

A STUDY OF GUIDANCE ACTIVITIES AS  
CONDUCTED THROUGH THE  
DEAN OF WOMEN'S OFFICE OF OREGON STATE COLLEGE

by

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CHAPTER I  
INTRODUCTION

A. GENERAL STATEMENT

Should individual and group guidance be a primary aim of institutions of higher learning? If the vast amount of written material available, and the various opinions expressed therein, can be used as criteria for this question, the answer is - yes. Next, the question arises - how shall this aim be put into practice? On this question there is much difference of opinion and a great floundering in a sea of words, which like the world, go around and around, arriving at no definitely known point except the point of beginning - the theory that guidance, individual and group, should be a primary aim of institutions of higher learning.

Although there are no rules to govern them, colleges, practically without exception, make a sincere and active effort to translate the theory that guidance is desirable into practice. The following study was undertaken to determine what is being done, or what attempts are being made in one particular institution in the field of individual and group guidance, and more definitely, what is

being done by one agency of that institution, namely, the office of the Dean of Women at Oregon State College.

## B. STATEMENT OF PROBLEM

Let it be said at the outset that in using the term "guidance activities" there seems no hope of technically meeting the many and varied definitions of the different authorities. (11, 21, 26, 27, 41, 49, 54, 71, 77, 84, 94)\* Indeed, since the authorities cannot arrive at a satisfactory definition among themselves, it would be presumptive to infer that any satisfactory explanation of this term has been reached by the writer. However, though they are at variance as to the connotation of the word, they seem to agree in their opinion as to the activities such a word is intended to cover. The terms guidance, personnel, counseling, and orientation are used interchangeably and even, apparently, synonymously. (27)

So, without quibbling as to its exact meaning or even if it be the best word to use, it is the writer's intent that for the purpose of the present study "guidance activities" shall mean phases of group or individual aid administered through the dean of women's office.

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\* The numbers refer to references in the bibliography. A number following a colon indicates the exact page in the reference where the quotation or data may be found.



Guidance, as an organized endeavor, is a relatively new field in education, (11, 84, 94) which fact undoubtedly accounts for the difference of opinion as to the "label" by which it shall be known. Until a comparatively few years ago guidance existed only when, and if, an instructor had natural inclinations along such lines. Many educators did counsel their students, but such guidance was the result of interest and not because counseling was any part of an organized administrative plan. At the present time some organized plan is used in nearly every institution of higher learning in the United States. Its organization, being more or less still in the experimental stage, differs with the institution. (9, 26, 54, 73) In fact, even when the work outgrows the experimental stage, if it ever does, it will still differ with the institution and within the institution for the simple reason that guidance deals with the human equation and that equation is affected by constantly changing conditions.

Therefore, the present study, from which it is hoped some value may come, is not conclusive. Five years from now a similar study might be made which would show quite different trends in interests and attitudes on the part of students, and in organization and techniques on the part of counselors.

### C. PURPOSES OF STUDY

Since the work of the dean of women varies somewhat with each such office, it is the purpose of this study to learn, if possible, the particular guidance problems which confront the Dean of Women at Oregon State College and what plan is used in handling them. Several studies have been made elsewhere concerning the work of the dean of women.

(1, 28, 36, 56, 85, 86) Most of these include not only guidance work, but all activities of the office of the dean of women and of her office associates. There is necessarily much time devoted to routine office procedure, to certain administrative duties, and to many other things which, while a definite part of the work of the office of the dean of women, should not be classed as guidance work. The writer desired to learn, not how the minutes of the day are divided, but what guidance problems are met and how they are handled in the office of the Dean of Women at Oregon State College.

### D. VALUE OF STUDY

Such a study should be of value in a number of ways. First, it should give a general picture of the guidance work of the office of one specific dean of women. Second, it is hoped that this survey may be of future value in any reorganization plans deemed advisable by the administration.

Third, it provides a convenient check list of guidance activities for other workers who may be interested in this problem.

#### E. LOCATION OF STUDY

The present study concerns conditions as found to exist on the Oregon State College campus in general and, specifically, as found to exist in connection with the office of the Dean of Women of Oregon State College.

The College is a land-grant college established definitely by legislation as the agricultural college of the State of Oregon in 1870, although its original founding goes back several years prior to this date. Funds for its support are derived primarily from millage appropriations on taxable property; from state appropriations; from specified sums from the national government; from student fees and tuition; and from such miscellaneous sources as sales, service charges, gifts and donations.

The Dean of Women at Oregon State College is a member of the general legislative committee known as The Administrative Council. Through this committee, institutional policies are considered, determined, and administered. The particular responsibility of the Dean of Women is the general welfare of the women students, both as individuals and as organized groups. The work of her office is

carried on by the dean, an assistant dean, a secretary, and student help.

#### F. TYPE OF INSTITUTION

Oregon State College is a co-educational school and is located at Corvallis, Oregon, a city of 8,500 population. It draws its enrollment mainly, of course, from the young people of the State of Oregon, but includes many students from all parts of the United States and from several foreign countries. It had a total enrollment of 5080 for the academic year of 1939-1940. It offers baccalaureate and graduate degrees in: Science, Agriculture, Education, Engineering and Industrial Arts, Forestry, Home Economics, Pharmacy, and Secretarial Science. Other curricula of higher education are allocated by the State Board to the University of Oregon, Oregon Medical School, and to the three teachers' colleges of the state.

#### G. ENROLLMENT OF WOMEN STUDENTS

According to information obtained from the Registrar's office, the distribution of enrollment as to sex and rank for the regular session of the school year 1939-1940 was as follows:

TABLE I

Distribution of Student Enrollment According to Sex  
and Rank for the Academic Year 1939-40

	Men	Women	Total
Total graduate students	248	93	341
Total undergraduate students	3157	1526	4683
Total auditors	<u>13</u>	<u>33</u>	<u>46</u>
Totals	3428	1652	5080

It may be conceded, without argument, that the "interest and welfare" of 1652 women students is not a small task. The fact that the Dean of Women does have this responsibility is not theory, but actuality. Furthermore, the number is greatly added to, as research in the present study has shown, by men students whose problems, because of their specific nature, are also handled through the office of the Dean of Women. Naturally, many of the students are contacted relatively few times, while others need a great deal of personal time and attention. However, effort is made by the Dean of Women to know each and every woman student personally and to keep, through various devices, informed on the individual welfare of all women students.

## H. LOCATION AND ORGANIZATION OF THE DEPARTMENT OF THE DEAN OF WOMEN

The offices of the Dean of Women of Oregon State College are located in the Commerce Building. This is the result of necessity and of choice on the part of Dr. Kate W. Jameson, Dean of Women. It is a common practice to house the office of the dean of women with other administrative offices (28), but because of physical limitations at Oregon State College this was not possible even had it been desirable. Dean Jameson feels that the offices of the dean of women should be "the flow of student life". The present location satisfies to a great extent this requirement. Many women students are registered in Secretarial Science, which is housed in the Commerce Building. The Home Economics Building stands next to the Commerce Building and the Library is but a short distance away.

Because the offices were not originally designed for their present use, they are not entirely adequate. Nevertheless, it seems advisable to include a brief description of them for the purpose of this study. There is a fairly large and central reception room. Opening from this reception room are three separate offices, used by the Dean of Women, the Assistant Dean of Women, and the Secretarial Assistant. These three women, with such secretarial help

as is provided by the National Youth Administration, comprise the personnel of the office of the Dean of Women.

#### **I. TYPES OF ACTIVITIES OF THE DEAN OF WOMEN'S OFFICE**

After studying the duties of many deans of women, a composite check-list was prepared by the writer. Using such a check-list as a basis, conferences were arranged with Dean Jameson to determine a system of classifying the activities of her office. The following list of guidance activities, which were found to be partially or entirely handled through her office, will be discussed in Chapter IV:

- 1. Standing Committees**
- 2. Registration**
- 3. Housing**
- 4. Freshman Week**
- 5. Rushing**
- 6. Co-operative Houses**
- 7. Sororities**
- 8. Housemothers**
- 9. Associated Women Students**
- 10. Orientation**
- 11. Attendance**
- 12. Extra Campus Activities**
- 13. Counseling**

## CHAPTER II

### REVIEW OF PREVIOUS STUDIES

The purpose of this chapter is to give background for the present study by reviewing briefly the guidance programs of deans of women and the results and conclusions of other investigations made during recent years. Although none has been found which exactly parallels this study, there are a number which do have a direct bearing on the subject of guidance for college students and on the activities of the dean of women's office.

#### A. MATHEWS, LOIS KIMBALL: THE DEAN OF WOMEN

A report of this book, (56) published in 1915, is included because of the interesting picture it presents of the progress - and also lack of progress - in this particular area of guidance during the past twenty-five years.

In the foreword (56:V-IV), Charles R. Van Hise, then president of the University of Wisconsin, states that this book was the first publication devoted entirely to a discussion of the office of the dean of women. He says (56:IV), "It is clear that the duties of the dean of women in a co-educational institution are of a more difficult character than in the women's colleges; for, in addition to considering the strictly collegiate aspects of work,



curricular and extra curricular, the vastly complex social problem enters."

Miss Mathews' book is based upon the study of women's colleges, affiliated colleges, and co-educational colleges; but it deals principally with the co-educational colleges, both because she felt the complexity of the problem in this type of institution, and because her own problems concerned the co-educational college. She found, even as early as 1915, that almost every such college in the United States had some official whose chief duty was "the care and supervision of women students". However, there was such lack of agreement concerning the duties of this official, that even the title varied from that of "dean of women" to "adviser of women", "preceptress", or even, "lady principal". Miss Mathews reports one case where a man served as dean of women.

The analysis did not establish a definite pattern for the position of dean of women and for her duties, since such positions were found to vary from that of an administrative officer, on a par with that of the regular college deans, to that of a mere chaperon. Her duties ran from class-room lecturer to those of housekeeper.

The importance of the office of the dean of women has increased in proportion to the change of attitude concerning

the education of women. The point is emphasized by Miss Mathews in the following paragraph: (56:14)

The danger is that co-ed institutions will continue to be in the future as the vast majority have been in the past, - institutions for men with requirements set at a man's pace and to meet his needs rather than institutions which provide with equal readiness, ingenuity, and enthusiasm, courses for both sexes. By far the greatest number of women who go into occupations, other than teaching, have today to prepare themselves in specially equipped schools and colleges whose single minded aim is vocational training.

A great deal of advancement has been made in the living conditions of women students, and in the authority to control those conditions. This is brought out rather forcibly by Mathews in the following quotation: (56:43)

There is probably no direct way of compelling students of a state university to live in halls of residence; whatever compulsion there is must be of the indirect sort, by dint of providing better quarters and better food at a slightly lower cost than is asked elsewhere.

In 1915, as in 1941, thought was given to adequate sanitary arrangements, but in 1914 apparently no sensible, clear-thinking person could believe the new fangled "gadget" - a shower bath - would ever supplant the tub. Miss Mathews says: (56:55)

Bathrooms should have as many washing bowls and tubs as can be provided within the given cost. A few shower baths are desirable, but the tub cannot be wholly eliminated in favor of showers.

Also, then as now, the Greek-letter organizations apparently came in for considerable discussion. Miss Mathews feels that these groups can be very desirable if properly handled. She has anticipated the co-operative buying now almost universally used by such groups and seems to hint at the community kitchen in use in some of our colleges. She recommends: (56:65)

Another way in which the Greek-letter societies can help the whole community is in raising the standard of living. If they could do away with the hand to mouth policy by which most of them live, and buy in quantity, a number of them joining together in the purchase of coal, flour, sugar, etc.; if they would adopt some system by which uniformly good, well-cooked, and well served food could be forth-coming; if they would set the standard in the neighborhood in the matter of garbage disposal; if their book-keeping could be above reproach, with bills never running over a summer vacation;—if all these things could be done, the place of the Greek-letter society in the university community would indeed be enviable.

B. MUSKINGUM COLLEGE FACULTY: A COLLEGE LOOKS AT ITS PROGRAM

A College Looks at its Program (61) is a collection of chapters written by members of the Muskingum College faculty. Cora L. Orr, Dean of Women, in writing on "A Job Analysis of the Office of the Dean of Women" (61:233-244) gives a very detailed list of the duties of the Dean of Women at Muskingum College. Since it very

nearly parallels a study by Amos, (86) reported elsewhere in this chapter, it will not be given here in full. The main divisions, however, are as follows:

**I. Administrative duties**

- (a) Serve on administrative committees
- (b) Administer housing program
- (c) Direct social program
- (d) Hold conferences
- (e) Miscellaneous duties

**II. Extra-curricular duties such as:**

- (a) Adviser of Y. W. C. A.
- (b) Disciplinary actions
- (c) Speakers for girls' assembly, etc.

**III. Teaching duties**

**IV. Reorganization and appraisal of activities of the dean of women**

This analysis was of one school only, as its purpose was to determine the specific activities of the office of the dean of women at Muskingum College. For this reason many of the conclusions drawn by Orr apply to the situation peculiar to her institution. However, one of her statements appears to be applicable to all similar analyses. She says, "One problem facing the office of the dean of women is that of the selection of her duties. Nonselective efforts are likely to be so diffused and

scattered that they become superficial and exhausting to the point of destroying effectiveness". (61:243)

C. PRESSEY, L. C.: SOME COLLEGE STUDENTS AND THEIR PROBLEMS

In 1929, Mrs. Luella C. Pressey (70) published a detailed report of the adjustment problems of forty college students. Most of the group were members of a class in rehabilitation which she conducted for a number of years, and were selected from all four classes. Her avowed purpose in making the analysis was to determine the type and importance of the individual adjustment problems with the thought that, knowing this, preventive measures might be adopted.

She used the case study method, including in this, personal interviews, standardized tests, academic records, interviews with parents, and physicians' reports. From the case studies, Pressey suggested the following classification of adjustment problems: health problems, moral problems, and vocational problems. She made an effort to use only normal cases, such as would be likely to be found in any college, discarding, for the purpose of her study, those that seemed abnormal in any respect.

It is Pressey's opinion that most students can be helped if their problems are sympathetically understood.

She believes, also, that very often the student will work out his own salvation once he clearly sees his difficulty and that usually such difficulties could be prevented. She believes that an adequate and actually functioning welfare program would very materially reduce the high mortality rate among college students.

In addition to her classification of student adjustment problems, Pressey offers a definite corrective and remedial program in which she suggests that (1) information be given the student early in his career through adequate courses which would deal with the basic causes of many adjustment problems; (2) that a student counselor be provided whose duty is to study these problems and to offer sympathetic suggestion or definite aid, as the case may be; and (3) that in dealing with social problems every effort should be made to deal with them in a constructive manner.

**D. STURTEVANT, SARAH M. AND HAYES, HARRIET: DEANS AT WORK**

This book, (86) published in 1930, contains a discussion of eight deans of women on the various phases of their work. While the entire eight discussions are recommended to anyone interested in the work of deans of women, only one is pertinent to this study. Thyrsa W. Amos, Dean of Women at the University of Pittsburgh, writes on "Office Economy". This chapter is a survey of conditions existing

in her own office. Concerning the organization of the dean's work, she says:

The department is organized exactly as are other administrative departments. The dean of women is the head and is held responsible for the program of work, for the administration of this and for its "output". The associates in the department are sometimes designated associate deans or assistants, each serving as an expert, and responsible for certain parts of the general program.

The duties of the dean's office, according to Amos are as follows:

1. Administrative

- (a) Planning and directing of work for her office.
- (b) Representing women's interests officially to the administration and the public generally.
- (c) Approving entrance and transfer of women students
- (d) Office practice
- (e) Record keeping
- (f) Correspondence

2. Academic

- (a) Teaching
- (b) Planning programs of study for individual students
- (c) Emphasizing the value of studies
- (d) Making academic adjustments

### 3. Social

- (a) Making contacts to know the students as persons
- (b) Maintaining standards of good taste in social affairs
- (c) Offering hospitality in the name of the institution
- (d) Guiding social affairs

### 4. Personnel

- (a) Extra-curricular activities
- (b) Vocational guidance
- (c) Part-time employment for students
- (d) Housing
- (e) Problems of individual students

Though the foregoing are given as characteristic duties, Amos feels that a dean's office should exemplify the best in human relationship and should not be handicapped by formality and rigidity. Concerning the location of the department of the dean of women she says:

Its material is human life, and it must be located in the stream of life. Often deans want their offices located with other administrative offices, believing this is a recognition of women essential to the cause of women. If the stream of student life flows here, such a location is good, otherwise it is unscientific and snobbish. Where there is a woman's building, used by hundreds of women daily in their recreational hours and in extra-curricular activities, there a dean may well establish her office.



**E. ANGELL, ROBERT C.: A STUDY IN UNDERGRADUATE ADJUSTMENT**

In 1930 Dr. R. C. Angell (4) published the results of a survey of 216 University of Michigan freshmen and sophomores. His purpose was to investigate student adjustment problems. The study was based upon: (1) standardized tests, (2) academic records, (3) personal history records, and (4) interviews by a psychiatrist. By means of the first three, an attempt was made to secure as complete information as possible for each student before he was interviewed by the psychiatrist.

Certain findings of this survey are especially interesting in connection with the present study. Angell found that the women students had better backgrounds than the men; their academic performance more nearly approached their capacities; they suffered less from personal disorganization; and they were more likely to remain oriented.

Fraternities and sororities were found to interfere with the academic adjustment of the members, but to aid in social adjustment. These organizations showed up as a definite factor toward social maladjustment for those students not affiliated. Contrary to the common belief that the need of self-support tends to act as an automatic adjustment factor, Angell found it to have an adverse influence on social adjustment. The majority of the self-

supporting students were found to be academically successful, but were said to have attained this success in spite of, rather than because of their economic problem.

As the result to this study, Angell makes the following conclusions:

1. An adequate personnel department, capable, sympathetic, and understanding, is of utmost importance.
2. Members of the personnel staff should have special training in psychology.
3. A course in mental-hygiene should be given and should be associated with some department already in good favor with the students.
4. Faculty and administrative officers need education in the meaning and value of mental hygiene.
5. Interest of the students themselves must be aroused if such a program is to succeed.

**F. ACHESON, EUNICE MAE: THE EFFECTIVE DEAN OF WOMEN**

This study, (1) published in 1932, reports a survey made by Eunice Mae Acheson of fifty deans of women who, according to the judgments of administrators, deans of women, and students were considered to be outstandingly successful. The methods used in the selection of the fifty deans were:

1. Questionnaires to:
  - (a) Presidents of colleges
  - (b) Deans of women
  - (c) Students
2. Intelligence tests
3. Personality tests
4. Vocational and personal history records

The primary purpose of the study was to determine what qualities, characteristics, education, and training were responsible for the effective dean of women. In addition to determining these factors, the questionnaire attempted to evaluate her work and its results.

According to the judgment of the college presidents, the largest number of favorable evaluations came from the dean's work in the field of personal advisement. The largest number of unfavorable evaluations were concerned with student counseling techniques and with discipline cases.

Social contacts, student advisement, and organization guidance (in order of frequency mentioned) were the activities receiving favorable evaluations by the deans of women themselves. Student reaction was found to be seven times more favorable than unfavorable to the dean and her work.

One regrettable finding, and perhaps unavoidable with our constantly increasing enrollment in institutions of higher learning, was the fact that the number of student contacts tended to decrease with the size of the college.

The following conclusions by Acheson are given because they represent a somewhat universal opinion as to the factors that make for a successful dean of women:

1. Keeps abreast with the changing world and understands the modern student.
2. Possesses or acquires sympathy and understanding which inspires students who come to her with problems
3. Possesses skill and technique in counseling
4. Has emotional poise and stability
5. Rarely dominates a situation or an organization, but guides indirectly
6. Shows personal interest in each student
7. Tries to create a friendly atmosphere in her office
8. Socially adaptable
9. Utilizes student government and student opinion
10. Consistent and fair
11. In disciplinary situations, acts as arbitrator and not as avenger and prosecutor

G. LEONARD, EUGENIA A.: STUDENT DEANS

A study by Eugenia A. Leonard, (52) published in 1932 in the magazine of the Association of American Colleges, discloses a number of interesting points concerning results of work done through student deans at Syracuse University. The student deans were members of the class given for advisers of girls, were selected from graduate students of high academic record, keen interest, and those who had some experience in the personnel field. They were required to show adequate proof of their personal character and ability to handle people.

Each of these student deans was in charge of a small dormitory unit of from ten to thirty students. Her responsibilities were:

1. The success of academic accomplishments of each girl in her group
2. The diagnosis of difficulties
3. Making available to girls all possible devices for correction of such difficulties
4. Report of such diagnoses and remedial techniques, these reports being used as a basis for conferences between the student dean and the dean of women

In addition to the above, the student dean was responsible for organizing the girls in her unit into a cooperat-

ing social group; she worked out an educational program with the Senior Guide (a girl in direct charge of government and discipline) in student citizenship; was responsible for the wholesome conduct and happiness of each individual; and she was required to maintain the general rules of the dormitory relating to house-management, including the supervision of the dining room.

Analysis of the value of this guidance plan, while still too new to make comprehensive statements, indicated that:

1. Discipline problems dropped materially.
2. Health of the women students of the campus improved.
3. Academic records improved.
4. Change of attitude among the students toward the administration.

H. STRANG, RUTH: PERSONAL DEVELOPMENT AND GUIDANCE IN COLLEGE AND SECONDARY SCHOOL

In 1934 Ruth Strang (82) published the results of a study of 422 colleges and universities which proved the dean of women to be the most widely established of any of the personnel officers. Of the institutions investigated, 93.3 per cent reported having such a dean. Institutions of higher academic standing reported a women's dean more often than those of lower standing. The study included

three types of institutions: affiliated colleges, independent colleges for women, and co-educational colleges. It was found that the deans in affiliated colleges perform more administrative duties; the deans in the independent colleges for women, more responsible academic duties; and the deans in the co-educational institutions, more duties intimately related to the social life of the students.

Six significant contributions which the dean might make to the students in institutions for the training of teachers, according to Strang, are summarized as follows:

1. To their positive and systematic character development
2. To their physical and mental health
3. To the promotion of scholarship
4. To the worthy use of leisure time through the provision of attractive living conditions and recreational facilities
5. To professional spirit
6. To their preparation for marriage

I. REED, ELOISE: A SURVEY OF FRESHMEN ADJUSTMENT PROBLEMS AT OREGON STATE COLLEGE

This survey, made in 1935 by Eloise Reed, (74) perhaps comes closer to the present study than any previously reported, in that it deals with the same locale as that of the present study and that, in part at least, many of

the adjustment problems are shown to be handled through the dean of women's office. It varies from the present study in that it concerns freshmen only and in the respect that it involves all guidance agencies of the campus. The present study limits itself to guidance activities conducted through the dean of women's office, whether that guidance be with freshman, sophomore, junior, or senior students.

Miss Reed used the questionnaire method which was administered to 333 or 72.3 per cent of the freshman class of 1933-1934. One section of the questionnaire, felt by the writer to have the closest bearing on the present study, listed eleven projects which were established by the administration for the purpose of aiding freshman adjustment. The students were asked the question: (74:70) "Which of the following projects carried out on this campus have helped you in making your adjustment to college life?" The projects listed were:

1. Freshman week program
2. Institutional life (sorority, fraternity, and dormitory)
3. Faculty adviser
4. Freshman counselor
5. Social ethics class
6. Health service



7. Church affiliations
8. Conferences with dean
9. Orientation courses
10. Student employment office
11. Y. M. C. A. or Y. W. C. A.

Of these eleven projects, the freshman counselor and the social ethics class (conducted by the dean of women) apply only to women students. The remaining nine projects are organized for men and women alike. Only the first three agencies were found to have any materially positive value. However, it should be taken into consideration that the merit of most of the remaining eight projects is perhaps so intangible that students, in answering the questionnaire, would hardly be aware of the inherent value. The freshman counselor plan has been recognized by the administration to lack in actual practice much of what was hoped for it in theory and, at the present time, consideration is being given this activity whereby it may be bettered. The fact that social ethics is a required course, for which no credit is given, may have something to do with student reaction toward it. Also, it is one of those projects, the value of which the average student might be unable to recognize and appreciate. In the matter of the health service, much of the work done would not be con-

sidered by students as having adjustment value, even though that service is generally conceded by the administration to be very successful.

In addition to information concerning student evaluation of adjustment projects and aids, Reed's study includes an evaluation of (1) the problems developed by time intervening between high school graduation and college entrance; (2) problems associated with academic work; and (3) student criticism of previous academic training.

On the basis of her findings, Reed draws the following conclusions:

1. That freshmen as a group are confronted with many and varied problems which seriously interfere with their adjustment to college life.
2. That all students are not confronted with the same problems, and that those who do have common problems react to them in different ways.
3. That there are significant differences in the types and seriousness of problems met by the two sexes.
4. That the number of years a student is out of high school before he enters college is a factor which influences the nature and degree of difficulty in making satisfactory adjustment to college life.
5. That certain college courses contribute more than others to the difficulties of freshmen.

6. That students are seriously handicapped because of their inadequacy of subject back-ground, and because of lack of interest in their work.
7. That problems of social adjustment are as vital as problems of academic adjustment and need the same amount of care and consideration.
8. That freshmen are extremely sensitive to the personalities of their various professors.
9. That students, generally, are aware of the points of weakness in their high-school preparation, and realize the effect of this preparation on their college achievement.
10. That the majority of the problems with which freshmen are confronted are, to a large degree, remediable.
11. That the responsibility for the situations which contribute to adjustment difficulties lies with the institutions of higher learning, and that the standards of these preparatory schools cannot be lowered without a corresponding increase in the difficulties experienced by college freshmen.
12. That certain adjustment problems occur with greater frequency than others at different institutions, making it necessary for each institution to determine the nature and extent of its own problems.

From the recommendations made by Reed, the following are felt by the writer to have especial pertinency to the present study: (74:108, 109)

1. That, considering the number and variety of the problems and the difference in degree of intensity with which they are realized by individual students, a more extensive department of personnel administration is needed, providing for the careful guidance and counsel of freshmen throughout the year.
2. That this personnel department include in its program, diagnostic and remedial work in reading; training in proper study habits; assistance in finding employment; assistance in matters of social adjustment; and other necessary projects of a similar nature.
3. That provision be made for more frequent opportunity for faculty contact since such a large proportion of the freshmen feel such a need.
4. That careful attention be given to the courses required of all freshmen in the various curricula, in an effort to justify such requirements and hence increase student interest.
5. That colleges should exercise the greatest care in assigning instructors to freshmen courses, since some instructors do not know how to motivate freshmen students.

**J. SMITH, COLEEN M.: ACADEMIC ADJUSTMENT PROBLEMS**

Coleen M. Smith (79) carried on a study in 1938 which involved the adjustment problems of freshmen girls at Syracuse University. Responses of students and student deans were analysed and compared. The questionnaire method was used, the purpose of the study being to determine the types of adjustment problems.

Adjustment problems, according to student opinion, were found to rank as follows:

1. Emotional
2. Study methods and habits
3. Environmental
4. Attitudes
5. Physical
6. Intellectual
7. Interests
8. Teaching methods
9. Educational content
10. Educational background

However, student deans believed that these problems should be ranked as shown below:

- |                 |                  |
|-----------------|------------------|
| 1. Physical     | 4. Attitudes     |
| 2. Intellectual | 5. Interests     |
| 3. Emotional    | 6. Environmental |

It will be seen from a comparison of these two lists that the girls deem emotional, environmental, and interest problems of greater importance than the student deans, while the latter place the physical, intellectual, and attitude problems higher.

Based on the findings of her study, Smith believes that a guidance service, in order to be effective, should:

1. Be available for all students.
2. Provide for a comprehensive study of the individual.
3. Classify the students into groups so that specific problems may be attacked.
4. Provide definite and specific aid for the individual.
5. Provide group and personal contacts for the purpose of permitting the student to talk over problems.

## CHAPTER III

### DESCRIPTION OF PROCEDURE

#### A. INITIATION OF INVESTIGATION

The initial impetus for making the present study came as a result of the writer's interest and experience in the field of guidance and counseling through extra-curricular activities. Such experience resulted not through administrative organization in guidance, but because of personal inclinations in that direction. This natural interest was further aroused by certain graduate courses taken in the field of Education. It was believed that the investigation of such material as is here presented would be of definite value to the writer. The results of such a study, it was believed, could be used for comparison and contrast in other institutions. In addition, it was hoped that the analysis might prove useful in the future as a basis for the revision and development of guidance activities at Oregon State College.

#### B. METHOD OF INVESTIGATION

It was realized that such a study would necessarily incur considerable time and help from the office of the dean of women. Therefore, permission to make the study and approval of the subject were first secured from Dr. Kate W. Jameson, Dean of Women of Oregon State College.

Next, a series of conferences was arranged between the Dean of Women and the writer. A check list was prepared as the result of extensive survey of literature (58, 61, 86, 87) and was used as a basis for the conferences.

Through these conferences information was obtained concerning all definitely organized plans for student guidance which are handled through the dean's office or for which she is responsible. The following list of guidance activities resulted from a comparison of the composite check list and the guidance activities in which Dean Jameson and her staff engages:

1. Standing Committees
2. Registration
3. Housing
4. Freshman Week
5. Rushing
6. Cooperative Houses
7. Sororities
8. Housemothers
9. Associated Women Students
10. Orientation
11. Attendance
12. Extra Campus Activities
13. Counseling



Information resulting from these conferences was, for the most part, of a theoretical nature. That is, it concerned the guidance plan as set up on paper by the administrators of the college. To be sure, it is the result of study of actual conditions as found on this campus, nevertheless, the writer felt that proof of the practical value of the plan was necessary for the purpose of the present study. In an institution as large as Oregon State College and in an office having such a limited personnel as that of the dean of women's, each member of the staff is necessarily overloaded. One problem, then, was to obtain such information as would be needed without unduly adding to the burden already carried.

It was decided that a sampling of guidance activities would give a sufficiently accurate picture of the work as a whole. The period from February 14th to March 30th, 1940 was chosen because it would cover many of the activities which are typical of the entire year. It included an official "rushing period" of the Greek letter social organization, a term's end with its consequent academic problems, a term's beginning which brings an influx of registration and housing problems, and a period during which there was a heavy social program planned.

Several previous studies have been made which include a survey of the time schedule of deans of women. (28, 35,

88, 89) Such a survey was not the purpose of the present investigation. Rather, it was to learn in some detail, the exact nature and treatment of the guidance activities administered through the dean of women's office. Consequently, any forms used in other studies could not be used to advantage and an original one was formulated by the writer to be used in recording the data of the sampling period.\* Certain unforeseen weaknesses of this form were discovered when it was put into use. These will be discussed later.

#### C. TREATMENT OF DATA

The data having been collected, the next task was that of arrangement of the material secured. Two main divisions seemed to naturally suggest themselves: first, information gained through conferences; and second, that obtained through the survey of actual cases contacted during the sampling period. The first entailed a study and report of the theoretical guidance plan, while the second made it possible to obtain definite information of that plan in practice. The adequacy of the information used in the second division was determined by the period used and by the number of cases reported. The data were then tabulated and classified according to the nature of the cases recorded. No pre-determined classifications were used, it being

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\* A copy of the form used for the collection of data is included in the appendix.

thought better to allow such classifications to develop as the result of the actual cases rather than to attempt to superimpose theoretical and mechanical divisions. As a result of this plan ten main classifications developed. A detailed description of the information obtained through conferences with the dean of women and an analysis of the guidance cases contacted during the sampling period will be found in Chapter IV of this study.

#### D. LIMITATIONS OF THE STUDY

It is evident that in making a study of this nature there will be many limitations. In the first place, in dealing with the human equation, results are seldom the same even under like conditions. Second, many problems met in such a study are of such an intangible quality as to defy analysis. In the third place, the present study is based, to a large degree, on survey of cases contacted by the dean of women's office over a restricted period of time; a longer period might bring out other results. The period of February 14th to March 30th, 1940 was selected on the theory that it would be a typical cross-section of continuous time. Actual study of an extended period might prove this theory to be at least partially false. It is known that the work of the office of the dean of women is seasonal; that is, it is affected by the activities con-

nected with certain times of the school year. Since only a part of the year is used in the present analysis, certain types of guidance may be entirely omitted.

Attention is called to the form which will be found with the appendix and which was used for the collection of data. There being no other studies exactly paralleling the present one, a suitable form was not available, and one had to be prepared by the writer. It was hoped that it would be possible through the use of this form to obtain information on the following four points.

1. Hour when guidance case was presented
2. Nature of the case
3. Disposition of the case
4. Amount of time spent on the case

The results from numbers two and three were very satisfactory, but information received from numbers one and four was so sketchy that it was found to be of little value. This resulted not from any lack of desire to cooperate on the part of members of the dean of women's office but, rather, because they had not the time to make such an analysis. They often found it difficult to make a record of cases at the time of contact. It was easy enough to remember, later, the nature and disposition of the case, but not so easy to recall the time of day and

the amount of time spent on the case. However, the writer has made an attempt to present as concrete and as true a report of existing conditions as is possible in the light of the foregoing limitations.

## CHAPTER IV

### STUDY AND ANALYSIS OF GUIDANCE ACTIVITIES OF THE DEAN OF WOMEN'S OFFICE

#### A. INTRODUCTION

The study, up to this point, has presented a statement of the purpose of this investigation, its value, and a description of the procedures employed in securing the data. A review of similar studies is included in Chapter II. The present chapter presents a survey of the guidance activities of the Dean of Women's office at Oregon State College, and an analysis of specific guidance cases recorded during a sampling period extending from February 14th to March 30th, 1940.

"Guidance Activities" has already been defined, so far as the present study is concerned, as phases of group or individual aid offered at Oregon State College, and has been limited to those administered through the office of the Dean of Women. In some instances, such administration is entirely the responsibility of her office, and in others, her office is only one of several co-operating agencies.

The data included herein have been divided into two parts: first, information resulting from conferences with Dean Jameson and other members of her staff; and

second, information obtained through a study and analysis of actual cases handled during the sampling period.

In order to have a better understanding of the guidance activities of the office of the Dean of Women, it is advisable to have some knowledge of the organization and administration of the general guidance plan used at Oregon State College.

Student personnel work has received major attention at Oregon State College for a number of years. Such work, until recently, functioned largely through a series of committees cooperating with the offices of the Registrar, the Dean of Men, and the Dean of Women. In September, 1937, these committees were consolidated into one organization with a view to bringing about a more effective centralization of responsibility. This organization is called the Personnel Committee. Its function is to promote an efficient personnel service in each of the several schools of the institution, and to coordinate the activities of the various campus agencies doing personnel work. Its membership is composed of representatives of each of the schools of registration, and other members of the faculty, appointed by the President of the College. The school representatives serve as Head Counselors for their respective school organizations.

A chart\* showing the manner in which the various agencies are centralized through the Personnel Committee has been prepared by the Registrar's office and is used in connection with a publication on student personnel.

The efficiency of a personnel organization depends to a considerable extent on the accuracy and the completeness with which records are kept. Standard forms\* have been adopted for this purpose and are supplied to the several counselors.

#### B. SURVEY OF GUIDANCE ACTIVITIES OF THE DEAN OF WOMEN'S OFFICE

Material for this part of the present study was obtained through conferences with the Dean of Women and members of her staff. Preparatory to these conferences, a composite check list was made by the writer, as a result of an extensive survey of literature. This check list was used as a means of determining the specific guidance activities for which the Dean of Women's office at Oregon State College is wholly or partially responsible. These activities were found to relate to the following:

1. Standing Committees
2. Registration
3. Housing

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\* Copies of the chart showing the personnel organization as well as record forms mentioned in the study will be found in the appendix.



4. Freshman Week
5. Rushing
6. Cooperative Houses
7. Sororities
8. Housemothers
9. Associated Women Students
10. Orientation
11. Attendance
12. Extra Campus Activities
13. Counseling

Almost any one of the above classifications might serve as material for an entire study, but since the present study aims to give a general picture of all of the guidance activities conducted through the Dean of Women's office, each activity will be treated here as briefly as possible.

#### 1. Standing Committees

The office of the Dean of Women is represented on ten faculty organizations and committees. A brief discussion of each follows.

##### (a) Administrative Council

The Administrative Council is the legislative body of the faculty of Oregon State College. It considers and determines the larger questions of institutional policy

and administration, particularly those affecting more than one school or division in so far as these are not reserved to the President, the Chancellor, or the State Board of Higher Education. The interest of the women students of Oregon State College are represented in this legislative committee by Dr. Kate W. Jameson, Dean of Women.

(b) Committee on Audits

Mrs. Lorna C. Jessup, Assistant Dean of Women, is a member of this committee which is organized to aid fraternities and sororities. Its functions are: (1) to develop plans and forms for making audits and reports, (2) to pass on the sufficiency of audits, (3) to assemble and classify reports, and (4) to bring to the administration cases requiring action.

(c) Committee on Convocations and Lectures

This committee, of which Dean Jameson is a member, aids in the selection of speakers for various assemblies held on the campus; arranges for educational and cultural attractions such as lectures, recitals, art exhibitions, and entertainments of an all-college character; and co-operates with existing organizations in bringing to the campus recognized authorities for special addresses and distinguished artists for dramatic and musical performances.

**(d) Committee on Honors and Awards**

Student beneficiaries of various institutional honors and awards are determined by this committee, subject to the approval of the Administrative Council. Dean Jameson is a member of the Committee on Honors and Awards.

**(e) Committee on Religious Education**

The Assistant Dean of Women is a member of the Committee on Religious Education, which is concerned with the coordination of campus religious agencies. It is responsible for the personnel, program, and finances of the various religious organizations of the campus.

**(f) Committee on Student Building**

Mrs. Jessup, Assistant Dean of Women, acts on this committee, the purpose of which is to aid the organized groups of students in locating suitable building lots, to confer with them regarding plans for building or buying houses, and to aid in making arrangements for financing such projects.

**(g) Committee on Student Educational Activities**

General student activities, not included under inter-collegiate athletics, are governed by the Educational Activities Board, composed of seven members, six from the faculty and one from the student body. The Board determines policies and procedures for student activities and

appoints certain special committees that function under its supervision. Dean Jameson is a member of the Educational Activities Board and is chairman of the special committee on Lyceum.

(h) Committee on Student Housing

The responsibility of this committee is to aid students to make satisfactory arrangements relative to board and room while they are in college. Oregon State College students live in dormitories, fraternities, sororities, co-operative houses, or in approved private boarding houses. In the fulfillment of its work, the committee endeavors to standardize the various places that offer student accommodations through a plan of inspection. The Dean of Women's office is represented on this committee by Dean Jameson.

(i) Committee on Student Personnel

This committee, mentioned earlier in the chapter as the coordinating agent of the various guidance agents, seeks to promote an efficient personnel service in each school or division of instruction. It makes available to all students the advisory and guidance services of the entire institution. Dr. Kate W. Jameson represents the interests of the women students of the campus on this committee.

## 2. Registration

In some colleges, the dean of women is held responsible for the registration of women students. However, at Oregon State, registration of all students is handled through the Registrar's office. The Dean of Women's office checks on registration, but only for the purpose of seeing that all women students have made satisfactory housing arrangements and that all freshmen women have registered for Social Ethics.

## 3. Housing

The satisfactory housing of all women students is entirely in the hands of the Dean of Women's office. Women students, not living with relatives, are required to live in dormitories, sorority houses, cooperative houses, or approved boarding houses. All freshmen women, with certain exceptions, are required to live in the dormitories during the first year. For the past several years, the registration of women students has far exceeded the housing accommodations offered by the college dormitories; therefore it frequently becomes necessary for freshmen girls to live in their sorority houses, or in boarding houses. Exceptions are also made in the case of a girl working for her room and board in a private home.

The physical needs of girls living in dormitories are in the hands of the preceptresses, supervised by the

Director of Dormitories. All other housing problems are under the direct control of the Dean of Women's office.

#### 4. Freshman Week

Freshman Week, a program of orientation for all entering undergraduate students, is held annually during the first week of the fall term. Plans for this orientation program are made each spring by a special committee composed of the Dean of Women, the Dean of Men, and the Registrar. By means of general assemblies, group lectures, discussions, individual conferences, and examinations and tests, an effort is made to assist every new student in getting the best possible start in college.

#### 5. Rushing

Definite periods are designated throughout the year, during which members of fraternities and sororities and new students, interested in fraternity membership, may become acquainted. These periods are known as "Rush-weeks". The period during which there is the greatest activity in this connection comes at the opening of the school year. At this time Panhellenic establishes an office, adjoining the offices of the Dean of Women. All rushing is handled by a Panhellenic secretary, with the exception that official "bids" are given out by the Dean of Women. She is also invited to sit in on all Panhellenic

meetings and on meetings of the grievance committee. Her suggestions and advice are asked and given, but she has no voting power in any such meetings.

#### 6. Cooperative Houses

The cooperative house is one of the most interesting student aids which has developed during recent years. It had its inception on the Oregon State College campus in 1935. A woman, who was working on the campus, wanted to find several college girls to live with her and to share expenses. At about the same time several girls contacted the Dean of Women's office to find out if they would be permitted to "batch". The two needs were coordinated and the first cooperative living group came into being. A plan was worked out by Dean Jameson whereby each girl would pay the woman ten dollars a month, plus actual food costs, which would be shared cooperatively. The woman acted as chaperon-manager and assumed the responsibility of the group. The girls arranged a work schedule which enabled them to do all of the house work, including the preparation of meals. Their first year as a cooperative living group was so successful that they decided to continue for a second year. However, experience had taught them that meals prepared as they had been during the first year were expensive and not too satisfactory from a dietary standpoint. Therefore, they decided to hire a

cook for the second year. Less expensive food materials plus better meal planning resulted in a budget saving, over the previous year, of a sufficient amount to meet the increased expenditure of the cook's salary. Also, the meals were better prepared and better balanced.

By 1937 the demand for similar living arrangements had grown to the extent that three such houses were established, accommodating 65 girls. The Dean of Women's office had by this time assumed the responsibility for securing satisfactory houses and furniture, housemothers and cooks. The housemother, like the cook, was put on a set salary. Heretofore, she had taken, as her salary, any amount left after all bills were paid. The girls were still paying ten dollars a month overhead expenses. As the number of girls increased, this amount was frequently unreasonably in excess of that due in return for the services of a housemother-manager. The State Board was asked for, and granted, a loan of \$2000.00, to be paid back over a period of six years. The Board also took the responsibility of signing rental leases. Under this arrangement the Dean's Office was able to procure more satisfactory houses, was able to buy attractive furniture, and in many other ways put the cooperative house on a business-like basis.

In 1938-1939 there were still only three cooperative groups, but larger houses were procured and 85 girls were



being taken care of. 1939-1940 saw the establishment of five such houses, accommodating a total of 135 girls. This year, 1940-1941, there are seven cooperative living groups, having a total of 180 girls. The original loan, granted by the State Board, has been materially cut, and at the same time an inventory of house furnishings, valued at \$8000, has been built up.

The housemothers of the cooperative houses, and the sorority housemothers, meet regularly with Dean Jameson to discuss mutual policies and problems. At other regular periods, Mrs. Jessup, Assistant Dean of Women, meets the housemothers for the purpose of discussing problems peculiar to the cooperative living group.

A Cooperative-house Council, composed of the president, the manager, and the social chairman of each group, also meets regularly with Mrs. Jessup. This Council formulates all policies, discusses, and disposes of all problems concerning house activities.

The cooperative living plan has been so satisfactory among the women students at Oregon State College that last year several similar groups were organized by the Dean of Men for men students. At the present time there are five men's cooperatives accommodating a total of 135 men.

## 7. Sororities

There are fourteen sororities on the Oregon State College campus. These groups are organized into the Panhellenic Council, which is a member of the National Panhellenic Congress. Unlike the cooperative house, specific policies and business details of the sorority are handled by the individual groups under the supervision of their respective national and alumnae officers. Each group is responsible to the Dean of Women for the observance of all general regulations governing college students. Policies, rules, and special problems are discussed, and determined by the Panhellenic Council. The Dean of Women acts in an advisory capacity to this Council.

## 8. Housemothers

Each sorority and each cooperative house has its housemother, selected upon the approval of the Dean of Women and acting under her direction.

Dean Hazel P. Schwering, Dean of Women at the University of Oregon, in her master's thesis, "Personnel Work in Sororities Through Trained Housemothers" (77), points out the importance and value of the housemother as a counselor. Such work and training is organized and administered at Oregon State College through regular meetings conducted by Dean Jameson for all official hostesses of the various living groups for women. At these meetings,

all problems, specific and general, are openly discussed and studied. In this way, greater uniformity is made possible for the various groups, and a keener understanding is developed by the housemothers of the many problems which affect the lives and happiness of the girls under their supervision.

## 9. Associated Women Students

The Associated Women Students is a group within the general student body organization, and is a chapter of the Intercollegiate Association of Women Students. It sponsors and supervises the activities of women students. One of the highest honors which can come to a girl during her college years is to be chosen president of this group. When Dean Jameson first came to the campus, practically the entire responsibility of this organization was in the hands of the Dean of Women. However, through guidance and encouragement, and because of the increased efficiency of college women, the responsibility has shifted and is now almost entirely in the hands of the girls themselves, with the Dean of Women acting only in an advisory capacity.

## 10. Orientation

Orientation is a rather vague and encompassing term. It is brought about or attempted through a number of mediums. Most of the points already discussed in this chapter have value as means to orientation. A specific

effort in this direction, and one not so far mentioned, is the class in Social Ethics. This is a one-hour course, required of all freshmen women. It is conducted by Dean Jameson during the fall term each year. Its aim is three-fold: to bring freshmen women into early contact with the Dean of Women; to provide an opportunity for the Dean of Women of instructing new students in the fundamental principles of conduct, and to present to students a vision of women's present position and responsibility, socially, economically, and spiritually.

#### 11. Attendance

Class attendance is, in the main, checked through sources other than the Dean's office. Excuses, for class absence of girls living in organized groups, are issued by their respective hostesses or by the health service. However, in the case of a girl living at home or in a private family, such excuses may be obtained through the Dean of Women's office. Also, if a girl is about to be dropped from college because of unexcused absence from classes, the Registrar's office checks through the office of the Dean of Women to ascertain definitely that there are no mitigating circumstances which might prove a satisfactory explanation for the absences.

### 12. Extra-Campus Activities

The Dean of Women is a member of several off-the-campus organizations, which include social groups, lodges, and study groups. She officially represents the college and the women students at innumerable functions and meetings throughout the year. She is frequently called upon to lecture or talk to various groups. By means of these activities, she is able to keep in touch with such public attitudes and conditions that may concern her office and is able to inform people, not connected with the college, concerning the work carried on through her office. Such contacts have definite guidance value. By being familiar with off-the-campus attitudes and conditions, she is better able to formulate and administer an efficient guidance service for the women students of Oregon State College.

### 13. Counseling

The general counseling organization, and the connection of the Dean of Women's office with this organization, has been discussed earlier in the present chapter. Study of the Personnel Chart,\* will further clarify this plan. However, such counseling as is handled by the Dean of Women's office cannot be disposed of entirely by a charted plan. It is true that a great deal of such guidance does

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\* A copy of the Personnel Chart will be found in the appendix.

come about through formal channels. These formal means have already been discussed, but a large part of the counseling conducted by the Dean of Women's office comes about in a very informal manner. It was the knowledge of this fact that prompted the writer's desire to obtain definite information concerning actual contacts made by the office of the Dean of Women. With this point in mind, a sampling period was selected and records were kept by Dean Jameson and her staff. The study and analysis of these records forms the second part of the present investigation.

#### C. DISCUSSION AND ANALYSIS OF GUIDANCE CASES REPORTED DURING SAMPLING PERIOD

Data, discussed up to this point, relate to the general guidance plans of Oregon State College and of the Dean of Women. The information, obtained by study of administrative plans and through conferences with the Dean of Women, was necessarily of a more or less theoretical nature. That is, it concerned the guidance plan as set up on paper by the administration of Oregon State College, and as related to the writer by the Dean of Women and her co-workers. Though it is a known fact that much successful guidance work results through the channels outlined, no definite measure of the amount of such guidance, nor of the degree of its success, was procurable by the methods used. Therefore, in addition to the foregoing information, more

tangible data concerning guidance conducted through the Dean of Women's office was desired by the writer. Consequently, with the cooperation of the Dean of Women, a sampling period was set up, during which time detailed records were kept of actual cases contacted through her office.

The sampling period, February 14th to March 30th, 1940, was selected because it covered many of the activities which were felt to be typical of the entire year. It included a term's beginning, which always brings an influx of registration and housing problems, a term's end with its consequent academic problems, an official "rush period" of the Greek letter social organizations, and a period during which a heavy social schedule was planned.

A mimeographed record form<sup>\*</sup> was prepared and supplied to the members of the staff of the Dean of Women's office. Data were accumulated by this method on 584 actual cases. These were then tabulated and classified according to the guidance problem of each case. No predetermined classifications were used, it being thought better to allow such classifications to reveal themselves as a result of the actual cases rather than to attempt to superimpose theoretical and mechanical divisions. As a result of this plan the following ten main classifications were found to exist:

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<sup>\*</sup> A copy of the form used appears in the appendix.

- |                   |                  |
|-------------------|------------------|
| 1. Social         | 6. Publicity     |
| 2. Administrative | 7. Miscellaneous |
| 3. Financial      | 8. Permissions   |
| 4. Housing        | 9. Health        |
| 5. Academic       | 10. Religion     |

Before presenting the following analysis, certain explanations are felt to be advisable. Although a grouping into ten classifications has been made, it should be understood that a large percentage of the cases do not definitely fall into one group or another, but are made up of a number of complexities and overlapping problems. However, as a classified division of cases seemed desirable for the purpose of the present study, the predominating problem served as the determining agent in the classification of each case. For example: A girl needs work in order to be able to stay in college. She has an N. Y. A. job, but loses it because her grades fall below the average required of students doing N. Y. A. work. Should this case be classified under "financial" or "academic"? If she does not stay in school, her grade point need not be considered. If she does stay in school, she must have a job. The problem was solved, for the time being, by aiding the girl to obtain work, other than N. Y. A. work, and by making certain suggestions regarding her academic schedule.



The case, therefore, is classified as "financial". Later it may be found that the girl is not mentally equal to college work, in which instance, the case becomes clearly "academic". The sampling period, however, does not allow for cumulative records, but is based on evidence at the time of sampling.

It should be understood that the total number of cases used for this analysis includes only those contacts made by the Dean of Women's office with students which were recognized as guidance contacts. A part of the work of any office must be devoted to routine. Whenever such routine was felt to have guidance value, it was recorded, but only then. Also, it is probable that some cases which should be included failed to be reported because of the pressure of other duties. During especially busy hours, it was difficult for the members of the staff to keep a record of cases at the time of contact. In such instances, data sheets were filled out as soon as time would permit. This delay may, occasionally, have been the cause of failure to report cases. The 584 cases cannot, then, be claimed to be an actual 100% record of all guidance cases contacted during the sampling period. However, the number of cases reported was considered to be sufficient for the purpose of the present study, which was to obtain a general knowledge of actual guidance cases, contacted by the Dean of

Women's office. Other problems and limitations discovered to exist in connection with the present investigation have been discussed in Chapter III. These should also be taken into consideration in the examination of the following analysis.

A classification of the 584 guidance cases recorded during the sampling period from February 14th to March 30th, 1940, is given in the following table:

TABLE II

Distribution of Total Number of  
Guidance Cases During Sampling Period

Classification	No. Cases	Per Cent
1. Social	148	25.3
2. Administrative	125	21.4
3. Financial	107	18.3
4. Housing	81	13.9
5. Academic	44	7.5
6. Publicity	28	4.4
7. Miscellaneous	20	3.4
8. Permissions	16	2.7
9. Health	14	2.3
10. Religion	3	0.5
Totals	584	99.7

The classifications used in the table above resulted from a study of the 584 cases reported during the sampling period and indicate the type of problems encountered. Although many of the cases were complex, each was classified according to the predominating problem. When a case appeared too complicated to fall into any one division, it was classified under "Miscellaneous".

It is interesting to note, as shown in Table II, that the present study corroborates the findings reported in other investigations; namely, that of Ruth Strang (82) who found from a study of 422 colleges and universities that a large part of the duties of deans of women in coeducational colleges is related to the social life of students. Of the 584 cases in the present study, 148 or 25.3 per cent involved social problems. The next two highest classifications were found to be Administrative Problems, with a percentage of 21.4, and Financial Problems, with a percentage of 18.3.

Table II, as has already been noted, classifies the guidance cases of the Dean of Women's office into types of problems. The following tables present a detailed analysis of the first five of the headings shown in Table II. The last five classifications of Table II are treated by discussion only, for reasons which will be brought out later.

TABLE III  
Types and Distribution of Social Problems

Types	No. Cases	Per Cent
1. Group	44	29.7
2. Routine	41	27.7
3. Staff Attendance	28	18.9
4. Individual	14	9.4
5. Special	11	7.4
6. Adjustment	<u>10</u>	<u>6.7</u>
Totals	148	97.8

The 148 cases classed as social problems were found to fall into six sub-divisions: group, routine, staff-attendance, individual, special, and adjustment. Eighty-five, or 57.4 per cent of the cases involved group and routine types of guidance, while individual, special, and adjustment problems together total only 35, or 23.5 per cent of the cases. This would seem to indicate a very satisfactory administration of the social program and problems connected with the social life of students.

(1) Group guidance of social problems covered such things as aid in planning details for specific social

functions, conferences with group representatives regarding yearly social programs and requests for information on social etiquette. Sometimes a member of the staff of the Dean of Women's office attends group meetings, but more often group social guidance is accomplished through conferences with group representatives. This type of guidance was represented during the sampling period by 44, or 29 per cent of the cases.

It is interesting to note that many of the social cases occurring during the sampling period came as a result of problems brought to the Dean of Women by boys. This is probably caused by the fact that boys' living groups do not, as a rule, have a resident hostess or housemother, as do the girls' groups, to whom they can turn for help in social matters.

(2) Routine group guidance, which accounted for 27 per cent of the total number of cases classified in Table III as social guidance, was concerned with the distribution and receiving of official chaperon cards, required for every social function when both men and women students are to be present; requests from groups for scheduling social events; formulation of such events and those of general college interest into a social calendar having as few conflicts as possible; and many questions involving these various points. The classification also includes

routine committee meetings attended by members of the staff of the Dean's office, and regular meetings held by staff members for housemothers.

(3) The various members of the office of the Dean of Women are frequently asked to attend social functions. Such attendance is considered to have guidance value because it gives groups an opportunity for social experience, because many questions arising in groups can be successfully disposed of at these times, and because such contacts offer an opportunity for closer understanding between the Dean of Women and the social groups of the campus. Report was made of staff attendance at social functions having guidance value 28 times during the sampling period.

(4) Cases of individual social guidance numbered 14, or 9 per cent of the total social classification. As the sampling period included one official "rush period" of the Greek letter fraternities, several cases reported concerned questions by interested girls about rules governing their conduct as rushees. The period also included a period during which a heavy social calendar was scheduled. This brought questions from chaperons regarding their responsibilities at such functions. Social calls from previous students and from guests of the college account for the remainder of the cases reported in this classification.

(5) Special social guidance cases, totaling 11, or 7 per cent were reported. Most of these cases were connected with groups, but because the particular nature of the problems made them applicable to one group only, they were classed as special cases rather than including them under group guidance.

In one case, the social chairman of the men's dormitory came to the Dean of Women for suggestions which would enable them to successfully entertain groups of women students. He said many of the men were "too shy to eat dinner beside a girl". He was advised to plan informal types of entertainment, such as a skating party or a picnic. If a dinner was to be planned, it was suggested that it be scheduled directly preceding some other social function, such as one of the lyceum programs, a play, or an athletic event. This would offer a definite subject for conversation, thereby putting the men more at ease during the dinner hour.

The regulations of Oregon State College do not require the men's living groups to have a resident hostess, but all social functions which include women students must be properly chaperoned, and girls are not allowed to go into men's houses unless so chaperoned. This regulation complicates the general social program for men's

groups and prohibits much informal entertaining. In order to solve this problem, one fraternity established a resident hostess, and another hired a chaperon who would be present regularly each Sunday.

Another case, this time connected with the social guidance of girls, is of particular interest because it indicates modern trends in social standards for women and administrative attitude toward such trends. A delegation of three girls, from one of the women's dormitories, requested the privilege of playing bridge in the smoking room. Smoking, among the women students of Oregon State College, has been acknowledged to the extent that specified rooms have been set aside in the dormitories and sorority houses for this purpose. However, in order to discourage smoking as much as possible, the girls are not allowed to take books, radios, or any other means of entertainment to these rooms; the theory being that if a girl wishes to smoke, she may go to the specified room occasionally, but will not be encouraged to stay long enough to feel the desire for more than one cigarette. The Dean of Women explained this point to the girls, at the same time sympathizing with, and approving of, their request for a place in which they would be allowed to play cards. She promised to see that some room should be made available for such recreational purposes.



(6) Ten social adjustment problems were reported during the sampling period. Analysis showed this to be 6.7 per cent of the total social guidance classification. In some instances the case was brought to the Dean of Women by faculty advisers, in others by the housemother or president of a living group, and in still others by the mal-adjusted girl herself. Each case was given careful consideration and suggestions made for the possible adjustment of the individual concerned.

TABLE IV

Types and Distribution of  
Cases Involving Administrative Aid

Type	No. Cases	Per Cent
1. Routine	32	25.6
2. Conferences	30	24.0
3. Student Government	25	20.0
4. Letters	18	14.4
5. Special Problems	11	8.8
6. Loans and Scholarships	<u>9</u>	<u>7.2</u>
Totals	125	100.0

Guidance involving administrative aid totaled 125 cases or a little over 21 per cent of the entire number of cases handled during the sampling period. The table above shows an analysis of the cases and a distribution of them into six sub-classifications of the main classification, Administrative Guidance. It will be noted that "Routine" and "Conferences" account for nearly 50 per cent of the cases handled. This ties in very closely with the first part of the present chapter and offers proof of the practical value of the Personnel Program as organized at Oregon State College.

(1) Routine cases include attendance of staff members at regularly scheduled committee meetings; supervision of group meetings for which the Dean of Women's office is entirely responsible; and checking on guidance activities through office records and through individuals responsible for these activities. One activity, that of the cooperative houses, requires a great deal of administrative attention, as all reports, made by the housemothers, must be checked and balanced each month. During the sampling period, inventory reports of each cooperative house were also being made.

(2) Administrative Conferences shown in Table IV do not include regularly scheduled meetings, which were considered to be routine work. However, they do include

general administrative conferences, felt to have guidance value, with groups and with individuals. These conferences acted as a "clearing-house" for many activities which would later be taken up in a particular guidance field.

(3) The analysis shows administrative guidance of Student Government activities to be 20 per cent of the total classification. The students of Oregon State College are organized, for the purpose of self-government, into the Associated Students of Oregon State College. Membership in this organization was voluntary until the fall of 1940-41, when it became required of all regularly enrolled undergraduate students; the theory being that much of the value of college training is obtained through participation in student activities. Responsibility for the successful administration of the student government program rests with the student officers. However, members of the college staff stand ready to aid and advise these officers whenever possible. The Dean of Women's office engages actively in such guidance. Cases reported during the sampling period indicate that this type of guidance takes the form of conferences with student body officers, presidents of particular groups, and chairmen of special activities.

(4) Naturally, in a business as large as that of the Dean of Women's office many letters must be written, however, here as in other instances, only those letters felt

to have connection with guidance are included in the present analysis. This fact accounts for the seemingly small number of letters indicated in Table IV. Eighteen such letters were written during the sampling period, dealing with almost as many different phases of guidance. Three letters were written to parents of girls in the hope that a closer understanding between the parents and the Dean of Women would bring about more intelligent guidance; one was written to a dean of women who had asked aid in the formation of a personnel program; another, to a university requesting information regarding a former student of Oregon State College; several, connected with possible jobs for women students; one to a woman interested in the position of housemother; and several in connection with the housemother's conference, scheduled during June, 1940.

(5) Eleven cases, or slightly less than 9 per cent, are grouped under "Special Problems" in Table IV. These cases were so classified because of the complexity of the problems involved and the administrative methods used in their disposition. Not all of them can be reviewed, but a brief summary of a few cases is given below for the purpose of further clarifying this classification.

During a conference with a junior girl, chairman of one of the A. W. S. committees, for the purpose of aiding her in working out a program for a convention, the Dean of

Women discovered unusual ability and interest in the girl for personnel work. The result of the conference, in addition to working out details of the immediate problem, was the development in the student of a very active interest in guidance work which may change the entire course of her future academic career.

A conference with one of the housemothers disclosed the fact that one of her girls was staying out until 3:00 A. M. working on the college daily publication. As a result, her health and scholarship were suffering. The Dean of Women agreed to check this situation and to find means of remedying it.

In another instance the entire membership of one of the men's fraternities arrived to ask help from the Dean of Women in connection with an unfortunate occurrence which was bringing considerable adverse criticism to the group.

Two more conferences had to do with groups of girls who came to the Dean of Women with problems connected with one of the dormitories. In one case the girls found fault with the preceptress; they felt her to be unfair and unsympathetic. The Dean of Women heard the girls' side of the story, and feeling some truth in the accusations made, agreed to have a conference with the preceptress in question, in order to get her side of the picture, and to see if more pleasant relationships could be established.

In the second case, students were registering objections in regard to fines imposed because they came into the dormitory after closing hours. The Dean of Women pointed out that as long as rules exist, some means of enforcing those rules must be supplied, and that fines for failure to obey regulations were in accordance with the dormitory constitution, which had been drawn up by the girls themselves. The girls were advised to study the problem carefully and then, if they felt such action advisable, offer amendments to the constitution at the next business meeting of the group.

(6) Several loans and scholarships are available at Oregon State College to needy and worthy students. The nine cases shown in Table IV had to do with the administration connected with the issuance of such loans and with the establishment of scholarships.

TABLE V

Types and Distribution of  
Cases Involving Financial Guidance

Type	No. Cases	Per Cent
1. Self-help	55	51.4
2. Loans and Scholarships	37	34.5
3. Group Problems	8	7.4
4. Individual Problems	<u>7</u>	<u>6.5</u>
Totals	107	99.8

Many students at Oregon State College are partially or entirely self-supporting, and during the past several years the number of girls attempting financial independence has materially increased. This fact develops many problems, as jobs available for girls are limited almost entirely to domestic or secretarial work. The Dean of Women's office is frequently called upon to offer financial help and does so in a number of ways.

Cases recorded during the sampling period and found to require financial guidance, according to Table II, totaled 18.3 per cent of the entire number of cases reported. In Table V, this group has been divided into types according to the varying problems found to exist. The number of cases totaled 107, and of this number, 55 cases were connected with problems of self-help, 37 with loans and scholarships, 8 involved group difficulties, and 7 were classified as individual problems.

(1) Problems listed as "Self-Help" had to do with those of a more or less routine nature; that of finding jobs for girls and of finding girls for jobs. The analysis showed this to be a task which is not so simple as it might seem. Several cases were reported of girls seeking office work when no such work was available, and two cases reported calls for girls to work in private homes at a time when no girls were available for this type of work. Such

conditions do not, fortunately, always exist, and in a number of instances the Dean of Women's office was able to supply the job or the girl at the desired time. The N. Y. A. aided in solving problems in a number of cases. On the other hand, N. Y. A. was the cause of the development of a few cases, because of the requirement that students doing this work must achieve and maintain a certain scholarship rating. For those girls who lost their N. Y. A. jobs because of low grades, financial adjustments had to be made. These took the form of finding other jobs, of issuing loans, or of making academic adjustments.

(2) The group in Table V classed under "Loans and Scholarships" should not be confused with a similar classification in Table IV. The cases recorded in Table IV referred to the administration of already established loans and scholarships or of setting up new appropriations for such purposes. The cases recorded in Table V involved issuance of money from the funds made available by loans and scholarships. The sampling period came at a time of the year when few scholarships were available; therefore few of the cases recorded concerned the issuance of such money. However, several requests came in from girls asking information about scholarships. Just as the time of year in which the sampling period occurred affected the number of scholarships given, it likewise affected the



number of loans requested. In respect to the latter the result was an increased rather than a decreased number of cases. The school year was drawing to a close and students' funds were running low. Thirty-three of the 37 cases recorded under Loans and Scholarships in Table V involved such students, and loans ranged from five dollars to one hundred and sixty-one dollars. This money is made available through the Associated Women Students loan fund and through several other similar funds sponsored by various women's clubs and interested groups.

(3) Financial guidance problems involving groups as shown in Table V were found by analysis to involve only eight cases or 7.4 per cent of the total classification.

Of the eight cases, one concerned a cooperative house having difficulty because of the financial problems of several of its members. These problems might have been treated as separate cases in the present analysis, but because the situation affected not only those girls who were having financial troubles but the entire living group and because the housemother brought it to the Dean of Women as a group problem, it is treated as such here. It was solved by obtaining N. Y. A. aid for two girls, an arrangement whereby a third one might earn part of her board and room, and by adding one more girl to the living group. The other seven cases included in group guidance

of financial problems involved methods of handling various group funds and difficulties connected with financial records of groups.

(4) The analysis shows seven cases, or 6.5 per cent of the total group, to be "Individual Problems". These were so classed because of the complexity of the problem involved or because the personal element made it difficult to classify under other groups. A brief review of a few of the case histories is given here for the purpose of further clarification.

A girl came to the office of the Dean of Women and asked to borrow money to meet her sorority house bill. She had given the money sent by her parents for this purpose to her brother. She did not want to admit this to her parents as that would "get Jack in trouble". She was advised to leave the responsibility of raising the necessary amount to her brother, or failing this, to let her mother know the circumstances. The Dean of Women pointed out the fact that she was being unfair not only to herself but to her brother in assuming an obligation that was rightfully his.

A conference with another girl revealed unsatisfactory conditions between the girl and her employer. The girl was working for her room and board, had to sleep in the basement, and was expected to assume the duties of a

maid. On the other hand, the employer complained that the girl overslept and was too intimate with the family. Since there seemed to be no way of solving the difficulty either from the standpoint of the girl or of the employer, the girl was advised to move in with another girl who was looking for someone to batch with her and to share expenses.

A third girl was found to have financial troubles plus a conviction that borrowing money was in some way degrading. An older brother and sister had offered to help her but she had refused their aid. The Dean of Women convinced the girl of the error of her belief, showed her that she was already borrowing not money, but her own strength and efficiency, and persuaded her to accept the help offered by the brother and sister.

TABLE VI

Types and Distribution of Cases Involving  
Housing Problems

Type	No. Cases	Per Cent
1. Placement	47	58.0
2. Special Problems	21	25.9
3. Employees	7	8.6
4. Committee Conferences	<u>6</u>	<u>7.4</u>
Totals	81	99.9

The sampling period included a term's end and a term's beginning. Such periods always bring consequent problems in housing arrangements. This fact is reflected in the analysis in Table VI which shows 81, or 13.9 per cent of the total number of cases to be concerned with housing problems. Not all of these 81 cases involved the placement of girls in living quarters; the percentage of such cases is undoubtedly much lower than it would have been had the sampling period been taken at the beginning of the school year. On the other hand, the percentage of other problems is probably higher as these problems had had time to develop while actual placement problems had, for the most part, already been solved.

(1) Placement of girls in living quarters accounts for 47, or 58 per cent of the total number of housing problems recorded under Housing Problems. These cases are nearly always of a more or less routine nature; however, each case must be studied carefully. One of the chief aims of the Dean of Women's office is to have all girls satisfied with their living quarters as the Dean of Women realizes that this factor has much to do with the general adjustment of student life. On the other hand, the welfare of the dormitories, sororities, and private boarding houses must be considered, since each must have a certain number of girls to operate on a sound financial basis.

Many requests came from girls desiring to move from the halls of residence to sorority houses or to private boarding houses; other girls asked permission to move to the dormitories, and a few new students or old students returning to school had to be placed.

(2) Twenty-one, or 25.9 per cent, of the cases having to do with Housing Problems are tabulated in the analysis in Table VI under "Special Problems". Many of the cases could, perhaps, have been grouped under other classifications; however, because of the complex nature of these cases, it seemed better to designate them as special problems involving housing difficulties. Brief reviews of a few of the most interesting and characteristic case histories are given here for the purpose of indicating the type of problem which has been included in this classification.

A student asked permission to move from her sorority house because she required a special diet not provided in the meals served to the group. The president was concerned over the girl's contemplated move because the sorority needed to have all of its members living in the house in order to meet the financial obligation of maintaining the group. Because the girl was discontented with her living conditions she had developed characteristics which caused friction throughout the entire group. The housemother

appealed to the Dean of Women for advice on methods whereby she might help the particular girl and consequently bring about a happier relationship among all the girls. The Dean of Women studied the case and found that the girl's health was poor, but not seriously so, and that special diet would probably take care of that angle of the case. The financial status of the house was investigated and the assertions of the house president were found to be true. The housemother agreed to provide the special diet needed, the house president promised to explain the matter to the other members of her group and ask their sympathetic cooperation in dealing with the girl in question, and the girl herself agreed that she was perhaps being unduly emotional and "difficult" and consented to remain in the house. She was asked to confer with the Dean of Women at least once a week and report conditions.

Another case concerned two girls who wanted to move from their sorority house to a boarding house in order to save money. During the conference, the Dean of Women discussed loyalty to the house and the obligation that each member must assume if the group is to continue and grow in strength. Analysis of comparative cost of living in the house with that of a boarding house showed there would be no saving because, in addition to the amount

spent for board and room in a boarding house, there would be the additional fee imposed by all sororities on members who live outside the house.

A third request for change of residence came from several girls who desired to move from one of the dormitories. They gave "poor plumbing" as their reason for wishing to move. The Dean of Women knew their complaint to be justified as it was a problem she had worked on for some years but on which she had had little cooperation from the necessary authorities. She suggested that the girls confer with the Director of Dormitories to see if there was some way in which the case could be forcibly presented to the tax-payers and to the State Board of Higher Education. The girls were given permission to move if they so desired, but, as a result of the conference, they gained a better understanding of the problem and decided to remain in the dormitory.

(3) Only seven, or 8.6 per cent of the cases reported in Table VI had to do with problems concerning employees in the various living groups. This would appear to be a very satisfactory condition, but it should be remembered that the sampling period was taken during the latter part of the school year. This type of problem would be more likely to appear at the beginning of the year and therefore it is felt that no definite conclusions should be drawn

concerning the frequency with which this problem might occur over an extended period of time. Two of the cases involved cooks of living organizations, one of whom was unwilling to take suggestions; the other was accused of being disloyal to the group for whom she worked. In each case the Dean of Women offered advice for the possible betterment of the situations. The other cases listed concerned house boys, hired by girls' living groups for certain duties, who were unsatisfactory or who had failed to return to school for the spring quarter and had to be replaced.

(4) Committee Conferences concerning housing problems accounted for 7.4 per cent of the cases in the general classification of Housing Problems. These conferences do not include regularly scheduled meetings of administrative housing committees since such meetings were considered to be administrative guidance and are discussed earlier in the present study in connection with Table IV. They do, however, include conferences with selected groups for the purpose of acquainting the Dean of Women with situations or problems to be brought before the administrative committees. They also include two conferences with committees from living groups relative to special problems of the respective groups.



**TABLE VII**  
**Types and Distribution of Academic Problems**

Type	No. Cases	Per Cent
1. Academic delinquency	13	29.5
2. Conferences	11	25.0
3. Lectures	8	18.2
4. Office training	7	15.9
5. Scholarships	<u>5</u>	<u>11.3</u>
Totals	44	99.9

The guidance plan of Oregon State College is so organized that most of the academic problems are referred to deans and heads of the various schools of enrollment. Study of the chart\* showing the personnel organization will further clarify this statement. Even though the administrative plan does not involve the Dean of Women, she is frequently called upon to offer academic guidance. Analysis of the cases contacted during the sampling period indicate that she does this in the several ways shown in Table VII.

(1) Academic delinquencies and adjustments account for 13, or 29.5 per cent of the total number of academic

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\* A copy of this chart will be found in the appendix.

problems contacted during the investigational period. The many contacts which the Dean of Women makes with women students tend to make them feel more free to "talk it over" with her than with instructors or heads of the various schools whose student associations are unfortunately, because of the size of the student body, of a more formal nature. The test period included the beginning of a school term and as a consequence several girls asked advice concerning registration. There were also requests from students regarding certain information connected with the office of the Dean of Women which they required for courses they were taking, and not infrequently a girl dropped in to talk about some troublesome course and to obtain advice as to how she could improve her work.

(2) Cases tabulated under "Conferences" include special conferences and should not be confused with regularly scheduled conferences which have been previously discussed. The cases included in Table VII deal with conferences in preparation for panel discussions, radio round tables, and similar projects of an academic nature. This type of guidance is represented in the analysis by 11, or 25 per cent of the total number of cases receiving academic guidance during the period analysed.

(3) The Dean of Women has no formal class room duties with the exception of a course in Social Ethics which she

conducts during the fall term of each school year. This course has been discussed under Section B of the present chapter. The lectures indicated in Table VII include the following types: those given by the Dean of Women, or by the Assistant Dean of Women, before such groups as high school seniors and women's clubs; and those of an academic nature given by outside speakers, arrangements for which were made by the Dean of Women's office.

(4) Office training is given by the Dean of Women's office to such N. Y. A. help as is used there and to senior girls assigned to the Dean's office by the School of Secretarial Science in fulfillment of requirements of a course in Office Procedure.

(5) At the end of the spring term several scholarships are given by various groups to outstanding students. Frequently the Dean of Women's records and her opinion of individual girls are used at least as a partial basis for determining the selection of students upon whom scholarships shall be conferred. A girl may be applying for a scholarship in another institution and needs the dean's advice or recommendation. Such circumstances account for the five cases tabulated under Scholarships in Table VII.

No tables have been made for classifications 6, 7, 8, 9, and 10 appearing in the general table, Table II. The

reasons for this will be evident upon study of the types of cases included in each classification. Number 6, "Publicity", concerns publicity given out by the Dean of Women's office on such varied subjects that no table was possible; number 7, "Miscellaneous Problems", were found to be too complicated, in addition to being too varied to permit subdivision of the main classification; number 8, "Permissions", was not arranged in table form because of the great similarity existing in the cases recorded; and tables were felt to be of no value in connection with numbers 9 and 10, "Health" and "Religion", because of the few cases recorded. Though no tables appear for these, a discussion of each classification is found in the following pages.

Publicity. General publicity of activities connected with the Dean of Women's office is handled through the Barometer, official student publication of Oregon State College, and through the Portland papers. The Barometer keeps students in touch with campus activities and the public receives information of general interest through the Portland papers. Reporters of these various publications regularly contact the Dean of Women's office for news.

In addition to newspaper publicity, special bulletins are frequently prepared by the Dean of Women. During the sampling period, record appears of three such publications:

a bulletin concerning the cooperative houses; another for the housemothers' conference, held on the campus during June, 1940; and one containing information regarding room and board for women students during the summer session. Many publications of Oregon State College contain reference to the activities of the Dean of Women's office; these are checked for accuracy and necessary corrections made. Another means used by the Dean of Women to acquaint the public with activities of her office is KOAC, state owned radio station located on the campus. Although publicity through such mediums would be anticipated, actual proof of their use was obtained from the twenty-six cases reported.

Miscellaneous Problems. Guidance cases grouped under miscellaneous problems were so classified because they appeared too complex to fall into any one classification. Of the twenty cases reported, 8 involved morals, 4 were the result of home difficulties, 3 concerned social adjustment, 3 were health or physical problems, and 2 were connected with marriage. Not all of the case histories will be reviewed here, but a few of the most interesting follow.

Drunkenness, or reported drunkenness was responsible for most of the cases concerning morals. One of these is especially interesting because administrative attitude is

clearly demonstrated by the manner in which the case was handled. A hostess of one of the girls' living groups reported two of her girls to have come home drunk. She knew they were drunk because of "their loud singing and undue hilarity". The Dean realized that these might be symptoms of drunkenness; on the other hand, she is familiar with the moods of girls and knew the girls might be entirely innocent and felt that unjust accusation would be unpardonable. She pointed out to the hostess that loud voices and uncontrolled laughter might be the result of youthful rather than alcoholic spirits. The hostess was asked to watch the girls carefully; to help them by being understanding and sympathetic and to determine definitely in any future instance whether or not the girls had been drinking and if so to report to the Dean of Women immediately.

Maladjustment of students is often traced to home conditions, as is indicated by the following case history. A girl was reported as having left town without permission of the Dean of Women's office. The girl later called her housemother from a near-by town. She was told to return, and though the housemother waited for her until 3 A. M., she did not return. The next morning the girl's mother reported that her daughter had returned to the campus at 2 A. M. but had gone to her mother's boarding house. The

mother is a neurotic, and the girl leans that way. The girl is resentful and belligerent because her actions are constantly questioned by her mother. The case is one of the many being handled by college psychological clinic.

Occasionally the Dean of Women's office comes in contact with health problems. One of these concerned a girl who had fainted and was carried to the dean's office. The girl was batching, and investigation showed her to be getting neither enough food nor the proper kind of food. She had been too proud to admit her circumstances. However, once the barrier was down, it was possible for the Dean of Women to help her in many ways.

Marriage is an important problem to young people of college age. The analysis indicates, however, that these cases do not often reach the dean of women's office, there being only two reported during the sampling period. One concerned a girl who wanted to get married. She was advised to wait until she was absolutely sure her desire was not the result of a passing emotion. The second case records a two-hour conference with a young man regarding a broken engagement.

The scope of the present study does not permit the inclusion of more case histories, but these few should serve to indicate the type of problem included in the classification of Miscellaneous Problems in Table II.

Permissions. All women students of Oregon State College are required to obtain official permission from the Dean of Women's office to leave town. For the most part such permission is a matter of routine. At the beginning of each school year each girl is asked to have a card filled out by her parents indicating approval or disapproval of out-of-town visits. However, all cases are checked and such requests as are found to be irregular in any respect are recorded under this classification. Sixteen such cases were reported during the sampling period and are indicated by the following examples. One girl asked permission to return to the campus after the regular closing hour on Sunday night; another asked permission to leave the campus during the week for the purpose of attending a funeral; and still another girl asked to be absent from convocation because of a job.

Health. Oregon State College owns and operates its own hospital. Students have the benefit of a clinical and x-ray laboratory, pharmacy, and minor surgery. A rigid health examination is required of all entering students and a health fee, required of all undergraduate students, entitles them to the services offered by the hospital. As the result of an efficiently administered health program, few cases involving student health are



contacted by the Dean of Women's office. Frequently, of course, health is a complicating factor, but usually when other angles of a case are solved, the health problem automatically disappears. The 14 cases reported during the sampling period were almost entirely of two types: parents consulting with the Dean of Women concerning a daughter's health; and the health service department asking for information which might help in diagnosis, or asking that proper notice be sent to parents and instructors.

Religion. Only three cases involving religion were reported during the sampling period, and these were all special conferences concerning the more routine activities of the Dean of Women's office in connection with student religious groups. As has been previously mentioned, the Dean of Women's office is represented on the Committee on Religious Education. All of the Corvallis churches have extensive student programs and several have part or full-time secretaries in charge of student religious centers. The Dean of Women cooperates with the representatives from the churches, and the student social calendar provides for one week-end night each month that is clear of group or college events in order that the churches may plan social activities for their student membership.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### A. SUMMARY

The purpose of this study is to investigate the activities of the Dean of Women's office of Oregon State College in order to determine what guidance problems are met and how they are handled.

The thesis is divided into three parts: (1) a study of the general administrative plan for guidance at Oregon State College; (2) a study of the specific program for guidance as administered by the Dean of Women; and (3) an analysis of guidance cases contacted during a sampling period.

Information regarding the first part was obtained by means of research; that in connection with the second part resulted from conferences with the Dean of Women. As a development of these conferences the following guidance activities were found to be partially or entirely handled through her office:

1. Standing Committees
2. Registration
3. Housing
4. Freshman Week
5. Rushing

6. Cooperative Houses
7. Sororities
8. Housemothers
9. Associated Women Students
10. Orientation
11. Attendance
12. Extra-Campus Activities
13. Counseling

The analysis of guidance cases, which forms the third part of the study, was made possible by the selection of a sampling period during which time records were prepared of 584 cases contacted by the Dean of Women's office. These were then tabulated and classified by the writer according to the nature of the problem involved. No effort was made to group the cases into standard classifications, since many of the problems were peculiar to the local institution. The following ten classifications concerning guidance problems were found to exist in the survey of activities:

- |                   |                  |
|-------------------|------------------|
| 1. Social         | 6. Publicity     |
| 2. Administrative | 7. Miscellaneous |
| 3. Financial      | 8. Permissions   |
| 4. Housing        | 9. Health        |
| 5. Academic       | 10. Religion     |

Analysis of these ten classifications indicated that nearly two-thirds of the cases reported involved social,

administrative, or financial problems; and that of these three classifications, social problems formed 25.3 per cent of the total number of cases encountered during the sampling period. Problems involving health and religion formed only 2.8 per cent of the total number of cases. Conferences with the Dean of Women indicated that such problems are primarily handled by some guidance agency other than that of the Dean of Women's office.

## B. CONCLUSIONS

Based on conditions existing at Oregon State College and on the assumption that the selected sampling period of the activities of the Dean of Women's office is characteristic of extended time, the data presented in this study are believed to warrant the following conclusions:

1. That Oregon State College has an organized administrative guidance plan;
2. That the Dean of Women's office plays an important part in the administrative guidance plan of Oregon State College;
3. That there is proof of the actual functioning of the administrative plan;
4. That the guidance administered through the Dean of Women's office involves a variety of problems;
5. That these problems are to a large extent satisfactorily solved through the efforts of the Dean of Women and her assistants;
6. That the greatest number of guidance cases handled through the Dean of Women's office involve problems connected with the social life of students;
7. That the Dean of Women has been successful in gaining the confidence of students to such an extent that they freely seek her counsel and advice;

8. That men, as well as women students, take advantage of certain guidance assistances offered by the Dean of Women.

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## **APPENDIX**

GUIDANCE ACTIVITIES CONDUCTED THROUGH  
THE DEAN OF WOMEN'S OFFICE  
Oregon State College

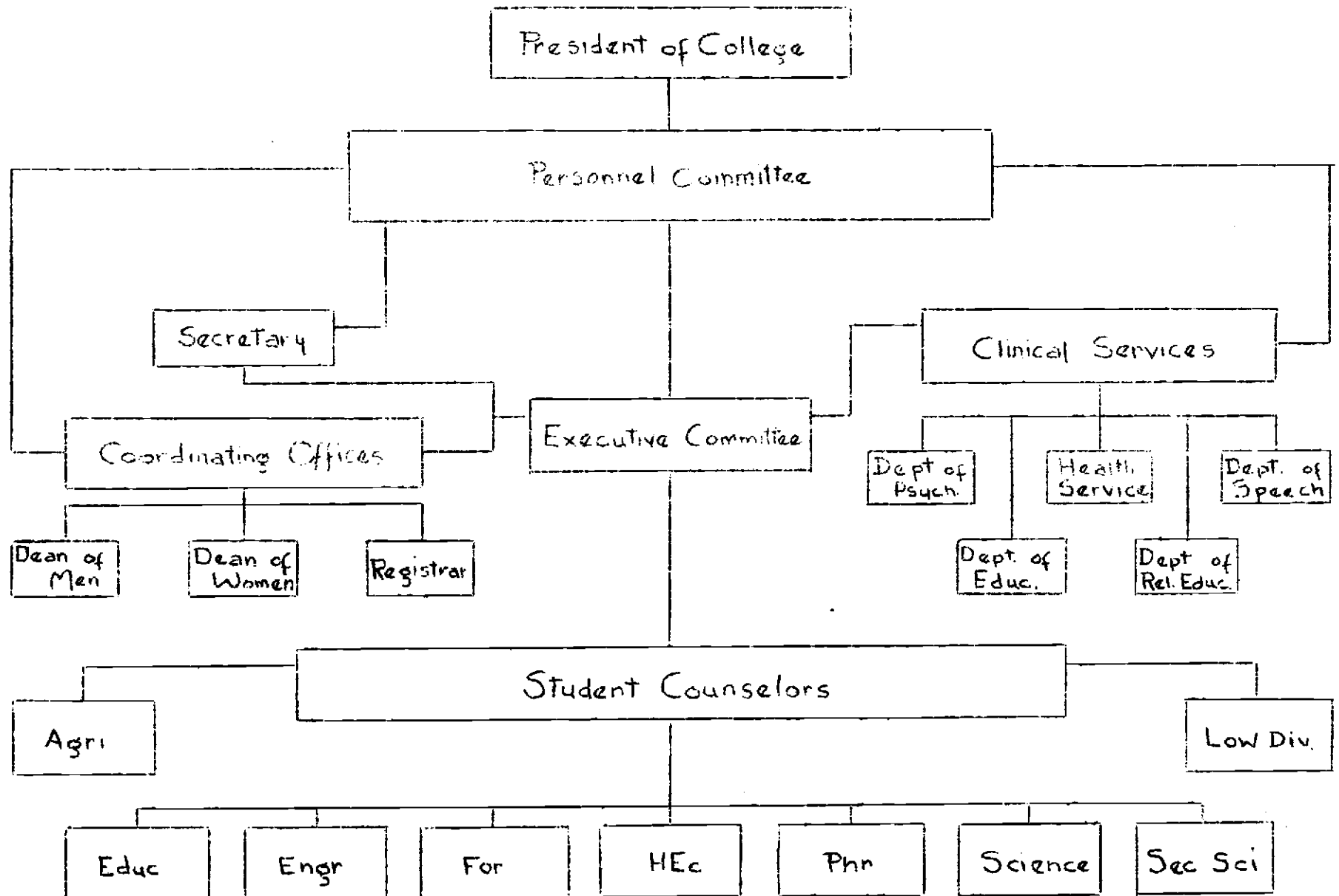
Staff Member

Date

Hour	Nature of Case	Disposition of Case	Time Spent on Case



# PERSONNEL ORGANIZATION



1	Record of	School	Major Minor	Date of Entrance	Transfer from	Degree Date																		
2	Date and Place of Birth	Last Name	Sex	M F	Race Nationality	Married Date	Number of children	Religion																
3	Permanent Address								Senior Photo															
4	College Social Fraternity Sorority or Club				Lodge Affiliations																			
5	H. S. last Attended		Graduate		Date																			
6	Names of Parents or guardians	Place of Birth	U. S. Citizen	Education H. S. College Degree			Occupation	Address																
TEST RATING IN DECILES																								
7	Kind of Test	Decile	American Council Psychological Examination Scores				Math. Eng.				H. S. Rating Quarter													
		<input type="text"/>	Linguistic	<input type="text"/>			<input type="text"/>				<input type="text"/>													
			Quantitative	<input type="text"/>			<input type="text"/>				<input type="text"/>													
			GROSS	<input type="text"/>			<input type="text"/>				<input type="text"/>													
PERSONALITY RATING AND SCHOLARSHIP																								
8	Year in College																							
9	Calendar Year																							
10	Course and Instructor																							
11	Address and Manner																							
12	Initiative																							
13	Leadership																							
14	Attitude																							
15	Stick-to-it-iveness																							
16	Thoroughness																							
17	Scholar-	Credits by terms																						
18	ship	Grade points by terms																						
19	Discipline																							
20	Remarks																							
PHYSICAL CHARACTERISTICS																								
21	Height, Weight, General Health																							
22	Disabilities																							

## EDUCATIONAL DATA

23	Calendar Year and School Year				
24	Educational Plans				
25	Vocational & Professional Plans				
26	Educational Suggestions of Adviser				
27	Other Institutions Attended				
28	Reasons for Leaving				

## EXTRA CURRICULAR ACTIVITIES

29	Athletic				
30	Non-Athletic				
31	Professional and Honor Societies				
32	Offices in Societies, Clubs, Fraternities, etc.				

## PLACEMENT DATA

33	Experiences, Notable Accomplishments, Unusual Responsibilities				
34	Studies Notably Strong				
35	Studies Notably Weak				
36	Has Special Ability in				
37	Record of Work	a. During School Year	Hrs. Per Week		
			Kind		
			Rate		
		b. During Summer	Kind		
			Rate		
			Employer		
38	Loans and Scholarships				
39	Hobbies				
40	Adviser and His Comments				
41	Best Fitted for	Research - ( ) Supervisor - ( )	Management ( ) Production ( )	Sales - - - ( ) Teaching - ( )	

## FRESHMAN PERSONNEL BLANK

(Information given on this sheet will be kept strictly confidential)

1. Name \_\_\_\_\_ In what school or division are you registering? \_\_\_\_\_ Date \_\_\_\_\_

2. Date and place of birth \_\_\_\_\_ M \_\_\_\_\_ Race \_\_\_\_\_ Married \_\_\_\_\_  
 \_\_\_\_\_ Sex F \_\_\_\_\_ Nationality \_\_\_\_\_ Date \_\_\_\_\_ Children \_\_\_\_\_ Religion \_\_\_\_\_

**3. Permanent Address** \_\_\_\_\_ **Lodge Affiliations** \_\_\_\_\_

5. High School last attended..... Location..... Date of Graduation.....

6. Names of parents or guardians	Place of birth	U. S. Citizen	Education			Occupation	Address
			H. S.	College	Degree		


Corvallis Address ..... Telephone ..... Height ..... Weight ..... Health .....

Disabilities, Poor eyesight (—). Deficient hearing (.....), etc.....

Place an L before the two subjects taken by you in high school that you liked best.

Place a **D** before the two subjects you disliked most or liked least.

.....English Literature	.....Biology	.....General Science
.....English Composition	.....Bookkeeping	.....Social Science
.....Agriculture	.....Typewriting	.....Mechanical Drawing
.....Mathematics	.....Shorthand	.....Home Economics
.....Latin	.....Painting	.....Shop Work
.....Modern Languages	.....Drawing	.....World Geography
.....Physics	.....Music	.....
.....Chemistry	.....History	.....

List your extra-curricular activities together with any offices you have held in high school.

Name of other special schools attended.

School	Course	Year
--------	--------	------

What experience have you had working for pay?.....				
Kind of work	Just what did you do?	Yrs.	Mo.	Sal.

Special training you have had, such as music, art, dancing, speech, etc.

Kind..... Amount.....

Kind.....	Amount.....
-----------	-------------

[illegible]

Indicate strong interests or hobbies up to the present.

Books recently read \_\_\_\_\_

Magazines and papers read regularly.....

Are you totally or partially dependent on your own earnings?\_\_\_\_\_ If so, state hours per week and nature of work you expect to do while in college\_\_\_\_\_

Receiving aid from what special fund or honorary scholarship, if any?.....

What do you plan to take up as your life work?.....

What led you to choose this occupation?.....

Are you working for a degree?..... Would you like additional information concerning vocational opportunities?.....

Father living..... Mother living..... Number of brothers and sisters older..... Younger .....

Did you live at home while attending high school?..... If not, state why.....

Do you have an automobile?..... If so, did you bring it to college?.....

1. Name..... (Last name first) Major..... Class.....  
Minor..... (Fr. So. Jr. Sr.)

Adviser's Signature: \_\_\_\_\_

**Oregon State College**  
**INSTRUCTOR'S PERSONNEL REPORT**

Name of Student

School

Major

Class

Will you please rate the above named student with respect to each question by placing a check (V) mark on the appropriate horizontal line at a location which will indicate your estimate of him. Also any special handicap which in your opinion may affect his work.

## Intellectual ability

Very limited  
in abilitySlower than the  
average

Average

Alert, above  
average

Keen, Superior

## Adequacy of educational background

Poorly prepared

Lacks in certain  
fields

Satisfactory

Better than  
averageExcellent both in  
tool subjects and  
content subjects

## Command of English

Very poor

Improvement is  
necessary

Satisfactory

Very good

Excellent  
mastery

11. How do his appearance and manner affect others?

Avoided

Tolerated

Unnoticed

Well liked

Sought out

12. How does he attack his work?

Needs much prodding in doing ordinary assignments

Needs occasional prodding

Does ordinary assignments of his own accord

Completes suggested supplementary work

Seeks and sets for himself additional tasks

13. Does he get others to do what he wishes?

Probably unable to lead his fellows

Satisfied to have others take lead

Sometimes leads in minor affairs

Sometimes leads in important affairs

Displays marked ability to lead his fellows — makes things go

14. How does he control his attitude toward work and fellow workmen?

Too easily angered, depressed or dissatisfied

Tends to grumble and be dissatisfied

Usually well balanced

Sincere attitude, sound judgment

Unusual balance of judgment and sincerity

Unresponsive  
Apathetic

Tends to be unresponsive

15. Does he hold tenaciously to a problem or program?

Aimless  
Trifler

Aims just to get by

Works faithfully under direction

Stays with problems until completed

Unusual determination in accomplishment of objectives

16. How accurately and neatly does he do his work?

Slovenly, work never completed

Uninterested in the quality of work

Content with average accuracy and neatness

Work accurately, neatly, and thoroughly done

Unusual degree of thoroughness with accuracy

Rated by.....

In Course No..... Date.....

Return to.....

If you care to make personal comment, do so on the back of this sheet.

## ADVISER'S RECORD OF STUDENT CONFERENCE

Student.....		Date.....	Adviser.....
Problem Discussed	V	Voluntary	Summoned
<ol style="list-style-type: none"> <li>1. Tentative Registration</li> <li>2. Change of Registration</li> <li>3. Unsatisfactory Progress</li> <li>4. Quizzes</li> <li>5. Study Conditions</li> <li>6. Study Habits</li> <li>7. Health</li> <li>8. Worry</li> <li>9. Finances</li> <li>10. Outside Work</li> <li>11. Campus Activities</li> <li>12. Campus Friendships</li> <li>13. Choice of Specialization</li> <li>14. Choice of Vocation</li> <li>15. Home Problems</li> </ol>		<p style="text-align: center;">Comment and Recommendation</p>	

PROBATION INTERVIEW REPORT

Form G

1. Name ..... Date ....., 19 .....
2. School ..... Credit Hour Load .....
3. Attitude: Good ..... Average ..... Indifferent .....
4. Cause of Low Grades: Lack of Ability ..... Illness .....  
Outside Activities ..... Employment ..... Living Conditions .....
5. If grades at the close of this term do not remove  
probation, should student be suspended or continued  
on probation? .....

(Remarks Over)

Signed .....

Form H

CHANGE OF SCHOOL REPORT

Name .....

Now registered in the School of .....

Desires to transfer to the School of .....

Effective with the opening of the next term.

Date ..... Signed .....

Counselor



OREGON STATE COLLEGE

MID TERM GRADE REPORT

This report to be rendered only in case the student's work is definitely unsatisfactory.

.....  
Last name First Second  
Course..... Course Number..... Credits.....  
.....

Check possible causes of low grade

- |                             |                            |
|-----------------------------|----------------------------|
| (....) Attendance irregular | (....) Lack of application |
| (....) Lack of ability      | (....) Outside activities  |
| (....) Environment          | (....) Outside work        |
| (....) Illness              | (....) Inattentive         |
| (....) Lazy                 |                            |

Has the instructor personally conferred with the student regarding the unsatisfactory work?.....

"Yes" or "No"

Use the back of this card  
for any additional remarks  
R 16-9.40-5M

.....  
Instructor.

WARNING

Mid-term reports filed in the Office of the Registrar indicate that your work is below passing as follows:

.....  
You are hereby urged to confer with the instructor or instructors concerned at once. If you care to confer with any member of the Personnel Committee, you are invited to make an appointment.

THE PERSONNEL COMMITTEE

U. G. Dubach  
Vera H. Brandon  
R. O. Coleman  
D. D. Hill  
G. W. Holcomb

Kate W. Jameson  
E. B. Lemon  
P. P. Locey  
E. G. Mason  
F. E. Price

M. Ellwood Smith  
E. T. Stuhr  
Bertha W. Stutz  
E. W. Warrington  
W. D. Wilkinson