

A DESCRIPTIVE STUDY OF THIRTY-FIVE  
UNMARRIED GRADUATE WOMEN AT KANSAS STATE UNIVERSITY

by

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## INTRODUCTION

Because the high rate of marriage in the United States has been much publicized, there has been a tendency to overlook that group of persons who are not married, many of whom will never marry. For example, when Duvall and Hill (1948) structured the seven-stage family life cycle, they omitted the phase of singleness which occurs between their stage five, Families with Teenagers, and stage six, Families as Launching Centers. Yet, Deegan (1951) went so far as to state that the single individual is more capable of making a significant contribution to a larger portion of society than the married individual. What is known about the unmarried woman? What is she like? What are her goals?

The present study was undertaken to answer questions regarding unmarried graduate women and their attitudes about themselves in relation to their society. During the spring semester, 1961, there were 50 unmarried American graduate women enrolled at Kansas State University. Since no college housing was provided, these women lived outside of the campus in the city of Manhattan. Assuming that these women were unknown to many persons about them, a study could prove enlightening to the graduate administration and to the general university community as well.

Most of the theories about unmarried graduate women have been obtained from opinions and speculations by sociologists, psychologists, educators, and the women themselves. Current articles in popular magazines such as one by Binger (1961) p. 40,

suggested that the "foremost interest of college girls today is in finding a mate and they spend their time and energy concealing it from themselves and others." Binger said that women go to graduate school to save themselves from work, to raise the market value in getting jobs, to stay in a protective atmosphere, to contact interesting 'people'--people signifying men, and some few women go to graduate school to study. He stated, p. 41, that their motives are "confusing, conflicting, and dissatisfying," and as a result of these mixed feelings, psychosomatic illnesses result and defense mechanisms, such as sleeping and overeating, appear.

Boroff (1960), p. 110, in another popular magazine, stated that "in her manless state the graduate woman prowls the alleyways of academia out of sheer desperation." He believed that women attend graduate school because they need more education for interesting work, they have high academic values, they are not engaged, and they feel unprepared for life. Boroff, (p. 112), described the unmarried graduate woman's appearance as "indifferent."

Some of the speculations made in the two articles stimulated and perpetuated the author's interest in the social life, appearance, personality, and health of the women in this study. Articles such as these tend to attract public attention and influence social attitudes about unmarried women, in general, and in these instances, unmarried graduate women.

Social pressures have helped to mold a stereotype of un-

married women. Deegan (1951) chose classical novels which involved unmarried women and developed case studies about them, treating them as real persons. She studied her characters in relation to childhood and adolescence, ambition and achievement, human relationships, attitudes, and factors in nonmarriage and adjustment. Of the 150 single women in the 125 novels, only seven held more than minor parts.

The unmarried person does not find her role an easy one. For instance, Panzer (1958), p. 32, wrote that there is "no world for a single person" in modern America; tables in restaurants are not available for just one person and groceries (generally) come in packages too large for just one person. Opened cans never get emptied, and parts of packaged fruits and vegetables are thrown out. American society emphasizes marriage and the establishment of families; but at a time when families are more complex and flexible, many persons are finding the roles which family life projects undesirable or difficult to fill. Many persons are discovering themselves and are proving their capabilities through advanced education before deciding whether or not to marry.

## REVIEW OF LITERATURE

### Woman's Changing Role

In historical America two persons frowned upon considerably were the unmarried female and the scholar, because both were considered impractical in founding a new country. If an unmarried

woman was scholarly, she was either neglected or ridiculed. Deegan (1951) theorized that the social attitude about "old maids" was a carryover from England. During the early years of this country, particularly in New England, the majority of the unattractive, unmarried women were considered witches. They were ridiculed and/or tortured for being different.

Since the turn of the century, the role of the American woman has undergone change. For many years, a woman had no choice as to what to do with her life; she was expected to marry and to have children. Her duty was to keep house and fulfill the needs of her husband and children. If she did not marry, she lived with her parents or other relatives and was not allowed to work outside the home. Often she acted as midwife or nurse for the family. But unmarried women were not numerous, because marriage was considered a necessity for pioneer men (Deegan, 1951).

Following the Civil War and the deaths of many men, the ratio of men and women changed. Immigration began to include more women. With the introduction of industry, men moved to the urban areas to work, leaving a greater number of unmarried women scattered through the rural areas of the nation. Also with industrialization came the creation of social classes which also limited some persons interested in marriage; each person was then encouraged and expected to marry in his own social level (Deegan, 1951).

At the turn of the century, women had obtained freedom to work outside the home and to enter practically all fields of

higher education and professional training. The freedom obtained through women's suffrage was evidenced by short skirts, bobbed hair, smoking, drinking, and living in places which formerly had been considered "off limits" to women (Burgess and Wallin, 1953).

Buck (1941), p. 119, stated that after progressing toward equality, American women do not seem to want equalitarian freedom, and they are presently "retreating." She said they are still uncomfortable and ashamed if they are not married. The contemporary woman is expected to fill the role which was traditionally hers, and to develop herself socially, intellectually, and culturally as well.

#### Education for Women

"The real woman likes to work at least as well as the man does. She thrives on hardships, enjoys a practical problem to be solved..., and wants to feel her good brain working keenly and awarely in all she does" (Buck (1941), p. 133).

Strainchamps (1960), p. 64, suggested that women are capable of leadership, yet when they do excel they damage their "sex appeal." She stated that although the number of women workers outside the home has increased since 1940, the proportion of them to men in top jobs and professions has decreased. Useem (1960), p. 29, wrote:

Never has American society, in terms of its own survival, been so greatly in need of using its intellectual and social woman power--and never have women internalized so little these societal needs as personal goals and aspirations. Even though women are living longer, they are less concerned about preparing for the lengthened life span.

In the United States during 1950, women constituted 23.2 percent of the total number of persons employed as college presidents, professors, and instructors; this figure was a drop from 32.5 percent in 1930 (Wolfe, 1954). According to Newcomer (1960), apparent trends in education indicate the changing values of women. In 1920 almost as many women as men were enrolled in college; women constitute only 35 percent of the enrollment now. In 1956 only one-third of those who earned master's degrees were women, while in 1930, 40 percent were women. In 1920, one in 6 PhD degrees were earned by women, and in 1956, one in 10 PhD's were granted to women. Reasons given by Newcomer for the changing ratio were veteran benefits, younger marriages, necessity for men to have degrees to secure jobs, and the lack of necessity for women to have degrees to get office jobs. The latter reason may imply that working wives allow men to stay in school preparing for better jobs in the future, not necessarily decreasing the number of women, but increasing the number of men in school.

The postponement of marriage in favor of education appears to be a most desirable decision. Havemann and West (1952) found that college graduates earn more, vote more often with winning majorities, live longer, and have fewer divorces than the average member of the population. College women graduates will marry about three years later than the average American woman, but more than one-half of the women will marry men of like education (Dublin, 1949). "The longer a woman delays marriage, the happier her marriage will be and the higher her social position and standard of living" (Mueller (1960), p. 53).

## Career versus Marriage

If a career becomes a reality for a woman, it probably will occupy only a brief period before marriage, then a longer period after the children are of school age. Many college women experience the two-way stretch of home and job, or home and college. White (1950) suggested that in patterning her life, a woman has many choices. Several alternatives open to women are described by Kirkpatrick (1955), p. 405. First, the career alternative allows economic independence, freedom from necessity of personality adaptation, no marriage adjustment, utilization of college training and potentialities, and many personal and social experiences which the married woman would not have. Second, the marriage-maternity-homemaking combination includes having a family and the securities of a home, but the disadvantages of separation during childbearing years from the world, economic dependence, and the possibility of poor marriage adjustment. Third, the low-fertility-companion role involves having no children and being a helpmate companion to husband with disadvantages including too great identification with a husband and prospects of loneliness in later years because of no children. Fourth, the fertility-marriage-plus-partial career path emphasizes marriage and maternity and allows some personal growth in outside work. Disadvantages may result if the wife's income competes with the husband's, and if children interfere with part time work. Kirkpatrick believed this path to be the best one for college women. Fifth, the low-fertility-marriage-plus-full-career choice

includes two areas of living; possible disadvantage may be conflict as to which area should dominate. Sixth, the fertility-marriage-plus-full-career path is the greatest challenge and the greatest risk, for it provides two full-time jobs which could mean intense role conflict, and extreme demands on health and intellectual resourcefulness.

A study of 190 women and 213 men was made by Empey (1958) at the State College of Washington. Eighty percent of the women preferred marriage to a career. Only eight percent desired careers, and the remaining 12 percent were unsure of their ambitions. To the question, p. 153, "What, in your opinion, is the most important duty of a woman to society?", over two-thirds of both sexes replied, "to marry and have a family." Most of the others said that a woman should "combine marriage and a career." Empey found that high school and college women favor the traditional role rather than one granting greater sex equality.

Komarovsky (1953) found that 20 percent of women college graduates are determined to be career girls, and the career-minded woman expects a marriage partner who encourages her ambitions. Freedman (1956) stated that very few women commit themselves to an activity or career other than that of housewife. Many students are interested in graduate schooling and careers, but few plan to continue with careers, if they conflict with family needs. Mueller (1954) summarized these philosophies by saying that every college woman needs and wants and plans to have a husband, home, family and some kind of a job.

Women are marriage-oriented and marriage-conscious. Social pressures are upon women for marriage and home, for earning and work outside the home, and for self-realization. Smuts (1959) stated that modern working women, even the college educated, are basically home-minded. They have settled for jobs rather than careers, and they work in women's occupations. However, Gruenberg and Krech (1952), p. 59, stated that women "can decide to work or not to work, while men choose only what kind of work they prefer." In 1949, Hinkle stated that when women do choose careers, they give themselves completely to the choice. Her implication was that marriage and/or family is not a career.

#### Reasons for and Problems Resulting from Singleness

Reasons given for not marrying by a group of women studied by Bowman (1954) were lack of opportunity, interest in career, lack of interest in marriage, responsibility of home life, lack of association with the opposite sex, illness or physical defect, distorted ideas about love, disappointment in love, responsibility of parents, fear, and the possibility of falling in love with a married person. Problems which these women confronted as unmarried women were lack of companionship, social attitude toward celibacy, lack of appropriate exchange of love and affection, lack of means for sexual expression, and inability to maintain a balanced personality.

Hausheer and Moseley (1932) studied 65 unmarried women and 55 unmarried man, classifying their responses to questionnaires

on reasons for remaining single into economic, emotional, social and home categories. Stone (1949), through counseling the unmarried, found that parental attachment, no physical desire, homosexuality, inadequacy feelings, fear of sex, and illness were reasons for not marrying.

In a study of over 300 women, Ruth Reed (1942), pp. 4-35, classified the reasons for women remaining single into five categories: "social," "economic," "educational," "family," and "personal." She believed the following factors to be reasons for women's failure to marry: unequal distribution of men and women in our country; work away from home with no relatives to aid in social contacts; economic hardships; women's colleges provision of only feminine contacts, which leads to the development of personality traits unattractive to men; more education for women when less education is often preferred in a mate by men; the possession of romantic views which prevent women from accepting attention from men; responsibility felt for aging parents; and interest in careers which is too great to allow time for marriage.

### Personality Studies

According to Hurlock (1956), p. 531, personality consists of "objective" and "subjective" components. The objective components are affected by one's body size, health, clothing, intelligence, special aptitudes, and earlier experiences. The subjective components include feelings, aspirations, attitudes regarding self, and values. These latter components make up the self-concept which

develops out of social interactions with others.

The "feeling of belonging and acceptance gives self-confidence and security which allows for building a sound and satisfying self-concept" (Lehner and Kube (1955), p. 91). The objective parts of the personality are measurable; the subjective ones are ever-changing and are difficult to evaluate.

In his study "Factors of Personality and Experience which Differentiate Single from Married Women," Klemmer (1953) found no significant difference between 30 single and 30 married women, all graduates of Florida State University, in respect to security and insecurity and desire for marriage. Single women had received more encouragement to marry than those who actually did marry. A significant difference did exist in socioeconomic classes to which the groups' childhood families belonged. The single women came from lower status backgrounds. The women who tried to move up the social class scale by scholastic efforts found difficulty in finding a mate. The single women scored on the two extremes of the continuum of self-esteem.

Wilson (1958), p. 1, discussed the personality problems of the unmarried woman. These problems included "shyness," "feelings of inferiority," "rejection or fear of being rejected," and "moodiness." Few of the women believed that the source of their problems lay in parental domination, but counseling revealed that this was so. Koos (1953), p. 373, interviewed 184 unmarried nurses, over 35 years of age, and asked why they were not married. Seventy-two replied that it would "interfere with career," 42 had

not "had the opportunity to meet suitable individuals of the opposite sex," 22 felt "inadequate to meet demands for personal involvement required in marriage," and 29 believed that "marriage competed with other values they held." Other reasons given included lack of interest in the opposite sex, inability to find a suitable mate, and hereditary or health defects.

Foster and Wilson (1942) asked 100 women college graduates, married and unmarried, about their problems and how they would rate these problems in degree of importance. The women had ranked above average in self-sufficiency and dominance. Shyness was ranked first by the women; sensitiveness and tension ranked second. These three problems were interpreted by the authors as reactions to insecure feelings. Of the 22 single women graduates, 91 percent displayed personality problems since college. The authors concluded that the entire group, married and unmarried, had not been educated for "living."

The unmarried woman is in a better position to share enriching experiences than the married woman (Sherman and Coe, 1955). Martinson (1955), p. 164, found that single women "are more self-reliant, get along better with family and friends, make better use of their talents, and are less frustrated than married women."

The single woman, in accepting herself, does not turn her back upon marriage, renounce happiness or make noble gestures of resignation or grief. She looks at the facts as they are. First, marriages of women over thirty are very rare; if a woman is not married by the time she is thirty, it is extremely unlikely that she will ever marry. The average unmarried girl under thirty expects that the pattern of her mature life will be that of the married woman; her

thoughts and actions are oriented toward that goal. This orientation toward marriage is so strong in a few single women that they will not accept any other pattern of life as a possible one for themselves even when it is clear that they are not going to be married. They become frustrated, embittered old maids. There are also some women who are sure from a relatively early age that they are not going to be married....These women adjust to single life without a struggle...and prepare themselves to achieve happiness, success, recognition, and full life of adult womanhood which it is possible for the single woman to achieve in our democratic society [Reed (Ed. by Cavan, 1960, p. 180), 1942].

### Health and Appearance

Binger (1961) mentioned psychosomatic illnesses which he believed are characteristic of the unmarried graduate woman. Foster and Wilson (1942) interviewed women after they had obtained PhD degrees; these women mentioned health problems as being headaches, fatigue, backaches, insomnia, nervous tension, and eyestrain. Health was a problem for 95 percent of the single women since they had finished college. Sherman and Coe (1955) also emphasized the occurrence of psychosomatic illnesses among unmarried women.

The illnesses mentioned above suggested that the unmarried person lacked someone to care for her. The "indifferent" appearance described by Boroff was brought about by the fact that the unmarried woman of Michigan State University, where he made his observation, had no one for whom to dress, and no financial aid from scholarships and assistantships which would enable her to dress well.

## THE PROBLEM

### Statement of the Problem

The purpose of this study was to make a descriptive analysis of unmarried American graduate women at Kansas State University in light of their immediate and lifetime goals, personal temperament, reasons for attending graduate school, social and cultural activities, housing facilities, health, and the attitudes they believed society holds about graduate women.

### Hypotheses to be Tested

1. There is a significant difference between the personality test scores of the younger group of graduate women (aged 22 to 25) and the older group (over 25 years) of women.
2. There is a significant difference between the graduate women and the Edwards normative group in Dominance, Aggression, Autonomy, and Endurance.
3. There is no significant difference between the personality test scores of each graduate woman and her self-rating of her personal temperament.

### Assumptions

1. The two groups of women will differ specifically on the Heterosexuality variable.
2. The majority of the graduate women will include marriage and a family in their lifetime goals.

3. The majority of the graduate women, while including marriage and family, will also include professional and career interest as lifetime goals.

4. Provisions for social opportunities for Kansas State graduate women are inadequate.

5. Provisions for housing facilities for Kansas State graduate women are inadequate.

6. Societal attitudes as perceived by each graduate woman affect her attitudes about graduate work.

## THE PROCEDURE

### The Schedule

An interview schedule (Appendix) was developed after reading sources by Kirkpatrick (1955), Newcomer (1960), Landis (1960), Reed (1942), Bowman (1954), and Komarovsky (1953). The authors referred to the unmarried woman's role in modern American society, her personality, appearance, desires and goals, and family background. The schedule for this study included a face sheet which incorporated the McGuire-White Value Scale (Appendix), and open end questions about immediate and lifetime goals; reasons for attending graduate school, and Kansas State University; opinions as to the images they believed themselves to project in society, judgments about their personalities, appearance, health, social and cultural activities, and facilities for room and board.

### The Test

After developing the schedule, a member of the University counseling staff was consulted about a standardized personality test which could be administered to the subjects. Several current tests were examined and literature carefully studied before the Edwards Personal Preference Schedule (EPPS) was chosen. The EPPS is a descriptive rather than an evaluative measure which Edwards (1954), p. 1, describes as a "quick and convenient instrument for research and counseling purposes." The schedule contains 210 pairs of items which cover 15 variables: Achievement, Deference, Order, Exhibition, Autonomy, Affiliation, Intra-reception, Succorance, Dominance, Abasement, Nurturance, Change, Endurance, Heterosexuality, and Aggression. Each of the 15 variables is paired off twice against items from the other 14 variables. Forced answers are required by the respondents. A consistency is measured by repetition of 15 pairs of items. Katz and associates (1960), p. 205, suggest that the EPPS is "not highly susceptible to response faking." The schedule has satisfactory reliability and offers measures which are relatively independent of one another as indicated by generally low inter-correlations, the highest being .46 between Affiliation and Nurturance. The normative samples consist of 749 college women and 760 college men with means established for each sex group.

### The Group

A list of graduate women was obtained from the Graduate

School which identified the women according to their age, major, marital status, and native country. The limits chosen for this study were that the women be native-born Americans, all hold bachelor degrees and be unmarried at the time of the study. Fifty women were asked to participate in the study. Since the entire population was needed for the study, no pre-testing of the schedule with a group similar to the graduate subjects was done.

Letters were sent to the graduate women asking for cooperation in the study. The Dean of the Graduate School included a supportive letter with the initial letter from the writer. Addressed postcards also were included with suggested hours for interviews listed. The respondents were asked to encircle three hours when they could be interviewed and to suggest a meeting place. Upon receipt of the postcards, the subjects were contacted by telephone to designate the exact hours for interviews.

Two women considered eligible for the study did not comply with the interview request because both felt that they could not afford the time. Two women who were notified responded that they were widowed with children. Two were college personnel not working toward advanced degrees. Four women were carrying hours in absentia and were not available for the interviews or the personal preference test. The remaining 40 responded immediately to the interview request.

### The Interview Pattern

The interview situation was used because better rapport, than could be obtained by an impersonal paper and pencil questionnaire technique, could lead to a more accurate and complete return of information. In the face-to-face situation the interviewer, who in every case was the writer, could offer non-committal encouragement without influencing the answers. The presumption was made that incidental observation and notes could be made of nervous signs, side remarks, and personal appearance immediately following each interview.

The interviews were held wherever the subjects desired. Thirteen interviews were conducted in the Student Union over coffee; sixteen were conducted in homes, apartments, or rooms of the subjects; eight were carried on in subjects' offices, and three were conducted in a research room in the home economics building. The longest interview was 105 minutes in length, the shortest was 35 minutes long.

At the beginning of the interviews, about five minutes were spent in "small talk" concerning college, classwork, research work, social activities, and in becoming generally acquainted with the respondents. Nineteen of the respondents were already acquaintances of the writer. The interviewer did the writing during the interview. Cards (Appendix) with possible answers were used after the respondents were given time to first make a reply without aid. The question concerning the self-rating of their personalities required the respondents to mark the cards

themselves. At the end of the interviews, some time was generally spent explaining the study, and the subjects were asked to go, at their convenience, to the Counseling Center to take the EPPS. Each woman was assigned a number to use in taking the test so that her identification would be unknown except to the interviewer.

The interviews took place between March 9 and April 6, 1961. Analysis of the data collected was begun. By the end of the spring semester, five of the women had failed to take the EPPS. With the remaining 35 subjects' responses, tests were scored by hand. The group was divided into two ages, one aged 22-25, the other over 25 years. The first group included 23 women, the latter 12 women. By use of the T-test the groups were compared to determine if there were significant differences in the EPPS scores. Comparisons were made between EPPS test scores on nine variables and the respondents' self-ratings of their personalities. Comparisons were made between the entire group's (all 35) EPPS test scores on nine variables and all of the respondents' self-ratings. The graduate group was compared to the Edwards normative group on the 15 variables.

## THE DATA

### Description of the Group

The group studied consisted of 35 unmarried graduate women between 22 and 53 years of age (Table 1). Sixteen of these women were enrolled in the School of Home Economics; nineteen

were enrolled in the School of Arts and Science. Twenty-three of the women were from Kansas, four were from the South and Southeast, and three were from states bordering Kansas. The remaining five women were from New Mexico, Wisconsin, Michigan, Illinois, and Montana. Thirty-three of the respondents were whites; two were Negroes. Two of the respondents were Catholic; the remaining were Protestant. Parents of the graduate women were living in 31 of the cases.

Table 1. Number of respondents according to age distribution.

Age in years	No. of respondents
21-25	23
26-30	6
31-35	2
36-40	3
41-45	0
46-50	0
51-55	1

Most of the women were from families with three or less children (Table 2). Eleven were "only children;" five had one sibling; eleven had two siblings; four had three siblings; the other four had four to seven siblings.

Table 2. Number of children in families of respondents.

No. of children	Families of respondents	
	N=35	%=100
1	11	31
2	5	14
3	11	31
4	4	12
5	1	3
6	2	6
7	0	0
8	1	3

Of the 29 male siblings, 11 had attained at least as much education as their sisters (Table 3). Of the 31 female siblings, 14 had obtained as much education as their sisters (Table 4).

Table 3. Education of male siblings according to age distribution.

Age	No. of male siblings		Years of college				
	less than	h. s.	1	2	3	4	MS
	h. s. grad.	graduate					
Under 18		2					
18-22		2	2	1	1		
23-27						3	1
28-32		1	2	1	1	2	3
33-37	1	1		1			1
38-42	2					1	

Table 4. Education of female siblings according to age distribution.

Age	: No. of female siblings :		: Years of college				
	: less than	h. s.	1	2	3	4	MS
	: h. s. grad.	graduate					
Under 18	1	1					
18-22		1	1			3	
23-27		3	1			2	2
28-32		2	1	1	1	3	
33-37		1				2	
38-42		1				1	
43-47		1				1	
48-52				1			

Thirty-seven percent of the mothers and fathers had graduated from college, while 61 percent had achieved at least one year of college (Table 5).

Table 5. Educational backgrounds of mothers and fathers.

Years of school completed	: Fathers		: Mothers	
	: N=35	%=100	: N=35	%=100
Less than high school	7	20	6	17
High school	9	26	5	14
College				
1-2	6	17	11	32
3-4	8	23	10	29
Post graduate work				
1-2	2	6	3	8
3-4	3	8	0	0

Forty-three percent of the mothers had received more education than their husbands (Table 6).

Table 6. Instances where wives had more education than husbands.

More years of education	:	No. of wives
High school		
1-2		2
3-4		2
High school plus college		
1-2		1
3-4		0
College		
1-2		6
3-4		4

Financial means appeared to be no problem for the women. Dress did not seem to be a problem in this group as Boroff observed in his work. Twenty held assistantships which were generally considered adequate; some of the women with assistantships said they were using some of their savings to supplement the assistantships. Six responded that they were completely dependent on savings, three held scholarships, four had jobs in Manhattan or on the campus as instructors. One person said her parents were meeting all of her expenses, and one person was receiving aid through the Kansas Vocational Rehabilitation Program.

With the use of the McGuire-White (1952) index of value orientations (Appendix), the life style of the individuals or the "status parent" of the family was estimated (Table 7).

McGuire and White believed that a person's orientation to his world, his behavior and his goals, his appreciative and moral

values do not always correspond to his social status. With this scale the paternal educational attainment, church affiliation, occupation, and source of income were rated and weighed. For comparison, a social status scale, also by McGuire and White, was used to check socioeconomic ratings of paternal educational attainment, occupation, and source of income; church affiliation was omitted. One woman moved to a lower life style group when the social status rating was made.

Table 7. Life style of graduate women according to age distribution.

Life style	Number of women	
	Group I (22-25 yrs.)	Group II (over 25 yrs.)
Super-ordinate (upper)	0	0
Dominant (upper middle)	10	4
Dominant (lower middle)	9	6
Alternate (upper lower)	4	1
Deviant (lower lower)	0	1

#### Immediate and Lifetime Goals

In response to Question I, "What are your immediate goals?", 30 of the women answered that they wanted to finish their degrees. Two were working toward doctorates and the others, masters. College teaching, travel, high school teaching, return to former or similar job, marriage, and work on PhD were mentioned in that order. Other responses included "earn money," "teach overseas," "do research work," and "work in public

relations."

Table 8 indicates responses to the question, "What are your lifetime goals?" Of the thirty-five women, 17 responded immediately that they desired marriage. Fourteen mentioned marriage second, and two mentioned marriage as their third lifetime goal. The younger group mentioned marriage more frequently than the older group. All except two women responded that they would eventually like to marry, or that at least it would be the "ideal" thing to do. Three of the women desiring marriage did not believe that they would marry. Of the two not desiring marriage, one was the only divorced person in the study, and the other was the eldest respondent who said that she had "chosen not to marry."

#### Attitudes Toward Graduate School

Question III asked, "What were your reasons for attending graduate school?" Several responses were given by each woman; these answers were recorded in given order. After the responses, the women were handed cards and were asked if other reasons were included there. Table 9 indicates the responses as they were given. The women said they came to Kansas State University because of the good department in their major area, available assistantships, it was near home and convenient, someone influenced them, there was no out-of-state tuition, family tradition, they were already here for undergraduate work, and the staff they would be working under were outstanding.

Table 8. Number and percentage of women responding in order of lifetime goals mentioned.

Lifetime goals	Number of women according to choice					
	First	Second	Third	First	Second	Third
	N=35	N=18	N=3	%=100	%=52	%=9
Marriage/child/return to prof.	10	7	2	29	20	6
Career	5	1		14	3	
Self-improvement (travel, prof.dev.)	4	1	1	12	3	3
Marriage/par. career/child.	3	3		8	8	
Happiness	3			8		
Service (to church, community)	3	1		8	3	
Marriage/full career/child.	2	1		6	3	
Marriage/child./not work	2	2		6	6	
Work I enjoy	2			6		
Marriage/no child./career		1			3	
Don't know	1			3		
Prosperity		1			3	

Table 9. Reasons given by the respondents for attending graduate school in order of choice.

Response	: No. of women in order of choice			
	: First : N=35	Second N=34	Third N=32	Fourth N=22
Personal development "desire to learn" "better preparation for work" "felt inadequate"	11	10	6	4
Opportunity for assistantship "scholarship"	5	2	1	2
Escape from work "didn't want to work" "didn't like my job"	4	1		
Better job and salary opportunities "college teaching" "professional advancement"	3	9	9	
Influence of someone "teachers" "parents"	2	2		1
Intellectual stimulation "keep up to date" "felt I was standing still"	1	5	3	3
Meet interesting people			2	2
Like college atmosphere "like to go to school"		1	6	9
No immediate plans for marriage			5	1
Others:				
Prestige ("wanted MS")	2	2		
Ambition ("always planned to")	2	1		
Was already here	2			
Decide what I want to do	1	1		
Nothing else to do	1			
To influence someone	1			

### Attitudes of Society

The women were asked what kind of attitudes they believed their home communities, undergraduates, faculty members, and graduate men held concerning unmarried graduate women. Most of the women believed that their home community's attitudes depended upon the number of its people who had attended college and its population. The attitudes which they believed undergraduates held were determined by whether or not the women were known to them, and the graduate men's attitudes were influenced by the department in which the women studied. For instance, a woman in the science area was more apt to feel discriminated against than a woman in home economics. However, a large number of the women felt that the graduate men regarded them as equals; equality meant acceptance, fairness, friendliness, and interest in the woman's work. When the women were asked if male faculty treated them differently than female faculty, 19 said that there was no difference in attitudes, and five said that male faculty showed negative attitudes, such as they "wonder how long we'll last," or "they think we aren't as serious as male students." Four women mentioned that they "hadn't had" male teachers here, and four mentioned that the department one was in made a difference in whether or not she "should be married," or be "welcome in the department." Tables 10, 11, 12, and 13 indicate the women's opinions about societal attitudes.

Table 10. Opinions of respondents as to home community's attitudes about unmarried graduate women.

Attitude	: Number of responses
Admiration	22
Indifference	6
Women should marry	6
Disdain	4
Mixed feelings	4
Don't know	3
Sympathy	2
Graduate women are peculiar	1

Table 11. Opinions of respondents as to undergraduates' attitudes about unmarried graduate women.

Attitude	: Number of responses
Admiration (awe, acceptance)	22
Graduate women are peculiar	17
Indifference	7
Mixed feelings	3
Disdain (because of competition)	2
Women should marry	2
Other:	
"They were surprised I was normal"	
"They think we're looking for husbands"	
"They react to us as we react to them"	

Table 12. Opinions of respondents as to faculty attitudes about unmarried graduate women.

Attitude	: Number of responses
Positive	27
Mixed feelings	3
Indifference	1
Don't know	4

Table 13. Opinions of respondents as to male graduates' attitudes about unmarried graduate women.

Attitude	: Number of responses
Admiration	10
Equality	14
Disdain	3
Indifference	3
Graduate women are peculiar	3
Women should marry	1
Others:	
"Men are on their toes to keep from getting hooked"	
"They think we have intruded on their world"	
"They like to be around graduate women"	
"They wonder if we're here to have a good time"	
"They think we're husband-hunting"	

#### First Impressions, Appearance, Health

The women were asked how they thought they first impressed other people. Three of the respondents said that their impression depended upon the age or kind of people they were around; three said that they made no impression whatever. Table 11 shows the others' responses.

Table 14. Opinions of respondents concerning first impressions they make upon others.

Impression	: Number of women
Shy, timid, reserved	12
Poor	5
Friendly	4
Snobbish	3
Good	2
Carefree, confident	2
Interesting	1

During the interview, each woman was asked to describe her personal appearance as to whether she thought she was neat, well-dressed, well-groomed, poorly-groomed, or sloppy. Following each interview, the writer also rated the woman. Table 15 indicates the appearance ratings of the women and the interviewer.

Table 16 shows each woman's description of her health. The illnesses mentioned to any degree of frequency were fatigue, nervous tension, sinus and colds. Four of the women obviously were overweight. Three of the women mentioned that they were being treated periodically for a thyroid deficiency. One stated that she had recently developed an ulcer.

Table 15. Description of each woman's personal appearance as she rated herself and was rated by the interviewer.

Respondent	Neat	Well-dressed	Well-groomed	Poorly-groomed	Sloppy
1	o x			o x	
2	o x			o x	
3	o x	o x		o x	
4	o			o x	
5	o x	o x		o x	
6	o x			o x	
7	o				x
8	o	o x		x	
9	o	o x		o x	
10	o			o x	
11	o x	o x		o	
12	o x	x		o x	
13	o			o	x
14	o			o x	
15					x
16	o	x		o x	o
17	o x			o x	
18		o		o x	
19	o	o		o x	
20	o x	o		o x	
21	o			x	
22	o x			o x	
23	x				o
24	o x			o x	
25	o x	x		o	
26	o x	x		o x	
27	o x	o x		o x	
28	o x	o x		o x	
29	o	o x		o x	
30	o x				
31	o x				
32	o x	x		o x	
33	o x	o x		o x	
34	o x			o x	
35	o	x		o x	

x--respondent's rating  
o--interviewer's rating

Table 16. Opinions of respondents concerning health.

Response	:	Respondents	
		N=35	%=100
Excellent	:	9	25
Good	:	23	66
Average	:	2	6
Fair	:	1	3
Poor	:	0	0

### Cultural and Social Activities

The women were questioned about their cultural and social activities. Every woman had attended or participated in some cultural activity on the campus. Artist series, chamber music series, assemblies, art exhibits, church choirs, and plays were mentioned. Twenty-three said that they attended church.

The women, with the exceptions of some of the engaged, said they socialized with other females. The activities they did together consisted generally of eating out, shopping, or "chatting" over coffee. The women were asked how frequently they dated while in graduate school. Table 17 indicates their responses.

Table 17. Frequency of the respondents' dating.

No. of dates	:	Respondents	
		N=35	%=100
None	:	8	23
1/week	:	5	14
2/week	:	7	20
3/week	:	7	20
4/week	:	2	6
5/week	:	0	0
6/week	:	2	6
7/week	:	1	3
1/month	:	3	8

The question, "How many times each semester do you go out with faculty or to faculty homes?" was answered by 10 saying that they had never been entertained by faculty, and 14 replied once or twice each semester. The remaining eleven said that they had been entertained by faculty three or more times each semester.

The group was asked if they would like to have more social opportunities while in graduate school. Table 16 indicates their responses. Those who said they would like to have more opportunities suggested holding interdepartmental seminars, having intellectual discussions, having informal meetings, having socials where other graduates, particularly men graduates, could be met without "appearing obvious."

Table 18. Responses to questions on social opportunities in graduate school.

Response	Respondents	
	N=35	%=100
No	16	47
Yes	9	25
Opportunities are here	5	14
Do not have time for more whether I want them or not	5	14

### Housing

The graduate women generally liked their housing and felt that it was adequate or better. Several made remarks about the difficulty in obtaining housing when they were not familiar with the town or the campus and when they knew no one here. Eight shared apartments, 12 roomed alone, five had roommates, and 10 had apartments alone.

Most of the women either ate in the Union or fixed their own meals. Generally, they believed their diets to be well-balanced and the food good. Several mentioned that eating out was boring, tiring, and expensive.

When asked their general attitudes about being here, 31 women said they were quite happy. One person, who had spent several years at Kansas State as a graduate student, said that she was unhappy because she felt she was not doing her work well. She and four other women mentioned that they "didn't like Manhattan." Three of the women had mixed feelings about being here. The women mentioned that they liked their departments and/or

their teachers; they liked going to school. Some did not like the salespeople in the stores in downtown Manhattan, the sheltered feeling of the college atmosphere, or the colors of the walls in the places where they lived. Many said that there was definitely not enough contact between departments. "We could profit so much from each other's work," was one comment.

### Personality Description

The t-test was carried out to determine if the two groups of graduate women differed significantly on the EPPS variables with a probability level of .05. Table 19 shows that a significant difference occurred in the Exhibition variable scores made by the younger and older women, the younger women scoring higher. There were no significant differences between the two groups in any of the other variable categories.

Table 19. Comparisons between two groups of graduate women on EPPS personality variables.

Variable	Difference in means	Standard error
Achievement	.96	1.50
Deference	.89	1.28
Order	-2.73	1.83
Exhibition	2.53*	1.13
Autonomy	-.74	1.45
Affiliation	1.20	1.22
Intracception	-.93	1.34
Succorance	.30	1.51
Dominance	1.00	1.57
Abasement	.51.	2.17
Nurturance	1.51	1.57
Change	-2.44	1.71
Endurance	.24	2.21
Heterosexuality	-.15	1.79
Aggression	-1.70	1.43

\*Significant at the .05 level

The group of 35 women was compared with the Edwards normative college group on the 15 variables. Table 20 indicates the median scores, differences in the means, and the standard error of the differences, for the two groups. At the .05 significance level the graduate women differed significantly from the Edwards normative group on the Deference, Abasement, Change, and Aggression variables.

Table 20. Comparisons of median scores on the 15 variables of the EPPS of the graduate women and the normative group.

Variable	: Edwards : N=749	: Grad. Women : N=35	: Difference : in means	: Standard : error
Achievement	13.08	13.71	-.63	.72
Deference	12.40	13.91	-1.51*	.63
Order	10.24	11.46	-1.22	.76
Exhibition	14.28	13.74	.54	.63
Autonomy	12.29	12.34	-.04	.75
Affiliation	17.40	17.37	.03	.70
Intracception	17.32	17.89	-.57	.81
Succorance	12.53	12.03	.50	.76
Dominance	14.18	12.66	1.52	.79
Abasement	15.11	13.26	1.85*	.86
Nurturance	16.42	15.57	.85	.76
Change	17.20	19.30	-2.10*	.85
Endurance	12.63	13.83	-1.20	.88
Heterosexuality	14.34	14.40	-.06	.93
Aggression	10.59	8.80	1.79*	.79

\*Significant at the .05 level

At the interview each woman had been asked to check on a card (Appendix) the items which described her "most of the time," or that she thought were "definite traits which she possessed." From the items checked on the cards during the interviews and from the EPPS scores, comparisons were made between the women's self-ratings and nine of the test variable scores. Table 24

indicates the "card terms" as they were categorized under EPPS variable headings.

The test scores and self-ratings were recorded in two groups, A. Norm and Above, and B. Below the Norm and compared to the Edwards college norms. With the use of the binomial test (Siegel, 1956), a comparison was made on each woman between test scores and self-ratings on each of the nine variables. At the .05 significance level, five of the 35 women showed no significant differences in test scores versus self-ratings.

Table 21. Descriptive card terms as categorized to define nine EPPS variables.

Variables	:	Terms
Achievement		dependable confident ambitious successful
Autonomy		independent
Affiliation		friendly loyal
Succorance		insecure dependent
Dominance		influential
Abasement		easily worried inferiority complex
Nurturance		companionable affectionate empathetic
Endurance		conscientious
Aggression		aggressive

The McNemar test for significance of changes (Siegel, 1956) was used to compare the over-all test scores of the nine EPPS variables against the over-all self-ratings of the 35 women. This test is a before-and-after type of test which involves the use of two related samples or one population serving as its own control.

Table 22 contains the analysis in which the value of chi-square at the .05 significance level is 3.84.

Table 22. Test scores versus self-ratings of the 35 women.

Variable	Value of chi-square
Achievement	.80
Autonomy	4.84*
Affiliation	20.17**
Succorance	3.20
Dominance	8.17**
Abasement	3.85*
Nurturance	0.15
Endurance	3.20
Aggression	7.68**

\*Significant  $X^2 = 3.84$

\*\*Significant  $X^2 = 6.63$

The differences on the Autonomy and Abasement variables were significant; the differences on the Affiliation, Dominance, and Aggression variables were highly significant.

#### EVALUATION OF THE HYPOTHESES

The following evaluation was based on the analyses of the EPPS results and the self-ratings by the respondents of their personalities. Tables 20, 21, and 22 indicate results.

#### Hypothesis 1

There is a significant difference between the personality test scores of the younger group and the older group of graduate women. The assumption was made that the women would differ specifically on the Heterosexuality variable because the older

women would not admit as readily their interest in the opposite sex. However, the smallest difference in the comparisons of scores existed with the Heterosexuality variable at  $-.15$ . The two groups of women differed significantly on one personality variable only, Exhibition.

### Hypothesis 2

There is a significant difference between the graduate women and the Edwards normative group on the Dominance, Aggression, Autonomy, and Endurance variables. The assumption was implied that the graduate women were more independent, aggressive, dominating, and possessive of greater endurance or stick-to-itiveness than the over-all college population which Edwards sampled. The groups differed significantly on Deference, Abasement, Change, and Aggression. The Edwards' group scored significantly higher on Aggression than did the thirty-five graduate women.

### Hypothesis 3

There is no significant difference between the personality test scores of each graduate woman and her opinions of her personal temperament. Thirty of the women showed significant differences in the test scores versus self-ratings.

## LIMITATIONS OF THE STUDY

The following limitations were present in the study:

1. With limited experience in interviewing, the writer conducted all of the interviews with the graduate women. An advantageous aspect may be that the same person conducted all thirty-five interviews.

2. Use of one standardized personality test is a superficial means of judging personality. To have procured a more accurate description of each woman, a battery of tests perhaps would have proved more valid. The test was chosen with the help of a Kansas State Counseling Staff member.

3. None of the tests considered had a normative group of unmarried graduate women.

4. Falsification, whether intentionally or unconsciously motivated, could have been done by the graduate women, both in the interviews and on the personality schedules.

5. The population for the study was too small to make general conclusions about all unmarried graduate women, but perhaps can be made about unmarried graduate women in this University.

## CONCLUSIONS

The following conclusions were made after recognition that their general application would be limited.

1. The two groups of graduate women were alike except that the younger women showed more interest in being the center of

attention in groups and in being thought clever and witty.

2. The graduate women scored higher on Change than the average college group. This may imply that graduate women display the quality of adventure necessary to pursue graduate study. The graduate women were significantly less aggressive and approached a level of significance in being less dominant than the college sample. The graduate women were more dependent on others for praise and encouragement than the college sample.

3. Only five of the women rated themselves as the test did. It is believed that these women did not know themselves well enough to analyze themselves. Generally the 35 women were unaware that they wanted to belong to groups and to have friends, and to be as independent as the test indicated. They appeared, on test scores, to be more aggressive and dominant, to have more inferiority feelings, and to be more easily worried than they admitted through self-ratings.

4. The graduate women generally wanted to marry and have a family, and most of them were interested in professional development through full time or part time work at some stage of their married lives.

5. More social opportunities were not wanted at Kansas State University, but more intellectual stimulation through interdepartmental seminars, intellectual discussions and informal meetings was desired.

6. The women generally liked their housing and felt that it was adequate or better. But women from out-of-state, particularly,

said that they had difficulty in finding housing facilities. Women who had been in school here previously came back partly because they knew of the availability of good rooming houses or apartments.

7. The positive attitudes which the women believed society to hold toward them encouraged positive feelings by the graduates, so most were happy with their graduate school experiences.

## RECOMMENDATIONS

### Needed Research

In reference to the conclusions and to the review of literature on unmarried graduate women, the following recommendations are submitted.

1. More research is needed about the unmarried person in our society to influence change in societal attitudes, to determine needs of the unmarried and to see if or how much they differ from married persons their own age.

2. A depth study is needed on the personality of unmarried graduate women in comparison to a similar unmarried group who did not attend graduate school.

3. A study using a larger population with unmarried male graduates on certain aspects of this study would prove interesting and helpful simply to gain insight and better understanding of individual personalities.

### To The Graduate Administration

1. Although there was no financial difficulty in obtaining housing, locating desirable living quarters was difficult. University facilities should be provided for unmarried students. Suggestions for these provisions are: a dormitory arranged with cooperative kitchens which would be operated in a way similar to a home management house; or, a dormitory which houses both men and women with a central cafeteria and dining and meeting area.

2. Consideration should be given to the need for intellectual stimulation which was mentioned by the graduate women interviewed in this study. Means for this stimulation such as interdepartmental seminars and discussions were suggested by the graduate women.

## ACKNOWLEDGMENT

The encouragement and knowledge given by Dr. Ruth Hoeflin, head of the Department of Family and Child Development, during the research for and preparation of this paper were appreciated. Dr. Earl Edgar, professor of General Studies, offered wise criticism; Dr. Dale Womble and Mrs. Leone Kell, professors in Family and Child Development, made valuable suggestions in the writing of this paper.

Members of the Counseling Center staff were cooperative in the selection and administration of the personality test. Other people who helped the writer were Dr. Roy Langford, professor of Psychology, and Mr. Hans Hammon, instructor in Statistics.

The complete cooperation and continual interest of the respondents were greatly appreciated.

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APPENDIX

## KANSAS STATE UNIVERSITY

Graduate School  
Fairchild Hall

March 6, 1961

Miss \_\_\_\_\_  
324 N. 15th. Street  
Manhattan  
Kansas

Dear Miss \_\_\_\_\_:

Carol Niday, a graduate assistant in family and child development, is beginning a research study on the unmarried graduate woman at Kansas State University. Little is known concerning the values and attitudes that graduate women hold. Since their number is increasing rapidly throughout our country, this topic is of importance and interest to those of us who work with graduate administration.

I approve of Carol's thesis topic and encourage you to give your cooperation to her endeavor.

Yours truly,

Harold Howe  
Dean of the Graduate School

## KANSAS STATE UNIVERSITY

Department of Family and Child Development  
Justin Hall

March 6, 1961

Dear \_\_\_\_\_:

A question we frequently hear discussed today is, "What is the unmarried graduate woman really like?" With your help, we can have a realistic image of ourselves. I am interested in writing a thesis concerning the single graduate woman, her goals, and attitudes about herself and graduate work at KSU.

May I talk with you 30 to 45 minutes whenever it is convenient for you? Perhaps we could meet at the Union for coffee, or I could stop by your house. Please check three convenient dates on the enclosed card, and I will call you to determine an exact time.

Your cooperation will be sincerely appreciated.

Yours truly,

Carol A. Niday  
Graduate Assistant  
Family and Child Development

INDEX OF VALUE ORIENTATIONS  
 (Taken from The Measurement of Social Status  
 by McGuire and White, 1952).

E...Education	rate 1 to 7 on ED scale....weight	x4
R...Religious Affiliation	rate 1 to 7 on RA scale....weight	x1
O...Occupation	rate 1 to 7 on OC scale....weight	x4
S...Source of income	rate 1 to 7 on SI scale....weight	x3

Educational Attainment

Rate

1. Completed appropriate graduate work for a recognized at highest level; graduate of a generally recognized, high status, four year college.
2. Graduate from a four year college, university or profession school with a recognized bachelor's degree, including four year teacher colleges.
3. Attended college or university for two or more years; junior college graduate, teacher education from a normal school, RN from a nursing school.
4. Graduate from high school or completed equivalent secondary education, includes various kinds of "post-high" business education or trade school study.
5. Attended high school, completed grade nine, but did not graduate from high school; for persons born prior to 1900, grade eight completed.
6. Completed grade eight but did not attend beyond grade nine; for persons born prior to 1900, grades four to seven would be equivalent.
7. Left elementary or junior high school before completing grade eight; for persons born prior to 1900, no education or attendance to grade three.

Religious Affiliation

1. Episcopalian, Congregational, Unitarian, either membership or family affiliation.
2. Presbyterian, Quaker, Christian Science (rated lower in some communities).
3. Methodist, Christian Church, "Protestant or none" for OC ratings 1, 2, 3.
4. Baptist, Church of Christ (in some communities rating 3 and 4 are reversed).
5. Roman Catholic, Lutheran (high status people compensate on OC, SI ratings).

## Religious Affiliation (cont'd.)

6. Jewish and Orthodox Church (compensated by OC, SI, RD ratings).
7. Pentecostal, Gospel Tabernacle, Free Methodist, Jehovah's Witness, Evangelical Churches, also a rating for "none" when OC ratings are 4 to 7.

## Occupations: Levels and Kinds

Rating of 1	<p>Professionals: Lawyer, judge, physician, engineer, professor, school superintendent, et al.</p> <p>Proprietors: Large business valued at \$100,000 or more depending on community.</p> <p>Businessmen: Top executives, president, et al of corporations, banks, public utilities.</p> <p>White collar: CPA, editor of newspaper, magazine, executive secretary of status organization.</p> <p>Farm people: Gentleman farmer or landowners who do not supervise directly their properties.</p>
Rating of 2	<p>Professionals: High school teachers, librarians, and others with four year degrees.</p> <p>Proprietors: Business valued at \$50,000 to \$100,000.</p> <p>Businessmen: Assistant office and department managers or supervisors, some manufacturers, agents.</p> <p>White collar: Accountant, insurance, real estate, stock salesman, editorial writers.</p> <p>Farm people: Land operators who supervise properties and have an active urban life.</p>
Rating of 3	<p>Professionals: Grade school teacher, registered nurse, minister without four year degree.</p> <p>Proprietors: Business or equity valued from \$10,000 to \$50,000.</p> <p>Businessmen: Managers of small branches or buyers and salesmen of known merchandise.</p> <p>White collar: Bank clerks, auto salesmen, postal clerks, railroad or telephone agent or supervisor.</p>

## Occupations: Levels and Kinds (cont'd.)

	Blue collar:	Small contractor who works at or supervises his jobs
	Farm people:	Farm owners with "hired help" operators of leased property who supervise.
Rating of 4	Proprietors:	Business or equity valued from \$5,000 to \$10,000.
	Business and white collar:	Stenographers, bookkeepers, ticket agents, sales people in department stores, et al.
	Blue collar:	Foreman, master carpenter, electrician, et al, railroad engineer.
	Service:	Police captain, tailor, railroad conductor, watchmaker, etc.
	Farm people:	Small landowner, operators of rented property hiring "hands".
Rating of 5	Proprietors:	Business or equity valued at less than \$2,000 to \$5,000.
	Business and white collar:	Dime store clerks, grocery clerks, telephone and beauty operators, et al.
	Blue collar:	Apprentice to skilled trades, repairmen, med. skilled workers.
	Service:	Policemen, barbers, practical nurse, brakemen, et al.
	Farm people:	Tenants on good farms, foremen, owners of farms who "hire out".
Rating of 6	Proprietors:	Business or equity valued at less than \$2,000.
	White and blue collar:	Semi-skilled factory and production workers, assistants to skilled trade, warehousemen, watchmen.
	Service:	Taxi and truck drivers, waiter or waitress, gas station attendant.
	Farm people:	Sharecroppers, established farm laborers, subs'ce farmers.
Rating of 7	Service:	Domestic help, bus boy, scrub women, janitor's helper.
	Farm people:	Migrant workers, "squatters" and "nesters".
	Other:	Heavy labor, odd job men, mine or mill hands, unskilled workers.

## Source of Income

1. Inherited saving and investments; "old money" reputed to provide basic income
2. Earned wealth; "new money" has provided "transferrable" investment income
3. Profits, fees, royalties; includes executives who receive a "share of profits"
4. Salary, commissions, regular income paid on monthly or yearly basis
5. Wages on hourly basis; piece-work, weekly checks as distinguished from monthly
6. Income from "odd jobs" or private relief; "sharecropping" or seasonal work
7. Public relief or charity; non-respectable incomes (reputation)



Postcard used in letter to respondent  
Interview Schedule  
Cards which aided during interview



ANCHOR CLASP  
H55 6 x 9  
MADE IN U.S.A.

Face Sheet

No. \_\_\_\_\_

Degree you're working toward: \_\_\_\_\_

No. of hours completed on degree including this semester's work: \_\_\_\_\_

Career Plans: \_\_\_\_\_

Means by which you presently support yourself: \_\_\_\_\_

Have you ever been married? \_\_\_\_\_

Father's age (if living): \_\_\_\_\_

Father's occupation: (card) \_\_\_\_\_ Describe in detail: \_\_\_\_\_

Source of Father's income: (card) \_\_\_\_\_

Father's educational attainment: (card) \_\_\_\_\_

Father's Religious Affiliation: (Denomination) \_\_\_\_\_

Your Religious Affiliation (Denomination): \_\_\_\_\_

Mother's Age (if living): \_\_\_\_\_

Mother's Religious Affiliation (Denomination): \_\_\_\_\_

Degree held or last grade attended by your Mother: \_\_\_\_\_

Brothers: (no.)	Age	Education Level	Occupation
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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sisters: (no.)	Age	Education Level	Occupation
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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Interview Schedule

- I. What do you plan or hope to do within the next year or two? What are your immediate goals?

Do your plans include any answers on this card?

- II. What are your lifetime goals? What do you want or hope to have in life?

Do your plans include any answers on this card?

- III. What were your reasons for attending graduate school?

Are any of your reasons listed on this card?

- IV. Why did you choose to come to K-State?

Are any of your reasons listed on this card?

- V. (In reference to Question II) You mentioned that you do not plan or want to marry. What are your reasons? Or From what you said earlier, you are not interested in marriage. What are your reasons?

Are any of your reasons listed on this card?

VI. (a) What do you believe to be the attitudes of persons in your home community regarding single graduate women?

Any reasons on this card?

(b) What do you believe to be the attitudes of undergraduates toward the single graduate woman?

(card?)

(c) What do you believe to be the faculty's attitudes toward single graduate women?

Do male faculty members differ from female members?

(d) What do you believe to be the attitudes of graduate men toward the single graduate woman?

(card?)

VII. I don't really know you, so how would you describe yourself to me?  
Or If I did not know you, how would you describe yourself to me?  
(Your personal temperament)

(On card?) Check the answers on this card which apply to you.  
Are there others?

Would you have described yourself this same way last week or when in a different mood?

VIII. How do you think you first impress people?  
How would you describe your personal appearance?

(card?)

IX. How would you describe your health?

Are you bothered by physical ailments? \_\_\_\_\_  
What are they?

(card?)

How frequently do these appear?

Are they severe?  
Do you go to student health or other doctor?

X. (a) What cultural activities have you attended or participated in since Sept. 1960?

(card?)

(b) In which community activities do you participate?

(c) What are the social activities in which you participate?

I. Dating? \_\_\_\_\_ How often? \_\_\_\_\_

II. Going out with female companions? \_\_\_\_\_

Activities?

III. Going out with faculty or to faculty homes? \_\_\_\_\_

- (d) Would you like to have more social opportunities while in graduate school?

If so, what kinds?

- XI. (a) Describe your housing facilities.

- (b) Describe the kind of place where you generally eat?

- (c) What is your reaction to the food you obtain?

- XII. \_\_\_\_\_, are you really happy here? Are you glad that you came to K-State for graduate work? What things do you especially like?

What things irritate you or what things would you change?

How would you change things?

I. MS or PhD degree

College Teaching

High School Teaching

Return to Former Job

Travel

II. Career

Marriage, Career, No Children

Marriage, Partial Career, Children

Marriage, Career (full), Children

Marriage, Children then return to  
Profession

Marriage, Children, Not Work

III. Need for intellectual stimulation

Escape from Work

Better job and salary opportunities

Desire to learn

Desire to meet interesting people

Like college atmosphere

Personal Development

Opportunity for Scholarship or  
Assistantship

Influence of somebody

No immediate plans for marriage, and  
needed better preparation for life

IV. Assistantship

Good Department

Near Home

Away from home--new area

People at K-State, friendliness

Philosophy held by department

V. Want Career

Lack of Opportunity

Not Interested

Illness or physical handicap

Disappointment in love

Economic obligations (parents or siblings)

VI. Admiration

Disdain

Sympathy

Indifference

Mixed Feelings

Believe that women should get married

Think that graduate women are peculiar

- VIII. Neat  
 Well-dressed  
 Well-groomed  
 Poorly-groomed  
 Sloppy

- |   |  |
|---|--|
| <input type="checkbox"/> Friendly       | <input type="checkbox"/> Frustrated          |
| <input type="checkbox"/> Happy          | <input type="checkbox"/> Moody               |
| <input type="checkbox"/> Lonely         | <input type="checkbox"/> Superiority Complex |
| <input type="checkbox"/> Dependable     | <input type="checkbox"/> Ambitious           |
| <input type="checkbox"/> Melancholy     | <input type="checkbox"/> Inferiority Complex |
| <input type="checkbox"/> Insecure       | <input type="checkbox"/> Independent         |
| <input type="checkbox"/> Forgetful      | <input type="checkbox"/> Aggressive          |
| <input type="checkbox"/> Conscientious  | <input type="checkbox"/> Tense               |
| <input type="checkbox"/> Confident      | <input type="checkbox"/> Successful          |
| <input type="checkbox"/> Easily worried | <input type="checkbox"/> Loyal               |
| <input type="checkbox"/> Sensitive      | <input type="checkbox"/> Empathetic          |
| <input type="checkbox"/> Shy, Reserved  | <input type="checkbox"/> Affectionate        |
| <input type="checkbox"/> Dependent      | <input type="checkbox"/> Other (list)        |
| <input type="checkbox"/> Companionable  |  |
| <input type="checkbox"/> Influential    |  |
| <input type="checkbox"/> Creative       |  |

- IX. Fatigue  
 Backache  
 Insomnia  
 Nervous Tension  
 Eyestrain  
 Sinus or Colds  
 Allergies  
 Headaches

- X. Community Concerts (Artist Series)  
 Lectures  
 Assemblies  
 Art Exhibits  
 Recitals  
 Cinema Movies  
 Chamber Music Series  
 Plays

Wk. of March	Mon.	Tue.	Wed.	Thur.	Fri.	Sat.
13th.	1 3 4 E*	1 2 3 E	1 3 4	1 2 3	1 3 4 E	8 am 9 10 A*
20th.	1 3 4 E	1 2 3 E	1 3 4	1 2 3	1	
27th.	1 3 4 E	1 2 3 E	1 3 4	1 2 3		

\*E-Evening  
 \*A-Afternoon  
 My free hours are listed above.  
 Encircle 3 hrs. when I could see you.  
 Where can we meet? \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

A DESCRIPTIVE STUDY OF THIRTY-FIVE  
UNMARRIED GRADUATE WOMEN AT KANSAS STATE UNIVERSITY

by

CAROL ANDERSON NIDAY

B. S., Berea College, 1960

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AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the  
requirements for the degree

MASTER OF SCIENCE

Department of Family and Child Development

KANSAS STATE UNIVERSITY  
MANHATTAN, KANSAS

1962

The purpose of this study was to describe presently unmarried graduate women at Kansas State University in view of their goals, their attitudes about their lives in relation to graduate study at Kansas State University and their personalities as measured by a self-rating and by the Edwards Personal Preference Schedule (EPPS). Thirty-five unmarried American graduate women who were enrolled during spring semester, 1961, were contacted by letters and met in face-to-face interviews. The interview schedule consisted of a face sheet and open end questions. Subjects were asked at the interviews to take the EPPS at the University Counseling Center at their convenience.

In addition to their immediate and lifetime goals, their societal images, the women's siblings, education of their siblings and their parents, and the means of financing their schooling were described. The interviewer and the women rated their personal appearance. The McGuire-White scale of value orientations was used to rate each woman according to her father's religious, educational, and vocational values. Health was also described by the women.

The women (aged 22 to 53 years) were divided into two age groups and compared on personality variables by using the t-test. The two groups differed significantly only on the Exhibition variable. Further analyses of the women were done with the entire group treated as a whole. The group was compared, by use of the binomial test, with the female college normative group of the EPPS. Significant differences existed between the means of

the Deference, Abasement, Change, and Aggression variables. Wide differences were found between individual test scores and self-ratings. Thirty of the 35 women showed significant difference between test scores and self-ratings.

Of the 35 women, thirty-three said they desired marriage. With the exception of four of these 33, the others stated that they were interested in professional development through part time or full time work at some stage of their married lives.

More social opportunities were desired by one-fourth of the women; one-fourth stated they did not want any more social activities, and nearly one-half of the group said that social activities were adequate at Kansas State University. However, more intellectual stimulation was desired by a large portion of the group through interdepartmental seminars or lectures.

The women listed as their main reasons for doing graduate work: "personal development," "opportunity for assistantship or scholarship," "escape from unpleasant job," and "better job and salary opportunities." They had chosen Kansas State mainly because of the available assistantships, convenience to home, the influence of some person, and the good department in their major area of study.

Housing was generally adequate for the women, but they emphasized the difficulty in locating good facilities since there is no university housing provided for unmarried graduate students. Positive attitudes which the women believed graduate men, undergraduates, faculty members, and members of their home

communities held toward them seemed to relate to the generally positive attitudes of the women toward graduate work.

This study explored a small portion of data in the large unknown area occupied by unmarried persons in modern American society. Many problems remain unsolved concerning unmarried persons, their values, their attitudes, their thoughts, and their roles in contemporary society.