

A STUDY OF THE REACTIONS OF LAKE COUNTY STUDENTS  
WHO HAVE BENEFITED BY THE BERNARD DALY  
EDUCATIONAL FUND

by

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W. H. K.

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CHAPTER I

INTRODUCTION

Unprecedented in history the Bernard Daly Educational Fund established in 1922 through the will of Dr. Bernard Daly provides a free four year college education to high school graduates of Lake County, Oregon. This fund estimated in 1935 at a value of \$609,083.91 was left by the donor with the stipulation that the high school graduate who received its benefits be under no obligation to repay the amount received. Any Lake County high school graduate may be considered eligible since the will makes no provision for eligibility on the basis of scholarship. The only requisite, other than the resident requirement, is that the student be "worthy". The word "worthy", however, is not interpreted in the will.

The fund as established in 1922 provided, in the beginning, money enough to send any Lake County high school graduate to college. In recent years, however, due to an increasing number of applicants and a decreased income from the fund during years of depression all who have applied for a scholarship have not been granted its benefits. Since many who applied for a scholarship were not selected, there has been a

growing dissatisfaction on the part of Lake County residents with the administration of the fund. Even the authorities of the colleges which the Daly students attend have expressed great concern in regards to the type of student selected for the scholarships. Some of the recipients have not made passing grades and many others for various reasons have not continued in college until graduation. The benefactors themselves have not generally, as a group, been satisfied with the scholarship records that they have made in college. In brief, these factors present a series of very trying problems to the trustees of the Daly Fund.

Because the fund offers unusual opportunities to Lake County young men and women and presents outstanding problems of administration, it proves an interesting and attractive study. To determine, if possible, the reasons for the failure for so many Daly students to complete the four year college course, to discover the causes for the objections to the administration of the fund, and to question the advisability of providing a free college education, constitute the writer's purpose in pursuing this study.

Since research has failed to reveal a record of any other scholarships comparable to those offered by the Daly Fund, it is hoped that this study will not only throw light upon the problems previously mentioned but will actually offer aid to the trustees of the Daly Fund in solving their present difficulties. It is further desired that this enterprise may furnish a basis for future and more extensive studies



of the Daly Fund "experiment", and that future Daly students may benefit by some of the reactions and suggestions made by past Daly students whose reactions and suggestions are contained in the appendix of this study.

In order to learn some of the causes of the problems which this study analyzes, it was necessary to know the reactions of Lake County residents and the recipients of the fund. After making a preliminary study of the records available at Oregon State College, a trip to Lakeview was made by the writer to consult school officials and people who knew Dr. Daly. Other materials were obtained through correspondence and interviews with Daly fund recipients, teachers of Lake County, and persons interested in or connected with the administration of the fund. The source of information, however, of the greater part of this study was a letter and questionnaire<sup>1</sup> which were sent to all Daly Fund beneficiaries. The letter told of the purpose of the questionnaire and solicited the cooperation of the beneficiaries, while the questionnaire sought to obtain personal information regarding the recipient as well as reactions and suggestions concerning the administration of the Daly Fund.

Originally the answers to the questionnaires were tabulated separately according to sex under three headings: Those who had graduated;

<sup>1</sup>A copy of the letter and the questionnaire will be found on pages 1 to 5 in the appendix.

those who were still in school; and those who did not graduate. In the tabulated results, <sup>1</sup>as given in the appendix of this study, the above segregations were not retained except for cases in which there were outstanding differences among the three groups. Where it was thought of value to make comparisons between statements of the University of Oregon and the Oregon State College students, groupings by schools were made. An effort was made to retain the language of the answers to the questionnaire though similar ideas have been merged. Since the detailed results of the tabulated material from the questionnaire are valuable to any one interested in the actual attitudes of the recipients, this material has been given in detail in the appendix.

The tables which follow the tabulated answers to the questions are composed of data gathered not merely from the questionnaire itself but from office records and other sources. In some of these tables the classifications of "deserving" and "non-deserving" were used and refer to the financial ability of the recipient to have paid his own way through college. It was the desire to make each of these tables self-explanatory.

The basis for all percentages is the total possible number for the group specified and if a basis differs from this procedure such variation is indicated.

<sup>1</sup>The tabulated results of the questionnaire will be found in the appendix pages 8 to 105.

To furnish convenient reference for anyone interested in Daly students an alphabetical list of Daly Fund recipients has been given in the last pages of the appendix.

In this chapter the purpose, value, and organization of the study have been presented. The history of the Bernard Daly Fund will be given in Chapter II.

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CHAPTER II  
HISTORY OF THE BERNARD DALY EDUCATIONAL FUND

Lake County, located in the south central part of Oregon is chiefly mountainous. The territory to which the Daly Fund is limited is about one-hundred-twenty miles long and seventy miles wide with an approximate area of eight thousand square miles. It is larger than the State of Massachusetts but had a population in 1930 of only 4,833 persons, a per capita of about six-tenths of one person per square mile. Of the total population 90.3% are native born whites, many of whom are pioneers who settled in the County during a boom and have been unable to realize on their investment. The County is not extensively cultivated due to the lack of rainfall and its mountainous condition. Its chief industries are stock raising and lumbering. The County may be reached by bus and truck line extending between Klamath Falls and Lakeview and by a mixed train running on a three day per week schedule between Lakeview and Alturas, California.

Lakeview with a population of 1,799 is the largest town in the County, all other settlements having less than 300 inhabitants. The only three standard high schools in the County are a seven-teacher high school in Lakeview, a two-teacher high school in Paisley, and a two-teacher high school in Silver Lake.

To this County Dr. Daly came as a young practicing physician in

the year 1887 from Louisville, Kentucky. He arrived in Lakeview with little money and lived there a bachelor the rest of his life. By 1900 he had accumulated some property but lost it all that year in a fire. He then made a trip to Chicago and it was thought that he borrowed money from his brother, also a physician, in order to rebuild his losses. This time he erected brick structures which, by renting, provided some income. Since that time the greater part of his wealth was accumulated from live stock and land transactions. It was said that he took great pleasure in matching his wits with others in speculation and trading. Some felt that he really became a financial dictator in the County and that he used his financial power to his own end, regardless of the consequences. Others felt that he was considerate of the poor and gave them the same medical attention as he gave those who could pay for his services. The latter statement is borne out by the fact that Dr. Daly in his will bequeathed \$1200 annually for a period of ten years to the Lakeview Public Hospital which money was to be used to care for patients who were unable to pay. At one time he gave a poor boy employment in his drug store and helped him through school. Later this same boy was given a position in the bank in which Dr. Daly owned the controlling stock.

Dr. Daly served his state and county in a large way politically as a member of the Oregon House of Representatives and the Senate and as a county and district judge.

He had been retired from active medical practice for about four

years and was preparing for a trip to California when, at the age of 62, he died very unexpectedly of heart trouble on January 5, 1920.

Much to the surprise of Lake County residents, Dr. Daly had made a will leaving the greater part of his fortune to an educational fund. All but his stock in the Bank of Lakeview was to be converted into cash and invested in bonds the income of which was to be used for scholarships. Because of the fluctuating value of bonds the capital fund is variable. Owing to the fact that the Daly estate was not closed until 1928, no official estimate of the value of the educational fund is available for the period prior to that year. In 1928 the bank stock and bonds were estimated at a value of \$606,736.37 and in 1935 at \$609,083.91. The provisions of the will<sup>1</sup> were so broad that practically full power was given to the trustees to use the funds in educating young men and women of Lake County as they wished. The only binding stipulations were that the interest on the fund be used, "in educating worthy young men and women of Lake County, Oregon, in the schools, colleges, and technical schools of the State of Oregon". Actually the trustees have interpreted, "of the State of Oregon", to mean only state controlled schools and hence scholarships are not granted for work in private or denominational schools within the state. Some who knew Dr. Daly personally

<sup>1</sup>A copy of that part of the will which pertains to the educational fund will be found on pages 6 and 7 in the appendix.



felt that it was his wish that the scholarships be used by those who were not financially able to help themselves through school but the trustees have not made such interpretation of the will. Sons and daughters of some of the wealthiest persons of Lake County have been sent to college on the fund.

The will states that the board of directors of the Bank of Lakeview, the president of the University of Oregon, and the president of the Oregon State College be the trustees of the fund. In practice, however, the college presidents have delegated their powers to faculty members who act as financial advisors to Daly students on the campuses. Dr. W. M. Atwood is the Oregon State College representative and Professor O. K. Burrell is the representative from the University of Oregon. In addition to the financial advisor each campus has a personnel advisor for Daly students, Dr. Frank Parr at Oregon State College and Dr. H. R. Taylor at University of Oregon. The present board of directors of the Bank of Lakeview composed of Mr. Fred Reynolds, president; Mr. J. D. Heryford, vice-president; Mr. F. W. Payne, cashier; Mr. Dan F. Brennan, assistant cashier; and Mr. Sam Dicks are the other trustees.

An annual meeting of the trustees is called in June with the purpose of selecting students for the following school year, to solve any problems that may have arisen through the year and to improve the methods of administering the fund. Three annual reports are given, one by each of the college representatives and one by the Lakeview trustees. These reports cover the financial status of the fund, student records for the

year and recommendations for future policies.

The trustees originally decided that selections would be on the basis of scholarship, teacher ratings, and the ratings of the trustees themselves. Lakeview trustees, however, disregarded the scholarship criterion with the result that students who made poor high school records were selected for scholarships while some of the best students were rejected. Though the college representatives had repeatedly recommended improvements for selection of applicants their suggestions were not heeded.

In 1931 the colleges definitely recommended that selections be based upon high school rank, personality ratings by teachers, a high school content examination, and a mental ability test. Although all applicants for scholarships were given the suggested tests and a report of the results sent to the Lakeview trustees, the recommendations were still not heeded. Feeling the dissatisfaction of Lake County residents with the state of affairs, the Lakeview trustees in the fall of 1935 called a special meeting of the trustees for the purpose of setting up definite standards for scholarship selections. As a result of the meeting the college representatives were delegated to formulate a plan. On December 13, 1935, they submitted to the trustees in Lakeview a well defined plan that the scholarship selections be based upon the following criteria:

- a. A type of academic test of proficiency must be given to all Lake County high school students who might be eligible for a scholarship.

- b. Only students be considered eligible for the fund who make scores that approach a certain minimum standard to be determined by the committee on selections.
- c. That tests be administered, scored, and interpreted by representatives of institutions of higher learning.
- d. In making the final selections the board select those students making the highest relative standing based upon a number of criteria such as proficiency test, high school record, character, personality, etc.

In addition to the above criteria they suggested that the tests be given to the students throughout their four years of high school, that test papers be submitted by numbers only, and that a recommended list of students be made up by a nominating committee from the institutions of higher learning. From this list the trustees are then to make their final selections.

Each student selected was originally allowed a maximum of \$600 annually for four years. A student in medicine was allowed \$600 each year for the first three years and \$900 per year for the last three years of training. This allowance was made, however, to only one student. In 1928 it was decided that such practice would greatly reduce the fund with the result that there would be fewer who could be supported by the fund. The allowance was again restricted to four years of undergraduate work at the original \$600 maximum. In 1934 the maximum was reduced to an annual allowance of \$500.

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The student leaves Lakeview with \$125 with which to start the first term of his college year. Each month thereafter the student receives a monthly allowance from Lakeview through the college office. Each student must make a report of his expenditures for the previous month, turn in receipts for all items purchased during the month, and submit a budget of his estimated needs for the ensuing month before he may obtain his monthly allowance. Any unexpended amount from the previous month is subtracted from the budget submitted in order to determine the month's allowance. Expenditures are allowed only for items listed on the monthly report blank<sup>1</sup> which items originally included transportation, class dues, tuition, laboratory fees, equipment for classes, board and room, books, typewriter rent, and laundry. Gradual reductions were made on the amount of allowance for transportation, laundry and typewriter rent until they were disallowed entirely. The total amount of money drawn per year then by each student is a variable amount. For some students it has been less than \$400 per year at the time that the maximum was \$600. Any money which may be left over at the end of the school year the student returns to Lakeview.

Having thus outlined briefly the history of the Bernard Daly Educational Fund, Chapter three will consider the problems which have arisen regarding the selection of students and the disbursement of funds and give personal data gathered regarding Daly fund recipients.

<sup>1</sup>A copy of this blank will be found between pages 116 and 117 in the appendix.



CHAPTER III  
ANALYSIS AND INTERPRETATION OF PERSONAL DATA AND  
THE REACTIONS OF DALY FUND STUDENTS

In the fall of 1922, less than two years after the death of Dr. Daly and in accordance with the will, nineteen students were selected as original recipients of the Bernard Daly Educational Fund. From the time of its origin, there have been an average of sixteen new students selected each year which has resulted in a yearly average of fifty-two Daly Fund students in attendance at Oregon colleges. A total of 246<sup>1</sup> students have been selected for scholarships representing 181 families, or an average of about 1.4 students per family. Of these 181 families who sent students to college, 6% sent three members, 20% sent two members and 73% sent only one member. The number of girls selected for scholarships have exceeded the number of boys by about 11%. There were three of the fourteen years, 1922 to 1935 inclusive, in which the number of boys selected exceeded the number of girls and two years in which the ratios were equal. The percentage of boys and girls who applied for scholarships could not be determined but it is interesting to note that 53% of all Lake County high school graduates were boys and 47% were girls while 43% of these boys and 61% of all girls were selected for Daly scholarships. It is indicated, therefore, that the girls have fared much better than the boys in numbers selected for Daly Fund scholarships.

<sup>1</sup>Three girls of this number selected did not enter college.

Table I--NUMBER GRADUATED FROM LAKE COUNTY HIGH SCHOOLS WITH THE NUMBER AND PERCENTAGES SELECTED FOR DAILY FUND SCHOLARSHIPS.

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>Grad.</u>	<u>Selected</u>	<u>Grad.</u>	<u>Selected</u>	<u>Grad.</u>	<u>Selected</u>
1921-No.	3		9		12	
1922-No.	8	12	15	7	23	19
%		150.		46.7		82.6
1923-No.	15	6	12	9	27	15
%		40.		75.		55.6
1924-No.	8	13	17	8	25	21
%		162.		47.		84.
1925-No.	17	10	13	7	30	17
%		58.8		53.8		56.7
1926-No.	10	7	10	5	20	12
%		70.		50.		60.
1927-No.	10	9	17	9	27	18
%		90.		52.9		65.8
1928-No.	11	10	9	7	20	17
%		91.		77.8		85.
1929-No.	15	11	13	11	28	22
%		73.3		84.4		78.6
1930-No.	18	7	15	10	33	17
%		38.9		66.8		51.6
1931-No.	11	12	18	7	29	19
%		109.		38.9		65.5
1932-No.	24	12	28	7	52	19
%		50.		25.		36.6
1933-No.	20	16	26	7	46	23
%		80.		26.9		51.2
1934-No.	31	7	19	12	50	19
%		22.5		63.2		38.
1935-No.	22	5	30	3	52	8
%		22.7		10.		15.4

Table IB--COMPARISON OF THE NUMBER OF HIGH SCHOOL GRADUATES FROM LAKE COUNTY WITH THOSE FROM ALL OREGON HIGH SCHOOLS WHO ENTERED UNIVERSITY OF OREGON AND OREGON STATE (1929-1936).

	High School Graduates		Attended U. of O.				Attended O. S. C.				Total Attended U. of O. & O. S. C.			
	All Oregon	Lake County	All Oregon No.	%	Lake County No.	%	All Oregon No.	%	Lake County No.	%	All Oregon No.	%	Lake County No.	%
1929-30	6537	28	725	11.1	8	28.6	838	12.8	13	46.5	1563	23.9	21	75.
1930-31	6342	33	765	12.5	3	9.1	865	13.6	12	36.4	1630	25.7	15	45.5
1931-32	7855	29	549	7.	3	10.3	748	9.5	15	51.8	1297	16.5	18	62.1
1932-33	8382	52	449	5.4	7	13.5	477	5.7	12	23.1	926	11.3	19	36.6
1933-34	9782	46	497	5.1	7	15.2	526	5.4	12	26.1	1023	10.5	19	41.3
1934-35	9150	50	679	7.4	5	10.	838	9.2	12	24.	1517	16.6	17	34.
1935-36	9731	52	736	7.7	4	7.8	967	9.9	2	3.9	1703	17.5	6	11.5
Totals	57779	290	4400	7.6	37	12.7	5259	9.3	78	26.8	9659	16.7	115	39.7



# GRAPH I

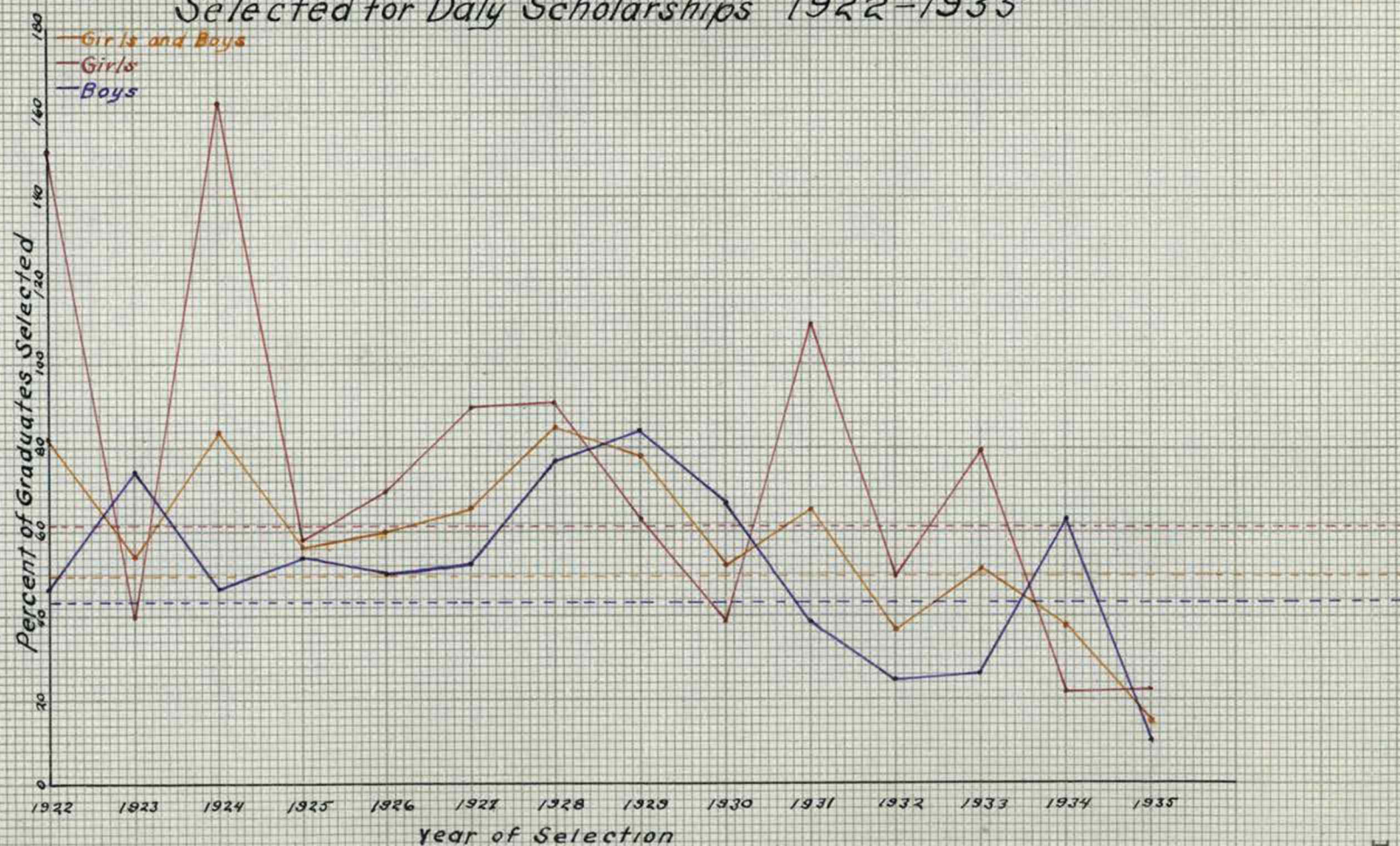
*Students Graduated From Lake County High Schools,  
Selected for Daly Scholarships and Graduated College*





## GRAPH II

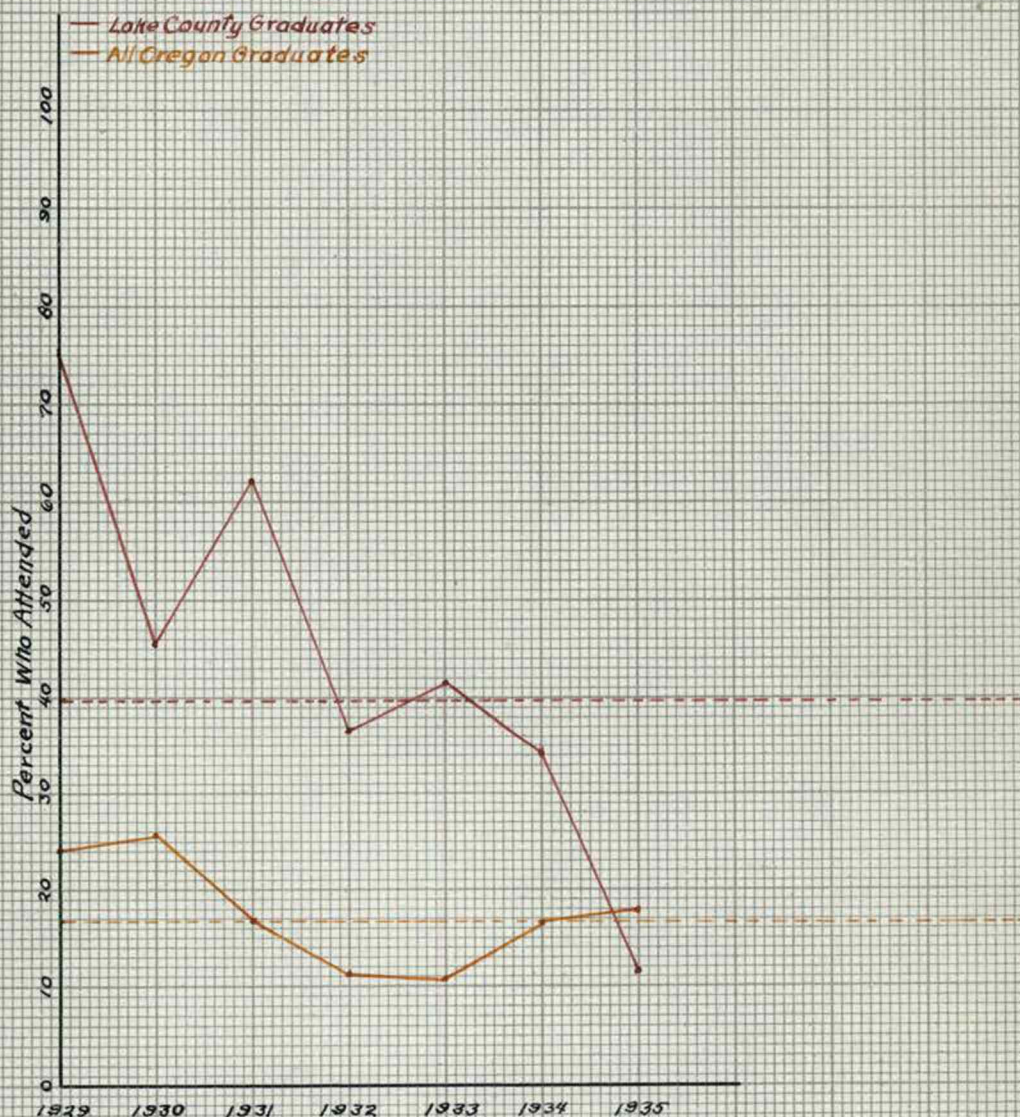
Percentage of Lake County High School Graduates  
Selected for Daly Scholarships 1922-1935





# GRAPH III

Comparison of All Oregon High School  
Graduates With Lake County High  
School Graduates Who Attended  
Oregon State College and  
University of Oregon



From table I and graph II we see that in the years 1922, 1924, and 1928 the greatest percents of Lake County high school graduates were selected for scholarships and that since 1928 there has been a gradual decrease in the percentages selected. By reference to graph I we see however that this is not caused by a decrease in the numbers selected except for the year 1935 but rather to an increase in the number of graduates from Lake County high schools. The number of Lake County high school graduates has increased 57% since 1932.

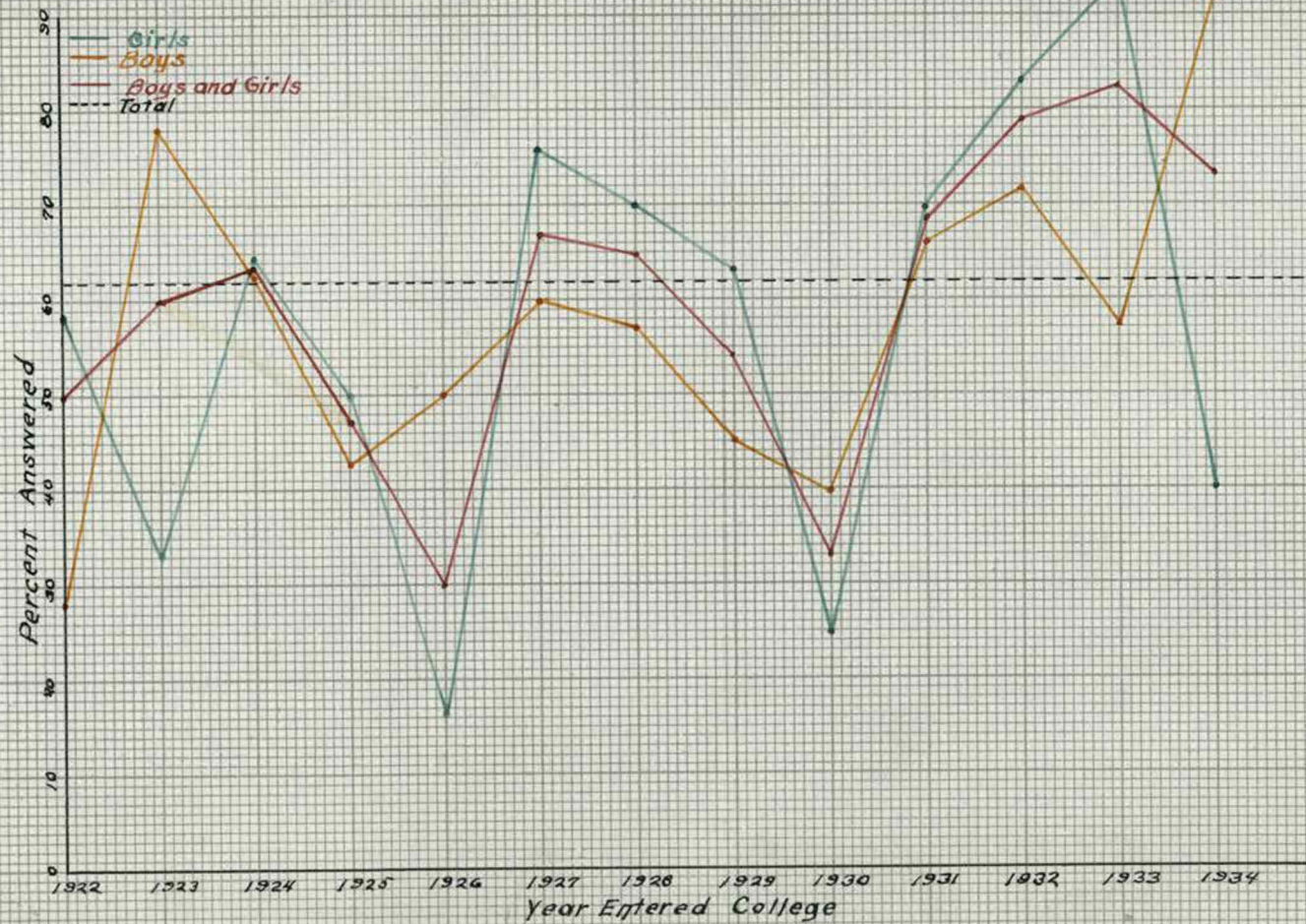
Of the three Lake County high schools, Lakeview has had 57% of all its graduates selected for scholarships while Silver Lake has had only 41% and Paisley 37%. This difference in percentages may be explained by the difference in the number who have applied for scholarships from these three high schools; however, specific data regarding this fact could not be obtained.

By referring to table XIII we find that 51% of all students selected for scholarships chose to attend Oregon State College, 36.7% chose University of Oregon, and only 12%, the Normal schools. The Normal schools attracted chiefly girls as only 2.7% of all boys have attended Normal school. Oregon State College, however, attracted twice as many boys as did the University of Oregon with a percentage ratio of 62 to 32. Both the University of Oregon and Oregon State College claimed the same number of girls.



# GRAPH IV

## Percentage Who Answered Questionnaire



Since much of the personal data regarding Daly students was obtained from answers to the questionnaire, much of our discourse must be restricted to the group that answered the questionnaire. Of the 243 who actually attended college on the Daly Fund, eight were selected in the spring of 1935 after the questionnaire was sent to Daly recipients, three of the past Daly recipients are deceased and three of the questionnaires were returned. A total, therefore, of 232 received the questionnaire and about 62% then of that number, 82 girls and 62 boys, answered the questionnaire. The percentages of both the girls and the boys who answered were about the same. A total of about 4% more of Oregon State College students answered than did University of Oregon students and about 12% more than of the Normal students. The group in school at the time of the survey was very cooperative since a total of 86% answered. For this group 9% more of Oregon State College students answered than University of Oregon students and 24% more than of the Normal students. Of those in school the freshman class was the least cooperative. It was interesting to observe that the three entering classes, 1925, 1926, and 1930, sent in the least percentages of responses to the questionnaire and were also the classes which graduated the least percentage of their enrollment. Next to the group in school, the college graduates were the most responsive since 73% of all Daly Fund graduates answered while only 33% of the non-graduate group responded. Those Daly students rated as able to pay their own way through college were more responsive than those rated as unable to pay their



own way by a percentage ratio of 82 to 54. Of those unable to pay their own way the girls were more cooperative than the boys by 15% while of the group able to pay the boys responded by 20% more than the girls of the same group.

Daly students who had moved into the county since the establishment of the Fund comprised 25%<sup>1</sup> of the group, while 57% had lived in the county all their life. Daly Fund graduates seemed to leave the county in greater percentages than the non-graduates, since only 28% of the graduates were still living in the county while 63% of the non-graduates retained their county residence. A greater percentage of the graduate girls had a tendency to stay in their home county than did the percentage of the graduate boys. In 1935, 37% of the graduate girls were making their home in Lake County as against only 17% of the graduate boys who remained. The percentage of both the girls and the boys for the non-graduate group was about the same. The same percentages in the later group can probably be accounted for by the fact that some of the girls who married could move from the county and have a means of support while the boys lacked training for an occupation which would give them security outside the county. Although a large percentage left the county, 62% of the graduates and 87% of the non-graduates stayed within the borders of the State of Oregon. Here again there was a greater percentage of the graduate girls than of the graduate boys who were content to stay within the State of Oregon although of the

<sup>1</sup>Percentages in this paragraph refer only to those who answered the questionnaires.



non-graduate group a greater percentage of the girls left the state than did the boys.

About 23% of all Daly students were financially able to attend college without the assistance of the fund. This group represented about 26% of all families benefitted by the fund. Of those who were rated financially deserving, 11% were able, according to their own statements, to help themselves at least part way through school without the assistance of the Daly Fund while 41% of those who were able to pay their own way denied such ability. At the present time about 30% of those who are in school are able to pay their own way through college.

Many of the Daly students have spent the maximum amount allowed from the Daly Fund while others have spent as low as \$331 per year when the maximum allowance was still \$600. The average sum spent by all Daly students has been \$492 per year. This figure is a little low, however, since some of the students who started school in the fall did not remain in college throughout the school year. Since the items for which expenditures from the fund may be made are limited in number and the maximum allowance for board and room is \$27 per month, students must adapt their standard of living to the allowance unless they have money of their own to use.

The college majors selected by the Daly students shows varied interests among the county group. The 144 students who answered the questionnaire had selected 31 different college majors and those who were in school at the time of the survey were registered in 21 different fields. Education, claiming 17%, was the most popular field,

BANK BOND

Commerce rated second with 13% and Home Economics third with 8%.

Eighty-one percent of all who took Education were girls.

While in college 79%<sup>1</sup> entered into twenty-nine different student activities in which sports ranked first with 24% participating, college politics second with 17%, college publications and honor societies third with 15% each. Past Daly students did not show as much interest in college politics as does the group now in school. Twice as many girls have participated in school politics as have boys.

Forty-seven percent of all who answered the questionnaire had joined a fraternity or sorority but twice as many boys as girls had joined a Greek Letter Society. For the group in school the percentages of boys and girls who had joined a fraternity or sorority were both twice as great as the percentages for past Daly students.

To help pay for their college expenses, forty percent of the students had engaged in twenty different kinds of work in addition to their school work and student activities. Among the Daly Fund graduates the percentage of girls who did outside work was about the same as that of boys but the percentage of the boys in school who did outside work was greater than that of the girls in school.

According to table II we note that Daly student grade averages were for most years only about student body average or below. Since students must obtain a grade point average of one in order to graduate,

<sup>1</sup>Percentages in this paragraph refer to those who answered questionnaire.

Table II--A COMPARISON OF SCHOLARSHIP RATINGS OF DALY STUDENTS WITH STUDENT BODY AVERAGES

School Year	Those Who Attended University of Oregon			Those Who Attended Oregon State College		
	Average All Student Body	Daly Student Average	Daly Student Difference	Average All Student Body	Daly Student Average	Daly Student Difference
1926-27				83.6%	84.7%	-1.1%
1927-28				83.6%	81.5%	-2.1%
1928-29				83.2%	81.5%	-1.7%
1929-30	2.98*	2.58	-.4	1.31(GPA)	1.07	- .24
1930-31	2.85	2.86	-.01	1.34	.94	- .40
1931-32		(Not Available)		1.30	.93	- .37
1932-33	1.3	1.16	-.14	1.40	1.14	- .26
1933-34	1.35	1.37	-.02	1.48	1.29	- .19
1934-35	1.35	1.42	-.07	1.44	1.07	- .37

\*Figures other than those marked percentage are grade point averages but several changes were made in the grading system at the colleges.



we find that some Daly students were unable to make such averages. It will be noted that for the school years 1930-31 and 1931-32 that Daly student averages were below the necessary standard for graduation.

Twenty-two or about 15.3% of the 144 who answered the questionnaire had been chosen members of at least one honor society. There were 19.5% of the girls who were chosen as compared to 9.7% of the boys. Assuming all the Daly Fund honor students answered the questionnaire there would still be about nine percent of all Daly students who had been elected to an honor society. College records show that about 15%<sup>1</sup> of all college students are elected to membership in honor societies.

Of all Daly students who attended Normal school 58% have graduated, 54% of all who attended University of Oregon and 41.5% of all who attended Oregon State College have graduated. This gives a total of 48.5% of all Daly students who have graduated from college as compared with approximately 30%<sup>2</sup> of the average college classes who graduate. In addition to the 48% who graduated, there were 13% more remained in college for four years but did not graduate. The total percentages of the boys and girls who graduated were about the same. At Oregon State College 8% more boys graduated than did girls while the only two boys who attended Normal school did not graduate. Of all the Daly Fund graduates, 43% graduated from the University of Oregon, 41% from the Oregon State College, and 16% from Normal schools.

<sup>1</sup>A study made by Professor F. O. McMillan, Research Professor of Electrical Eng., O.S.C., shows that in 1934-35 there were 14.7% of all O.S.C. students elected to an honor society.

<sup>2</sup>Percentage given by registrar's office at O.S.C. and U. of O.

Table III--THE NUMBER AND PERCENTAGES OF EACH ENTERING CLASS WHO GRADUATED FROM COLLEGE.

<u>Year</u>	<u>No. Entered</u>	<u>No. Graduating</u>	<u>Percent Graduating</u>
1922	19	12	63.2
1923	15	9	60.
1924	21	15	68.3
1925	17	5	29.4
1926	12	5	41.7
1927	18	9	50.
1928	17	10	55.6
1929	22	13	59.1
1930	17	2	11.8
1931	19	8	42.1
Total	177	88	49.7

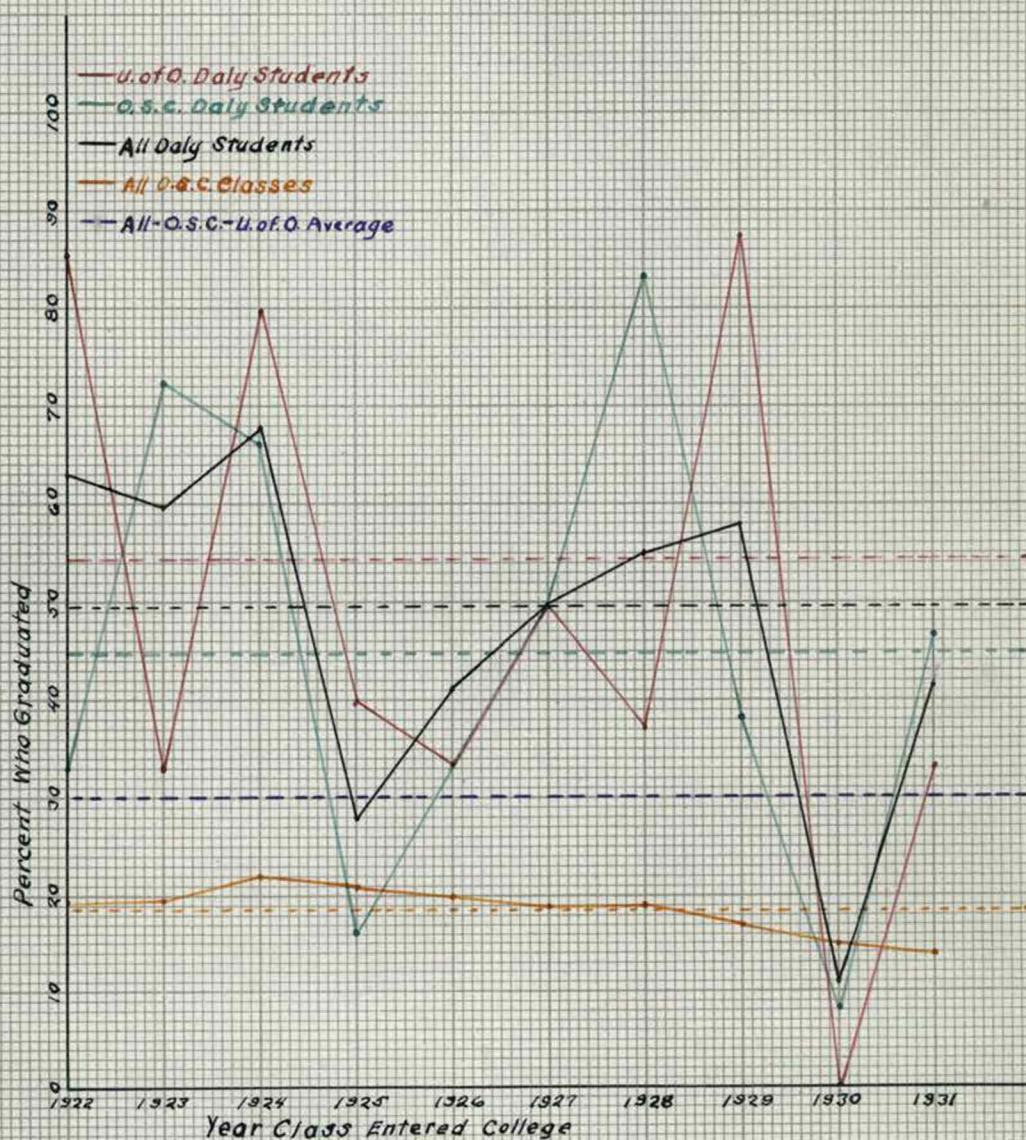
It will be noted that the 1924 group had the greatest percent graduate while the 1930 class had the lowest percent graduate. The greater number of the latter class dropped out during their second or third year in school.

Of those who had answered the questionnaire, and had graduated from college, about 54% had attended school since their graduation and the length of time that each attended varied from one summer session to four years of additional training taken in fourteen different colleges. Two-thirds of those who had taken additional training had pursued two or more semesters of work. Only about 13% of those who had not grad-



# GRAPH V

## Percentage of Students Who Graduated From College





uated while on the Daly Fund had taken additional training, however, 37% of them still had hopes of graduating from college at some time in the future.

According to the questionnaires there were only 6% of past Daly students unemployed. Of those employed some were in business for themselves, some were holding responsible positions and others were engaged in makeshift work. There were fifteen, ten girls and five boys, in the teaching field, three in office work, two practicing law, and one person in each of the other types of work listed in the appendix. Twenty-four or about 50% of the girls stated that they were married and not engaged in an occupation outside the home.

Fifteen percent of those who responded to the questionnaire, judged that less than 50% of all Daly students really appreciated the use of the Fund while 14% rated all Daly students appreciative. One person made the statement that only 10% appreciated the use of the money while in school and 75% realized its value after entering upon their life work. It seems evident that some Daly students feel they deserve the money and that it is owed to them. This attitude causes those who do not receive a scholarship to feel that they have been cheated. "We might as well use the money as someone else", is the attitude of others. One girl stated that it probably meant more to her parents to have her in college than it actually meant to her. Most of the Daly students appreciate the Daly Fund because it has given them an opportunity to attend college. Reasons as to why the young people sought the use of the Daly Fund were expressed as wanting training for a

profession and a better standard of living. Social benefits, experience away from a small town, and more financial independence from parents were other reasons expressed as desiring the fund. The girls seemed to feel the social handicap which would result through the lack of a college education. Two girls actually stated that they went to college for a good time.

In rating the value of their college training, the Daly students felt that a college education gave direction and purpose, a finer sense of values, and a greater appreciation of and a broader outlook on life. One girl even stated that she was grateful to the Daly fund for her husband whom she had met at college. To those who did not graduate, college life gave experiences which Lake County could not offer them. Recipients felt that the Daly Fund had raised the standards of Lake County people, had brought in a great many new ideas through students sent to college, had helped to draw people and industries to the County, and in general improved the outlook for those who made their home in the County. About 10% really doubted if the fund was an asset to the County even though it might have been to the individuals benefited by the fund. Many able young people, after attending college, did not return to make their home in the County. Some who are not able to benefit by college education and yet have been forced to attend school through social pressure, returned, feeling that they were failures and dissatisfied with positions which they formerly enjoyed. Lake County high schools have been severely criticised for not giving their students adequate preparation for higher education or satisfactory training for life in

the County.

Daly students feel inferior to college students from other communities due to their poorer high school training and more limited social background. Adjustment to college life has therefore been more difficult for Daly students. During high school years, some Lake County students have resorted to using their "political pull" and to flattering teachers and trustees in order to gain a scholarship. Teachers in turn have used their power of recommendation for a scholarship as a disciplinary weapon. In college, Daly students feel that if they make poor grades, they are rated as unappreciative of the scholarship. If they do fail at college and return to Lake County, the fact is made public in such a way that they are shamed and branded as unworthy. They would rather be independent of the fund than endure the humiliation. Daly students thus question the fairness of the college faculty expecting them to make grade averages equivalent to those of other scholarship students. If after graduation a Daly student does not obtain a position which Lake County residents deem proper, students are regarded as social outcasts.

Families are accused of moving into the County just to receive the benefits of the fund. According to the trustees ruling a student need live only four years in the county to satisfy the resident requirement of the will. It has not been necessary that the family continue to live in the county after the son or daughter has been selected and has started college. On the basis of political favoritism thirty percent of those who answered the questionnaire objected to the methods of se-



lecting students for scholarship. This group were students who had received scholarships. Further criticism intimated that students against whom the trustees had a grudge were denied a chance to benefit by the fund. Relatives of the trustees were retained on the fund though they made poor grades. Some families had three on the fund while other families were unable to obtain the use of the fund at all. It was felt that the trustees did not obtain enough information regarding applicants to make intelligent selections. Some of the more able students do not apply for the fund if they feel there is a chance they will be turned down for a political reason. One student who had made use of the fund admitted that he was not entitled to it since he failed in high school and had to take six subjects in his senior year in order to graduate. Many recipients have objected to the wealthy being selected for scholarships as long as poor students with the ability to benefit by a college education had applied. A few felt that Lakeview students were getting preference in percentage of selections.

A statement was made that trustees were not communicative with the students on the campus and that it was difficult to obtain any information from them, and that they criticised courses taken by recipients while they knew nothing about the courses or what such courses might mean to the students taking them. The general attitude was expressed that the trustees were directing the fund in order to gain benefits for themselves and the bank rather than for the good of the county.

Monthly expense accounts seemed to be the basis of much grief and trouble with students as well as with the administration. These accounts

seemed to involve a great deal of padding and petty dishonesty. It was difficult to verify the receipts of expenditure offered by the students. Many essential items were disallowed with the result that it is impossible for a poor student to accept the Daly scholarship unless he is able to earn part of his way. After reaching the campus, students experienced difficulty in getting work as students without scholarships were given preference. Among those in school there was of course an expressed dissatisfaction with the reduction of the maximum allowance from \$600 to \$500 in 1934.

The trustees were criticised severely for not having an annual audit of the fund. The people felt there was a possible diverting of the funds for personal use. In 1935, since the questionnaires were received, the first audit of the fund was made.

Daly students who decide that they wish to get married are, according to the rules outlined by the trustees, automatically dropped from the fund. The question is raised as to whether a great injustice is not done in such cases.

These problems, as presented, give one a fair picture of the turmoil in Lake County over the Daly fund but recipients have made suggestions which may prove practical solutions to some of the problems.

It was suggested that a very thorough inspection and evaluation of the

Lake County schools be made to determine if something could not be done to raise high school standards and thus improve the educational background of Daly students. The students believed that many of the problems could be eliminated through an honest basis of student se-

lections based on merit with such criteria as scholarship, character and financial need. A few felt that high school teachers recommendations were of little value since they were apt to be prejudiced. They further recommended that less power be given to any one man, that one of the board members be a resident of the north end of the county, and that the trustees be persons who understand the problems of poor people. They proposed that the scholarships be awarded by experienced educators from the state colleges rather than by Lake County people who know little about the qualities of a good college student. About 10% stated that students able to pay their own way should not be selected and that those who could pay part of their way be required to do so. It was advised that Lake County did not place confidence in the present trustees since they had selected so many students who failed in college. Some students suggested a very close check on expense accounts while others recommended that expense accounts be discontinued and a flat sum be given each student. Several recommended that tuition and major expenditures be made directly through the loan office rather than by the student. Students wanted typewriter rent, laundry and transportation again allowed as items of expense. Those who were caught by the reductions made in allowances recommended that hereafter changes be made to apply only to students newly selected. As a result of these suggestions it was recommended that the trustees pay more attention to gross expenditures rather than details.

The Daly Clubs on the two campuses were declared useless by some since there was no common interest around which a club program could



be built. Others suggested improving the programs of the present Daly Clubs, call a yearly college meeting to do honor to Dr. Daly or a disbanding of the clubs entirely. Comparisons showed that 17% of University of Oregon students and 40% of Oregon State College students rated the Daly Clubs as doing worthwhile things. The same objections to the clubs were expressed by both groups. More girls rated the clubs as being of better value.

Even though most reactions showed a belief that the recipients should not pay back the money received from the fund, they did feel that some moral obligation should be attached in order to make recipients feel more appreciative. Several thought that they had a tendency to relax and "coast" as a result of having the money come too easily but the majority of students asserted that they worked just as hard as if they were spending their own money. One boy even stated that he intended to repay with interest the money received from the scholarship.

Of those who responded to the questionnaire, 23% felt that it was unfair to drop students because they married. Equal percentages of boys and girls objected to disqualifying students who marry. In addition to the 23% two girls and one boy felt that the restriction was fair for girls but that a boy should be allowed to continue in school if he married. It was the opinion of a few that after a girl married, a college education was of no further use to her and that it was only for girls who wished to prepare for a career. Forty-two percent of Daly students who did not graduate were opposed to the restriction. This is probably due to the fact that a greater percentage of this group were

not allowed to graduate because they got married. Those who supported the present ruling surmised that many would go to college with the sole purpose of getting a husband or wife, and that early marriages would be encouraged. College education according to their statements should come before marriage. They felt an unmarried student would have more time for study with undivided attention while those opposed to the ruling argued that the married student was more sincere and had more time for school work, was just as worthy, and had just as much need for a college education. They stated further that long engagements were objectionable, married students were more economical and that marriage was an ultimate goal rather than a handicap.

Marriage did play a large part in keeping the non-graduate group from being listed among the graduates since 20% of them got married. The lack of funds to supplement the Daly money stood in the way of graduation for 13%, two girls were expelled from college, and one girl stated that one year of college was all that she desired. Some students left school to go to work, while others did not get in their required subjects, had their course changed, lost interest in college work or became discouraged.

If it were possible to live their college ~~life~~ over again half of the Daly students thought that they would do some things differently. Some of the changes suggested were: to try for better grades, obtain more social contacts, select another course, take part in school activities, depend less upon a faculty advisor, stay away from other Daly students, and try to find out more about college before going to the

campus. One of the girls who was expelled from college stated that she should have insisted upon a hearing when accused of something that she did not do. Another girl was allowed two years on the Daly Fund at college which she did not take due to the fact that she did not have adequate clothes but she stated that if it were to do over again she would have worn anything in order to have finished college. One girl stated that she would have learned how to pad expense accounts as was done by other Daly students.

The advice given for the benefit of future Daly students was presented by 79% of the group who responded to the questionnaire and includes a long list of valuable suggestions bearing marks of costly experience. By reference to question 22 in the appendix there will be found a complete list of these recommendations. A few of them as stated were: the need for starting work at the beginning of the semester and for realizing that college was not a four<sup>year</sup> vacation; that studying in college was 90% harder than in high school, and one should master the work each day; that it is necessary to decide on a life work and stay with it; and that one should take part in social life. It was recommended that students have money in addition to the Daly Fund allowance, that they learn more about college before going to the campus and realize the handicap of Lake County background. The need for the enjoyment of college work was expressed by several. Time spent at college was referred to as the most carefree period of life and the life which followed was not "a bed of roses". Others wished to warn future Daly students that not all money came as easily as the Daly



fund checks and that such an opportunity for Lake County young people came only once in a lifetime.

The subject matter of this chapter has presented data regarding Daly fund recipients and their reactions to the administration of the fund. The summary and the conclusions reached as a result of the study are presented in Chapter IV.

## CHAPTER IV

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The Bernard Daly Educational Fund, as far as research reveals, is the only fund of its kind. The interest on the capital, valued at \$609,000 and left through the will of Dr. Bernard Daly, is used to provide a free college education to high school graduates of Lake County, Oregon. During the fourteen years of its existence, a number of problems have arisen to complicate the administration of the fund. The purpose of this study is to discover, if possible, the specific nature of certain of these problems and to suggest possible solutions.

The approach in this study was the sending of a questionnaire to all of those individuals who have benefited by the fund. Reactions given on these questionnaires and in personal letters serve as the chief basis of the study. Of the 235 students to whom questionnaires were sent, 62% took advantage of the opportunity to offer their criticisms and reactions. In addition to giving some personal facts concerning themselves, they commented on the methods of selecting students for Daly scholarships, the problems encountered by Daly students, and the administration of the fund.

A summary of the reactions indicates that the students believe that the selections to the fund have not been made on a sound basis, that Daly students did not receive adequate preparation for college work, and that in the administration of the fund there are problems which have their influence upon Daly students.

As solutions to these problems the students recommended the appointment of a committee on selections to be made up of educators from the state colleges, that selections be made on the basis of merit only, and that specific changes be made in administering the fund.

A number of conclusions based upon the findings of the study are presented following this summary. In addition the writer offers several suggestions and recommendations for the guidance of those who administer the Bernard Daly Educational Fund.

The findings of this survey warrant the following general conclusions:

1. It is believed that a large majority of the Lake County high school graduates who benefitted by the Daly Fund would have been unable to attend college without some financial assistance.
2. Daly students who are not financially able to supplement the money they receive from the Daly Fund are forced to earn part of their way in college.
3. Some students are unable to accept a Daly scholarship because they cannot supply the money needed to supplement the Daly allowance.
4. In selecting students for Daly scholarships, superior intellect has often been disregarded.
5. There has been a growing criticism regarding the administration of the Daly Fund.
6. A greater percentage of scholarships has been awarded to Lakeview high school graduates than to those of other high schools in the



county.

7. There has been a large increase in recent years in the number of students graduating from Lake County high schools.

8. Most, but not all, Lake County high school graduates apply for the fund.

9. Due to the Daly Fund a much larger percent of high school graduates attend college from Lake County than from the rest of the state.

10. Daly students who fail to succeed in college attribute their difficulty to a poor high school preparation, lack of ability, and disinterest.

11. Coming from an agricultural background, the Daly students exhibit a surprisingly wide variety of interests as indicated by the large number of major fields chosen at college.

12. The percentage of Daly students joining fraternities and sororities has been increasing within recent years.

13. Daly Clubs are not popular with Daly students although they feel obligated to attend club meetings.

14. Daly students believe college experience to be very valuable even when they do not graduate.

15. The majority of the Daly students do not return to live in Lake County after college graduation.

16. The marriage restriction imposed upon Daly students is not popular with the group.

As a result of this study, the following changes in the admin-

istration and policies for the Daly Fund are recommended:

1. The trustees should place the responsibility of selecting Daly students in the hands of a committee representing the state colleges to which students are sent. After the first year the college which the student attends should decide whether the individual should be continued on the fund.

2. In awarding Daly scholarships, selections should be based upon the following: mental ability, high school record, achievement test record, character rating, and financial status.

3. The amount of money allowed by the trustees for each scholarship should be variable depending upon the financial status of the student and should be a direct grant without any obligations as to how and for what it might be spent. A stipulation should be made, however, requiring the student to earn certain grade averages and to pursue a full course at college.

4. A yearly audit should be made of the fund and published in all of the Lake County papers. This move would tend to lessen the claims of improper administration of the funds.

5. A more adequate advisory system for Daly students should be established at the various colleges and this service should be financed through the Daly Educational Fund.

6. An effort should be made by civic groups in Lake County to encourage Daly students to return to the County after completing their college courses, provided the county develops a program which will interest and challenge the ability of the Daly College graduate.

CONTENTS

BANK BOND

APPENDIX



COPY OF LETTER SENT TO DALY FUND RECIPIENTS

January 29, 1935

Since you are or have been a recipient of a scholarship from the Daly Educational Fund, your cooperation is requested in a careful Educational Study which is being made of the Daly Educational Fund Experiment.

As far as has been determined, the Daly Fund is the only one of its kind in the United States and thus there is much interest in the value, administration, and student reactions to the Fund. In order to make a thorough study which will be of value for publication, it will be necessary to have the unanimous cooperation of all who have received a scholarship at any of the Oregon Schools of Higher Education.

We assure you that we will be very grateful to you if you will fill out the enclosed questionnaire and return as soon as possible in the enclosed self-addressed stamped envelope.

It will not be necessary for you to sign your name as names will not be used in the publication unless you wish to make some particular statement that you will wish quoted.

Mr. Reynolds is cooperating in this study and remarks as follows: "I am deeply interested in the questionnaire that you intend to send to the Daly students. An opportunity should be given to each student to offer suggestions regarding the Fund".

In case you wish to know the results of this study and request same, you will be notified where you may find it published.

We wish to thank you for your kind cooperation and help in making this publication possible.

Very sincerely,

COPY OF QUESTIONNAIRE SENT TO DALY FUND RECIPIENTS

QUESTIONNAIRE ON BERNARD DALY SCHOLARSHIP FUND

(The word "College" is used to refer to University, OSC., or Normals)

1. Would you have been able financially to attend college if you had not been able to obtain the Daly Scholarship? \_\_\_\_\_
2. If you were financially able to go to college without the scholarship assistance, would you have gone to college had the fund not been available? \_\_\_\_\_
3. Did you go to college of your own free will or did someone influence you? \_\_\_\_\_
4. Why did you go to college? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Are you glad that you had the opportunity to go to college? \_\_\_\_\_  
 Why? \_\_\_\_\_
6. Do you think that the fund is a good thing for Lake County? \_\_\_\_\_  
 Why? \_\_\_\_\_  
 \_\_\_\_\_
7. Are you grateful for the help received from the Fund? \_\_\_\_\_  
 Why? \_\_\_\_\_  
 \_\_\_\_\_
8. Did being on the Fund make it harder for you to take your college work seriously? \_\_\_\_\_  
 Why? \_\_\_\_\_  
 \_\_\_\_\_
9. Did you like the way that the Funds were handled? \_\_\_\_\_  
 If not, why? \_\_\_\_\_  
 \_\_\_\_\_
10. What changes do you recommend in the handling of the Fund? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

11. Do you think that the Daly Clubs are doing worth while things? \_\_\_\_\_  
Did you attend Club meetings while at College? \_\_\_\_\_
12. What suggestions would you like to make for the Daly Clubs so as  
to make them more worth while? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. Do you think that the restriction as to married persons not being  
allowed on the Fund is a fair one? \_\_\_\_\_  
Why? \_\_\_\_\_  
\_\_\_\_\_
14. What proportion of those whom you knew who were on the Fund do you  
think really appreciated the use of the money? (%) \_\_\_\_\_
15. Do you think that it is a good thing to give out money for the en-  
tire college expenses without some obligation to repay? \_\_\_\_\_  
Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
16. Did you finish college? \_\_\_\_\_ If not why not? \_\_\_\_\_  
\_\_\_\_\_  
If not, do you plan on finishing later? \_\_\_\_\_
17. Have you attended school anywhere else since being off the Daly  
Fund? \_\_\_\_\_ If so, how long? \_\_\_\_\_ Where did you attend?  
\_\_\_\_\_ Course? \_\_\_\_\_  
If you have not taken extended work since being off the scholarship,  
do you plan on doing so later? \_\_\_\_\_
18. Did you get enough money to cover the expenses that were supposed  
to be allowed while you were on the Daly Fund? \_\_\_\_\_ If not, what  
else did you need? \_\_\_\_\_
19. What are the attitudes of those who are unable to obtain a Daly  
Scholarship? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
20. What is the attitude of your community towards the Daly Fund and  
the way it is handled? (For? Against? & Criticisms) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



21. If you had your past experience with the Daly Fund and College to do over again, would you do anything differently? \_\_\_\_\_  
If so, what or how? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
22. What advice would you like to offer to future students on the Fund? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
23. If you are not now attending college, have you been able to obtain a position that you would not otherwise have obtained had you not been able to secure the Scholarship? \_\_\_\_\_  
Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
24. Is the awarding of the Daly Scholarships on a yearly basis better than it used to be on a four year basis? \_\_\_\_\_  
Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
25. Has the Daly Scholarship had any good or evil effects upon the High School from which you graduated? \_\_\_\_\_  
If so, how and what? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
26. Do most Lake County Senior High School Students have the desire to go to college on the Fund? \_\_\_\_\_  
Why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
27. How long did you live in Lake County before going to College? \_\_\_\_\_  
\_\_\_\_\_ years.
28. Did you know of the Daly Fund before moving to Lake County if you have not lived there all your life? \_\_\_\_\_
29. What was your major in College? \_\_\_\_\_

30. What kind of work are you now doing other than going to school?  
\_\_\_\_\_
31. Are you now making your home in Lake County? \_\_\_\_\_
32. What suggestions can you give that will assist the Daly Trustees?  
\_\_\_\_\_  
\_\_\_\_\_
33. Have you experienced any handicaps due to the fact that you have had a Daly Scholarship? \_\_\_\_\_  
If so, what? \_\_\_\_\_  
\_\_\_\_\_
34. Were any of those who helped make the selection for the scholarship unreasonable? \_\_\_\_\_  
If so, how? \_\_\_\_\_  
\_\_\_\_\_
35. After your selection, was any person connected with the administration of the Fund unreasonable? \_\_\_\_\_  
If so, how? \_\_\_\_\_  
\_\_\_\_\_
36. What outside work did you do, and what activities did you enter while at college? \_\_\_\_\_  
\_\_\_\_\_
- Did you join Fraternity or Sorority? \_\_\_\_\_

DR. BERNARD DALY'S WILL

The text of the will that pertains to the scholarship fund is as follows:

**ELEVENTH:** It is my desire and I will and direct that, within five years after my decease, all of my property, real, personal and mixed, and of whatsoever kind and wheresoever situated, excepting only bonds and bank property mentioned in the ninth paragraph of this will, be sold and converted into cash, and that such cash be invested in municipal bonds, general obligation, which said bank stock and municipal bonds, and all other bank stock and bonds of whatever kind owned by me or in which I have an interest be placed in a fund to be known as the Bernard Daly Educational Fund, the annual income from which, excepting only such amounts as may be necessary to satisfy the special bequests set forth in this will and the expenses of administration, shall be used in perpetuity, for the uses and purposes set forth in the next paragraph of this will.

**TWELFTH:** It is my earnest desire to help, aid and assist worthy and ambitious young men and women of my beloved County of Lake, to acquire a good education, so that they may be the better fitted and qualified to appreciate and help to preserve the laws and constitution of this free country, defend its flag and by their conduct as good citizens reflect honor on Lake County and the State of Oregon. It is my desire and I now direct and will that any and all income from said Bernard Daly Educational Fund, except only such amounts as may be necessary to satisfy the bequests set forth in this will and the expenses of administration be used, paid out and applied by the trustee hereinafter named, from year to year as such income accrues, in educating worthy young men and women of Lake County, Oregon, in the schools, colleges and technical schools of the State of Oregon, bearing all their expenses through school, if necessary, until their education is completed; such students to be recommended by the County Judge and County School Superintendent of Lake County, Oregon, their recommendation, however, not to be binding on my trustees. It is my desire that as many students as possible, not less than fifteen each and every year, take advantage of this provision of this will, with this proviso, however, that such trustees always maintain a sufficient reserve so that it will not be necessary for any scholar to quit school before his or her education is completed for lack of funds. It is my will and I direct that during the interval from the time of my decease until said educational fund is transferred to my trustees, hereinafter named, the annual income from municipal bonds and bank stock heretofore mentioned, be by my executors, applied to the education of young men and women as set forth in this paragraph.



**THIRTEENTH:** I authorize and empower my executors hereinafter named, and the survivor and survivors of them, to sell and dispose of all my real and personal property in accordance with the terms of this will at public or private sale, at such times and on such terms and conditions as they, the survivors or survivor of them, shall deem meet and proper, and to execute, acknowledge and deliver all proper writings, deeds of conveyance and transfers thereof.

**FOURTEENTH:** Should any of the bequests made by me in this will lapse or fail for any reason, I direct that the bequest so lapsing or failing, shall go into and form a part of said Educational Fund.

**FIFTEENTH:** I nominate, constitute and appoint my friends, W. P. Heryford, J. D. Heryford, and Fred Reynolds of Lakeview, Oregon, and the survivor of them, executors of this my last will and testament, with full power to act as such until the property is sold as provided in paragraph eleven of this will and converted and placed into the said Bernard Daly Educational Fund as provided in said paragraph eleven; as soon as this is done, it is my will and I so direct, that said Bernard Daly Educational Fund be paid, transferred and turned over to a Board of Trustees, hereinafter appointed, to be known and designated as the Board of Trustees of the Bernard Daly Educational Fund, to serve without pay, other than actual and necessary traveling expenses in executing the duties of their trust. I nominate, constitute and appoint the persons constituting the Board of Directors of the said Bank of Lakeview, the president of the Oregon Agricultural College, located at Corvallis, Oregon, and the president of the University of Oregon, located at Eugene, Oregon, and their successors perpetually, trustees of said Bernard Daly Educational Fund; that is to say when one member of said Board of Trustees shall die or otherwise become disqualified to act, his successor in office either as director of said bank or president of either of said colleges, as the case may be, shall take his place and act as Trustee of said Bernard Daly Educational Fund. I further will and direct that said Bank of Lakeview be used as the bank of deposit for said fund, and that always some member of said bank's Board of Directors be the Treasurer of said Board of Trustees. Said Board of Trustees of said Bernard Daly Educational Fund shall have full power to administer such trust fund under the provisions of this will; provided however, it is my will and I so direct that all of my bank stock shall be voted by the Board of Directors of said Bank of Lakeview in all matters pertaining to the management of said bank. In case of a disagreement as to how such stock should be voted, the decision and vote of the directors holding the larger amount of stock shall control, as provided in paragraph ten of this will. I further will, direct and request that none of the persons above named as executors or as trustees shall be required to give any bond or undertaking, either as executor or trustee, for the faithful or other performance of their duties either as executor or trustee.

THE TABULATED ANSWERS TO THE QUESTIONNAIRE

Question #1--WOULD YOU HAVE BEEN FINANCIALLY ABLE TO ATTEND COLLEGE IF YOU WOULD NOT HAVE BEEN ABLE TO OBTAIN THE DALY SCHOLARSHIP?

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
No.	69	84.2	43	69.4	112	77.8
Yes	5	6.1	6	9.7	11	7.6
Not very easily	2	2.4	7	11.3	9	6.2
Not at the time	2	2.4	2	3.2	4	2.8
Perhaps two years	3	3.7	3	4.7	6	4.2
Not OSC or U. of O.	1	1.1			1	.7
Not entirely			1	1.6	1	.7
Total of last six items-- financially able without the fund	13	15.8	19	30.6	32	22.2

Question #2--IF YOU WERE ABLE TO ATTEND COLLEGE WITHOUT THE SCHOLARSHIP ASSISTANCE WOULD YOU HAVE GONE TO COLLEGE HAD THE FUND NOT BEEN AVAILABLE?

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
No	5	6.1	3	4.7	8	5.6
Yes	66	80.5	48	77.4	114	79.2
Did not answer	11	13.4	10	16.1	21	14.5
Do not know			1	1.6	1	.7

Question #3--DID YOU GO TO COLLEGE OF YOUR OWN FREE WILL OR DID SOMEONE INFLUENCE YOU?

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Own free will	65	79.3	51	82.3	116	80.6
Both	7	8.5	3	4.7	10	6.9
Influenced	4	4.9	1	1.6	5	3.5
Yes (could not classify)	5	6.1	7	11.3	12	8.3
No (could not classify)	1	1.1			1	.7

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## Question #4--WHY DID YOU GO TO COLLEGE?

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
1. To get an education	29	22	51
2. To prepare for a professional choice	32	15	47
3. To prepare myself to earn a living or to become self-supporting	27	2	29
4. To become better fitted to earn a living wage		10	10
5. Always wished to go to college	6	4	10
6. To get a better appreciation and understanding of life	6	3	9
7. To get ahead in the world, to get a good job	6		6
8. To prepare for the future	3	3	6
9. Wanted a broader outlook on life--wider knowledge of worldly affairs	4	2	6
10. For the social life	4	1	5
11. Would have been foolish not to go, had the opportunity so went	4	1	5
12. To prepare for a better business life	1	3	4
13. To meet people, to become better able to meet people	4		4
14. To better myself socially	2	2	4
15. To get away from home, get out in the world, get away from an extremely small town	3	1	4



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
16. Because brother, sister or friends were at college	2	2	4
17. Parents insisted that I go	1	2	3
18. To become better fitted to meet obstacles, to be better fitted to adapt to different situations		3	3
19. To get ahead of the common level so that I would not have to be a common laborer all my life	1	2	3
20. To get experience in things that I liked to do	2		2
21. Wanted a career	2		2
22. Believed that an education was the most valuable thing that one could possess	2		2
23. To gain knowledge	1	1	2
24. To gain the new experience	2		2
25. To partake of a higher cultured life	2		2
26. To prepare myself to compete for supremacy		1	1
27. To make a place for myself in the financial and social world		1	1
28. Wanted to follow a profession for a few years	1		1
29. Wanted the opportunity to study	1		1
30. To better myself mentally	1		1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
31. Wanted a richer existence than was possible for a girl in Lake County	1		1
32. To make more of a success in life	1		1
33. To be better fitted as an American citizen	1		1
34. Later in school because I was interested in the work		1	1
35. To help me to understand people		1	1
36. Had always cherished the dream of going to college in order to be something	1		1
37. People wanted and expected me to go	1		1
38. For a good time	1		1
39. To spend time	1		1
40. I often wonder		1	1
41. Because I liked school	1		1
42. Was interested in many subjects that I could not get in high school	1		1
43. Saw failures that others had made in life without a college background		1	1

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Question #5--ARE YOU GLAD THAT YOU HAD THE OPPORTUNITY TO GO TO COLLEGE? WHY?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
Glad for the opportunity	82	100	62	100	144	100
Gave no reason for their being glad	4	4.9	6	9.7	10	6.9

Reasons given for being glad:

1. For the education and training received	17	12	29
2. Gave a broader outlook on life, a finer sense of values	11	7	18
3. Found a lot more and better things in life. It gave me greater interests and greater appreciation of life	10	5	15
4. For the social contacts made	4	7	11
5. College education is necessary	2	7	9
6. Can see the returns, helped in many ways	5	3	8
7. For the many friends made and the interesting people met	6	2	8
8. The contacts and education were valuable	3	4	7
9. It prepared me for the profession in which I was interested	4	2	6
10. For the experience	4	2	6
11. Better chance to support self and earn a living	6		6



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
12. For the added advantages and personal benefits	3	3	6
13. Always wanted to go, was a way to achieve desires	3	2	5
14. Helped to get better jobs	1	3	4
15. Feel better able to meet what the future holds		3	3
16. It raised my standing	2	1	3
17. Enjoyed it, had a good time	2	1	3
18. Has given objectives and a purpose to life	2		2
19. Recent years has proven value	1	1	2
20. For the culture gained	1	1	2
21. It changed the whole course of my life	1		1
22. Very important in life development	1		1
23. One of the greatest assets in life		1	1
24. Got something that I would not otherwise have had		1	1
25. Taught me ways of life that I would probably never known otherwise	2		2
26. It made it possible to decide on a profession		1	1
27. If possible, believe that every one should go to college	2		2

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	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
28. It was well worth one's time	1	1	2
29. Otherwise would not now be able to have my present position	1		1
30. For the young man who later became my husband	1		1
31. Gave me self-responsibility	1		1
32. Gained a little knowledge although I was not interested		1	1
33. For the environment	1		1
34. Made me a more rational person		1	1
35. It taught me to think for myself		1	1
36. It made me more tolerant of people	1		1
37. It caused me to go back to finish school so I could teach		1	1
38. Gives one a head start on the high school graduate		1	1
39. Because I liked school	1		1

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Question #6--DO YOU THINK THAT THE FUND IS A GOOD THING FOR LAKE COUNTY?  
WHY?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
Yes--Good thing	73	89.	57	91.9	130	90.3
No	4	4.9	3	4.7	7	4.9
Doubtful	5	6.1	2	3.2	7	4.9

Three girls and one boy gave no reason for their belief but the other reasons given for the fund being of benefit to Lake County were as follows:

1. Most Lake County young people could not go to school otherwise	42	29	71
2. Students go back better prepared and with new ideas so are worth more to Lake County	3	13	16
3. It elevates, makes the people more alert, and raised the standards of people of Lake County	6	6	12
4. Made students more ambitious for further education	9	3	12
5. It attracts people to Lake County	6	5	11
6. Students who make good and go elsewhere advertise Lake County	2	6	8
7. It will bring up the standards of Lake County high schools	3	2	5
8. Makes it possible for more students to get beyond the confines of Lake County, no future otherwise	3	1	4
9. Enriches the lives of the young people, they are able to get more out of life	3	1	4



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
10. Helps students to find work and their place in the world	1	2	3
11. It gives students something to work for	2		2
12. Lake County needs more educated people, they are an asset to the County	1	1	2
13. It relieves the backwardness of the County	2		2
14. It is a means of drawing industries into Lake County	1		1
15. Many graduates started business in Lake County	1		1
16. It gives a greater percentage of County young people a chance to get a college education than in any other County		1	1

Those reasons given as to why the fund was not a good thing for Lake County are as follows:

1. It takes young people out of the County and prepares them for positions which the County cannot offer them	4	2	6
2. Brings many people to Lake County just to secure the assistance of the fund	2		2
3. It makes the County college conscious	1	1	2
4. It robs the County of the best minds		2	2

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
5. Too many students get the fund that have plenty of money	2		2
6. People are beginning to look upon the fund as a charity		1	1
7. Some would be better satisfied with their work in the County if they had not been sent to college	1		1
8. The County probably does not turn out the type suited for college education	1		1
9. The fund takes too much for granted		1	1
10. Many do not strive for a worthwhile goal	1		1
11. It is hard to adjust in college since there is little competition in Lake County	1		1

Those answers which may be classified as expressing doubt are as follows:

1. There is favoritism shown in election and students ought to be benefited rather than trustees	1	1	2
2. It will be years before the question can be satisfactorily answered	1		1
3. Only those students should be selected who are able to be benefited		1	1
4. If students had to work for the money they would appreciate it more	1		1

Question #7--ARE YOU GRATEFUL FOR THE HELP RECEIVED FROM THE FUND? WHY?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
Yes	81	98.8	61	98.4	142	98.5
No answer	1	1.1	1	1.6	2	1.5

Five girls and four boys gave no reason for their answer but the reasons given for being grateful by the others were as follows:

1. I would not have been able to go to college if it were not for the fund	50	26	76
2. Enabled dreams to come true and to receive training for a field that I wished to enter	6	5	11
3. Would not have been able to receive the college benefits	6	2	8
4. Makes it easier to go to school, financial worries are eliminated	4	4	8
5. Was able to spend more time studying than if I had to work my way through school	3	4	7
6. Would have been difficult to go without the fund	3	2	5
7. Would not have been able to do the things that I have done or to enjoy the better things of life	3	1	4
8. For the social benefits	3		3
9. For the financial benefits	1	1	2
10. Made it possible to graduate without debts		2	2



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
11. Would have had less enjoyment in learning	1	1	2
12. With its benefits I am now in position to help others	1	1	2
13. It helped me to learn for what I was best fitted		2	2
14. It enabled me to make acquaintances whom I would not otherwise have made	1	1	2
15. Has aided in making a living	1	2	3
16. College education means a great deal	2		2
17. Saved me from having a financial obligation to my father	1		1
18. Made it possible to live more comfortably at college		1	1
19. Without it would probably have been a waitress in a cafe	1		1
20. Without it would probably have been married to a poor man	1		1
21. If I had not been able to get the fund probably I would have been among the unemployed		1	1
22. Would have been forced to go to work at an earlier age		1	1
23. Would probably be logging or riding for a living if had not been able to get the fund		1	1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
24. Was able to get better positions	1		1
25. Probably means more to the folks to have me in college than it does to me	1		1
26. I am more grateful as time goes on	1		1
27. In using someone elses money I feel greater obligation to make good	1		1
28. I considered the aid a wonderful gift	1		1
29. Grateful for the education	1		1
30. It has made me more appreciative	1		1
31. Even though I did not graduate I learned many things that I would not have otherwise learned		1	1
32. Have a better basis for making decisions		1	1
33. Will be able to work above common labor		1	1
34. Selecting for and paying for four years of college for H. S. students isn't done elsewhere		1	1
35. I should have had three more years		1	1

Question #8--DID BEING ON THE FUND MAKE IT HARDER FOR YOU TO TAKE YOUR COLLEGE WORK SERIOUSLY? WHY?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
No--did not make harder	75	91.4	36	58.1	111	77.2
Yes--did make harder	6	7.3	21	33.9	27	18.7
Do not know	1	1.1	2	3.2	3	2.1
Did not answer			3	4.7	3	2.1

Those reasons stated in support of the fund being no handicap were as follows:

1. I was personally interested in making good at college	10	5	15
2. Felt that I owed an obligation to my parents and to the trustees	9	4	13
3. I liked school work anyway	9	3	12
4. I was interested in keeping up my grades so as to keep on the fund	7	2	9
5. I went to college for an education and not to spend the fund and play around	5	2	7
6. Daly fund students must make certain grade averages anyway	3	2	5
7. I felt that I should work harder when I was spending someone elses money	3	2	5
8. I felt that I should study to show my appreciation	4	1	5
9. I knew what I was at college for and that the value received was up to me	3	1	4



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
10. I was anxious to go to college and determined to go through	1	2	3
11. The fund itself is a great help but not a God-sent luxury for without outside help it would be useless. There wasn't any surplus with which to play around	1	2	3
12. I worked harder as one had a reputation to uphold	2		2
13. It made me work harder because I felt that I was not only working for myself but also for someone else	2		2
14. I did not have to struggle financially	1	1	2
15. It provided an opportunity I always desired	1	1	2
16. I knew that when I got out of college that I would have to go to work so was anxious to make good	1		1
17. It appealed to me from the beginning as a real treasure		1	1
18. I felt that it would be a lot easier to be a poor student off the fund than to fail on the fund since more people would hear about the failure in connection with the fund	1		1
19. I was not that conscious of having a scholarship	1		1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
20. The fear of failure is an incentive for harder work	1		1
21. In the work that I selected, I had to take it seriously	1		1
22. I felt that I was honored and wanted to show that I was worthy of it	1		1
23. I felt that if I made good then my little brother would have a chance to go later	1		1
24. If I did not make good I felt that I was spending money with which someone else could make good	1		1
25. I am not made that way	1		1
26. I had already attended two years without the fund, and the fund made it possible for me to finish		1	1

The reasons given for being a handicap were as follows:

1. Since there was no personal sacrifice, it was hard to take college seriously and to realize the advantages and the value of going to college	1	6	7
2. It seemed too easily financially and especially the first year	2	4	6
3. I have never really appreciated things unless I had to work for them, probably would have made better grades if I had to work for the money	1	3	4

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
4. Those who paid their own way seemed to be more serious	1	1	2
5. I was conscientious about my studies but did not make good grades so many people thought that I was not appreciative	1		1
6. I worked my way through high school and I enjoyed my work more than at college	1		1
7. When one is spending someone else's money it is much easier to get rid of it		1	1
8. I felt that I was being forced to attend college and acted accordingly		1	1
9. I did not have to worry where the next check came from so felt no responsibility for same	1		1
10. It has been hard to realize what a golden and short lived opportunity I had		1	1
11. I had a tendency to relax and coast		1	1
12. Students tend to adopt the "Lord will provide" attitude		1	1
13. We felt too independent		1	1

Those who expressed an indifferent attitude give reasons as follows:

1. The average high school student going to college does not realize the seriousness of college and the value of funds for college expenses	1	1
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	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
2. I had a hard time getting adjusted to college work	1		1
3. There was not enough effect to alter the final results		1	1
4. I felt that the money was not from my immediate family and that I had just as well use it as someone else	1		1
5. I would not have taken college seriously anyway	1		1

Question #9---DID YOU LIKE THE WAY THE FUNDS WERE HANDLED? IF NOT, WHY NOT?

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Those who answered <u>yes</u> to above	51	62.2	51	82.3	102	70.9
Those who answered <u>no</u> to above	31	37.8	11	17.7	42	29.1

Statements from those who were in favor of the way that the funds were handled were as follows:

1. It was honest	1		1
2. It gives the student some responsibility		1	1
3. I felt that the Trustees handled the funds fairly to the best interests of all concerned	1		1
4. I think that it is better since the students are allowed less freedom with the money		1	1
5. An amount was granted to me also for attending medical school	1		1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
6. If taken seriously, the monthly reports offered good experience in budget making	1		1
7. It is better now for just one year at a time	1		1
8. Dr. Atwood did an excellent job		1	1
9. O. K. at college	1		1

The following statements were made by students who were not in harmony with the way the funds were handled

1. There is partiality shown in selection, too many chosen through pull, students who cannot afford to go to college are left off the fund and those who can afford to go are given the scholarship. This causes the necessity of slashing those who cannot pay but do get the fund. There is too much money spent by the trustees educating their relatives although they never attended school in Lake County nor did they send in a Daly report 12		3	15
2. Strict receipting has made for petty dishonesty	5	3	8
3. Allowances have been cut to disregard the essential things and it is necessary to have a good deal of money besides the scholarship in order to accept	5	1	6
4. Did not enjoy making out the monthly expense accounts, too close a check on unimportant items, too many restriction to limit funds, and the board did not pay as much attention to gross expenditures as they did to specific items	2	3	5

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
5. Preference is shown in some parts of the County. Lakeview students get on the fund regardless of their high school record	4		4
6. Some went just for a good time and there was not close enough check on scholastic achievement so consequently few really achieved	1	2	3
7. Trustees do not accumulate sufficient information about each applicant	3		3
8. Ninety per cent paid expense accounts	1		1
9. Too much red tape, it was often so long before we got our allowance that we were paupers	2		2
10. Some students have had to give up subjects. Art and music majors do not have enough money	2		2
11. The needs of one student are not the needs of all students	1		1
12. Those on the fund cannot get extra funds since they are not eligible to campus work		1	1
13. The methods of handling the funds are not for the good of the student	1		1
14. The awarding of the scholarships should not be made by local people		1	1
15. The funds are diminishing because of poor investment		1	1



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
16. Many of the things stated in the Daly will are being neglected		1	1
17. There is no public knowledge as to the fairness of the administration of the fund	1		1
18. The brilliant are not always the best risks	1		1
19. The fund has spoiled many first class day laborers		1	1
20. I doubt if they could be handled in a safer easier way. At the beginning of each term we usually have several dollars to carry around with us for a few days--this isn't safe	1		1

Question #10--WHAT CHANGES DO YOU RECOMMEND IN THE HANDLING OF THE FUND?

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
No changes recommended	23	26.8	24	38.7	47	32.6
No answer	15	18.3	8	12.9	23	16
Not qualified to answer	1	1.1	1	1.6	2	1.4

Suggested changes for the handling of the fund were as follows:

1. Should select only worthy students unable to get an education otherwise--wealthy should be refused	14	3	17
2. Money should be allowed for the following:			
Sewing materials--one does not always need the things made at school	1		1
Transportation		2	2

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
Books	2		2
Typewriter rent	3		3
Single rooms in Dormitories	1		1
Laundry	1		1
More allowance for those who live in fraternities		1	1
3. The grade standing in order to remain on the fund should be higher so that other worthy students could make use of the money. (At least student body average)	4	5	9
4. The will of Dr. Daly to be followed more closely as to those able to finance them- selves and as to residence requirements	5	4	9
5. Awarding should be on the basis of merit only; scholarship, character and financial need	6	2	8
6. Each year there should be a published financial statement of the Fund	4	2	6
7. Selection should be made on the basis of scholarship in high school only (high schools are too small to be able to call a class president "Big Shot")	3	1	4
8. Selection of students should be made more carefully and should be made by ex- perienced educators (competent people outside of Lake County who do not know personally the students families)	1	3	4
9. Should be a more close check on student receipts	2	2	4

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
10. Allowance not sufficient. Should be allowance for the essentials	2	2	4
11. Should be greater freedom in spending, discontinue requiring receipts	1	2	3
12. Students to receive money on the basis of need and the amount to be recommended by the school	3		3
13. Should like to see a flat sum of money given on a monthly basis and withdrawn upon low grade average	3		3
14. The names of the students to be left out in making the selections so that it may be done impartially	2		2
15. It is so easy to get high grades in a small school that grades are not always an indication		2	2
16. Should not take the recommendation of one high school teacher as he or she may have a grudge or show favoritism	2		2
17. The allotment should be by semesters or terms	1		1
18. Recommend the payment of all the tuition, living expenses, etc. by the loan offices of the respective schools		1	1
19. Students who are able to pay part of their expenses should do so	1		1



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
20. Changes made in allotments should not affect students selected under a former fulling		1	1
21. Something should be done to make students a little more appreciative		1	1
22. Should not discriminate because of the applicant's family		1	1
23. Teachers should also be asked about the student's work	1		1
24. Less favoritism should be shown in selections	1		1
25. Less power should be given any one man in the selection		1	1
26. There should be an absolutely disinterested board	1		1
27. There should be a member on the board from the North end of the County	1		1
28. Should have some new trustees--some who are not wealthy		1	1
29. In the case of illness of the student or his family "time out" should be allowed	1		1
30. There should be some means of caring for the situation at the beginning of the term when there is so much money to carry around	1		1

BANK BOND

Question #11--(a) DO YOU THINK THAT THE DAILY CLUBS ARE DOING WORTHWHILE THINGS?

		<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
		<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<u>Yes</u>	U. of O.	5	15.1	4	21.	9	17.3
	O. S. C.	13	33.3	19	47.5	32	40.5
	Total	18	25	23	39.	41	31.3
<u>No</u>	U. of O.	21	63.6	11	58.	32	61.6
	O. S. C.	17	43.6	14	35	31	39.3
	Total	38	52.8	25	42.4	63	48.1
<u>Partly</u>	U. of O.	2	6.1	2	10.5	4	7.7
	O. S. C.	5	12.8	4	10	9	11.4
	Total	7	9.7	6	10.2	13	9.9
<u>Do not know</u>	U. of O.	5	15.1	2	10.5	7	13.4
	O. S. C.	4	10.3	3	7.5	7	8.9
	Total	9	12.5	5	8.5	14	10.7
<u>Totals</u>	U. of O.	33	63.5	19	36.5	52	39.7
	O. S. C.	39	49.4	40	50.6	79	60.3
	Total	72	55	59	45	131	100.

Note: These answers do not include those who attended Normal

(b) DID YOU ATTEND CLUB MEETINGS WHILE AT COLLEGE?

<u>Yes</u>	U. of O.	27	82	16	84.2	43	82.7
	O. S. C.	32	82.1	29	72.5	61	77.2
	Total	59	82	45	76.3	104	79.5
<u>No</u>	U. of O.	3	9.1	1	5.3	4	7.7
	O. S. C.	1	2.6	3	7.5	4	5.1
	Total	4	5.5	4	6.8	8	6.1
<u>Most of Time</u>	U. of O.	1	3.3	1	5.3	2	3.8
	O. S. C.	3	7.7	2	5.	5	6.3
	Total	4	5.5	3	5.1	7	5.3
<u>Part of Time</u>	U. of O.	1	3.3	1	5.3	2	3.8
	O. S. C.	1	2.6	5	12.5	6	7.6
	Total	2	2.7	6	10.2	8	6.1
<u>No Answer</u>	U. of O.	1	3.3			1	1.9
	O. S. C.	2	5.1	1	2.5	3	3.8
	Total	3	4.1	1	1.7	4	3.

		Girls		Boys		Totals	
		No.	%	No.	%	No.	%
<u>Totals</u>	U. of O.	33	63.5	19	36.5	52	39.7
	O. S. C.	39	49.4	40	50.6	79	60.3
	Total	72	55.	59	45.	131	100.

Question #12--WHAT SUGGESTIONS WOULD YOU LIKE TO MAKE FOR THE DALY CLUBS SO AS TO MAKE THEM MORE WORTHWHILE?

No Answers at all	27	32.8	15	24.2	42	29.1
Stated no suggestions	5	6.1	7	11.3	12	8.3

The answers were:

1. Should have some way to get the interest of the students since many feel it is just fulfilling an obligation and show no interest

U. of O.	4	3	7
O. S. C.	8	2	10
Total	12	5	17

2. Adopt some worthwhile project, have definite program, and definite aims

U. of O.	4	5	9
O. S. C.	4	2	6
Total	8	7	15

3. The scholarship angle should enter more into the activities of the club

U. of O.	1	2	3
O. S. C.	1	3	4
Total	2	5	7

4. There is little for such a club to do because of the widely differing interests of the members and I cannot think of any real reason for the existence of the club for college students usually have too many activities anyway

U. of O.	3	3	6
O.S. C.	1	3	4
Total	4	6	10

5. There should be a discussion of problems, speakers, debates, papers, and other things of interest to all to give the club incentives and purpose

U. of O.	1	1	2
O. S. C.	4	1	5
Total	5	2	7



6. The club should let the campus know that there is such a thing as a Daly Club

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
U. of O.		1	1
O. S. C.	2	3	5
Total	2	4	6

7. They should cut out the arguing among themselves, cooperate, and not let the school from which members graduate affect the leadership of the club

U. of O.	4	1	5
O. S. C.	1		1
Total	5	1	6

8. Should have more regular meetings

U. of O.	3		3
O. S. C.	2	1	3
Total	5	1	6

9. There should be more competition between other clubs or schools, more get togethers between clubs of different schools

U. of O.	2		2
O. S. C.	1	1	2
Total	3	1	4

10. Should only have occasional meetings and make them good and peppy.

U. of O.	1		1
O. S. C.	2	1	3
Total	3	1	4

11. Club should elect wide awake officers who will attend every meeting.

U. of O.	1		1
O. S. C.	2	1	3
Total	3	1	4

12. Meetings should be better conducted, more business-like, less disorderly, and start and dismiss on time

U. of O.	0	0	0
O. S. C.	3		3
Total	3		3

13. There should be a weekly compulsory meeting and if the members are not interested enough to attend they should be denied the scholarship

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
U. of O.	0	0	0
O. S. C.	2	1	3
Total	2	1	3

14. Club members should make a special effort to help freshmen and others in need of help

U. of O.	2	2
O. S. C.	1	1
Total	3	3

15. They should forget the idea of obtaining popularity for the club by giving dances and turn to the intellectual and cultural side of life. There may be a check to see how many avail themselves of the cultural opportunities such as concerts, museums, etc.

U. of O.	2	2
O. S. C.	1	1
Total	3	3

16. Should make it an honor to belong to the Club and have some requirement outside of being on the fund to gain membership to the club

U. of O.	1	1
O. S. C.	1	1
Total	2	2

17. Younger members have been given the impression that the important thing is to become a "big shot" and there has been a tendency for older members to monopolize the meetings reviewing their past experiences and activities

U. of O.	0	2	2
O. S. C.	0	0	0
Total	0	2	2

18. We should have the club recognized as an activity.

U. of O.	1	1	2
O. S. C.	0	0	0
Total	1	1	2

19. The club should be a means of keeping members in touch with each other

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
U. of O.	1		1
O. S. C.	1		1
Total	2		2

20. The club should be more active, do more and say less

U. of O.	1		1
O. S. C.		1	1
Total	1	1	2

21. There should be more social activity, entertainment, and cultivating of friendships

U. of O.	0	0	0
O. S. C.	1	1	2
Total	1	1	2

22. Probably the meetings should be at vacation time at home rather than at school

U. of O.	1		1
O. S. C.	1		1
Total	2		2

23. Should pay attention to the statements of the "will" and keep students conscious of Dr. Daly's great purpose

U. of O.		1	1
O. S. C.		1	1
Total		2	2

24. Each member should be presented with a copy of Dr. Daly's will

U. of O.	0	1	1
O. S. C.	0	0	0
Total	0	1	1

25. Should do something to show value and appreciation of the fund

U. of O.	0	0	0
O. S. C.	0	1	1
Total	0	1	1



26. The club could make contacts with graduates who might be able to give information about opportunities

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
U. of O.	0	0	0
O. S. C.	0	1	1
Total	0	1	1

27. The club may make suggestions as to how the money may be used to help the students

U. of O.	1	0	1
O. S. C.	0	0	0
Total	1	0	1

28. More students should have a part in the club activities

U. of O.	0	0	0
O. S. C.	1	0	1
Total	1	0	1

29. They might receive their checks through the meetings in order to get attendance

U. of O.	0	0	0
O. S. C.	1	0	1
Total	1	0	1

30. A picnic in the early fall would be valuable

U. of O.	0	0	0
O. S. C.	1	0	1
Total	1	0	1

31. Probably should only meet once each year and that to do honor to Dr. Daly and the trustees

U. of O.	0	1	1
O. S. C.	0	0	0
Total	0	1	1

32. Club officers might report the attitudes of the members to the board of Trustees

U. of O.	0	1	1
O. S. C.	0	0	0
Total	0	1	1

33. There should be more interested directors at the colleges

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
U. of O.	0	0	0
O. S. C.	0	1	1
Total	0	1	1

34. The club should take more vital part in college life and the life of Lake County, should encourage more students to come to college from Lake County and get more backing and help from Lake County people

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
U. of O.	0	0	0
O. S. C.	1	0	1
Total	1	0	1

Question #13--DO YOU THINK THAT THE RESTRICTIONS AS TO MARRIED PERSONS NOT BEING ON THE FUND IS A FAIR ONE? WHY?

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<u>Yes</u> , it is fair	58	70.7	43	69.4	101	70.2
<u>No</u> , it is not fair	17	20.7	17	27.4	34	23.6
In some cases it is fair	3	3.7	1	1.6	4	2.8
In case of the girl, <u>yes</u> it is fair	2	2.4	1	1.6	3	2.1
Those who did not answer	1	1.1	1	1.6	2	1.4

Reasons given why the rule is unfair:

1. Married students are more settled emotionally, do better work, and get more out of college(The ex-service boys were a good example).

8

11

19

2. Married persons are just as worthy, just as much entitled, and just as much in need of a good education as is a single person. Marriage is not a detriment but an ultimate goal and if a student still has an ambition for an education and a career, is happier if married, and has an objective in view he should not be denied the fund. After

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
marriage one learns the true value of an education and Lake County needs better educated parents since all the professional graduates cannot locate in Lake County	10	6	16
3. The fund desires to turn out finished students and if they have utilized part of the money they should be allowed to finish	7	1	8
4. It depends upon the case, and exceptions should be made for the worthy students so that students with promising futures will not be dropped	2	6	8
5. Long engagements are not successful and if married they would probably have more time for study	2	1	3
6. Money must be accounted for so I do not think it would be used any more unfairly by married students since most of them are intelligent enough to use money with discretion	1	2	3
7. It should be okeh if they marry in cases that both are on the fund	1		1
8. Married students are much more economical	1		1

Those who upheld the rule and believe that married students should be denied the fund give the following as reasons:



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
1. A married person should have a means of support. Married people can afford to go to school without the fund for if they have enough to get married they have enough to go to school	12	11	23
2. College education should not be a very important part of a young married person's activities and one should be able to establish himself before getting married	10	6	16
3. If interest in education is primary and the student is taking his college work seriously, it will take most of his time. He will not worry about getting married. If he cannot wait then he should be denied the education	9	5	14
4. One should not try to keep a home and go to school at the same time for a married person's place is in the home. One should be self-supporting, and if one wants an education he cannot have any other great responsibilities. A married person cannot go to school and get the most out of his studies and besides he misses some of the social life	7	1	8
5. Many students would go to school with the sole purpose of getting a husband or wife, many would get married at school, and there would be many more and less serious applications so that the fund would become known as a "matrimonial bureau".	3	3	6

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
6. Marriage means expense and funds are apt to be used for things not intended so that accounts might be padded	1	4	5
7. There is enough trouble trying to get through school without there being two persons. The money is for one and not for two and should not be used to help support some outsider	2	2	4
8. Most are too young and it would be wrong to allow them to marry at that age	2	1	3
9. There is too much danger of "kids" seizing the opportunity to marry without taking the financial responsibility. It keeps them from leaning on the financial security of the fund	2	1	3
10. Unmarried students are apt to devote more time to studies	2		2
11. Married women would probably not be interested in getting a degree and careers are cast aside	2		2
12. Marriage would be detrimental to the work that a scholarship student should accomplish and would be defeating the purpose of the fund	1	1	2
13. The ruling has in several cases kept young folks single until they were self-supporting and thus better prepared them for marriage	2		2
14. Viewpoints change too rapidly during the four years of college life to make many successful marriages while in college	2		2

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
15. Since there are only a limited number who can be sent there must be some restrictions	2		2
16. A married girl would probably not need an education in a business way and she would be keeping out one person who did need the education	1		1
17. The ruling gives more a chance to go to school who are not married		1	1
18. Many students do not want to go on to school after marriage anyway	1		1
19. The psychology of the idea seems to be "off".	1		1
20. Most people after marriage turn their attention to rearing babies rather than an education		1	1



Question #14--WHAT PROPORTION OF THOSE WHOM YOU KNEW WHO WERE ON THE FUND DO YOU THINK REALLY APPRECIATED THE USE OF THE MONEY?

Answers in percent were given as follows:

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
100	14	17.1	6	9.7	20	13.8
98	2	2.4	1	1.6	3	2.1
95	2	2.4	4	6.4	6	4.2
90	6	7.3	4	6.4	10	6.9
85	3	3.7	1	1.6	4	2.8
80	7	8.5	3	4.7	10	6.9
75	13	15.8	8	12.9	21	14.6
60	5	6.1	3	4.7	8	5.6
50	13	15.8	15	24.2	28	19.4
35			1	1.6	1	.7
30	2	2.4	1	1.6	3	2.1
25	6	7.3	4	6.4	10	6.9
20	1	1.1	1	1.6	2	1.4
10	3	3.7	3	4.7	6	4.2
Most	2	2.4	1	1.6	3	2.1
No Answer	4	4.9	1	1.6	5	3.5
Ten percent while they are in college and seventy-five percent after they are out			1	1.6	1	.7
Many thought that they were being treated to a social good time			2	3.2	2	1.4

The fund is so well-known in Lake County now that the high school students in a measure expect scholarships. Those who succeed feel that they got what they deserved and those who failed feel that they have been cheated.

BANK BOND

Question #15--DO YOU THINK THAT IT IS A GOOD THING TO GIVE OUT MONEY FOR ENTIRE COLLEGE EXPENSES WITHOUT SOME OBLIGATION TO REPAY? WHY?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
Yes, it is a good idea	59	71.9	37	59.7	96	66.7
No, It is not a good idea	14	17.1	16	25.8	30	20.8
Undecided	7	8.5	7	11.3	14	9.7
No answer	2	2.4	2	3.2	4	2.8
The fund said so or it was Dr. Daly's wish (these also listed with Yes above)	10	12.2	13	20.9	23	16.

The reasons given in support of the free grant were as follows:

1. The graduate is under a great handicap with a large debt and an education which cannot be sold so the effect of such a situation is depressing rather than inspiring. A young person's future should not be mortgaged as it is hard enough to get started without debts (He would be in the same position as the farmer who had to borrow money to get started and then never be able to raise more than the interest).

23

12

35

2. Some students would become discouraged and quit school and many others would not obligate themselves if they had to repay

7

9

16

3. It would take one-fourth of a life time or many years to repay such an obligation

4

3

7

4. Those who go on the fund are not wealthy for there are few families in Lake County financially able to carry college expenses

2

2

4

5. One could borrow money anyplace if he repaid it

4

4

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
6. It gives them a chance to start life without any obligations	2	1	3
7. There is enough money to send all the deserving students from Lake County to college	1	1	2
8. It would be better to work one's way through than to have such a debt	1	1	2
9. Most students appreciated the money as much as if they had to pay and it did them more good	1	1	2
10. Those who are not worthy are soon dropped	1	1	2
11. All expenses are not paid but it would be better if they were	1		1
12. Lots of money is spent much more foolishly than on students	1		1
13. I felt obligated to repay some way so when my sister did not get on the fund I sent her one year to O. S. C. and $1\frac{1}{2}$ years to Normal	1		1
14. It is too easy to forge receipts for one dollar	1		1
15. It is okeh if the student works but too many come for a good time	1		1
16. Many graduates have callings which make them only bare livings		1	1



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
17. Some broke their health working to attend college	1		1
18. Dr. Daly doesn't need the money and neither does Fred Reynolds	1		1
19. If a person is desirous of an education, why put unnecessary obstacles in his way when the money is available?		1	1
20. The money does not belong to the trustees and Dr. Daly did not have graft and greed in mind when he made out his will	1		1
21. It is a wonderful gift	1		1
22. If students were to repay the loan then the interest on the fund would be so large that it could not all be used by students from Lake County		1	1
23. It serves as an incentive for the more ambitious high school students to work hard	1		1
24. If there is to be some obligation to repay there should be some notification before the fund is granted	1		1
25. I have seen too many students trying to repay what they had borrowed, especially medical students	1		1
26. If students had to repay I don't think that they would take so much interest in their work	1		1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
27. More students would take advantage of a college education if it were not for the financial part	1		1

The answers which were in doubt as to the advisability of giving the scholarship without some obligation on the part of the recipient stated the following:

1. One usually appreciates things more if there is some trouble in their acquisition and if they would repay they would probably appreciate more	13	10	23
2. It would make better men and women, they would be more careful of the money, and would not waste their time if they had to repay at least a certain percentage or had some obligation so as to insure the continuance of the fund forever. Probably there should be full payment if the student did not make good	5	5	10
3. There should be some obligation but it can be only a moral one such as being worthy of the help, actions in college and out, grades, and activities.	3	6	9
4. Things don't come that way in actual life for one does not get things given to him, and thus makes it hard to adjust after one gets out	2	2	4
5. Some students seem to try to spend as much money as possible and buy many things which they can get along without so that in some cases the money is wasted	4		4

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
6. It makes a student feel that he owes something to the County and when he gets in a position he will repay in some way	2	1	3
7. Many unworthy students who go only for a good time and not to utilize the full benefits would not go	1	1	2
8. One cannot deny that it is a wonderful and appealing provision	2		2
9. There should be some provision for repayment if they do not finish, probably a conditional note which would be cancelled upon graduation	1	1	2
10. It makes many students lazy	1		1
11. If one has to pay it takes away the aspect of charity	1		1
12. One could probably have an honor roll for those who did repay		1	1
13. I think that each student should work at least for his personal expense money	1		1
14. Very few persons realize the value of an absolute gift	1		1
15. Some of the students who are financially able to pay their own way would not go if they had to repay		1	1



## Question #16--DID YOU FINISH COLLEGE? IF NOT, WHY NOT?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
Those who were still going to college were	31	37.8	22	35.5	53	36.8
Those who stated they had finished college	32	39.	29	46.8	61	42.3
Those who answered <u>no</u> , they had not finished	19	23.1	11	17.7	30	20.8

Those who had not finished gave the following reasons for not completing their work:

(No reason given)		1	1
1. Sickness	6	1	7
2. I got married	3	2	5
3. Did not get my requireds in	2		2
4. My folks were "hard up" and could not keep two in school	1		1
5. I had my course changed and could not finish in four years		1	1
6. I had other work	1		1
7. I lacked a few credit hours and finances kept me from returning		1	1
8. My sister was paying my personal expenses and it was too much of a burden for her	1		1
9. One year was all that I desired	1		1
10. Conditions were such at home that I could not get away	1		1

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	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
11. Rather than to take the required courses I took art courses which I thought would do me more good	1		1
12. Could not get outside finances necessary besides the fund	1		1
13. Took chances on being able to finish later and took a job		1	1
14. Lost interest, discouraged with required courses	1		1
15. I was offered a good secretarial job and did not refuse	1		1
16. I lost interest and decided that I wanted to do a bit of wandering around		1	1
17. I was not suited to be a teacher and my credits would not allow me a transfer to another school		1	1
18. I married another Daly student and we were both dropped, now I am helping my husband to finish	1		1
19. I was expelled, suspended, took no interest, as could not get married		1	1
20. I was blamed for something which someone else did and I was too young to protect myself at the other's cost	1		1
21. I went the allotted time to college but not to finish my course at medical school		1	1

## Part 2, Question #16--DO YOU PLAN ON FINISHING SCHOOL LATER?

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Those who answered <u>yes</u>	6	31.5	5	45.4	11	36.7
Those who answered <u>no</u>	11	57.9	6	54.6	17	56.7
I wanted to finish <u>but</u> have a family now	2	10.5			2	6.6

## Question #17--(a) HAVE YOU ATTENDED SCHOOL ANYWHERE SINCE BEING ON THE FUND?

For the purpose of making comparisons the answers to the above were segregated into two groups; those who had graduated and those who had not graduated while on the fund. (This does not include those who were in college at the time of the survey).

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<u>No, have not attended since being on fund</u>						
Graduates	18	56.2	19	65.5	37	60.7
Non-Graduates	17	89.5	9	81.8	26	86.7
Total	35	68.7	28	70.	63	69.2
<u>Yes, have attended</u>						
Graduates	11	34.4	10	34.5	21	34.4
Non-Graduates	2	10.5	2	18.2	4	13.3
Total	13	25.5	12	30.	25	27.5
<u>Did not answer</u>						
Graduates	3	9.3			3	4.9
<u>Totals</u>						
Graduates	32	52.5	29	47.5	61	42.3
Non-Graduates	19	63.3	11	36.7	30	20.8
Total	51	56.	40	44.	91	63.2

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Question #17 continued--(b) DO YOU PLAN ON TAKING WORK LATER IF YOU HAVE NOT ATTENDED SINCE BEING ON THE FUND?

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<u>Yes</u>						
Graduates	11	34.4	8	27.6	19	31.1
Non-Graduates	6	31.6	4	36.4	10	33.3
<u>No</u>						
Graduates	4	12.5	4	13.8	8	13.1
Non-Graduates	8	42.1	2	18.2	10	33.3
<u>No Answer</u>						
Graduates	6	18.6	7	24.1	13	21.3
Non-Graduates	3	15.8	3	27.3	6	20.
<u>Totals</u>						
Graduates	21	52.6	19	47.4	40	
Non-Graduates	17	65.4	9	34.6	26	

Note: These are in addition to those who had attended same school since being on the Daly Fund.

Those who stated that they had attended some school since being on the Daly Fund attended as follows:

<u>Units</u>		<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
One	Graduates	4	3	7
	Non-Graduates	1	1	2
Two	Graduates	1	2	3
Three	Graduates	2	3	5
Four	Graduates	1		1
Five	Graduates		1	1
	Non-Graduates		1	1
Six	Graduates	1		1

<u>Units</u>		<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
Nine	Graduates	1		1
Ten	Graduates	1		1
Twelve	Graduates		1	1
Totals	Graduates	11	10	21
	Non-Graduates	1	2	3
	Totals	12	12	24

Those who have attended school since being on the Daly Fund attended the following schools:

Normal				
	Graduates	4		4
	Non-Graduates		2	2
O. S. C.				
	Graduates	1	4	5
	Non-Graduates		1	1
Oregon University				
	Graduates	4	2	6
Business College				
	Graduates	3	1	4
	Non-Graduates	1		1
Medical School				
	Graduates	1	1	2
Extension Work				
	Graduates	1	1	2
U. S. C.				
	Graduates	1	1	2
U. of Calif.				
	Graduates	1	1	2
Perdue U.				
	Graduates		1	1
Stevens Inst. Tech.				
	Graduates		1	1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
Geo. Washington U. Graduates		1	1
Arts & Crafts College, Oakland Graduates	1		1
San Jose Graduates	1		1
U. of W. Graduates	1		1
Correspondence Non-Graduates	2	1	3

The courses that were taken by the above group were:

Agriculture		3	3
Alaska Course	1		1
Art	1		1
Business & Stenography	3	1	4
Education	4	2	6
Forestry		1	1
History	1		1
Home Economics	1		1
Law		1	1
Medicine	1	1	2
Nursing	1		1
Pharmacy		1	1



Question #18--DID YOU GET ENOUGH MONEY TO COVER THE EXPENSES THAT WERE SUPPOSED TO BE ALLOWED WHILE YOU WERE ON THE FUND?

(Note--The tabulations below are divided into three groups, graduates, under-graduates, and those who did not graduate while they were on the fund.)

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
<u>Yes</u>						
Graduates	27	84.5	27	93.2	54	88.6
Under-Graduates	24	77.5	12	54.6	36	68.
Non-Graduates	17	89.5	11	100.	28	93.3
Total	68	83.9	50	80.7	118	82.
<u>No</u>						
Graduates	3	9.4	2	6.8	5	8.2
Under-Graduates	5	16.1	6	27.3	11	20.8
Non-Graduates	2	10.5			2	6.7
Total	10	12.2	8	12.8	18	12.5
<u>No Answer</u>						
Graduates	2	6.2			2	3.2
Under-Graduates	2	8.3	4	18.2	6	11.3
Non-Graduates	0		0		0	
Total	4	4.9	4	6.5	8	5.5

(b) WHAT ELSE DID YOU NEED?

Board and Room Money			
Graduates	2		2
Under-Graduates		2	2
Non-Graduates	1		1
Total	3	2	5

Laundry Money			
Graduates		1	1
Under-Graduates	3	4	7
Non-Graduates	1		1
Total	4	5	9

Cannot pay board and room in fraternity houses			
Under-Graduates	1	4	5

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
Typewriter rent			
Under-Graduates	2	1	3
Non-Graduates	1		1
Total	3	1	4
Traveling Expense			
Under-Graduates		1	1
Non-Graduates	1		1
Total	1	1	2
Clothing money			
Non-Graduate		1	1
For sewing materials in class			
Graduate	1		1
Things not allowed by the fund			
Graduates	2		2
One year that I kept track it cost \$143 besides the Daly Fund			
Graduate	1		1
When taking music			
Graduates	3		3

Question #19--WHAT ARE THE ATTITUDES OF THOSE WHO ARE UNABLE TO OBTAIN DAILY SCHOLARSHIPS?

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
No answer	4	4.9	5	8.1	9	6.2
Unable to say	9	11.	6	9.7	15	10.4

The attitudes given were as follows:

1. Many are generally resentful to the personnel of the trustees and feel that there is undue influence with the board in selection

19

15

34

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
2. Many are merely disappointed	13	8	21
3. Many feel that someone is prejudiced against them or their family and that they are discriminated against. (Some are unjustly discriminated against.)	10	8	18
4. A great many are very embittered, because of the evident unfair selections. Poor students are turned down to educate for example: a banker's son and daughter, two boys who had large estates, and others with enough money to go without the fund. These persons credentials are not equal to those of the poor students not selected. Those with poor credentials should not be considered worthy students.	10	5	15
5. Most are merely regretful and resentful	7	3	10
6. Some take it like sports	5	4	9
7. They feel that the fund is not run straight and that the students are unfairly chosen	8	1	9
8. Some were very indifferent since they only applied for the social benefits	5		5
9. Some feel that they are inferior, not good enough, or that it is the fault of their own efforts	3	1	4
10. Some are very jealous	3	1	4



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
11. There is prejudice and a poor attitude for the first few years	2	1	3
12. They are bewildered, disgusted and hurt at not being selected	2	1	3
13. Some feel that there is partiality on the part of teachers who recommend students	1	1	2
14. When I was there all who were able to go could go to college on the fund		2	2
15. When I was not selected the first year I felt a certain unfairness since some who were selected were able to pay their own way		2	2
16. A few are put out enough and thus determined to go to college anyway by borrowing money	1	1	2
17. They can find reasons why others should not have been ahead of them and criticize those who were selected	2		2
18. They feel that we are very lucky to be in school	1	1	2
19. I have not lived in Lake County since graduation		1	1
20. Some feel that they have been cheated		1	1
21. Some resign themselves to common labor	1		1
22. Many take the first "blind alley" job that they can get	1		1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
23. Some stated that they would get even with the trustees	1		1
24. A few hope to get on later		1	1
25. There are many students who do not apply		1	1
26. They think that it is one of the greatest opportunities in the U. S.		1	1
27. Most feel that it is fairly handled		1	1
28. They approve of the fund and most of them would like to have it		1	1
29. They are glad that someone else had the good fortune and that they themselves did not deserve it		1	1
30. There is usually a good reason for not selecting them		1	1
31. Very amiable in most cases	1		1
32. Most of them have an attitude of martyrism		1	1

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Question #20--WHAT IS THE ATTITUDE OF YOUR COMMUNITY TOWARDS THE DAILY FUND AND THE WAY IT IS HANDLED? (FOR, AGAINST, CRITICISMS?)

To the above question the following did not answer:

<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
11	13.4	10	16.1	21	14.6

Those who answered the question gave the following answers:

1. People think that the poor students are not getting a break and there is much criticism when students who have their own money available are selected and poor students are turned away to herd sheep. Wealthy students who scrape through high school get on the fund and good scholars are turned away

15

5

20

2. My community is rather hostile when students from that end of the County are <sup>not</sup> selected. The Lakeview district is getting more than its proportional share of the selections and people are afraid that some day Lakeview will have all the selections

11

7

18

3. Most believe that it is a very good thing but they are opposed to the way it is managed. It is not objectively or scientifically handled

14

2

16

4. There is unfair selection

10

3

13

5. There is much criticism of the trustees by disappointed students and personal enemies of the board members

5

4

9



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
6. Some feel that there is much pull, and personal friendship; that you must have a personal friend on the board in order to get on the fund; and that parents are obligated to the board in order to get their children on the fund	8	1	9
7. Many think that the fund should be used only for those students who are financially unable to attend college otherwise	4	5	9
8. Some believe that some of the funds are being diverted from the legal purpose, that the trustees are stealing some of the money, and that there is much graft on the part of the board	7	1	8
9. Public accounting of the fund has been asked for and refused. The fund should be audited and printed once each year	3	2	5
10. People do not think that the trustees are abiding by the will	2	3	5
11. The community is against the fund	2	2	4
12. Students do not seem to appreciate the fund	2	2	4
13. Some think that it makes the students dissatisfied and lazy at home	1	2	3
14. Some say that the funds are inadequate	2		2

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
15. Some call it a vacation and a waste of money on some students	2		2
16. There are many poor investments on the part of the board	1		1
17. If the good is for the County why does the board have and use such power?	1		1
18. The high school principal has too great a power in re-commendation		1	1
19. Parents think that their children are entitled to the fund regardless of the children's ability		1	1
20. Most people think that the restrictions put on the students are too rigid		1	1
21. They feel that it is for Lake County students and not for those who come to the County to attend high school for that purpose		1	1
22. Some feel that it is not a good thing for boys and girls to be handed out such a sum of money without some obligation	1		1
23. The fund is gradually coming to be looked upon as charity in some communities		1	1
24. Only a small percentage of Daly students profit by education and many go back to ditch digging and sheep herding		1	1

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	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
25. Grades should not be given too much consideration	1		1

Those who expressed ideas of cooperation with the present handling of the fund expressed themselves as follows:

1. The community is all for the fund and feel that it is one of the most remarkable things that has ever been done	29	27	56
2. Everyone seems to be satisfied and pulling for the board one hundred percent and it seems to be an accepted fact that certain authorities handle the fund	3	2	5
3. Some have a good opinion of the fund and appreciate it as it is	3	1	4
4. When there are large sums of money handled by local people there are always criticisms of administration	2	1	3
5. I have not been in Lake County since 1928 but think that Mr. Reynolds is well-liked	1		1
6. The community is very much interested in the fund and the students who go on the fund	1		1



Question #21--IF YOU HAD YOUR PAST EXPERIENCE WITH THE DAILY FUND AND COLLEGE TO DO OVER AGAIN, WOULD YOU DO ANYTHING DIFFERENTLY? IF SO, WHAT AND HOW?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
Yes	40	48.8	30	48.4	70	48.6
No	30	36.6	25	40.3	55	38.2
Did not answer	12	14.6	7	11.3	19	13.2

Those who answered that they would do things differently if they had the experience to do over stated the following:

1. I would have tried harder to get good grades	13	9	22
2. If I had it to do over, I would have selected another course	9	4	13
3. Would have received more value from the college life as I would have taken my work more seriously and taken advantage of more opportunities both scholastically and socially	7	2	9
4. I would have entered more into activities and made more social contacts	8	1	9
5. I would have taken a more balanced course, planned courses more efficiently, and taken courses outside of the major field. (Would have taken general course the first two years.)	5	3	8
6. Because of poor high school preparation I would have studied more in high school in order to get a better foundation	5	2	7

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
7. Would have applied for four year course instead of Normal. I would not have transferred from one college to another	5	1	6
8. I would try to find out more about college and its activities before going instead of stepping into it blindly, find out more about the courses before I took them, and then stick to them	2	3	5
9. (I was allowed two years at O. S. C. which I never took. I had no clothes and felt that I had to help my parents but I would finish college even if I did have to go in a "shirt tail" if I had it to do over.) Would have finished college as can see the advantages of college education now. It is hard to realize the struggle necessary to finish on one's own funds	2	2	4
10. I would have planned my work better and wasted less time	1	1	2
11. It is very hard to get adjusted to college work after graduating from a small high school. I would like to be able to realize the lack of proper high school training and background and apply myself accordingly	2		2
12. I would not have joined a fraternity		1	1
13. I would have pledged a house	1		1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
14. I would have taken two years of college then the nursing course after which I would have finished college	1		1
15. I would have taken a more general course since the one which I took is of little value to a housewife	1		1
16. I would carry more credits the first two years so that I would not have to work so hard the last two years	1		1
17. I would have given up the Daly Fund in two years and taken work of my choice in a school outside of Oregon since it was not offered in Oregon schools	1		1
18. Would try to do more studying in a shorter length of time and take part in other things	1		1
19. I would have worked hard for about three years after high school graduation so as to have had plenty of money besides that doled out by the trustees	1		1
20. I would not have taken such a heavy course and so many activities as I feel that is what broke my health so that I could not finish college	1		1
21. I would have tried more towards making the Daly club a more worthwhile thing		1	1
22. I could have shown more appreciation of the fund		1	1
23. I would have depended less upon the faculty advisor for the selection of courses (they have enough to do anyway).	1		1



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
24. I would have determined early what I wanted for a life occupation and specialized in that field		1	1
25. I would have stayed away from Daly students except at the Daly club meetings so as to be more independent	1		1
26. I would have followed the outlined course more closely	1		1
27. I had fare home and at the last minute used the money for other things. I would not do that again	1		1
28. I would buy better goods at the first investment to save from buying them over and over again		1	1
29. I would not let them railroad me from college for something that I did not do. I would demand a hearing	1		1
30. I would pad expense accounts in various ways learned by the older students	1		1
31. I would have waited until I finished school before getting married	1		1
32. Why should I do anything differently. I have enough grade points to graduate and am getting along nicely		1	1
33. I would know exactly what the board proposed to do before going		1	1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
34. I wasn't perfect but got better than average grades and had a good time		1	1
35. I might cut out a little coffee		1	1

Question #22--WHAT ADVICE WOULD YOU LIKE TO OFFER TO FUTURE STUDENTS ON THE DALY FUND?

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Did not answer	13	15.8	10	16.1	23	16.
"No suggestions"	3	3.7	4	6.4	7	4.9

The advice given was as follows:

1. It is essential to work hard at the start and not put it off	14	12	26
2. If students knew personally Dr. Daly and how hard he worked for his money they would be more appreciative of the advantages which they have and put forth every effort to merit the faith in Lake County students. Dr. Daly denied himself little pleasures with this fund in mind	16	5	21
3. Be sure to learn to study in high school and work hard. High school studying is about ninety percent easier than college work	8	6	14
4. Take full advantage of the splendid opportunities which are the best of a life time	8	5	13

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
5. Get into activities and take advantage of all opportunities that do not interfere with scholarship	8	5	13
6. Don't shun social activities, but broaden out in social life, learn how to meet people, and make the right kind of friends in as great a number as possible	9	3	12
7. Realize that college is not a four year vacation for fun and no work. If you realize however that it is no snap you will enjoy it and would stick with it but if you only go for the fun better stay at home	5	4	9
8. They should take college work seriously at the start and not expect to take the world by storm at graduation. If not serious get off and let someone else on who will be	8		8
9. Be sure of the course that you wish to follow and then specialize for if you can do one thing really well you have a better chance for placement	4	4	8
10. One must realize that he is handicapped by coming from a small high school and be prepared to lessen his opinion of his scholastic ability with so much competition at college. One must overcome this inferiority	2	5	7



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
11. Since Daly students have such an outstanding opportunity, they should strive to excel the ordinary goal, keep up grades and strive for straight "A" if possible	4	1	5
12. Be honest with yourselves in all dealings	4	1	5
13. Take good care of the money. There will never be another opportunity	4		4
14. Decide while in high school what you wish for a life work and take subjects which will be of help in college	3		3
15. You are duty bound to repay Lake County in some way and you may do so by making something of yourself and being a credit to the County	1	2	3
16. Know and confer with professors and Daly student advisors	2	1	3
17. Daly students are not getting something for nothing for there is an uphill fight at times	2		2
18. Join a fraternity or sorority if possible	2		2
19. Work in the summer in order to make personal spending money and clothes	2		2
20. Learn more about college life before going and find out more about other things before going into them	2		2

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
21. Wake up and make the Daly Club active	1	1	2
22. The fund will either make or break them morally, mentally and sometimes physically. If they break they would probably have done so later in life anyway. It is a chance which they cannot afford to refuse	1	1	2
23. Don't try to get grades dishonestly		1	1
24. Get a better background. It cannot be done in a small high school	1		1
25. Play hard as well as work hard	1		1
26. Try to realize how much your application and efforts will mean in after life	1		1
27. Try to gain entrance to an honor society	1		1
28. Do not pledge a fraternity or sorority just because another Daly student belongs or has pledged	1		1
29. Don't be afraid of big assignments and extra work	1		1
30. Master each day's work without delay		1	1
31. I would like to tell them about the different courses, and what college is really like so that they don't have the disillusioned dreams which I had of college life	1		1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
32. Due to first year adjustments, grades may not be so good but do not let that discourage you for the second year is easier	1		1
33. Do not think that you can get along with only the money received from the fund. Be prepared with one dollar of your own to every dollar received from the fund	1		1
34. Budget everything and keep within the budget		1	1
35. Do not think that everything in life comes as easy as the monthly checks received from the Daly Fund		1	1
36. Don't spend the Daly Fund money for personal use		1	1
37. Look out for the "big head" if you get popular	1		1
38. Get on the right track the first year	1		1
39. Take courses which are apt to make you happy, well rounded individuals regardless of the worthwhileness of the courses in the opinions of others		1	1
40. If you are poor do not take the nurses or Arts course as the fund is not sufficient	1		1
41. Prepare your self for a place in the world	1		1
42. Attend Junior college for two years as it is too big a jump from a small high school to a large college	1		1

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	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
43. Take all English and public speaking courses		1	1
44. Most are just going to college and need more guidance		1	1
45. Experience in a small town like Lakeview and the surrounding country, doesn't make it possible for the residents to know all the fields which one might care to enter so would advise students not to let anyone influence them until they reach college		1	1
46. Approach all problems with an open mind but do not take any of them too seriously		1	1
47. Enjoy yourself when your work is done for those four years are the most carefree of your life so make the best of them. Life afterwards is not a bed of roses	1		1
48. Help the newer students from Lake County to get started	1		1
49. Never be ashamed to be on the Fund but explain its benefits	1		1
50. Take cultural subjects as well as general so you will know how to act when you get out in public	1		1
51. Don't room with someone whom you have known all your life	1		1
52. Never cut classes	1		1
53. Choose wisely in courses and schools	1		1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
54. Attend all Daly Club meetings	1		1
55. Do everything that the board says		1	1
56. Don't spend all your time at work, mix a little fun and play with your work, about twenty-five percent play and seventy-five percent work	2		2
57. Most students are too young to enter college, they do not know what they want	1		1
58. Remember that the trustees are not letting personalities enter in their work		1	1
59. "Go West young man".		1	1
60. There is too much advice now available		1	1

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IRAS CONTENT

Question #23--IF YOU ARE NOT NOW ATTENDING COLLEGE, HAVE YOU BEEN ABLE TO OBTAIN A POSITION THAT YOU WOULD NOT OTHERWISE HAVE OBTAINED HAD YOU NOT BEEN ABLE TO OBTAIN THE SCHOLARSHIP? WHY?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
Yes	34	41.5	21	33.9	55	38.2
No	8	9.8	16	25.8	24	16.7
Those who were not in college and did not answer	9	11.	3	4.7	12	8.3

Those who answered yes gave the following reasons:

1. My present job is based upon college training or graduation	25	17	42
2. Two years of college has enabled me to get good summer jobs	1	1	2
3. I have worked as a stenographer and even one year of college has meant a lot	2		2
4. I am with a company that is proud that I am a graduate		1	1
5. Training and confidence in my own capabilities were obtained in college and they enabled me to secure my present position		1	1
6. Some position will be open in the future		1	1
7. I am sure that my grades would not have been so high if I had to work my way and my present job requires as a prerequisite "high grades".		1	1



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
8. I am in college now but have in mind a position which I could not have thought of if it were not for the fund	1		1
9. I have had dancing classes, playground, and physical education classes to handle and I could not have done it without the training	1		1
10. The associations of college have <del>helped</del> even for home and married life	1		1
11. Because of the college associations I have been able to meet the public		1	1

Those who answered no gave the following reasons:

1. I am now married	4		4
2. I would have attended college anyway		3	3
3. I probably would have gotten a college education eventually by working my way	1	1	2
4. There are no places open to obtain work	2		2
5. They seem to think that experience is worth more than college education	1		1
6. I am keeping books and the only preparation was high school	1		1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
7. I would probably have been better off if I had retained the position which I had before going to college		1	1
8. I am not physically able to do any kind of work	1	1	1
9. I was never able to obtain any job because of my education until I went to Normal and met requirements for teaching		1	1
10. I am employed on my father's ranch		1	1
11. I probably could have married my husband without a college education--he is a stock man	1		1
12. I worked two years logging and am now a postoffice clerk so doubt if college made any difference		1	1
13. My present work does not require an education		1	1
14. The married women seem to have all the jobs in Lakeview	1		1

Question #24--IS THE AWARDING OF THE DALY SCHOLARSHIP ON A YEARLY BASIS BETTER THAN IT USED TO BE ON A FOUR YEAR BASIS? WHY?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
Yes	64	78.1	47	75.8	111	77.1
I do not know	9	11.	8	12.9	17	11.8
No	5	6.1	3	4.7	8	5.6
Did not answer	4	4.9	4	6.4	8	5.6

Those who were in favor of the yearly basis gave the following reasons:

1. The one year basis probably keeps better control over the students and is an incentive for more interest and harder work

44

28

92

2. It greatly aids in weeding out sooner the poor college material, the lazy, shiftless, and pleasure chasers so as to give others a chance

16

14

30

3. It tends to keep up the grades to the highest possible

9

9

18

4. They are more apt to go to school in a working frame of mind the first year

2

2

5. They are more apt to comply with the rules and be less apt to misrepresent the use of the money

2

2

6. Too many took it for granted that they were set up for the four years

1

1

7. It makes it more nearly a true scholarship

1

1



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
8. If a student is seriously trying to do his best he will get back on the fund each year	1		1
9. It makes more students contact the advisors in order to get adjusted	1		1
10. Selection should be based entirely upon the ability of the student. Several have gone who did not deserve it, myself was one		1	1
11. Some of the students who boast of their poor grades are staying on the fund	1		1

Those who did not believe that the yearly basis was of benefit gave the following statements:

1. It may cause worry and discouragement if the student does not feel secure and has some hard luck	3	1	4
2. I believe on the four year basis of selection with option of the board to cancel	1	2	3
3. I do not see any difference as the conscientious work hard anyway	3		3
4. I believe in a two year basis as a student may be in a fog the first year and may not find himself	2		2
5. It creates a feeling of unrest as they feel that some personal prejudice may develop regardless of grades made at college	1		1

Question #25--HAS THE DALY SCHOLARSHIP HAD ANY GOOD OR EVIL EFFECTS UPON THE HIGH SCHOOL FROM WHICH YOU GRADUATED? IF SO, WHAT AND HOW?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
I do not know	10	12.2	9	14.5	19	13.2
No	9	11.	6	9.7	15	10.4
Did not answer	4	4.9	3	4.7	7	4.9

Those who felt that the fund had good effects upon the high school gave the following:

1. The standard and the quality of work has improved by greater emphasis on college prep.	31	19	50
2. The high school enrollment has greatly increased (fifty per cent while I attended).	7	6	13
3. Students are more ambitious and more anxious to finish high school with the hope of attending college. They have a better chance at life	5	4	9
4. It has had good effects upon the high school	5	4	9
5. High school students are becoming college minded. It created a desire for higher education	3	2	5
6. I believe that it has improved the high school teaching	2	1	3
7. Students are more careful of their conduct and morals	2		2
8. I should think that it would give a student the incentive to be at the head of the class		1	1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
9. Student ambitions used to be only to become sixteen years old so that they could quit school and go to work	1		1
10. Life ambitions are now becoming fulfilled		1	1
11. Few used to attend college from Lake County due to the lack of finances	1		1
12. It is now easier to make changes in school and easier for teachers to control the students		1	1
13. The contacts of the college students coming back makes it easier for the younger students	1		1
14. It is good advertising for the town of Lakeview		1	1
15. It has broadened the views of high school students and given them an interest in people outside of Lake County		1	1

Those who felt that the fund had evil effects gave the following:

1. School is becoming crowded with outsiders, people of short residence from other counties for the sole purpose of obtaining the fund. (I heard several students say that they came to Lake County so that they might attend college one year in order to be able to say that they at least attended college.)	3	4	7
2. The only course that they give now in high school is a college prep. course	3		3



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
3. It encourages the students to do "apple polishing" with the teachers	2	1	3
4. Partiality of the board keeps many from applying. The students are indifferent for they feel there is no use if they do not have pull. (During the last few years there have been few and sometimes none chosen from my community-- children think that there is no use.)	3		3
5. Evil effects	2		2
6. High school students tend to select a college preparatory course. It is of benefit to those who do go to college but a waste to those who do not go to college	1	1	2
7. It causes a superiority complex on the part of those high school students who are quite sure of getting on the fund		2	2
8. Poor selection gives the high school students a wrong conception of the fund		1	1
9. Teachers use the threat of keeping the students off the fund as punishment		1	1
10. If the board were more strict in selecting it would bring up all high school standards	1		1
11. Many feel that they must have extra money in order to apply for the fund	1		1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
12. I do not think that the high school offers the right background for a college education	1		1
13. It tends to make the students grade conscious--grades are not everything	1		1
14. It tends to make the slow student feel inferior and discouraged	1		1

Question #26--DO MOST LAKE COUNTY HIGH SCHOOL STUDENTS HAVE THE DESIRE TO GO TO COLLEGE ON THE FUND? WHY?

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Yes	71	86.6	51	82.3	122	84.7
Did not answer	6	7.3	10	16.1	16	11.7
I do not know	4	4.9	1	1.6	5	3.5
No	1	1.1	1	1.6	2	1.4

The reasons for students to apply for the fund as given were:

1. Some apply because they are not financially able to go to college otherwise	24	10	34
2. Some really apply for the education and the better things of life	19	11	30
3. The desire for college education has become infectious and like sheep they follow thinking it is "just the thing to do"	6	7	13

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FRAG CONTENT

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
4. Some apply for the social life and the good time on the campus	8	3	11
5. Because relatives or friends are on the fund or have been on the fund	7	2	9
6. The average student dreams of attending college	4	4	8
7. Because they consider it an honor	3	5	8
8. A chance at such an opportunity is an incentive, it knocks but once	3	3	6
9. It is a goal easily attained, and does not cost parents any money, so is the cheapest way to go	2	4	6
10. Many are indifferent since they feel that they have no "pull" and therefore no chance anyway	4	2	6
11. The number of college people in Lake County are influential in creating the desire	3	2	5
12. It is an opportunity to get away from home. For there is so little in most Lake County towns for young people	4		4
13. About 50% of the high school students apply	1	3	4
80% apply		1	1
90% apply		1	1
14. Townspeople respect those who go away to college more than those who stay at home	2		2



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
15. Many have nothing else to do		2	2
16. Graduates from high school are few and the fund large enough to take care of practically everyone anyway		2	2
17. They wish to keep up with school mates		1	1
18. A few apply just "for the hell of it".		1	1
19. I doubt that if an education is the primary cause for the application in most cases		1	1
20. Many "well-to-do" did not apply		1	1
21. It is so easy to get on the fund that students do not take it seriously	1		1
22. Probably more would desire to go to college if their parents really encouraged them but most Lake County parents do not realize the value of an education	1		1
23. Some would rather do without the fund		1	1
24. The promise of a friend who will help them to make a fraternity is an incentive	1		1
25. All know that they share alike in the right to the opportunity of the fund	2		2
26. They probably feel slightly disgraced if left out of the fund	1		1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
27. Lake County has sent out good doctors, teachers, lawyers, and business men	1		1
28. Some marry soon after graduation		1	1

Question #27--HOW LONG DID YOU LIVE IN LAKE COUNTY BEFORE GOING TO COLLEGE?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
"All my life"	2	2.4	7	11.3	9	6.2
Did not answer	1	1.1	1	1.6	2	1.4

The others listed the number of years that they had been in the County as follows:

Years

2	1*		1*
3	1		1
4	3(2*)		3(2*)
5	1	4(1*)	5(1*)
6	5(2*)	1*	6(3*)
8	1*	2*	3*
9	2		2
10	3(1*)	1*	4(2*)
11	1	1*	2(1*)
12	5	3	8
13	2	3	5
14	3	3	6
15	3	3	6
16	3	3	6
17	2	5	7
18	24	12	36
19	16	6	22
20	3	3	6
21		2	2
22		1	1
23		1	1

\* Came into Lake County after the establishment of the fund.



Question #28--DID YOU KNOW OF THE DALY FUND BEFORE MOVING TO LAKE COUNTY, IF YOU HAVE NOT LIVED THERE ALL YOUR LIFE?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
Lived in Lake County all my life	48	58.5	34	54.9	82	56.9
The fund was established after I moved to Lake County	21	25.6	16	25.8	37	25.7
No, did not know of the fund	9	11.	5	8.1	14	9.7
Did not answer	2	2.4	5	8.1	7	4.9
Yes, knew of the fund	2	2.4	2	3.2	4	2.8
I knew Dr. Daly personally and he used to encourage me in my studies	1	2.4			1	.7

Question #29--WHAT WAS YOUR MAJOR IN COLLEGE?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
Did not answer	4	4.9	2	3.2	6	4.2

The majors listed were as follows:

1. Agriculture			13	20.9	13	9.
2. Biological Science	1	1.1			1	.7
3. Business Administration	5	6.1	6	9.7	11	7.6
4. Civil Engineering			1	1.6	1	.7
5. Commerce			1	1.6	1	.7
6. Economics			1	1.6	1	.7
7. Education	15	18.3	5	8.1	20	13.9
8. Electrical Engineering			3	4.7	3	2.1
9. Engineering			3	4.7	3	2.1
10. English	4	4.9			4	2.8
11. Fine Arts	1	1.1	2	3.2	3	2.1
12. Forestry			6	9.7	6	4.2
13. Geology			1	1.6	1	.7
14. History	2	2.4			2	1.4
15. Home Economics	17	20.7			17	11.8
16. Journalism	4	4.9	3	4.7	7	4.9
17. Law	1	1.1	1	1.6	2	1.4

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
18. Logging Engineering			1	1.6	1	.7
19. Mathematics	1	1.1			1	.7
20. Mechanical Engineering			3	4.7	3	2.1
21. Medicine	1	1.1	1	1.6	2	1.4
22. Music	2	2.4			2	1.4
23. Nurses Training	1	1.1			1	.7
24. Pharmacy			4	6.4	4	2.8
25. Physical Education	2	2.4	4	6.4	6	4.2
26. Physics	1	1.1	1	1.6	2	1.4
27. Pre-Medics			1	1.6	1	.7
28. Roman Language	2	2.4			2	1.4
29. Science	1	1.1			1	.7
30. Secretarial Science	12	14.6	1	1.6	13	9.
31. Sociology	2	2.4			2	1.4

Other answers were:

I changed many times by my work  
 was mostly technical  
 "None"

1	1.1			1	.7
		1	1.6	1	.7

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Question #30--WHAT KIND OF WORK ARE YOU NOW DOING BESIDES GOING TO SCHOOL?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
Those who did not answer and still were not going to school	4	4.9	2	3.2	6	4.2

Answers as to what they were doing were as follows:

1. Assistant in charge of wholesale liquor department		1	1
2. Assistant to executive of National Trade Association		1	1
3. Automobile Salesman		1	1
4. Bank Teller		1	1
5. Cataloging marine specimens on Saturday	1*		1
6. Clerk in grocery store		1	1
7. Clerk in Post Office		1	1
8. Cooking in haying camps in the summer	1*		1
9. County director of relief	1		1
10. Director of news bureau of Oregon News Association		1	1
11. Druggist		1	1
12. Engineering		1	1
13. Going to school		1	1
14. Housekeeping	2		2
15. House work	1*		1
16. Inspection engineer of telephone apparatus		1	1
17. Internal Revenue Service of U. S. Treasury Dept.		1	1
18. Jr. Interne at Columbia Hospital, Astoria		1	1
19. Labor		1*	1
20. Married	24		24
21. Mechanical & Farming		2	2
22. Minature Painting	1		1
23. None	2	4	6
24. Nursing	1		1
25. Office work	5(3*)	1	6
26. Owner retail drug store		1	1
27. Partner in a cannery		1	1
28. Physical education work	1*		1



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
29. Practicing Law		2	2
30. Practicing medicine	1		1
31. Principal of Paisley High School		1	1
32. Radio work		1*	1
33. Red River Logging Co., logging Dept.		1	1
34. Research in medicine	1		1
35. Retail and commercial credit work		1	1
36. Secretary to Land Planning Council for Oregon	1		1
37. Serving secretary	1		1
38. Set ratchets in saw mill summertime		1	1
39. Stenographic work	1*		1
40. Teaching	10	4	14
41. Teaching a few piano students in the summer	1*		1
42. U. S. Forest Service		3	3
43. Surveying		1	1
44. Wait tables--drug store, summer work	1*		1
45. Washing dishes		1*	1
46. Working in Tea room	1		1
47. Working in S.E.R.A. kitchens, etc.	1		1
48. Working on large live stock ranch		2	2

\* Those who were going to school at the time of the survey.

## Question #31--ARE YOU NOW MAKING YOUR HOME IN LAKE COUNTY?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
<u>Yes</u>						
Graduates	12	37.5	5	17.2	17	27.9
Non-Graduates	12	62.3	7	63.6	19	63.4
In School	24	77.5	19	86.4	43	81.2
Total	48	58.5	31	50.	79	54.8
<u>No</u>						
Graduates	19	59.4	23	79.3	42	68.9
Non-Graduates	6	31.5	4	36.4	10	33.3
In School	4	12.9	1	4.5	5	9.4
Total	29	35.4	28	45.2	57	39.6
<u>No Answer</u>						
Graduates	1	3.1	1	3.5	2	3.2
Non-Graduates	1	5.3			1	3.3
In School	3	9.6	2	9.1	5	9.4
Total	5	6.1	3	4.8	8	5.6

Note--Percents are on the basis of the total for that respective group.

## Question #32--WHAT SUGGESTIONS CAN YOU GIVE THAT WILL ASSIST THE DAILY TRUSTEES?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
Did not answer	26	31.6	21	33.9	47	32.6
None	10	12.2	10	16.1	20	13.9

Those who gave advice gave the following:

1. Other things being equal, preference should be given to those financially unable to go to college otherwise. Really the fund should not be granted to those who are financially able to go without the fund so it would be easier for those who are not financially able, to get on the fund

8

6

14

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
2. Should be careful to select only those students of ability who will merit the reward and not flunk out after they get to college	7	4	11
3. Scholarship should be awarded on the basis of merit only and grades, need, activities, character, and personality should count. (Character should count more than top grades).	6	3	9
4. There should be higher scholastic requirements for those in school and selection should be on the basis of high school scholarship. Teachers attitudes and one's position in the community should not enter into the selection	4	4	8
5. Choose fairly, be more honest less partial to the "best families" of Lake County, and give the "poor" folks a chance. Have less graft and leave personalities and politics out of the selections. Would suggest the reorganization of the trustees by taking the administration of the fund out of the hands of one or two persons and putting it in the hands of a board of strictly honest, conscientious men and women whom the community would trust to invest and control the funds without considering gain to themselves, relatives, their friends, or the banking organization in which the funds are placed. Consideration should be given solely to the preservation and increase of the fund and the carrying out of the wishes and the aims of the late Dr. Daly in the			

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CLEAR CONTENT



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
spirit as well as in the letter	5	1	6
6. There should be a personal interview and study of each individual by those making the selections. This should be done also for yearly follow-up on those in school	3	2	5
7. There should be closer check on those in school, investigate circumstances Before passing judgment, and then restrict or punish only those deserving it	3	2	5
8. They are doing "swell" and they should keep up the good work	2	3	5
9. The awarding of the scholarships should be by disinterested educators. Let the college end have more to say about the selection for Lake County people don't know what a college student needs	1	2	3
10. The high school curriculum needs to be changed to give a better basic preparation	3		3
11. Forget the applicant's family and what they have done in the community, forget the personal prejudices, and judge the student by what he is	2		2
12. Should not show partiality to Lakeview students and make the selection upon the basis of an honest personal investigation	2		2

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
13. Should give money for professional careers beyond the four years of college	2		2
14. Get advice from college graduates in the selection of students		1	1
15. There is still room to improve in the method of selection		1	1
16. There should be more assistance in the way of guidance for those who are selected		1	1
17. The fund should be taken away from those who are wasting their time	1		1
18. The importance of the first term at college should be impressed upon those selected		1	1
19. In the selection, personality, character, initiative, and the future desires of the student should be taken into consideration rather than high school grades. Anyone can get good grades in high school		1	1
20. The trustees should pay more attention to the "Will of Dr. Daly" in their administration		1	1
21. Should send fewer students and give each more money		1	1
22. Students should be sent to college who will appreciate the fund	1		1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
23. Should permit students to attend the first two years at Normal and the last two at college	1		1
24. Should give back the laundry and typewriter privilege	1		1
25. Should put the amount allowed each student back to where it was		1	1
26. Should give at least \$550 for those who wish to take cultural courses such as music, art, etc.	1		1
27. Trustees should be more communicative with students at school. We can seldom get word from anyone except a second hand secretary	1		1
28. Should see that the "Will of Dr. Daly" is published in the papers and understood by Lake County people	1		1
29. Would rather not say	1		1
30. Students are entering college too young		1	1
31. Students may be getting most out of college who are not making good grades	1		1
32. I think that they are doing fine and if they select my little sister on the fund this fall, I will like them better	1		1



Question #33--HAVE YOU EXPERIENCED ANY HANDICAPS DUE TO THE FACT THAT YOU HAVE HAD A DAILY SCHOLARSHIP? IF SO, WHAT?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
No	65	79.3	48	77.4	113	78.5
Yes	16	19.5	4	6.4	20	13.9
Did not Answer	1	1.1	8	12.9	9	6.2
Partially			2	3.2	2	1.4

The reasons given as handicaps were:

1. Only had trouble in getting work on the campus due to being on the fund	9	1	10
2. Only had trouble financially in completing my medical course. (No special line now to follow).	1	1	2
3. Have never been able to live up to the reputation of a scholarship student--others thought that I should be more brilliant	2		2
4. In coming from a small high school it is hard to compete and make good grades which are expected of scholarship students	1	1	2
5. Instructors expect too much of the individual Daly students	1	1	2
6. It is the general opinion that the awarding of such a scholarship should yield immediate and wonderful results. You are condemned if you fail to produce those results		1	1
7. On the campus certain people thought of us as charity students		1	1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
8. Many times my fellow students thought that I should be particularly "dough heavy"		1	1
9. Daly students do not have too good a reputation among the professors of the campus	1		1
10. In order to graduate I must take the required courses-- I would like to go longer and take the courses that I wished	1		1
11. A few students are jealous of Daly students	1		1
12. I was expected to step into a high salaried position because I was in college, I was frowned upon because I took a mill job		1	1

Question #34--WERE ANY OF THOSE WHO HELPED MAKE THE SELECTION FOR THE SCHOLARSHIP UNREASONABLE? IF SO, HOW?

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
No	55	67.1	53	85.5	108	75.
I don't know	11	13.4	9	14.5	20	13.9
Yes	5	6.1	7	11.3	12	8.3
Did Not Answer	7	8.5	4	6.4	11	7.6

The ways in which they felt persons making selections had been unreasonable were as follows:

1. Some of those who did not get to go would have made better students than those who did go	4	2	6
2. There was no trouble in my case but teachers would not recommend some worthy students	3	1	4
3. They are using their influence to keep off the fund those against whom they have a personal grudge	3		3
4. Their choice shows personal feeling in some cases	2		2
5. Three of us were left off the fund the first year that we applied for no particular reason but were later selected. I think that we did the best work of any in our class	1	1	2
6. Really I was not entitled to the fund myself--my high school record was very poor--my junior year I flunked half my subjects and my senior year I had to take six subjects to graduate. It all takes favoritism		1	1



	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
7. In some cases some have been unreasonable. I heard a professor say that a certain boy did not get on the fund because his father was a "nobody".		1	1
8. They criticised courses that I took and saw no advantage in my taking them		1	1
9. There was some difficulty that arose last year between the trustees decisions and the college authorities	1		1
10. They thought that I did not want to go to school after I had applied for the fund		1	1
11. In some families two or three children received the fund while none were selected from other families who were more deserving	1		1

Statements that were made by those who were satisfied were as follows:

1. All concerned were very helpful and kind in every respect	1	1	2
2. The whole graduating class was sent when I attended college		1	1
3. They were all "swell guys"		1	1
4. Their judgment was probably better than mine	1		1
5. They did not expect enough of the students		1	1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
6. All the men who make the selections are very high class men and are very reasonable on any subject		1	1

Question #35--AFTER YOUR SELECTION, WAS ANY PERSON CONNECTED WITH THE ADMINISTRATION OF THE FUND UNREASONABLE? IF SO, HOW?

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
No	69	84.2	51	82.3	120	83.3
Did not answer	9	11.	8	12.9	17	11.8
"I do not know"	2	2.4	2	3.2	4	2.8
Yes	2	2.4	1	1.6	3	2.1

The statements made in regard to the above question were:

1. They refused to pay for a tennis racket which was required in my course	1	1
2. They were unreasonable in the handling of the funds	1	1
3. Some of my school requirements were not allowed	1	1
4. They left relatives on the fund who had terrible grades	1	1
5. They criticised courses that I took	1	1
6. I was married in my junior year and some of the board members were mad because I did not give them notice	1	1

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
7. Dr. Atwood was very inspiring and helpful. Mr. Reynolds was also very helpful	2		2
8. I have never thought about it	1		1

Question #36--WHAT OUTSIDE WORK DID YOU DO AND WHAT ACTIVITIES DID YOU ENTER WHILE AT COLLEGE?

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Those who answered regarding outside work	43	52.4	29	46.8	72	50.
Did not answer	4	4.9	7	11.3	11	7.6

Those who did outside work stated that they worked at the following:

1. Agent for a cleaners	1		1
2. Beauty parlor part time	1		1
3. Bulb Business		1	1
4. Cafe work	1		1
5. Cleaning establishment		1	1
6. College farm		1	1
7. Confectionary and bakery		1	1
8. Dining room	3		3
9. For the major department		2	2

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	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
10. Gym		1	1
11. House work	7		7
12. Laundry agent		1	1
13. Odd jobs for spending money		7	7
14. Played in a dance orchestra		1	1
15. Radio work		1	1
16. Reading to blind students	1		1
17. Sewing	1		1
18. Sign painting		1	1
19. Stenographic work	1		1
20. Store	1	1	2
21. Tea room	1		1
22. Theatre part time	1		1
23. Washed dishes	3	1	4
24. Worked way the first year		1	1
25. Worked only summer vacation	3	3	6

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
"No activities"	13	15.8	8	12.9	21	14.6
Did not answer in regard to activities	4	4.9	5	8.1	9	6.2

Others gave the following activities:

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
1. Athletics and sports	24	25	49
2. Church activities	4		4
3. Class clubs	10	2	12
4. College publication	9	13	22
5. Collegiate Knights		2	2
6. Cosmopolitan club	1		1
7. Dramatics	1	4	5
8. Four-H Club		1	1
9. Glee Club	4	2	6
10. Honorary Fraternity	16	6	22
11. House manager		1	1
12. Love & Marriage	1		1
13. Military organization		2	2
14. Musical organization	2	1	3
15. National judging team to Detroit National Dairy Show		1	1
16. Neuman Club	1		1
17. Oratory		2	2
18. Orchestra	1		1
19. Pan-Hellenic	2		2
20. Philameletic	6		6
21. Political	14	11	25
22. President of Daly Club	1	1	2

	<u>Girls</u>	<u>Boys</u>	<u>Totals</u>
23. Social work		1	1
24. Spur	1		1
25. Talons	2		2
26. Temenids	3		3
27. Under classman advisor	1		1
28. W. A. A.	8		8
29. Y. W. C. A.	10		10

## Question #37--DID YOU JOIN A FRATERNITY OR SORORITY?

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<u>No</u>						
Graduates	23	71.8	10	34.5	33.	54.2
Non-Graduates	13	68.5	6	54.5	19	63.3
In School	16	51.6	2	9.1	18	34.
Total	52	63.5	18	29.	70	48.5
<u>Yes</u>						
Graduates	8	25.	16	55.	24	39.3
Non-Graduates	5	26.3	5	45.3	10	33.3
In School	14	45.2	20	91.	34	64.2
Total	27	33.	41	66.2	68	47.2
<u>Did not answer</u>						
Graduates	1	3.1	3	10.3	4	6.6
Non-Graduates	1	5.3			1	3.3
In School	1	3.2			1	1.9
Total	3	3.6	3	4.7	6	4.2



Table IV--THE NUMBERS AND PERCENTS OF THOSE WHO ANSWERED THE QUESTIONNAIRE BY SCHOOLS AND YEARS. (Percents are based upon the total entered for that year).

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
1922-23						
U. of O.	3	75.	2	66.6	5	71.4
O. S. C.	1	50.	0	*	1	20. *
Normals	3	50.	NE		3	50.
Total	7	58.2	2	28.6	9	50. *
1923-24						
U. of O.	0		1	50.	1	33.3
O. S. C.	1	25.	6	85.7	7	63.6
Normals	1	100.	NE		1	100.
Total	2	33.3	7	77.8	9	60.
1924-25						
U. of O.	6	66.6	1	100.	7	70.
O. S. C.	3	75.	3	50.	6	60.
Normals	0		1	100.	1	50.
Total	9	64.2	5	62.5	14	63.7
1925-26						
U. of O.	2	50.	3	50.	5	50.
O. S. C.	2	40.	0		2	33.3
Normals	1	100. *	NE		1	100. *
Total	5	50. *	3	42.9	8	47.1*
1926-27						
U. of O.	0		0		0	
O. S. C.	NE		2	100. *	2	66.6*
Normals	1	50.	NE		1	50.
Total	1	16.6	2	50. *	3	30. *
1927-28						
U. of O.	5	71.5	1	33.3	6	60.
O. S. C.	1	100.	5	71.5	6	75.
Normals	NE		NE		NE	
Total	6	75.	6	60.	12	66.7
1928-29						
U. of O.	3	75.	2	50.	5	62.5
O. S. C.	3	100.	2	66.6	5	83.3
Normals	1	33.3	NE		1	33.3
Total	7	70.	4	57.2	11	64.7

	Girls		Boys		Totals	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
1929-30						
U. of O.	2	66.6	5	100.	7	87.5
O. S. C.	4	57.2	0		4	30.8
Normals	1	100.	NE		1	100.
Total	7	63.5	5	45.5	12	54.5
1930-31						
U. of O.	1	100.	1	50.	2	66.6
O. S. C.	1	20.	3	37.5	4	30.8
Normals	0		NE		0	
Total	2	25.	4	40.	6	33.3
1931-32						
U. of O.	2	100.	0		2	66.6
O. S. C.	7	70.	4	80.	11	73.3
Normals	0		NE		0	
Total	9	69.2	4	66.6	13	68.4
1932-33						
U. of O.	4	80.	0		4	57.2
O. S. C.	6	85.8	5	100.	11	91.7
Normals	NE		NE		NE	
Total	10	83.3	5	71.5	15	79.
1933-34						
U. of O.	5	100.	1	50.	6	85.7
O. S. C.	8	100.	2	50.	10	83.3
Normals	2	66.6	1	100.	3	75.
Total	15	93.8	4	57.2	19	82.7
1934-35						
U. of O.	2	50.	1	100.	3	60.
O. S. C.	1	50.	9	90.	10	83.3
Normals	0		1	100.	1	50.
Total	3	40.8	11	91.7	14	73.7
Totals						
U. of O.	34	63.	18	54.6	52	59.8
O. S. C.	38	69.	41	60.3	79	64.2
Normals	10	45.5	3	100.	13	52.
Total	82	61.2	62	61.3	144	61.2

Those who answered and were in school at the time of the survey:

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
U. of O.						
Seniors	1	100.	NS		1	100.
Juniors	3	100.	0		3	75.
Sophomores	5	100.	1	100.	6	100.
Freshmen	2	50.	1	100.	3	60.
Total	11	84.7	2	66.7	13	81.3
O. S. C.						
Seniors	5	100.	4	100.	9	100.
Juniors	5	100.	5	100.	10	100.
Sophomores	8	100.	2	50.	10	83.4
Freshmen	1	50.	9	90.	10	83.4
Total	19	95.	20	87.	39	90.7
Normals						
Seniors	3	75.	0		3	75.
Freshmen	0		1	100.	1	50.
Total	3	60.	1	100.	4	66.6
Total for all schools	33	86.8	23	81.5	56	86.2

\*--Represents a deceased student.

NE-Indicates no entrants for that year.

NS-Indicates no senior boys in school that year.



Table V--THE NUMBER OF GRADUATES, NON-GRADUATES, AND THOSE IN SCHOOL WHO ANSWERED THE QUESTIONNAIRE.

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
U. of O.						
Graduates	17	77.3	12	75.	29	76.3
Non-Graduates	6	37.5	5	31.2	11	34.4
In School	11	84.7	1	50.	12	80.
Total	34	67.7	18	53.	52	61.2
O. S. C.						
Graduates	8	72.7	17	78.3	25	75.8
Non-Graduates	12	50.	5	20.8	17	35.4
In School	18	87.7	19	86.3	37	86.
Total	38	67.8	41	60.2	79	63.7
Normals						
Graduates	7	53.8			7	53.8
Non-Graduates	1	14.3	1	100.	2	25.2
In School	2	50.	2	100.	4	66.6
Total	10	41.7	3	100.	13	48.2
Totals						
Graduates	32	69.6	29	76.3	61	72.7
Non-Graduates	19	40.5	11	26.2	30	33.7
In School	31	81.7	22	88.	53	84.2
Total answered	82	62.6	62	59.	144	62.5
Total who should have received questionnaire	131	55.5	105	44.5	236	100.

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Table VI--ALL DALY FUND BENEFICIARIES CLASSIFIED AS FINANCIALLY DESERVING AND NON-DESERVING WITH THE NUMBER AND PERCENTAGES OF EACH GROUP WHO ANSWERED THE QUESTIONNAIRE.

	Girls		Boys		Totals	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Deserving	107	81.7	77	71.9	184	77.3
Answered	65	60.7	35	45.5	100	54.3
Non-deserving	24	18.3	30	28.1	54	22.7
Answered	17	70.9	27	90.1	44	81.5
Total	131	51.1	107	45.	238	
Answered	82	62.6	62	58.	144	60.5

Table VII--COMPARISONS OF FINANCIALLY DESERVING AND NON-DESERVING GROUPS.

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
Graduates						
Deserving	45	50.	27	43.5	72	47.3
Non-deserving	8	44.5	14	58.3	22	52.3
Total	53	49	41	47.7	94.	48.4
Attended Normal one year or College three years or less						
Deserving	32	35.6	28	45.2	60	39.4
Non-deserving	8	44.5	7	29.1	15	35.7
Total	40	37.	35	40.7	75	38.6
Four years in College or two years in Normal and Non-Grads						
Deserving	13	14.5	7	11.3	20	13.1
Non-deserving	2	11.1	3	12.5	5	11.9
Total	15	13.9	10	11.6	25	12.9
Total who did not Graduate						
Deserving	45	50.	35	56.5	80	52.6
Non-deserving	10	55.5	10	41.7	20	47.7
Total	55	51.	45	52.3	100	51.6
Those in school						
Deserving	21	75.	15	65.2	36	70.7
Non-deserving	7	25.	8	34.8	15	29.3
Total	28		23		51	



Table VIII--QUESTION NUMBER TWO WAS TABULATED USING THE DESERVING AND NON-DESERVING RATINGS WITH THE FOLLOWING RESULTS: (Question #2--IF YOU WERE ABLE TO ATTEND COLLEGE WITHOUT THE SCHOLARSHIP ASSISTANCE, WOULD YOU HAVE GONE TO COLLEGE HAD THE FUND NOT BEEN AVAILABLE?)

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
<u>No.</u>						
Deserving	2	1.9	1	1.3	3	1.6
Non-deserving	3	12.5	2	6.7	5	9.3
Total	5	3.8	3	2.8	8	3.4
<u>Yes.</u>						
Deserving	53	49.5	25	32.5	78	42.4
Non-deserving	13	54.2	23	76.7	36	61.7
Total	66	50.3	48	44.8	114	48.
<u>No Answer</u>						
Deserving	10	9.3	8	10.4	18	9.8
Non-deserving	1	4.2	2	6.7	3	5.6
Total	11	8.4	10	9.3	21	8.8

Table IX--THE FAMILIES WHICH HAVE BEEN BENEFITTED BY THE FUND

	<u>Financially Deserving</u>		<u>Financially Non-deserving</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Families with one person on the fund	99	74.4	34	25.6	133	73.5
Families with two persons on the fund	31	83.8	6	16.2	37	24.
Families with three persons on the fund	8	72.7	3	27.3	11	6.1
Total	138	76.3	43	23.7	181	

Table X--THE FOLLOWING INFORMATION WAS GATHERED FROM THE POSTMARKS ON THE RETURNED QUESTIONNAIRES AND SHOWS THE RESIDENCES OF THOSE WHO ANSWERED THE QUESTIONNAIRES.

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
Living in Lake County						
Graduates	14	43.8	5	17.2	19	31.2
Non-Graduates	13	68.4	6	54.5	19	63.3
Total	27	53.	11	27.5	38	41.8
Living in Oregon but outside of Lake County						
Graduates	9	28.1	10	34.5	19	31.2
Non-Graduates	3	15.8	4	36.4	7	23.3
Total	12	23.5	14	35.	26	28.6
Total in Oregon						
Graduates	23	71.9	15	51.7	38	62.3
Non-Graduates	16	84.2	10	90.9	26	86.7
Total	39	76.5	25	62.5	64	70.3
Those living outside of Oregon						
Graduates	9	28.1	14	48.3	23	37.7
Non-Graduates	3	15.8	1	9.1	4	13.3
Total	12	23.5	15	37.5	27	29.7
Totals						
Graduates	32		29		61	
Non-Graduates	19		11		30	
Total	51		40		91	

Those who were residing in Oregon:

	Graduates		Non-Grads		Totals
	Girls	Boys	Girls	Boys	Both
Adel			1		1
Amity		1			1
Ashland		2		1	3
Astoria		1			1
Baker			1	1	2
Bend	1				1
Burns				1	1

	<u>Graduates</u>		<u>Non-Grads</u>		<u>Totals</u> <u>Both</u>
	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	
Corvallis		1	1		2
Cottage Grove	1				1
Klamath Falls	1	2	1		4
Lakeview	8	4	9	5	24
McMinnville		1			1
Medford	1				1
Merrill	1				1
New Pine Creek	1				1
Oswego	1				1
Paisley	2	1	2	1	6
Portland	1	2		1	4
Seaside	1				1
Seneca		1			1
Silver Lake	1			1	2
Springfield				1	1
Summer Lake	1				1
Summit	1				1
The Dalles	1				1

Those who were residing outside the State of Oregon:

California					
Alturas		2			10
Cedarville	1				
Fresno		1			
Gaber	1				
Liley			1		
Porterville		1			
San Francisco		1			
Westwood		1			
Delaware					
Wilmington	1				1
Idaho					
Gooding		1			1
Illinois					
Chicago	1	1			3
LaFayette		1			
Minnesota					
Fairbanks			1		1



	<u>Graduates</u>		<u>Non-Grads</u>		<u>Total</u>
	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	
New Jersey					1
East Orange		1			
New York					4
New York City	2				
Schenectady		1			
Searsdale	1				
Washington					4
Okanogan		1			
Port Angeles			1		
Seattle		1			
Vancouver	1				
Washington, D. C.		1			1
Wyoming					1
Rawlis	1				

Table XI--MAJOR FIELDS ENTERED BY DAIRY STUDENTS

	<u>Girls</u>		<u>Boys</u>		<u>Totals</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
1. Art and Letters	4	2.8			4	1.7
2. Agriculture			16	15.6	16	7.
3. Architecture	2	1.4			2	.8
4. Biology	1	.7			1	.4
5. Business Administration	9	6.4	7	6.9	16	7.
6. Civil Engineering			2	1.9	2	.8
7. Chemistry			2	1.9	2	.8
8. Commerce	23	16.5	8	7.8	31	13.
9. Economics			3	2.9	3	1.2
10. Education	35	25.2	7	6.9	42	17.
11. Electrical Engineering			6	5.9	6	2.5
12. Engineering			6	5.9	6	2.5
13. English	6	4.3			6	2.5
14. Fine Arts			1	.9	1	.4
15. Forestry			11	10.8	11	5.
16. Geology			2	1.9	2	.8

	Girls		Boys		Totals	
	No.	%	No.	%	No.	%
17. History	2	1.4			2	.8
18. Home Economics	20	14.4			20	8.
19. Industrial Arts			4	3.9	4	1.7
20. Journalism	7	5.	3	2.9	10	4.
21. Law	1	.7	4	3.9	5	2.1
22. Mathematics	1	.7			1	.4
23. Mechanical Engineering			4	3.9	4	1.7
24. Medicine	2	1.4	2	1.9	4	1.7
25. Music	5	3.6	1	.9	6	2.5
26. Nurses Training	2	1.4			2	.8
27. Pharmacy	1	.7	5	4.9	6	2.5
28. Physical Education	4	2.8	4	3.9	8	3.3
29. Physics			1	.9	1	.4
30. Roman Language	3	2.1			3	1.2
31. Social Science	11	7.8	2	1.9	13	5.
32. Zoology			1	.9	1	.4

# BERNARD DALY EDUCATIONAL FUND MONTHLY REPORT

STUDENT'S NAME ..... SCHOOL .....

Report for period beginning .....193..... and ending .....193.....

	COST PAST MONTH	ESTIMATED NEEDS FOR NEXT MONTH	Disallowed Items This column not to be used by Students
ROOM, FROM TO			
BOARD, FROM TO			
LAUNDRY			
COLLEGE REGISTRATION			
COLLEGE DEPOSITS			
BOOKS, Itemize			
STATIONERY, Itemize			
CLASS DUES—COLLEGE ORGANIZATION LEVIES, Itemize			
SCHOOL EXPENSES, NOT LISTED, Itemize			
TOTAL			
LESS REFUNDS			
TOTAL BALANCE			

## SUMMARY

[illegible]



Table XII--THE FOLLOWING SHOWS THE TOTAL AMOUNT SPENT FOR SCHOLARSHIPS EACH YEAR, THE TOTAL NUMBER OF STUDENTS ATTENDING ON THE FUND, AND THE AVERAGE COST PER STUDENT FOR THAT YEAR. THIS INFORMATION IS ACCORDING TO THE 1935 AUDIT.

<u>Year</u>	<u>Total spent on Scholarships</u>	<u>Students on Fund</u>	<u>Average Expenditure per Student</u>
1922-23	\$10,440.26	19	\$549.49
1923-24	15,009.86	32	469.06
1924-25	21,098.51	43	490.66
1925-26	28,999.74	57	508.77
1926-27	28,030.39	55	509.64
1927-28	30,110.20	58	519.14
1928-29	25,020.93	47	532.36
1929-30	27,055.36	50	541.11
1930-31	29,187.78	54	540.51
1931-32	31,884.78	60	531.41
1932-33	27,441.74	56	490.03
1933-34	22,980.92	57	403.17
1934-35	23,387.60	63	371.23
Total	\$320,648.07	651	\$492.54

(Note: The actual average expenditure per student was greater than the figures indicate because some students did not attend full years. The value of the invested fund was estimated to be \$606,736.31 in 1928, and \$609,082.91 in 1935).

Table XIII--THE NUMBER OF NEW ENTRANTS, THE TOTAL IN SCHOOL, THE NON-GRADUATES AND THE GRADUATES FOR EACH YEAR BY SCHOOLS WITH THE PERCENTAGE THAT EACH NUMBER BEARS TO THE TOTAL FOR THAT YEAR.

	New Entrants		Total in School		Drops and Non-Grads.		Graduates	
	No.	%	No.	%	No.	%	No.	%
1922-23								
U. of O.								
Girls	4	33.3	4	33.3	0		0	
Boys	3	42.8	3	42.8	0		0	
Total	7	36.8	7	36.8	0		0	
O. S. C.								
Girls	2	16.6	2	16.6	1	50.	0	
Boys	4	57.2	4	57.2	2	100.	0	
Total	6	31.5	6	31.5	3	75.	0	
Normal								
Girls	6	50.	6	50.	1	50.	0	
Boys	0		0		0		0	
Total	6	31.5	6	31.5	1	25.	0	
Total								
Girls	12	63.2	12	63.2	2	50.	0	
Boys	7	36.8	7	36.8	2	50.	0	
Total	19	100.	19	100.	4	100.	0	
1923-24								
U. of O.								
Girls	1	16.6	5	33.3	1	100.	1	20.
Boys	2	22.2	5	35.7	1	50.	0	
Total	3	20.	10	34.5	2	66.7	1	20.
O. S. C.								
Girls	4	66.7	5	33.3	0		0	
Boys	7	77.8	9	64.2	1	50.	0	
Total	11	73.3	14	48.3	1	33.3	0	
Normal								
Girls	1	16.6	5	33.3	0		4	80.
Boys	0		0		0		0	
Total	1	6.7	5	17.2	0		4	80.
Total								
Girls	6	40.	15	51.7	1	33.3	5	100.
Boys	9	60.	14	48.3	2	66.7	0	
Total	15	100.	29	100.	3	100.	5	100.

	New Entrants		Total in School		Drops and Non-Grads.		Graduates	
	No.	%	No.	%	No.	%	No.	%
1924-25								
U. of O.								
Girls	9	64.2	12	52.2	1	50.	0	
Boys	1	12.5	5	25.	0		0	
Total	10	45.5	17	39.5	1	25.	0	
O. S. C.								
Girls	4*	28.6	9	39.1	0		0	
Boys	6	75.	14	70.	1	50.	0	
Total	10*	45.5	23	53.5	1	25.	0	
Normal								
Girls	1	7.1	2	8.7	1	50.	1	100.
Boys	1	12.5	1	5.	1	50.	0	
Total	2	9.1	3	7.	2	50.	1	100.
Total								
Girls	14*	63.7	23	53.5	2	50.	1	100.
Boys	8	36.3	20	46.5	2	50.	0	
Total	22*	100.	43	100.	4	100.	1	100.
1925-26								
U. of O.								
Girls	4	40.	15	50.	1	20.	1	100.
Boys	6	85.7	10.	41.7	0		2	40.
Total	10	58.8	25	46.3	1	16.6	3	50.
O. S. C.								
Girls	5	50.	14	46.6	3	60.	0	
Boys	1	14.3	14	58.3	1	100.	3	60.
Total	6	35.3	28	51.9	4	66.7	3	50.
Normal								
Girls	1	10.	1	3.3	1	20.	0	
Boys	0		0		0		0	
Total	1	5.9	1	1.8	1	16.6	0	
Total								
Girls	10	58.9	30	56.6	5	83.3	1	16.6
Boys	7	41.1	24	43.4	1	16.6	5	83.3
Total	17	100.	54	100.	6	100.	6	100.



1926-27

U. of O.

	New Entrants		Total in School		Drops and Non-Grads.		Graduates	
	No.	%	No.	%	No.	%	No.	%
Girls	4	57.2	17	54.9	0		1	33.3
Boys	2	40.	10	43.5	3	75.	1	16.6
Total	6	50.	27	50.	3	50.	2	22.2

O. S. C.

Girls	0		11	35.5	2	100.	2	66.7
Boys	3	60.	13	56.5	1	25.	5	83.3
Total	3	25.	24	44.5	3	50.	7	77.8

Normal

Girls	3	42.8	3	9.7	0		0	
Boys	0		0		0		0	
Total	3	25.	3	5.6	0		0	

Total

Girls	7	58.3	31	57.4	2	53.3	3	33.3
Boys	5	41.7	23	42.6	4	66.7	6	66.7
Total	12	100.	54	100.	6	100.	9	100.

1927-28

U. of O.

Girls	8	88.8	24	68.6	1	16.6	5	62.5
Boys	2	22.2	9	39.1	2	100.	2	50.
Total	10	55.6	33	57.	3	37.5	7	58.3

O. S. C.

Girls	1	11.1	8	22.8	4	66.7	1	12.5
Boys	7	77.8	14	60.8	0		2	50.
Total	8	44.4	22	38.	4	50.	3	25.

Normal

Girls	0		3	8.6	1	16.6	2	25.
Boys	0		0		0		0	
Total	0		3	5.2	1	12.5	2	16.6

Total

Girls	9	50.	35	60.3	6	75.	8	66.7
Boys	9	50.	23	39.7	2	25.	4	33.3
Total	18	100.	58	100.	8	100.	12	100.

## 1928-29

## U. of O.

	New Entrants		Total in School		Drops and Non-Grads.		Graduates	
	No.	%	No.	%	No.	%	No.	%
Girls	4	36.3	18	66.7	3	100.	3N	75.
Boys	4	57.2	9	42.8	0		3	50.
Total	8	44.4	27	56.3	3	37.5	6	60.

## O. S. C.

Girls	4*	36.3	6	22.2	0		1	25.
Boys	3	42.9	12	57.2	5	100.	3	50.
Total	7*	38.9	18	37.5	5	82.5	4	40.

## Normal

Girls	3	27.3	3	11.1	0		0	
Boys	0		0		0		0	
Total	3	16.6	3	6.3	0		0	

## Total

Girls	11*	61.2	27	56.3	3	37.5	4	40.
Boys	7	38.8	21	43.7	5	82.5	6	60.
Total	18	100.	48	100.	8	100.	10	100.

## 1929-30

## U. of O.

Girls	3	27.3	17	50.	4	66.7	3	60.
Boys	5	45.5	11	47.8	1	33.3	0	
Total	8	36.4	28	48.2	5	55.6	3	50.

## O. S. C.

Girls	7	63.5	13	38.2	1	16.6	1	20.
Boys	6	54.5	12	52.2	2	66.7	1	100.
Total	13	59.1	25	43.8	3	33.3	2	33.3

## Normal

Girls	1	9.1	4	11.8	1	16.6	1	20.
Boys	0		0		0		0	
Total	1	4.5	4	7.	1	11.1	1	16.6

## Total

Girls	11	50.	34	59.7	6	66.7	5	83.3
Boys	11	50.	23	40.3	3	33.3	1	16.7
Total	22	100.	57	100.	9	100.	6	100.

	New Entrants		Total in School		Drops and Non-Grads.		Graduates	
	No.	%	No.	%	No.	%	No.	%
1930-31								
U. of O.								
Girls	1	14.3	12	41.3	3	60.	3N	75.
Boys	2	20.	12	42.9	2	50.	2	50.
Total	3	17.6	24	42.1	5	55.5	5	62.5
O. S. C.								
Girls	4	57.2	14	48.3	2	40.	0	
Boys	8	80.	16	57.2	2	50.	2	50.
Total	12	70.6	30	52.7	4	44.5	2	25.
Normal								
Girls	2	28.6	3	10.3	0		1	25.
Boys	0		0		0		0	
Total	2	11.8	3	5.3	0		1	12.5
Total								
Girls	7	41.2	29	50.9	5	55.5	4	50.
Boys	10	58.8	28	49.1	4	44.5	4	50.
Total	17	100.	57	100.	9	100.	8	100.
1931-32								
U. of O.								
Girls	2	16.6	7	22.6	0		1	25.
Boys	1	14.3	10	33.3	1	16.6	3	60.
Total	3	15.8	17	27.9	1	9.1	4	44.5
O. S. C.								
Girls	9	75.	21	67.8	3	60.	2	50.
Boys	6	85.7	20	66.7	5	100.	2	40.
Total	15	79.	41	67.2	8	80.	4	44.5
Normal								
Girls	1	8.3	3	9.7	2	40.	1	25.
Boys	0		0		0		0	
Total	1	5.3	3	4.9	2	20.	1	11.1
Total								
Girls	12	63.2	31	50.8	5	50.	4	44.5
Boys	7	36.8	30	49.2	5	50.	5	55.5
Total	19	100.	61	100.	10	100.	9	100.



## 1932-33

## U. of O.

	New Entrants		Total in School		Drops and Non-Grads.		Graduates	
	No.	%	No.	%	No.	%	No.	%
Girls	6*	42.8	12	35.3	2	22.2	3	60.
Boys	2	28.6	8	32.	2	33.3	4	57.2
Total	8*	38.1	20	33.9	4	26.6	7	58.3

## O. S. C.

Girls	7	50.	21	61.8	6	66.7	2	40.
Boys	5	71.5	17	68.	4	66.7	3	42.9
Total	12	57.2	38	64.5	10	66.7	5	41.6

## Normal

Girls	1*	7.5	1	2.9	1	11.1	0	
Boys	0		0		0		0	
Total	1*	4.8	1	1.7	1	6.7	0	

## Total

Girls	14**	66.7	34	57.6	9	60.	5	41.6
Boys	7	33.3	25	42.4	6	40.	7	58.4
Total	21**	100.	59	100.	15	100.	12	100.

## 1933-34

## U. of O.

Girls	5	27.8	11	30.6	1	50.	1	25.
Boys	2	28.6	5	23.8	2	33.3	0	
Total	7	28.	16	28.1	3	42.8	1	25.

## O. S. C.

Girls	8	44.4	20	55.6	0		2	50.
Boys	4	57.2	15	71.4	2	33.3	0	
Total	12	48.	35	61.4	2	28.6	2	50.

## Normal

Girls	5**	27.8	5	13.9	1	50.	1	25.
Boys	1	14.3	1	4.8	1	20.	0	
Total	6**	24.	6	10.5	2	28.6	1	25.

## Total

Girls	18**	72.	36	63.2	2	28.6	4	100.
Boys	7	28.	21	36.8	5	71.4	0	
Total	25**	100.	57	100.	7	100.	4	100.

## 1934-35

## U. of O.

	New Entrants		Total in School		Drops and Non-Grads.		Graduates	
	No.	%	No.	%	No.	%	No.	%
Girls	4	57.2	13	35.2	1	25.	2x	20.
Boys	1	8.3	3	11.1	0		0	
Total	5	26.3	16	25.	1	16.6	2x	15.4

## O. S. C.

Girls	2	28.6	20	54.1	3	75.	4	40.
Boys	10	83.3	23	85.2	3	100.	3	100.
Total	12	63.2	43	67.2	6	85.8	7	53.8

## Normal

Girls	1	14.3	4	10.8	0		4	40.
Boys	1	8.3	1	3.7	0		0	
Total	2	10.5	5	7.8	0		4	30.8

## Total

Girls	7	36.8	37	57.8	4	57.2	10	76.9
Boys	12	63.2	27	42.2	3	42.8	3	23.1
Total	19	100.	64	100.	7	100.	13	100.

## 1935-36

## U. of O.

Girls	3*	50.	14	45.2	2	66.7		
Boys	2	66.7	4	17.4	0			
Total	5*	55.6	18	33.2	2	50.		

## O. S. C.

Girls	1	16.6	14	45.2	1	33.3		
Boys	1	33.3	18	78.3	1	100.		
Total	2	22.2	32	59.2	2	50.		

## Normal

Girls	2	33.3	3	9.7	0			
Boys	0		1	4.3	0			
Total	2	22.2	4	7.4	0			

## Total

Girls	6*	66.7	31	57.4	3	75.		
Boys	3	33.3	23	42.6	1	25.		
Total	9*	100.	54	100.	4	100.		

	New Entrants		Total in School		Drops and Non-Grads.		Graduates	
	No.	%	No.	%	No.	%	No.	%
Total for All Years								
U. of O.								
Girls	58W	40.3	181	44.6	20	36.4	24	44.5
Boys	35	32.1	104	33.7	14	30.2	17	41.4
Total	93W	36.7	235	39.8	34	33.6	41	43.2
O. S. C.								
Girls	58W	40.3	179	44.1	26	47.3	15	27.8
Boys	71	65.2	201	65.1	30	65.2	24	58.5
Total	129W	51.	380	53.2	56	55.5	39	41.1
Normal								
Girls	28W	19.4	46	11.3	9	16.3	15	28.8
Boys	3	2.7	4	1.3	2	4.3	0	
Total	31W	12.2	50	7.	11	10.9	15	15.8
Total								
Girls	144W	56.9	406	56.8	55	54.5	54	56.8
Boys	109	43.1	309	43.2	46	45.5	41	43.2
Total	253W	100.	715	100.	101	100.	95	100.

\* One of the number was a transfer from another school so was not actually a newly selected student.

N One was a graduate from University of Oregon Medical School.

x One was a graduate from University of Oregon Nursing School in Portland.

W Two of the total O. S. C. girls, two of the U. of O. girls, and three of the total Normal girls were transfers from other schools and were not newly selected students.

Note: The drops and non-graduates column does not include students who dropped one school to register in another nor does it include students who dropped but returned later to graduate even though the latter attended independently of the Fund. In addition to the above total of 253 new entrants (a net of 246 different persons) there were an additional three girls who were selected but did not enter college, two in 1929, and one in 1930.



Table XIV--COMPARISONS OF THE GRADUATES AND THOSE WHO LEFT SCHOOL BEFORE GRADUATION WITH THE TOTALS WHO HAVE BEEN IN SCHOOL ON THE DALY FUND.

	Total Been in School	Graduates		Drops		Non-Grads		Drops and Non-Grads	
		No.	%	No.	%	No.	%	No.	%
U. of O.									
Girls	43	23	53.5	17	39.6	3	6.9	20	46.5
Boys	31	17	54.8	9	29.1	5	16.1	14	45.2
Total	74	40	54.	26	35.2	8	10.8	34	46.
O. S. C.									
Girls	41	15	36.6	18	43.9	8	19.5	26	63.4
Boys	53	24	45.3	24	45.3	5	9.4	29	54.7
Total	94	39	41.5	42	44.7	13	13.8	55	58.5
Normal									
Girls	24	15	62.5	5	20.8	4	16.6	9	37.5
Boys	2	0		2	100.	0		2	100.
Total	26	15	57.7	7	26.9	4	15.4	11	42.3
Total									
Girls	108	53	49.1	40	37.	15	13.9	55	50.9
Boys	86	41	47.7	35	40.7	10	11.6	45	52.3
Total	194	94	48.5	75	38.7	25	12.9	100	51.5

"Total been in school" is the number who have attended college and are not at present in school.

"Drops" is the number who have attended college three years or less; or for the Normal group, only one year attendance.

"Non-Grads" is the number who have attended college four years or Normal two years but did not graduate.

Percentages for the above table are based upon the totals who have been in school.

Table XV--NUMBER OF BOYS AND GIRLS GRADUATED FROM LAKE COUNTY HIGH SCHOOLS WITH THE NUMBER AND PERCENTAGES SELECTED FOR DALY SCHOLARSHIPS.

	Lakeview High				Paisley High				Silver Lake High			
	Girls		Boys		Girls		Boys		Girls		Boys	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1921-Graduates	2		6		1		1		0		2	
1922-Graduates	5		12		3		1		0		2	
Selected	8	160.	5	41.6	2	66.7	1	100.	2		1	50.
1923-Graduates	13		8		1		1		1		3	
Selected	5	38.4	6	75.	1	100.	2	200.	0		1	33.3
1924-Graduates	5		11		2		2		1		4	
Selected	11	220.	7	63.6	0		1	50.	2	200.	0	
1925-Graduates	10		13		1		0		6		0	
Selected	7	70.	6	41.6	1	100.	0		2	33.3	1	
1926-Graduates	7		7		1		3		2		0	
Selected	6	85.7	4	52.7	0		1	33.3	1	50.	0	
1927-Graduates	8		16		2		1		0		0	
Selected	9	111.	8	50.	0		1	100.	0		0	
1928-Graduates	6		8		2		0		3		1	
Selected	6	100.	5	62.5	1	50.	1		3	100.	1	100.
1929-Graduates	10		12		3		0		2		1	
Selected	9	90.	9	75.	2	66.7	0		1	50.	1	100.

	Lakeview High				Paisley High				Silver Lake High			
	Girls		Boys		Girls		Boys		Girls		Boys	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1930-Graduates	13		9		3		3		2		3	
Selected	5	38.5	8	89.	1	33.3	1	33.3	1	50.	1	33.3
1931-Graduates	7		15		1		1		3		2	
Selected	7	100.	5	33.3	2	200.	1	100.	3	100.	1	50.
1932-Graduates	14		16		4		5		6		7	
Selected	7	50.	4	37.5	3	75.	1	20.	2	33.3	1	14.3
1933-Graduates	12		20		4		5		4		1	
Selected	13	108.2	6	30.	1	25.	1	20.	2	50.	0	
1934-Graduates	27		14		2		1		2		4	
Selected	7	25.9	12	85.7	0		0		0		0	
1935-Graduates	12		20		6		5		4		5	
Selected	4	33.3	3	15.	0		0		1	25.	0	
Total												
Graduates	151		187		35		29		36		35	
Selected	104	68.9	90	48.1	14	38.9	10	34.5	20	58.3	8	22.8



Table XVI--TOTAL NUMBER OF BOYS AND GIRLS GRADUATED FROM LAKE COUNTY HIGH SCHOOLS WITH THE NUMBER AND PERCENTAGE SELECTED FOR DALY SCHOLARSHIPS.

	Lakeview		Paisley		Silver Lake		Totals for all Schools					
	No.	%	No.	%	No.	%	Girls		Boys		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1921-Graduated	8		2		2		3		9		12	
1922-Graduated	17		4		2		8		15		23	
Selected	13	76.5	3	75.	3	150.	12	150.	7	46.7	19	82.6
1923-Graduated	21		2		4		15		12		27	
Selected	11	52.4	3	150.	1	25.	6	40.	9	75.	15	55.6
1924-Graduated	16		4		5		8		17		25	
Selected	18	112.	1	25.	2	40.	13	162.	8	47.	21	84.
1925-Graduated	23		1		6		17		13		30	
Selected	13	55.5	1	100.	3	50.	10	58.8	7	53.8	17	56.7
1926-Graduated	14		4		2		10		10		20	
Selected	10	71.5	1	25.	1	50.	7	70.	5	50.	12	60.
1927-Graduated	24		3		0		10		17		27	
Selected	17	70.8	1	33.3	0		9	90.	9	52.9	18	65.8
1928-Graduated	14		2		4		11		9		20	
Selected	11	78.6	2	100.	4	100.	10	91.	7	77.8	17	85.
1929-Graduated	22		3		3		15		13		28	
Selected	18	81.8	2	66.7	2	66.7	11	73.3	11	84.4	22	78.6

	Lakeview		Paisley		Silver Lake		Totals for all Schools					
							Girls		Boys		Total	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
1930-Graduated	22		6		5		18		15		33	
Selected	13	59.1	2	33.3	2	40.	7	38.9	10	66.8	17	51.6
1931-Graduated	22		2		5		11		18		29	
Selected	12	54.5	3	150.	4	80.	12	109.	7	38.9	19	65.5
1932-Graduated	30		9		13		24		28		52	
Selected	12	43.4	4	44.5	3	23.1	12	50.	7	25.	19	36.6
1933-Graduated	32		9		5		20		26		46	
Selected	19	59.4	2	22.2	3	40.	16	80.	7	26.9	23	51.2
1934-Graduated	41		3		6		31		19		50	
Selected	19	46.3	0		0		7	22.5	12	63.2	19	38.
1935-Graduated	32		11		9		22		30		52	
Selected	7	21.9	0		1	11.1	5	22.7	3	10.	8	15.4
Total												
Graduated	338		65		71		223		251		474	
Selected	194	57.4	24	36.9	28	40.8	137	61.4	109	43.4	246	51.9

# BERNARD DALY EDUCATIONAL FUND

## PERSONNEL RECORD

### A. GENERAL INFORMATION:

1. Parents both living?..... Address.....
2. Parent's occupation? .....
3. Number of brothers?....., sisters?..... What do they do? .....
4. For what line of work are you preparing?.....
5. Which do you prefer, working with people or working with things? .....
6. Do you have a hobby?..... What is it?.....
7. Do you belong to a fraternity or sorority?..... If so, which one?.....
8. Do you plan to graduate from college?..... If not, how long do you plan to stay?.....
9. Do you have any special ability (e.g., music, art, mechanical, etc.)?.....
10. In what campus activities do you plan to participate?.....  
Which ones do you take part in now?.....
11. Do you have any physical defects?..... What are they?.....

### B. SCHOOL HISTORY:

1. Elementary School
  - a. What school(s) did you attend?.....
  - b. Did you skip or repeat any grade?..... Which ones?..... Why?.....
  - c. What was your record?.....
2. High School
  - a. School attended? ..... Size.....
  - b. Rank in graduating class?..... H. S. Average.....
  - c. Favorite subjects?..... Subjects most disliked.....  
..... Subject(s) failed?.....
3. College
  - a. Why did you come to O.S.C.?.....
  - b. Do you think that you have the ability to succeed in college? .....
  - c. Delinquency reports: .....

Year	Fall Term		Winter Term		Spring Term	
	Subject	Cause	Subject	Cause	Subject	Cause
Fresh.	1.		1.		1.	
	2.		2.		2.	
	3.		3.		3.	
	4.		4.		4.	
Soph.	1.		1.		1.	
	2.		2.		2.	
	3.		3.		3.	
	4.		4.		4.	
Jr.	1.		1.		1.	
	2.		2.		2.	
	3.		3.		3.	
	4.		4.		4.	
Sr.	1.		1.		1.	
	2.		2.		2.	
	3.		3.		3.	
	4.		4.		4.	

#### d. Scholastic honors:

- (1)
- (2)
- (3)

- e. Date of leaving college..... Reason .....
- f. Address after leaving college .....

### C. TEST SCORES

#### Pre-College

1. ....
2. ....
3. ....
4. ....

#### College

1. ....
2. ....
3. ....
4. ....

Name	School	Class	Address	Phone
------	--------	-------	---------	-------



# SCHOLASTIC RECORD

	Freshman (19 )				Sophomore (19 )				Junior (19 )				Senior (19 )			
	Course No.	Name of Course	Cr.	Gd.	Course No.	Name of Course	Cr.	Gd.	Course No.	Name of Course	Cr.	Gd.	Course No.	Name of Course	Cr.	Gd.
Fall Term		G.P.Av.				G.P.Av.				G.P.Av.				G.P.Av.		
Winter Term		G.P.Av.				G.P.Av.				G.P.Av.				G.P.Av.		
Spring Term		G.P.Av.				G.P.Av.				G.P.Av.				G.P.Av.		
Totals																

## BERNARD DALY EDUCATIONAL FUND—FINANCIAL RECORD

Month	Received	Total	Spent	Total	Month	Received	Total	Spent	Total
Year					Year				
September					September				
October					October				
November					November				
December					December				
January					January				
February					February				
March					March				
April					April				
May					May				
June					June				
July					July				
Year					Year				
September					September				
October					October				
November					November				
December					December				
January					January				
February					February				
March					March				
April					April				
May					May				
June					June				
July					July				

APPLICATION  
OF THE  
**Bernard Daly Educational Fund**

---

.....19.....

I. I, (name in full).....  
(First) (Second) (Last)

do hereby make application to the Trustees of the Bernard Daly Educational Fund for the privilege of attending, with the aid of the fund, the

.....  
(Name of School)

.....  
(Location)

I wish to enter the above-named school on....., 19.....

and continue in residence there for.....years, or until such time as I complete my course of study in that school. If this application is granted, and there may be reason later for transferring to some other school to complete my education I shall make such application for transfer to the Trustees at least thirty days before the date of transfer.

II. I need funds to meet my school expenses for the school year 19..... and 19..... as follows:

- |   |         |
|---|---------|
| (a) Tuition, entrance, and other institutional fees .....           | \$..... |
| (b) Books and class supplies .....                                  | \$..... |
| (c) Board and room .....  | \$..... |
| (d) Laundry .....   | \$..... |
| (e) Carfare and travel to and from home .....                       | \$..... |
| (f) Incidentals including class dues, church, recreation, etc. .... | \$..... |

Total for year .....\$.....

III. In support of this application I submit the following facts:

Age..... Postal Address.....  
(City) (Street) (State)

My legal guardian is .....  
(Name) (Address)

IV. If you were absent from school one or more years during your high school course give a statement of facts, showing dates, reasons, etc. If some time has elapsed since your graduation from high school, what occupation have you followed? Give statement of money earned, spent and saved.

V. At what occupation have you spent your vacations during the past three years?

Occupation	Money earned	How spent?
19.....	.....	.....
19.....	.....	.....
19.....	.....	.....

VI. I have completed ..... years of high school work in the ..... high school  
....., Lake County, Oregon.

VII. My record of high school work is as follows. (Note all subjects in which you have ever been registered, and indicate clearly whether or not you made credits or failed in the subject, the amount of credit earned and the grade.)

Freshman Year				Sophomore Year				Junior Year			
Name of Sub.	Grade	Cr.		Name of Sub.	Grade	Cr.		Name of Sub.	Grade	Cr.	
Eng.....	.....	.....		Eng.....	.....	.....		Eng.....	.....	.....	
Math.....	.....	.....		Math.....	.....	.....		Math.....	.....	.....	
Hist.....	.....	.....		Hist.....	.....	.....		Hist.....	.....	.....	
Lang.....	.....	.....		Lang.....	.....	.....		Lang.....	.....	.....	
Sci.....	.....	.....		Sci.....	.....	.....		Sci.....	.....	.....	
.....	.....	.....		.....	.....	.....		.....	.....	.....	
.....	.....	.....		.....	.....	.....		.....	.....	.....	
Total credits earned .....				Total credits earned .....				Total credits earned .....			
Total credits failed .....				Total credits failed .....				Total credits failed .....			

Senior Year				Fifth Year							
Name of Sub.	Grade	Cr.		Name of Sub.	Grade	Cr.		Name of Sub.	Grade	Cr.	
Eng.....	.....	.....		Eng.....	.....	.....					
Math.....	.....	.....		Math.....	.....	.....					
Hist.....	.....	.....		Hist.....	.....	.....					
Lang.....	.....	.....		Lang.....	.....	.....					
Sci.....	.....	.....		Sci.....	.....	.....					
.....	.....	.....		.....	.....	.....					
.....	.....	.....		.....	.....	.....					
Total credits earned .....				Total credits earned .....							
Total credits failed .....				Total credits failed .....							

VIII. This is to certify that the above is a true and complete record of the high school work of

....., Prin. .... H. S.

IX. I have completed ..... years of college-university-normal work at

(Name and location of institution.)

If you have attended some college or university, there must be attached below a statement from the registrar of that institution certifying to your good standing in, or your honorable dismissal from such institution and, in addition, a list of credits earned at that institution.

(Place here certified statement and list of credits mentioned above.)





XI. If you have been in school immediately preceding this application, how have your school expenses been met? a—Paid by parent or guardian?..... or, b—Paid by yourself?.....

XII. What per cent of your future school expenses would you be compelled to meet from your own personal earnings if you were to continue schooling in accordance with your present plans and under present circumstances?.....

XIII. Is there any person partially or entirely dependent upon you for support at this time? If so, give brief statement of facts. ....

XIV. Give names and addresses of the last three persons for whom you worked. State whether or not these people are relatives.

a.....

b.....

c.....

XV. Give names of three business men, not relatives, and not listed above, to whom the committee might write, if desired.

Name

Address

Occupation

a.....

b.....

c.....

XVI. What have you done in high school athletics? What student body offices have you held? In what other student activities have you engaged? Give full explanation. ....

XVII. In what particular thing outside of your school work are you most interested? What is your hobby? Athletics, music, etc. ....

XVIII. Do you smoke? Explain. ....

XIX. For what particular profession or occupation do you expect to train yourself? ....

XX. Do your credits entitle you to enter the school of your choice, without conditions? ....

XXI. Do you feel that your scholarship record, your attitude toward your high school work, and your interest in higher education are such that you will be a credit to the Bernard Daly Educational Foundation? ....

XXII. This application cannot be considered by the Trustees until they have received personal and confidential letters of recommendation for the applicant from: a—The County Judge of Lake County; b—The County Superintendent of Schools of Lake County. These letters of recommendation should be sent to Mr. Fred Reynolds, President Bernard Daly Educational Fund, Lakeview, Oregon.

XXIII. I do hereby certify that the above statements made by me are entirely true and correct.

Signed ..... Dated .....

EXCERPTS FROM LETTERS

Many of the letters received expressed attitudes which are not entirely expressed in the tabulations from the questionnaire so in order to give expression to the ideas of those who wrote letters in addition to answering the questionnaire some of those letters are here quoted in part:

"I have been intending for the past several years to express my appreciation to the trustees of the Daly Educational Fund. I certainly feel that it is a very worthwhile and wonderful thing for the young people of Lake County. I fully realize that, without the help which I received from the Fund, I would not now have the advantages that I am enjoying. Since it is, as you mentioned, the only thing of its kind in the United States there are undoubtedly a good many mistakes in the handling of the Fund. From what I hear, however, I believe these are being rectified, and the Fund is probably proving to be more worthwhile from year to year."

"Your project is one in which I am very much interested, and which I hope may be of some practical value to the Board of Trustees."

"I feel that your work is a step in the right direction with a purpose of helping in the administration of the fund, however I feel that your questionnaire has only scratched the surface. Of course I do not know what result you are seeking, so perhaps, I should not pass judgment."



"The results of your study should be of great value to the Trustees of the fund and to the new students selected each year.

I am very interested and would appreciate an opportunity to read the published result."

"I appreciate the opportunity to aid you in getting a consensus of the attitudes towards the Daly Fund.

I know in my part I am very grateful for the help that it was to me. It is my full intention to pay back with interest all money received from the fund some time in the future."

"Most certainly I shall not spend a good evening filling out a questionnaire of the type you sent. It is the most silly set of questions I ever tried to figure an answer for. Am I glad I went to college and why, am I grateful and why, How do the students feel who didn't get to go and why, How in hell do I know.

The first requisite in making out questionnaires is to make them short and to the point. This group of questions could be handled with about six good questions and perhaps you would get a return. It is a silly group of questions that would require an hour or more to fill out and they are more or less of a repetition." (Note: this letter was the only one of its kind received. From this young man one might have received some interesting material.)

"I appreciate the opportunity to cooperate with you in your study of the Daly Educational Fund, but I'm afraid that I don't know how to answer some of the questions.

In connection with question No. 2, I would like to point out that

there are varying degrees of financial ability which must be balanced against the desire to attend college. If I had realized when I finished high school how interesting college experience was to be I should probably have managed to attend without the assistance of the Daly Fund. However, my actual interest at that time probably was not great enough to stimulate me to overcome the difficulties.

Question No. 5 must be answered in the affirmative, but I am not sure just why. I really have no idea of what my life would have been had I not gone to college. It is possible that I would never have realized that I had missed anything.

So far as Question No. 8 is concerned it seemed to me that the most interesting, capable and serious students in the university were those who had to earn their own money. I do not believe however, that receiving money from the Daly Fund was particularly different in its effect from receiving it from a fond parent. The same observation may be taken to apply to question No. 15."

"Your questionnaire was received today and immediately filled out according to my knowledge and opinions. All questions were very good and I believe they will give you a good insight into just what the Daly Fund is and the position it holds in the minds of the students who have the benefit of it.

I am very much interested in the results of this survey of the Daly Fund because I am now receiving its benefits. This is my third year on the Fund and I hope it will not be the last. I would appreciate it very much if you would inform me where I might find the article written after

this survey.

My object in writing this letter is to express some opinions concerning the Fund and give you some information you may not have.

You realize, of course, that the students chosen for this Fund are supposed to be the "cream of the crop" of students graduating from Lake County high schools. Many different tests on the high school curriculum and the recommendations of the various teachers bear this out. But this point has been brought rather forcibly to the attention of the students of the Daly Fund on this campus. The grade average of the Daly Club here, for a good many years, has been the lowest of any organized student group on the campus. Recently, but I should say during the past two years, this has been improving. I am not prepared to say whether this grade rating is still the same.

We students have discussed this a good deal and sought at solution in every way. Is it that the students do not appreciate the Daly Fund enough to "make" grades? We will not admit this of course, yet we still think of it. And we will not admit that the brightest students of Lake County can't make grades in this institution. It is obvious that something is radically wrong.

If my figures are correct, there were 12 new Daly Fund students enrolled in this school as freshmen last fall term. Ten of these were boys and two were girls. It is common knowledge that none of these 12 students made a grade average of 1. or above for the term ending December 22, 1934. The question of their interest and appreciation of the Fund arises again.



You will note by Question 14 which I answered, that I thought 50% of the students really appreciate the Fund, and I still believe that. I believe, too, that 20% of the students here now could have attended school without the Fund. It all offers a very disturbing problem.

Many of the students here now believe that the preparation given in the high schools in Lake County is not satisfactory for matriculation into institutions of higher learning. And this is rapidly being proved to our own satisfaction. We immediately ask this question: Is it fair that the Daly Fund trustees spend approximately \$27,000 annually to educate these students, in all institutions in the Oregon State System of Higher Education, when they have not the preparation and background to receive this education? Many times in the last 2½ years that I have been here I have found myself in situations which proved that I lack a foundation which my own character and mind could have easily received had it been offered to me in high school and grade school. This is merely a statement of fact, not a point of emphasizing my own mental status.

This lack of foundation was especially apparent during the first year. Since then I have become able to fight it out with these profs and students on their own ground, you might say, because the first year made us near equals when learning the secrets of a college education. Yet all this time I have been spending the money sent me from the Fund and have not been receiving the benefit which it is intended to give because of something lacking in my own preparation. And I am but one of

approximately 60 students in practically the same condition.

I know that I appreciate this Fund as much as is possible for a student to do. It has given me a college education, the one thing I have planned on and wanted ever since I can remember. Such an education is necessary for success in the present day business world. And any human desires success.

Since 1921-22 I have seen many students chosen on this fund. Some came to school for a few years then dropped out, wasting the money spent for them. Others came and received technical educations and immediately returned to some manual labor that needed only a strong back and a weak mind. No value received in these cases for money spent. Others who I sincerely believed deserved the Fund have been denied its benefits. In spite of this they have gone on and on their own initiative and resources and became successes in their own lines. It seems that some plan could be worked out to alter this whereby the students who have "it" could get the benefits of the fund in preference to those who merely consider it as a gift and a ticket for a four year vacation. But no amount of thought offers a satisfactory plan.

Teacher recommendations and various tests seem to form 90% of the basis in choosing the students. I can see no other way but I am sure it can be improved. Dr. Daly said in his will that he wanted to aid the "worthy young men and women of Lake County". Sometime I doubt that this has been followed as he would have done it. But that is beside the point. The Trustees have a difficult time on their hands but I feel they are doing all a human can. I don't envy them their

job of giving away such scholarships.

I am afraid that I have rambled on too long now but it does interest me very much. I wish you every success with your survey and I am looking forward with interest to your account of it."

"In the questionnaire, the answers I have given for some of the questions seem almost uncomplimentary to the Daly Scholarship. On the contrary, I think the Daly Scholarship was the result of the thoughtfulness of one of the most public spirited persons Lake County will ever know. If any of these answers would tend to discourage other public spirited persons from creating similar scholarships, I hope they are never repeated."

"In the foregoing questionnaire I attempted to make a full explanation of what my ideas are concerning the Daly Fund. In addition to that information, I take this opportunity to make additional comment.

In the first place, I wish to restate that I believe the Daly Fund is one of the most worthwhile and valuable donations ever made, and if it were used as was previously intended, I can imagine nothing better.

During the past three or four years there has been considerable question and doubt concerning its adequacy. In the first place, college students on the fund have not made the showing expected of them. Therefore, they are blamed from all sides for not having made their college careers a success. Those people do not realize just what every individual student has to contend with on entering college.



In the first place, the students are not properly equipped for college work due to the fact that they have had access to only the bare secondary educational requirements. They have come from communities where they have lived since childhood knowing only the customs of their own people all that time. People stay settled in that "out-of-the-way" county because they have to. They have made investments in former years when the country was booming that hold them there. And though many of them realize that their children are not getting the advantages they had hoped for them, they plan for their children to get that opportunity when they are placed on the Daly Fund scholarship and are sent out of that country to a college. It is from this poor community environment that college students come. They are very new in the cultured world in which they are placed and expected to make startling achievements. I will admit that in many cases students are careless, lazy, or in college only for a good time. This is where the trustees made a mistake in selection.

In my community, there are many students who sacrifice much, and devote every effort toward making the Daly Fund. During the past years, practically everyone of these students has been turned down for no apparent reason. It has caused much hostile feeling toward those who directly handle the fund. They are not justified in giving every student in their community a chance for the Daly Fund and ignoring the applicants from the other Lake County high schools, and from all outside appearances, that is just what they have done. Comparatively speaking, there have been just as many successful college students from the other

schools as there have been from this one. If they are justified in making their selections in that way they should let the County know it.

There is also very much question concerning the cutting down of the student allowances made the past few years. This is because the fund has been invested (which was not the original intention) and, therefore, the supply has been decreased, and from all appearances will soon be gone. I believe that the present allowance made is sufficient, but it should not be necessary to make cuts to prolong the existence of the Daly Fund.

I am merely stating what the general opinion of the handling of the Daly Fund is. If it can be justified in every way, it seems to me that such justification should be made public so that the people will understand it more thoroughly.

It seems logical to me that one trustee should be chosen from each of the three Lake County high schools. This would help to make a fairer and more considerate selection of Daly Fund beneficiaries."

BANK BOND  
KRAE CO. VENT.

ALPHABETICAL LIST OF ALL PERSONS WHO HAVE BEEN SELECTED  
FOR DALY SCHOLARSHIPS INCLUDING THE SCHOOL YEAR 1935-36

Abbreviations used under "High School": L-Lakeview; P-Paisley; SL-Silver Lake; WS-West Side. Those used under the heading "College Course": Ag-Agriculture; A & L-Art & Letters; Arct-Architecture; BA-Business Administration; Biol-Biology; C-Commerce; Chem-Chemistry; CE-Civil Engineering; Econ-Economics; Ed-Education; Eng-English; Engr-Engineering; EE-Electrical Engineering; F-Forestry; FA-Fine Arts; Geol-Geology; HE-Home Economics; Hist-History; IA-Industrial Arts; J-Journalism; LD-Lower Division; ME-Mechanical Engineering; Med-Medicine; Math-Mathematics; Nurs-Nursing; PE-Physical Education; Phar-Pharmacy; RL-Roman Language; SS-Social Science; VE-Vocational Education; Zool-Zoology.

<u>Name</u>	<u>High School</u>	<u>College</u>	<u>Course</u>	<u>Years Attended</u>	<u>Graduated</u>
Abramson, Ruth	L	O. S. C.	SS	1932-36	In School
Adams, Phyllis	L	U. of O.	J	1933-36	In School
Adams, Pearl	SL	U. of O.	PE	1935-36	No(drop)
Adams, Robert	L	O. S. C.	F	1929-33	Yes
Ahlstrom, Eston	L	O. S. C.	Ag	1923-27	Yes
Ahlstrom, Fern	L	O. S. C.	C.	1923-27	No
Anderson, Elvira	L	Monmouth O. S. C.	Ed C	1922-23 1924-26	No. No
Anderson, Louise	L	U. of O.	J	1932-36	In School
Angland, Catherine	L	U. of O. Ashland	SS Ed	1931-33 1933-34	No Yes
Angstead, Helen	L	Ashland	Ed	1930-32	Yes
Angstead, Paul	L	U. of O.	PE	1925-29	Yes
Anstead, Charles	L	Monmouth	Ed	1924-25	No.
Arzner, Josephine	L	O. S. C.	SS	1931-33	No
Baker, Dessie M.	L	Monmouth	Ed	1926-28	Yes
Baker, Mildred	L	U. of O.	Hist	1925-29	Yes



<u>Name</u>	<u>High School</u>	<u>College</u>	<u>Course</u>	<u>Years Attended</u>	<u>Graduated</u>
Banister, Clara I.	P	O. S. C.	C	1930-31	No
Banister, Nita	P	Ashland	Ed	1935-36	In School
Barrington, Anna F.	L	O. S. C.	SS	1933-36	In School
Barry, Anna	L	O. S. C.	SS	1934-36	In School
Barry, Bob	L	U. of O.	SS	1931-34	No
Barry, Catherine	L	O. S. C.	Nurs.	1935-36	In School
Barry, Edith	L	O. S. C.	Ed	1933-36	In School
Barry, Josephine	L	U. of O.	J	1927-30	No.
Barry, William M.	L	U. of O.	SS	1926-30	No
Becraft, Everett	L	O. S. C.	Engr.	1934-36	No
Bentz, Gale	L	O. S. C.	Ed	1934-36	In School
Blair, Wellie	P	U. of O.	Eng.	1925-26	No
Boehm, Edith	L	O. S. C.	SS	1933-36	In School
Boehn, Viola	L	O. S. C.	SS	1932-36	In School
Bogner, Charles	L	O. S. C.	F	1935-	In School
Boydston, Georgia	L	U. of O.	RL On own	1927-31 1933	No Yes
Bradley, Leah	SL	O. S. C.	Ed	1931-35	Yes
Bradley, Lora R.	SL	O. S. C.	HE	1930-34	Yes
Bradley, Lyle	L	O. S. C.	EE	1929-32	No
Brennan, Frances T.	L	O. S. C.	C	1930-32	No
Brown, Bessie Jane	L	O. S. C.	HE	1923-27	Yes
Brown, Edith E.	L	O. S. C.	HE	1928-32	Yes
Brown, Jesse E.	L	U. of O.	Biol	1925-28	No
Brown, Ralph G.	L	O. S. C.	F	1926-29	No

<u>Name</u>	<u>High School</u>	<u>College</u>	<u>Course</u>	<u>Years Attended</u>	<u>Graduated</u>
Bryan, Veneta	P	O. S. C.	C	1929-33	Yes
Buick, Malcolm	SL	U. of O.	BA	1932-33	No
Burch, Frances E.	L	O. S. C.	C	1930-32	No
		U. of O.	BA	1932-34	Yes
Cahill, James	L	O. S. C.	Ag	1934-	In School
Calderwood, Catherine	L	O. S. C.	VE	1928-32	Yes
Calderwood, George	L	O. S. C.	IA	1927-30	No
Calderwood, James	L	O. S. C.	C	1925-29	No
Callahan, Julia	L	Ashland	Ed	1934-	In School
Cannon, Alice	L	U. of O.	J	1934-	In School
Cannon, Floy B.	P	O. S. C.	C	1931-33	No
Carroll, Fern	SL	Ashland	Ed	1928-31	No
			On own	1935	Yes
Carroll, Nellie	L	U. of O.	Ed	1924-28	Yes
Carroll, Phillip	L	U. of O.	Econ	1927-31	No
Chandler, Grant	WS	O. S. C.	ME	1924-28	No
			On own	1928-29	Yes
Chandler, Paul	L	O. S. C.	C	1930-32	No
Christensen, Mina	L	Did not enter		1930-	No
Clark, Robert	L	U. of O.	BA	1928-32	No
Cliff, Barbara	SL	O. S. C.	C	1931-33	No
		Ashland		1933-34	No
Cogburn, William	L	O. S. C.	F	1934-36	No
Conn, Theodore	L	U. of O.	Law	1929-32	Yes
Cooper, Nelda I.	L	U. of O.	Music	1926-30	Yes
Cooper, Rexford	L	U. of O.	J	1933-	In School

<u>Name</u>	<u>High School</u>	<u>College</u>	<u>Course</u>	<u>Years Attended</u>	<u>Graduated</u>
Corbett, Richard	L	U. of O.	Zool	1926-27	No
Corum, Samuel M.	SL	O. S. C.	F	1930-34	No
Cory, Frances M.	L	Monmouth	Ed	1930-32	No
Corey, Newell	L	O. S. C.	F	1928-32	Yes
Crump, Thomas	L	O. S. C.	ME On own	1924-28 1928-29	No Yes
Crump, Viola	L	O. S. C.	C	1929-33	No
Currier, Bernadean	P	O. S. C.	HE	1932-	In School
Daly, Benjamin	L	O. S. C.	Ag	1933-	In School
Daly, Jewell	L	O. S. C.	BA	1934-35	No
Daly, Jossie K.	L	O. S. C.	C	1931-35	Yes
Daly, Mary	L	O. S. C	HE	1927-30	No
Dehne, Venita	SL	O. S. C.	HE	1932-	In School
Dietze, Dorothy	L	U. of O. O. S. C.	Biol Phar	1926-28 1928-30	No Yes
Dietze, Juanita	L	U. of O.	Arct.	1924-28	Yes
Donnelly, Jack	P	U. of O.	Law On own	1933-34 1935-	No In School
Drinkwater, Charles	L	Ashland	Ed	1934-	In School
Duke, Mildred	L	Monmouth	Ed	1922-24	Yes
Duncan, Rhesa W.	L	O. S. C.	Phar	1922-26	Yes
Dunning, Henrietta	L	U. of O.	Math.	1926-30	Yes
Eccleston, Mildred I.	L	O. S. C.	HE	1932-33	No
Edmiston, Ralph	L	U. of O.	Med.	1922-26	Yes
Elgan, Nellie	L	Monmouth	Ed	1924-25	Yes



<u>Name</u>	<u>High School</u>	<u>College</u>	<u>Course</u>	<u>Years Attended</u>	<u>Graduated</u>
Elliott, Euell L.	L	Ashland	Ed	1933-34	No
Farra, Earl	P	O. S. C.	C	1923-26	Yes
Ferns, Edith	SL	Ashland	Ed	1931-32	No
Fisher, Milton	L	O. S. C.	Ed	1934-35	No
Flemming, Carmen	WS	O. S. C.	C	1924-28	Yes
Foster, Barbara	P	U. of O.	A & L	1933-	In School
Fox, Helen	L	Ashland	Ed	1935-	In School
Fox, Henry	L	O. S. C.	Ag	1931-35	Yes
Fox, Orrin	L	O. S. C.	Ag	1934-	In School
Frakes, Edna Belle	L	O. S. C.	HE	1928-32	No
Frakes, Josephine	L	U. of O.	Ed	1928-30	No
Frizzell, Burt	L	O. S. C.	F	1932-	In School
Fuller, Ruth I.	L	Monmouth	Ed	1926-28	Yes
Gaylord, Lloyd	P	O. S. C.	VE	1927-29	No
Getty, Beatrice	L	O. S. C.	HE	1933-	In School
Gibbons, Norine Edgerton, Mrs. N.	L	O. S. C.	HE	1925-28	No
Gibson, Cleo	L	O. S. C.	C	1923-27	No
Gibson, Ruby	L	U. of O.	PE	1927-31	No
Gibbs, Goldie	L	O. S. C.	HE	1933-35	No
Gibbs, Henry	L	O. S. C.	Engr	1934-	In School
Girton, Ruth E.	SL	O. S. C.	C	1922-23	No
Graves, Austa	SL	U. of O.	Ed	1924-28	Yes
Graves, Neva	SL	Ashland	Ed	1928-30	No

<u>Name</u>	<u>School</u>	<u>College</u>	<u>Course</u>	<u>Attended</u>	<u>Graduated</u>
Hahner, Elizabeth	L	U. of O.	PE	1929-33	Yes
Hall, Vinton	L	U. of O.	J	1927-31	Yes
Hannon, Emma	P	O. S. C.	HE	1931-32	No
		Ashland	Ed	1932-33	No
Hanson, Ellen	L	O. S. C.	SS	1932-	In School
Hanson, John	L	O. S. C.	BA	1932-	In School
Hanson, Louis	P	O. S. C.	EE	1932-	In School
Harper, Earl	P	U. of O.	Chem	1928-31	No
Harper, Inez V.	P	U. of O.	E	1922-26	Yes
Harrow, Frank	L	U. of O.	PE	1928-32	Yes
Hart, Frank	L	O. S. C.	Phar	1932-	In School
Hartzog, Phyllis	L	U. of O.	SS	1927-30	Yes
			Grad. Wk	1930-31	
Harvey, Irma L.	L	Did not Enter		1929-	No
Hay, Margaret B.	L	U. of O.	A & L	1933-	In School
Heifrin, Nell	SL	Monmouth	Ed	1925-26	No
Heifrin, Arlis	SL	O. S. C.	Ag	1922-23	No
Holder, Thomas	P	U. of O.	Med	1922-25	No
				1927-28	Yes
Hotchkiss, May	L	O. S. C.	C	1929-33	No
Houston, Emily	L	U. of O.	J	1922-24	No
Ingle, Schooley	L	O. S. C.	Phar	1924-28	Yes
Ingle, Wallace	L	O. S. C.	C	1927-28	Yes
Ingram, Vernon		O. S. C.	F	1927-29	No
Johnson, Anna G.	L	U. of O.	BA	1927-28	No

<u>Name</u>	<u>High School</u>	<u>College</u>	<u>Course</u>	<u>Years Attended</u>	<u>Graduated</u>
Johnson, Helen L.	L	U. of O.	A & L	1932-34	No
Johnson, Mary K.	L	U. of O.	Arct.	1925-29	No
Kelly, Mignon	L	U. of O.	SS	1935-	In School
Lamb, Shubal	L	U. of O.	PE	1934-	No
Light, Aenid Warner, Mrs. A.	L	O. S. C.	C	1924-26	No
Light, Amos	L	O. S. C.	Ag	1924-26	No
Lincecum, Jessie	L	U. of O.	Music	1926-29	No
Linebaugh, Mary E.	SL	Ashland	Ed	1926-28	No
Loveless, May	L	U. of O.	BA	1931-35	Yes
Ludi, Mildred	SL	O. S. C.	C	1929-31	No
Lundy, Thelma	SL	U. of O.	BA	1932-33	No
Lynch, Richard	L	O. S. C.	Engr.	1930-31	No
Malloy, Blair	L	O. S. C.	C	1923-27	Yes
Malloy, Kathleen	L	O. S. C.	C	1925-28	No
Mauzey, Etta	L	U. of O.	Eng.	1927-31	Yes
Mauzey, Milton	L	U. of O.	BA	1929-33	Yes
McComb, Oliver	L	O. S. C.	CE	1922-23	No
McDonald, Nellie	L	U. of O.	PE	1927-30	No
McDonald, Rollin	L	O. S. C.	Phar.	1930-32	No
McKendree, Maxine	L	O. S. C.	C	1925-29	Yes
McKinney, Charles F.	L	U. of O.	Music	1930-34	No
McKinney, Ernest	L	U. of O.	Law	1925-28	No
McKune, Edwin	P	O. S. C.	Ag	1926-30	No
			On own	1930-31	Yes



<u>Name</u>	<u>High School</u>	<u>College</u>	<u>Course</u>	<u>Years Attended</u>	<u>Graduated</u>
McKune, Laura	P	O. S. C.	BA	1932-	No
Minton, Lewis J.	P	O. S. C.	F	1931-35	No
Morgan, Ruth	L	U. of O.	HE	1935-	In School
Morgan, Zona	P	Ashland	Ed	1929-31	Yes
Morris, Alice E.	L	O. S. C.	SS	1933-	In School
Morris, Everett	L	O. S. C.	Ag	1934-	In School
Morris, Ruth M.	L	O. S. C.	HE	1931-35	Yes
Morris, Woodrow	L	O. S. C.	Ag	1931-35	Yes
Mushen, Robert L.	L	O. S. C.	CE	1930-34	No
Mushen, Samuel	L	U. of O.	J	1928-31	Yes
Myers, Polly	L	O. S. C.	HE	1933-36	No
Nelson, Lucile E.	SL	U. of O.	Art	1932-35	No
Nelson, Harry O.	WS	O. S. C.	HE On own	1924-28 1928-29	No Yes
Nicholas, Clarence A.	L	U. of O.	PE	1930-33	No
Nolte, Howard M.	L	O. S. C.	Ag	1930-33	No
Nolte, Lois	L	Ashland	Ed	1933-35	Yes
Nolte, Lorence	L	O. S. C.	Ag	1923-27	Yes
Ogle, Amy M.	L	Monmouth	Ed	1922-24	Yes
Ogle, Everett	L	U. of O.	BA	1922-26	Yes
Ogle, Lawrence	L	U. of O.	Econ	1925-29	Yes
O'Malley, Margaret	L	U. of O.		1929-31	No
Owsley, Cecil B.	SL	U. of O.	Geol	1923-24	No
Owsley, Jimmie	L	U. of O.	BA	1935-	In School

<u>Name</u>	<u>High School</u>	<u>College</u>	<u>Course</u>	<u>Years Attended</u>	<u>Graduated</u>
Owsley, William J.	SL	U. of O.	BA	1925-29	Yes
Paxton, Forrest	L	U. of O.	BA	1929-33	Yes
Perry, Charles	L	O. S. C.	ME	1929-33	Yes
Peterson, Alice	L	O. S. C.	C	1929-33	Yes
Peterson, Dorris R.	L	U. of O.	Music	1933-	In School
Peterson, Edna	L	U. of O.	Eng.	1928-31	No
Peterson, Elmer	L	U. of O.	Econ.	1929-33	Yes
Peterson, Eric	L	U. of O.	Physics	1924-28	Yes
Peterson, Mable	L	U. of O.	Ed	1924-38	Yes
Peterson, Marie	L	O. S. C.	HE	1929-33	No
			On own	1933-34	Yes
Peterson, Norma					
Wilcox, Mrs. Nate L.	L	O. S. C.	HE	1931-32	No
Piper, Edna Clara	L	Ashland	Ed	1933-35	Yes
		U. of O.	Ed	1935-	In School
Piper, Jane	L	Ashland	Ed	1933-35	Yes
Pitcher, Elizabeth	SL	Ashland	Ed	1928-30	Yes
Pitcher, Franklin	SL	O. S. C.	Engr.	1928-29	No
Pitcher, Vera	SL	U. of O.	Music	1924-25	No
Powell, Verna	L	Monmouth	Ed	1922-24	Yes
Powell, Walter R.	L	O. S. C.	C	1923-25	No
Real, Margaret	L	U. of O.	Law	1934-	In School
Reeder, Dalmer	SL	O. S. C.	C	1922-26	Yes
Reeder, Berdina F.	SL	U. of O.	Hist	1925-29	No
Reeder, Lena C.	SL	O. S. C.	C	1925-28	No

<u>Name</u>	<u>High School</u>	<u>College</u>	<u>Course</u>	<u>Years Attended</u>	<u>Graduated</u>
Rehart, Clifford	L	O. S. C.	Ag	1934-	In School
Reynolds, Arlene	L	U. of O.	J	1934-	In School
Reynolds, Gail F.	L	O. S. C.	C	1930-33	No
Rinehart, Genevieve	L	U. of O.	BA	1930-33	No
Rinehart, Vene	L	O. S. C.	EE	1923-27	Yes
Robertson, Cornelia	L	U. of O. Med. S.	Med Med	1922-25 1925-29	Yes, M. D.
Robertson, Joycelin	L	U. of O. Med. S. On own "	Zool Med Med	1924-27 1927-28 1928-31	Yes, M. D.
Robinette, Delbert	SL	U. of O.	FA	1923-27	No
Robinette, Theressa	SL	U. of O.	PE	1922-24	Yes
Schroder, Bert	SL	O. S. C.	Ag	1929-30	No
Shellhammer, Erma	L	U. of O. Portland	Nurs.	1932-35	Yes
Simmons, Lucile	L	O. S. C.	C	1924-28	No
Smith, Loye	P	U. of O.	RL On own	1924-28 1928-29	No Yes
Smith, Nelson	SL	O. S. C.	Ed	1931-35	Yes
Snider, James	L	O. S. C.	Engr.	1934-35	No
Snyder, Gladys	L	Monmouth	Ed	1922-24	Yes
Spangenberg, Esther	L	O. S. C.	HE	1924-28	Yes
Spangenberg, Norman	L	O. S. C.	Chem On own	1928-31 1931-32	No Yes
Spangenberg, Wesley	L	O. S. C.	ME	1927-30	Yes
Steele, Hubert	L	O. S. C.	LD	1932-	In School
Stein, James M.	L	O. S. C.	Ag	1927-31	Yes



<u>Name</u>	<u>High School</u>	<u>College</u>	<u>Course</u>	<u>Years Attended</u>	<u>Graduated</u>
Stein, John	L	O. S. C.	IA	1929-33	No
Stevenson, Olive Y.		Monmouth	Ed	1922-23	No
Stingley, Hazel	SL	O.S. C.	HE	1933-	In School
Stovall, Jesse Lee	L	U. of O.	RL	1927-31	Yes
Stratton, DeForrest	L	O. S. C.	LD	1933-	In School
Striplin, Virgil	L	O. S. C.	Ag	1922-24	No
Tatro, Fay	L	O. S. C.	SS	1931-35	No
Tatro, Neville	A	U. of O.	Eng.	1929-33	Yes
Tower, June	L	U. of O.	Ed	1934-	In School
Venator, Harold	L	O. S. C.	IA	1929-31	No
Vernon, Alice	L	O. S. C.	Ed	1931-35	Yes
Vernon, Faye	L	Monmouth	Ed	1923-25	No
Vernon, Hazel	L	O. S. C.	HE	1929-32	No
Vernon, Mildred I.		Did not Enter		1929-	No
Walter, Goldie	L	U. of O.	Eng. On own	1924-28 1928-29	No Yes
Weaver, Vera	L	O. S. C.	C	1925-26	No
Weir, Robert	L	O. S. C.	Ag	1933-	In School
Welch, Robert	L	U. of O.	Law	1932-	In School
Whitehouse, Earl	L	O. S. C.	Phar	1927-30 1931-32	No Yes
Whittaker, Mildred	L	O. S. C.	C	1923-27	Yes
Whittaker, Samuel	L	O. S. C.	F	1926-27	No
Wilcox, Lina	L	U. of O.	Ed	1929-33	Yes
Wilcox, Nate	L	O. S. C.	F	1931-32	No

<u>Name</u>	<u>High School</u>	<u>College</u>	<u>Course</u>	<u>Years Attended</u>	<u>Graduated</u>
Wilder, Beatrice	L	U. of O.	Music	1924-28	Yes
Williams, Carl E.	L	U. of O.	Geol	1925-27	No
Williamson, Ruby	L	U. of O.	J	1928-30	No
Witham, Clarice	P	U. of O.	BA	1928-32	Yes
Witham, Daisy	P	U. of O.	Ed	1923-27	Yes
Withers, Lewis A.	P	O. S. C.	C	1930-33	No
Woodcock, Virgil E.	L	O. S. C.	EE	1923-27	Yes
Young, Dorothy	SL	U. of O.	BA	1933-	In School