

NEWSLETTER

THE MINNESOTA PLAN FOR THE CONTINUING EDUCATION OF WOMEN

University of Minnesota

October 1962

Progress Report

In May, 1962, a Progress Questionnaire was sent to 471 women who had enrolled as adults in the Minnesota Plan prior to January, 1962. The purpose of this follow-up was to ascertain (1) how many women had actually taken courses at the University of Minnesota or at other educational institutions, (2) which services of the Minnesota Plan had been used, (3) members' evaluation of the services and (4) ideas for needed revisions or improvements in the services offered.

As of August 31, 1962, 302 (64%) of these questionnaires had been returned. (A telephone follow-up is currently in progress to increase this return.) The following is a summary of the data pertaining to educational progress and types of services used by the women reporting.

Seventy-two percent (216) of the women returning the forms have actually taken courses since joining the Minnesota Plan, almost exclusively at the University of Minnesota. Only 28% (86) have not yet enrolled for any courses and, of these, 32 are in some kind of paid employment. Fifteen, or almost half, of the women who are working plan to return to school in 1962 or 1963. Fifty-four women have not taken either educational courses or employment. However, 31 of these women plan to return to the University of Minnesota, mostly (24) in the 1962-63 school year, and others are planning on employment in the near future. Only 19 women, 6% of the total group answering, have made no real progress and have no firm plans for education or work in the future.

Eighty of the women reporting have been enrolled in regularly scheduled day classes of the University of Minnesota and have taken over 1,939 hours of course work. One-hundred-thirty-five women have been enrolled in the Extension Division and have taken 753 credit hours as well as 121 of the special Minnesota Plan seminars. Twenty women have completed the requirements for a degree or certificate. With the exception of three who are going on to graduate school, these women are now employed.

In summary, a questionnaire has been sent to 471 women who joined the Women's Continuing Education Program between its inception in June, 1960, and December 31, 1961. Sixty-four percent (302) of these women returned the questionnaire by August 31, 1962. Seventy-two percent of the respondents have continued their education since joining the program, and another 15% plan to start taking courses soon, mostly in the 1962-63 school year.

Table 1 and 2 summarize these data.

Table 1
Educational Progress
(Total N = 302)

	<u>N</u>	<u>%</u>
Women who have taken courses	216	72
Women who have not taken courses	86	28
	<u>302</u>	<u>100</u>

Table 2
Progress and Plans
(Total N = 302)

	<u>N</u>	<u>%</u>
Women who have taken courses	216	72
Employed women who plan to enter school	15	5
Housewives who plan to enter school	31	10
Employed women with no educational plans	17	6
Housewives who plan to enter labor force	4	1
Women with no plans for school or work	19	6
	<u>302</u>	<u>100</u>

The Minnesota Plan has provided certain services to its members. Table 3 shows the numbers and percents of women using each of the services provided.

Table 3
Use of Services by Minnesota Plan Members
(Total N = 302)

	<u>N</u>	<u>%</u>
Nursery	12	4
Job Placement	17	6
Guidance Services		
Counseling	150	50
Testing	34	11
Referrals to others	37	12
Advice by telephone	69	23
Advice by letter	24	8
Seminars (includes those accepted for 1962)		
New Worlds of Knowledge	54	18
Cultivation of Vision	18	6
Arts of Reading	34	11
Frontiers of 20th Century Science	18	6
Special discussions		
Schools of Tomorrow	10	3
How to Study	42	14
Absentee Mothers	14	5
Scholarship help	16	5
Information on Television Courses	22	7
Booklet on Adult Education Opportunities	54	18

It is obvious from the data in Table 3 that a great majority of the members in the program need and use guidance services of some kind. Individual counseling has proved to be the cornerstone of the program. The other services are designed to meet a particular need in a particular segment of the total group. The liberal arts seminars are particularly popular but the number of persons who can be accepted for them is necessarily limited. Although many of the services offered are used by only a small proportion of women in the program, it is apparent from their very nature that their availability is crucial to the women using them.