

HOME AND FAMILY BACKGROUND OF A
SELECTED GROUP OF HOME ECONOMICS FRESHMEN

by

CAROLYN DUTTON STRIEBY

A. B., Washburn College, 1928

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree of

MASTER OF SCIENCE

Department of Child Welfare and Euthenics

KANSAS STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE

1946

KANSAS STATE UNIVERSITY LIBRARIES

378.73

K160r

1946

S917

TABLE OF CONTENTS

INTRODUCTION 1

PROCEDURE 4

DATA AND DISCUSSION 5

SUMMARY 15

ACKNOWLEDGMENT 18

REFERENCES 19

APPENDIX 20

INTRODUCTION

A large and increasing number of young people are entering colleges and universities in our country today. These students come from many different kinds of homes and backgrounds and as a result, bring with them many different attitudes and interests. Each student has his own combination of experiences and has worked out his own way of meeting situations in life. Study of the home and family background of students is important in its contribution to a better understanding of the student's ideals, attitudes, interests, and beliefs.

Data concerning the home and family background of students are important in any attempt to understand the students' ideals, attitudes, interests, and beliefs, since the family group is recognized as the most important social process in shaping the personality of the individual. It is the forces of the home which have functioned largely in shaping one's goals and ambitions and one's way of seeking them. This is substantiated by a study made by Goodykoontz and Coon (1941). They stated that of all the institutions of society which exert an influence on individuals the family holds a place of unparalleled importance. This is not strange because the family is the first and longest lasting of all human experiences. A study made by Prosser (1930) at the State University of Iowa showed a correlation between scholastic performance and family rela-

tionships. Clark (1927), in a study made of 740 students at Northwestern University to examine the relationships of certain aspects of family background and college success, said family made a difference. Caliver (1933), in a study made of the background of Negro students, stated that certain data are fundamental in understanding students and that such data consist of facts about the backgrounds of individuals, their socio-economic status, school experience, interests, activities and family relationships.

One of the most important studies found in which the home and family background of students was investigated was that conducted at General College, University of Minnesota. Eckert (1943), in writing of this study, said that in order to counsel a student or evaluate a course of study with that student in mind, something must be understood concerning that student's development; that the first step in a study of that kind is a study of the home from which that student has come and the family background he may have had. Their conclusion was that when this step has been taken and the influences from the home are known and understood, then can come a better understanding of the student and his needs.

A better understanding of students as they enter our schools today is sought so that curricula can be planned which will meet the students' needs. It is clear that teachers need to understand their students' backgrounds and attitudes in order to encourage students in the way they are to go.

Williams (1943) stated we must know our students if we are to teach them. In order to evaluate educational programs there is need to know students. The purpose of education is to change people. The process is not effective if there are no changes. Evaluation in education is a complex process and sometimes it is difficult to know what changes are taking place in students. Smith and Tyler (1942) stated that evaluation should be more comprehensive than merely grading students, giving tests and making out reports to parents and boards of directors. Eckert (1943) said that evaluation is a growing process and no appraisal of a school program will be satisfactory until it uses all data gathered about students and their needs. It is only by evaluation that an institution can determine to what extent its goals and objectives are being reached.

Many educational institutions have recognized the importance of being cognizant of the family and home background of students. Many schools have collected information concerning the home and family background of students. Students have frequently been required to fill in blanks about themselves, their families and their homes. Individual record blanks similar to the one used in this study and Home Inventory Tests have been used. The Minnesota Personality Scale and other scales have a section or parts of several sections devoted to home adjustments.

The purpose of this study was to secure information con-

cerning the home and family background of the freshmen entering the School of Home Economics, Fall Semester, 1945. This information, in conjunction with data to be secured by other studies, is to be used as a partial basis for the interpretation of the needs of students, for an evaluation of the Home Economics Curriculum, and for the improvement of educational methods.

PROCEDURE

Data were collected from the Individual Record Forms (see Appendix) on file in the office of Dr. Maurice D. Woolf, Director of Student Personnel and Veteran's advisor at Kansas State College. The Individual Record Forms were issued by Dr. Woolf and co-workers. Each freshman who entered Kansas State College in the fall, 1945, filled in an Individual Record Form during the freshman testing and orientation period. The data from these forms concerning the home and family background of 209 freshman students who entered the School of Home Economics, Fall Semester, 1945, were used for this study.

A card (see Appendix) was made for each student on which was recorded all the categories which were related to her home and family background. Spaces were left for checking or encircling wherever possible. Larger spaces, under some groups, were left for the purpose of listing certain items. Additional spaces were left that other information about each student

might be added, if desired, at a later date.

At the top of this card were spaces for the student's name, the school, which in this instance was Home Economics, and the curriculum she had elected. This was believed desirable because of the possibility of later studies being made which would require the data used in this study.

On the card was recorded all the information considered significant in making a study of the home and family background. Information given about the home and family members - parents, brothers and sisters - was recorded. The student's religious preference, individual and group activities, reading interests, living arrangements and financial support while in college, and work experience previous to college entrance were listed. The size of the high school graduating class was also recorded.

DATA AND DISCUSSION

Two hundred seventeen young women enrolled as freshmen in Home Economics at Kansas State College during the fall semester, 1945. Only 211 were in this group when this study was begun. Individual Record Forms were on file for 209 of this group. Selected data from these 209 individual records were used in making this home and family background study of Home Economics freshmen.

The homes of the students were placed in city, village or farm. In this study, homes in cities included just those homes in cities of the first and second class. All other homes in cities or towns were listed as homes in villages.

Ninety-four or 46 per cent of this group reported they lived on farms. Seventy-two or 34 per cent came from cities classified as first class cities. The other 43 or 20 per cent came from villages.

Table 1. Location of homes.

Location	Number	Per cent
City	72	34
Village	43	20
Farm	94	46

Only seven per cent of this group of students lived at home with their parents while in college. The following table shows the types of living arrangements these students had. There were three students who did not indicate their living arrangements. It was probable that the living arrangements had not been completed at the time the Individual Record Forms were filled in.

Table 2. Living arrangements in college.

Location	:	Number	:	Per cent
At home with family		15		7
Residence hall		90		43
Rooming house		51		25
Sorority		27		13
Friends		17		8
In an apartment		5		2
Works for room and board		1		1.5

One hundred ninety-eight of these students had parents who were native-born. Only two had foreign-born parents. In four instances the mothers were native-born and the fathers were foreign-born. In one case the opposite was found; the father was native-born and the mother foreign-born. Four students did not indicate where their parents were born.

Caliver (1933), in his background study, found that the relationship of students to parents was a vital factor in their school and post-school success. It is well known that many difficulties have been caused by broken homes, whether by death or for other reasons. Of the students in this group, 188 or 90 per cent had both parents living. Seven per cent had just the mother living and three per cent just the father living. None was an orphan.

One hundred seventy-three students or 83 per cent of the group had parents who were still married. Ten per cent of the homes were broken by death. Three per cent or six had parents who were divorced. Five of the divorced fathers and two or the divorced mothers had re-married.

About 26 per cent of the fathers and 16 per cent of the mothers did not go beyond the elementary school. Seventy-seven or 37 per cent of the fathers and 92 or 44 per cent of the mothers attended high school. Of this group 46 fathers and 67 mothers graduated from a high school. Fifty-four fathers or 26 per cent attended college, 21 of them graduated; and 65 mothers or 31 per cent attended college. Twenty-one of this group graduated from college.

Whether or not an individual comes from a home where he has brothers or sisters is considered an important item in his development. Twenty-four students were only children. Eighty-six students had older brothers and 83 had older sisters. These ranged from 56 with one older brother or sister to one girl who had five older brothers and another who had six older brothers. The same proved true in regard to younger brothers and sisters. Eighty-six students had younger brothers and 86 also had younger sisters. One student was found who had five younger brothers and two students had four younger sisters.

Sixty-five per cent of this group of students came from families of three children or less. Twenty-four per cent came from families of four or five children and 11 per cent from

families of from six to 11 children.

Table 3. Total children in the family.

Number of children: in family	Number of students who are: members of such families :	Per cent
1	24	11
2	61	29
3	53	25
4	31	15
5	19	9
6	8	4
7	4	1.2
8	4	1.2
9	5	2
10	0	0
11	1	0.5

The occupations of the fathers of this group of students were extremely varied. The type of occupation of the bread winner frequently reveals the economic level of the family. The information secured indicated that most of these students came from middle-class homes.

The occupations of the fathers were grouped according to the Index of Occupations of the Works Progress Administration: professional and teaching, business owners or managers, commercial or clerical employees, salesmen, farmers, wage earn-

ers, which included skilled, semi-skilled and unskilled laborers.

In the professional and teaching group there were 20 fathers. Twenty-six fathers had occupations which were classed as business owners or managers. Nineteen held commercial or clerical positions. There were seven salesmen. Twenty-five belonged to the wage earner group. The most common occupation was farming. Ninety fathers were farmers. Two fathers were retired and two unemployed. Two students failed to indicate their fathers' occupation. The occupations of the mothers before marriage were also grouped according to the Works Progress Administration's classification. Previous to marriage, 82 mothers held positions in the professional and teaching group. One was a manager of a cafeteria, 24 held clerical positions, five were saleswomen and 11 were listed as wage earners. One mother had been a farmer according to the record form. Sixty-three mothers had not been employed previous to marriage.

Fifty-four per cent of the group were supported by their families while in college. Forty-three per cent were self-supporting or partially self-supporting while in college.

Table 4. Financial support.

Types of support	Number	Per cent
Family	112	54
Part work	74	35
Self-support	17	8
Did not indicate	6	3

Ninety-eight per cent of the students expressed a preference for the Protestant churches. Two per cent came from Catholic homes. Of the Protestant group, 51 per cent designated a preference for the Methodist church, 14 per cent for the Presbyterian church and five per cent for the Baptist church.

The following table shows the marital status of this group of students.

Table 5. Marital status.

	Number	Per cent
Single	195	97
Married	3	1
Widowed	2	1
Did not indicate	9	4

The instructions on the Individual Record Form regarding activities were: "Draw a circle around each of the activities in which you engage frequently. Indicate both the things you liked to do in high school and the things you like to do now." As a rule each student drew circles around many activities. Several encircled every activity listed, both individual and group. In the section listing team sports, 25 girls encircled football, 62 baseball and 102 basketball. A large per cent of the students indicated participation in activities for which the opportunities for participation are not widely distributed in Kansas, as theatre, dance recitals and art museums. This may indicate that many interpreted the directions to include everything one thought he would like to do, rather than activities he had enjoyed doing.

The activities encircled by more than 75 per cent of the 209 students were: movies, listening to the radio, reading, art museums, volley ball, dancing, dates, picnics and church attendance. More than 50 per cent but less than 75 per cent indicated they frequently engaged in the following activities: hiking, horseback riding, swimming, pingpong, skating, bicycling, auto riding, cooking, theatre, concerts, and Sunday School attendance. Fewer than 25 per cent stated that they frequently engaged in the following activities: fishing, hunting, handball, pool, stamp collections, woodworking, modelling, sewing, lectures, hockey, softball, bridge, poker, discussion groups, debate teams, political clubs, literary clubs and Sun-

day School teaching. Less than 25 per cent indicated that they had been active in the following high school organizations: High School alumni group, secret societies, 4-H, Job's Daughters and Girl Reserves.

The material read by students is an indication of the maturity of their interests. The magazines and books read also suggest the cultural level of the home. Under the type of books or articles which were of interest to them, 188 students chose fiction, 95 were interested in biography, 32 scientific material, 28 non-fiction, six said travel, and five stated that they were interested in all kinds of books and articles.

The choice of magazines covered a wide range of periodicals. The three most frequently chosen were Reader's Digest by 130, Life by 96 and The Ladies' Home Journal by 89. The Good Housekeeping, Saturday Evening Post, McCall's, Woman's Home Companion and American were the next most frequently mentioned. Collier's, Time and Seventeen were designated by about nine per cent of the students. Less than three per cent stated that they read such magazines as Vogue, Harper's and Saturday Review of Literature.

The work experiences these students had before entering college spread over many occupations. The number of jobs held ranged from one to four.

Twenty-five per cent had no work experience previous to college. Thirty-five per cent had one type of employment, 27

per cent had held two different positions, 11 per cent three, and two per cent had four different work experiences.

In the first group with but one type of work experience, 36 had held clerical positions, five professional and teaching positions, 28 had been wage earners, four had done farm work and one had been in the United States Navy.

Those who had two types of positions had held the following: five in professional positions, 56 in clerical, 20 as saleswomen and 31 as wage earners.

The types of positions held by the group of students claiming that they had three different work experiences were: professional by two students, clerical positions by 20, sales positions by 14 and wage earners by 33.

Of the group of students who had four different types of work experience, two had professional positions, one had been a business manager, four had held clerical positions, two had been saleswomen, and 11 had been employed as wage earners.

The size of the high school graduating class from which these students came was indicated on the Individual Record Forms. There was a wide range in size, the smallest being two and the largest 644.

Four students did not indicate the size of their graduating class.

The following table indicates that seventy-four per cent of the students entering the School of Home Economics in the

fall of 1945 came from high schools having less than 100 students in the graduating class. Eighteen per cent came from high schools having from 100 to 500 students in the graduating class, and just six per cent came from high schools having over 500 students in the graduating class.

Table 6. Size range of high school graduating class.

Size of graduating class:	:Number of students in: each sized class	: Per cent
2- 10	21	10
11- 20	44	21
21- 50	50	24
51-100	39	19
101-200	23	11
201-500	15	7
501-644	13	6

SUMMARY

There is no evidence that this is a representative freshman class in the School of Home Economics at Kansas State College. However, a consideration of the data permits certain statements to be made concerning the homes and families of this particular freshman class.

Ninety-four per cent of the parents were native-born.

Eighty-three per cent had parents who were still married. Ten per cent of the homes were broken by death and three per cent by divorce.

An equal number of fathers and mothers, 21 or ten per cent, graduated from college; 46 or 22 per cent of the fathers and 67 or 32 per cent of the mothers graduated from high school; 54 or 26 per cent of the fathers and 33 or 16 per cent of the mothers did not go beyond the elementary school.

Ninety fathers or nearly 50 per cent were farmers. As a result, nearly 50 per cent of these students lived on farms before coming to college.

None of these students was an orphan. Ninety per cent of them had both parents who were living.

Sixty-five per cent came from families of three children or less. Of this group, 11 per cent were only children. Twenty-four per cent came from families of four or five children and 11 per cent from families of from six to 11 children.

Seventy-four per cent of this group of freshmen came from high school graduating classes of 100 or less.

Ninety-eight per cent expressed a preference for the Protestant churches.

Seventy-five per cent had from one to four years' work experiences previous to college.

Over 50 per cent of these students were supported entirely by their families while they were in college.

Seven per cent of them lived at home while going to college.

The three magazines chosen more frequently than any others were Reader's Digest by 130 students, Life by 96 and The Ladies' Home Journal by 89. Ninety per cent chose fiction as the type of literature of most interest.

ACKNOWLEDGMENT

Grateful acknowledgment is given to Miss Jennie Williams, Associate Professor of the Department of Child Welfare and Euthenics, for her interest and guidance in the preparation of this Master's Report; to Dr. Maurice C. Moggie, Associate Professor of the Department of Education and Psychology, for his assistance in the preparation of the data card; and to Dr. Maurice D. Woolf, Professor of Education and Director of Student Personnel, for his permission to use the Individual Record Forms.

REFERENCES

- Caliver, Ambrose.
A background study of Negro college students. U. S. Dept. of Int. Bul. No. 8: 1-115. 1933.
- Clark, Edward L.
Family background and college success. Sch. and Soc. 25: 237-239. February 1927.
- Doermann, Henry J.
The orientation of college freshmen. Baltimore. The Williams and Wilkins Co. 147 p. 1926.
- Eckert, Ruth E.
Outcomes of general education. Minneapolis. Univ. Minn. Press. 210 p. 1943.
- Gerberick, Joseph R.
A personnel study of 10,000 Iowa high-school seniors. Iowa City, Iowa. University of Iowa studies in education. 5(6): 9-103. 1930.
- Goodycoonz, Bess and Coon, Beulah I.
Family living and our schools. New York. D. Appleton-Century Co. 436 p. 1941.
- Prosser, Mary Rose.
A study of the scholastic performance of freshmen women at the State University of Iowa. Iowa City, Iowa. University of Iowa studies in education. 5: 7-62. March, 1930.
- Smith, Eugene R. and Tyler, Ralph W.
Appraising and recording student progress. New York. Harper and Bros. 504 p. 1942.
- White House conference on child health and protection. Sec. III. Education and training committee on family and parent education. Chairman - Ernest W. Burgess. New York. D. Appleton-Century Co. 464 p. 1934.
- Williams, Cornelia T.
These we teach. Minneapolis. Univ. Minn. Press. 188 p. 1943.

APPENDIX

COUNSELING BUREAU
KANSAS STATE COLLEGE

INDIVIDUAL RECORD FORM

To the Student:

The purpose of this blank is to bring together essential information about you, so that our interviews with you can be given over to a discussion of your problems and plans. The information that we ask you to give in the following pages is a very necessary addition to the tests you take, and will allow us to interpret your test results in terms of your specific needs.

Final responsibility for decisions and plans always rests with the person being counseled. However, a discussion of your problems with a properly qualified counselor, coupled with such facts about your abilities, personality, and interests as can be gained by psychological tests and techniques may enable you to make your decisions and plans more wisely than you could make them unaided. It is not to be expected that all problems will be solved in a single interview. Adjustment in and after school is a continuous process because of the development and experiences of the individual, and because of changes in external circumstances.

A clear picture of you as an individual can be obtained only if you answer the questions as frankly and completely as possible. It is also necessary that you answer the tests you are going to take as truthfully and as carefully as you can, according to the instructions on each test. All the information collected is for our confidential use only.

Name _____ Sex _____
Last First Middle

Present Address _____ Phone _____

Home Address _____

Age _____ Date of Birth _____ Place of Birth _____ Religious Preference _____

Marital Status: Single _____ Married _____ Divorced _____ Widowed _____ Separated _____

Check any of the following which are applicable:
Father Living Yes _____ Parents still married _____ Parents divorced _____
No _____ Parents separated _____ Father re-married _____
Mother Living Yes _____ Mother re-married _____
No _____

If Father not living, Name of Guardian _____

Father's Name _____ Father's Age _____
Last First

Father's Home Address _____ Mother's Age _____

Father's business or occupation: Name of firm or employer _____

Father's title, position or nature of work _____

Mother's Present Occupation _____ Mother's Occupation Before Marriage _____

Father's Birthplace _____ Mother's Birthplace _____

Father's and Mother's Education:

A. Indicate below the highest grade reached in school. If they finished the 6th grade, but no more, indicate Grade 6. If they finished 2 years of high school, indicate High School 2. Use a cross for father's education and a circle for mother's.

Grade	1	2	3	4	5	6	7	8
High School	1	2	3	4				
Teachers College	1	2						
College	1	2	3	4				
Graduate Work	1	2	3	4				

B. Indicate below any additional education which they may have had. The last two lines are left blank for you to fill in the name of any kind of special training which does not appear in the list. Use a cross for father's and a circle for mother's education.

Business College	1	2	3	4	years
Music School	1	2	3	4	
Art School	1	2	3	4	
Nursing School	1	2	3	4	
Other: _____	1	2	3	4	
_____		1	2	3	4

Brothers' and Sisters'

Names	Sex (M or F)	Age	Education (Highest Grade Reached)	Married (Yes or No)	Occupation (If Unemployed, Give Usual, Occ. or Training.)
1. _____					
2. _____					
3. _____					
4. _____					
5. _____					
6. _____					
7. _____					
8. _____					

Name of high or preparatory school _____	Date of Graduation _____
Type of course taken _____	Size of high school senior class _____

Do you think you have been handicapped in any of your past school work because you were a slow reader? Yes _____ No _____ (Check one)

Do you consider that your study habits are (efficient, average, or inefficient) for college competition? (Underline the best phrase)

Colleges or special schools attended (including present attendance) and also including special training in art, music, stenography, etc.)

NAME OF SCHOOL OR COLLEGE	DATE ATTENDED	COURSES TAKEN
_____	_____	_____
_____	_____	_____
_____	_____	_____

What higher educational institution to you plan to enter if you are not already attending? _____ When do you expect to enter? _____

What extra-curricular activities do you expect to participate in? (As dramatics, athletics, etc.) _____

You will find listed below several kinds of leisure time activities. Draw a circle around each of the activities in which you engage frequently. Include both the things you liked to do in High School and the things you like to do now. Add any activities in each group that do not appear on the list.

I. Individual Activities - either organized or unorganized.

A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc. _____

B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modelling, other hobbies, (specify) _____

C. Reading, theatre, concerts, art museums, lecture, dance recitals, _____

II. Group Activities - either organized or unorganized.

D. (all team sports - such as): Football, baseball, basketball, volleyball, hockey, _____

E. Dancing, "dates", bridge, poker, picnics, _____

F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc. _____

G. (Were you, or are you, an active member of any of these organizations): Y.M.C.A. or Y.W.C.A., Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H.S. or College secret society, sorority, or fraternity, Jobs Daughters, Kadimah, etc.

H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc.

What types of books or articles interest you, (fiction, biography, scientific, etc.) _____

What magazines do you read most frequently: _____

Answer the following questions only if you have attended or are attending a University or College.

What is (or was) your major? _____ What year are you in? _____
 How many hours of study do you put in during the week (on the average)? _____
 Are you engaged in any outside work while attending College? _____
 If so, what is the nature of this work? _____
 How much time does it take each week? _____
 Who is your employer? _____

TO BE ANSWERED BY EVERY STUDENT

Why (did you decide) to come to college (check as many as necessary or (are you deciding) explain below):

- | | |
|---|---|
| <input type="checkbox"/> To get a liberal education | <input type="checkbox"/> To please parents or friends, family tradition |
| <input type="checkbox"/> To prepare for a vocation | <input type="checkbox"/> To learn more of certain subjects |
| <input type="checkbox"/> For the prestige of a college degree | <input type="checkbox"/> It was the "thing to do" |
| <input type="checkbox"/> To be with old school friends | <input type="checkbox"/> Foregone conclusion, I never questioned why |
| <input type="checkbox"/> To make friends and helpful connections | <input type="checkbox"/> Will enable me to make more money |
| <input type="checkbox"/> For social enjoyment "college life" | <input type="checkbox"/> To get a general education |
| <input type="checkbox"/> Without a college degree (or training) there is less chance of getting a job | |

Explanation: _____

What other type of training have you considered besides a College or University education? _____

- | | |
|---|--|
| How does your family feel about college work? (Check one) | Plans for your financial support in college: (Check one) |
| <input type="checkbox"/> Indifferent to your going to college | <input type="checkbox"/> Entirely supported by family |
| <input type="checkbox"/> Opposed to your going to college | <input type="checkbox"/> Part time work will be necessary (about how many hours a week?) _____ |
| <input type="checkbox"/> Wants you to go to college | <input type="checkbox"/> Total self-support will be necessary. (How many hours a week?) _____ |

List in chronological order, all your work or employment experiences to date (including part-time or summer jobs.)

<u>Firm</u>	<u>From</u> (give year and month)	<u>To</u>	<u>Nature of Work</u>	<u>Salary</u> (per month)
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Which of these jobs did you like best? _____

Why? _____

Chorea (St. Vitus Dance) _____	_____	Frequent or persistent	_____
Rheumatic fever _____	_____	headaches _____	_____
Scarlet Fever _____	_____	Frequent or persistent	_____
Heart disease _____	_____	headaches _____	_____
Eye defects		Nervousness _____	_____
(specify) _____	_____	Sleeplessness _____	_____
		Exhaustion _____	_____

Comments or remarks _____

Underline any of the following words which describe your general make-up:

perservering, friendly, patient, stubborn, capable, tolerant, calm, impetuous,
 pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered,
 cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious,
 poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or
 depression, frequent day dreaming.

Place a check mark before the item appearing in the list below which best describes your living arrangements while at the University.

- _____ I am living at home with my family.
- _____ I am living in a University Dormitory or Cooperative House.
- _____ I am living in a rooming house.
- _____ I am living in a fraternity or sorority house.
- _____ I am living in a home of an employer, of friends, or of relatives.
- _____ I am living in my own apartment.

Name.....School.....Curriculum.....

- | | | |
|--|---|--|
| 1. Home
City Village Farm | 7. Mother's Occupation
(Before marriage) | 13. Reading Interests
Fiction
Biography
Scientific
Other |
| 2. Parents
Native Foreign

Father Living
Mother Living
Still married
Separated
Divorced
Father re-married
Mother re-married | 8. Financial Support
Family
Part work
Self-support | 14. Magazines read |
| 3. Education of Parents
Highest grade completed:
Mother Father

Business College
Music School
Art School
Nursing School
Other | 9. Living Arrangements
Family
Residence Hall
Rooming House
Sorority
Friends
Apartment | 15. Work experience
(Before College) |
| 4. Brothers
Older....Younger.... | 10. Student's
Marital Status | 16. No.H.S. Grad. class.... |
| 5. Sisters
Older....Younger.... | 11. Religious Preference | 17. |
| 6. Father's Occupation | 12. Activities:
Individual:

Group: | 18. |
| | | 19. |
| | | 20. |