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Comparative Study of the Scholastic Ability, Scholastic Achievement and Activity Participation of Home Economics Students at South Dakota State College

Deloris E. Mangels

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COMPARATIVE STUDY OF THE SCHOLASTIC ABILITY, SCHOLASTIC ACHIEVEMENT
AND ACTIVITY PARTICIPATION OF HOME ECONOMICS STUDENTS
AT SOUTH DAKOTA STATE COLLEGE

By

Deloris E. Mangels

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science at South Dakota
State College of Agriculture
and Mechanic Arts

August, 1957

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COMPARATIVE STUDY OF THE SCHOLASTIC ABILITY, SCHOLASTIC ACHIEVEMENT
AND ACTIVITY PARTICIPATION OF HOME ECONOMICS STUDENTS
AT SOUTH DAKOTA STATE COLLEGE

This thesis is approved as a creditable, independent investigation by a candidate for the degree, Master of Science, and acceptable as meeting the thesis requirements for this degree; but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

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Thesis Adviser

Head of the Major Department

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INTRODUCTION AND OVERVIEW OF INVESTIGATION

The status of the professional home economist is dependent at least partially on the relative standing of the home economics student to other college students. While it is recognized that additional factors influence the home economist's status upon graduation, it is felt that certain knowledge concerning the background of the home economics student would provide valuable information basic to developing a better understanding of home economists and their profession.

To facilitate a better understanding of the relative standing of home economics students, it would appear desirable that comparative studies be made in various colleges and universities of home economics and non-home economics students. In such studies, the various phases of home and educational background of the two groups could be studied and interpreted to show the relative status of the two groups.

This study is designed primarily as an investigation of the students enrolled as home economics majors at South Dakota State College. It concerns comparative data of the home economics and the non-home economics students in terms of scholastic ability, scholastic achievement, and activity participation. Because the study is essentially of an exploratory nature, the emphasis will be placed on the collection and general interpretation of tabulated information.

This study is directly concerned with subjects from South Dakota State College and any conclusions or recommendations made will pertain directly to that school. The findings may be of value to other schools

of similar background, however, for comparative purposes. The combined findings of comparative studies made in various schools, as noted previously, will contribute directly toward developing a better understanding of the home economics students, and indirectly of the home economics profession.

Setting of Investigation

The investigation being reported was made at South Dakota State College, a land grant college in the North Central Region. The college is located in the small city of Brookings in the eastern part of the state. Its student population of about 3,000 is predominantly male and most of its students are of rural or small town background.

Established as an agricultural college by an act passed in the 1881 Territorial Legislature, it now offers the Bachelor of Science degree in six divisions: Agriculture, Engineering, Home Economics, Nursing, Pharmacy and Science and Applied Arts. The advanced degrees that are offered in various departments are: Master of Education, Master of Science, Professional Degree in Engineering and Doctor of Philosophy. An Associate degree is also offered for a two-year terminal curriculum in certain departments.

The Division of Home Economics offers a Bachelor of Science degree in: Child Development, Foods and Nutrition, Home Economics Education, Restaurant Management, Technical Journalism and Textiles and Clothing. It offers a Master of Education and a Master of Science degree in Home Economics Education. An Associate degree is not offered in the Division of Home Economics.

Objectives and Hypotheses

From various discussions and readings the writer became aware of the conflicting views held by individuals concerning the status of home economics students. Each person, it seemed, had his own idea concerning scholastic ability, scholastic achievement and activity participation of home economics students. The writer wanted to learn whose contentions were valid and what evidence substantiated these views. These and similar questions led to the present investigation and the formulation of these specific objectives:

1. To develop a better understanding of the home economics student group through the presentation of factual material which will show their relative standing through comparison with: (a) the total South Dakota State College group in terms of scholastic ability and scholastic achievement; and, (b) the group of non-home economics women in terms of scholastic ability, scholastic achievement and activity participation.
2. To review similar studies made by selected colleges and make any comparisons possible with the present investigation.
3. To assemble the various data, concerning home economics students of South Dakota State College, so they may be used as bases for extended studies, of the same or related areas, or related studies.
4. To report the findings from the comparative studies made in these areas, so they will be available for use by other home economists and researchers.

The hypotheses tested in this investigation were:

1. The South Dakota State College home economics students compare favorably with the total students and the total non-home economics women students enrolled in college in terms of scholastic ability and scholastic achievement.
2. The extent and pattern of activity participation by home economics women students is similar to that of other South Dakota State College women.

Summary of Procedures and Techniques

Because people have conflicting views concerning the status of home economics students, the writer became interested in studying this subject. After preliminary readings and discussions with students, faculty and lay individuals, three areas were selected for comparison: scholastic ability, scholastic achievement and activity participation. Scholastic ability was measured by the high school grade point averages, the rank in the high school graduating class and the rating on certain selected standardized tests. Scholastic achievement was measured by the college grade point averages (all subjects), the attainment in core subjects and the rank in the college graduating class. The extent and type of activity participation was surveyed through a questionnaire developed by the investigator.

Before starting the collection of data at South Dakota State College, a questionnaire was developed for surveying the studies completed in other schools which concerned scholastic ability, scholastic

achievement and activity participation. Land grant colleges and universities in the North Central Region were the subjects of this survey.

The data concerning test scores and college achievement (all subjects) in this school were available in the Machine Records Office for fall of 1954 through 1956. The data concerning grades or marks in the core subjects, chemistry and English, were obtained from the class roll achievement lists. All other data concerning scholastic ability and scholastic achievement were collected from students' individual scholastic records and high school transcripts.

Data concerning enrollments were obtained from the Home Economics Office and checked with the final official reports in the Office of Admissions and Records. The geographic location of home residences of women students was included as an item on the questionnaire concerning activity participation.

All collected data were tabulated, analyzed and discussed. The findings were reported, conclusions drawn and recommendations for further study made.

Brief Summary of Findings

A few comparative studies have been made in land grant colleges and universities in the North Central Region. From comments on the questionnaire it appears that more studies will soon be made.

The enrollment pattern in South Dakota State College was shown to be similar to the national pattern in that the rate of increase in

enrollment of the home economics students is lower than that of the non-home economics women. The home residences of home economics women were found to be more frequently within 100 miles of the college. Proportionately more home economics women were residents of the state.

It was found that the South Dakota State College home economics students compared favorably with the total student group in the college in terms of scholastic ability as measured by certain standardized tests and achievement in high school. They also compared favorably with the scholastic ability of non-home economics women. The home economics students compared favorably with the college enrollees in scholastic achievement as measured by marks indicating their attainment in core subjects and total subjects as well as their rank in the college graduating class.

The pattern of activity participation by home economics women was shown to be similar to that of non-home economics women. The extent of high school and college group activity participation was found to compare favorably with non-home economics women. Some differences were noted in the degree and the type of cultural and social activity in the two groups. Large percentages of both groups, however, indicated radio listening and dating as activities in which they frequently participated. The three activities indicated by over half of either group as participated in occasionally were also identical: watching television, listening to concerts and playing cards.

REVIEW OF LITERATURE

Home economists have made strides in improving their status through the years. Various studies made show the educational and home background of home economics students in different colleges and universities. These studies have resulted in improvements in the home economics curriculum, public relations and recruitment (5). But the enrollment of women in home economics continues to increase at a lower rate than the enrollment of women in other subject matter areas (7).

The measures most frequently used as indicators of college ability are high school achievement and various standardized tests. The ACE, American Council on Education Examination (1), was designed primarily to show scholastic aptitude. It yields a two-part score: The Q-score, Quantitative, includes sections of Arithmetical Reasoning, Number Series and Figure Analogies. The L-score, Linguistic, includes sections of Same-Opposite, Completion and Verbal Analogies.

The Diagnostic Reading Tests, Survey Section (13), measures students' ability to read. It yields three scores: the General Reading, the Vocabulary and the Comprehension scores. The Total Comprehension score is the total of all scores on the test except the rate of reading and can be used as an evaluation of efficiency of the overall reading skills of an individual.

Many standardized tests are available for measuring scholastic ability. Information concerning these other standardized tests is contained in the Fourth Mental Measurements Yearbook, edited by Buros (3).

The extent of correlation between these various measures of scholastic ability and success in college has been the subject of many investigations. Carlin (4) showed in his study of 312 students at Central Michigan College of Education that correlations established between the test scores and achievement in the practical arts do not establish a pattern which accentuates any one test as significantly superior from the predictive standpoint for scholastic achievement. Wheeler (14) found a higher correlation of college achievement with the L-scores and the T-scores on the ACE than with the Q-scores. Hoyt (19) reported that the correlation of first year college grades was highest with the T-scores for the 1,117 Kansas State College freshmen studied. This correlation was found to be .70 for the home economics students, the highest for any of the groups. Nelson (24) found the entrance tests (Otis Quick-Scoring Mental Ability Test, Cooperative English Service Test, Revised Cooperative Algebra Test and Advanced Iowa Silent Reading Test) would have been a reliable means for predicting success for less than two-thirds of the group.

Singleton (25) found that almost half of the home economics graduates studied had ranked in the upper five deciles in the ACE Q-score while the individual L-scores were usually higher. This she reported was in agreement with Johnson's study (20) which preceded hers. Juola (21) reported that the home economics entrants' median score was higher than the median score of the total freshman group in the Michigan University English Test, Michigan Reading Test and the ACE T-scores and L-scores. They rated lower than the total freshman

group's median score on the Michigan University Arithmetic Test and the ACE Q-score. Hoyt (19) found that the home economics freshmen scored significantly higher than the total Kansas State College freshman group in the ACE L-scores; the engineering students rated higher on the Q-scores and the T-scores. Karnes (22) reported that of the 6,737 South Dakota high school seniors that took the ACE in 1952, the 48 that indicated home economics as an occupational choice had a higher group median score than the South Dakota norm. About one-fourth of this group rated above the college freshman norm, while about one-half were above the 62 percentile rank of the South Dakota senior group.

Berg (16) reported in his study of 305 freshmen at South Dakota State College in the 1940-1941 school year that high school marks were slightly better than ACE T-scores for predicting college success. The home economics group showed the highest correlation of this measure to their freshman grade point averages. Nelson (24) found in her study of home economics graduates that two-thirds of the 32 known high school grade point averages were 3.0 or above. Singleton (25) found that approximately one-third of the 372 home economics graduates studied at Iowa State College had high school grade point averages between 3.5 and 4.0 while about two-fifths were in the 3.0 to 3.49 grade point average bracket, making a total of over two-thirds in the two highest grade point average brackets.

Emme (6) discussed various criteria for the prediction of college success as found in recent research studies. Some of the measures discussed were: high school performance, college marks, interest and

enjoyment of courses, personal traits, intelligence and various aptitude and achievement tests. From the studies reviewed, he concluded that high school rank was the best single criterium for predicting success. Duboux (17) found upon statistical analysis in her study of 146 students that the rank in the high school graduating class was closely related to length of college attendance. Nelson (24) reported that the rank in the high school graduating class would have been a "fairly reliable guide" for prediction of college success of the graduates that she studied. Garner showed that of the known 75 freshmen entrants studied, three-fifths ranked in the top five deciles of the high school graduating class.

Sanders, Osborne and Greene (8) observed a correlation between the home residences of 583 freshmen at the University of Georgia and their achievement in standardized measures of scholastic aptitude and achievement. It was found that the pure urban group markedly excelled and the mixed group slightly excelled the pure rural-farm group in the standardized tests. The three groups, however, did not differ significantly on measures of scholastic success as based on college marks. Singleton's survey (25) revealed that about 64 per cent of the non-transfer student group lived in Iowa at the time of their entrance to college. About 56 per cent of this group lived in counties other than the county in which the school was located. About 23 per cent lived in states bordering Iowa while almost 8 per cent lived in other states.

From the results of a series of three studies designed to investigate differences in motivation between college students with

high and low scholastic attainment, Brown, Abeles and Iscoe (2) found the student's attitude toward academic life may be as great a factor (if not greater) in scholarship as are study habits, study aids or native intelligence. Smith (9) pointed out in his selective admission study of 1,006 University of Kansas graduates that one-fifth would have been refused admission on the basis of ratings on the ACE and the English Placement Test. Smith (9:15) wrote, "Students with perseverance, drive, and determination, even though they have low entrance test scores seem to succeed in all fields of academic endeavor."

Upon analysis of specific groups of enrollees in several schools it was found that class level groups tend to show higher grade point averages at higher class levels. In the fall 1956 report from Michigan, (23) the freshman group had a 2.45 grade point average, the sophomore and junior group each had a 2.53 grade point average and the senior group had a 2.89 grade point average. Each year's enrollee group at the University of Wisconsin (28) showed a graduated increase in second semester grade point averages with each higher class level. This gradual increase was repeated when specific groups were followed through their four years of college. This same tendency was shown by the longitudinal or continuity studies at the University of Wisconsin (29) which showed the medians of the grade point averages in the freshman home economics and agriculture students increased with the higher class levels. The median grade point averages reported for this group were 2.11, 2.44, 2.59 and 2.69.

Hoyt (19) found the home economics freshmen at the Kansas State College achieved significantly higher grades during their first year than other freshmen. Nelson (24) noted in her study of home economics graduates that they earned grades from A to F in areas outside of home economics, with C tending to be dominant in most areas. She reported the chances of home economics majors earning a grade above C in areas outside of home economics were less than the chances in the area of home economics.

Scholastic ability and scholastic achievement tell much about the status of home economics students; but Smith (9:20) wrote,

. . . there are many concomitants of a college education which should be considered as of equal importance to the total or all-around development of students. Leadership is exhibited in many ways and followership, of equal importance in a democracy, likewise has many definitions.

While Young (15:264) holds that academic achievement is the hard central core of a real college education, he writes, ". . . the academic procedures of the classroom are not sufficient to prepare college students for living in modern society." It seems then, the primary reason for the existence of activities on a college campus should be to educate.

Most of the colleges offer a variety of activities for student participation as do the secondary schools. No studies were found which reported the activity participation of home economics students in college, but religious, athletic and dramatic organizations were checked by approximately half of the group of home economics graduates studied by Garner (18) as activities they had participated in during high school. Duboux (17) showed that membership during high school was

largest in athletic, music, religious, dramatic and 4-H organizations for the home economics freshman entrants studied. It was noted that 4-H, Future Homemakers of America and Home Economics Club, the activities most closely related to home economics claimed membership of nearly three-fourths of the group. While this may have included certain girls more than once, it was still evident that the organizations closely allied with home economics were well represented during the high school years.

In a survey of pre-college social and cultural activities, Duboux (17) reports that two-thirds indicated that car riding, listening to the radio, dating and attending movies were done frequently. Reading was the only other activity checked as done frequently by over half of the group.

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PROCEDURES AND TECHNIQUES

A major goal of home economists has been to develop a better understanding of the status of home economics. The conflicting views on this issue are indicated in the literature and they are the topic of professional meetings, classroom study and informal discussion. The writer has become increasingly aware of this difference in views through her experiences as a professional home economist. Because of high interest in this area, it was chosen as the subject of this research.

Preliminary reading and discussion were necessary to ascertain: (1) the studies completed concerning the home and educational background of home economics entrants,¹ enrollees² and graduates,³ (2) the areas needing additional investigation, (3) the methods and instruments utilized in studies of this type and their effectiveness, (4) the data available for use in this investigation and (5) the instruments available for use in this investigation.

On the basis of the preliminary research the title, the objectives and the hypotheses were formulated. A tentative outline was made of the

¹ Entrants will refer only to freshman level students. It will not include transfer students.

² Enrollees will refer to all students registered as members of a particular group at the specific time to which reference is made.

³ Graduates at South Dakota State College will refer to those students who earned their Bachelor of Science degree. Graduates of summer session, fall quarter and winter quarter are reported as graduates of the same school year as the following spring quarter graduates.

areas to be studied and the procedures and techniques to be used. A skeleton plan of the tables and figures for reporting the data was made.

Questionnaires were developed for the survey of (1) the completed studies made in the land grant schools and (2) the extent and the type of activity participation by women students in South Dakota State College. This latter questionnaire was also used to collect the data concerning the home residences.

The questionnaires were tested before being used for the surveys. The Student Status questionnaire, sent to the thirteen land grant colleges and universities in the North Central Region, was tested for clarity by various faculty personnel as was the Activity Participation questionnaire. The latter questionnaire was also filled out by different students of various majors and class levels on several occasions before being used in its revised form for the survey. For copies of the Student Status and Activity Participation questionnaires and for a list of the land grant colleges and universities see Appendix, Exhibits A, I and B.

The Student Status questionnaires were mailed to the land grant schools with an explanatory letter and a postpaid, self-addressed envelope. It was found necessary to mail about 30 of the 573 questionnaires concerning home residence and activity participation. Although the investigator attempted to distribute as many of the Activity Participation questionnaires personally as was possible, the letters were necessary as were student distributors. The student distributors,

who were instructed in the method of administering the questionnaire prior to acting in this capacity, were used most frequently for group meetings that were scheduled after closing hours in the student houses and dormitories. Student distributors were also used for the two largest groups of student nurses located off the campus at the time of the survey. For forms of letters used in distribution see Appendix, Exhibits C, I, K, and M.

Various follow-up techniques utilized in the Activity Participation questionnaire were: personal contact of the investigator and student distributors, letters and telephone conversations. Letters and cards were used for the survey of completed studies in the land grant schools. For forms of follow-up letters see Appendix, Exhibits D, E, L and N.

Various other form letters requesting information or summaries of completed studies and acknowledging receipt of answered questionnaires or summaries were written. These letters were typed whereas the letters accompanying the questionnaires had been mimeographed. For forms of these letters see Appendix, Exhibits F, G and H.

A form was developed for the collection of the high school and college data from the various offices and departments. The form was adapted to the data needed for each group. For two of the forms used see Appendix, Exhibits O and P.

Other than the data concerning test scores and college achievement from fall of 1954 through fall of 1956, all data concerning the various measures of scholastic ability and scholastic achievement were collected from permanent college scholastic records and high school

transcripts of individual students which are filed in the offices of Student Personnel and Admissions and Records. The data concerning test rating and college achievement from fall of 1954 through 1956 were made available by the Machine Records Office. The data concerning the marks attained in chemistry and English were assembled from the class roll achievement lists which those departments had obtained previously through the Machine Records Office.

Tabulation and analysis of all of the data were done by hand, mechanical and electrical means. All figures were checked for accuracy. The data were analyzed in terms of percentages, medians and means.

The enrollments and the geographic location of home residences of certain groups at South Dakota State College were described. The relative standing of the selected groups in this school were observed and analyzed for their scholastic ability, their scholastic achievement and their activity participation. A report was made of the findings and the studies completed in other schools. Possible comparisons were made.

FINDINGS

Findings in tabular and text form are reported with the computed results of the various phases of the investigation concerning South Dakota State College home economics students. Explanatory comments are inserted in the text as are necessary.

Enrollment and Geographic Survey

A description of the enrollment fluctuations in the school and a geographic description of women enrollees' home residences should contribute to a better understanding of the setting for this investigation. Through this understanding the implications of the findings of this investigation concerning scholastic ability, scholastic achievement and activity participation can more readily be understood.

The trend for increased enrollment noted throughout the nation's colleges and universities by Smith (9) was reflected in varying degrees by each of the groups noted in Table I.

Table I. Undergraduate Fall Enrollment at South Dakota State College: Numerical Report

	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956
Total Students in										
Home Economics	177	173	194	189	172	195	190	197	205	228
Home Economics										
Women	177	173	194	189	172	195	190	197	204	225
Non-Home Economics										
Women	278	269	222	186	158	217	275	266	349	398
Total College										
Students	2234	2128	2043	1649	1401	1732	1802	1988	2540	3010

Each of the groups showed an increase in enrollment over the ten year period. Enrollment decreases were shown by the non-home economics women in five of the fall enrollment reports while the other groups showed a decreased enrollment in four reports. It was noted that both the non-home economics women group and the total college student group have doubled their enrollment since 1951. The home economics women showed the lowest numerical increase.

Not to be overlooked is the recent addition of men enrollees in the Division of Home Economics. The first male student registered in the fall of 1955 and was joined by two other male students in the fall of 1956.

By determining the percentage increase over the preceding year, the relative magnitude of each year's enrollment change to that particular group can more readily be seen. In Table II it will be noted that non-home economics women showed a far greater total enrollment increase in terms of percentage than did either of the home economics groups and a somewhat higher total percentage increase than the total college students.

Table II. Undergraduate Fall Enrollment at South Dakota State College: Changes in Terms of Percentage Increase or Decrease Over Preceding Year

	1948	1949	1950	1951	1952	1953	1954	1955	1956	Total
Total Students in										
Home Economics	-2.3	12.1	-2.6	-9.0	13.4	-2.6	3.7	4.1	11.2	28.8
Home Economics										
Women	-2.3	12.1	-2.6	-9.0	13.4	-2.6	3.7	3.6	10.3	27.1
Non-Home Economics										
Women	-3.2	-17.5	-16.2	-15.1	37.3	26.7	-3.3	31.2	11.4	43.1
Total College										
Students	-4.8	-4.0	-19.3	-15.5	23.6	4.0	10.3	32.8	18.5	34.7

The comparative stability of the home economics women group enrollment as compared to the other groups was readily revealed by Figure 1. The sum of the percentage increases was greater for each of the groups than the sum of the percentage decreases. Six of the years showed similar increase and decrease patterns for the groups with the degree of change varying. Exceptions were noted in 1949, 1953 and 1954 when one of the groups showed a percentage change in terms opposite to the other groups.

Because of the close proximity of South Dakota State College to the Minnesota state line, the survey made to determine the geographic location of home residences of spring 1957 women enrollees was reported in terms of the county and state of residence as well as miles distant from the school. In Table III the largest percentage difference between the two groups was shown in counties bordering Brookings. Over 85 per cent of the home economics women were from

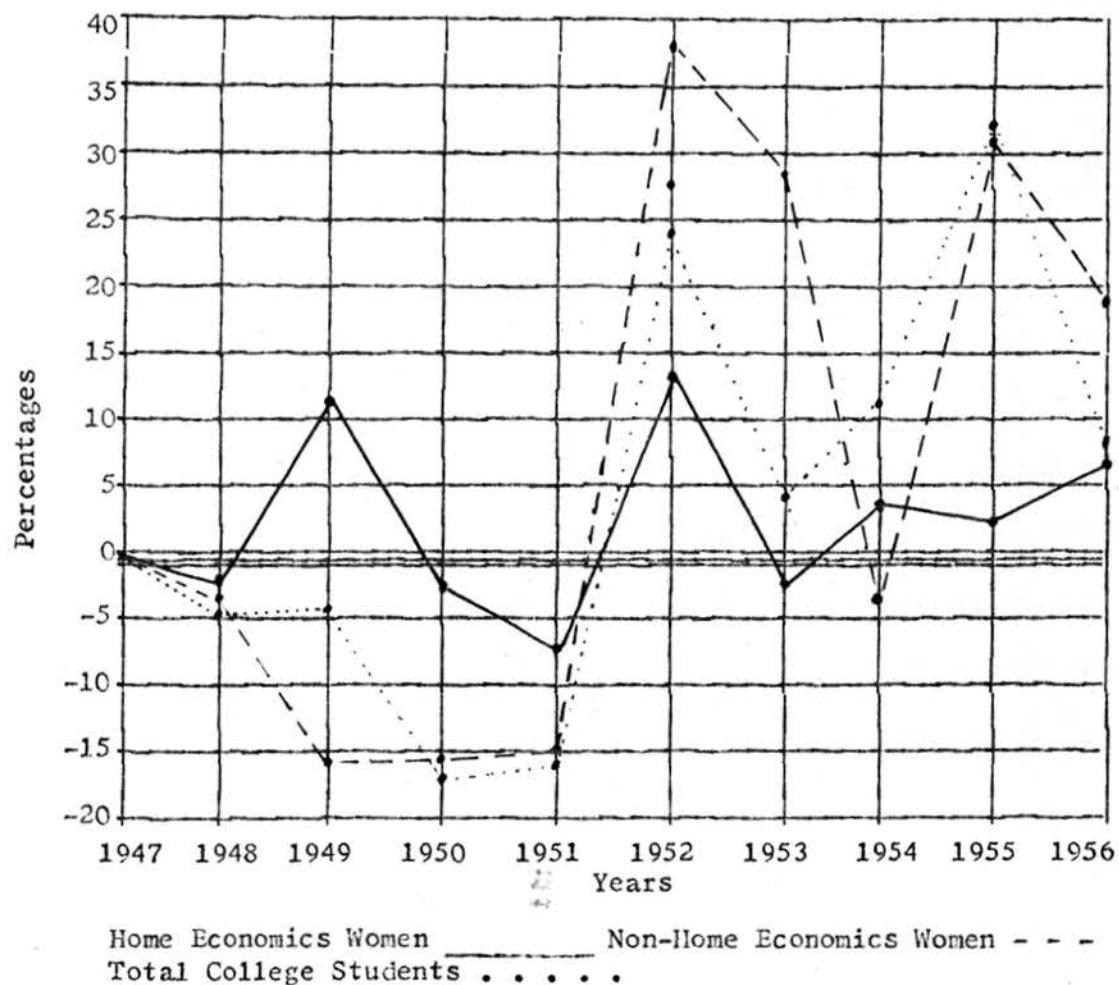


Figure 1. South Dakota State College Enrollment: Percentage Change Over Preceding Year

Table III. Women's Home Residences: Identification by County and State

	South Dakota Counties						Bordering States		Other States		No Return		Total	
	Brookings		Bordering		Others		No	%	No	%	No	%	No	%
	No	%	No	%	No	%								
Home														
Economics	25	12.7	22	11.2	121	61.4	18	9.1	2	1.0	8	4.1	197	99.5
Non-Home														
Economics	55	14.1	16	4.3	218	57.9	29	7.6	4	1.1	56	14.9	376	99.9

within the state while about 76 per cent of the non-home economics women indicated residence within the state. About 72 per cent of the home economics women and 62 percent of the non-home economics women were from South Dakota counties other than Brookings. Less than 10 per cent of either group indicated residence in states bordering South Dakota.

Slightly over three-fifths of the home economics women and over half of the non-home economics women indicated home residence within 100 miles of the college, as shown in Table IV.

Table IV. Women's Home Residence: Air Miles Distant From College

	0-50		51-100		101-200		201-400		401-Up		Unknown		Total	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Home														
Economics	56	28.4	65	33.0	42	21.3	23	11.7	2	1.0	8	4.1	197	99.5
Non-Home														
Economics	102	27.1	96	25.5	64	17.0	53	14.1	5	1.3	56	14.9	376	99.9

About a third of each group indicated home residence between 101 and 400 miles distant from the college. An extremely small number of students indicated a home residence of greater distance than 400 miles.

Scholastic Ability

The high school grade point averages, the rank in the high school graduating class and the attainment in the ACE, English Placement and Diagnostic Reading Tests (Survey Section) of home economics entrants were used as measures of scholastic ability. The attainment of the home economics group was studied and compared with other groups.

For the computation of high school grade point averages it was found impossible to use Snowden's (10) cumulative grade points and credits system which showed attainment in extracurricular subjects as well as the regular subjects, because of the incomplete reporting of extracurricular activities by many schools. Because various symbols were used by administrators for reporting students' high school achievement, Table V, a conversion table, was developed.

Table V. High School Marks Conversion Table

Letter Grade	100 Point System	4 Point System	3 Point System	2 Point System
A	100-94	4.0-3.50	3.00-2.49	2.0-1.51
B	93-87	3.49-2.50	2.50-1.01	1.5-1.01
C	86-80	2.49-1.50	1.00-0.01	1.00-.51
D	79-73	1.49-0.50	0.0- -.99	0.50-.01
F	73-0	.49-0.00	-1	0

Each year three-fourths or more of the home economics entrant group had a 2.5 or above for their high school grade point average. In other words, 75 per cent of the entrants had an A or B high school grade point average. With the exception of 1952, one-fourth or more of each year's entrant group shown in Table VI had an A grade point average. One half or more of each year's entrants had grade point averages of 3.0 or 4.0 except 1950 when 48 per cent had such averages. Less than one-twentieth of the entrants were in the 1.99 to 1.50 high school grade point average bracket for each year except 1954. None of the entrants were found to have a lower grade point average than this C grade bracket.

Table VI. Distribution of High School Grade Point Averages: Home Economics Freshman Entrants

	4.00-3.5		3.49-3.0		2.99-2.5		2.49-2.0		1.99-1.5		Unknown		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1950	24	30.7	14	17.9	26	33.3	9	11.5	3	3.8	2	2.5	78	99.7
1951	16	25.0	21	32.8	12	18.7	13	20.3	2	3.1	0	0.0	64	99.9
1952	20	23.8	25	29.7	20	23.8	12	14.2	4	4.7	3	3.5	84	99.7
1953	29	42.6	19	27.9	11	16.1	6	8.8	3	4.4	0	0.0	68	99.8
1954	19	26.0	22	30.1	18	24.6	7	9.5	7	9.5	0	0.0	73	99.7
1955	25	34.2	14	19.2	22	30.1	7	9.6	3	4.1	2	2.7	73	99.9
1956	30	38.9	20	25.9	11	14.2	13	16.8	1	1.2	2	2.5	77	99.5

With the exception of 1952 and 1954, over one-half of the home economics entrants as shown in Table VII were classified in the top quarter of their graduating class. Three-fourths or more of the freshman entrants for five of the seven years were in the top one-half of their high school graduating class; the exceptions were 1951 and 1954 when 74.9 per cent and 68.4 per cent, respectively were in the top half of the high school graduating class. Less than 17 per cent of any one year's entrants were from the lower half of the high school graduating class; less than 12 per cent were noted for four of the seven years.

Table VII. Academic Rank in High School Graduating Class: Home Economics Freshman Entrants

	1950		1951		1952		1953		1954		1955		1956	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Upper Quarter	41	52.5	33	51.5	41	48.8	49	72.0	35	47.9	41	56.1	43	55.8
Upper Mid-Quarter	20	25.6	15	23.4	23	27.3	10	14.7	15	20.5	15	20.5	16	20.7
Lower-Mid-Quarter	10	12.8	7	10.9	6	7.1	6	8.8	8	10.9	4	5.4	8	10.3
Lower Quarter	0	0.0	3	4.6	4	4.7	2	2.9	4	5.4	2	2.7	0	0.0
Unknown	7	8.9	6	9.3	10	11.9	1	1.4	11	15.0	11	15.0	10	12.9
Total	78	99.8	64	99.7	84	99.8	68	99.8	73	99.7	73	99.7	77	99.7

The numerical values obtained from a recent report of the Student Personnel Office (27) showed an increase in the number of students in the upper two quarters of the high school graduating class with the

increase in enrollment. However, when figures are analyzed in terms of percentage the college's entrants in the top, as well as in the bottom, quarter had gradually decreased. It was noted in Table VIII that a slight decrease in percentage of entrants in the top half had occurred; an increase had also occurred for the middle half each year.

Table VIII. Academic Rank in High School Graduating Class: Total College Freshman Entrants

	1953		1954		1955		1956	
	No	%	No	%	No	%	No	%
Upper Quarter	316	41.5	303	39.2	377	39.1	414	34.8
Upper Mid-Quarter	230	30.3	277	35.8	322	33.4	404	33.9
Lower Mid-Quarter	85	11.2	101	13.1	133	13.8	182	15.3
Lower Quarter	17	2.2	16	2.2	19	1.9	21	1.8
Unknown	113	14.8	76	9.7	113	11.8	169	14.2
Total	761	100.0	773	100.0	964	100.0	1190	100.0

Upon comparison of the home economics entrants' of the high school rank with that of the total college entrants for the fall quarters of 1953 through 1956, the home economics group showed a higher percentage in the top quarter for each of the years. They also showed slightly higher percentages in the upper half, with the exception of 1954. The total college group showed a lower percentage of entrants in the bottom quarter, however, with the exception of fall 1956 when none of the home economics entrants were from that quarter

of their graduating class.

Test scores of the various standardized tests used as measures of scholastic ability in this investigation were not available for all of the entrants. The findings have been reported only in terms of the known scores.

In the investigation concerning ACE attainment, the Q-score, L-score and T-score were studied. The number of freshmen entrants studied is noted in Table IX. The group mean L-scores were, in each

Table IX. Freshman Entrants Tested: ACE

	1954	1955	1956
Home Economics Women	56	52	63
Non-Home Economics Women	107	107	141
Total College Students	654	496	815

case, higher than the mean Q-scores. The same tendency was noted during this study on the individual scores. A gradual decrease was observed for each of the group's average Q-scores and T-scores as shown on Table X. Women in home economics had a higher mean Q-score than did the non-home economics women in 1955 and 1956 and a higher mean Q-score than the total college students in 1956. The home economics women had a higher mean L-score than the total college students and a lower mean L-score than the non-home economics women for each of the three years observed. A similar relationship between the groups was noted for the

Table X. ACE Test Scores for Freshman Entrants: Group Mean Scores

	Q-Score (Quantitative)			L-Score (Linguistic)			T-Score (Total)		
	1954	1955	1956	1954	1955	1956	1954	1955	1956
Home Eco- nomics Women	42.75	39.84	38.06	61.55	60.80	61.52	104.30	100.65	99.58
Non-Home Eco- nomics Women	44.00	39.80	38.00	65.06	62.33	62.39	109.07	102.14	100.39
Total College Students	42.97	39.99	37.89	60.48	58.54	57.79	103.46	98.53	95.66

mean T-scores. The amount of the difference between the two groups was relatively consistent with the exception of the year 1954. During this year a different form of the test was used which was felt to account for the slight increase in difference.

The Diagnostic Reading Tests (Survey Section) were used as another measure of scholastic ability. The home economics group showed higher mean total comprehension scores than the non-home economics women in 1954 and 1955 and higher than the total college students' mean score for each of the three years. The women in home economics showed a gradual

Table XI. Diagnostic Reading Tests (Survey Section) Scores: Group Means

	Total Comprehensive Scores			Subjects Tested		
	1954	1955	1956	1954	1955	1956
Home Economics Women	74.66	74.19	72.19	56	51	62
Non-Home Economics Women	74.61	72.88	73.39	107	117	143
Total College Students	72.53	73.17	70.86	654	633	804

decrease in the mean total comprehension score while the other two groups showed no pattern of increase or decrease.

Because there appeared to be a positive correlation between the scores earned on the English Placement Test developed at South Dakota State College and the grades attained in college courses according to a report by the Language Skills Research Laboratory (26) of the college, it could be used as a measure of scholastic ability. Since this test was used as an instrument in the placement of students in course levels, for the first quarter of English, the distribution of students in the two course levels should serve as an indication of a group's scholastic ability.

A larger percentage of the home economics students than the total college students enrolled in English were placed in English 4, the more advanced course. From Table XII for each of the three years observed, it was noted that the percentage of home economics students in English 4 has shown a gradual increase.

Table XII. Students Enrolled in English 1 and 4: Fall Quarters of 1954, 1955 and 1956

	English 1						English 4					
	1954		1955		1956		1954		1955		1956	
	No	%	No	%	No	%	No	%	No	%	No	%
Home Economics Students	36	53.7	34	51.6	28	37.3	31	46.2	32	48.4	47	62.6
Total College Students	459	66.6	591	67.9	548	65.4	230	33.3	277	31.9	289	34.5

Scholastic Achievement

Scholastic achievement was measured in this investigation by the scholastic attainment (all subjects) of various class levels of the home economics group, scholastic attainment (median of grade point averages) of total home economics group, attainment of home economics enrollees in core subjects and the rank in the college graduating class. Comparisons were made with the other groups.

The scholastic attainment (as shown by median of grade point averages in Table XIII) of the various class level groups enrolled in home economics varied. The least amount of fluctuation in grade point averages for different groups at the same class level was shown at the freshman level whereas the greatest difference was at the senior level.

Table XIII. Class Level Groups of Home Economics Students: Medians of College Grade Point Averages

	1951	1952	1953	1954	1955	1956
Freshman	2.30	2.34	2.36	2.52	2.40	2.42
Sophomore	2.34	2.54	2.57	2.35	2.60	2.55
Junior	2.38	2.45	2.76	2.56	2.68	2.80
Senior	2.42	2.34	2.54	2.84	2.86	2.86

Within the enrollee group (all class levels) for a specific year, the lower median grade point averages were usually attained by

the freshman and sophomore groups whereas the attainment displayed by the junior and senior groups was usually higher. This increase in median grade point averages at the higher class levels was usually of a graduated nature, but varied with the specific class level groups in the year's enrollee group. In the 1952 enrollee group, the highest achievement was displayed by the sophomore group while the senior group achievement was similar to that of the freshman group of that year. In 1953 the senior group showed lower scholastic attainment than either the junior or sophomore group. The 1954 sophomore group displayed the lowest median of grade point averages for that year.

By reading Table XIII from the upper left corner for the freshman level toward the lower right at a diagonal, the median of grade point averages attained by a certain group at different class levels is noted. Groups appear to have generally increased their median grade point average attainment with increased experience in school.

The general tendency of the above mentioned groups to increase their median attainment with increased class level, as shown in Figure 2, was modified by the sophomore and junior groups of 1954. Only one other example of this, the 1951 junior group, was observed in Table XIII.

A gradual increase in medians of grade point averages for the different groups at the same class level occurred. The freshman and junior groups in Table XIII each showed a single exception to this gradual increase, whereas the sophomore and senior groups each showed two exceptions.

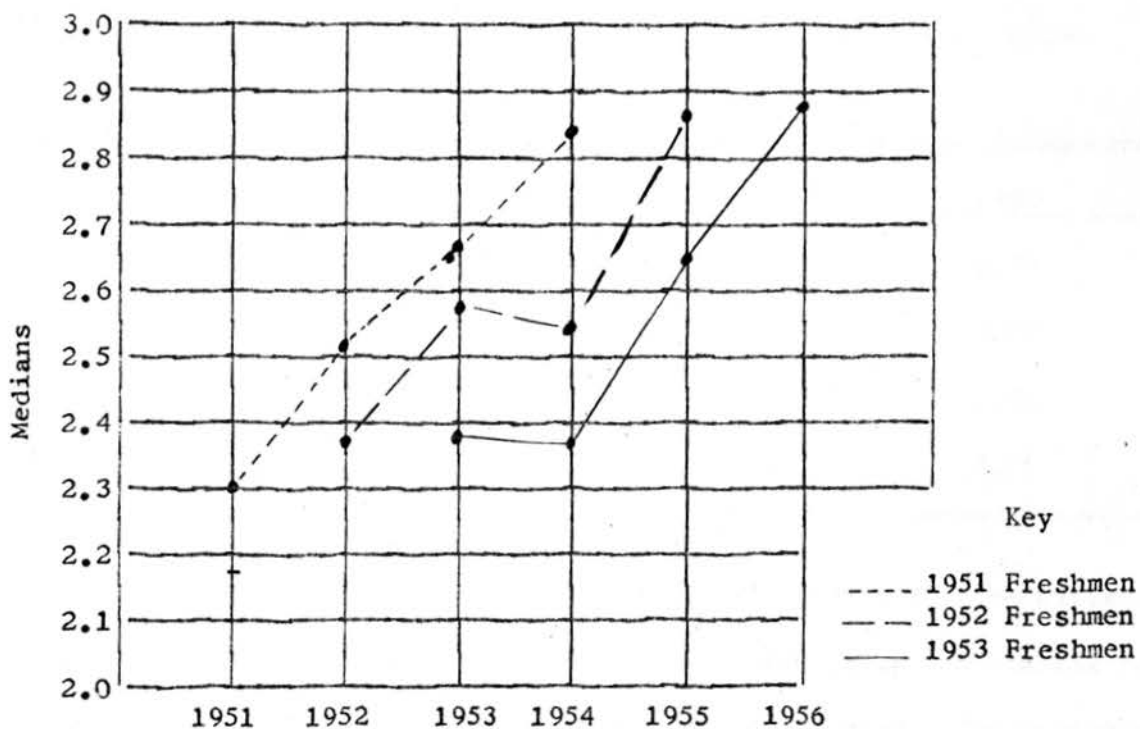


Figure 2. Home Economics Groups at Four Class Levels: Medians of College Grade Point Averages

The numerical values of the various groups' grade point means (group averages were computed from the total cumulative grade points and credits) deviated from the medians of the grade point averages noted earlier, but the general pattern for the different groups at the same class level were similar for the freshman and sophomore levels. When Tables XIII and XIV were compared, the sophomore group was observed to show a higher grade point mean achievement in 1955 than it did in 1954 whereas the reverse was shown by the medians of the grade point averages for those years. The senior group showed a similar attainment in their median of grade point averages for 1955 and 1956, but showed a difference in the grade point mean study.

Table XIV. Class Level Groups of Home Economics Students: Group Grade Point Means (Averages)

	1954	1955	1956
Freshman	2.52	2.49	2.50
Sophomore	2.36	2.51	2.67
Junior	2.50	2.64	2.81
Senior	2.82	2.90	2.86

The graduated increase in the group attainment for the different class level groups of a specific year's enrollee group was similar to that found for the medians of the grade point averages. The freshman group of 1954 was the only exception to the graduated increase in both the mean and median three year studies.

The median of grade point averages for the total home economics enrollee group was then compared with that of the total college student group and the non-home economics women group. The latter group was used for this and other comparisons in this investigation because, with the exception of a single male student in 1956, the home economics groups were composed of female students only.

When comparisons were made of the total enrollee groups' median of grade point averages, it was noted in Table XV that without exception the groups maintained a low B or a high C grade for each of the three years observed. The home economics enrollees showed the highest median of grade point averages for each of the years studied while the total

Table XV. Attainment of Total Enrollee Groups: Medians of Grade Point Averages

	1954	1955	1956
Home Economics Students	2.53	2.60	2.65
Non-Home Economics Women	2.52	2.49	2.50
Total College Students	2.17	2.22	2.32

college students showed the lowest. The least difference between the medians for the home economics students and the non-home economics women was in 1954, the most in 1956. The largest difference between the median attainment of the home economics enrollees and the college's was in 1955.

A gradual increase in medians of grade point averages was shown for each of the three years by two of the groups, but the non-home economics women exhibited their highest attainment in 1954. The greatest amount of increase in median attainments was shown by the total college student group.

When the grade point means were computed for these same enrollee groups in 1956, the relationship between the groups appeared similar to that for the same year's median of grade point averages. The home economics enrollees still ranked the highest with a 2.67 group grade point average, followed by the non-home economics women with a 2.56 average and the total college group with a 2.09 average. The grade point mean for the total college student group was lower than its corresponding median of grade point averages for the year whereas the

grade point means of the other two groups were higher than their medians.

During the investigation of grade point averages it was noted that some students from each of the groups displayed high and low grade point averages, but, as is shown in Tables XVI, XVII and XVIII, larger percentages of enrollees earned averages between 1.50 and 3.49. If the grade point average brackets had consistently represented .5 interval difference rather than the intervals used, the largest percentage of enrollees would have been found in the 2.0 to 2.9 grade point average brackets.

Table XVI. Distribution of College Grade Point Averages: Spring 1954

	4.00-3.50		3.49-2.50		2.49-1.50		1.49-0.00		Total	
	No	%	No	%	No	%	No	%	No	%
Home Economics Students	12	6.2	96	49.4	73	37.5	13	6.7	194	99.8
Non-Home Economics Women	29	10.6	111	40.7	109	40.0	23	8.4	272	99.7
Total College Students	92	4.9	648	34.8	819	44.0	298	16.0	1857	99.7

A gradual percentage decrease was observed during the three years in the lowest grade point average bracket for the home economics students and in the highest grade point average bracket for the non-home economics women. The grade point averages of the non-home economics women showed a gradual percentage increase in the lowest

Table XVII. Distribution of College Grade Point Averages: Spring 1955

	4.00-3.50		3.49-2.50		2.49-1.50		1.49-0.00		Total	
	No	%	No	%	No	%	No	%	No	%
Home Economics Students	7	3.5	106	53.0	79	39.5	8	4.0	200	100.0
Non-Home Economics Women	25	8.9	114	40.8	113	40.4	27	9.6	279	99.7
Total College Students	101	4.8	713	33.9	981	46.8	301	14.3	2096	99.8

Table XVIII. Distribution of College Grade Point Averages: Spring 1956

	4.00-3.50		3.49-2.50		2.49-1.50		1.49-0.00		Total	
	No	%	No	%	No	%	No	%	No	%
Home Economics Students	21	10.4	104	51.4	72	35.6	5	2.4	202	99.8
Non-Home Economics Women	28	7.9	153	43.2	134	37.7	39	11.0	354	99.8
Total College Students	143	5.2	951	35.0	1224	44.9	400	14.7	2718	99.8

bracket. The distribution of the grade point averages in the total student group showed the least fluctuation.

The home economics students showed the highest percentages in the grade point bracket of 3.49 to 2.50; the total college student group showed the highest percentage of its enrollees in the 2.49 to

1.50 group. The non-home economics women showed similar percentages in both of these grade point average brackets in 1954 and 1955 and showed a higher percentage in the higher bracket in 1956. The smallest percentage of students in the lowest grade point average bracket was displayed by the home economics students each year. The relationship between the groups in the highest grade point average bracket changed for each of the years studied: the home economics students were the highest, in terms of percentage, in 1956 and the lowest in 1955.

The attainment of the total home economics and the total college enrollees in chemistry and English were studied and compared. These two courses were used for comparative purposes because they included the largest number of students and most of the department majors (12). All department majors were noted to require English, but certain majors in the Division of Applied Arts and Sciences were given a choice between chemistry and physics. Secretarial science, a two year terminal curriculum, does not require either chemistry or physics.

Upon comparison of the grade point mean attainments of the home economics students and the total college students for two different years, it was found that the home economics enrollees showed a superior attainment in both courses at both levels. It was noted in Table XIX that the difference in the grade point means of the groups in English 4, the more advanced course, was greater than the difference in the group means in English 1. A comparatively large difference in the mean achievement of the two groups in Chemistry 4⁴ was noted in 1956, while

⁴ Students placed in Chemistry 4 must have had high school chemistry.

Table XIX. Scholastic Attainment in English and Chemistry: Group Grade Point Means

	English 4		English 1		Chemistry 4		Chemistry 1	
	1955	1956	1955	1956	1955	1956	1955	1956
Home Economics Students	3.62	3.23	2.26	1.82	2.74	2.51	2.64	1.95
Total College Students	3.05	2.80	1.83	1.67	2.68	2.00	2.06	1.94

a lower difference was observed in 1955. This relationship between the groups was reversed for Chemistry 1 of those years.⁵

Marks from A to F can be earned in either level of English and chemistry as is shown in Tables XX, XXI, XXII and XXIII. Usually a greater percentage of home economics enrollees received higher grades in the more advanced courses than in the lower level courses. It was observed in Table XX that the distribution of grades earned in English 4 showed no D or F grades, comparatively few C grades and a larger number of A and B grades for each of the years studied. The number of A and B grades earned in English 4 was similar for 1954 and 1956, but in 1955 the home economics enrollees earned twice as many A grades as B grades. In English 1 the number of A and F grades earned was low while C grades were received by over one-half the group each year. The percentage of B and D grades varied each year.

⁵ Home economics students are restricted to certain sections in chemistry in so far as individual schedules permit; all home economics sections for any one year are taught by one instructor. A different instructor taught the home economics sections each of the years studied. This practice was not followed in the English Department.

Table XX. Marks Earned by Home Economics Students in Fall Quarter:
English 4

	A		B		C		D		F		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1954	14	45.1	14	45.1	3	9.6	0	0.0	0	0.0	31	99.8
1955	21	65.6	10	31.2	1	3.1	0	0.0	0	0.0	32	99.9
1956	19	40.4	20	42.5	8	17.0	0	0.0	0	0.0	47	99.9

Table XXI. Marks Earned by Home Economics Students in Fall Quarter:
English 1

	A		B		C		D		F		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1954	1	2.7	8	22.2	20	55.5	5	13.8	2	5.5	36	99.7
1955	1	2.9	12	35.2	18	52.9	1	2.9	2	5.8	34	99.7
1956	0	0.0	3	10.7	17	60.7	8	28.5	0	0.0	28	99.9

When the attainment of home economics students in English 4 was compared with that in Chemistry 4, it was noted they earned higher grades in English 4. The home economics students in Chemistry 1, however, earned higher grades than those enrolled in English 1.

A fairly low number of D and F grades were earned by home economics students in Chemistry 4. A similar percentage of B and C grades were earned in Chemistry 4 each year. Between two and three-fifths of these groups earned A or B grades in Chemistry 4 whereas over four-fifths had earned A or B grades in English 4.

Table XXII. Marks Earned by Home Economics Students in Fall Quarter:
Chemistry 4

	A		B		C		D		F		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1954	7	24.1	9	31.0	10	34.4	3	10.3	0	0.0	29	99.8
1955	6	26.0	8	34.7	6	26.0	3	13.0	0	0.0	23	99.7
1956	8	29.6	6	22.2	7	25.9	4	14.8	2	7.4	27	99.9

Table XXIII. Marks Earned by Home Economics Students in Fall Quarter:
Chemistry 1

	A		B		C		D		F		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
1954	7	16.6	20	47.6	6	14.2	7	16.6	2	4.7	42	99.7
1955	10	20.0	19	38.0	12	24.0	8	16.0	1	2.0	50	100.0
1956	6	10.9	13	23.6	16	29.0	12	21.8	8	14.5	55	99.8

The grade of B was earned the most frequently in Chemistry 1 during 1954 and 1955, but the grade of C was earned the most frequently in 1956. The number of B grades earned in Chemistry 1 during 1954 and 1955 by home economics students was more than twice the number of D grades; but the number of B and D grades earned was similar in 1956. A difference was observed in the relative number of A and F grades earned in Chemistry 1 for the years reported.

When the rank of the home economics graduates was observed it was found to compare favorably with the total college group.

With the exception of 1956, one-fourth or more of the home economics graduates ranked in the top quarter of their college graduating class. As shown in Table XXIV, high percentages of home economics graduates ranked in the upper quarter of their graduating class in 1954 and 1955. Two-thirds or more have ranked in the top half of their college graduating class for each of the years studied except 1951; between 72 and 75 per cent have ranked in the top half for four of the years observed.

Table XXIV. Rank of Home Economics Graduates: In College Graduating Class

	1951		1952		1953		1954		1955		1956	
	No	%	No	%	No	%	No	%	No	%	No	%
Upper Quarter	11	27.5	10	34.4	6	25.0	18	46.1	15	48.3	10	24.3
Upper Mid-Quarter	14	35.0	11	37.9	12	50.0	11	28.2	8	25.8	17	41.4
Lower Mid-Quarter	7	17.5	3	10.3	5	20.8	7	17.9	5	16.1	7	17.0
Lower Quarter	6	15.0	5	17.2	0	0.0	3	7.6	3	9.6	7	17.0
Unknown	2	5.0	0	0.0	1	4.1	0	0.0	0	0.0	0	0.0
Total	40	100.0	29	99.8	24	99.9	39	99.8	31	99.8	41	99.7

Comparatively low percentages of students ranked in the two lower quarters of their graduating class. Less than 28 per cent ranked in the lower half of their graduating class, except 1951 and 1956 which had 32.5 and 34 per cent respectively.

Activity Participation

The Activity Participation questionnaire was returned by 509 of the 573 women enrollees at South Dakota State College. Although each student had been given a questionnaire and various follow-up techniques had been used 64 women did not return an answered questionnaire; about a third of those not returned were from the off campus student nurse group while the others were from commuting students, town students and dormitory women. For the questionnaire used and several forms of the letters used to obtain answers see Appendix, Exhibits I, K, L, M, and N.

In this survey concerning high school and college activity participation, a higher percentage of the home economics women than the non-home economics women indicated membership in each of the high school activities surveyed except the Girl Scouts and Campfire Girls category as is shown in Table XXV. With the exception of that category and athletics, a higher percentage of the home economics women indicated roles of leadership in each of the other activities than did the non-home economics women.

Rather large differences in the percentage of participation of the two groups' members were observed in the 4-II and Future Homemaking Club categories. Over four-fifths of either group indicated membership in music activities and almost three-fourths indicated membership in religious activities during high school. A greater percentage of home economics women than non-home economics women indicated being members or leaders in the high school honorary groups.

Table XXV. Activity Participation of Women Students: High School Activities

	Member				Officer or Leader			
	Home Economics		Non-Home Economics		Home Economics		Non-Home Economics	
	No.	%	No.	%	No.	%	No.	%
Athletics	100	53.2	156	48.7	22	11.7	41	12.8
Journalism	134	71.3	191	59.7	66	35.0	107	33.4
Music	171	90.9	267	83.4	107	56.9	83	25.9
Honorary	85	45.2	137	42.8	34	18.0	44	13.7
4-H	103	54.8	95	27.7	92	48.9	56	17.5
Future Homemakers Homemaking Club	113	60.1	107	33.4	66	35.0	51	15.9
Girl Scouts Campfire Girls	51	27.1	110	34.4	23	12.2	68	21.2
Religious	140	74.5	235	73.4	96	51.1	140	43.7

Additional high school activities listed most often were: drama, declam, student council or class officer and the Future Business Leader, Teacher, Nurse and College Clubs. Activities mentioned less often were: Science, Language, Art and Speech Clubs, Pep Clubs and cheer-leading squads, Y-Teen, majorette and various fraternal orders such as Job's Daughters and Rainbow Girls. The activities mentioned seldom were: American Legion Auxiliary, Junior Red Cross, International Relations and World Affairs Clubs, Radio Club, Library Club and Usherettes.

The participation in college activities as shown in Table XXVI appeared to be generally lower than the high school participation; but

Table XXVI. Activity Participation of Women Students: General College Activities

	Member				Officer or Leader			
	Home Economics		Non-Home Economics		Home Economics		Non-Home Economics	
	No.	%	No.	%	No.	%	No.	%
Band	46	24.5	61	19.0	1	.5	4	1.2
Chorus	57	30.3	88	27.5	3	1.6	1	.3
Pasquettes	51	27.1	79	24.7	7	3.7	4	1.2
Hobby Groups	6	3.2	11	3.4	0	0.0	4	1.2
Rural Youth 4-H	55	29.3	18	5.6	11	1.9	1	.3
Variety Shows Plays	33	17.6	73	22.8	1	.5	2	.6
Division or Department Club	160	85.1	194	60.6	35	18.6	57	17.8
Women's Recreation Association	53	28.2	96	30.0	4	2.1	5	1.5
Women's Self Govern- ing Association	104	55.3	151	47.2	9	4.8	4	1.2
Young Democrats Young Republicans	14	7.4	27	8.4	2	1.1	3	.9
Religious Youth Group	160	85.1	200	62.5	58	30.8	44	13.7

it was higher in the religious groups for the home economics women. The highest percentage of participation during college for either group was shown in the religious youth group category and the division and department club category.

With the exception of three of the activities listed, a higher percentage of the home economics women than non-home economics women indicated roles of leadership in the general college activities which offer membership with little restriction. With the exception of three activities, a higher percentage of home economics women also indicated roles of membership in the activities surveyed. The hobby groups category was the only one not having an officer or leader from the home economics women.

Although the percentage of enrollees indicating participation in Rural Youth and 4-H was lower during college attendance, the difference between the two groups in the percentage indicating participation was still quite high. Numerically, also, more home economics women indicated participation in these activities.

Additional college activities listed by the women students surveyed were: Toastmistress, Rifle and Rodeo Clubs, Orchestra, and KAGY radio.

Membership in certain organizations on campus is restricted to those who have been elected or selected. For identification of these activities as listed in Table XXVII, see Appendix, Exhibit J.

Because students majoring in nursing are off campus during most of their junior and senior years, their participation in some of these

Table XXVII. Activity Participation of Women Students: Selected Membership College Groups

	Member				Officer or Leader			
	Home Economics		Non-Home Economics		Home Economics		Non-Home Economics	
	No.	%	No.	%	No.	%	No.	%
Alpha Psi Omega	3	1.6	12	3.7	0	0.0	7	2.2
Angel, Guidon	22	11.7	28	8.7	10	5.3	10	3.1
Board of Control	4	2.1	11	3.4	0	0.0	0	0.0
Jack Rabbit, Collegian, Staff	2	1.1	7	2.2	1	.5	5	1.5
Division Student Council	3	1.6	6	1.8	1	.5	3	0.9
Dorm Council	14	7.4	10	3.1	6	3.2	4	1.2
Phi Kappa Phi	3	1.6	7	2.2	0	0.0	0	0.0
Phi Upsilon Omicron	33	17.5	0	0.0	19	10.1	0	0.0
Pi Gamma Mu	6	3.2	13	4.0	0	0.0	1	0.3
Pi Kappa Delta	3	1.6	3	0.9	1	0.5	3	0.9
Religious Council	12	6.4	2	0.6	4	2.1	2	0.6
Rho Chi	0	0.0	3	0.9	0	0.0	1	0.3
Sigma Lambda Sigma	11	5.8	6	1.8	4	2.1	1	0.3
Stakota	33	17.5	20	6.2	2	1.1	2	0.6
Theta Sigma Phi	1	.5	4	1.2	1	0.5	3	0.9
Union Board	3	1.6	0	0.0	1	0.5	0	0.0

activities was limited. However, since less than half of the off campus student nurses answered the questionnaire, the percentages noted were perhaps higher than they would have been for the non-home economics women had all the questionnaires been returned.

The percentages vary greatly in these organizations because of the rather specific nature and function of some groups; but the home economics women still showed higher percentages than non-home economics women in over 40 per cent of the organizations listed. Home economics women participated in a wide range of activities as members and as officers or leaders. With the exception of Rho Chi, an honorary society restricted to pharmacy majors, the home economics women participated in every selected membership group included in the survey. Home economics women acted in the capacity of an officer or a leader in two thirds of the selected membership groups.

Certain selected membership groups inadvertently omitted, but reported by the women students surveyed were: Little International Staff, Kappa Epsilon, cheerleading, Kappa Delta Pi and class officers. For identification of some of these groups see the Appendix, Exhibit J.

While the interpretation of the terms occasionally and frequently on the section of the questionnaire concerning social and cultural activity participation may have varied some between individuals, there is no known reason for assuming that one group's members would interpret them differently than another. Misinterpretation of time element in regard to the item of dating resulted in its being omitted by some

of the students who, at the time of the survey, were married after having dated frequently while in college.

Activities reported in Table XXVIII by the largest percentages of home economics women as pursued frequently were: listening to the radio, dating and attending plays. Largest percentages of the non-home economics women reported listening to the radio, reading and dating as activities pursued frequently. Attending concerts, attending plays and sewing were the activities indicated as pursued frequently by higher percentages of home economics women than non-home economics women.

Over half of each group indicated that attending concerts, watching television and playing cards were activities participated in occasionally. The activities most often added to the social and cultural activity section of the questionnaire were: picnics, swimming, tennis, bowling, golf, walks or hikes and art work of various types.

North Central Region Land Grant College and University Survey

Each of the thirteen land grant colleges and universities within the North Central Region answered the home economics Student Status questionnaire. Five of the schools reported that analytic studies had been made in one or more of the areas inquired about on the questionnaire; summaries were not, however, available for all of the completed studies. Several schools indicated the raw data for certain of these studies were available, but no studies had been made. For the questionnaire used and the list of the schools surveyed, see Appendix, Exhibit A and B.

Table XXVIII. Social and Cultural Activity Participation of Women Students: During College

	Frequently				Occasionally			
	Home		Non-Home		Home		Non-Home	
	No.	%	No.	%	No.	%	No.	%
Concerts	54	27.4	73	22.8	114	57.9	207	64.6
Movies	92	46.7	185	57.8	96	48.7	129	40.3
Plays	111	56.3	159	49.6	75	38.1	146	45.6
Variety Shows	85	43.1	144	45.0	93	47.2	157	49.0
Phonograph	57	28.9	160	50.0	98	49.7	128	40.0
Radio	128	64.9	255	79.6	57	28.9	59	18.4
Television	44	22.3	88	27.5	116	58.9	191	59.6
Card Playing	16	8.1	57	17.8	99	50.2	165	51.5
Car Riding	77	39.0	156	48.7	92	46.7	141	44.0
Dancing	95	48.2	175	54.7	78	39.6	120	37.5
Dating	113	57.3	196	61.2	61	30.9	97	30.3
Reading	97	49.2	204	63.7	88	44.7	96	30.0
Sewing	104	52.8	78	24.4	81	41.1	145	45.3
Skating	9	4.5	39	12.2	90	45.7	145	45.3

The undergraduate home economics curricula lead to a Bachelor of Science degree in each of the North Central Region Land Grant Colleges and Universities. Two of the schools indicated that a Bachelor of Art or Artium Baccalaureus could also be earned. The survey showed that no two year curriculum degrees were offered.

Test score analyses for the ACE were made by three schools during the 1950's and the latter 1940's. Two of the schools indicated having made analytic studies in the Cooperative English Test. The Reading Comprehension, Mechanics of Expression-A, Effectiveness of Expression-B-2 and the Ohio State Psychological Examination analyses were each reported by a single school.

An analysis of the high school grade point averages for the home economics entrants was made by one school, during the 1956-1957 school year. Studies have been made showing the distribution of home economics entrants within the high school graduating class (rank) for freshmen of the 1950's and the latter 1940's by four of the colleges and universities surveyed.

Analytic studies of college and university grade point averages (all subjects) of the home economics students at certain class level were made by two schools. One continuity study of grade point averages (all subjects) was reported for the 1949 graduates and another for the freshman entrants of fall 1949, 1950 and 1951. This latter study concerned a combined agriculture and home economics sample. No analytic study of grades earned in the core subjects English and chemistry was reported, but one school indicated having made a study of the home

economics students' attainment in subject areas for the freshmen students of 1950 and 1951.

The comments made concerning the status of home economics students showed that while the number of studies completed was fairly low in number, the interest in such studies was high. Several indicated plans for similar studies to that of the South Dakota Study in the near future. Two schools indicated the questionnaire developed for the survey was being studied as a possible basis for studies in their schools.

SUMMARY AND CONCLUSIONS

The essential content of the investigation is reviewed and possible comparisons are made. Conclusions are drawn from the findings of this investigation.

Summary

In an attempt to help develop a better understanding of the status of home economics students, the scholastic ability and achievement and the extent and pattern of activity participation of the home economics students at South Dakota State College were studied for varying lengths of time within the fall 1950 to spring 1957 period. Background information concerning enrollment fluctuations at the college since 1947 and the geographic location of home residences of women enrollees of spring 1957 were studied. A survey was made concerning the related studies completed in the land grant colleges of the North Central Region. The review of various related studies and literature revealed results, and sometimes techniques, of investigations made in other schools.

The national trend of an increased enrollment in the institutions of higher learning was also shown in the ten year enrollment study. The lower rate of enrollment increase observed in this school for the home economics students reflected the national enrollment picture.

The geographic study of the women enrollees' home residences showed that 85 per cent of the home economics women were from within the state while about 76 per cent of the non-home economics women were

from South Dakota. Three-fifths of the home economics women indicated residence within 100 miles of the college. A little over half of the non-home economics women lived within this same area.

The clinical uses of tests thus far substantiates the view that no single test, or group of tests, is adequate for prognosis because human factors which affect behavior and learning have not as yet yielded to psychometrics. Recognizing this limitation, the test score studies were supplemented by studies of the rank in the high school graduating class and the high school grade point averages. Comparatively high correlations were noted, however, in the related studies reviewed between the home economics students' attainments in these measures of scholastic ability and their subsequent achievement in college.

The various groups' mean scores in the ACE revealed that the home economics women showed higher mean T-scores and L-scores than did the total college students, but lower than did the non-home economics women for the three years studied. The home economics women entrants showed higher mean Q-scores than did the non-home economics women for two of the years observed and higher than the total college entrants for one of the years. The group mean L-scores were higher than the group mean Q-scores. This tendency for higher L-scores was noted in the study of the individual scores also, and so agrees with the findings of two of the reviewed studies (20, 25).

On the Diagnostic Reading Tests (Survey Section), the home economics students showed higher mean scores (total comprehension scores) than did the total college entrant group for each of the three

years studied. They showed higher mean scores than the non-home economics women for two of the three years observed.

Forty-six or more per cent of the home economics enrollees have been placed in English 4 during the years observed, while about a third of the total college enrollees have been in this higher level course. The course level placement of students was based primarily on the scores attained in the English Placement Test which were shown in another study to have prognostic value for scholastic achievement in this college.

Each year about three-fourths of the home economics entrants exhibited A or B high school grade point averages. One-half or more of each of the entrant groups, except in 1952, were in the 3.0 to 4.0 grade point average bracket. In the related studies reviewed, two investigators reported that two-thirds of their home economics graduates had placed in this same grade point average bracket at the time of their entrance to college. (24, 25). In two of the seven years observed in this investigation, more than two-thirds of the home economics entrants were in this bracket. None of the freshman entrants studied were found to have lower than a C high school grade point average.

At least three-fourths of each year's entrants in home economics were from the upper half of their high school graduating class. Comparison with the total college entrants showed a higher percentage of home economics students in the top quarter and the top half. The home economics students in this investigation also compared favorably with the freshman entrants observed in one of the related studies (18) reviewed,

which showed three-fifths of the entrants in the top half of their high school graduating class.

Scholastic achievement was measured in this study by college grades or marks earned in all or total subjects and core subjects. An increased total subject attainment as measured by midpoint of grade point averages occurred for the different home economics groups at the same class level for the years observed. The various class level groups enrolled during a specific year usually displayed higher attainment (median of grade point averages or grade point means) at the higher class levels. This same pattern was usually shown by a specific group during its four years of college. These same tendencies for increased attainment were reported by several of the related studies by other land grant colleges in the North Central Region (23, 28, 29).

The scholastic attainment of the total enrollee groups (home economics, non-home economics women and college) was compared in terms of the grade point means and the medians and distribution of the grade point averages. The home economics and the total college students showed a gradual increase in the scholastic attainment (all subjects) in the study of medians of grade point averages over a seven year period. The home economics group showed the highest medians of grade point averages and the non-home economics women were second. In the 1956 grade point mean study, a similar relationship between the three groups was observed. The distribution of grade point averages showed that while home economics students displayed considerable fluctuation

in the highest grade point average bracket they showed superior achievement to the other groups in terms of the remaining distribution.

Upon the comparison of the group grade point means in English and chemistry at both levels, it was found that the home economics students showed superior attainment to the total college students. The home economics students enrolled in English 4 earned higher grades than those enrolled in Chemistry 4, whereas those enrolled in English 1 earned lower grades than those in Chemistry 1.

Between 62 and 75 per cent of the home economics graduates observed ranked in the upper half of their graduating class in college. With the exception of one year, one-fourth or more ranked in the top quarter of their college graduating class.

Higher percentages of the home economics, than the non-home economics, women students indicated participation as members in seven-eighths of the high school activities surveyed. Higher percentages of home economics students were officers or leaders in three-fourths of these activities. The music and religious groups claimed the largest percentage participation of both groups during high school. These activities were also reported in a reviewed study (17) as frequently participated in during high school.

The participation in college activities appeared to be generally lower for both groups. Higher percentages of non-home economics women indicated membership or leadership roles for only 27 per cent of the activities listed. The home economics women indicated membership in each of the activities listed and indicated leadership roles in all

except one of the groups. The highest percentage of participation by either group was in the religious youth organizations and the division and department clubs.

The home economics women participated in every selected-membership group surveyed except one, which was restricted to membership of another major. Higher percentages of home economics women indicated membership in five-eighths of the groups surveyed. Leadership roles were executed by home economics women in two-thirds of the groups.

The cultural and social activities reported most often as frequently pursued by both groups were listening to the radio and dating. These two activities were also reported as frequently pursued by a large percentage of entrants in one of the studies reviewed (17). Half of the home economics and non-home economics women indicated attending concerts, watching television and card playing as activities participated in occasionally.

When the thirteen land grant colleges and universities in the North Central Region were surveyed, it was found that five had made one or more studies in the areas included in the questionnaire. Three schools had summaries available concerning grade point attainments at various class levels and results of standardized tests. Comments from these schools revealed rather high interest in studies of this type and several indicated plans for making similar studies in their schools.

Conclusions

From the findings of this investigation of the home economics students of South Dakota State College, these conclusions appear justified:

1. The home economics students at South Dakota State College compare favorably with the total college students group in:
 - a. Scholastic ability
 - b. Scholastic achievement
2. The home economics students at South Dakota State College compare favorably with the non-home economics women in:
 - a. Scholastic ability
 - b. Scholastic achievement
 - c. Pattern of activity participation
 - d. Extent of activity participation
3. The home economics student group at South Dakota State College show lower enrollment than the group of non-home economics women in:
 - a. Numerical increase
 - b. Percentage rate of increase
4. The home economics students at South Dakota State College tend to live within a closer radius of the college than do the non-home economics women in:
 - a. The county and state analysis
 - b. The miles distant analysis

5. The studies made by the land grant colleges and universities in the North Central Region were insufficient in number and scope for purposes of comparison with the home economics students at South Dakota State College in:
 - a. Scholastic ability
 - b. Scholastic achievement.

RECOMMENDATIONS FOR FURTHER STUDY

The present study was an exploratory investigation claiming only general tendencies and relationships. A more complete analysis of the data would require further statistical treatment. It is believed that the specific recommendations noted below, which utilize more complex statistical measures, would enhance the entire area of this investigation and its implications.

1. A statistical analysis for the significance of the observed differences between the groups as measured by the various instruments in each of the areas studied.

2. A periodic survey and statistical analysis of the differences between the scholastic ability, scholastic achievement and activity participation of home economics students and other college student groups.

3. A study of home economics student status investigations concerning scholastic ability, scholastic achievement and activity participation in light of their contributions to the home economics college curriculum, recruitment and public relations programs.

4. A survey of the attitudes toward the profession of home economics prevailing among home economics and non-home economics individuals and an investigation of the factors influencing their origin and development.

5. A comparative study of the attainment of home economics students with other college student groups in various subject areas, such as: natural science, social science and language arts.

6. A continuity or longitudinal study of the home economics entrant group through its four years of college, observing the types of students dropping out or transferring in and investigating possible reasons for these actions.

7. A study of the distribution of college home economics students' grade point averages in the various class level groups, noting the change in the pattern of distribution for different groups at the same level and for specific (same) groups at different class levels.

8. A comparative study of the percentile rank of the individual in the class level group, based upon the grade point averages.

9. An extended study of the home economics, non-home economics women and total college enrollees as regards mean and/or median grade point comparisons.

10. Specific comparisons of the home economics, non-home economics women, and total college enrollees on standardized test attainment, utilizing the more common measures of variability in statistical analyses.

11. A study to determine the correlation coefficient between the measures of estimated scholastic ability and the actual scholastic attainment for each group concerned.

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APPENDIX

Exhibit A

Home Economics Student Status Questionnaire

College or University _____ Address _____

I. General Information: Please check () item which most nearly describes situation in your institution.

1. Undergraduate home economics curricula leads to:

_____ B.S. degree _____ Associate (2-year) degree
 _____ B.A. degree

II. College Scholastic Ability of Home Economics College Entrants as Measured by Specific Entrance Tests, High School Achievement (Grade Averages), and High School Rank: Please indicate the years for which analytical studies have been made in your school.

1. Test score analyses have been made of home economics entrants for:

- A. American Council on Education: Psychological Examination - 19__ to 19__.
 B. Iowa Placement Examination: Chemistry Aptitude, Form M - 19__ to 19__.
 C. Science Research Associates: Diagnostic Reading Tests, Survey Section, Forms A & B - 19__ to 19__.

2. Test score analyses have been made of home economics entrants for similar test types:

<u>Test</u>	<u>Years Studies Were Made</u>
_____	19__ to 19__
_____	19__ to 19__

_____ No studies made of Home Economics Entrants placement in this type of tests.

3. Analyses of high school grade point averages for home economic entrants are completed for freshman classes of:

_____ 1956-57 _____ 1955-56 _____ 1954-55 _____ 1953-54 _____ 1952-53 _____ 1951-52

_____ Studies made for years other than those listed.

_____ No studies made.

4. Studies have been made showing distribution of home economics entrants within high school graduating class (rank) for freshman classes of:

_____ 1956-57 _____ 1955-56 _____ 1954-55 _____ 1953-54 _____ 1952-53 _____ 1951-52

_____ Studies made for years other than those listed.

_____ No studies made.

III. College Scholastic Achievement of Home Economics Students as Measured by Grade Point Averages and Grade Received in Specific Core Subjects: Please indicate specific years for which studies have been completed within your school.

1. Analytical studies of grade point averages (all subjects) of home economics students have been made for:

Freshman - 19__ to 19__ Junior - 19__ to 19__
 Sophomore - 19__ to 19__ Senior - 19__ to 19__

___ No studies made at specific class levels.

2. A 4-year continuity study of grade point averages (all subjects) during college training has been made for graduates of:

___ 1955-56 ___ 1954-55 ___ 1953-54 ___ 1952-53 ___ 1951-52

___ No continuity study made.

3. An analytical study of grade point averages (all subjects) for the entire home economics student group has been made for students enrolled in:

___ 1955-56 ___ 1954-55 ___ 1953-54 ___ 1952-53 ___ 1951-52

4. Analytic studies of grade point averages of home economics students have been made in:

A. English for:

___ 1951-52 ___ 1952-53 ___ 1953-54 ___ 1954-55 ___ 1955-56
 ___ 1956-57 ___ 19__ - ___ 19__ - ___

B. Chemistry for:

___ 1951-52 ___ 1952-53 ___ 1953-54 ___ 1954-55 ___ 1955-56
 ___ 1956-57 ___ 19__ - ___ 19__ - ___

IV. Home Economics Student Status Studies and Study Summaries:

1. Are your completed analytical studies of home economics students available upon request for loan?

___ Yes, all. ___ Yes, some. ___ No.

___ No studies completed concerning these specific characteristics of home economics students.

2. Are summaries of these home economics studies made in your school available for comparative purposes with the South Dakota study?

___ Yes, all. ___ Yes, some. ___ No.

___ No summaries of completed studies made.

- V. Please make additional comments concerning status of home economics students which you feel should be considered. (Back of page may be used, if needed).

Would you like a personal copy of the summary of this home economics student status questionnaire?

___ Yes ___ No

Thank you once again for your cooperation.

Exhibit B

North Central Region Land Grant Colleges and Universities

University of Illinois, Urbana, Illinois

Purdue University, Lafayette, Indiana

Iowa State College of Agriculture and Mechanical Arts, Ames, Iowa

Kansas State College of Agriculture and Applied Science, Manhattan, Kansas

University of Kentucky, Lexington, Kentucky

Michigan State University of Agriculture and Applied Sciences, East
Lansing, Michigan

University of Minnesota, St. Paul Campus, Minnesota

University of Missouri, Columbia, Missouri

University of Nebraska, Lincoln, Nebraska

North Dakota Agricultural College, Fargo, North Dakota

Ohio State University, Columbus, Ohio

South Dakota State College, College Station, South Dakota

University of Wisconsin, Madison, Wisconsin

SOUTH DAKOTA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS

COLLEGE STATION - BROOKINGS, SOUTH DAKOTA

DIVISION OF HOME ECONOMICS

April 5, 1957

COFFEE COLD ?

. . . . How do we rate ?

Perhaps you too have had the experience of having a cup of coffee grow cold as the status of home economics students in colleges was discussed. A major goal of home economists has consistently been to develop a better understanding of home economics. Each person has his own idea concerning home economics students' native ability and scholastic achievement, as compared with other college students. The question is, however, what concrete evidence can be offered to substantiate the views? What analytical studies have been made in this area?

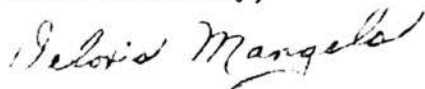
A comparative study which includes analysis of native ability as measured by (1) certain tests given upon entrance in college and (2) students' high school achievement is now in progress at South Dakota State College. In this study an analysis of scholastic achievement will also be made in terms of general grade point averages, as well as the grade point averages in the specific core subjects: English and chemistry.

Because the data of this study are of necessity limited in scope so far as time and area are concerned, an inquiry is being made of each of the Land Grant colleges within the Central Region concerning similar studies. Your cooperation in contributing to this data will be appreciated. A postpaid, self-addressed envelope is inclosed for your convenience and prompt return of the questionnaire.

Would you like a personal copy of the summary of this questionnaire? If so, be sure to check "yes" for the last item on the questionnaire.

Thank you for your help.

Yours sincerely,



Deloris Mangels
Graduate Assistant

SOUTH DAKOTA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS

COLLEGE STATION - BROOKINGS, SOUTH DAKOTA

DIVISION OF HOME ECONOMICS

May 4, 1957

How DO We Rate ?

Facts are what we need...facts on which to base our discussion of the status of home economics students. Please help us get these facts.

A questionnaire was sent to you a short time ago in which you were asked to give information concerning studies of home economics students in your school. Possibly the completed forms are in the mail now; if so, please ignore the remaining portion of this letter.

Hypotheses have been advanced that home economics students are of at least average scholastic ability and display at least average achievement in their college work. An attempt is being made to verify these hypotheses through a comparative study of home economics students and other college students at South Dakota State College. So that the scope of the South Dakota study can be broadened and be of greater value to others when finished, it is extremely important that we include information concerning student status studies from each of the Land Grant schools within the North Central Region.

Enclosed is a duplicate of the questionnaire in case the first copy was not received or was misplaced. Please help by sending your response at your very earliest opportunity in the enclosed postpaid, self-addressed envelope.

Thank you for your cooperation.

Yours sincerely,

Deloris Mangels
Graduate Assistant

(Mrs.) Lilyan K. Galbraith, Head
Home Economics Education Department

DM:dm
Enc.

Exhibit E

Double-Card Form: Request for Questionnaire Return

COFFEE'S GETTING COLD!

Facts are what we need...regardless of whether coffee is being served or not, when the status of home economics students is the topic under discussion we need facts to back up our contentions. To get these facts we need the help of each of the land grant schools within the North Central Region.

Please check and return the accompanying card and send the answered student status questionnaire if you have not already done so.

I have already mailed the student status questionnaire

Am getting it in the mail today

Plan to fill in the answers within the next day or two and will mail it then.

Please send a duplicate of the questionnaire so that I can fill it in and return it. Something has happened to mine.

SOUTH DAKOTA STATE COLLEGE OF AGRICULTURE AND MECHANIC ARTS

COLLEGE STATION - BROOKINGS, SOUTH DAKOTA

DIVISION OF HOME ECONOMICS

May 3, 1957

Dear _____:

Thank you for cooperating with Dr. Julia Dalrymple, Chairman of Home Economics Education and Extension at the University of Wisconsin, on the home economics student status questionnaire from South Dakota State College.

I am interested in studying a summary of each of the following analyses you indicated have been made in your school concerning home economics students' scholastic achievement in college:

1. The mean grade point averages (all subjects) of home economics students at the freshman, sophomore, junior, and senior levels for years 1951 through 1956.
2. The 4-year continuity study of grade point averages (all subjects) during college training for graduates of 1951-52. (Of particular interest is the mean, median, and range of this particular group at each grade level.)
3. The mean grade point averages (all subjects) for the entire home economics student group enrolled from 1951-56.

The above information would broaden the scope of the South Dakota home economics student status study materially, thus making it of greater value to others when completed. Please advise as to the time and expense entailed in securing these summaries through duplication or loan. Enclosed for your convenience is a postpaid, self-addressed envelope.

Thank you for your kind, prompt attention to this matter.

Yours sincerely,

Deloris Mangels
Graduate Assistant

Exhibit G*

Acknowledgement Letter Form: Receipt of Information

May 20, 1957

Dear _____:

Thank you for sending the requested information concerning home economics students' studies made in your school. Your prompt reply is surely appreciated.

I'm sure the studies will be useful in our investigation. Thank you again.

Yours sincerely,

Deloris Mangels
Graduate Assistant

* Originals were on half-sheet college stationery.

Exhibit H*

Acknowledgement Letter Form: Receipt of Questionnaire

April 10, 1957

Dear _____:

Thank you for the prompt return of the questionnaire concerning home economics students. Your cooperative participation in this study is appreciated.

Please find enclosed a copy of the questionnaire as requested. I hope that it will prove useful for your proposed study. A personal copy of the summary of the questionnaire will be sent to you upon its completion.

Yours sincerely,

Deloris Mangels
Graduate Assistant

* Originals were on half-sheet college stationery.

2. Check () activities in which you participated while in college. Indicate by an additional check in the appropriate column if you were an officer or a leader.

Officer	Member	Officer	Member
_____	_____ Band	_____	_____ Division, Department Clubs
_____	_____ Chorus	_____	_____ Women's Recreational Assoc.
_____	_____ Pasquettes	_____	_____ Women's Self Governing Assoc.
_____	_____ Hobby Groups	_____	_____ Young Democrats or Republicans
_____	_____ Rural Youth, 4-H	_____	_____ Religious Youth Group
_____	_____ Variety Shows, Plays	_____	_____

3. Check () college groups to which you have been selected as a member. Indicate by an additional check in the appropriate column if you were an officer or leader.

Officer	Member	Officer	Member
_____	_____ Alpha Psi Omega	_____	_____ Pi Kappa Delta
_____	_____ Angels' Flight, Guidon	_____	_____ Religious Council
_____	_____ Board of Control	_____	_____ Rho Chi
_____	_____ Collegian, Jack Rabbit Staff	_____	_____ Sigma Delta Chi
_____	_____ Division Student Council	_____	_____ Sigma Lambda Sigma
_____	_____ Dorm Council	_____	_____ Stakota
_____	_____ Phi Kappa Phi	_____	_____ Theta Sigma Phi
_____	_____ Phi Upsilon Omicron	_____	_____ Union Board
_____	_____ Pi Gamma Mu	_____	_____

4. Check () appropriate column opposite social or cultural activity according to your degree of participation during college.

I attend:	Never	Occasionally	Frequently
Concerts	_____	_____	_____
Movies	_____	_____	_____
Plays	_____	_____	_____
Variety Shows	_____	_____	_____
 I listen to:			
Phonograph	_____	_____	_____
Radio	_____	_____	_____
T. V.	_____	_____	_____
 I participate in:			
Cardplaying	_____	_____	_____
Car Riding	_____	_____	_____
Dancing	_____	_____	_____
Dating	_____	_____	_____
 Reading	_____	_____	_____
Sewing	_____	_____	_____
Skating	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Thank you once again for your cooperation. It is appreciated.

Exhibit J

Identification of Certain College Activity Organizations

Selected Membership Groups Surveyed:

Alpha Psi Omega-Honorary Dramatic Society

Angel, Guidon-Student Military Fraternity

Board of Control-Student Association Governing Council

Jack Rabbit, Collegian Staff-College Annual and Newspaper Staff

Dorm Council-Student Governing Group of Women's Dormitories and Houses

Phi Kappa Phi-All College Honor Society

Phi Upsilon Omicron-Honorary Home Economics Fraternity

Pi Gamma Mu-All College Social Science Honorary Society

Pi Kappa Delta-Honorary Forensic Society

Religious Council-Student Board for Correlating Religious Activity

Rho Chi-Honorary Professional Pharmacy Society

Sigma Lambda Sigma-Honorary Senior Women's Scholastic Organization

Stakota-Women's Pep Club

Theta Sigma Phi-Honorary Professional Fraternity for Women in Journalism

Union Board-Student Governing Council of Student Association Building

Miscellaneous:

Kappa Delta Pi-Honorary Society in Education

Kappa Epsilon-Women's Pharmacy Major Organization

Little International-Competitive Exposition Sponsored by Agriculture and Home Economics

Pasquettes-Vocal, Instrumental, Dance and Dramatic Women's Organization

Exhibit K*

Letter Form: Distribution Letter to Off Campus Student Distributors

March 22, 1957

Dear _____,

Enclosed please find the Activity Participation questionnaires. Please distribute them, collecting them when answered, in the manner we discussed last Wednesday. I surely do appreciate your helping me.

If anyone has a question concerning any part which you are unable to answer, have them make a notation on the questionnaire. I will be looking forward to an early return of the answered questionnaires in this envelope, using the enclosed postage stamps and mailing label.

Thank you again for your help.

Yours sincerely,

* Originals were on half-sheet college stationery.

Exhibit L*

Letter Form: Acknowledgement of Receipt Letter to Off Campus
Student Distributors

April 8, 1957

Dear _____,

Received the packet of answered questionnaires from you today. Thank you so much for your help.

Happy to hear that you enjoy your work. Hope that you will stop in to see us the next time you are back on campus.

Yours sincerely,

* Originals were on half-sheet college stationery.

Exhibit M*

Letter Form: Distribution Letter

March 27, 1957

Dear _____,

I had hoped to give the enclosed questionnaire to you personally, but because of the distance must mail it to you. Hope that you will help us, however, in this activity participation survey of all women students at South Dakota State College.

Please answer the questionnaire and return it in the enclosed postpaid, self addressed envelope at your earliest convenience. Note that one section refers to activity participation during high school while the others refer to participation during college. If you have any question about any part, please make a notation on the questionnaire. Thank you.

Yours sincerely,

* Originals were on half-sheet college stationery.

Exhibit N*

Letter Form: Request for Questionnaire Return

April 12, 1957

Dear _____,

A short time ago a questionnaire concerning activity participation was sent to you. It is extremely important to have responses from each of the women students enrolled at South Dakota State College, so please help by sending your response at your very earliest opportunity.

Thank you for your cooperation.

Yours sincerely,

* Originals were on half-sheet college stationery.

Exhibit O

Examples of Forms Used for Hand Collection of Data

Individual Students Grade Point Average				Name	Rank in College Graduating Class				
Fresh- man 1952	Other 1952	Sopho- more 1953	Other 1953		1*	2	3	4	Unknown
2.33			(Jr)2.57	Janice _____		x			
3.51		3.40		Marie _____	x				

* Top quarter.

Figure 4. Form for Earlier Home Economics Enrollees and Graduates

Exhibit P

Examples of Forms Used for Obtaining Information From
Machine Records Office

Class Level	Student Number	Cumulative Credits	Cumulative Grade Points	Individual Student Grade Point Average

Figure 5. Form For Class Level Study of Home Economics Students