women students. Possibly, women discriminate against themselves in this area of study. According to Dean Metzler, Assistant Dean of the Engineering school at K.U., any woman who pursues her interest in engineering is backed by the department. Each year approximately 300 beginning freshmen enter the Engineering School. Of those 300



approximately 6 are women. Several students, both men and women, leave the University or drop out of the Engineering School. Last year's figures on the number of graduates from the Engineering School reflect this loss of students: 221 men were graduated from the Engineering School and two women.

Men and women in the Engineering School are awarded scholarships and fellowships on the same criteria.

Women in engineering at K.U. can belong to the American Society of Women Engineers. At K.U., no engineering society exists in which men and women can participate together.

Placement service is available with access to approximately 200 companies, to all engineering students at the University of Kansas.

Records of women in the Engineering School at K.U. as far back as 1923 reveal that women as a group choose no particular area to study in. Some women study architectural engineering and engineering physics have a few women takers. Other women have taken B.A.'s in electrical engineering and chemical engineering. The specified fields of engineering chosen by women vary as much as the individual women vary.

In the University of Kansas Engineering School, virtually no discrimination is expressed towards women, according to Dean Metzler. The figures indicate to the Commission that most women seem to be disinterested with engineering fields. This attitude could be a form of discrimination on the woman's part. Possibly, she has grown up with the idea that engineering is a "man's field." Thus, she never bothers to explore the field. Opportunities in the Engineering school at the University of Kansas, however, are open to women as well as men.

School of Journalism

Acting Dean Lee F. Young

Statistics:

Fall 1969: Enrollment -	Undergraduate	Graduate
Men	251	18
Women	<u>174</u>	<u>11</u>
Total	425	29

Degrees Granted 1968-69	Undergraduate	Graduate
Men	95	4
Women	<u>40</u>	<u>3</u>
Total	135	7

There are no women members of the full-time faculty of the

School of Journalism. One woman and six men make up the part-time faculty.

Kappa Tau Alpha, journalism scholastic honorary, initiated eleven women and ten men and Sigma Delta Chi, the professional journalism fraternity initiated twenty three women and thirty men, this being the first time women were invited to membership in the organization. There are three honoraries for students in the School of Journalism; Theta Sigma Alpha a professional women's journalism honorary; Gamma Alpha Chi, a professional women's advertising honorary; and Alpha Delta Sigma, a professional men's advertising honorary.

Acting Dean Young regards journalism as a field which is remarkably free of the ancient prejudices regarding the hiring of women. No field, he says, is more open to women. Newspapers and magazines are the least discriminatory. Women reporters cover the same beats as their male counterparts. There is no feeling that men are superior to women in work skill. Women are also moving ahead in the advertising field. One area of breakthrough for women is the broadcasting field, which is still almost closed to women.

Women and men generally start at the same salaries in all areas

of journalism, Dean Young feels there may still be some discrimination in salary advancement and that women must combat the pragmatic feeling of many employers that the man deserves the raise in salary because he is more likely to be a permanent employee.

### School of Law

Dean - Lawrence Blades

Assistant to the Dean - Helen Mountford

#### Statistics:

Fall 1969: 14 women out of a total of 385 students

1969 Graduating Class contained 3 women and 74 men

No. of women on the K.U. Law faculty: 0

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The following information was obtained in an interview with Mrs. Helen Mountford, the first woman to serve as Assistant to the Dean of the K.U. Law School. According to Mrs. Mountford, the K.U. Law School received a total of 514 applications for the 1969 fall semester. Twenty two of those applying were women. A total of 347 men and 11 women were accepted

Mrs. Mountford believes that women are equally welcomed in acceptance to Law school in that all applicants are required

to meet certain academic levels of proficiency. In general, women face no problem in sex discrimination: perhaps women discriminate against themselves by lacking the initiative to choose a field where the sex ratio is male dominated.

Traditionally women have looked toward probate areas of law but now every area of law is open. "Perhaps ten years ago, Law was closed to women, but today prejudice comes individually on the job, not in school."

When asked to enumerate some advantages or disadvantages women face in the field of Law, Mrs. Mountford answered that she believed Law is a tremendous field, especially for the married woman. General practice affords a flexible occupation in which a woman may raise a family and work at her own convenience. Many women who have left school after obtaining their B.A., return later to attend Law School. About 90% of those women presently in the K.U. Law School are married. There seems to be no one major area where women are concentrated in the field of law, although women seem to avoid labor law.

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School of Pharmacy

Dean - Howard Mossberg

Assistant Dean - Hugh Cotton

Statistics:

Fall, 1969:	Undergraduate	Graduate	Totals
Men	162	52	214
Women	<u>29</u>	<u>8</u>	<u>37</u>
Totals	191	60	251

1969 Graduating Class: 9 women out of 56 graduates

No. of women on faculty: 1

Presently in the school of Pharmacy, 29 women and 162 men are enrolled in the undergraduate program. Eight women and 52 men are now involved in the graduate program. No information is available concerning the number of applications and denials for the graduate school this year.

Job placements and teaching assistantships are available upon graduation. Presently, one woman holds a teaching assistantship. Three women in last year's graduating class have effectively used the job placement program. The program practices 100% acceptance of both men and women. The determining factor in the placement of an individual is his or her

desire for the job. Hospitals and large chain stores generally accept a pharmacist without regard to the sex of the individual seeking the job. Small retail stores, however, prefer men because of the possibility of having to lift heavy boxes, etc., they say.

The graduating class of 1968-1969 began with 57 undergraduates. Fifty of the 57 completed the program. Men and women dropped out for similar reasons--grades, finances, loss of interest, and marriage. Sex does not seem to have any bearing on the reasons for dropping out of the program.

There are four organizations associated with the school of Pharmacy. Rho Chi is honorary. Two women are presently involved in this organization. All of the women students in Pharmacy are members of Kappa Epsilon, which is a professional fraternity for women. Kappa Psi is the professional fraternity for men. All of the undergraduates are members of the student branch of the American Pharmaceutical Association.

Women are welcomed into the school of Pharmacy. "A brother-sister relationship exists between the men and women in the school. Furthermore, women make excellent pharmacists."

School of Social Welfare

Interviewed - Mr. Dailey

Statistics:

Fall, 1969:	Undergraduate	Graduate	Total
Men	6	12	18
Women	<u>17</u>	<u>32</u>	<u>49</u>
Total	23	44	67

No. of women on faculty: 23

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In the school of Social Welfare there are presently 26 women and 11 men in the B.S.W. program. There are 40 women and 15 men in the B.A. program. In the graduate program there are 86 women and 43 men. For this year there were 225 applications for 60 openings. There has been a set male-female ratio used for acceptances in the past--60% female and 40% male. This coming year, however, no regard will be paid to sex. Acceptance into the graduate school will be based purely on qualifications. In the past there have been no graduate assistantships, however, approximately five will be available this year.

Job opportunities are diverse. Public and private institutions are both involved. On the whole, job placement is made without regard to sex. There are exceptions where a particular



sex is more desired, possibly for better identification in psychotherapy, or for security reasons, as in a federal men's prison.

There is no evidence that more women than men drop out of the school of Social Welfare. The reasons for dropout are similar for both men and women----grades, family, interest, finances.

There are no academic or social fraternities. All students can, however, participate in the student branch of the National Association of Social Work.

Women are accepted as equals in the School of Social Welfare, according to Mr. Dailey. He expressed some concern to get more men in this school, but there are no quotas for acceptance this year. People are accepted into the school on the basis of how well they are suited to social work.

## SUMMARY - DEPARTMENTAL SCREENING

In analyzing the statistical data obtained through departmental screening, the Commission on the Status of Women has concluded: 1) Although personal interviews raise subtle doubts, there is no substantive proof that overt academic discrimination against women exists at the University of Kansas. Discrimination in individual cases, on the part of professors, has been found to exist. Discrimination, as such, is not obvious in the upper echelons of the academic departments.

2) Although discrimination was not revealed in our study, the University may be seen as aiding in the prolongation of discrimination. Is it indeed just that women be allowed a formal education, only to be unwelcome in professions for which they prepared? As evidenced by the interviews, three academic deans have witnessed to the fact that discrimination occurs on the job rather than in the schools. The question that the Commission must ask, and one which every woman should ask, is why? Our culture and our psychology characterize women as inconsistent, emotionally unstable, lacking in strong superego, weaker, nurturant rather than productive, intuitive rather than intelligent, and -- if they are at all normal -- suited primarily to the home and family. In short, the list adds

up to a typical minority-group stereotype woman as "nigger", is it just, or even vaguely correct, to stereotype women in this manner?

In a review of the intellectual differences between men and women, Eleanor Maccoby, a well known research psychologist has shown that no intellectual difference exists until high school, or, if there is a difference, girls are slightly ahead of boys. In high school, some girls begin to do more poorly in a few intellectual tasks. Beyond high school the productivity and accomplishment rate of women drops off more rapidly. Clearly then, it is inevitable that college, the academic and social atmosphere of the University, is the last hope for many women. Is it not, then, the responsibility of the University not only to prepare women equally for occupational positions, but also to insure the existence of equal opportunity in selecting a position, regardless of sex?

As a result of the Commission's study of the academic role of women on the university level, it is clear that until social expectations for men and women are equal, until equal respect for both sexes is achieved, answers to this question will simply reflect our prejudices.

WOMEN ON THE LAWRENCE CAMPUS

	Bachelor's Degree		Faculty	
	1968-69 Women/ Total	% Women	Women/ Total	% Women
School of Architecture	1/26	3.9	0	0
School of Business	27/233	11.6	0/36	0
College of Liberal Arts & Sciences	350/592	59.1	48/579	8.4
School of Education	533/690	77.3	19/74	25.6
School of Engineering	4/221	1.1	0/75	0
School of Fine Arts	66/101	65.3	20/92	21.8
School of Journalism	42/92	45.6	2/23	9.5
School of Law *	3/77	3.9	0/21	0
School of Pharmacy	9/56	16.1	1/29	3.4
School of Religion	0	0	0/9	0
School of Social Welfare	0	0	23/49	46.9

Note: Juris Doctor degree

COLLEGE OF LIBERAL ARTS & SCIENCES

	Graduates		Majors		Faculty	
	1968-69 Women/ Total	% Women	1969-70 Enrolled Women/Total	% Women	Women/ Total	% Women
American Studies *	6/7	85.7	31/81	38.1	0/3	0
Anthropology	11/36	30.8	39/101	38.6	2/15	11.7
Biology	0	0	11/136	8.1	0/16	0
Botany	0/3	0	0	0	1/13	7.7
Chemistry *	7/49	14.3	18/144	12.5	0/25	0
Classics	1/1	100	3/5	60	4/9	44.4
Comparative Biochem- istry & Physiology	3/16	18.7	3/13	23	2/26	7.7
Computer Science	0	0	0	0	0/9	0
Economics	0/43	0	13/86	15.1	0/18	0
English *	49/105	46.7	125/212	59	5/55	9.1
French & Italian *	27/38	71.1	18/69	26.1	2/14	14.3
Geography and Meteorology *	9/25	36	11/49	22.4	0/14	0
Geology	1/1	100	6/19	31.5	1/17	5.9
German *	16/19	84.2	18/29	62	4/15	26.6
History	18/77	23.3	44/204	21.5	3/40	7.5
History of Art	12/13	92.2	23/32	71.8	3/12	25.0
Human Development & Family Life *	10/11	90.9	31/42	73.8	6/18	33.3
Linguistics	0	0	3/6	50	1/8	12.5
Mathematics *	18/83	21.6	23/127	18.1	1/27	3.7
Microbiology	11/20	55	24/144	16.6	1/12	8.3
Oriental Languages	1/1	100	0	0	0/7	0
Physics & Astronomy	0/9	0	5/27	18.5	0/20	0
Philosophy	1/35	2.9	6/40	15.0	0/12	0
Political Science & International Relations*	31/133	23.3	56/254	22.0	0/18	0
Psychology *	51/126	40.5	109/313	34.8	5/28	17.9
Radiation Biophysics	0/1	0	0/3	0	0/6	0
Sociology *	25/34	73.5	46/93	49.5	1/17	5.9
Spanish & Portuguese*	18/24	75.0	32/44	72.7	0/12	0
Speech & Drama *	19/36	52.8	35/98	35.7	4/45	8.8
Systematics & Ecology	0	0	0/2	0	0/26	0

\*Note number of women students and lack of women faculty members.

WOMEN FACULTY MEMBERS ON LAWRENCE CAMPUS, UNIVERSITY OF KANSAS  
ACADEMIC YEAR, 1969-70

Dean of School	0
Assistant Dean	0
Chairman of Department	3
Assistant Chairman of Department	0
Professor	21
Associate Professor	21
Assistant Professor	24
Lecturer	7
Teaching Associate	4
Instructor	36
Total Academic Administrators	1
Total Professorial Rank	66
Total Non - Professorial Rank	47
Total All Academic Positions	113/975
% Women of Total (All Academic Positions)	11.6

From University of Kansas Catalog

## COMMISSION ON THE STATUS OF WOMEN

### REPORT OF THE SCHOLARSHIP AWARDS COMMITTEE

Because an education at the university level is both as desirable and as valuable to a woman as it is to a man, it is of interest to us to find in which ways the University offers financial aid to women students in comparison with that offered to men students. There is no restriction on applicants in regard to being male or female for scholarships, other than for the Summerfield Scholarships, available only to men, and the Elizabeth M. Watkins Scholarship; available only to women.

There are several kinds of financial assistance available to men and women students at K.U. In the Office of Student Financial Aid, 26 Strong Hall, one can obtain complete information and application forms for any of the types of aid which include scholarships, Educational Opportunity Grants, part-time student employment, The College Work-Study Program, and loans of several kinds. Also, numerous private organizations on campus offer their own scholarships to students as do departments and schools within the university. For applications for the latter scholarships, one must consult directly with the organization or department. The Dean of Women's Office has complete information on all types of financial aid and housing assistance available to women only.

The University offers two general types of scholarships. For some, the student applies directly to the Office of Student Financial Aid; for others, the student does not initiate an application but is considered by invitation only. The latter group consists of Summerfield, Watkins - Berger, and University of Kansas Honor Scholarships. In order to ensure that the most deserving or best qualified students have first call on the available resources, a selection process is necessary for the awarding of scholarships. The selection process is begun when the student makes application for a scholarship in the Office of Student Financial Aid. Application for Scholarship Halls should be directed to the Dean of Men or Dean of Women, and application for departmental scholarships should be directed to the specific department. The University has several named scholarships available which have restrictive

stipulations. The restrictions may involve field of study, place of residency, etc. Each student who files a scholarship application will be automatically considered for any and all specific scholarships for which he might be eligible.

Applications are then given to the awarding committee for that specific type of scholarship. Some of the awarding committees have student members, including the committee for the Greater University Fund Scholarships, and the committee for the Summerfield and the Watkins - Berger Scholarships. The basic criteria for the selection of recipients are: (taken from the Student Financial Aid Brochure, September, 1969)

- 1) a superior academic record
- 2) financial need as evidenced in information provided by the scholarship application about his financial status and that of his parents or guardian.
- 3) responsible participation in school and community activities.

It is within these committees that the recipients of the scholarships, loans, and grants are selected. Applicants are notified by letter as to whether or not they have been awarded financial assistance.

Of the financial assistance available to both men and women students, the numbers of men-recipients and women-recipients are nearly the same for the 1969-70 academic year. Therefore, the Commission on the Status of Women encourages women students who need financial assistance to make application in the Office of Student Financial Aid so that they might become acquainted with the financial aid available to them.

Our committee has selected to investigate the National Defense Student Loan in order to compare the number of women-recipients with the number of men-recipients. The NDSL is a major long-term loan available to K.U. students at all levels. The loans are granted on a competitive basis, since applications far exceed available NDSL loan funds. The files on the awarding and regretting of these applications for the 1969-70 academic year were made available to us. After counting the number of NDSL loan awards and regrets, we have accumulated the following data:



Number of NDSL Awards and Regrets for the 1969-70 Academic Year at K.U.

	Men	Women	Total
Applicants	602	537	1139
Awards	355	342	697
Regrets	247	195	442

From these figures we have the following results:

- 47% of the total applicants were women
- 63% of the women applicants received NDSL loans
- 49% of the total awards were to women
- 44% of the total regrets were to women
- 59% of the men applicants received NDSL loans
- 30% of the total applicants were women who received the NDSL loans
- 31% of the total applicants were men who received the NDSL loan
- 17% of the total applicants were women who did not receive the NDSL loan
- 22% of the total applicants were men who did not receive the NDSL loan

These data show that women students receive the NDSL as often as men students do. 49% of the loans awarded were to women. Also noteworthy is the fact that 63% of the women who applied for the loan received it; whereas only 59% of the men who applied received it. Because the NDSL is available to the largest number of students, the results of our research are valuable in that they give a general indication of the pattern that the awarding of scholarships and loans takes, in regard to the number of men vs. the number of women who receive scholarship awards.

#### CONCLUSION

A university education is just as important to a woman as it is to a man. In the same respect, women students often need financial aid to continue their education, as do men students. We have found through examining the records of those applicants who received and did not receive the National Defense Student Loans for the 1969-70 academic year, that women are awarded this loan as often as men. Therefore, any woman student who needs financial assistance is encouraged strongly to investigate her eligibility for the various funds available.

ANALYSIS OF FRESHMAN WOMEN INTERVIEW RESPONSES  
WITH REGARD TO FACTORS INFLUENCING THEIR CHOICE OF A RESIDENCE HALL

The purpose of this study is to determine the factors influencing the choices made by freshman women in regard to their living situation. Information for this analysis was obtained through individual conferences between floor counselors and freshman residents during the first six weeks of the fall term. Those interviewed were freshman women living under a University residence hall contract. Counselors were given a format of the following questions relating to plan choice, to be asked of each freshman woman: (1) Who made the decision concerning the plan under which you are living? (2) What factors entered into making the decision? (3) Are you happy with the decision? Although each counselor was instructed to obtain the above information, the degree of thoroughness varied. Of the 1385 freshman women living under contract, the information needed was provided in 1292 cases.

Each incoming freshman was provided a preference card during the summer. Four different living plans were made available; they were as follows:

- Plan I - all women's hall with closing hours
- Plan II - coeducational hall with closing hours
- Plan III - all women's hall, no closing hours
- Plan IV - coeducational hall, no closing hours

Until 1968, all freshman women lived in an all women's hall with closing hours. The fall term of 1968 saw a change in this policy. Incoming freshmen were still required to maintain closing hours, but were given the choice of an all women's or coeducational hall. Fall term 1969 marked yet another change. The University for the first time allowed freshman women to make a decision as to whether they wanted individually self-determined hours or closing hours established by the University.

The initiation of these new policies prompted a study concerning freshman women's reactions to the choices available to them, factors entering into their decisions, and impressions of their new living groups.

Of the 1292 women reporting, percentages regarding the option of hours showed that 69% desired the established closing hour

while 31% wished to be free to come and go as they chose. These options were further subdivided into four categories; Plan I and II falling under regulated closing and III and IV under no closing. The percentages of women choosing these various plans are as follows:

- Plan I - all women, closing hours - 45%
- Plan II - coeducational, closing hours - 24%
- Plan III - All women, no closing hours - 16%
- Plan IV - coeducational, no closing hours - 15%

These percentages show that entering freshman women, although given an option, preferred closing hours regulated by the University. Also apparent is the preference for an all women's hall as opposed to a coeducational hall.

The study placed primary importance on the actual decision-making process, with particular attention given to the aspect of whether the choice of living plan was made by the student herself or by another. Two factors entering into most decisions reported were (1) the attitude of the freshman if the decision was made by anyone other than herself, and (2) if the decision was hers, who, if anyone, influenced her in making it. The third question asked at the individual conferences, regarding reaction to the chosen living situation, gave a reasonable indication of these attitudes.

Some reports showed that preference cards had been signed and returned without the parents' knowledge. Other reports indicated the freshman had had some discussion with one of her parents, usually the mother, while yet others showed not only lengthy discussion in the home, but additional advice from other individuals. The percentages by Plans concerning the ultimate decision-maker are as follows:

Plan I	65% self 27% parents 6% roommate 2% other	Plan II	67% self 23% parents 7% roommate 3% other
Plan III	87% self 11% parents 1% roommate 1% other	Plan IV	91% self 4% parents 4% roommate 1% other

The use of the word 'other' for percentages given refers to a random category including boyfriend, relatives, and peers. An examination of the above percentages shows a marked variance between Plans I and II (with hours) and Plans III and IV (no hours) with regard to the freshman as the decision maker.

As seen from these percentages, parents' influence was greatest in Plans I and II, where closing hours were regulated; and the student made her own decision in the most cases under Plan IV (coed, no closing), the option which diverges the most from the traditional freshman hall plan.

If the choice was made by another, it was beneficial to know the reaction of the freshman to a decision made for her. In response to the questions asked, students seemed to either agree, disagree, be indifferent to the living plan selected for them, or show a desire to please in agreeing with their parents' choice. The percentage of agreement was high in all plans. A factor involved, if the decision was made by the student herself, were those individuals influencing the decision. The most common influences mentioned were roommates, parents, relatives, brothers and sisters, and other students who had had experience with residence hall living.

Preliminary analysis of the interview material revealed some outstanding reasons for the particular choice made. These reasons were then grouped into three specific areas:

- 1) Hours - with 12 subheadings
- 2) Coed Living - with 5 subheadings
- 3) Idea of Residence Hall Living - with 6 subheadings

Each individual report was then read, and reasons for the choice of a particular plan were categorized into the proper subheading. After all of the interviews were analyzed in this manner, the results were calculated in percentages in relation to each individual living plan. The three categories, their subheadings, and the percentages for each are found in Table I.

An overall analysis of these percentages indicates a sizable variance in motivating factors relating to living plan. The most frequently cited reasons for choosing Plan I appeared

Table I. Factors Involved in choices of Living Plan Selected by Freshman Women

	Plan:	I	II	III	IV
<b>I Hours</b>					
1. Previous experience of hours		4%	2%	6%	0
2. No need to stay out past closing		9%	9%	0	0
3. Discipline of routine		20%	7%	1%	0
4. Academic discipline		22%	11%	.9%	0
5. Social discipline		4%	1%	0	0
6. Responsibility of hours too much to handle		.2%	15%	.4%	0
7. Responsibility of determining own hours		.2%	1%	15%	37%
8. Anticipation of harsh punishment for lateness		0	0	3%	6%
9. Hours as a social excuse for getting in		12%	6%	.4%	0
10. More independent without hours		0	0	.1%	2%
11. Freedom and/or independence		0	.2%	8%	3%
12. Security (safety)		6%	9%	0	0
<b>II Coed Living</b>					
1. Feeling (un)comfortable living with men		10%	10%	0	12%
2. Inconvenience of living around men.		32%	2%	2%	4%
3. Chance to meet more men		.1%	11%	0	12%
4. Anticipated others' reactions		.8%	0	0	0
5. Did(n't) want to date men in the hall		.2%	.2%	0	0
6. Competitive atmosphere		.1%	6%	0	0
<b>III Idea of Residence Hall Living</b>					
1. Type of women anticipated in plans		8%	5%	1%	0
2. Presence of upperclassmen in vicinity		.1%	0	.4%	0
3. Traditional concept of a freshmen hall		2%	0	0	0
4. Anticipation of close knit group		6%	1%	2%	0
5. Low noise level		5%	4%	0	0
6. Tried to second guess the hall to be assigned to Plan.		7%	11%	.4%	.8%

to be discipline of routine (20%), academic discipline (22%), hours as a social excuse for getting in (12%), and inconvenience of living around men (32%). Under Plan II academic discipline (11%) appeared again as a prominent reason along with a chance to meet more men (11%). Women choosing Plan III felt they could accept the responsibility for determining their own hours (15%). This was the most often mentioned of their reasons. Also mentioned was the desire for freedom or independence (8%). The number of women citing discipline of routine and academic discipline decreased sharply under Plan III (1% and 9% respectively), while those choosing Plan IV gave no indication that these reasons entered into their choices. The reverse trend can be seen in Subheading Seven under the hours division. This subset concerned the freshman's desire to determine her own hours. As might be expected, there was a large difference between the women with hours under Plan I (.2%) and those living under Plan IV (37%). This last figure is also noteworthy because of the fact that it was the most frequently mentioned of the reasons given in both Plans III and IV. In contrast, Subheading Two under Coed Living, the inconvenience of living around men, was the most frequent reason given by the women in Plan I (37%). This same area had little significance for the other three plans: Plan II (2%); Plan III (2%); and Plan IV (4%).

A reason also mentioned was a personal feeling of being comfortable or uncomfortable in the presence of men (12%). Some women responding in this manner desired a more relaxed attitude toward the opposite sex, and some desired male companionship. Two other noteworthy subheadings were a chance to meet more men (12%) and an attempt to second guess the hall assignment (8%).

Perhaps one of the most interesting variations can be seen in Subheading One under Group Three, the Idea of Residence Hall Living. This classification dealt with the type of women anticipated to choose each plan. Most of the freshmen replying here indicated that they had fears that another of the plans would attract women these freshmen would not wish to live with. Their ultimate choice usually reflected the plan they thought would be most suitable to their own personality. The number of freshmen mentioning this reason for their choice showed a steady decrease from Plans I to IV. The percentages were Plan I (8%), Plan II (5%), Plan III (1%), and Plan IV (0%). Finally there is one overall factor which should be considered. A total of twenty-four subheadings

were used in this survey. All were given as a reason at one time or another. However, the number of reasons given varied according to plan. In Plan I twenty-one of the categories were considered as reasons; Plan II nineteen; Plan III thirteen; and Plan IV eight. This seems to indicate that the women living under Plans III and IV felt less need to give reasons for their decisions than did those living under Plan I and II, who were possibly attempting to justify a decision they may not have agreed with or to justify a position they felt they must defend.

Reasons given under each category varied in that those freshmen living under a closing hour plan were seeking a stable routine and hoped to utilize closing hours as added discipline. On the other hand, those without closing hours felt that they were willing to accept responsibility for determining their own hours. A distinction may be noticed under the second category, that of Coed Living, in that those freshmen in all women's residence halls felt that they would be uncomfortable or inconvenienced if they were to share a hall with men. In contrast, those in the coed halls were eager for a chance to acquaint themselves with more men and felt their appearance would be better if men were always in the vicinity. The variation between plans should also be considered under the third category, that of general residence hall living. Those requesting a women's hall were anticipating a closer knit group and lower noise level, especially in halls with a uniform closing hour. Many choosing the coed plan, however, did so on the assumption that only the newer halls would be classified as coed.

An overview of this analysis indicates a positive correlation between the reason(s) given for choice and the individual's consequent living plan, as well as between the number of reasons cited for the choice of living plan and the plan chose.

This study also reveals that, while the freshmen listed a number of different reasons for their choices of living plans formed a recognizable pattern developed. It shows that women choosing the same plan often did so on the basis of similar considerations.