STUDENT PERSONNEL SERVICES
AT THE UNIVERSITY OF ARIZONA,
1949-1950

by

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CHAPTER I

INTRODUCTION

The Student Personnel Point of View

Student personnel work embraces a philosophy of education which places major emphasis upon the development of the student as a whole—his social, emotional, physical, and spiritual as well as his intellectual development.1

"This point of view is diametrically opposite to that which limits higher education to the intellectual development of students to professional education or to research."2

Historically, this personnel point of view stems back to the English college which was the prototype of early American colleges. In both, much attention was given to the social, moral, and religious development of students as well as to their intellectual growth. "This early antecedent of personnel work was largely informal and wholly untechnical."3

"In this colonial period, the scholar served in a pastor-teacher-policeman relationship to the student, which demanded from the professor a combination of spiritual, instructional, and disciplinary counsel without modern counter-


3. Ibid. p. 1292.
part. It is understandable that the individual faculty member of colonial times was able to know his students and was expected to know them when we realize that as late as 1800 there were only twenty-four colleges in the United States, and in them fewer than two thousand students and about one hundred teachers.\(^1\) Together with the limited nature of the curriculum and the homogeneity of students, this small ratio of students to teachers made possible personalized relationships well up into the nineteenth century.

During the nineteenth century, the German research-centered universities became the ideal of American educators. The influx of German-trained professors steered American higher education toward intellectualism. "The ideal of the small undergraduate college began to lose ground in favor of the German ideal of a large university where research as well as instruction in the major branches of knowledge could be carried on."\(^2\) The lecture and laboratory systems brought about a depersonalized method of teaching. German-trained scholars returned home with the conviction that American colleges and universities should follow the German philosophy of complete disregard for the students outside of class.\(^3\)


"Overweening paternalism gave way to almost complete indifference."¹

Other influences contributed to changing the pattern of university life: the growth of colleges and university enrollments; the secularization of education; the mass production models of industry; the rise of science; and the introduction of professional and pre-professional curricula which contributed to the formation of corresponding student groups.²

During the early part of the twentieth century, many factors converged to shift attention back to the student's broad development in all varying personality aspects. Reaction against the German-born impersonalism was made both by students and administrators. "Woodrow Wilson recognized the seriousness of the problem upon his assumption of the presidency at Princeton in 1902 and, in order to change the trend, he established the preceptorial method of instruction. President Harper of the University of Chicago meanwhile repeatedly discussed the need of individualized student relationships and predicted that within fifty years the individualization of higher education would be achieved by the appointment of special officers who would devote their attention to the students as men and women rather than as minds merely."³


Following World War I, the English point of view in regard to students returned to American universities. Directions in which this English influence was displayed are housing of students, methods of instruction, and objectives of education.¹

Beginning in the second decade of this century, research in psychology increased our knowledge and understanding of individual differences. Many psychometric techniques were developed by psychologists during the two World Wars and had wide spread application. These have been further refined and have been used subsequently with university students. Following World War II, the Veterans Administration provided country-wide services at more than three hundred guidance centers. "In itself, this project probably represented the greatest single impetus ever given to professional personnel work in this or any other country."²

All these forces have combined to work for the development of a personnel point of view and have developed improved methods of assisting students to achieve maximum development in all respects. American universities and colleges have grown tremendously after each World War, and they have sought to maintain some personal and individual relationship with their students.

There is a tendency for professional colleges to include an interest in the non-academic aspects of the student's development which the liberal arts colleges are including, such as more preparation for the vocational future of their students. No student can be adequately understood, nor successfully educated, nor can he live an effective life on the basis of only one or a few aspects of his personality; and therefore, no personnel program in any institution of higher education can escape the responsibility of considering all such aspects.  

Personnel work with students must take into account many facets of his makeup, including academic capacity, abstract verbal intelligence, physical health, social knowledge and skill, ability to make and keep friends, artistic appreciation, practical managerial ability, emotional stability and any other personal attributes which may determine his effectiveness in living and his contributions to society.

Perhaps the well-known example of the extremely opposite philosophy of higher education should be noted. Robert M. Hutchins asserts "The university is intellectual. It is wholly and completely so. As such, it is the only kind of

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2. Loc. cit.
university worth having.\textsuperscript{1} He considers the phrase "education to educate the whole man" to be the prize of all meaningless phrases in education discussion.\textsuperscript{2} At the twentieth anniversary of his becoming president of the University of Chicago, Hutchins was still blasting the American University for trying to be too many things that it should not be—"an athletic establishment, a health resort, a vocational school and a place...to acquire the social graces."\textsuperscript{3} He would free universities from empiricism and vocationalism to allow them to do their intellectual job.

The development of the student personnel point of view in universities has had its counterpart in industry and business. It is the common testimony of employment managers and businessmen that jobs are lost, not so much because of lack of ability, as because of personality defects. "A survey made by Professor Emeritus John A. Brewer of Harvard from 1920 to 1929 showed that 62.4 percent of discharges were caused, not by deficiencies in performance demanding skills, nor by lack of knowledge, but by deficiencies of

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personal character."\(^1\)

"The student personnel movement constitutes one of the most important efforts of American educators to treat the college and university students as individuals, rather than as entries in an impersonal roster....In a real sense this part of modern higher education is an individualized application of the research and clinical findings of modern psychology, sociology, cultural anthropology and education to the task of aiding students to develop fully in the college environment."\(^2\) To achieve this optimum development of the individual student, the personnel point of view needs to permeate the administrators and the faculty as well as the professional personnel workers.

Origin of the Problem

A survey of the student personnel services at the University of Arizona was first suggested by the writer's experiences as assistant to the head resident of a women's dormitory on this campus. The problems of these undergraduate women caused the writer to feel the need of a knowledge

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of the existing services for use in referral. Also, the accounts that some of these women gave of their experiences with university student personnel agencies made the writer desire more objective information about the processes than was available in printed form.

At the same time, the writer was a graduate student in the guidance courses in the Department of Education. These courses have been directed primarily toward application in the secondary school level. In accord with the writer's personal interest in university personnel work, independent reading and research have extended these basic courses to the level of higher education. The writer was also interested in the possibilities for in-service training for graduate students in guidance in developing and expanding a program of student personnel services on the campus.

Statement of the Problem

The purpose of this study was to gain insight into the specific personnel services at the University of Arizona. Answers were sought to such questions as:

What are the specific personnel services available?
How and by whom are these services performed?
How are these services co-ordinated?
Are the existing services adequate?
What changes and/or additions might be feasible in developing and expanding a program of student personnel services
at the University of Arizona?

**Method of Procedure**

After deciding upon the problem for investigation, it was necessary to consider in detail various methods of procedure. The methods considered were (1) the questionnaire, (2) the interview, and (3) direct observation. It was also necessary to take into account many practical aspects involved in the collection of data such as availability of data, cost, and time and energy required.

It was decided to use the interview, with a prepared schedule of questions, and to use related objective data made available as a result of the interviews. Various weaknesses of the interview studies are noted: First, sources of unreliability inherent in the interviewer, in the person interviewed, and in the relationship between the two;\(^1\) second, limitations relating to the respondent are his experience, his judgement, his accessibility and willingness to divulge the information, and his ability to express himself clearly;\(^2\) and third, the personal bias of the interviewer is a source of misinterpretation. "Not only for maintaining the objective approach but also for avoiding the most

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insidious errors, it is wholesome for the interviewer to realize that he is the greatest source of errors and misunderstanding. ¹

The interview method was decided upon for the following reason: it was possible to contact personally all the persons from whom data were desired; it was felt that better co-operation and a clearer understanding of terms and data could be secured by interviewing than by questionnaire; it was hoped to secure access to objective data through the interview method; and it was felt that this method might contribute to developing more interest in student personnel work among administrators, inasmuch as an official verbal delineation of their own contribution to the university services was necessary.

In order to prepare for these interviews, the writer needed to study the field of personnel work and to prepare a schedule for the interviews. The preparation needed for this survey was (1) to read intensively in current literature of personnel work as it is being carried out on other campuses; and (2) to learn of such work at the University of Arizona through written materials, catalogues, handbooks, previously related theses, and direct observations and discussions with undergraduate students.

¹. Bingham and Moore, op. cit., p. 252.
Obviously, this survey could not be permitted to expand indefinitely. Time and finances imposed limitations upon the scope of this study. The study was restricted to interviewing the heads of the various non-instructional offices in which the individuality of the student takes precedence over impersonal administrative procedures, and interviewing the deans of colleges and directors of schools in regard to the personnel functions performed for their own students. A separate, but similar, schedule was arranged for each phase of the survey. A copy of these two schedules is included in the appendix on page

The procedure in arranging interviews was first to contact the secretary of the office. The writer explained the survey to the secretary and asked for an interview appointment with the administrative officer. Explaining the survey to the secretary accomplished two things: (1) the head of the office knew the purpose of the interview beforehand and he had an approximation of the time required; and (2) rapport with the secretary was valuable when the head of the office requested that she furnish the writer copies of student personnel forms and office reports.

The average length of interview was one and one-quarter hours. In many cases extra time was then spent by the writer in reading and making notes of records made available as a result of the interview.
Since the persons interviewed were more accustomed to interviewing than being interviewed, it was found that better rapport was established by handing each one a copy of the schedule. The writer used a duplicate schedule to record information during the interview.

In order to accomplish the aim of this thesis, namely, insight into the student personnel services at the University of Arizona, the data collected was grouped according to the specific services rather than according to the office in which the information was collected. The nature of student personnel work is such that certain aspects of many activities involve the inter-relationship of a number of individuals in varying ways.¹ Freshmen Week is an example of this inter-relationship. Also at the University of Arizona, the same service is performed by different offices for various groups of students. For these two reasons, the writer believed that this manner of presentation would convey a more comprehensive picture of student personnel services at the University.

Importance of the Problem

The university that accepts broad responsibilities for

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aiding the optimum development of the individual student in his relation to society needs to evaluate carefully and periodically the services designed to accomplish this purpose.

It is hoped that this survey will serve to stimulate experimentation and investigation in specific personnel service functions. In the final chapter is included a list of problems for further study that were suggested by this survey.

An interest in reading this thesis was expressed by several of the persons interviewed. The writer has planned an arrangement of data to show the contribution of the various offices to each specific personnel service. By this grouping of the data collected, a comparison of processes, techniques, and organization is possible.

This study should be useful to those in charge of developing graduate training for personnel work at the University of Arizona. A sequence of courses for a major in guidance work has been offered for the first time at this University in 1949-1950. "Opportunities for study and research and in-service experience should be carefully weighed in developing graduate-level training for personnel work."1

Supervised practical experience is essential before one can use his knowledge of individual development and human relations with any degree of skill. Just as laboratories are

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provided for students in the physical sciences, internship for medical students, apprentice teaching for students in education, so in-service training should be provided for and required of all graduate personnel workers.¹ The value of such a program for increasing the scope and efficiency of student personnel work has been noted on the campus of the University of Minnesota, and elsewhere.

University agencies used for in-service training of student personnel work on other campuses are: freshmen testing program; faculty counseling program; central testing bureau; professional staff counseling; psychological clinic; remedial reading clinic; remedial speech clinic; and residence halls.² This thesis should be useful in pointing out potential areas for in-service training of graduate students in educational personnel work at the University of Arizona. Two values of such training should be noted: (1) the training and experience of the trainee; and (2) developing and expanding a program of student personnel work on the campus of the University of Arizona.

In order to constantly improve the quality of personnel work, the processes, tools, techniques, and organization must be studied critically. It has been stated before in this thesis that many practices of student personnel work

1. Ibid., p. 16.
2. Ibid., pp. 26-54.
have developed out of basic and applied research and practice in other fields. "Indeed, this interplay of research and practice is a dominant characteristic of modern personnel work."\(^1\) The developmental character of this field places heavy demands upon research. "Without such a stress upon critical and experimental self-study, student personnel work will deteriorate into ritual observance which yields little assistance to growing students."\(^2\)

The value of this study to the writer as a potential student personnel worker has been great. This supervised research has provided a basic training in attacking the problem of analyzing a student personnel program, at whatever age level, for the purpose of expanding its services and increasing its effectiveness.

**Definitions**

Since the field of student personnel work is in an expanding and developing stage, it is necessary to clarify certain words and terms. For the purpose of this thesis, a few operational definitions are given:

- **Student personnel services** are those activities of the university which have for their controlling purpose, bringing

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the student into that part of the university environment which best suits his needs, in such a condition that he will derive from it the maximum of individual development along lines that society considers wholesome for itself and the individual. The phrase "student personnel services" has a broader scope than the word "guidance" has.¹

Guidance is the process of assisting individuals to come to know themselves and their surroundings better, and, consequently, to regulate their affairs more effectively.² Usually an adjective will precede the word "guidance" to denote the aspect of the environment being considered.³

Counseling is the face-to-face relationship between two individuals in which the counselor gives assistance to the counselee, but in which the counselee has a sense of responsibility for taking initiative in using the resources within himself to help himself.⁴

Placement is assisting students to learn of job opportunities and to secure appropriate employment. Sometimes, in current literature, placement is referred to as "occupational placement," in order to distinguish it from placing of students in certain classes or sections of classes.

Preview of the Organization of the Thesis

A preview of the organization of the remainder of this thesis may aid the reader in seeing the relationship between the various parts.

The second chapter gives a background study for the survey. First, the specific elements of student personnel work are discussed separately. Second, a review of previous studies that are related to this thesis is made.

In the third chapter, the data collected in this survey are presented and grouped according to the same specific elements under which personnel work was discussed in Chapter II.

The fourth chapter is devoted to an interpretation of the data presented in Chapter III.

The fifth, and final, chapter includes a summary of findings, a list of problems for further study that were suggested by this investigation, and recommendations based upon the data secured.
CHAPTER II

BACKGROUND FOR THIS STUDY

AND

RELATED LITERATURE

This chapter contains a summary of the study that formed a basis for this investigation.

Since the studies relating directly to student personnel services at the University of Arizona did not provide an adequate background, the writer has discussed separately various elements of student personnel work as they are presented in current literature. These are as follows:

1. orientation
2. diagnostic techniques
3. educational and vocational guidance
4. discipline
5. counseling
6. housing and food services
7. financial aid
8. health services
9. extra-curricular activities
10. placement
11. personnel records
12. administration

Two theses, one dealing with guidance at the University
of Arizona in 1940, and one concerned with a phase of orientation work in 1943, have been reviewed. The writer has also briefly analyzed a thesis written at the University of Washington on a subject similar to this study.

Orientation

The first element of student personnel work to be discussed is orientation.

"Starting in a new school is not a happy experience for all students." Social mores tend to keep the freshman from showing his anxieties as the kindergarten child is apt to do on the first day of school. It seems to be common for new students to have fears. The problems of getting adjusted to a new school are common problems—they are not confined easily to identifiable groups of students, and for this reason group methods are effective in dealing with them. Orientation refers to all the activities carried on to help new students to become acquainted with the new institution, to participate in its life, and to utilize its opportunities to serve their purposes in attending college.

Three principles are recognized in regard to orientation: it should reach all students; it should be a contin-

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2. Ibid., p. 81.
uing process; and it should assist in a wide variety of areas.1 "Orientation programs at the college level frequently include: pre-admission activities providing exchange of information about the school and the prospective student; Freshman Week activities; a Freshman Orientation Course; units or courses within a general education program; guidance in dormitories and the social program; individual counseling; and various clinical services."2

Orientation procedures began with the introduction of a course at Boston University for the purpose of orienting new students in 1888. There followed much experimentation with various types of courses, the majority of which dealt more with adjustment to college than with orientation in fields of study or in the area of general education. During the early 1920's there was a rapid growth in survey courses for orientation purposes. The decade of the thirties witnessed the development of programs of general education, embracing many of the objectives of orientation and guidance. "An example of such a course is to be found in the program at the General College of the University of Minnesota, where four major areas are dealt with: personal living, home life,

1. Froehlich, op. cit., p. 84.
2. Bennett, op. cit., p. 1302.
vocational orientation, and socio-civic orientation. Counseling by the faculty and special counselors is closely coordinated with the instruction in these courses.\textsuperscript{1}

A specific orientation activity in most universities is Freshman Week. The college utilizes this as a means of: (1) supplementing its information about the incoming students by instituting a testing program; (2) arranging a program to help the student learn about the institution with the realization that if students are kept in lectures too constantly, they develop the ability to ignore completely what is said at them; (3) instituting as many processes as possible that will make for greater emotional security of the student; and (4) building college morale through the mobilization of upper-class students and faculty in behalf of the new students.\textsuperscript{2}

The college orientation procedures should be a continuing process to all students, each of whom needs assistance in making a wide variety of adjustments in a new situation. The Freshman Week program is a period of heightened orientation activity. Many colleges are giving orientation courses which deal with adjustment problems in which individual counseling is available. "Orientation is not therapy; rather

\textsuperscript{1} Bennett, \textit{ibid.}, 1302.

it is a preventive program.\textsuperscript{1}

Diagnostic Techniques

Various diagnostic techniques are discussed briefly to orient the reader to their use at the University of Arizona.

Diagnosis, as used in personnel work, has not been defined as specifically as in the medical field where it refers to the recognition of disease by its symptoms. In general, diagnosis refers to a more or less complete understanding of the individual and his behavior by the use of facts about the individual which are collected by various techniques.

Diagnostic techniques are divided into two broad categories: tests and non-test methods. The number of tests available as diagnostic instruments have increased steadily in the past two decades.\textsuperscript{2} These measuring instruments may be grouped as follows: intelligence tests, special aptitude tests, achievement tests, interest inventories, and personality inventories.

Four major types of error are frequently made by users

\begin{itemize}
\item[] \textsuperscript{1} Froehlich, op. cit., p. 84.
\end{itemize}
of tests: (1) the neglect of other methods of diagnosis; (2) over-emphasis on diagnosis with the resulting tendency to neglect counseling; (3) failure to take into account the specific validity of the tests used; and (4) the neglect of other methods of guidance which should normally accompany diagnosis and counseling.¹

"Intelligence tests, or tests of abstract thinking ability, are chronologically the first psychological instruments used for purposes of diagnosis."² These are divided into individual and group tests. With university students group intelligence tests are used far more than the individual tests. "The current form of the American Council on Education Psychological Examination is alone given each year to more than 100,000 college freshmen in the country and is the test used more extensively for purposes of determining college aptitude."³ The American Council on Education publishes a new form each year. Both a language or "L" score and a quantitative or "Q" score, as well as a total score are given from the test.⁴

Special aptitude tests have received more attention from industrial, military, and government psychologists

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than from education personnel workers. Academic aptitude tests are available in certain specific subjects; mathematics, chemistry, English, foreign languages, and physics. These assume the student has had no training in that subject or no more information than his own general experience would provide. These tests tend to predict marks in their related courses better than general mental tests.

Achievement tests are also used diagnostically. "An achievement test (or test of any type) can be used as a prognostic tool only when there is a known relationship between performance tested and the performance in which success is to be predicted." Examples of achievement tests used diagnostically on the college level are Cooperative Tests, General Educational Development Test, and the Graduate Record Examination.

Interest tests have received much attention in vocational guidance centers in the past few years. In most of these interest tests of the inventory type, lists of items are presented and responses of liking, disliking, or preference are sought. In vocational guidance, interest inventories

5. Loc. cit.
tend to be valuable in choosing an area of occupations rather than a level of occupations.¹

Personality inventories provide objective data, are easy to administer and score, and often give valuable information. In some, the test-taking attitude, such as involved in falsification, can be reliably measured. Examples of personality tests used with college students are; the Bernreuter Personality Inventory, Minnesota Multiphasic Personality Inventory, and the Bell Adjustment Inventory.²

Several diagnostic techniques other than tests are available to personnel workers such as the interview, questionnaires, rating scales, anecdotal records, personnel records, and autobiographies.³ The interview, which has received considerable attention in psychiatry and psychoanalysis, is useful as a fact-finding device in student personnel work. The questionnaire is a time-saver in collecting factual material but it is generally much less useful than the interview as a means of gaining insight into the attitudes and feelings of the individual.⁴ "Ratings other than course marks are seldom used systematically by student personnel workers."⁵

¹ Super, op. cit., p. 387.
² Super, ibid., p. 487.
³ Super, ibid., pp. 8-11.
⁴ Super, ibid., p. 9.
⁵ Berdie, op. cit., p. 1309.
The anecdotal record is an observational account of some significant item of conduct, and may be valuable in identifying problems.¹

Autobiographies are sometimes requested by admissions officers in colleges.² Teachers and counselors likewise request them as an additional source of data about students.

Perhaps the attitudes of the two different "schools" of counseling, directive and nondirective, toward diagnosis should be noted. E. G. Williamson, the chief exponent of directive counseling, defines diagnosis as the clinicians' conclusions concerning the characteristics and causes of the problems exhibited by the student.³ This places emphasis on tests and the other psychological techniques as a sub-struc­ture for a sound understanding of the student's problems and his potentialities.

Carl Rogers, who developed the nondirective method of counseling, has stated that diagnosis can and usually should be omitted from counseling. Nondirective counselors use few or no tests. "When the counselor assumes the information­getting attitude, the client cannot help feeling that the

². Super, op. cit., p. 11.
responsibility for the solution of his problem is being taken over by the counselor..."¹ "This is not to say that tests have no place in a counseling process. It is likely that they can be very effective in a number of cases, if they are used toward the conclusion of counseling, essentially upon the client's request."² Rogers does point out that with some individuals, handicapped in fundamental ways by their own inadequacies or the destructive quality of their environment, it is wise to undertake a thorough diagnostic study before making a decision as to what type of treatment is most likely to be profitable.³

Ruth Strang suggests a fusion of these points of view is possible. "Equipped with understanding of the individual and knowledge of the opportunities for training and employment open to him, the counselor can create an atmosphere in which the student feels free to consider his vocational plans in his own way and to use the counselor as an aid in the process. The counselor, on his part, feels free to guide this process along realistic lines."⁴

In general, diagnosis is considered essential by student

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2. Rogers, ibid., p. 250.
3. Rogers, ibid., p. 82.
personnel workers. "The effectiveness of a student personnel program is dependent upon, among other things, the adequacy of the diagnostic processes employed. Diagnosis provides a basis for teaching, therapy, and counseling."\(^1\)

**Educational and Vocational Guidance**

Since many of the officials interviewed in this survey did not distinguish between educational and vocational guidance, the writer has decided to discuss these topics together. Perhaps at this point it would be desirable to define the two terms by building on the definition of "guidance" given in Chapter I.

Educational guidance is process of assisting students in placing themselves in the environment best suited for their education.\(^2\) This may involve choice of university, college, courses, or sections of a class. Educational guidance is not education itself.

Vocational guidance is process of assisting students to make feasible occupational goals and to progress toward the attainment of those goals.\(^3\) Vocational guidance is not vocational education. The former involves assisting in choosing a vocation and a plan of preparing for it.\(^4\)

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Educational guidance is without vocational implications when choices are involved for the purpose of furthering an individual's education regardless of their vocational plans. However, at the university level choices in educational environment have increasing vocational purposes, and in these situations it is impossible to distinguish between educational and vocational guidance.

To be effective, guidance activities must help the individual to know more about himself and his surroundings. Two kinds of information are needed for educational and vocational guidance: (1) understanding of the individual's personal, educational, and vocational history and his educational and vocational aptitudes, abilities, interest, and personality traits; and (2) understanding of educational and occupational requirements and opportunities.

Techniques for acquiring the first type of information were discussed under the topic "diagnostic techniques."

The second type of information includes educational requirement and opportunities of various institutions and especially of the institution in which the guidance activities are centered; and occupational requirements and opportunities, with special reference to the geographical area in which the individual expects to seek employment.

College catalogues present educational information which should be studied by students and should be further inter-
preted, when necessary, by the registrar or academic advisers. Some universities are developing a type of information especially useful in educational and vocational guidance. Ohio State University has published a booklet entitled "Ohio State and Occupations," which lists and describes for each major or curriculum offered by that University the various occupations for which the course work trains students.¹ The City College of New York has more recently published a similar booklet entitled, "Guide to Elective Courses, According to Educational and Vocational Interests and Objectives."² In this booklet, the graduate study necessary for work in certain professions is clearly noted.

Shartle has pointed out that while occupational information in secondary schools has had considerable growth during the past decade, the colleges have been less conspicuous in their development of occupational information for used by their students.³

"Both secondary schools and colleges are generally still woefully inadequate in supplying occupational information to students, particularly information that reflects the nature of job opportunities in the communities in which


their graduates seek employment."\(^1\)

Most college trained counselors have a very superficial knowledge of the world at work in comparison to the knowledge that they acquire in analyzing the individual.\(^2\) To be valuable in vocational guidance, analysis of the individual needs to be accompanied with authentive information about occupations.

Group instruction in occupational information is sometimes provided at the university level as a persuasive part of the regular curriculum, and in a course organized specifically for the purpose. Brayfield, from a study of the latter type of organization, concluded that: (1) study of self should precede study of occupation; (2) the choice of occupations to be studied intensively should be made with reference to those likely to be followed by the majority of the group; (3) each member of the group should review his work in the course with a trained counselor.\(^3\) "The essence of this counseling use of occupational information is the attempt to help the counselor evaluate the reality basis of his planning."\(^4\)

2. Shartle, \textit{ibid.}, p. 79
Faculty members of colleges and universities have noted numerous cases where students, capable in other respects, are handicapped by poor reading ability.

"Wherever research studies have been made, clear evidence has appeared that poor reading habits are 'Public Enemy No. 1' to a successful high school and college career."¹

To alleviate this situation, many colleges and universities are providing remedial reading clinics to help students whose college work is handicapped by reading difficulties. "This service cannot be fully effective unless students with problems are detected and referred by members of the teaching staff."²

The remedial work with seriously retarded readers at the high school or college level sometimes should take the form of individual remedial tutoring or semi-individual instruction of maximum progress is to be expected. This work is not easily done, and for the best results the instruction must be given by someone who, through formal professional preparation or through his own efforts, has become something of a specialist in remedial reading instruction.³

Many students come to college with a definite plan for career preparation. Some modify their plans as they acquire new interests or gain clearer insight into their own capaci-

1. Ivan A. Booker, "Improvement in Reading in High School and College." Educational Record, 29:163, Supplement 17, January, 1948.


ties and the requirements of certain occupations. However, many young men and women entering college have neither plans nor understanding of themselves in relation to the world of work.\(^1\)

The college has a responsibility to see that these students have access to accurate, usable information about opportunities, requirements, and training for various occupations appropriate to their possible levels of vocational preparation. Vocational counseling given on a basis of insight, information, and vision, can help students to relate their future work to their life goals.\(^2\)

**Discipline**

Discipline has been a perennial problem in universities since mediaeval times. Our knowledge of the dynamics of behavior has contributed to a realistic attack upon the problem, but its resolution has not been accomplished.

Disciplinary cases usually originate in three different areas of student life, but statistics are not available as to the incidence of each type. These areas are: (1) cases arising from primarily educational activities, including false statements on records and dishonesty in scholastic work; (2) cases arising from non-instructional activities, including objectionable conduct at school affairs and irregularities in handling student funds; and (3) cases arising from contact with the general community, including drunkenness

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and disorderly conduct, theft, sexual irregularities, and fraudulent practices.¹

Five approaches to the disciplining of students who exhibit behavior classified as undesirable or unacceptable to the college community are:

(1) strict and impersonal enforcement of rules and regulations; (2) indulgent laxity typified by the expression, 'Boys will be boys.'; (3) the punitive approach (essentially a punitive approach to discipline is a simple and lazy method of solving problems through eliminating students from college.); (4) preventive group work; and (5) individual counseling as prevention.²

Discipline is a problem to be handled in terms of the effect upon the individual, but at the same time, the institution needs to be protected in such a way that both are permitted to achieve the normal and reasonable objectives that are legitimate outcomes of the educational enterprise.³ Discipline is both an administrative and a counseling problem.

The view has been advanced that the student deans should not have responsibility for administration of discipline in order that they may do more effective counselling with the student.

The counselor in any circumstance should not have disciplinary authority over the individual whom he is attempting to help or he will risk losing

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3. Ibid., p. 29.
his rapport and his effectiveness in the counseling relationship. For this reason, whoever acts as counselor should be able to appear before a disciplinary committee to give the facts of the case and to make a recommendation, but he should not have a vote on the disciplinary committee. ¹

In American colleges today there are five major kinds of structural organizations for the disciplinary program:

1. Faculty committee
2. Student committee
3. Faculty and student committee
4. Deans of men, women, and students
5. Personnel officer²

This fifty type, termed the student personnel form of disciplinary administration by Williamson, utilizes "the full-time services of one or more psychologically trained counselors, as well as a faculty committee."³ The counselor receives the complaint, investigates, and makes a case study of the individual involved. The faculty disciplinary committee, with its members chosen from appropriate fields, such as medicine, law, psychology, education, and sociology, reviews all disciplinary cases and meets personally with a small proportion of the students involved in serious difficulties.⁴

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² Williamson and Foley, op. cit., pp. 51-2.
³ Williamson and Foley, ibid., pp. 57.
⁴ Williamson and Foley, ibid., pp. 57-8.
The focal points of the various problems associated with university discipline are: (1) the question of a proper philosophy of discipline; and (2) development of effective means of realizing this philosophy in practice.

Housing and Food Services

A brief discussion of housing and food services is given as a background for the data collected on these topics in this survey.

The housing and feeding of students, which dates back to the opening of Harvard College in 1638, constitutes one of the oldest forms of student personnel work in American colleges. These services were started as little more than a convenience but there has always been an assumption that they contribute in some way to the welfare and development of students.

Cowley observed three principal philosophies of student housing in the United States: (1) the British, in which the residence hall was the center of the students' formal as well as informal education; (2) the German, which ruled out as undesirable any concern with the student outside of the lecture hall; and (3) the American, which developed from the impact of the English and German principles, and which pro-


vides for a certain number of students bodily shelter and varying degrees of social education. This last type is maintained considerably apart from curricular life.¹

Housing has only been recognized as an educational agency worthy of serious study within the present century. "It was not until after 1920 that any formal effort was made on a national scale to study and evaluate the housing of students in terms of its possible contribution to the educational program."²

Three factors have especially stimulated universities to provide housing and food facilities: the admission of women to colleges; provision by students themselves for living quarters in club or fraternity houses because of the inadequacies of college dormitories or the total lack of such facilities; and the rapid advance in knowledge in all fields of health, particularly that of nutrition, and the growing belief that colleges should demonstrate in their physical plant and management the standards taught in their classrooms.³

Women's colleges have always provided housing as a protective device, and the relation between social and in-

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² Hayes, op. cit., p. 1354.
³ Loc. cit.
tellectual life therein has tended to be close. Toward the end of the last century private Eastern universities began to build dormitories and soon the large midwestern state universities fell in line. Housing for men has lagged behind that for women students. "Colleges are slowly recognizing that the social and educational values that are being discovered in housing programs apply as surely to men as to women."  

"There is by this time quite general agreement among those engaged in personnel work that student housing involves something more than mere shelter, reasonable physical comfort, and adequate sanitation." Yet it is also true that in some institutions, the purpose of dormitories is considered to be primarily one of shelter. "It seems surprising that some administrators are willing to spend thousands of dollars on the erection of beautiful buildings and in turn give so little thought to what goes on inside them."  

The position of the National Association of Deans of Women

3. Esther McD. Lloyd-Jones and Margaret Ruth Smith, A Student Personnel Program for Higher Education. p. 191
is: "Now that residence halls are recognized generally as an integral part of the educational program, their planning and administration should be scrutinized with the same care that the academic curriculum received."¹

A basic proposition to define that educational use of student living units is: if the abstractions and concepts of general education are to result in meaningful and consistent behavior, they must be derived from and applied to the immediate experience of the individual student. "More experience is available in the dynamics of the residential living situation than in any other reasonably controlled frame of reference available at a college level."² As yet only limited use has been made of environmental manipulation as an aspect of therapy.³

The educative aspects of college residence halls seems to be governed largely by the following factors:

1. The philosophy of the college regarding student personnel work and the integration of the dormitory system within the total structure of personnel services of the university;

2. A residence hall staff, adequately qualified by training, experience, and personal characteristics for group work and individual counseling;

² Borreson, ibid., p. 243.
³ Borreson, ibid., p. 244.
3. A definite program which includes skilled attention to personality development and adjustment and which makes specific and organized provision for development of social competence and practice of good citizenship; and the physical aspects of the dormitory, its size and lay-out.1

With a changing concept of the purpose of residence halls, it was inevitable that ideas regarding qualifications of staff members should change.2 When dormitories were considered a protective device, the chief requirement was for a disciplinarian. "When the head of a residence was assigned the responsibility of 'mothering' the girls, her interpretation often seemed in their eyes to be 'smothering.'3 In institutions where the English system prevails the head resident is a faculty member. "An increasing number of colleges and universities now employ a professionally qualified person to counsel students, and to help them in other ways to extract the optimum of educational value from their group experience in the residence hall."4

Many college and universities are using graduate students as assistants in residences. The advantages seen for the institution include the value of these graduates as liaison persons between the administration and students, their youthful point of view, low cost for staff service, and the re-

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4. Ibid. p. 279.
cruiting of personnel.¹ Through the use of graduates as counselors, many schools have instituted counseling programs within the halls. "These programs are designed to fill a responsibility recognized by the administration that the school is responsible only for class and laboratory instruction, shelter, and food, but for those portions of the lives of the students not otherwise touched by the institution. The residence hall counselors are responsible, so we say at Illinois, for the social-educational aspects of university living."² At the University of Illinois each residence hall counselor has fifty students. The counselors attend an intensive three day training program prior to the opening of school as well as a weekly meeting for in-service training throughout the year. This counseling system is for men as well as women's dormitories.

In surveying dormitories by interviewing groups of students and head residents, Florence Thompson found that wherever there was a "good" program of activities, a high degree of "esprit de corps" was also evident.³

A program of student self-government in halls is important for its participation by students and for its freeing

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the counselor's of most disciplinary activities. "The basic philosophy of the Division of Residence Halls of the University of Wisconsin is that the halls are not merely places where students eat and sleep, but that they are an integral part of the educational, social, and cultural program of the University. The Women's Self-Government Association fits perfectly into a plan based on such a philosophy. Dormitory government becomes a laboratory of democracy, in which a student pools her interests in those of her hall and the interests of her hall in those of all the girls on the campus."

The size and lay-out of the living unit have direct effect upon the social-educational aspects of residence living. In very large halls it is extremely difficult to achieve social orientation and development. "Individuals are apt more keenly to feel their responsibilities when the number is not so large as to create anonymity." In evaluating the residence hall counseling program at the University of Illinois, it was noted that counselors in the emergency housing units, converted from ice rink and gym, had a more difficult task than those counselors in the permanent dormitories. Lounge and dining hall facilities make for

2. Thompson, op. cit., p. 653.
the social benefits in hall living. Private rooms for counseling and locked files for confidential records are also needed.

In a discussion of the Fellow program for use of graduates in the dormitory system at the University of Wisconsin, the position of residence halls in American universities is summarized as follows: "Today in America we find that university owned and operated housing programs have evolved along two broad lines. One plan provides students a place to eat and sleep and a place that is proctored so that order is maintained and unruly conduct held at a minimum. The other plan provides, in addition to a satisfactory physical layout, a well-rounded educational, social, and cultural program."¹

The University of Minnesota is working on a program which endeavors to obtain for those students living in off-campus housing as many of the health, intellectual, social and emotional values of residence halls as possible.² Strang points out that even if the university can only provide accommodations for a certain proportion of its students, better off-campus arrangements can be made than if the university is entirely dependent upon the householders of the community.³

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² Borreson, op. cit., p. 243
³ Strang, Group Activities in College and Secondary School, p. 283.
Counseling

Since counseling has been so often confused with guidance and personnel work in general, a discussion of this function seems essential background material for this study of student personnel services at the University of Arizona.

During the past decade a concept of counseling and its functions has developed emphasizing two characteristics: (a) counseling is a distinct student personnel function within the total personnel program not to be confused with total program of personnel services; (b) counseling is a complex function demanding a high degree of skill and utilizing many and varied procedures of diagnosis and therapy.\(^1\)

Counseling is done on many levels since there are many different kinds of counseling services in colleges. These include: brief counseling conversations, fifteen or twenty-minute interviews, short-contact cases, nondirective series of interviews, consultation services, and clinical services.\(^2\)

The brief counseling conversation differs from a purely social conversation in that the student may want help on a particular problem and the person counseling sees this brief contact in relation to the student's total development pattern.\(^3\)

In the fifteen or twenty-minute interview, the most com-

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3. Ibid., p. 8
mon in colleges, "counselors try to help students with difficulties involving choice of courses or of further education, failure in academic work, social relations, discipline problems, choice of a vocation, or part-time work."¹

The short-contact case usually has three phases: "an exploratory stage in which the student tries to clarify the situation for himself and the counselor; and an interpretive stage in which the counselor reflects the student's positive feelings and goes beyond them if the student seems ready for such interpretation; and the planning stage in which the student begins to think about the adjustments he can make in life situations."² Usually these are about one hour in length.

The non-directive series of interviews allows the student time "to think through his problem of development and adjustment in a permissive, accepting atmosphere."³ This kind of counseling has been developed by Rogers, and it is discussed more fully under the topic "diagnostic techniques."

The consultation service follows a pattern of contacts of at least ten hours distributed over several days or weeks. "It includes information-getting interviews, testing, consultation where the counselor and the person making the referral are usually present together with another counselor or psych-

1. Ibid., p. 8.
2. Ibid., pp. 109-10.
3. Ibid., p. 9.
ologist, and other interviews with the student as need indicates.\textsuperscript{1}

Clinical services deal "with functional disorders, that is, with mental illness that does not seem to have primarily an organic basis."\textsuperscript{2}

"On his own level of counseling, every member of a high school or college staff contributes to the personal development of students."\textsuperscript{3} Five groups of persons employing counseling techniques have been distinguished:

1. the teacher;
2. the faculty advisor and teacher-counselor;
3. the club sponsor or group leader;
4. the full-time personnel worker—head residents of a dormitory, counselor, dean of students, dean of men, dean of women, or personnel director; and
5. the specialists—psychologists, psychological counselor, vocational guidance and placement expert, physician and nurse, psychiatric social worker, and psychiatrist.\textsuperscript{4}

"Specialized personnel services can never replace the day-by-day intimate contacts of teacher and student."\textsuperscript{5}

Most college professors do considerable amounts of counseling, while many doubtlessly do see their responsibility toward

\textsuperscript{1} Ibid., p. 9.
\textsuperscript{2} Ibid., p. 11.
\textsuperscript{3} Ibid., p. 5.
\textsuperscript{4} Ibid., pp. 5-7.
\textsuperscript{5} American Council on Education, Teacher as Counselor, Series VI, Student Personnel Work, No. 10. Washington, D.C., 1948, p. 11.
students strictly in terms of teaching. Beyond the counseling, that teachers do themselves, they serve an important service in identifying students with problems and referring such students to the proper specialized personnel service office.¹ The intelligent professional personnel worker recognizes the value of teachers in student personnel work, while the good teacher makes use of referral agencies available to his students.

The faculty advisor has some definite responsibility for counseling a certain group of students. Institutions vary in their systems for faculty advisers. These advisers are working under the dean of the college. Wrenn has suggested that the dean of students or other director of personnel have a staff relationship with faculty advisers.²

Some universities are using teachers as part-time counselors in the student guidance center. The University of Illinois plan provides for careful selection of teacher counselors, in-service training, and release from a portion of their teaching or committee responsibilities.³ "To make good counseling service available to all students who need them, it is necessary to have both professionally trained clinical counselors and adequately trained faculty and staff members."⁴ The University of Denver has developed its own

¹. Ibid., pp. 10-11.

². C. Gilbert Wren, op. cit., p. 1313.


⁴. Ibid., p. 301.
plan for in-service training, modeled in part upon experiences at the University of Illinois.¹

"The club sponsor or group leader is not a counselor but uses counseling as well as group-work technics."² Group activity provides a setting in which to observe individual students who have special problems. Individually, the sponsor can help the student or refer him to specialized services.

The full-time personnel worker has a major responsibility for counseling, especially in problems of personal-adjustment. "This kind of counseling requires time, technical knowledge and skill, and resources for referral."³

The specialists have special technique and skills for dealing with certain kinds of problems. They work more intensively in narrower fields.⁴ More and more colleges are making these specialized services available to their students. The services of these specialists are discussed further under the topic of financial aid, placement, and health services.

4. Loc. cit.
In the writer's opinion, the following two statements by Strang may serve as guides to anyone who is performing counseling functions. "Counseling at its best is the art of helping a person to understand himself, his relations to others, and the world in which he lives...Counseling should be centered on the individual—in his environment, not problem centered, or counselor centered, or technic centered."¹

Financial Aid

Although there had been some financial aid for needy and able students, it has only been within this century that organized facilities have developed in colleges and universities.

Following the first World War, great numbers of students of limited means first sought college education. "The college, eager to encourage these ambitious youths built up scholarship and loan funds and organized employment bureaus to find part-time jobs for needy applicants."²

The depression gave emphasis and stress to this student service as curtailed financial family resources caused many more student to need outside assistance. Additional factors were: the income from scholarship and loan funds was reduced; the opportunities for part-time work were lessened; many


high school graduates who could not get jobs were trying to continue their education; and universities with their sharply reduced enrollments were competing for students. During this period some universities developed programs for using student employment within their institutions and for cooperative housing projects. The federal government developed and financed a part-time work program which was initiated in 1934 and officially terminated in 1942. "The Federal Emergency Relief Administration and later the National Youth Administration made annual grants ranging between $10,000,000 and $15,000,000 to colleges and universities, to be dispensed as wages to students for doing practical and socially useful jobs in the institution or in the community." ¹

During World War II, student financial aid was at a low ebb. Total campus enrollments dropped drastically as young men and women went into armed services and war industries.

Following World War II, the federal government set up a program for financial aid to veterans for further education. This was administered not by universities, but by the Administrator of Veterans' Affairs, and does not come under university personnel services. At the same time, it should be noted that this program has affected university student employ-

ment offices. Many veterans, especially married ones, have not been able to get along on their allotments and have applied to university student employment services where they have received assistance in securing part-time jobs.

Financial aids to university students have increased without a definite philosophy being developed. There are three points of view evident: (1) One group feels that only those who can finance their education beyond secondary level should be encouraged to study in colleges or universities; (2) the second group states that higher education should be made available to all individuals who can profit by it and that systems of financial aid are not only necessary but essential to a democratic social system. Working within the present framework of higher education, more intelligent use should be made of available aids; (3) the third view, an extreme, is that higher education should be made available to all who seek it and help that should be given through a nation-wide system of college and university scholarships and loans maintained at public expense and administrated by the state.¹

In December 1947, the President’s Commission of Higher Education recommended a series of Federal appropriations to provide scholarship and fellowship assistance to well-quali-

¹. Esther McD. Lloyd-Jones and Margaret Ruth Smith, A Student Personnel Program for Higher Education, p. 147.
fied young people to enable them to attend institutions of higher education. John Dale Russell, Director, Division of Higher Education, Office of Education, Federal Security Agency, has pointed out that there are many issues in organization and administration of a Federal scholarship program. 1

"The main types of financial aid to students are fellowships, scholarships, loans, grants-in-aid, and various forms of part-time employment...Because the policies for administering aid and the terminology is in use so widely, it is difficult to formulate definitive descriptions of the types of aid available which will have universal applicability." 2

Fellowships are usually outright grants, awarded for graduate or post-graduate study, with selection largely based on intellectual and personal qualifications, but increasing weight is being given to financial need. 3 Sometimes fellowships include part-time employment in a department of the university.

Scholarships are generally outright grants on the levels of undergraduate, graduate or professional work with requirement as to definite scholastic requirement. As the number

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3. Loc. cit.
of applicants eligible almost always exceeds the number of awards, need and personal qualifications are generally considered.¹

Loans are advances with contractual obligations for repayment at a specified date with or without interest. There are two types of loan funds used in colleges and universities. The restricted fund permits use only of income, while the revolving permits use of principal as well as the income. Although data on losses throughout the country is not available, it has been estimated to be less than three percent.²

Grants-in-aid are divided into three types: outright grants for specific projects, grants of small amounts of money for immediate financial emergency, and grants for students with claim to a restricted fund, i.e. frequently athletes.³

The student employment office generally deals with part-time work during the school term and full-time work during the summer vacation. "The Student Employment office is usually thought of as a place where work opportunities are provided so that needy students may remain in college. If the office is to give the most effective service, however, it should have broader functions: it should not only help

¹. Ibid., p. 1349.
students make money, but should also assist in their occupational and personal development. If this concept is accepted, additional functions of the student employment office might be stated as follows: (a) to place students in jobs that will contribute to their professional and personal growth; (b) to provide work experiences that will aid them in making a vocational choice; and, (c) through counseling to help students become aware of the potential values of employment. Emphasis should be placed on professional, social, and emotional growth, development of good work habits, solving financial problems, and the use of the job as a trial work experience.1 Another specific function of financial counseling, mentioned by one worker in this field, is "to help the student decide for himself whether he should make the necessary sacrifices of time and money to obtain college training."2

Administration of student aid is generally decentralized. One office handles loans, another handles fellowships and scholarships, and still another handles placement in part-time positions in many institutions. Under a highly decentralized system, an integrated program of student aid is difficult to maintain because each office operates more or


less independently. "Policy in regard to the administration of financial aids should be formulated by a central committee, not by one administrator. This central committee may be composed of academic deans or a representative of each faculty, the business agent, the registrar or director of admissions, the deans of men and women, and representatives from the various personnel departments...To carry out the policy of this central committee there should be one agency designated as the central office for awarding all student aids—scholarships, loans, and student employment. One particular advantage in a centralized office is that an applicant may be served best when there are choices of various types of aid to meet his particular problem. Of equal importance, such centralization would provide students with a single agency to which they could apply for aid." "Much duplication of effort can be avoided and a more equitable distribution of aid effected under centralized control than under the present decentralized procedures. Especially is centralized control required in the post-war period when need is great." The possibility of federal subsidy suggests that more coordination within institutions will develop.

1. Lloyd-Jones and Smith, op. cit., p. 149.
Health Services

Colleges and universities have recognized some responsibility for the health of their students for a hundred years. Three stages in the development of college health programs have been distinguished: (1) the physical education era began when the mass methods of gymnastic training was introduced from Germany in 1825 at Harvard and spread widely throughout American universities, and which continued throughout the nineteenth century as such training; (2) the period of sanitation which began about the beginning of this century and was influenced by the public health program for control of contagious diseases; and (3) the period of health promotion, including curative, preventive and educational health services.¹

¹ The present concept of health is a condition of well-being which embraces physical, mental, and emotional health and controls, to a very large extent, personal and social behavior. Health has long been accepted as a cardinal principle in education. Little is gained in the education of students for the professions or for the important responsibilities of citizenship and family life if their abilities and ambitions are handicapped by poor physical or mental health habits or by defects which could have been prevented or corrected. There is no greater tragedy than to see a young man or woman prepare himself for a life job and then, after long years of preparation, find that because of some health factor he is unable to be placed in his chosen vocation. In the college that has a well-developed and adequate health program such

a thing should not occur."¹

The organization and administration of health services varies according to the size of the institution and the facilities that are available. "Because of its all-university character the health service in the majority of larger universities is set up as a separate administrative unit with a close cooperative working relationship with all the other departments and individuals on the campus concerned with student welfare."² This type of organization was recommended by the Third National Conference on Health in Colleges in 1947.³

The activities of a college health program, aside from regular work in physical education, may be grouped under seven main divisions; (1) physical examination and correction of physical defects; (b) out-patient clinic, including mental hygiene; (c) infirmary and hospital care; (d) supervision of athletics; (e) supervision of individual corrective gymnastics; (f) campus sanitation; (g) health instruction.⁴

"The mental hygiene service is an integral part of the medical care provided for students. The close relationship between physical and emotional health is

1. Ibid., p. 235.
2. Ibid., p. 235.
3. Ibid., p. 236.
well recognized. Many students want advice at the Health Service for physical complaints who, upon study, are found to have emotional problems responsible for their physical symptoms. Likewise some students referred to the mental hygiene unit for more or less severe emotional problems will be found by the psychiatrist, after complete medical examination, to have some organic disorder as a primary or contributing factor to the emotional symptoms.¹

Establishing contacts with those persons who need mental hygiene services is a practical problem in making these services effective. Relatively few students voluntarily seek mental hygiene services. As the greatest source of referral is the health-staff, mental hygiene service should be connected with the institutional health center.² The proportion of students needing such attention has been estimated to be at least 15 per cent.³

Many colleges are recognizing more and more the universality among its students of problems associated with growth, transition, and adjustment. "It does not follow that such a regard for the individual and his needs necessarily implies that paternalism will develop in the universities. The creation of an atmosphere of protection and solicitude which


would be regarded by students as a haven from a more strenuous life would be harmful and directly opposed to the aims of psychiatric treatment. The objective of college mental hygiene is rather to increase individual security and independence by aiding in the achievement of mature self-management."

If the health program is to achieve its aim of aiding the student in establishing and conserving health, there must be a close working relationship with all other departments. The student's class and extracurricular activities may affect his health and these activities may be affected by his health. Interchange of information with those persons working with the student academically and socially is essential. "Although medical records of students are confidential and cannot be available to other departments of the university, this does not mean that the results and conclusions of the physician regarding the health status of the student should not be available to those in charge of counseling students....As colleges develop plans for coordination of all departments directly affecting the welfare of students, the medical service will contribute even more than it has in the past to

a comprehensive personnel program.\textsuperscript{1}

**Extra-Curricular Activities**

In discussing extra-curricular activities, the writer has made no attempt to list all the different organizations. The purpose of this section is to show their relationship to a well-balanced program of student personnel services.

It is interesting to note that the number of student organizations increased and that they became an important aspect of college life during the period of German influence in American universities. At this time faculty and administration, in general, were concerned about students only during class time, and even then, it was quite an impersonal relationship. To supplement this lack of personal relations in their lives, students organized themselves in many and varied groups. When universities and colleges came to desire a more personal contact with their students, they found that student activities outside of class were forming the real student life of the institution.

Some colleges and universities have tried to bring these student activities within the curriculum. This has been most successfully accomplished in certain women's colleges, such as Stephens College and Sarah Lawrence College.\textsuperscript{2}

\textsuperscript{1} Ibid., p. 1338.

\textsuperscript{2} Esther McD. Lloyd-Jones and Margaret Ruth Smith, *A Student Personnel Program for Higher Education*. p. 166.
In most universities, these student organizations are still "extra" curricular.¹ Varying amounts and kinds of supervision from administration and faculty exist.

Extra-curricular activities may be classified as follows:

1. policy making and government organizations
2. honorary and professional organizations
3. sororities and fraternities
4. social and recreational groups
5. religious activities
6. departmental groups
7. physical activities
8. miscellaneous, including forensics, dramatics, literary.

"There are few, if any, objective evaluations of student organizations in terms of their objectives."² The few dependable studies of the influence of extra-curricular activities on scholarship have indicated that the scholarship of those participating is higher than for those not participating. However, this does not prove the higher scholarship is because of this participation. Many institutions limit participating to students of proved ability.

¹ Ibid., p. 167.
Also the higher scholarship may be because students of superior ability tend to participate in extra-curricular activities.¹

The effectiveness of extracurricular activities in the development of personality and character has not been adequately studied, but some investigations have reported data which seem to support the conclusion that students who participate in activities are more self-sufficient, more extroverted, and more socially adaptable than the average student.²

The physical setting of the institution needs to facilitate group activities. "Many colleges and universities have attempted to improve their program of social education by providing a special recreation or social building."³ Most generally this building is known as the "Student Union."

It was noted under the topic of "Counseling" that group activities provide a setting for identifying personal problems of individual members of the group. Faculty sponsors, as well as student leaders, have many counseling opportunities from these group activities.

Certain professional and departmental honoraries provide a setting for special vocational guidance to superior students by faculty members.

Arranging for a student's participating in physical

1. Ibid., p. 1346.
2. Loc. cit.
activities and social organizations is sometimes employed as an environmental technique in personal adjustment counseling.¹ "The counselor suggests the type of groups in which the student will find congenial association and follows up his suggestions by making the initial contacts with a representative of the organization either through letter or by telephone.²

Student participation is encouraged generally by student handbooks containing detailed information of the activities available, and by informal contacts with other students who are participating in certain activities.

Although specific studies to show the value of student activities are lacking, it is interesting to note that many prospective employers of college students are interested in their participation in extra-curricular activities.

Placement has been discussed to orient the reader to its purposes and to the various types of its organization in universities.

Placement

The function of placement is to assist the individual student in learning of opportunities in his field and in

2. Loc. cit.
securing appropriate employment. Some colleges also offer this service to alumni in furthering their professional advancement.

Besides this obvious purpose of bringing about employer-employee contacts easily and efficiently, the placement office has other functions: (1) the placement office should offer to students practical educational and vocational guidance based upon employment conditions; (2) the placement office should collect such information about the individual student as to construe a true picture of him and transmit it to the prospective employer; and (3) the placement office, with its public relations aspect, can build good-will for the university among students, alumni, and employers.¹

The first placement service of an organized nature was initiated by the Oxford University (England) Appointments Committee in 1899. In many institutions placement is a part of the personnel program, which starts with vocation-guidance work in the student's first year, continues through his college career, culminates in successful placement, and provides for an annual record of each alumnus's vocational career.²

The types of organization for placement functions vary from a centralized office to uncoordinated and semi-coordinated activities. Four structures of organization are espec-

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ially noted: (a) department autonomy; (b) functional centralization involving several placement agencies set up on functional lines, as for teachers, engineers, and business students; (c) combination of functional and departmental; (d) university centralization in which all placement work routes through one office, which supplements the placement activities of all departments but does not restrict the faculty in any placement work they wish to do.

The decentralized plan, 'c', where some placement is assigned to functional central offices with the rest left to departments, was found to be most common in state universities in a survey made by Cowley in 1935. There are many factors which determine the specific form of organization of the placement services in any given university and it is not considered possible to blueprint an organizational structure which will meet the needs of all.

Advantages of the decentralized placement services are: (1) the faculty in the respective colleges and/or departments know their students well and often are personally acquainted with the employers who rely and depend on their judgment; and (2) the faculty of specialized schools thus have opportunity, by keeping in close contact with employers and with development in their respective fields, to keep informed of

1. Ibid., p. 1324.


needs in the field and thereby effect desired changes in the curriculum.¹

The centralized office, with assistants who specialize in certain areas of placement and who work very closely with the faculty of that department, has certain advantages: (1) a central source of information on placement opportunities and vocational trends; (2) central file of information on candidates; (3) convenience of location for employers seeking candidates for job opportunities; (4) certain economies in this type of operation; and (5) reducing the "halo" effect in recommending students to prospective employers.²

Some universities with decentralized placement units have instituted a coordinating central office. Merits of such coordination are: (1) providing a central registration service; (2) keeping in touch with the activities of the decentralized units; (3) coordinating their efforts; and (4) maintaining a close contact with their specific placement problems.³ This placement office can also provide information and facilities for follow-up studies of graduates. Through its central registration system, it can secure personal data and transmit them to prospective employers years

¹ Ibid., p. 604.
² Loc. cit.
³ Ibid., p. 605.
after the individual student has left the institution.

Occupational information plays an important part in the placement services. Staff members who perform placement work should have a background of occupational information and a knowledge of the kinds of positions which relate to the work of the various instruction departments. The placement officer must also be alert to occupational areas which previously may not have been open to graduates but which are presently a potential source of placement.

Because college graduation prepares the student for work in the professions, occupational information on the college level has been confined largely to professional areas. Since the number of college graduates exceeds the number of openings in the professions, information regarding related entry occupations will become more and more essential. This point was emphasized in a survey of the placement of the class of 1950 at forty representative American colleges and universities, which reported:

For the most part, the graduates want jobs in professional, semi-professional, and administrative fields. Placement officers warn that a substantial number of them will not find jobs at this time in the occupations for which they have been trained.

Personnel Records

Two types of personnel records are kept by universities.


These are: (1) "the records that facilitate the administration of the office, that make it possible to give an accurate accounting of one's stewardship, and serve as legal protection; and (2) personnel records that give, in related form, cumulative data on the development of each student."¹

All universities keep academic records and many maintain nonacademic records only for students who are given special assistance. Many universities are developing a system of cumulative record folders for all students in an effort to combine these types of records and to provide improved personnel assistance through more complete information about students.² "Cumulative personnel records are an outward and visible sign of the school's desire to understand the individual student. They are one test of whether the school has the personnel point of view. The items on them indicate the school's emphases; whether it stresses academic marks, attendance, test results, personality trends, family background, experiences outside of classes; or goals, purposes, and plans for the future."³


A cumulative record is an individual student record of all-around development; it is maintained over a period of years and is composed of successive additions made at more or less frequent intervals; it gives a concept of comparable measurement from its sources of information which may include results of tests, inventories, observation, interviews, academic grades, autobiography, anecdotal records, health examinations, extra-curricular activities, and other records.

The first test of cumulative records is that they be usable. "The personnel worker should not attempt to keep more elaborate records than he can actually use to aid the best development of students."¹ Among the specific uses of cumulative records are: counseling the student, in regard to educational, vocationa, and recreational plans and personal problems; holding case conferences with instructors, administrators, and other personnel workers; holding conferences with and making reports to parents; making recommendations and referrals; and evaluating the college program.²

World War II has demonstrated by its sudden demand for the training and placement of young persons, the need for cumulative records. The need for information was immediate and the best source was the cumulative record. This situation

1. Ibid., p. 205.
2. Ibid., pp. 193-8.
stimulated the United States Office of Education's interest in the cumulative record.¹

A committee of the American Council on Education has developed cumulative record folders for secondary schools and colleges. These were first brought forth in 1928. In 1940 the Council appointed a committee to revise these forms. Colleges bought 44,337 of these forms in 1947.² "The main criticisms of the original American Council cumulative records were that they were too intricate, did not show dynamic patterns of personality, and focused attention too exclusively on diagnosis."³ Arthur Traxler has devised simplified record forms using many of the ideas of the American Council folders.⁴

College admission forms show a growing tendency to collect a variety of information concerning the personality and other characteristics of applicants. Although these personal data have little predictive value for success in college, as shown by academic grades, it is possible that, through proper use, these data may have important values in personnel work, and in promoting the adjustment of the students to the life of the college.⁵

² Strang, op. cit., p. 187.
³ Ibid., p. 187.
Administration of Personnel Services

To obtain the broad aim of personnel work, various types of services are necessary. Personnel workers are in general agreement in regard to the types of services that should be provided in a complete program.¹ The list of the various workers in the field will vary in regard to specific elements. One of the simplest classifications divides student personnel work at the college level into those activities that are concerned with: (1) admitting the student; (2) aiding the student to make suitable living arrangements; (3) orienting the student with reference to the facilities of the institution and community; (4) keeping the student in good health physically, mentally, and emotionally; (5) bringing together personal data for use in dealing with the student; (6) counseling the student; (7) placing the student when he leaves the institution; and (8) adjustment of former students.²

The range and types of services explicitly designated in a personnel program will vary from institution to institution. The general administrative organization, the order of development of the various services, financial and personnel resources, and other local conditions influence the

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¹ American Council on Education, Student Personnel Point of View, pp. 11-15.
personnel departmental designations within an institution.  

With increased technical and specialized knowledge of students' adjustment, new services have been added to provide for individual optimum development. "Too often, functions and services have, like Topsy, 'just growed.'"

"The variety of these services and the confusion arising from overlapping functioning of independent departments have stimulated the development of administrative arrangements for correcting this undesirable situation." "The experience of the past decade indicates the desirability of assigning responsibility for personnel work to an administrator."

Personnel administration in a university is involved with centralized policy making, general supervision of the institution's personnel program, coordination of decentralized specialized services, and maintenance of staff or advisory relationships with other officials and with instructional departments of the institution.

2. Ibid., p. 1291
5. American Council on Education, Student Personnel Point of View, p. 15.
"Student personnel work by its very nature must involve the work of a number of individuals, each expert in his own field."¹ Personnel workers may be classified under five categories: (1) group workers who deals with the social-recreational program and similar activities; (2) clinical personnel including physicians, psychiatrists, nurses, clinical psychologists, psychometrist, and speech pathologists; (3) advisory type of personnel worker who assists students in solution of problems of part-time employment, education and vocational choice, etc.; (4) instructional type of personnel worker, which includes all classroom teachers, remedial teachers, and teachers of classes in group guidance; (5) and administrative officers including directors and deans of personnel, college deans, and co-ordinating officers whose function is to coordinate the various phases of the personnel program with each other and with instruction. ² "The interplay of these individuals representing various types of service makes co-ordination necessary."³

In most institutions where there is no coordinator of personnel services below the president, he maintains direct line relationships with specialized personnel departments


and officers, but staff or coordinating relationships are usually left to chance.\footnote{E. G. Williamson, "Student Personnel Work," \textit{Encyclopedia of Educational Research}, Walter S. Monroe, editor, p. 1291.} Some institutions are experimenting with various types of line and staff organizations.\footnote{Ibid., p. 1291.} Coordination of the separate functions is essential to produce exchange of information and to avoid conflict of services. "Each institution must develop its own coordinating mechanisms for bringing together these decentralized services into a balanced, institution-wide program."\footnote{American Council on Education, \textit{The Student Personnel Point of View}, p. 16.}

It is quite evident from the authorities cited that the administration of student personnel work on the university level presents many problems, and unless it is given attention by the administration, the personnel services to each student is seriously curtailed.

Related Literature

Because of the localized nature of this problem, there was little related literature. Two theses that were written on related problems at the University of Arizona have been reviewed. A thesis written on a similar subject at the University of Washington has been analyzed briefly.
Review of Related Studies

In 1940 a thesis entitled "Guidance at the University of Arizona," was submitted by Helen Elizabeth Fish to the faculty of the Department of Education in partial fulfillment of the requirements for the degree of Master of Arts in the Graduate College, University of Arizona.

The purpose of this study was: (1) to determine the present status of the guidance program of the University of Arizona; (2) to survey and evaluate the actual guidance given one hundred students chosen from the student body; (3) to evaluate the efficiency of this program; (4) to survey the guidance programs in the other state universities; and (5) to make such recommendations for the improvement of the guidance program at the University of Arizona as the data seem to justify. ¹

Miss Fish did not distinguish between personnel services, guidance, and counseling. In her study, she stated that the terms guidance, counseling, and personnel work would be used synonymously. ²

To determine the present status of the guidance program at the University of Arizona, Miss Fish interviewed nineteen

2. Ibid., pp. 2-3.
administrative officers. These interviews were reported briefly in general descriptive terms; sometimes long lists of duties supplemented the interview report.

To survey and evaluate the actual guidance service provided one hundred students, chosen arbitrarily from the student body of approximately twenty-eight hundred students, a brief questionnaire was administrated individually. This questionnaire dealt with the individual's contact with the guidance services at the University. Typical questions were:

"Have you had orientation courses at this University? What were they?" Since the guidance an individual requires and receives should depend upon his problems, needs, and interests, it would seem that to evaluate the effectiveness of the services such factors must be considered.

Miss Fish tabulated the replies to this questionnaire. From these replies, Miss Fish concluded that the students were not taking full advantage of the guidance facilities at the University of Arizona. She postulated the following reasons: some students lacked knowledge of the guidance facilities; some students did not recognize guidance services as such; some students did not believe they needed guidance; and a few students were in college only to pass a few

1. Ibid., p. 122.
years pleasantly and were, therefore, not interested in guidance.¹

In order to survey the guidance programs in the other state universities, letters and questionnaires were sent to the Director of Personnel in each of the forty-three other state universities. Since few of these institutions have a Director of Personnel, a better procedure might have been to write to the President of the universities and ask him to refer the questionnaire to the proper person. Replies were received from thirty-four of the state universities. Her general conclusion was "that each university has its own guidance program and that any attempt to draw comparisons among these various programs is doomed to failure."²

Since many institutional conditions directly affect the guidance program of a university³ and since state universities vary widely in their resources, a great variance can be expected in state university guidance programs. Perhaps an intensive study of one or two universities that have purposes, student population, and financial support similar to those of the University of Arizona would have been more useful for making recommendations at the University of Arizona.

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1. Ibid., p. 87.
2. Ibid., p. 96.
Some conclusions of the thesis were:

1. The importance of guidance was recognized by administrative officers and faculty;

2. Although various services were available, not all students were reached by this program.

3. The lack of centralization in either a single head or committee caused overlapping of services and records, which was a definite problem;

4. No real research on the subject of guidance was being done at the University by an individual administrative officer or faculty member;

5. Guidance work at the University of Arizona was being "fairly well done."

The more interesting recommendations made by Miss Fish were that:

(1) the guidance program be centralized under a Personnel Director or Personnel Committee;

(2) a mental hygiene clinic be provided;

(3) all pertinent personal information about the student be the responsibility of one office;

(4) the activity of the Appointments Office be extended to include the graduates of all colleges; and

(5) a research staff be appointed by the President to undertake research in the field of personnel procedure.\(^2\)

The first recommendation seemed ambiguous to this writer. If Miss Fish felt that the data justified centralization of

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2. Fish, ibid., pp. 102-4.
guidance services, she might have indicated the type of administrative organization. The second, third, and fourth recommendations seemed to this reader to be unsupported by the data. Presentation of more objective data in the interview reports would have been of value. Copies of the various personnel records or an item analysis of them could have been employed to point out the overlapping of records. In the questionnaire given to one hundred students, more attention to individual needs in relation to services obtained would have been valuable in evaluating their history with guidance services. Instead of the questionnaire survey to all other state universities, an intensive study of a few institutions similar to the University of Arizona might have yielded more useful information.

An analysis of this thesis did not indicate a regular plan of action by the University of Arizona in the field of guidance. Therefore, the writer felt that the use of the words "guidance program" by Miss Fish in the text of her thesis was unwarranted.

"Registration Guidance at the University of Arizona" was the subject of a study made by Hazel Wilson Holderness. This thesis was presented in 1945 to the faculty of the Department of Education in partial fulfillment of the requirements for the degree of Master of Arts in the Graduate College, University of Arizona.
The scope of this study was "to examine the Freshman Week Program in relation to the problems of freshman girls."¹ Mrs. Holderness studied the pre-registration guidance of this week from four points of view: (1) to determine just what the committee hoped to accomplish during Freshman Week and how they hoped to accomplish it; (2) to determine what the activities actually were; (3) to determine the effectiveness of the program; and (4) to make recommendations for changes in program as such seem desirable.²

For study of the first aspect, Mrs. Holderness interviewed each of the five members of the Freshman Week Committee. The second phase involved interviews with various academic and administrative officials to learn "just what activities were utilized in attempting to accomplish the purposes desired by the Freshman Week Committee."³

To study the effectiveness of the program two procedures were carried out: (1) one hundred freshman girls were interviewed with a schedule of questions to obtain the reaction of each girl to every part of the program; and (2) a questionnaire was prepared and sent to the mothers of the one hundred girls interviewed.

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2. Ibid., p. 21.
3. Ibid., p. 22.
In the fourth phase of the study, a questionnaire was sent to the Dean of Women at each of the state universities to discover activities of other institutions that had proved valuable in the pre-registration guidance of freshmen with the view of comparing them with the program at the University of Arizona.¹

The findings of this study included the following:

1. The Freshman Week Program was not adequate for meeting the adjustment need of new students;

2. The benefits of individual guidance had not been considered by the Freshman Committee.

3. The lack of exchange of information and coordination of effort among the different departments of the University resulted in repetitious activity, wasted time, and a program which was too intense.

The writer was especially interested in the data regarding: (1) mass assemblies for disseminating information; (2) the need for more training and supervision of student sponsors; (3) the testing program and the inaccessibility of the results for guidance purposes; (4) the need for developing more responsibility in faculty advisers.

Mrs. Holderness' final recommendation was "that all activities of Freshman Week lead away from regimentation toward a program of individualization and humanization."²

¹ Ibid., pp. 22-4.
³ Ibid., p. 114.
This thesis has been helpful in analyzing the Freshman Week Program in this study.

These related studies have not contributed greatly to the present problem for the following reasons: (1) certain inadequacies or limitations in the previous studies; (2) the changes in the student personnel services at the University of Arizona during the intervening years; and (3) the progress and development of student personnel work in general during the past decade.

The writer has also read and analyzed a thesis entitled "A Survey of Student Personnel Work at the University of Washington in Winter Quarter 1942-1943" by Alma Viola Armstrong.

The procedure employed in this study was to interview the Academic deans and the Dean of Women, Dean of Men, the Employment Bureau, and the Registrar. The survey did not include an investigation of the personnel work of the other campus organizations that were independent of the separate colleges. 1

The data was represented in tabular form according to the frequency that each technique, function, etc. was mentioned. The terminology of the person interviewed was kept although this made for repetitious phrases. By including data from the special officials with that obtained from the

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academic heads, the frequency tables lost some of their significance. The conclusion of this survey was that "A rather loose organization of personnel work exists. In general, the plan coincides with faculty organization already established in each department." This conclusion in the writer's opinion may have been influenced directly by the limitations set upon the study.

Analyzing this thesis has been helpful in the present study for planning: (1) the scope of investigation; (2) the schedules for interviews; (3) the organization of the data obtained in order to present a comprehensive picture of student personnel services at the University of Arizona.

The purpose of this chapter was to orient the reader to student personnel work, with the view of providing a background for the data collected by the survey at the University of Arizona. In the next chapter, the data has been collected and presented in the same organizational form as was used in this chapter.

1. Ibid., p. 41.
CHAPTER III

PRESENTATION OF DATA

The data obtained by carrying out the interview procedures outlined in Chapter I are presented in this Chapter. A copy of the schedules employed in this survey is on pages 218-23 of the Appendix.

The University officials interviewed were:

A. Administrative members of staff
   1. Vice-President
   2. Registrar
   3. Dean of Men
   4. Dean of Women
   5. Assistant Dean of Women
   6. Associate Director of Health
   7. Director of Appointments
   8. Student Employment Assistant
   9. Graduate Manager of Student Body Activities
  10. Staff members of the Student Guidance Center
  11. Chief counselor, University of Arizona Veterans' Guidance Center

1. The writer contacted the President through his secretary and was referred to the Vice-President.

2. The name of this office was changed on July 1, 1950 to the Placement Services.

3. The Veterans' Guidance Center at the University of Arizona was closed May 31, 1950.
12. Chief of Advisement and Guidance, Veterans' Administration, University of Arizona.

13. Financial Manager of the University Dining Hall

B. Academic heads

1. Dean of the College of Engineering
2. Dean of the College of Education
3. Dean of the College of Fine Arts; Director of the School of Music
4. Dean of the College of Mines
5. Dean of the College of Business and Public Administration
6. Dean of the College of Liberal Arts
7. Dean of the College of Law
8. Dean of the Graduate College
9. Dean of the College of Pharmacy
10. Vice-Dean of the College of Agriculture\(^1\)
11. Director of Athletics and Physical Education for Men
12. Director of Athletics and Physical Education for Women
13. Director of the School of Home Economics

The information obtained from these interviews are presented under the following elements of student personnel services:

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1. The Dean of the College of Agriculture referred the writer to the Vice-Dean because the latter is in charge of the student personnel service activities of the college.
In this chapter, the purpose was to present the objective and subjective data obtained from the persons interviewed in an organizational form that will convey to the reader a comprehensive picture of the student personnel services at the University of Arizona during the school year 1949-50.

Orientation

Orientation at the University of Arizona is carried on by the Freshman Week Program, certain orientation courses, and more or less informal activities of academic deans, faculty, and various groups of students.

"Freshman Week is set aside by the University of Arizona for the purpose of giving exclusive attention to the problems
of freshman students."¹ The program, as outlined by the Registrar who is chairman of the Freshman Week Committee, is designed to acquaint the student with his new environment and to offer him a helpful welcome to the student life of the campus.

The activities of the first day of Freshman Week, 1949, included:

1. Three and one-half hours of lecture assemblies. The President of the University spoke, then there was a student body assembly, and a third at which the Directors of Physical Education talked;

2. Two hours and five minutes of tests which were administered in assemblies;

3. Three hours of social activity which was an informal open house on the library steps. This last event was the only one on the first day where attendance was not required.

The second day was devoted to five hours of assemblies for all new students. In the morning the registrar had a three hour assembly at which time registration materials were distributed and explained. The staff of the Registrar's Office reported that mistakes on registration cards were made by many freshman and approved by their advisers. Following this assembly, the Dean of Women and the Dean of Men held assemblies respectively for women and men students. In the afternoon, all students reported to their respective college

assemblies where the dean of the college was in charge. One academic head reported that in this assembly the heads of the various departments summarized the work and opportunities in that field. Following these college assemblies, the Dean of the College of Education held a thirty minute assembly for those students who are planning to enter this College in their junior year. A tea for all women students was held in the late afternoon by the Associated Women Students to meet the Dean of Women's staff. Attendance, of course, was not required.

The third and fourth days were devoted to conferences with deans, advisors, and major professors. Also special qualifying examinations in algebra, trigonometry, chemistry, and English were given for those students who desired to take them. In the late afternoon of the third day, the Women's Athletic Association had a swimming party for women students.

Registration was held on the fifth and sixth days. On the evening of the seventh day, the Associated Students sponsored a picnic for all students and faculty.

The Associated Women Students, which includes all women students, has a student Freshman Week orientation activity in its Wrangler and Dogie program. Certain sophomores and

1. The western atmosphere of the University of Arizona is reflected in this terminology, wherein a wrangler is an old cow-hand and a dogie, a motherless calf.
upperclass women were selected to be Wranglers. A number of new students, Dogies, were assigned to each Wrangler. They corresponded during the summer and the Wranglers returned at the beginning of Freshman Week to assist their Dogies in becoming oriented to the dormitories and the campus and in learning the mores of the University.

During this Freshman Week, many of the new students were engaged in rushing activities in connection with fraternal organizations. These activities are not part of the University orientation program and have not been discussed here.

An orientation course for freshman women is given by the Dean of Women in the fall semester. This one unit course is required for graduation except in the case of ex-service women, registered nurses, married women, single women of mature age, and transfer students.

Each week a 50-minute lecture was held for the entire class and a 50-minute discussion session was conducted for groups of approximately twenty-five students. The discussion leaders of the groups are members of the Dean of Women's staff, including the head residents of the residence halls. The discussions in these groups are centered largely around the class lectures given by campus and community personnel.¹

¹ A copy of the lecture schedule for the year 1949-50 is on page 224 of the Appendix.
This orientation course has no basic text. From a suggested reading list, each student chose a book and reported on it in the discussion group. A vocational interview was required with some woman working in a field that interested the individual student. A notebook of lecture notes and related materials was required. On page of the Appendix is a copy of the organization chart showing "campus relationships and responsibilities," that is distributed in this class. A final examination is constructed from lists of questions submitted by the lecturers.

The Dean of the Pharmacy College gives an orientation course throughout the first year. This is designed to acquaint the student with the scope and field of pharmacy. This dean also said he would be happy to do orientation work with interested groups of high school students by taking them through the College's laboratories and talking with them.

In the College of Law, a course entitled "Introduction to Law" is required. This is considered an orientation class. The Dean of this College estimated that 50 per cent of its students were from the University of Arizona, 15 per cent from out-of-state colleges and universities, and 35 per cent from other state colleges. In all classes in the Col-

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1. A copy of this interview form is on page 226 of the Appendix.
lege of Law, the professors spent the opening hour in giving information about the legal profession, suggestions on how to study law, and information about the law library, the honor system, and the College of Law in general.

The Dean of the College of Engineering held orientation sessions for new students on Thursday afternoons for the first eight weeks in the fall semester. In these discussions, facts about the various branches of engineering— their requirements, advantages, and disadvantages— were outlined. This Dean stated he felt that orientation work should start before Freshman Week since this program assumed that the student knows which college he wishes to enter.

All of the academic heads interviewed, except, of course, the Dean of the Graduate College and the Dean of the College of Law, mentioned their lectures during Freshman Week in connection with orientation. Many of these officials mentioned informal interviews with new or prospective students and sometimes with the parents.

Some orientation work before Freshman Week is done by the Director of the Appointments Office during his high school visitation program. Members of the senior classes in sixty-three high schools in Arizona were contacted during the year 1949-1950.¹ "Dr. Robert Nugent, Vice President of

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the University, accompanied the Director in his visits to a number of schools."\(^1\) The Director believes the work of telling state high school seniors about the University needs to be emphasized more vigorously. "Other institutions seem to be making a very determined effort to secure students. Two, three, and sometimes four representatives from other state institutions have visited a school...Perhaps a program can be developed whereby the services of the alumni association and the secretary of the association can be utilized."\(^2\)

The Graduate Manager reported that Blue Key, upper-class honorary for men, have a high school visitation program. Groups of three or four campus leaders—men and women—visited high schools in various sections of Arizona. Usually the campus leaders chosen to go on a specific trip were from that section of the state. At a pre-determined time, this group talked with graduating seniors about the student life at the University.

The data concerning orientation was furnished by the Registrar, the Dean of Women, the Assistant Dean of Women, the Dean of Men, the Director of Appointments, the Graduate Manager, and the academic heads.

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Diagnostic Techniques

The systematic use of diagnostic tests on the campus of the University is limited largely to Freshmen Week, the Student Guidance Center in the Department of Psychology, and the Veterans' Guidance Center.

During the morning of the first day of the Freshman Week Program, an English placement examination (Cooperative Achievement Test in English, Mechanisms of Expression), is given to all freshmen in an assembly in the University Auditorium. This test is administered by members of the Department of English. It is machine-scored by the staff of the Department of Psychology.

A test of general aptitude for university achievement (American Council on Education Psychological Examination) is given in an assembly during the afternoon of the first day of Freshman Week. This test is administered by the staff of the Department of Psychology. It is machine-scored and the results are available to faculty advisors for assisting the student in making class schedules, according to the psychometrist in the Student Guidance Center.

Later each academic dean receives a list of the scores made on these two tests by all the freshmen of his college. Also, means of the scores on both tests of the freshmen in each college of the University are included in this report.
The Student Guidance Center of the Department of Psychology has over two hundred tests to use with students. An individual battery is arranged by the counselor, who is one of three professors of Psychology. The individual record form filled out by the student and an initial thirty minute interview are the basis for selecting the tests to be administered. An average of twelve tests are included in an individual battery.

The tests most frequently used in this Center include:

1. the Strong Vocational Interest Blank
2. the Kuder Preference Record
3. the Bernreuter Personality Inventory
4. the Allport-Vernon Study of Values
5. Thurstone Personality Inventory
6. the Guilford Inventory of Factors STDCR
7. the Bell Adjustment Inventory (Adult)
8. the Minnesota Multiphasic Personality Inventory
9. the Minnesota Paper Form Board
10. the Stanford Scientific Aptitude
11. the MacQuarrie Scientific Aptitude
12. the Otis Self-Administering Test of Mental Ability
13. the Carnegie Mental Ability

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1. A copy of this record form is on page 253 of the Appendix.
The tests are administered by a psychometrist who is also office receptionist and secretary to the three professors of Psychology who are the counselors in the Center. A private room for testing is adjacent to the reception room. Separate rooms are needed for timed and untimed tests in order that students taking timed tests will not be interrupted by the others. The tests are scored by the psychometrist, and the results are added to the student's individual inventory record. These test results, together with the other data of the student's record, are used by the counselor in counseling the student.

During the school year 1949-1950, three hundred and twenty students were tested in this Center for the first time and sixty students came back for re-testing and counseling.

The University also maintained a Veterans' Guidance Center on the campus in cooperation with the Veterans Administration. A psychometrist was employed on a full-time basis and there were several small rooms for testing. The tests available in this Center are listed on the "Interviewer's Test Record." These included: (1) group tests of interest, personality, general mental ability, achievement, and special aptitudes; and (2) individual tests, of which some were written tests and others were performance tests. An individual battery of tests was arranged for each case by the counselor on the basis of a record form filled out

1. A copy of this form is on page 250 of the Appendix.
by the veteran and an initial interview with the veteran. The psychometrist administered these tests and entered the scores, together with observations made during the testing period, on the "Interviewer's Test Record."

From September 1, 1949, through February 28, 1950, two hundred and ninety-eight veterans were tested at the Veterans' Center on the campus of the University of Arizona. Of these veterans, forty per cent, or one hundred and twenty, were students at the University.

Certain colleges reported the use of test data as diagnostic aids.

In the College of Business and Public Administration, two tests are administered in the required course 31a-31b, Principles of Accounting. The tests used are the Strong Vocational Interest Test and the Accomplishment Test in Accounting published by the National Association of Accountancy. This latter test is given toward the end of this course. The results of these tests are used by faculty advisors in counseling students in regard to their educational and vocational plans.

The Dean of the College of Fine Arts, who is also Director of the School of Music, stated that the Seashore Measures of Musical Talents is administered by all students in the School of Music by the Department of Music Education. The results are used in advising students about their educational and vocational plans.
The College of Law requires no special tests, but are cooperating with the Educational Testing Bureau of Princeton, New Jersey, by giving its legal aptitude tests to anyone interested in taking it. The results are not used by the College, but the tests together with personal data on the individual are returned to the Education Testing Bureau.

The Graduate College recommends the Graduate Record Examination for all students planning to enter the College. It is required only when the undergraduate scholastic record is below 2.0. (This is based on the scale: 1=A, 2=B, 3=C, and 4=D.) The Graduate Record Examination is given twice a year by a professor in the College of Education.

The College of Pharmacy uses no standardized test, but the Dean reported that he was keeping in touch with the work of the Committee on Specialized Testing of the American Association of Colleges of Pharmacy.

The Director of Home Economics cooperated this year with the national testing program of the American Home Economics Association. These tests covered the fields of food and nutrition, textiles, and home management; and they have been given to students in the School. The tests used in this program are new; and the Director said, "I do not know yet how the results will be used."

According to the academic deans, the non-test techniques most commonly used for data about the student by academic ad-
visors were: (1) interviews; (2) personnel records; and (3) academic grades.

A questionnaire is used by the Dean of the College of Business and Public Administration in diagnosing the problems of students whose scholastic work is below average.\(^1\) This questionnaire is designed to focus the student's attention on probable reasons for his low achievement rating and is filled out just before an interview with the Dean.

The data reported here were secured from the Registrar, the Student Guidance Center, the Veterans' Guidance Center, and the academic deans. The scope of this study did not include diagnostic techniques employed by individual faculty members.

Educational and Vocational Guidance

Formalized and continuous activities for educational and vocational guidance work with University of Arizona students in 1949-50 were carried out by the Student Guidance Center in the Department of Psychology and by the Veterans' Guidance Center. Other activities, more or less informal in nature, were provided by certain other non-academic offices and by the academic deans, their faculties and staff.

Three hundred eighty students reported to the Student

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1. A copy of this questionnaire is on page 227 of the Appendix.
Guidance Center for guidance. The majority of these wanted educational and vocational guidance, but often there were personal problems with which assistance was desired. Tests which were most often administered are listed on page The Head of the Department of Psychology does no counseling in this Center. Psychology professors in the department spend a total of fifteen hours a week interviewing and counseling these students. The specific occupational information available to counselors were the monographs of the Science Research Association. To obtain further information, some students were referred to persons working in the occupation being considered. No one was responsible for securing occupational information. It was reported that additional sources were frequently needed by those using this information.

The Veterans' Guidance Center tested and advised approximately one hundred and sixteen University students from September 1, 1949, to March 1, 1950. One official of the Center stated that the Center was "rather dictatorial" about vocational guidance because the administration of laws had arbitrary instructions to which adherence was required.

The file of occupational information in the Veterans' Guidance Center included publications of all government agencies and of many private sources. The Veterans' Administration furnished these materials and they were filed according to the Dictionary of Occupational Titles classification. Both the veteran and the counselor used occupa-
tional information, prior to the interview evaluating the veteran's vocational objectives, to help the veteran decide upon or reaffirm his choice of occupation. The sources of occupational information in this office were usually sufficient to fill the needs of both veterans and counselors, according to the Chief Counselor.

The Registrar pointed out that educational guidance was being done by the assistants in that office in connection with certification of candidates for degrees. Referrals are made to the deans of the colleges.

The Dean of Women mentioned the vocational aspects of the freshman women's course in orientation. In connection with this course and at the impetus of a former assistant dean of women, a considerable amount of occupational information from government, business, commercial, and private sources has been accumulated in this office. Some has been located on a table in the outer office of the Dean of Women. This is used by students in the orientation course, in counseling students, and "just read by women students in the office." No one is responsible for collecting this material. It was reported that frequently additional sources were needed.

The Dean of Men said he referred students with educational problems to their academic deans and those with vocational problems to the Student Guidance Center or to the Veterans' Center.
The Director of Appointments does some educational and vocational guidance work with those interested in preparing for elementary and secondary teaching positions. Each fall he calls a group meeting of those students in the College of Education who expect to seek such placement in the Spring. The procedure of the Appointment Office and the general outlook for opportunities in the field are discussed. Application forms are distributed at this time.

The greater part of guidance by this office occurs in private interviews. The Director feels the need to confer with prospective teachers earlier in their preparatory years. Vocational guidance on the part of this office has resulted in the addition of some library courses to the University curriculum. In his annual report for 1948-1949, the Director pointed out the difficulty of finding "satisfactorily-trained" high school librarians. "The Appointments Office did not have a single properly qualified librarian registered, and yet there were 10 vacancies reported. Several people meeting the general requirements for the secondary certificate accepted library positions and then went to Tempe or some out-of-state training institution to secure the necessary library preparation."¹

A sufficient number of adequately trained school librarians was still not available, but in his 1949-1950 report, the Director stated "Several people have been appointed to

library school positions with the understanding that they will take the library course work at the University this summer.\(^1\) Much occupational information is received by this office from United States Departments of Labor and Civil Service. This material is not used in vocational guidance, but it is used by the Student Employment Assistant in placement work with students of colleges other than the College of Education.

The Dean of the College of Liberal Arts relies on the faculty advisors to assist students with educational problems. Each student is assigned an adviser with whom he has a twenty minute conference at the beginning of each semester in arranging his program of courses and to whom the student can return any time during the year. The Dean emphasized the fact that choice of a major and minor was deferred until the junior year in this College. Thus the first two years can be considered exploratory educational guidance. This Dean refers students who come to him with vocational problems to the Students Guidance Center or the Veterans' Guidance Center. No occupational information is filed in the Office. College catalogues of all land-grant and state universities are available in the outer office of the Dean.

Much of the educational and vocational guidance done by the Dean of the College of Education is with freshman and

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sophomore students who plan to enter the College of Education. The Dean held office hours on Tuesday, Thursday, and Saturday mornings to assist students in educational matters. No occupational information is used in this office.

The Director of Physical Education for Men said that in connection with educational guidance he tried to eliminate those students "not fitted to associate with young people." He encouraged his students to work out minors that would make for good teaching combinations and, in this matter, had close contact with the Appointments Office. Occupational information was received from the State Department of Health and from private sources. This material is used in counseling students or placed on the office bulletin board.

In the College of Business and Public Administration, each freshman and sophomore is assigned an advisor to help work out his program of courses, while upper division students are advised by their major professor. The Dean urges students to use their electives for broadening courses outside of the college. Most of the occupational information in this office is used in placement, but the need for additional sources is felt in vocational guidance work.

The Dean of the Graduate College stated that educational and vocational guidance for graduate students rested with the respective departments. An up-to-date file of college catalogues is available in the office for student use.
The Dean of the College of Pharmacy pointed out that the educational and vocational guidance that students receive depends largely upon the personalities of their teachers. Interviews with professors and the deans are used. The occupational information used is largely "word of mouth." The printed material available in the office can be classified into two general divisions: (1) trade publications or "house organs"; (2) and scientific journals.

The Dean of the College of Engineering stated he spent about one-fourth of his time advising and helping students. Some of this time is dealing with personal other than educational and vocational. With those freshmen who are in the lower quartile on the general aptitude test, the Dean recommended a lighter than average schedule. The Dean stated that little occupational material was used in his office but more was used by department heads and various professors.

The Dean of the Fine Arts College leaves educational and vocational guidance to the faculty members. In this office there are catalogues of colleges giving further work in Fine Arts. These are used by heads of departments in counseling students.

The Dean of the College of Law emphasized the work of pre-law advisors in the College of Liberal Arts, but stated he was always glad to counsel with prospective law students. The course of law study is largely prescribed, and each semester the law student consults the Dean in regard to his
The Dean stated that vocational guidance is not as necessary as in other colleges because specialization comes after the three-year basic law course. Further law work is not given at the University of Arizona. A lawyer specializes in a particular branch of law either through later study or through working in a specialized law office. In the required first year law course, "The Legal Profession," occupational information is presented. This includes an outline of the various branches of law. Printed materials of the American Bar Association are distributed to students in this course. The Student Bar Association, which is affiliated with the American Bar Association, also serves to acquaint students with the organized profession.

According to the Vice-Dean of the Agriculture College, educational and vocational guidance work is done by informal discussion with the professors, Vice-Dean, and Dean. The choice of department specialization can be deferred into the junior year. Occupational information used in this office includes a bulletin by the College of Agriculture "Training for Service Opportunities" and the "Occupational Opportunity Series" published by Ohio State University. Students often used these and then discussed their vocational future with the Vice-Dean.

The Director of Physical Education for Women said the vocational guidance was conducted largely through two courses: P. E. 90, Introduction to Physical and Health Education; and
Education 197n, "The Teaching of Physical and Health Education for Women." Various printed material is distributed to students in these classes. In counseling women who are considering majoring in Physical Education, the Director stated that personality for leadership, together with good health, are the two things she stresses most. Students are also referred to the government publications in the Documents Room of the library.

The Director of the School of Home Economics stated the course of study for the first two years is the same for all students, except for those specializing in food and nutrition. Before the junior year, the student has a preliminary conference with the Director. A large amount of occupational material is filed in the Director's Office and is used in counseling and occasionally by freshman women in connection with their orientation course.

The Dean of the College of Mines said the prescribed courses leave little choice of subjects. Vocational guidance is done by all members of the faculty. As work experience is important in this field, summer employment is suggested for students, and they are aided in securing appropriate jobs by the Dean and professors. The occupational information in this office deals with mining companies, domestic and foreign. Most dissemination of other occupational information occurs within the professional courses.

Of the thirteen academic heads who were interviewed,
nine said they referred students to the Student Guidance Center or the Veterans' Guidance Center when they were not progressing satisfactorily in class work or seemed in doubt about their choice of college. One dean regretted that no report from the Centers was made of his referrals so he could follow-up the cases.

Five academic heads stated they felt a larger library file of additional sources of occupational information would be of value.

While discussing educational guidance, many academic deans said they missed very much the remedial reading services as a source of referring students who need that type of assistance to progress satisfactorily. Later, in answer to the writer's question, "What other referral agencies would you use if they were available?", seven academic deans answered "Remedial reading services." The Dean of Women's response was "A specialist in remedial reading and an enlarged vocational guidance center." The Registrar also mentioned he would refer students to remedial reading if it were available; but he expressed the opinion such services, together with English X and Mathematics X, were sub-university level and indicated inadequacies in the university student; so the individual student utilizing such service should pay for it.

With the following exceptions, all the officials interviewed contributed to the data on educational and vocational

1. A Reading and Study Clinic had been a part of the Student Guidance Center for several years until 1949-50.
guidance; the Graduate Manager, the Vice-President, the Financial Manager of the University Dining Hall, and the Student Employment Assistant.

Discipline

Disciplinary procedures at the University of Arizona are conducted on separate and parallel organizational structures, one for women students by the Dean of Women and one for men students by the Dean of Men. In some cases involving both men and women students, these two deans cooperate in order to better understand the problems presented. The Dean of Women and the Dean of Men make recommendations for disciplinary action, when necessary, to the President of the University. After the recommendation has been approved by the President, a notice of such action is sent to the student by the Registrar.

The Assistant Dean of Women is advisor to the Associated Women Students, the women's self-governing body. Each living unit, dormitory and sorority, has a representative in the Council of this Association. The penalties for minor infraction of rules are carried out by these representatives in the housing unit. Women who violate regulations repeatedly may be requested to appear before the executive council of the Associated Women Students. The Assistant Dean of Women sits in on these conferences. Her emphasis is on the dynamics of the individual's behavior in the social setting.
The Assistant Dean of Women stated that her approach to disciplinary cases is "preventive and therapeutic," not punitive. The Executive Council of the Associated Women Students makes recommendations to the Dean of Women.

Many of the women students who exhibit unacceptable behavior are counseled by the head resident of their residence hall or the housemother of the sorority. If a satisfactory solution does not evolve, referral is made to the Office of the Dean of Women. More serious offenses may result in direct referral to the Dean.

The value of the Associated Women Students was recognized by the Dean of Women, when she wrote, "The need for disciplinary action is reduced as far as possible by this type of organization and the administration of living units, and by AWS's ideal of making its program an educational one both for group living and for individual development." ¹

In discussing disciplinary procedures and his office, the Dean of Men stated, "Mine is not a police office but a place to help men." Four or five men come in each day for advice. The Dean invites men to come with their problems. Although most of these problems would probably never require disciplinary action, this voluntary self-referral system em-

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phasizes the preventive approach to discipline.

All disciplinary cases affecting the men students are handled by the Dean of Men.¹ "This involved conferences with two hundred or more individuals, a large majority of whom were summoned by letter for minor infraction of University, City, or County regulations."²

The Disciplinary Committee is composed of the head residents of the men's dormitories, with the Dean of Men, chairman. In disciplinary cases where the Dean feels it necessary or the student involved wishes a further hearing, the case is reviewed before the Disciplinary Committee.

Disciplinary procedures resulting from dishonesty in scholastic work are carried out by the Committee on Dishonest Scholastic Work. The functioning of this Committee is not within the scope of this thesis as delimited earlier. However, the Dean of Men did state that the evidence produced by investigations of this Committee is placed on file in the office of Dean of Women or of Dean of Men for future reference if needed.

It should be noted that the College of Law operates under the honor system. Disciplinary procedures in connection with dishonesty in scholastic work are carried out by the


2. Loc. cit.
governors of the Student Bar Association.

Practically all the academic heads stated that they had no part in discipline. However, two of them did mention that their students knew that if their behavior was unacceptable they would not receive recommendations.

The data presented on discipline was obtained from the Dean of Men, the Dean of Women, the Assistant Dean of Women, the Registrar, and the various academic deans.

Counseling

The data gathered about counseling at the University have been grouped by the writer according to the position of the persons using counseling techniques.

In the discussion of counseling in Chapter II, five groups of college staff personnel were noted as doing counseling; (1) the classroom teacher; (2) the faculty adviser; (3) the club sponsor or group leader; (4) the full-time personnel worker—head of a residence hall, counselor, dean of students, dean of men, dean of women; (5) the specialists—psychologist, psychological counselor, vocation guidance and placement expert; physician and nurse; and psychiatrist.

This survey, because of its limited scope, has brought forth no specific data on the counseling activities of the faculty. Practically all the academic deans inferred that counseling was done by teachers in their colleges. One dean
pointed out that such guidance work depended largely on the personality of the instructors.

The officials interviewed in both the Student Guidance Center and the Veterans' Guidance Center included teachers in listing the sources from which students had been referred to them. Referrals were also made by teachers to the Dean of Women, the Director of Appointments, and Student Employment Assistant. If these referrals can be assumed to have resulted from counseling, it follows that at least some teachers are counseling on the level at which they are competent and using the special University resources for referring other students.

In this section dealing with counseling, the term "faculty adviser" has been broadened to include the academic deans and directors as well as those faculty members who have been designated "major professors" and "faculty advisers."

In the larger colleges, i.e., the College of Liberal Arts and College of Business and Public Administration, there is a system of faculty advisers for counseling all underclass students until the time the student chooses his major subject or department of specialization. At this time the departmental heads become the student's major professor, and, consequently, his adviser. In some colleges which are not divided into departments, i.e., the College of Education, the College of Law, the dean is the official faculty adviser.
of all students.

All of the academic heads interviewed included counseling as part of the personnel work performed by the faculty advisors. All students were reported to be contacted by their faculty advisors at the beginning of each semester. Most often these contacts were brief interviews for arranging of class schedules. Further counseling by faculty advisors was done largely when the individual student voluntarily sought their assistance and when the student's problems became so serious as to be identified. Usually these problems involved unsatisfactory scholastic achievement.

According to a new policy initiated by the University in 1949-50, students who are making "4" or "5" in half of their units at mid-semester were allowed to remain in the University. At the end of the semester, those whose work was below average in half of their units were required to appear before the Scholastic Committee. This Committee decided which individual students should be permitted to continue the following semester.

A summary of students failing in more than fifty percent of their work is given for the first semester, 1949-50, in Table I.

At the mid-point of the first semester, students who had made "4" or "5" in half of their total number of units were called in for interviews by their faculty advisors.
From the data secured from the academic heads interviewed, the writer has not been able to estimate the amount of time spent in counseling or the number of counseling contacts made by faculty advisors. Also, it has been impossible to list the variety of student problems that were considered in these counseling situations. However, a tabulation of the replies to question 7b, "From what other campus agencies do you receive referrals." revealed that faculty advisors (as defined in this section) referred students to the Registrar, the Director of Appointments, Student Employment Assistant, the Dean of Men, the Dean of Women, the Student Guidance Center, and the Veterans' Guidance Center. This might be considered indicative of a wide range of problems.

The writer asked each academic dean "What other referral agencies would you use if they were available?" Seven of the thirteen responded, "Remedial reading specialist."

Most of the academic deans mentioned that the results from Freshman Week tests were utilized in counseling. Of the two who stated they did not use these scores, one added proudly, "This college is tops on the Freshman tests."

The only persons interviewed who indicated they were sponsors for student organizations were the Dean of Men, the Dean of Women, and the Assistant Dean of Women.

The Dean of Men is chairman of the Inter-Fraternity Council. "He allotted a good portion of his time to the
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% failing of total regis.  
- Agriculture: 13.56%  
- Home Economics: 7.59%  
- Business & Public Administration: 4.36%  
- Education: 1.52%  
- Engineering: 6.17%  
- Fine Arts: 17.94%  
- Music: 5.18%  
- Liberal Arts: 1.06%  
- Mines: 6.72%  

No. of students disqualified: 70  
- Agriculture: 41  
- Business & Public Administration: 22  
- Education: 7  
- Engineering: 5  
- Fine Arts: 4  
- Music: 10  
- Liberal Arts: 2  
- Mines: 16  
- Graduate: 11  

Total disqualified: 161 (2.72% of total registration)
fraternities, endeavoring to make them better and stronger organizations. The dean corresponded extensively with parents, alumni, national fraternity officers, and prospective students." The Dean of Men is also chairman of the Men's Dormitory Committee. No estimate of the counseling done in connection with these specific organizations was made.

The Dean of Women is the adviser of the Panhellenic Association. She meets with a group of this organization each week. No estimate of the counseling in this connection was made.

The Assistant Dean of Women is the advisor of Associated Women Students, an organization of all women students. Through her duties with the council, she had many opportunities for counseling as discussed in this chapter under the topic of Discipline. No estimate was made of the number of counseling situations in this connection.

The Dean of Men indicated that each student organization is required to have two faculty sponsors. The scope of this survey did not include the activities of these other sponsors.

The Graduate Manager of Student Body Activities is not the sponsor of any one organization. Each has its own fac-

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ulty sponsors. However, as head of the permanent office dealing with the business and financial management of all student activities, his advice was often sought. The Graduate Manager indicated he gave such assistance only when students sought it.

The Dean of Men, the Dean of Women, the Assistant Dean of Women, and the four head residents of the women's dormitories are the only full-time personnel workers at the University of Arizona.

The Dean of Men invites men to counsel with him and also receives referrals from faculty advisors and the Veterans' Administration. He stated that he counseled with four or five men each day, but he indicated that much of his time is occupied with administrative duties. He served on twenty-two committees and was chairman of seven of them.

The Dean of Women estimates that thirty-five per cent of her time is spent counseling, fifty-five per cent administrative duties, five percent teaching and preparation for classes, and five per cent for research. Personal adjustment problems are especially considered in the counseling done by the Dean of Women.

The head residents of the women's dormitories counsel their residents presumably at whatever time it is needed. In cases where the woman's behavior presents problems, the head resident usually asked her to come in and talk the matter over. Women are supposed to feel free to come vol-
untarily at any time. There are no regular hours set aside for counseling.

The services of specialists, who employ counseling techniques, included: (1) three professors of Psychology who spent nine, three, and three hours respectively or a combined total of fifteen hours as counselors in the Student Guidance Center of the Psychology Department; (2) teacher-placement officials, who in addition to his duties as Director of Appointments was a professor in the College of Education; (3) a Student Employment Assistant who worked twenty-six hours a week; two vocational guidance counselors who each worked forty hours a week in the Veterans' Guidance Center; (4) two physicians who each held a two-hour clinic on school days in the University Infirmary, with a third physician available for emergency calls; and (5) one chief nurse who also served as an X-ray technician and four additional graduate nurses full time. No psychiatric services were available.

Since counseling is a service that permeates almost all aspects of a student personnel work, almost all of the interviews held by the writer supplied some of the data incorporated in this section.

Housing and Food Service

Housing for University of Arizona students is provided
by four major means: (1) university-owned and operated dormitories; (2) houses of fraternal organizations; (3) off-campus accommodations of house-holders in the city; and (4) Tucson homes of University students.

The Director of Residence is in charge of the housekeeping and furnishings of all dormitories and, as a business office, has charge of housing finances. The superintendent of Buildings and Grounds has the responsibility for maintenance and repairs. Control over student personnel activities in residence halls is vested in the Dean of Women and in the Dean of Men.

The University owns and operates three dormitories for women, with a total capacity for 420 women, and one cooperative house, with space for thirty women. In this cooperative house, the women do all their own cleaning and cooking. This is the only dormitory on the campus with dining facilities.

University regulations require "all women of freshman rank and under 25 years of age not living at home (...) to live in the dormitories during their first year in college."

All undergraduate women students under the age of twenty-

five are required to live in the halls or sorority houses except: those living with parents or guardians; or those working for room and board in private families. These latter arrangements must be approved by the Dean of Women. In case the dormitories are filled, such women students are required to live in approved lodgings under University supervision. Preference in securing accommodations in the dormitories is given to residents of Arizona.

From records in the Dean of Women's Office, a summary of the housing of women students is presented in Table I.

The limited number of accommodations for women students has been a factor in the slight increase in women students since the war, while the number of men students has increased enormously. The Dean of Women stated, "We are forced to turn away many applicants." This situation should be ameliorated in 1950-51, since Yavapai Hall for men, with 220 accommodations, will be converted to a women's dormitory upon completion of the South Stadium Dormitory for men.

A head resident has general supervision of each women's dormitory and its residents. Each head resident is a university graduate and is chosen for personal qualities of leadership and mature judgment. These are full-time positions,

1. Ibid., p. 63.
TABLE II

Housing of Women Students
University of Arizona, 1949-1950

First Semester

<table>
<thead>
<tr>
<th>Type of Housing</th>
<th>Number of Women</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>dormitories</td>
<td>489*</td>
<td>29.9</td>
</tr>
<tr>
<td>sororities</td>
<td>279</td>
<td>17.1</td>
</tr>
<tr>
<td>home</td>
<td>747</td>
<td>45.8</td>
</tr>
<tr>
<td>off-campus houses</td>
<td>118</td>
<td>7.2</td>
</tr>
<tr>
<td></td>
<td>1633</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Type of Housing</th>
<th>Number of Women</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>dormitories</td>
<td>455*</td>
<td>28.7</td>
</tr>
<tr>
<td>sororities</td>
<td>279</td>
<td>17.7</td>
</tr>
<tr>
<td>home</td>
<td>750</td>
<td>47.5</td>
</tr>
<tr>
<td>off-campus houses</td>
<td>97</td>
<td>6.1</td>
</tr>
<tr>
<td></td>
<td>1581</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*These figures reflect the doubling-up in rooms. Some rooms built for two girls had three and, at times, even four girls.
and the head resident lives in an apartment in the dormitory. The personal development of each resident and the social program of the dormitory are the two chief responsibilities of the head resident. She should become acquainted with each resident, and at the close of the school year she must fill out a personnel report on each resident.¹ This report is sent to the Dean of Women's Office and becomes a part of the cumulative folder on each woman student. The head resident is to do counseling with the individual students as it is needed. No regular office hours for counseling are designated. The head resident is adviser to the hall council. These head residents meet weekly with the Dean of Women and the Assistant Dean of Women.

Each woman's dormitory, except the cooperative house, has a graduate assistant to the head resident. The assistant is in charge of the paging service, involving student pages, and she is required to page a minimum of twelve hours a week for which she is paid sixty cents an hour. A private room, rent free, is provided each assistant. Other duties include helping at closing hours; working as a member of the dormitory council; assisting with weekly room check; assisting with opening the dormitory in the fall and closing it at vacation periods; and helping the head resident and the resi-

¹. A copy of this form is on page 247 of the Appendix.
dents of the dormitory in any way possible. Many of these assistants are new students at the University of Arizona. No initial training or in-service training is given by the Dean of Women's Office.

Residence in the dormitory involves automatic and compulsory membership in the dormitory organization. Attendance is required at weekly house meetings. The dormitory council, consisting of officers and chairmen of standing committees, is the governing body. The activities of the dormitories vary among themselves and from year to year in accordance with the interests and leadership of the residents.

Applications for hall residence are made to the Director of Residence. The head resident of each dormitory receives the application cards of those students assigned to her hall. This is used in making room assignments, and in becoming acquainted with the various residents, and in counseling as a diagnostic aid. The letter-size application is sent to the Dean of Women and becomes a part of the cumulative record folder on each woman student.

During the second semester of the school year 1949-1950, there were 3,999 men students enrolled. In March 1950, records in the Dean of Men's Office revealed that 801 men were living in the six residence halls. The planned capacity of

1. A copy of this card is on page 246 of the Appendix.
these halls was 792 accommodations. Five hundred men were estimated to be living in fraternity houses. The remainder of the men students, approximately 67 per cent, were living at home or in off-campus housing. The records of the Dean of Men's Office did not indicate a division since there are no University regulations governing the residence of men students.

The head residents of the residence halls for men are faculty members and their dormitory position is a part-time assignment. Each head resident lives with his wife in an apartment in the residence hall. Because of the part-time nature of these positions, several student assistants are provided. The number of assistants in 1949-1950 varied from two to seven according to the population of each hall. These assistants are usually seniors or graduate students. The Dean of Men usually appoints students who have lived in the dormitory previously and those who are recommended by the head resident of the hall. Their duties are similar to those of the assistants in the women's dormitories, with the exception that they have no responsibility for the paging service. These assistants receive a private room, rent-free. These assistants meet with the Dean of Men just before the beginning of Freshman Week for a training period. The head residents of the men's halls meet with the Dean of Men twice a month. The Dean of Men is planning an in-service training
program to begin in the fall of 1950.

Residency in the men's dormitories constitutes automatic membership in a rather informal resident organization. Meetings are held on call of the president for special purposes and events, but attendance is not compulsory.

The Dean of Women maintains a file of off-campus accommodations which have been investigated and approved by her for undergraduate women who are under the age of twenty-five. The Director of Residence maintains a file of off-campus accommodations for the convenience of those students for whom University approval of residence is not required.

The off-campus students are not organized. Supervision of the living of those women living in University approved accommodations is carried out, through the Dean of Women's office, by the head resident of the cooperative house.

None of the dormitories, with the exception of the cooperative house for women, as noted previously, and the Stadium Dormitory, have dining facilities. Dining facilities are available in the Stadium Dormitory for eighty men. Varsity athletes are given preference in securing these eating accommodations. If additional space is available, other residents of this dormitory may eat in the dining room. Many of the women who live in the residence halls are pledges or members of sororities and eat their noon and evening meals in their respective sorority houses.

The University owns and operates a dining hall under
the management of a trained dietitian. The service is cafeteria style. There are three sections in the dining hall: a fountain where short-order service is available at all hours the dining hall is open; an a la carte cafeteria where food can be purchased at meal times; and a meal ticket cafeteria where set menus with limited selection is offered three times a day. The entire dining hall is closed after luncheon on Saturday and reopens for breakfast on Monday morning. "It is the aim of the University to serve substantial, wholesome, and appetizing meals at minimum cost."¹

From the records of the dining hall it is not possible to make a statistically accurate break-down of all services furnished. The available information is presented in Table III. This shows the total number of meal tickets purchased each month and the total number of cash register ring-ups in the a la carte cafeteria each month. The fountain ring-ups represent random sales at odd hours and, in general, are in addition to meals. For these reasons, they are not included.

These tabulated data are not particularly valuable from a statistical point of view since they could not be broken down into their various components. Some of the meal tickets were purchased for two instead of three meals a day and a

¹ University of Arizona Record, Biennial Catalogue, 1949-50, 1950-51. p. 64.
few of these meal tickets were for two weeks instead of a month. Also the a la carte cash register ring-ups include occasional sales in addition to meals. Moreover, a few of these a la carte ring-ups represent purchases by faculty and occasional campus visitors.

**TABLE III**

Records of the University Dining Hall, 1949-1950

<table>
<thead>
<tr>
<th>Month</th>
<th>Number of Meal Tickets Purchased</th>
<th>Total Number of Ring-Ups in a la carte cafeteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>294</td>
<td>13,182</td>
</tr>
<tr>
<td>October</td>
<td>369</td>
<td>17,691</td>
</tr>
<tr>
<td>November</td>
<td>352</td>
<td>13,697</td>
</tr>
<tr>
<td>December</td>
<td>320</td>
<td>9,733</td>
</tr>
<tr>
<td>January</td>
<td>306</td>
<td>12,062</td>
</tr>
<tr>
<td>February</td>
<td>284</td>
<td>12,607</td>
</tr>
<tr>
<td>March</td>
<td>242</td>
<td>14,950</td>
</tr>
<tr>
<td>April</td>
<td>185</td>
<td>9,070</td>
</tr>
<tr>
<td>May</td>
<td>189</td>
<td>12,999</td>
</tr>
</tbody>
</table>

Nevertheless, a certain amount of meaningful information can be gleaned from the above data in the following manner:

1. The first column reveals that an average of 281 meal tickets per month were purchased in the year 1949-1950.

2. The second column shows that an average of 15,884 cash register ring-ups were made in the a la carte cafeteria each month. The months of December and April were omitted in obtaining this average since in these months the cafeteria was closed during
the vacation periods. If each cash register ring-up is assumed to represent a meal and if seventy-five meals are assumed to be the equivalent of one meal ticket, then the a la carte cafeteria business represents the equivalent of 185 meal tickets.

3. Each meal ticket represents one student's using the cafeteria full-time; the data indicates that the dining hall business is such as to fulfill the needs of 466 students.

4. This represents fewer than ten per cent of the student body since approximately 5,800 students were enrolled during this period.

Most of the students patronizing the a la carte cafeteria make a practice of eating some meals off the campus. One of the cafeteria officials estimated that there were, within walking distance of the University, nineteen eating places.

The Dean of Women believes eating adequately and properly constitutes the most urgent student welfare problem, and she urges, "We sorely need our dormitories equipped with dining facilities."¹

None of the persons interviewed mentioned the educational and social advantages of dining facilities in residence units.

The data presented about housing and food was obtained from; the Dean of Women, the Assistant Dean of Women, the Dean of Men, the Director of Residence, the financial manager of the University Dining Hall, the Graduate Manager of Student Body Activities, and printed materials mentioned by them.

Financial Aid

The administration of financial assistance to students at the University of Arizona is carried out by the following means: (1) the Student Employment section of the Appointments Office; (2) The Committee on Scholarships and Awards; (3) the Committee on Student Grants and Aids; (4) the more or less informal activities of certain Colleges in behalf of their own students; and (5) appropriations for student wages by the University to offices which handle their own selection of student employees.

The Student Employment section of the Appointments Office is headed by a student assistant who works twenty-six hours a week. (Beginning July 1, 1950, this will be a full-time job.) Ten hours of clerical work each week are provided.

The work of this section may be sub-divided as follows: (1) campus employment; (2) off-campus employment; (3) summer employment; and (4) liaison work resulting in permanent employment of students other than those in the College of Education. This last aspect will be discussed under the topic of placement.

Campus employment has two aspects: (1) helping capable and needy students find part-time work on the campus; and (2) helping various departments fill full-time clerical and stenographic positions from non-student applicants. This last is not financial aid to students and will not be discussed in this thesis, although some of the applicants are wives of students.

During the year 1949-50, 74 men and 72 women obtained employment on the campus as a direct result of the activity of the Student Employment Office. This number constitutes only a small proportion of the students employed in the various departments and agencies. Since most departments have many students applying to them directly, a complete record is not available. The Director of the Appointments Office feels that more campus employment should be coordinated with his office in the future so that those students who are actually in need of work will be given preference. Preference is also to be given to students who are residents of Arizona. The policy of this office is to screen students on the basis of ability to perform the job and on the basis of their need for employment. Two or more recommendations


for each position are made so that the specific employer—the director, dean, department head, or professor—may make his own selection.

Off-campus employment opportunities for students are sought by mailing letters and postcards to every prospective employer in Tucson, by personal contacts of the Student Employment Assistant, and by frequent publicity in the local newspapers requesting employment for college students. During 1949-1950, mimeographed postcards were mailed to 4,500 prospective employers, whose names and addresses were secured from the Standard Business Bureau of Tucson.¹

During 1949-1950, off-campus employment was secured through this office for 1567 men and 351 women. Of these, 430 jobs for men and 174 jobs for women were of a permanent part-time nature.²

This office was able to secure off-campus full-time employment for wives of students and others who had originally filed applications for clerical and stenographic positions. It was not the purpose of this office to serve as a general employment office for people not connected with the University. However, it was felt that good public relations with

2. A copy of this postcard is on page 228 in the Appendix.
prospective employers of students were maintained by referring competent people to them from the office file of applicants.¹

The variety of part-time jobs held by students is very large. Occupational titles include baby sitter, clerk druggist, clerk typist, construction worker, driver, farm worker, house worker, laborer, laboratory technician, photographer, restaurant worker, sales clerk, filling station attendant, tutor, and yard work. Some part-time jobs offer room and board in lieu of monetary compensation.

The Student Employment Section of the Appointments Office is active in securing summer employment for students. When students are able to obtain work in the summer and build up a little financial reserve, their employment problems during the school year are correspondingly relieved.² During the summer of 1949 ninety-nine students worked at jobs which were secured through this Office. The National Forest Service constituted the largest single source of such employment. Other opportunities were found through the Arizona State Employment Office, the Grand Canyon Lodge, and the Veterans' Employment Service.

An adequate record system is, of course, necessary for the efficient operation of the Student Employment Office.

¹. Ibid., p. 5.
². Ibid., p. 6.
A letter-size application blank was mailed to each prospective student who has contacted the office by correspondence. A form letter was enclosed that gave some financial advice to the prospective student. The returned applications supplied the office with a basis for advance contacts with prospective employers before the school year began.

Each student contacting the office in person was asked to fill out an application card. This included personal data, training, skills, knowledge, abilities, and other information needed in employment work. Each student was given a primary occupational title under which his application was filed. Secondary occupational titles also were listed on the application. On the reverse side of this card is an employment reference record. Here were noted part-time jobs held by the students during his college career that could be of value in placing him upon graduation. To facilitate handling of records, this card is made in two colors, salmon for men and white for women.

Three additional card files are maintained. One is a three by five inch alphabetical tickler card file. These

1. A copy of this form letter and application is on page 229 of the Appendix.


3. Copies of this card are included in the Appendix on pages 231-2.
cards list the student's name and his primary occupational title. Another card file is for secondary occupations. On the last card is included a list of students having secondary classifications. A file of employers is maintained. On these cards job orders are taken.

The Student Employment Office used introduction cards in referring students to prospective employers. These cards carry the employer's name and address, the type of work for which the student has been referred, and the appointment date.

The activities of the Committee on Scholarships and Awards was beyond the scope of this survey as delimited earlier.

The chairman of the Committee on Student Grants and Aids is the Director of the Appointment Office. Other committee members are: Dean of Women, Registrar, Dean of Men, Manager of the Dining Hall, Graduate Manager, and Comptroller.

The policy of this Committee is to provide temporary assistance to deserving students. According to the Chairman

1. Ibid., p. 20.
2. A copy of this card is included in the Appendix, page 262.
3. A copy of this introduction card is on page 228 of the Appendix.
5. University of Arizona Record, p. 84.
of the Committee, more funds are available than ever are used because the money lent must be repaid while the student is still in the University. During the year 1949-1950, a total of 200 loans was granted, amounting to a total of $19,468.00.¹

In regard to financial aid for students, the Deans of the various Colleges and Directors made frequent referrals to the three agencies previously mentioned—the Student Employment Section of the Appointments Office, the Committee on Scholarships and Awards, and the Committee on Student Grants and Aids. Of these thirteen academic officers interviewed, nine stated they referred students in need of financial aid to the Student Employment Office, four mentioned referrals to the Committee on Scholarships and Awards, and three said they made referrals to the Committee on Student Grants and Aids. One academic head said she referred needy students to the Dean of Women. The Director of Physical Education for Men made referrals to the Graduate Manager for part-time jobs for his students.

The Dean of the Fine Arts College said financial assistance was available to a few students of that College through work in the Fine Arts Library.

The Vice-Dean of the College of Agriculture stated that

from six to twelve students received financial aid by working on the University Farm. Also the College of Agriculture receives and administers Sears Roebuck Scholarships.

Student employment as work experience was stressed by the Dean of the College of Pharmacy. Every state requires one year (twelve months) drugstore experience before taking the pharmaceutic examination. Part-time work does not count in this experience requirement, but summer employment on full-time basis is counted. Both part-time and summer jobs for their students were arranged by this College.

The College of Mines has several sources of financial aid for its students. The Women's Auxiliary of the American Institute of Mining and Metallurgical Engineers has a loan fund for students. Several scholarships and fellowships were made by the various mining companies to mining students. A College of Mines was allotted $1950.00 for student wages by the University for 1949-1950. These students did drafting and metallurgical laboratory work. The Dean of the College of Mines estimated that the students of this College receive $12,900 a year through fellowships, scholarships, and student employment on the campus. Students were also assisted by the College in securing summer jobs that gave useful work experience.

The Director of Physical Education for Women assisted women majoring in physical education in finding summer jobs. Work experience that will further their professional develop-
ment was stressed. Opportunities in summer camps and supervised playgrounds and pools provided jobs for twenty-six physical education majors in the summer of 1949. Twenty-one held other summer jobs.

Some financial assistance was available to students through university appropriations to various offices. The scope of this thesis did not include this assistance except when it is connected with the Student Employment Section of the Appointments Office or when it was mentioned by the various deans interviewed.

Health Services

"The Student Health Service of the University of Arizona is maintained to safeguard the health of the student body." ¹

The activities of the Department of Health may be divided as follows: (1) physical examinations of all new students; (2) out-patient clinic; (3) infirmary care; and (4) medical treatment for special groups of students. Two other activities of a health program mentioned in Chapter II were campus sanitation and health education.

The personnel of the Health Department in 1949-50 included: three part-time physicians, two of whom spent two hours each at the infirmary during school and were available for

¹ University of Arizona Record, Biennial Catalogue, 1949-50, 1950-51, p. 175.
emergency calls during the day and one of whom was available for emergency calls at night; a chief nurse who also served as an X-ray technician; four additional graduate nurses who each worked forty hours a week; a secretary; a maid; and two student orderlies.

During the process of registration, a complete physical examination, including X-ray of chest and certain important laboratory tests, was given every new student. In 1949-50 a total of 2,416 new students were examined. During the two days of Fall registration, the services of twelve extra physicians were employed, together with additional nurses and other help. A certain percentage of new students were permitted to complete registration without the physical examination in the Fall of 1949. These were later referred to take the examination at the Infirmary. Making these examinations, in addition to the regular work, taxed the time and energy of the personnel available in the Infirmary.

The facilities and services of the Infirmary were available daily, Monday through Saturday, and at other times in case of emergency. Two clinics were held daily. Each was for a period of two hours and attended by a physician.

"Every effort was made to encourage all students to report promptly to the Infirmary in case of illness in order to

receive a proper diagnosis and to institute treatment as soon as possible and avoid the spread of contagious and infectious diseases.\textsuperscript{1} Eight thousand and one treatments were given in the clinic, two thousand eight hundred and thirteen X-rays were taken, and six thousand eighty other laboratory tests were done.\textsuperscript{2}

Four hundred and sixty-one students were given bed cards, and the total number of hospital days was one thousand four hundred fifty-five.\textsuperscript{3}

Students are allowed free bed care up to three days per semester with a charge of three dollars per day after the third day. "In cases of serious illness or need for surgery, students were transferred to civilizn hospitals and placed under the care of private physicians."\textsuperscript{4}

Varsity athletes and those participating in intra-mural and in various special events required special examinations. Students going into Mexico, i.e. archaeology field trips, etc., were immunized against certain diseases. Members of the Reserve Officers Training Corps were innoculated for small pox, typhoid, and paratyphoid with materials furnished by the government.

\begin{itemize}
\item \textsuperscript{1} Ibid., p. 2.
\item \textsuperscript{2} Loc. cit.
\item \textsuperscript{3} Loc. cit.
\item \textsuperscript{4} Loc. cit.
\end{itemize}
The Associate Director of the Department of Health said many students who report to the clinics want to talk over all sorts of personal problems. He stated he had counseled especially with veterans who were adjusting to school and family.

The records of the Health Department are confidential. Occasionally the President of the University requested information of a student be released to the Veterans' Administration for claims purposes. In cases of a student wishing to drop a class for reason of health, faculty advisors requested the Health Department to make an examination of the student and report findings. The number of students who withdrew from one or more classes because of health was not available. Sixty-four men and forty-two women withdrew from the University for health reasons. The physicians of the Health Department are required to report a student's behavior that is unsatisfactory from the point of view of the health to the Dean of Women or the Dean of Men.

Many students, of course, report to the Infirmary voluntarily. Students are referred especially by instructors in Physical Education, athletic coaches, staff of the Reserve Officers Training Corps, the Dean of Women, and the Dean of Men. Occasionally the services of a psychiatrist were reported to be needed in the Infirmary. The Dean of Women

1. Edwards, ibid., p. 2.
stated that she referred women students "to all kinds of doctors in Tucson." The Assistant Dean of Women mentioned referrals to private psychiatrists. To the question, "What other referrals would you use if they were available?", the Dean of Men answered, "Psychiatrists." The staff member of the Student Guidance Center, who had stated that no record was kept of mental cases, answered, "Whatever was available," to this question.

"The University of Arizona," stated the Associate Director of the Department of Health, "has a health problem which differs from that of most other universities because of the many requests for admission from out-of-state students who are suffering from allergies, bronchitis, and upper respiratory infections." The University Infirmary does not supply long-term treatment in such cases, but it does try to give immediate and temporary relief.

Besides the regular class work and varsity athletics, the intra-mural systems were sponsored by the staff of the Directors of Physical Education. In 1949-50, 1,779 men participated in intra-mural activities. There were 3,720 participants in various women's intra-mural activities. This figure includes duplications where women participated in more than one activity.

The only item in regard to campus sanitation revealed by this survey was the absence of public washrooms in the University Dining Hall.
Nothing was reported about health education in this survey.

The data presented in regard to health services was obtained from the Associate Director of the Department of Health, the Dean of Women, the Dean of Men, the Director of Physical Education for Men, and the Director of Physical Education for Women, a staff member of the Student Guidance Center, and written materials mentioned by them.

Extra-Curricular Activities

The Extra-Curricular activities of the University of Arizona were not completely surveyed by the writer within the limitations of this investigation. For a complete coverage of these activities, as well as other information useful to students, the reader is referred to "Students' Handbook" which is published each year by the Associated Students.¹

The Graduate Manager of Student Body Activities is head of the business and financial office of all activities that receive support from the student activity fees. An activity fee of $8.75 was collected from every student both first and second semesters of 1949-50. A depository account for other organizations—honoraries, dormitories, and others—

¹ A copy of this handbook can be obtained from the Graduate Manager's Office, University of Arizona, Tucson.
is kept by the office in a local bank. The Graduate Manager is secretary of the Board of Controls of the Associated Students, which governs the financial policy of Associated Students. This office also operates the student fountain, the University book store, and the stadium dining room.

The Graduate Manager divided the student body activities with which his office is concerned as follows: (1) intercollegiate athletics; (2) student publications; and (3) miscellaneous activities, including band, forensics, rodeo, University social program of dances and Sunday night movies, Women's Athletic Association, and Associated Women Students.

The Dean of Women is sponsor of the Pan-hellenic Council, which publishes rushing information each year. The Assistant Dean of Women is sponsor of the Associated Women Students, which publishes a booklet entitled "What Every Coed Should Know" for each year. Some of the activities of this organization have been discussed under the topics "orientation" and "discipline."

The Assistant Dean of Women is also faculty adviser of the Social Life Committee of the Associated Students. Applications for social activities are submitted by all

1. A copy of "Pan-hellenic Information, 1949-50" is on page 234 of the Appendix.

2. A copy of the 1949-50 booklet is on page 235 of the Appendix.
student organizations to her for approval. In this office a social calendar is kept, where all approved social activities are entered.

The intra-mural athletic program for women is sponsored by the Women's Athletic Association. Their faculty advisor is an associate professor of Physical and Health Education for women.

The Dean of Men is adviser to the inter-fraternity council and the Council of Dormitories for Men. He is chairman of the committee of Student Activities to which all new organizations submit copies of their constitution and a list of their officers, sponsors, and members, in applying for University recognition.

Most of the academic deans felt that their office had little concern with extra-curricular activities. Two deans mentioned that their activity in this field was largely "negative" in restricting or limiting participation of those students whose scholastic standing was below average. Three deans state that their students had little time for extra-curricular activities except for professional organizations which furthered that aspect of their development.

The financial manager of the University Dining Hall stated luncheons and dinner were provided for various groups. She also advised on food problems for other extra-curricular activities.

The religious activities of students were not revealed
in this survey. The Student Interreligious Council is a body of representatives from the denominational organizations located near the campus, and the council carries on a program of fellowship and service.¹

The Vice-President of the University reported that many student leaders of the various organizations voluntarily consulted him concerning administrative policy during the year 1949-50. He described his office as a "way-station" where matters might be considered before the individual decided whether to approach the President.

The data presented here was obtained from the Graduate Manager of Student Body Activities, the Dean of Women, the Assistant Dean of Women, the Dean of Men, the Financial Manager of the Dining Hall, the Vice-President, and the various academic deans.

Placement

The organization for placement at the University of Arizona has three aspects; the Appointment Office is directly engaged in the placing of students in the College of Education; the Appointments Office offers liaison service through the Student Employment section in placing of graduates from other colleges and students who, for various reasons, had

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dropped out of school; and in the Colleges other than that of Education, the deans, department heads, and professors assist their students more or less informally in learning of occupational openings and in securing appropriate employment.

The Director of the Appointments Office, who is also a Professor in the College of Education, reports directly to the President of the University in regard to the placement of teachers. One purpose of the program of visitation of schools throughout the State of Arizona carried out by the Director is to investigate teacher placement needs. No attempt is made to learn of teacher placement opportunities in other states. If out-of-state school officials visit the University campus, the Director of Appointments arranges interviews with applicants. If an individual student makes an out-of-state contact and requests the Appointment Office to send his credentials there, the Appointment Office cooperates. Some letters are received from colleges and public schools of other states. The Appointments Office notifies appropriate applicants of these openings.

The Appointments Office distributes to applicants sheets of suggestions concerning placement helps and application forms.¹ Each student who desires to register fills out an

¹ A copy of these is to be found on page 236 of the Appendix.
application for teacher placement. The Office collects recommendations from the references the student has given. A file of confidential credentials\(^1\) is accumulated from the information on the application form, from the recommendations, and from records in the Registrar's Office.

A two dollar fee is charged each student who registers and one dollar is charged for each set of credentials sent out to prospective employers. "It is obvious that the University underwrites the clerical work necessary in the preparation of credentials. The registration fee and mailing charges do not even pay for the cost of typing and assembling the credentials."\(^2\)

The Director interviews each student at the time he returns the application form to the Office. Although many of these students are already known to the Director, this interview is of definite value later in making recommendations.

Many school superintendents visit the University campus in the Spring and the Appointments Office arranges interviews with applicants. "The Appointments Office follows the policy of recommending for each position a few candidates who seem well qualified rather than that of recommending many persons

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1. A copy of this credential form is on page 254 of the Appendix.

indiscriminately.¹

Two hundred and six applicants were placed in teaching and administrative positions from October 1, 1948 to October 1, 1949. Twenty-three of these were out-of-state positions.

Each year during his school visitation program, the Director contacts as many as possible of those students placed the previous year. He also discusses their progress with their employers. Each spring a request for a rating of those placed the previous year is made to their respective school officials. These ratings become, when received, a part of the confidential credential file.

The Student Employment Section of the Appointments Office serves as a liaison office whereby candidates for various colleges may be interviewed in their efforts to secure employment. This office has also assisted in placement of students who drop out of the University before graduation.

An increasing number of commercial and industrial organizations has contacted students through this office during 1949-1950. Scheduling of appointment interviews and applications procedures were arranged for representatives of thirty-seven organizations.² The total number of placements made through these efforts is not known.


Graduating students have made continuous use of this office in securing Civil Service applications. Notices of all government jobs available are posted. "No estimate can be made of the number of applications that were filed or of positions secured as the graduating students made their application directly to the agency concerned."¹

The Dean of the College of Education and the Directors of Physical Education for Men and Women, (their students are also in the College of Education) do not carry on placement activities since provision is made for the needs of their students in the Appointments Office.

In May 1950, the Director of Physical Education for Men stated that fifteen of the graduating seniors had jobs, five were going to do graduate work, and nine did not as yet have jobs. According to the Director, job possibilities within the State of Arizona do not warrant graduate work in Physical Education at the University. This office is alert to school and city job opportunities but reported that job possibilities in industrial recreation in Arizona had not been investigated. The belief was expressed that this source might result in a few openings for men majoring in physical education.

The Director of Physical Education for Women stated in

regard to placement of her students, "There is no graduate of the University of Arizona who majors in Physical Education who has failed to secure a position, except those who did not wish to teach."¹

The Dean of the College of Liberal Arts does not engage in placement work. He refers individual students to the Arizona State Employment Office and to the University Appointment Office. No follow-up of graduates is attempted.

The Vice-Dean of the College of Agriculture serves as a liaison with prospective employers and graduating seniors of this College. Ranches, The Salt Valley Project, seed houses, fertilizer companies, packing plants, and canning companies are sources of openings for these students.

In order to facilitate this placement work, this office requests each senior to fill out a "Personnel Record."² This record serves also as the basis for following-up graduates for the College. On June 20, 1950, the Vice-Dean could make no estimate of the percentage of seniors who had jobs, but, from informal conversations with professors and some students, he thought most of them did have jobs.

The College of Agriculture is cooperating in a survey

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2. A copy of this record, together with the instructions for completing it, is to be found on page 257 of the Appendix.
to find out what is happening to agriculture graduates. This survey is being conducted by the Committee on National Study of Employment of Agriculture Students, which is a subcommittee of the Committee on Organization and Policy of the Resident Teaching Section of Land-Grant College Association. Questionnaires requesting basic information regarding employment will be mailed to all graduates of this College during the summer of 1950 in order that the national study can be made.

The Director of the School of Home Economics stated that placement for students is carried on by the department head, except in the case of the Home Economics Education. These students are placed through the Appointments Office, and their placement is not difficult as "the demand for high school Home Economics teachers continues to be greater than the supply." ¹

The Dean of the College of Mines is active in placement of students. Representatives of mining companies visit the campus to interview graduates. Some students contact prospective employers on their own. The Dean pointed out that prospective employers are most interested in the personality of the student and his work experience. On May 17, 1950, twenty-five of the thirty-five graduating seniors were already

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placed. The Dean stated that within two weeks the others would be placed. The salary range for these graduates is from $250 to $390.

The Dean of the Pharmacy College said that every member of the first graduating class of this College, namely that of 1950, had a job. The contacts through their work experience and the shortage of pharmacists are factors in making this record possible.

The Dean of the Fine Arts College states that the faculty advisors tell their students how to go about getting jobs. "No record is kept of graduates since they never write back," the Dean added.

The placement activities of the Graduate College are centered around securing fellowships for those students interested in further educational work and around securing university or college teaching positions for those students who are qualified. Other placement work with graduate students is handled by the department in which the student is studying, and by the Appointments Office for students in the Department of Education, according to the Dean.

The Dean of the Law College is active in learning of opportunities for placement of law students. Each year the Dean makes a trip to all county seats and intermediate towns in the State of Arizona. He talks with every lawyer, except in Phoenix and Tucson, in order to learn of openings for new lawyers.
A card index of all alumni is maintained. The office writes to each alumnus once a year. A card index is also kept for all former students, but the contact is not made every year.

The records of the College of Law in April, 1950 furnishes an occupational and geographic distribution of the graduating class of 1949. This information is summarized in Table IV.

**TABLE IV**

<table>
<thead>
<tr>
<th>Occupations of the Class of 1949, College of Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of employment</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Private practice</td>
</tr>
<tr>
<td>Business</td>
</tr>
<tr>
<td>Employee of law firm</td>
</tr>
<tr>
<td>Member of law firm</td>
</tr>
<tr>
<td>Government</td>
</tr>
<tr>
<td>Unemployed*</td>
</tr>
<tr>
<td>Housewife</td>
</tr>
</tbody>
</table>

| Total               | 46           | 35                |

*These two graduates were in California waiting to satisfy the residence requirement for the California State Bar Examination and they probably have been working at some occupation other than the legal profession.

The College of Engineering assists its students in securing placement through the activities of the Dean's Office and through the efforts of the department heads. Interviews are arranged with the representatives of companies who visit the University campus. The Dean of the College of Engineering expressed the belief that three-fourths of the 1950 class
would be placed by Commencement Day, May 31, 1950. Some of the others may be required to start in related entry occupations rather than strictly engineering positions. Records on all former students and graduates of the College of Engineering are maintained in the office of the Dean. The records of those who do not graduate contain nothing of value after the student has been away from the campus for ten years. The contacts with former students that make this alumni file possible sometimes result in job opportunities for present students.

The College of Business and Public Administration carries on placement activities for some students through the secretary of the Dean. A conference including three lectures is held in the Spring to assist graduating seniors in learning the techniques of securing jobs. These assemblies are open to students of other colleges.

Printed occupational information is used in placement activities of this College. All students are required to read about the company before an interview with the company representative is scheduled. Placement work in this College is limited by the time available on the part of the staff. The Dean of the College expressed concern that large companies outside of the state repeatedly take the higher rated students. He expressed the opinion that a university public relations man should travel the state to investigate job possibilities in business and industry as is done in the field
of education and law. There is no record of the placement of the graduates in the College of Business and Public Administration. No follow-up of graduates is carried out.

The data on placement was supplied by the Director of Appointments, the Student Employment Assistant, and the various academic heads.

Personnel Records

The head of each office contacted was asked five questions in regard to student personnel records. The writer noted if any specific forms were mentioned and then asked for copies of them. The officials were most cooperative, and these forms are included in the appendix as noted.

In this discussion, personnel records are grouped according to the office where they are filed.

The origin of student records is in the Registrar's Office. The application for admission requests the following information: (1) personal and family data; (2) educational history; (3) summary of financial resources available for university; (4) veteran status; and (5) the college in which the applicant expects to register. It is also stated in the application that it is the applicant's responsibility to request that transcripts from other educational institutions

1. A copy of the schedule employed is on pages 218-23 of the Appendix.

2. A copy of the application form that is mailed or handed to prospective students is on page 237 of the Appendix.
attended be sent the Registrar of the University of Arizona. Upon receiving the transcript from high school and/or other universities, a credit count is made. When an individual is admitted, he is given a form stating that permission to register has been granted.

The registration cards provide a separate detachable card with class schedule and other personal data for the Registrar, Dean of Men or Dean of Women, the dean of the college in which the student is enrolled, Comptroller, and the individual student; and it also provides a separate detachable card of pertinent information for the file of the President, Alumni secretary, Librarian, University Physician, and the office preparing the student directory.¹

Photographic transcripts are made from the transcript cards and furnished students and/or graduates.² This transcript provides for the usual information in regard to courses taken at the University; descriptive title, number of units, and grades. Also the entrance units are noted. Personal data include date and place of birth, race, church, address and occupation of parent, and permanent address of the student. In the upper left hand corner is a photographic imprint of the student. The score made by the student on the general aptitude examination given during Freshman Week is included on the transcript.

A separate application form for admission to the Graduate College is used. This form is filed in the Office of

1. A copy of the registration cards is on page 238 of the Appendix.
2. A copy of the transcript card is on page 239 of the Appendix.
the Dean of Graduate College, together with any correspondence and all registration cards of the individual student. ¹

The Dean of Men has a file of registration cards filled out each semester by every man student. This is the only inclusive file in this office. Grades are not recorded on these cards. In working with individual students these are obtained from the Registrar or Academic Dean. There is a permanent file of all disciplinary cases. No special forms are used in this office.

In the Dean of Women's office an accumulative folder is made for each woman student. The sheets on pages and of the Appendix are attached to the inside of the folder. It is planned after these forms have been tried out, to revise them and have the revised form printed on the inside of the manila folders. The cumulative folder was given impetus by a former assistant dean of women. According to the present Assistant Dean of Women, these records are not complete at present, March, 1950, as the staff of the office has not been able to complete them because of the confidential nature of the data. Provision on these forms is made for a successive addition each semester of information about academic program, honors, health record, protracted absense, action of A.W.S. Executive Council in regard to the individual student, and comments.

¹. A copy of this form, together with an instruction sheet for completing it, is on pages 240-1 of the Appendix.
A questionnaire is sent to the high school of each freshman woman. Most of the questions on the form relate to the personal qualities of the new student, as it is designed to complement the high school transcript filed in the Registrar's Office. Two questions, grade average and rank in graduating class, pertain to academic achievement. A similar questionnaire is sent to the previous institution that a transfer woman student may have attended. One or the other questionnaire becomes a part of each woman's cumulative folder.

A letter-size residence hall application becomes a part of the cumulative record of every student who has applied for the housing accommodation. It is requested that a small photograph or snapshot of the applicant be attached to this form. These questions are in relation to personal and family background, personal habits, financial support available for university, extra-curricular activities in high school and those desired in the University of Arizona. The applicant is requested to sign a statement that as a resident of a University hall, she will familiarize herself with regulations, abide by them, and participate in hall activities.

1. A copy of this form is on page 244 of the Appendix.
2. A copy of the questionnaire is on page 245 of the Appendix.
3. A copy of the letter-size residence hall application is on page 246 of the Appendix.
A personnel report of each woman is made out each year by the head resident of her hall or housemother of her sorority. Twenty-two detail questions are asked, some calling for factual information and others for the opinion of the residence head. This becomes a part of the cumulative folder of each woman living in a residence hall or sorority.

An accumulative record card of absence from classes and out-of-town permissions is kept for each woman each year. This is placed in a card file in the Dean of Women's Office. This card is pulled out and used in connection with the cumulative folder in counseling individual women, in making recommendation for change in environment, in diagnosing the problem of special individual, and in making recommendations to prospective employers.

The Veterans' Guidance Center at the University used the personnel forms, of course, of the Veterans' Administration and had a folder on each veteran who sought advisement.

Every veteran was required to complete an individual survey record form, which includes data on: present employment status; education; present interest, avocation, and hobbies; and work history and vocational outlook. After

1. A copy of this form is on page 247 of the Appendix.
2. A copy of this form is on page 248 of the Appendix.
3. A copy of this form is on page 249 of the Appendix.
testing, the results were entered. The interviewer's test record was filled out by the psychometrist and became a part of the veteran's folder.¹ A vocational advisement record contained the counselor's evaluation of data, a check list for selecting the employment objective, and a check list for considering the adequacy of the objective.² A single sheet summary was made of this vocational advisement record.³

Another form for establishing the need for vocational rehabilitation was processed. These Veterans' forms were not designed exclusively for use with university students. The Dictionary of Occupational Titles is used through these forms in giving names and code numbers to occupations.

Besides these records, members of the office sometimes used the veteran's high school transcript or file at the Registrar's Office and, in dealing with personality problems, sometimes obtained information from the records in the Dean of Men's Office and from the records of various faculty members.

The Student Guidance Center in the Department of Psychology has an individual record form for every student who applies there for testing and counseling.⁴ This record

¹ A copy of this record form is on page 250 of the Appendix.
² A copy of this advisement record form is on page 251 of the Appendix.
³ A copy of this summary sheet is on page 252 of the Appendix.
⁴ A copy of this form is on page 253 of the Appendix.
includes seven pages to be filled in by the student. The responses by the student are mostly of check-list type with a few short answers. Personal identifying information, family background data, history of previous education, extracurricular activities and recreation, statement of purpose in attending college, of study habits, type of residence, of physical condition and of personality; and, for those seeking educational and vocational guidance, information about interests, employment experience, academic record, and present vocational plans. On the last page are included test results, counselor's recommendation, and record of interviews. The counselor whom the writer interviewed stated that no record is kept of students who are mental cases. On a few occasions the academic dean's office is contacted for the grades of counselees. No records on file in other University Office are reported to be used by this office.

Three kinds of student personnel records are kept by the Appointments Office: (1) confidential credentials for students in the College of Education who register with this office; (2) a senior personnel form for all seniors who request this service; and (3) the cumulative record of employment during the college career for those students who obtain employment through the Student Employment Section.

A set of confidential credentials is prepared for each student in the College of Education who desires to seek teaching or administrative positions through this Office. These
records are designed and include information that a school official would want in considering applicants. No grades made in academic courses are included. A summary is made of recommendations secured from the student's reference. This form includes space for follow-up study of the individual.

A senior personnel record file is maintained for all seniors, other than those in the College of Education who voluntarily request this service. This form requests additional information and ratings which are not available at present in the permanent records of the University. The purpose of such a record is to provide basis for assisting students to secure positions and of following-up university graduates. Little publicity is given to this service, and the Director states "Only a few students avail themselves of the opportunity to use the information so collected and ask that we send out ratings to prospective employers."

The application cards in the Student Employment Section of the Appointments Office provide for a cumulative record of a student's employment during his college career. This

1. A copy of the credential form is on page 254 of the Appendix.

2. A copy of the senior personnel form is on page 255 of the Appendix.


4. A copy of this application card is on page 231 of the Appendix.
record is made, of course, only for those students who apply for assistance in obtaining employment through this office.

The Department of Health maintains a file on each student. The initial physical examination blank provides space for recording all diagnosis and treatment made by the Department during the student's college career. In cases where any special letters from the student's private physician are received, these are clipped to the initial examination folder. All X-rays given by the technician are numbered and these numbers are entered on the student's folder. A cross-file of the interpretations of X-rays is also maintained.

Class schedule cards, made out by the student at registration time, are kept for all students of each college in the dean's office. The Registrar's Office supplies the Dean's Office with a "D" list at each mid-term and grades for each student at the end of every semester.¹ When a student transfers from one college to another at the University of Arizona, these records are transferred from one dean's office to another. Besides these basic records, most colleges keep other records: communications from Dean of Women and/or Men, notes when interviewed by the dean, advisor's notes, correspondence with students and their parents, and copies of recom-

¹. The "D" list includes names of students who are making "4's" and/or "5's" in any courses, together with the number of these courses.
mendations made in behalf of students.

Some colleges use special record forms for each student.

The College of Law has a file on each student which includes a letter written by each student. This is an autobiographical form letter to cover the student's life since graduation from high school and is required by the American Bar Association. The purpose of this is to prevent a student's entering the College of Law without realizing that his past record will be thoroughly checked before he is admitted to the bar.

The College of Agriculture has a special personnel form which seniors are requested but not required to fill out. Information is requested that will be useful in helping place seniors and in following-up graduates.

The College of Mines has a folder on each student. For each department of the college, a sheet of courses required has been prepared. The record of each student of the department is accumulated on this sheet. A follow-up of the employment of every graduate is also made by the Dean's office.

The Director of Physical Education for Women has developed an accumulative record for each woman majoring or minoring in this Department. Academic course work is stressed on

1. A copy of this form letter is on page 256 of the Appendix.
2. A copy of this personnel form is on page 258 of the Appendix.
3. A copy of this sheet of courses for one department of this College is on page 259 of the Appendix.
this form. Space is provided for entering the classes a student carries each semester, and certain personal data is included.  

The Director of the School of Home Economics keeps a private file for every student on her desk. Honors, committee work, and other pertinent data are entered on the cards.

In the College of Business and Public Administration, a check-list card is filled out by the faculty advisor for each of his advisees who is on the "D" list. This card is sent to the Dean's Office and becomes a part of the file of that office.

In the College of Liberal Arts, advisors report conferences with students on a form that includes no specific questions, but just space for the comments of the advisor. This report is placed in the individual student's file in the Office of the Dean.

All of the officials interviewed contributed data concerning student personnel records except the following offices which reported that they kept no student records; the Vice-President, and the Graduate Manager.

Administration

One question of the schedules used in this survey dealt

1. A copy of this form is on page 260 of the Appendix.
2. A copy of this card is on page 261 of the Appendix.
3. A copy of this form is on page 261 of the Appendix.
specifically with administration: "To whom is the head of
this office responsible?" Other data about coordination
or student personnel services was obtained through the ques-
tions concerning referrals. Administrative attitudes toward
student personnel services have been expressed by some of-
officials during the interviews.

Each of the academic deans is responsible to the Pres-
ident. Whatever they report about their student personnel
activities, as well as their curricular and administrative
duties, is included in their annual reports to the President.

The Director of the School of Home Economics is respon-
sible to the Dean of the College of Agriculture. Reports
from the Director of Athletics and Physical Education for Men
and from the Director of Athletics and Physical Education for
Women are made to the President.

With three exceptions, each administrative official res-
ponded, "President," to the above question. The staff member
of the Student Guidance Center in the Department of Psych-
ology answered, "I don't know." The writer asked a further
question, "To whom is the annual report of this office sub-
mitted?" "The President," was the prompt answer.

The responsibility of the Veterans' Guidance Center
was divided. The Chief of Advisement and Guidance was em-
ployed by the Veterans' Administration. The other person-
nel were employed by the University of Arizona. Their work
was supervised by the Head of the Department of Psychology, but these staff members worked in close collaboration with the Chief of Advisement in the technical and administrative features of the program.

Referral by the various academic heads have been noted throughout this chapter. A summary of student referral as reported by these officials is made on the following page in Table V. According to this summary, ten deans made referrals to the Veterans' Guidance Center. The Student Guidance Center in the Psychology Department and the Student Employment Section of the Appointments Office were reported to be used for referrals by six academic deans.

Referrals by the various administrative officials have been noted throughout this chapter. A summary of such referrals would not be significant because of the varying types of student contacts made by this office.

The Vice-President stated that he was out of the line of authority, "Unless the President tells some one to come, no one has to come to see the Vice-President." The Vice-President has no official duties in regard to student personnel services.

Some faculty and other staff members, as well as student leaders, come to discuss matters with the Vice-President as a "trial balleon" before contacting the President who makes the final decision. Out of such a situation an informal committee evolved in 1947, the first year that the University of
Arizona had a Vice-President. The Vice-President is the chairman. Other members are the Dean of Men, the Dean of Women, the Assistant Dean of Women, and the Graduate Manager. The purpose of this committee is to coordinate the work of the members. This committee met approximately six times during the year 1949-50. It is not an official committee, but, when the President has need of a report on a related subject he has appointed it as a special committee.

The data collected by the procedures described in Chapter I have been presented in this Chapter. In the next Chapter, the writer has given an interpretation of these data.
TABLE V

SUMMARY OF STUDENT REFERRALS

As Reported By Academic Heads

<table>
<thead>
<tr>
<th>Office</th>
<th>Number of Academic Heads Making Referrals to</th>
<th>Number of Academic Heads Making Referrals from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrar</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Dean of Men</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Dean of Women</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Health Department</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Appointments Office</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Student Employment Section</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Manager</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Veterans' Guidance Center</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Student Guidance Center</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>University Dining Hall</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>College of Education</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Deans of Other Colleges</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Scholarship Committee</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Professor in Chemistry</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Arizona State Employment Office</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Speech Clinic</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
CHAPTER IV

INTERPRETATION OF DATA

The purpose of this chapter was to interpret the data presented in the preceding chapter. In order to evaluate the specific student personnel services, the writer needed to analyze carefully the results of the survey, while at the same time recognizing inadequacies and omissions of information inherent in the data-collecting procedures employed in this investigation.

Orientation

Orientation is one student personnel service at the University of Arizona where contributions are made by many persons, from students to the President.

The Freshman Week Program seems to stress more the administrative aspects of entering a new school rather than concern for the problems of the freshman. After adding the number of hours that they are required to spend in lecture assemblies, the writer wondered whether the members of the Freshman Week Committee appreciated the freshmen's position in entering a large university. It was pointed out in Chapter II that if students are kept in lectures too long during an orientation
program, they "develop the ability to ignore completely what is said at them." This appears to be borne out in connection with the Registrar's assembly.

The Freshman Week Testing program seems to supplement the University's previous information on each student. Since the innovation of machines for scoring, the results are available for faculty advising.

The social activities of the week are undoubtedly helpful to some students. Considering the usual hot weather at the time of Freshman Week in Tucson, coed swimming parties in the late afternoon would probably be well attended and achieve positive social results.

It has been noted that freshmen are assumed to know which college they wish to enter. At the Registrar's Assembly they are handed registration cards on which is printed the name of their college. Possibly more orientation work on the high school level is needed as suggested by various academic heads.

This need for more contacts between the University and the "feeder" high schools of the State is recognized, for various reasons, by the Director of Appointments and certain student groups, as well as some academic deans. With the development of guidance programs in many high schools of the State, the opportunity for such activities may well become more numerous if there are University personnel and funds available.

The student participation in orientation should be a
positive force for developing school spirit. The activities of the Associated Women Students, in their Wrangler-Dogie program, were not reported in sufficient detail for analysis of its effectiveness. The school visitation program carried on by the Blue Key capitalizes on the personal element by choosing student leaders who are residents of a particular section of the State to talk with the graduating seniors of this district.

The writer questions the decision to require an orientation course for freshmen women but not for freshmen men. From the list of lecture topics, the course should be applicable to the whole class. As the course is given only in the Fall semester, it is evidently not considered essential as a basis for university life for those women who enter the University in the second semester.

In the writer's opinion, efforts should be made to have counseling in connection with this course. If this is not feasible, the discussion section could deal with problems of the group rather than a review of the lectures. The whole course as analyzed from the lecture subjects, the orientation chart, and the notebook, seems to be directed toward imparting factual information to the students. The writer feels that the point of view of the individual as a self-directing entity in a development sequence, with regard for environmental influences, should be stressed. To achieve optimum adjustment to environmental influences, each student needs to study herself, making an inventory of her aptitudes, assets, limitations,
interests, and needs. Indeed, the freshman woman seems to be the "forgotten man" of the orientation course.

The orientation courses and the series of lectures given by various colleges are, undoubtedly, a form of educational and vocational guidance as well as orientation. The plan of the College of Law—to impart environmental information in the opening session of each course—is interesting. The writer believes that other colleges might do well to emulate that idea.

Diagnostic Techniques

In the writer's opinion, the divided responsibility for the two tests given during Freshman Week is not desirable. The English test is given under the supervision of the Department of English; and it is then scored and a report of the results is made by members of the Department of Psychology. If the responsibility for a testing program was assigned to one individual, a more developed and evaluated program should result.

The data received from the Student Guidance Center in the Department of Psychology showed that the psychometrist did not have opportunity, because of other office duties, to make observations of the behavior of students during the testing time. According to the data obtained, no provision is made for administering individual tests to students in this Center. The procedure of giving tests after an initial half-hour
interview may lead students to consider the test results of too much significance.

The Veterans' Guidance Center had a more elaborate system of utilizing diagnostic tests. The full-time psychometrist was able to record observations during the testing period for use by the counselors. Individual tests were also administered by this psychometrist. The procedure of testing after the initial interview may have been interpreted by some veterans to be government "red tape." It was indicated by one of the officials of the Veterans' Guidance Center that these tests were used more as selective or screening mechanism than for guidance because of certain governmental regulations.

The system in the College of Business and Public Administration of utilizing standardized tests in a required course is indicative of a keen interest in the individual. The tests appear to the writer to be well chosen for the specific purpose of educational and vocational guidance. The Strong Vocational Interest Blank may reveal much about the personality of the individual that is helpful in choosing an occupational goal—for example, whether the student prefers working with things or with people. The achievement test in accounting is used for diagnosing the student's progress in that field at the end of an introductory course and gives a prognosis of his future success in that field. The results of these tests, together with other information about the individual and about the opportunities in various fields, form
a basis for guidance.

Experimental activities with diagnostic tests were being made by a few colleges during the year 1949-50. This indicates an interest in such techniques and a willingness to cooperate in finding out how the results can be employed.

The questionnaire used in the College of Business and Public Administration shows a sense of humor on the part of those who made it. This is a personal characteristic that can be very helpful in personnel work. Besides forcing the student to focus his attention on the probable causes of his problems, this gives information about the student's personal habits that could probably not be obtained as readily by any other means.

The writer interpreted the data on diagnostic techniques to mean that: (1) some transfer students take no diagnostic tests; (2) the majority of students take only those required in Freshman Week; (3) a small number of students voluntarily seek testing in the Student Guidance Center or in the Veterans' Guidance Center, or they are required to take such testing in the Veterans' Guidance Center; (4) certain groups of students are required to take diagnostic examinations by their college; and (5) some groups of students are tested through their college's cooperation in validating new tests.

Education and Vocational Guidance

The educational and vocational guidance that the average
student at the University of Arizona had in 1949-50 was through
the efforts of the faculty and academic deans.

Two hundred and ninety-eight veterans were tested and
counseled in the Veterans' Guidance Center from September 1,
1949 to March 1, 1950. Of these, 116 were University of Ari­
zona students according to the Chief Counselor.

Three hundred and eighty students were tested and coun­
seled at the Student Guidance Center during the whole school
year 1949-50. Altogether, a maximum of five hundred students
received educational and vocational guidance from special­
ists in 1949-50. The average registration for the two semes­
ters was 5,880. Thus 8.5 per cent of the average student pop­
ulation received guidance from these two special agencies.
Of course some of the other students had received assistance
of these agencies previously. However, it is significant to
note that for 91.5 per cent of the student body the faculty
and academic deans provided the only educational and vocational
guidance received during the school year 1949-50.

Each college had its own formal activities for checking
schedules at the beginning of each semester. Other education­
al and vocational guidance activities were more or less in­
formal, except for certain courses given in some colleges
for the purpose of professional vocational guidance. Such
courses were designed to acquaint the students with the
various job possibilities of the profession.

Most of the academic deans stated that they referred
students to the Student Guidance Center or the Veterans' Guidance Center when they were not progressing satisfactorily in class work or seemed in doubt about their choice of colleges. The guidance work performed within the colleges is in a more limited and narrower area—usually involving choice of various majors or minors within the one college in preparation for the various areas of specialization of the field.

Seven of the academic deans stated they needed remedial reading services as a referral agency for students in connection with educational guidance. The writer felt that these deans were genuinely concerned about this since they could not provide this assistance through their own staff efforts.

The amount of occupational information in the Office of the academic deans varied from none at all to a very extensive file in the office of the Director of the School of Home Economics. The amount, type, and use of occupational information at the University of Arizona was not completely investigated by this study. Since the teaching staff, as reported by the deans, disseminate a considerable amount of occupational information to students, it would be necessary to contact each teacher to have a complete survey. It was interesting to note that five academic deans felt a large library file of occupational information would be of value.

Discipline

The writer believes she collected little objective in-
formation about discipline as people just did not like to talk about it.

The two parallel organizations of disciplinary channels are noteworthy. The authority in regard to such procedures seems to be firmly embodied in the offices of the Dean of Women and the Dean of Men. Whether this has actually resulted in loss of rapport and effectiveness in counseling situations was not revealed by the data collected.

The Dean of Women highly values the Associated Women Students organization in reducing the number of disciplinary cases. The extent of AWS activities in regard to disciplinary procedures was not indicated.

It was noted that the honor system is used only in the College of Law at the University of Arizona. In a small, rather compact group of advanced students such as this College, the honor system would seem to have a better chance than in the large undergraduate colleges.

Discipline resulting from dishonesty in scholastic work in other colleges was not included in this investigation.

Counseling

The data collected in this survey has not been adequate for evaluating the counseling done by the teaching staff or the sponsors of student organizations. It may be assumed that a considerable amount is done by these two groups of persons and that the quality of it depends largely on the
personality, not special training, of the individual.

The Deans of Men and Women and the head residents of the women's dormitories are full-time personnel workers who spend a considerable amount of the time in administrative work. They do not have designated hours for counseling but take care of this when students voluntarily seek their services or when the problems of students require these officials to initiate counseling situations.

No specific requirements or preparation for counseling is required or given the assistants in the dormitories.

Besides the nurses of the Department of Health, the only specialists utilizing counseling techniques who were employed on a full-time basis were the two counselors in the Veterans' Guidance Center. Only fifteen hours of such services were provided in the Student Guidance Center in the Department of Psychology.

Those persons who do personal adjustment counseling especially seemed to recognize the need for the services of psychiatrists. The University makes no provision for psychiatric services.

Housing and Food Service

The data on housing for women show that approximately twenty-nine per cent lived in University dormitories during the year 1949-50. These figures for the first semester indicate the number of residents exceeded the planned capacity by 8.7 per cent. This, together with the Dean of Women's
statement of refusing admittance to many applicants because of lack of housing facilities, indicated more university housing was needed for women students.

Approximately twenty-five per cent of the men students lived in University dormitories. The figures for March, 1950, indicated that the number of residents exceeds the planned capacity by one per cent. Records did not indicate how many of those living in off-campus accommodations desired dormitory space.

Information in regard to the physical features of the dormitories was not secured in this survey, except the common lack of dining facilities. Since the physical plants of the dormitories vary, an individual survey of each residence would be required in order to study the housing program from this aspect. The size of dormitories in general does indicate that corridor group activities might be employed to make each resident feel his responsibility more keenly and enjoy more educational and social benefits from dormitory life.

The writer is of the opinion that the data in regard to the social programs and self-government within dormitories is not inclusive enough to warrant interpretation.

At the University of Arizona, the Dean of Women follows the plan of employing mature women as head residents of the women's dormitories on a full-time basis. Special qualifications for group and individual work with young women are desired, but they are not definite requirements. The Dean of
Men employs the English plan, as mentioned in Chapter II, of having members of the faculty live in the dormitories as head residents. The activities of each group of head residents are supervised by the Dean of Women and the Dean of Men respectively.

The Dean of Women receives applications for the positions of graduate assistants in the women's dormitories from women graduate students and/or prospective women graduate students who desire such employment. The Dean of Women makes the appointments of the assistants to the respective dormitories. In the writer's opinion, the Dean of Women should furnish each assistant a manual of instructions as to duties, an initial period of training before Freshman Week, and in-service training throughout the year. The best interests of the student residents, the head residents, the Dean of Women's Office, and the individual assistants would be served by such procedures.

Since the Dean of Men employs assistants who have previously been students of the University and usually residents of the dormitory to which they are assigned, these assistants are somewhat oriented to their duties. The Dean of Men has required an initial training program and is planning in-service training throughout the year to start in the Fall of 1950.

There is no organization for the affiliation of students living in off-campus housing. That such students need the opportunity to be affiliated into groups with others who are
living in similar situations is the belief of the writer.

The business of the university Dining Hall is such as to fulfill the needs of less than ten per cent of the students enrolled. It is not possible to estimate what per cent of the whole student population depends on eating-out for the following reasons: (1) although approximately twenty-nine per cent of the women students lived in dormitories, many were members of or pledges of sororities and ate their noon and evening meals in their respective houses; (2) of the sixty-seven per cent of men who lived off-campus it was not possible to distinguish between those living at home, those living in apartments and doing their own cooking, and those residing in rooms. However, the dining facilities within residence units provide opportunity for social benefits was pointed out in Chapter II. This aspect of the present situation on the campus of the University of Arizona deserves the consideration of the administration.

Financial Aid

A considerable amount of financial aid to students was available through University appropriations to the various departments and offices for student employment. Many departments took care of the selection of students independently. Some departments and offices utilized the facilities of the Student Employment Section of the Appointments Office to secure qualified students who needed this financial assistance.
This survey did not include the financial aid available to students through the Committee on Scholarships and Awards.

The data secured from the Chairman of the Committee on Student Grants and Aids, who is also the Director of Appointments, indicated temporary assistance was made to some students. Since two hundred loans were made for a total amount of $19,468., the average amount of each loan was $97.34. The Chairman of this Committee pointed out that since the money lent must be repaid while the student was still in the University, a large amount of money remained in this fund unused. It was pointed out in Chapter II that some universities make long-term loans successfully. Perhaps various procedures need to be studied in order that more students could be assisted by this idle money.

The Student Employment Assistant has established a functional system for: securing job orders from off-campus employers; making referrals of qualified students who need to work; and keeping records of students' employment during college days for later use in placement work. In order to continue expanding this service to the increasing number of students who require it, more clerical assistance seems indicated.

The amount and kinds of financial assistance available to students through the different colleges varies greatly. Some of the more professional colleges recognize the value of part-time and summer employment as valuable work experience.
The deans of these colleges reported staff efforts to help their students secure such employment.

Health Services

Those in charge of approving registration cards should realize the economics of time and money obtained by giving physical examinations when and where the service is set up. Their cooperation should be earnestly solicited in checking the registration of new students in regard to the physical examination having been made. For the Infirmary physicians and nurses to be occupied with these during regular days limits the services available at those times to students who are sick.

Many health services seem to be available to University students for the nominal fee paid. In the writer's opinion, it would be desirable to increase the amount of medical personnel so that a physician would be in attendance all day during the week and for a couple of hours on Saturdays and Sundays. The Director stated in his annual report that every effort was made to encourage students to report promptly to the Infirmary in case of illness. Knowing a physician was in attendance would help to accomplish this.

From the information obtained by the writer, some students need psychiatric treatment. It is noted that those persons who apparently do personal adjustment counseling were the ones who mentioned psychiatrists. The counseling of these University personnel workers would be more beneficial to students in
general if they were able to make referrals for all those students who need services that they are not prepared to offer. Although students and persons making referrals know that psychiatric services are not available in the Infirmary, still the staff of the Infirmary occasionally has cases where psychiatric services are needed.

The report of the number of services and of the coverage of special student groups indicates an extensive use of the Infirmary facilities and personnel. The number of treatments made in the clinic, 8,001, could not be broken down to the number of different students that were treated.

The absence of public washrooms in the Dining Hall may indicate that the University does not demonstrate in their physical plant all of the standards taught in classrooms.

Extra-Curricular Activities

This survey did not cover the extra-curricular activities completely and thoroughly. However, some interpretations can be made from the data collected.

The University of Arizona has provided a permanent office for the business and financial matters of those activities that receive support from the student activity fees in the office of the Graduate Manager. This office also offers a considerable amount of "know-how" of the procedures used in the past to students desiring such information.

The social life of the various organizations is nominally under the control of the Social Life Committee of the Associated Students, but actually the approval for social activities
is made in the Dean of Women's Office by the Assistant Dean who is faculty advisor to the Social Life Committee.

Student participation in professional organizations is encouraged by the deans and staff of some colleges.

Orientation of new students to the extra-curricular opportunities of the campus seems to be mainly through the publications of certain student groups and through the activities of student groups directly.

From the data collected it has not been possible to evaluate the value of extra-curricular activities to those students participating.

Placement

The placement activities of the University for students in the College of Education are centralized in a functional organization in the Appointments Office.

Through his visitation program, the Director of Appointments has the opportunity to become acquainted personally with the officials of the public school systems of the State and to strengthen these relationships by additional contacts each year. Most of the openings for teaching and administration positions are reported to the Office as a result of this contact.

Because of the confidential credentials that are prepared on each student by the staff and the personal interview that the Director holds with each applicant, the Director is in a
position to recommend appropriate applicants for the various openings reported.

In the writer's opinion, the policy of recommending for each position a few candidates who seem well qualified tends to inspire confidence in the Director's recommendation among the school officials. The follow-up of each applicant placed a year later adds to the Appointments Office's credentials for later recommendations and makes the school officials realize that the University is interested in the progress of its former students. Under a centralized office such a follow-up is possible.

The Student Employment Section of the Appointments Office offers some placement assistance for graduates of colleges other than those in the College of Education. It also assists such students who drop out of the University before graduation.

This placement work has been developed and expanded under the present Student Employment Assistant. It would probably be desirable to ask students applying there for assistance to fill out the "Senior Record" forms so the number of such students could be ascertained. This would also provide a file of applicant information. However, more clerical assistance would undoubtedly be needed to carry on this activity. It was interesting to note that a larger number of commercial and industrial organizations contacted this office in 1949-50 than previously. Many of these representatives desired to interview students from more than one college and they utilized
this central office through which contacts and interviews could be arranged.

The placement activities of the various colleges, as reported by the Deans, vary considerably. The smaller colleges, on the whole, seem to be more able to assist their students through informal activities than the larger colleges are. The former contacts of the academic staff with employers in the professions seem helpful in placement activities.

It is interesting to note that the Dean of the College of Law travels the state to contact lawyers in regard to openings for graduating students. The writer concurs with the opinion of the Dean of Business and Public Administration that a University public relations man should investigate job possibilities with Arizona for students in business and industry. The Department of Athletics and Physical Education for Men likewise mentioned investigation might be useful in regard to industrial recreational opportunities.

The College of Business and Public Administration seems to be progressive in providing assemblies to assist their seniors, together with others who wish to attend, in learning the techniques of securing jobs. Their system of having students use specific occupational information to prepare for job interviews is noteworthy.

The deans of the two larger colleges reported that no follow-up of graduates was made. It seems that the smaller colleges have an advantage in keeping this kind of record.
Personnel Records

The data concerning student personnel records indicate a variety of student records are maintained by various offices. The student records that facilitate the administration of the University and make possible accurate accounting of academic standing are maintained by the Registrar's Office. The application form and the transcripts from other educational institutions form the beginnings of these records. The registration cards for each semester add to this record, which culminates in the official transcript. Distinctive features of the transcript card are the student's photographic imprint and his grade on the general aptitude examination given during Freshman Week. The writer questions the decision to impart this latter information to everyone who may have occasion to see the college transcript of a student. This seems, to the writer, an over-emphasis upon one test.

The difference between the record system of the Dean of Men's and Dean of Women's Offices reflects the administrative attitude of assuming a more diligent supervision of the activities of women students. The cumulative record system of the Dean of Women's Office provides a great deal of personal information on each student. Judging the validity and the reliability of the response to the various questionnaires and rating forms employed was beyond the scope of this thesis. However, the writer concurs with the decision not to utilize student employment for maintaining such a confidential file.
The records of the Veterans' Administration provide for much subjective and objective data concerning each veteran receiving advisement. These forms were not developed as strictly university personnel records. The fact that the Veterans' Guidance Center used personal information about particular veteran students on file in other University offices indicates good cooperation existed between the Veterans' Guidance Center and these offices.

The individual record form of the Student Guidance Center in the Department of Psychology supplies a great deal of valuable information. The seven pages, filled out by the student, consist mostly of check-list or short answer questions so it is not a tremendous task for the student desiring this service.

The confidential credentials for students in the College of Education, maintained by the Appointment Office, provides space specifically for following up a student's program after leaving the University. The summary form for recording the confidential ratings of the applicant's personality provides a numerical scale and also information regarding how well the rater knew the applicant. The writer believes that these are excellent features.

The senior personnel record file of the Appointments Office has possibilities of providing very useful information. However, its limited use by students impairs its value. Some publicity should be given this service if it is to be continued.
The cumulative record of a student's employment during his college career is a distinctive feature of the applications cards in the Student Employment Section of the Appointments Office.

The Department of Health has a compact initial physical examination blank to which subsequent contacts with the infirmary are added.

The variety of student personnel records in the various colleges is large. The registration cards for each semester form the basis for these records. Most of the specially printed forms used in specific colleges include the requirements for the student's chosen curriculum. The schedule for each semester is checked against these requirements. Only one academic head mentioned a private file of personal information on each student for use in counseling.

Administration

The administration is the heads of the various administrative offices that perform student personnel services.

The President is in direct line of authority for all offices that performed student personnel services during 1949-50, except the Veterans' Guidance Center. The President is also in direct line of authority for the student personnel activities performed by the academic deans.

There is no official staff relationship between the var-
ious heads of student personnel work. Realizing the need for such coordination, the Vice-President has formed an unofficial committee of five such officials.

There is no official or unofficial staff relationship between the academic heads and the various heads of offices performing student personnel work, except in the matter of voluntary referrals of students. Many of the deans indicated extensive use of such agencies in the matter of referral.

There is no one person whose responsibility is the development of a balanced program of student personnel services on the campus of the University of Arizona.

This Chapter has been devoted to an interpretation of the data collected in this survey. The further step of summarizing the findings and making recommendations is contained in the next Chapter.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study had a broad purpose, namely to gain insight into student personnel services at the University of Arizona, with the view of evaluating these services in order to make recommendations for expanding and developing a program of student personnel work.

The device for data collection was the interview. The scope of the investigation was limited to contacting the non-instructional offices performing student personnel work and the academic heads of the various colleges and schools. Two separate but similar interview-schedules were prepared and employed in interviewing these two groups of officials. Data was also received from forms, records, and reports that were made available as a result of the interviews in the various offices.

The related literature, because of its limitations and inadequacies in relation to this problem and because of the interim since these studies were done, did not contribute significantly to the material of this thesis.

The data collected has been presented in Chapter III and interpreted by the writer in Chapter IV. A summary of the conclusions is given in the next section.
Conclusions

As a result of this study, the following conclusions are indicated:

1. The first two days of the Freshman Week Program include approximately eleven hours of mass assemblies, at which attendance is required.

2. The responsibility for the two tests required of all freshmen during the Freshman Week Program is divided between the Departments of English and Psychology.

3. The orientation course for women, planned and directed by the Office of the Dean of Women, contains factual information concerning adjustment and development problems; but the course does not provide a counseling service for working out individual problems that exist or may arise as a result of the course.

4. The need for more contacts between the University and graduating seniors of the various high schools of the State of Arizona is recognized by the Director of Appointments, by certain student groups, and by some academic deans.

5. The use of diagnostic techniques is in a rudimentary stage at the University of Arizona. According to the data obtained, no counselor employs these techniques intensively in order to make a case study of students with whom they work. No uniform system
of utilizing the resources of records and personnel of other offices that had had contacts with an individual student was discovered.

6. The educational and vocational guidance for the majority of students is provided through the dean and faculty members of their respective colleges.

7. The Student Guidance Center of the Department of Psychology provides only fifteen hours of counseling time each week. According to the data obtained, the Head of the Department of Psychology has no counseling responsibility in this Center. These fifteen hours of counseling are divided among three professors of Psychology. The psychometrist in this Center, who also works as secretary and receptionist, does not administer individual tests and does not record observations made during the testing periods. The psychometrist receives students who report to the Center, distributes individual records to be filled out by the students, and makes the appointments for students with counselors.

8. The need for a remedial reading clinic is recognized by over seventy-five per cent of the academic deans and by other administrative personnel who do educational guidance with students.

9. Occupational information in varying amounts and kinds
is available for use in vocational guidance in the offices of the academic deans, in the Office of the Dean of Women, the Veterans' Guidance Center, and the Student Guidance Center of the Department of Psychology. The need for additional sources was indicated by almost forty per cent of the academic deans and by the Dean of Women and the staff of the Student Guidance Center.

10. There are no psychiatric services available to students through the University. The Dean of Women, the Assistant Dean of Women, the Dean of Men, the staff of the Student Guidance Center, and the Associate Director of the Department of Health indicated they counseled some students who needed psychiatric services.

11. The responsibility for disciplinary procedures is centered in the two persons, namely the Dean of Men and the Dean of Women, who bear the major responsibility for personal adjustment counseling of men and women students respectively.

12. There is no planned program for counseling within the dormitories. It is assumed that the need for such counseling is recognized by the head residents and the assistants and that the necessary counseling
is provided by them.

13. The graduate assistants in the women's dormitories receive no initial or in-service training for their work from the Dean of Women.

14. Dining facilities are provided by the University for two small groups of students through the Stadium Dormitory Dining Room and the dining facilities of the women's cooperative house. The business of the University Dining Hall is such as to fulfill the needs of less than ten per cent of the student population.

15. Considerable amounts of financial aid are available to students at the University of Arizona through scholarships, fellowships, loans, and part-time employment, on the campus and off-campus. Since these means are administered by many persons and are not coordinated in one office, a complete record of this financial aid is not available.

16. The resources of the Committee on Student Grants and Loans is never utilized fully because of the policy of making only short term loans to be repaid while the student is still in the University.

17. The Department of Health aims to encourage all students who are sick to report there promptly. However, physicians are in attendance at the
University Infirmary only four hours daily on school days.

18. The University has provided a permanent office for managing the business and financial matters of those student body activities that receive support from student activity fees.

19. The Committee on Student Activities is charged with the responsibility of recognizing new student groups and maintaining up-to-date records of all student organizations, their constitutions, current officers and sponsors.

20. The Associated Students publishes annually a "Student Handbook" containing detailed information on the various extra-curricular activities for use by students.

21. The potential social and educational values of extra-curricular activities, except those dealing with a student's professional development, are generally not recognized by academic deans.

22. The Assistant Dean of Women, as sponsor of the Social Life Committee of the Associated Students, maintains certain supervisions, coordination, and integration of campus social activities.

23. The detachable registration cards form the basis
for the student records in the various University offices. No system of cumulative personnel records, including information relative to all aspects of the student's development, is maintained up-to-date on all students.

24. Most of the academic deans supplement the registration card file of their students with other information that is acquired more or less informally. Some colleges use specially prepared forms. One academic head maintains a private file on personal information about each student for her own use in counseling.

25. Except for the inclusive file of registration cards, the Dean of Men has information only on men with whom he has had contacts.

26. The Dean of Women's Office has developed, for women students, an inclusive system of cumulative records that include pertinent information on many aspects of student life. These records are not complete and up-to-date because of more pressing duties of the office staff.

27. Placement services for students in the College of Education are centralized in a functional organization in the Appointment Office.

28. Placement services for the students of colleges other than the College of Education are left to the
more or less informal activities of the various colleges or departments of colleges. The smaller and more professional colleges, on the whole, seem more able to assist in the placement and to follow up their students.

29. The Student Employment Section of the Appointments Office is performing a valuable service in assisting some students whose placement needs are not taken care of by their colleges. This service is handicapped by limited personnel.

30. No University official has the responsibility for investigating job possibilities for students in the fields of business and industry by making contacts with prospective employers in the State of Arizona.

31. Many of the deans of the various colleges appear to make extensive use of the available specialized personnel services for the referral of students.

32. The student personnel activities of the various colleges and of the special offices performing personnel functions are brought together only in the office of the President. No one has the responsibility for developing a balanced program of student personnel services at the University of Arizona.
Limitations of the Conclusions

The conclusions of this study have the limitations inherent in the method of procedure and in the scope of the investigation. The interview was selected for data collecting, and the survey was limited to the non-instructional offices performing student personnel services and the academic heads of the various colleges. In Chapter I, the writer has recognized certain limitations of the interview as a survey technique. The following specific inadequacies of this study are recognized:

1. The various officials interviewed had varied interpretations of the term "student personnel services." In order to reduce this factor to the minimum, the writer's schedules began with the operational definition of student personnel services as used in this study, and the schedules included both broad and specific questions in order to obtain the maximum information from each interviewee.

2. Much of the data collected was subjective and could not be checked because of lack of records and figures in the various departments. Wherever records, reports, and figures were made available as a result of the interview, they have been utilized.

3. Two groups of persons, namely faculty members and
students, who could aid in an understanding and evaluation of student personnel services have not been contacted by this survey.

Related Problems for Further Investigation

The work of this study has suggested several related problems for further investigation:

1. A survey of the faculty of the University might be useful to indicate their interest, knowledge, and support of student personnel services.

2. A study of students' individual problems might be utilized in pointing out areas of need and in determining the personnel from whom students seek assistance.

3. The activities within dormitories might well be studied with the view to their educational and social values as interpreted by dormitory residents.

4. The relationship between the types of student personnel records kept by each college and the educational and vocational guidance undertaken by each college should be an interesting study.

5. The orientation course for freshman women could be studied in relation to the needs, problems, and interests of these students.
Recommendations

For expanding and developing a well balanced program of student personnel services, the following recommendations are made:

1. That the Freshman Week Committee make an evaluation study of Freshman Week Program to stimulate changes that will be beneficial to students and administration.

   The program of Freshman Week is concentrated on administrative aspects of entering a new school rather than orienting new students to the University. The long assemblies may create feelings of regimentation and boredom in new students, so that these assemblies defeat their real purpose.

2. That the Dean of Women include a unit of individual analysis in the orientation course and direct the factual material of the course toward solving the problems of freshman women.

   The emphasis of orientation needs to be on the individual in her environment. Factual material, when presented, should be directly concerned with the individual's development.

3. That the responsibility for testing during Freshman Week be assigned to one faculty member; perhaps a
member of the faculty of the College of Education might be designated.

The divided responsibility for the tests required during Freshman Week seems to encourage the status quo and not make for a developing program. The writer recommends centralizing this responsibility in a faculty member of the College of Education for two reasons: (1) The faculty of this College includes members who are trained and experienced in standardized testing; and (2) since the College of Education admits no students below junior standing, the personnel of this College should have time and opportunity to make a contribution to the whole University during Freshman Week.

4. That a Reading and Study Clinic be established under a competent specialist in the field of remedial reading.

The fact that over seventy-five per cent of the academic deans stated the need for this service in connection with referrals of students indicates clearly that many students of the University of Arizona during 1949-50 were handicapped in their scholastic program by the absence of this facility. Specialized services of this type cannot be provided
by the faculties of the various colleges. Such a specialist could also teach graduate classes in remedial reading in the College of Education. This would aid in developing a more balanced program in the guidance sequence for the training of educational personnel workers. In-service training for these graduate students might be provided in the clinic.

5. That the Student Guidance Center be set up as an independent administrative unit, separate from the Department of Psychology, under a Director whose major responsibility would be the continuing expansion and effective operation of this Center for the best interests of students, faculty, and administrative officials.

The responsibility for this Center seems vague even to staff members. According to the data collected, the Head of the Department of Psychology has no assignment for counseling students who report to the Center. The fifteen hours of counseling time available each week in this Center are fitted into the schedules of three professors of the Department of Psychology as well as the schedules of the students desiring the services. Also, a director would be able to arrange for case consultations
when need arose.

6. That an enlarged and systematically classified file of occupational information be developed in a section of the University Library where it would be accessible to students at all library hours.

Almost forty per cent of the academic deans felt that such a file would be of value. Also the Dean of Women and the staff of the Student Guidance Center stated this file would be valuable. A member of the Library Staff who has a special interest in occupational information should have the responsibility for this file and securing up-to-date information.

7. That the medical services of the infirmary be extended to permit a physician in attendance at least forty hours a week, including short clinic periods on week-end days.

The Director of the Department of Health states in his annual report to the President, as indicated previously, that students are encouraged to report promptly to the infirmary in case of sickness. Extended attendance by a physician would aid in this objective.

8. That the services of a psychiatrist be made available
to students through the infirmary.

The Dean of Men, the Dean of Women, the Assistant Dean of Women, Staff counselors in the Student Guidance Service, and the Associate Director indicated that they counseled some students who needed psychiatric services. The value of their counseling would be increased to all students if they were provided proper referral agencies for students who need services which they cannot perform. A university that embraces a philosophy of education which emphasizes the whole development of students needs to provide for their mental as well as physical health.

9. That the Dean of Women carefully plan and furnish initial in-service training for graduate assistants to the head residents of the women's dormitories.

Since these assistants are most often new students at the University of Arizona, they especially need orientation for their work with undergraduate women. The various duties of these assistants are not clearly defined. No preparation or training is given. The optimum usefulness of such assistants requires this service from the Office of the Dean of Women.
That the Appointments Office, under its new title "Placement Services", be so enlarged as to provide placement functions for all students desiring the assistance of this office; and that a record system of all placements be established in this office; that a University official of appropriate background be given the responsibility for investigating job opportunities for students in business and industry in the State of Arizona.

It seems undemocratic in a state university to provide special placement assistants to the students of one or two colleges only. The placement services, as indicated, would supplement the placement activities of all departments but not restrict the faculty of any college in any placement work that they wish to do. No student would be, of course, required to utilize this service. A central record system of the occupational status of its graduates should be enlightening to the administrative officials of a university in contemplating curriculum changes and/or additions.

That the Vice-President be assigned the official responsibility for coordinating the work of the various instructional offices performing student personnel services and coordinating these services with the student personnel work of the various colleges.
An informal method of such coordination for some non-instructional offices has already been instituted in this office. The need for such coordinating in an administrative office has been indicated in order that the student personnel services may make their maximum contribution to the optimum development of each student.
BIBLIOGRAPHY

A. Books


B. Periodical Articles


C. Essays


D. Publications of Learned Organizations


44. La Barre, Corrine, Graduate Training for Educational Personnel Work. American Council on Education. Series VI — Student Personnel Work, No. 11, 1948. 54 pp.

45. City College of New York, College of Liberal Arts and Sciences, Guide to Elective Courses, according to Educational and Vocational Interests and Objectives. John G. Peatman, editor. 1949-50.


E. Encyclopedia Articles


F. Unpublished Materials


64. Fish, Helen Elizabeth, "Guidance at the University of Arizona." Unpublished Master's Thesis, the University of Arizona, Tucson, 1940. 127 pp.


G. Miscellaneous


H. Newspapers

Student personnel services, as used in this study, may be defined as those activities of the University which have for their purpose bringing the student into that part of the university environment which best suits his needs, in such a condition that he will derive from it the maximum of individual development along lines that society considers wholesome for itself and the individual.

1. Student Population.
   a. How many students in the college at present?
      Freshmen
      Sophomores
      Juniors
      Seniors
      Graduates
      Special
   b. How many drop-outs this year?
   c. What reasons are given?

2. Personnel Services rendered by College.
   Required, Method Who Performs Referred to
   Voluntary, Used, Referred
   a. Admission functions
   b. Orientation
   c. Educational guidance
   d. Vocational guidance
   e. Housing program
   f. Financial aid
   g. Discipline
   h. Placement
   i. Counseling
   j. Extra-curricular activities
   k. Others
3. Are any special measurements of intelligence, aptitude, interest, achievement, personality, or interest used in this college.
   a. Which ones are used?
   b. Who gives tests?
   c. How are results used?

4. Occupational Information.
   a. What occupational information is available in this College?
   b. How is this material used?
   c. Who is responsible for securing it?
   d. Do those who use this information feel the need for additional sources?
   e. In addition to the College's own file, do you feel that a large library file of additional sources would be of value?

5. Student Personnel Records.
   a. What personnel records are kept by this College?
   b. Who is responsible for these records?
   c. What data are included?
   d. What other departments of the University use these records?
   e. What other student records on file in the university offices do you use?

6. Organization and Administration.
   a. Who is in charge of the personnel services within the College?
b. To whom is he responsible?

7. Referrals.
   a. To what other campus agencies do you refer students?
   b. From what other campus agencies do you receive referrals?
   c. What other referral agencies would you use if they were available?

8. Physical Plant.
   a. Is there space for private interviews?
   b. Are there locked files for confidential records?
Schedule for Interview with Non-Instructional Office

Student personnel services, as used in this study, may be defined as those activities of the University which have for their purpose bringing the student into that part of the environment which best suits his needs, in such a condition that he will derive from it the maximum of individual development along lines that society considers wholesome for itself and the individual.

1. How does the work of this office fit into the Student Personnel Services of the University?

2. Which personnel services are rendered by this office?

<table>
<thead>
<tr>
<th>Required, Voluntary, Referred.</th>
<th>Method Used</th>
<th>Who Performs</th>
<th>Referred to</th>
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<tbody>
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<td>a. Admission functions</td>
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<td>c. Educational guidance</td>
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<td>d. Vocational guidance</td>
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<td>e. Housing program</td>
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<td>g. Discipline</td>
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<td>h. Placement</td>
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<tr>
<td>i. Counseling</td>
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<tr>
<td>j. Extra-curricular Activities</td>
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<td></td>
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<tr>
<td>k. Others</td>
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</tbody>
</table>

3. Are any special measurements of intelligence, aptitude, interest, achievement, or personality used in this office?

   a. Which ones are used?
b. Who gives tests?
c. How are the results used?

4. Occupational Information.
   a. What occupational information is available in this office?
   b. How is this material used?
   c. Who is responsible for securing it?
   d. Do those who use this information feel the need for additional sources?
   e. In addition to the file in this office, do you feel a large library file or additional sources would be of value?

5. Student Records.
   a. What personnel records are kept by this office?
   b. Who is responsible for these records?
   c. What data are included?
   d. What other departments of the University use these records?
   e. What other student records on file in the University offices do you use?

6. Organization and Administration.
   a. How many staff members prefer these personnel services?
   b. How much time in the average week do staff members spend in these activities?
   c. To whom is the head of this office responsible?

7. Referrals.
   a. To what other campus agencies do you refer students?
   b. From what other campus agencies do you receive referrals?
   c. What other referral agencies would you use if they were available?
8. Physical Plant
   a. Is there provision for private interviews?
   b. Are there locked files for confidential records?
SCHEDULE OF LECTURES

ORIENTATION - 1949

Tuesday at 11:40 A. M.

Main Auditorium

- September 20: Know Your University by Mrs. Hazel F. MacCreedy
- September 27: A Two-way Street by Dr. Matthew Schneck
- October 4: Mental Health by Dr. Ole Simley
- October 11: Food for Health and Beauty by Dr. Arthur Kemmerer
- October 18: Study Skills by Mrs. Dorothy D. Lindsay
- October 25: Mid-semester Examination
- November 1: Campus Customs by Mrs. Hazel F. MacCreedy
- November 8: The Place of Religion in Education by Rabbi Arthur T. Bilgray
- November 15: Choosing Educational and Vocational Goals by Dr. Herman Roemmich
- November 22: My Vocation by A Symposium
- November 29: Preparation for Home and Marriage by Dr. Donald Klaiss
- December 6: Preparation for Home and Marriage by Dr. Boris Zemsky
- December 13: Preparation for Home and Marriage by Dr. Donald Klaiss
- December 20: The Fine Art of Human Relations by Mrs. Clara Lee Tanner
- January 10: Qualities for Leadership by Dr. Klonda Lynn
- January 17: Final Examination and Notebooks
OCCUPATIONAL INTERVIEW

Preliminary Steps:

1. Call for an appointment. Don't make your appearance without having observed this courtesy.

2. Remember that it is your sole purpose to get information from an expert, not to give him advice as to how to handle his business.

Questions:

1. What is the importance of the occupation in relationship to the entire field?

2. What is the nature of the work?

3. What are the working conditions?

4. What are the personal qualities needed?

5. What preparation is needed?

6. How does one enter the field?

7. What are the opportunities for advancement?

8. What is the compensation, both monetary and other than money?

9. What are the advantages and disadvantages of the occupation?

10. What are the trends in the occupation? (Local supply and demand, vitality of the occupation, "deadend" or "chain," etc.

Closing Steps:

1. Inquire whether there are aspects of the occupation which you have overlooked.

2. Be sure to express your appreciation for the time and interest of the person whom you interview.

3. Write the report of your interview in narrative form and attach to this sheet. Hand in both to your "discussion" leader.
CAMPUS RELATIONSHIPS AND RESPONSIBILITIES

BOARD OF REGENTS

PRESIDENT

ADVISORY COUNCIL (11 Deans)

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Questionnaire Used in Educational Guidance,
College of Business and Public Administration

Name: __________________________  Vet. Class _________ Date ________

Sorority: _______________________  Fraternity: ______________________

Health:

Outside work: No  Yes  Hrs. per day: _______  Where?
Hrs. per week: _______  Earns % Utd?  Necessary?

Where do you study?  _______  How many hrs. a day do you study?

Use of time:  Hours in class and lab, weekly: _______
Hours spent in study, weekly: _______
Hours of outside work, weekly: _______
Outside activities, athletics, organizations, etc., weekly: _______
Time wasted, hours, weekly: _______

Why do you think you failed in your courses?

If allowed to continue on probation, why do you believe your work would improve?

Signed: __________________________
UNIVERSITY OF ARIZONA
Appointment Office
V. H. Kelley, Dir.

INTRODUCTION CARD

To: ____________________________________________
Address:_________________________________________
Introducing: ___________________________________
For Position of ___________________________________
Date to Report ___________________________ A.M. _______P.M._____

THIS APPLICANT IS REFERRED IN RESPONSE TO YOUR REQUEST
Room 115 Ph. 3-6955
Old Main ________________ Ex. 277 & 366
M. D. Philippe,
Student Employment Assistant.

UNIVERSITY OF ARIZONA
Appointment Office
Victor H. Kelley, Director

The University Appointment Office has a large number of well-qualified students who desire part-time employment to help defray a part of their expenses while attending school.

We would appreciate having you notify this office of any work you might have available for these students, either during the summer or for the regular school term.

Room 115
Old Main

Phone: 3-6955
Ext.: 277 or 366

M. D. Philippe, Student Employment Assistant
APPLICATION FOR STUDENT EMPLOYMENT

APPOINTMENT OFFICE

University of Arizona
Tucson, Arizona

Statement of Principles

1. Every student should recognize that the regular class load of a full University schedule constitutes a full time job for the student. Hence, only those students who are in definite need should attempt to work for their expenses while attending the University. If it is necessary to earn part of your expenses while at the University, be sure to adjust your school load accordingly.

2. The employed student must carry and successfully pass at least 10 units of work with a grade average of 3.0.

3. Other things being equal, employment will be given to those students who need the work.

4. A primary consideration in selecting candidates for campus employment will be ability to perform the required service to the satisfaction of the employer.

5. The candidate's high school and university records, both academic and extra-curricular, will be considered in every selection for campus employment.

6. Other things being equal, Arizona residents will be favored.

7. A student may be dismissed from campus employment for failure to perform his work satisfactorily, or failure to conduct himself in keeping with University standards and traditions.

8. The University Appointment Office constantly attempts to find off-campus work for needy students.
APPOINTMENT OFFICE
UNIVERSITY OF ARIZONA

(Date)

(Name of student—last name first; print clearly)  (Sex—Male or Female)  (Age)

(Home Address—Street number, City, and State)  (Tucson Address and Telephone No.)

Major subject at University:________________  Classification:__________

Other Colleges Attended:____________________

Have you made application for admission to the University of Arizona: Yes____ No____

NOTE: STUDENTS SHOULD MAKE APPLICATION TO THE UNIVERSITY OF ARIZONA REGISTRAR IMMEDIATELY AFTER GRADUATION FROM HIGH SCHOOL.

Married: Yes____ No____ Number of Dependents:______  Veteran: Yes_____; No_____

IF UNMARRIED, how many brothers and sisters in your family___  How many in school___

Occupation of parent or guardian:_________________  Employed by whom:__________

Anticipated resources or income and expenses, exclusive of Student Aid, during the school year.

INCOME

<table>
<thead>
<tr>
<th>Cash on hand or saving</th>
<th>$__________</th>
<th>Tuition and fees</th>
<th>$__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistance from family</td>
<td>___________</td>
<td>Books</td>
<td>___________</td>
</tr>
<tr>
<td>Assistance from others</td>
<td>___________</td>
<td>Room</td>
<td>___________</td>
</tr>
<tr>
<td>Scholarships or fellowships</td>
<td>___________</td>
<td>Food</td>
<td>___________</td>
</tr>
<tr>
<td>Loans</td>
<td>___________</td>
<td>Other expenses (Specify)</td>
<td>___________</td>
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<tr>
<td>Subsistence from U.S.Govt.</td>
<td>___________</td>
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</tbody>
</table>

Total resources or income $__________  Total expenses $__________

NET DEFICIENCY - $__________

Refer to "Expenses and Fees" in the University of Arizona catalog for assistance in making your estimate.

Scholarship Average during high school or past semester:__________________

Indicate with a single check mark the work in which you have had experience or training. Indicate by underscoring, the type of work you want. Make about three choices.

Chauffeur  Housework  Mechanic
Clerical  Cooking  Painting
Library  Farm Work  Dish Washer
Photography  Janitor Work  Selling
Dining Hall  Yard Work  Carpentry
Switchboard  Care of Children  Drafting
Dictation (State Speed)  Waitress or Waiter  Fountain Work
Typing (State Speed)  Service Station  Paging
Bus boy in hotel or restaurant  Bookkeeping  Work for Room____Board _Both_

IF YOU HAVE HAD ANY ACTUAL OCCUPATIONAL EXPERIENCE, PLEASE GIVE DETAILS ON THE BACK OF THIS PAGE.

I do____ do not____ recommend this student for part-time work while attending the University of Arizona.  Signed:__________

City:__________

Superintendent or Principal
Application Card (Front Side),

Student Employment Section of Appointments Office

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Weight</th>
<th>Marital Status</th>
<th>Race</th>
<th>Religious Preference</th>
<th>Veteran</th>
<th>Citizen</th>
<th>Yes</th>
<th>No</th>
<th>Skills, Knowledge, Abilities</th>
<th>Hours Available</th>
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<tr>
<th>First</th>
<th>Middle Initial</th>
<th>Last Name</th>
<th>Tucson Address</th>
<th>Permanent Address</th>
<th>Age</th>
<th>Describe Any Physical Disability</th>
<th>Class</th>
<th>College</th>
<th>Training</th>
<th>Tools, Licenses, Transportation</th>
<th>Interests and Activities</th>
<th>Union Membership—Name and Local</th>
<th>UNIVERSITY APPOINTMENT OFFICE—APPLICATION CARD</th>
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## EMPLOYMENT RECORD

<table>
<thead>
<tr>
<th>Name of Employer</th>
<th>Describe Work Performed</th>
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<tbody>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Kind of Business</td>
<td></td>
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<tr>
<td>Dates of Employment</td>
<td></td>
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### Summarize Other Work

<table>
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<tr>
<th>Date Ref.</th>
<th>Employer</th>
<th>Job Title</th>
<th>Dur.</th>
<th>Pay</th>
<th>Remarks</th>
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Application Card (Reverse Side),
Student Employment Section of Appointments Office

RECORD 232
<table>
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<tr>
<th>Employer's Name</th>
<th>Address</th>
<th>Telephone</th>
<th>No. Openings</th>
<th>No. to Refer</th>
<th>Duration</th>
<th>Time Limit to Fill</th>
<th>Person to See-How to Reach</th>
<th>Summary of Job</th>
<th>Skills, Knowledge, Abilities</th>
<th>Date Received</th>
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**Employer's Card,**

**Student Employment Section of Appointments Office**
Panhellenic Information

1949-1950
NATIONAL PANHELLENIC CREED

We, the fraternity undergraduate members, stand for good scholarship, for guarding of good health, for wholehearted cooperation with our college's ideals for student life, for the maintenance of fine social standards, and for the serving, to the best of our ability, of our college community. Good college citizenship as a preparation for good citizenship in the larger world of alumnae days is the ideal that shall guide our chapter activities.

We, the fraternity alumnae members, stand for an active, sympathetic interest in the life of our undergraduate sisters, for loyal support of the ideals of our Alma Mater, for the encouragement of high scholarship, for the maintenance of healthful physical conditions in chapter house and dormitory, and for using our influence to further the best standards for the education of the young women of America. Loyal service to chapter, college, and community is the ideal that shall guide our fraternity activities.

We, the fraternity officers, stand for loyal and earnest work for the realization of these fraternity standards. Co-operation for maintenance of fraternity life in harmony with its best possibilities is the ideal that shall guide our fraternity activities.

We, the fraternity women of America, stand for preparation for service through the character-building inspired in the close contact and deep friendship of fraternity life. To us, fraternity life is not the enjoyment of special privileges but an opportunity to prepare for wide and wise human service.
WHAT SORORITIES ARE AND A WORD ABOUT PLEDGING

A sorority is a woman's club or college association. A sorority becomes national when it has five or more chapters in colleges and universities of approved academic standing. There are ten national sororities at the University of Arizona: Alpha Chi Omega, Alpha Epsilon Phi (for Jewish women), Alpha Phi, Chi Omega, Delta Delta Delta, Delta Gamma, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, and Pi Beta Phi. The membership in these groups comprises about one-third of the women in attendance at the University.

Membership in sororities is selective and is chosen during the "rushing season." Rushing season is a period of entertaining, by the sorority, of college women who are eligible for sorority membership.

A "bid" is an invitation to become a member of one of the sorority groups. Under this system the girl signifies in writing the sorority she prefers and the sorority also signifies to an impartial committee the girls whom it would like to invite to membership. Invitations or bids are then sent out by this committee.

Careful consideration of all factors, expenses, adaptability, and length of time the girl expects to attend the University, should be given before a girl makes her choice of a sorority. Should a girl decide she has made a mistake in her choice of a sorority she may break her pledge. This means that she no longer has any connection with the group. A girl who breaks her pledge to one sorority, on this or any other campus, may not pledge to another group for one year from the date on which the pledge was broken.

At the University of Arizona only upperclass new members ("pledges") move to their respective houses, which become their college residences. Freshmen are permitted to pledge, but are required to live in dormitories during their first year, being permitted to eat at their sorority houses. The sorority houses are under the same housing regulations as the University-owned dormitories. A mature woman whose qualifications are approved by the Dean of Women is in charge of each sorority house. All student government regulations as to hours when a girl must be in the house and when study rules shall be in force are observed by the sororities. A grade average of 3 must be maintained before a girl may be initiated.

A short rushing period is held also at the beginning of the second semester for the benefit of those who enter at that time or for those who for any reason may wish to defer pledging until the second semester. No student should feel that if she does not wish to pledge immediately she will not have another chance. There is always opportunity later.

The rushing program is carefully planned to avoid conflicts with official Freshman Week activities and classroom work. Both the sororities and the University expect rushees to be guided by this policy and to attach prior importance to University requirements at this and all other times.

Scholastic standings at schools previously attended will be made available to sororities.

YOUR DECISION

During the rushing period you may be the receiver of much well-intended advice. Some of it will be helpful and honest, some may be biased and only an effort to sway your decision in the choice of your house. Let us add our bit to the burden of advice that may descend upon you.

Do your own choosing; you cannot please everyone. Decide in which group you will be most congenial and find the best friends. Judge the group as a whole, for in any organization there will always be those whose interests will differ from yours. Remember that you get out of any organization just what you put into it.
Sororities, as any organization, change and differ on every campus. Do not be influenced by the opinion of your associates and relatives, but make this important decision for yourself on the basis of friendship. There is no set standard of rating a sorority. Every group is worth while. Find your place and friends and remember you are the one who has to live with them.

Although sororities differ in their outward expressions of the aim which they all share, they each offer to the individual members a full opportunity for personal development through group experience. You will learn, in your years as an active member, of the value of this group experience in teaching you how to work, live, and play with others. Each sorority group has a great deal to offer to you.

HELPFUL HINTS

Because you are going through a new experience there is no necessity for adopting a new personality for the occasion. One of the main objections to this is that a pose at best is only temporary and the girls you meet during rushing will know you after rushing is over. They want to know YOU, not “someone else.” You will make a much better impression when you're natural.

Don't get stage fright over the parties. Rushing is a time to make new friendships, many of which will be lasting. The parties really are fun if you don't take them too seriously, so relax and have a good time.

EXPENSES

There is additional expense involved in belonging to a sorority. No one who is financially unable to assume extra expenditure should consider pledging. Students who are interested in any given groups may obtain the approximate expenses of membership in those groups by applying at the Dean of Women's office.

All costs vary according to the sorority. In general, the pledge fee for nationals is from $15 to $35, payable at the time of pledging. At the time of initiation, most frequently after one semester of college work is completed, another fee ranging from $40 to $75 is charged. This usually covers the cost of the pin. Monthly dues are from $1.50 to $8 for pledges and from $1.50 to $10 for members. The cost of room and board in the sorority houses averages about $65 to $75 a month, depending upon the house. Pledges who live in dormitories and take their meals in their sorority houses usually pay about $35 per month for two meals, luncheon and dinner. In addition some groups make assessments for rushing and social affairs which average about $15 per year. In some instances monthly dues include national dues; in others, special fees for national dues varying from $2 to $14 are collected each year after initiation. Most houses require initiates to assure a house bond varying in amount from $50 to $75, which usually must be paid before graduation. These figures are derived from expense reports submitted to the Dean of Women by the various groups and are subject to change.

CLOTHES

In September the weather in Tucson is very warm. Black is not considered appropriate and summer clothes are used for every occasion.

1. Wednesday, Thursday—open-house teas—cotton dresses (you are asked not to wear hats or gloves);
2. Luncheons and coke parties—cotton dresses;
3. Desserts—summer or fall street-length dresses;
4. Wednesday and Thursday desserts—formal dinner dresses.
GENERAL INFORMATION
Panhellenic office, 202 Administration Building

Following the Dean of Women's assembly at 11:00 a.m., Tuesday, September 13, in room 102 of the Humanities building there will be a Panhellenic assembly at which all girls who may wish to be considered as rushees must be present.

Exception: Any girl who is unable to be present due to illness or any other reason acceptable to Panhellenic may be added to the rush list at the Council's discretion. Girls unable to attend should contact the President of Panhellenic, phone 6-0251, or through the Dean of Women's office.

At this assembly the President of Panhellenic will explain the purpose and regulations of the organization. A copy of the Panhellenic Information Bulletin will be given to the rushee and she will be held responsible for knowledge of its content. The lawyer system of bidding will be thoroughly explained and the rushee should realize that it is absolutely secret, and that she should place the names of the sororities in the order of her own preference. Unless she herself tells it no one but the lawyer knows whether or not she is bid by the sorority she chose first.

The assembly will be followed by a picnic lunch. At 1:00, immediately following the picnic lunch, girls who wish to rush will register at the Panhellenic office. The rushing fee is $2.

The importance of a prompt reply to all invitations and communications is stressed. Each rushee shall return all invitations in addressed envelopes to the Panhellenic office. Each rushee should realize that it is both required and courteous, if she does not accept an invitation, to write "Regrets" on that invitation and return it to the Panhellenic office addressed to the house in which she is not interested.

SCHEDULE OF EVENTS

1. An open invitation is extended to all rushees for the open-house teas which are held by each sorority on Wednesday and Thursday, September 14 and 15. Teas are scheduled from 5:00 to 8:00 p.m. A schedule of invitations will be assigned at the Panhellenic assembly. Rushees will call for invitations and return them by 9:30 p.m.

2. Friday and Saturday, September 16 and 17, there will be informal luncheons from 12:00 to 1:30, coke parties from 3:30 to 4:30, and desserts from 7:00 to 8:30. Rushees must call for and return invitations between 9:00 and 9:40 a.m. Friday, September 16, at the Panhellenic office.

3. Sunday, September 18, the second group of luncheons will be held from 1:00 to 2:30 p.m., and coke parties from 4:30 to 5:30 p.m. Rushees must call for and return invitations between 9:00 and 10:30 a.m., Sunday, September 18, at the Panhellenic office.

4. Monday and Tuesday, September 19 and 20, the third group of coke parties will be held from 3:30 to 4:30 p.m. and desserts from 7:00 to 8:30 p.m. Rushees must call for invitations for these functions between 8:00 and 9:40 p.m. Tuesday, September 20, at the Panhellenic office.

5. Wednesday and Thursday, September 21 and 22, there will be formal desserts from 6:30 to 8:00 p.m.

PLEDGING

1. At 9:30 p.m. on Thursday, September 22, the rushee must fill out a preference card at the Panhellenic office stating her choices in the order of her preference. The rushee does not know at this time whether or not she has received a bid.

2. At 5:00 p.m., Friday, September 23, the rushee will call at the Panhellenic office, receiving the card stating the sorority to which she has been bid. She will report immediately at the house named on her pledge card.
RUSHING RULES

General

For additional information concerning rushing or sororities in general, rushees are referred to the Panhellenic office, Administration 202, or to the Dean of Women’s office, Administration 200.

Summer and Vacation Rush Rules

It is the unanimous decision of the Panhellenic Council of the University of Arizona that there shall be no sorority rushing parties given in Arizona except those during specified rush periods. This means that there may be no rushing during the summer or vacation periods.

This has been decided in the hope that our vacations may be normal, relaxed periods without emphasis on sorority. We believe that alumnae and actives alike will welcome this opportunity to demonstrate the confidence and good will that exist among our groups and will cooperate in the true spirit of Panhellenic.

Illegal Rushing Defined

1. A sorority may not express to the rushee its interest in bidding her. Nor may the rushee express her interest in joining a sorority to any of its members.

2. There shall be no oral bidding (a house may not invite a girl to become a member by word of mouth).

3. There shall be no secret pledging of an individual or the use of nonsorority persons (including men) for rushing purposes.

4. There shall be no entertaining of a rushee in the sorority other than during specified hours and no rushee shall live in a sorority house.

5. There shall be no visiting in a rushee’s room.

6. Sorority affiliates and alumnae may not buy soft drinks, candy, etc., for a rushee or be seen in the company of a rushee on or off the campus.

7. A rushee may not ride in cars with affiliates or alumnae. There must be no transportation of rushees either to or from a sorority house by a sorority member or anyone procured by the sorority.

8. A RUSHEE MAY NOT DATE WITH ANYONE DURING THE RUSHING PERIOD FROM SEPTEMBER 13 TO 23.

9. Both sorority members and rushees attend the Student-Faculty picnic and sing on September 18. Sorority affairs are set aside for that time and all-campus friendliness is stressed.

Penalties

A complaint of the violation by any sorority or rushee of any of the rushing rules and regulations shall be presented to the Dean of Women’s office within twenty-four hours after the offense is discovered. The complaint must be signed.

Penalties for illegal rushing will be determined by vote of Panhellenic Council. If anyone is not satisfied, an appeal may be made to the court of appeal.

The court of appeal shall be composed of three members: the Dean of Women, the lawyer, and a person of the Council’s choosing in no way affiliated with any sorority on campus. The President of Panhellenic shall be ex-officio on this committee and have no vote.
Sororities

1. Alpha Chi Omega
2. Alpha Epsilon Phi
3. Alpha Phi
4. Chi Omega
5. Delta Delta Delta
6. Delta Gamma
7. Gamma Phi Beta
8. Kappa Alpha Theta
9. Kappa Kappa Gamma
10. Pi Beta Phi

Telephone

1. 6-0251
2. 6-0471
3. 4-0242
4. 3-4703
5. 2-6082
6. 3-2492
7. 3-0482
8. 3-0182
9. 3-2672
10. 4-0429

Note: (5) Delta Delta Delta, 1550 E. 6th St. (Sixth and Cherry)
What Every Co-ed Should Know

WOMEN'S HANDBOOK
Published by
ASSOCIATED WOMEN STUDENTS
UNIVERSITY OF ARIZONA
Tucson, Arizona
1949-50
CALENDAR OF A.W.S. EVENTS

A.W.S. Tea for Dean of Women’s Staff and New Students........September 13, Tuesday
Women’s Fall Assembly......................................................................................To be announced
Co-ed Capers......................................................................................................October 19, Wednesday
A.W.S. Formal Dance................................................................................................December 2, Friday
Christmas Recess.................................................................................................Dec. 20, Tues., 4:30 to Jan. 4, Wed., 7:40 a.m.
A.W.S. Tea for Dean of Women’s Staff and New Students........February 2, Tuesday
Women’s Assembly (nominations for elections)........................................March 21, Tuesday
Primary Elections (at flag pole)........................................................................March 23, Thursday
Elections (at flag pole)........................................................................................March 28, Tuesday
Women’s Day.........................................................................................................April 27, Thursday
Special Assemblies................................................................................................Subject to call
A.W.S. Executive Council and President’s Meetings.......................................Subject to call
A.W.S. General Council, Women’s Lounge.......................................................Every Monday at 4:30 p.m.
A.W.S. Executive Council, Women’s Lounge....................................................Every Tuesday at 6:45 p.m.
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CALENDAR OF A.W.S. EVENTS .........
HANDI-OLOGIES

A.W.S.—Associated Women Students, representatives of whom form the policies and set the standards for living together on campus.

A.W.S. General Council—A group made up of one representative of every woman’s residence group and Phrateres (town women's organization), who meet once a week for the purpose of planning and carrying out the activities and other functions of A.W.S.

A.W.S. Executive Council—The four officers of A.W.S., president, vice-president, secretary, and treasurer, and the adviser, who meet once a week to hear cases coming under their jurisdiction and to discuss policies affecting all women students.

A.W.S. Lending Library—Located in Women's Lounge, Old Main.

Activities System—Devised to control the holding of campus offices so that as many students as possible may serve their University.

“Campus”—Term used to indicate loss of social privileges for a period of time.

The Commons—The students’ cafeteria.

“Coop” (Co-op)—Recreation hall and fountain in Old Main.

“Cut”—Failure to attend class. There is no “cut system” at the University of Arizona.

“D-List”—List of students doing unsatisfactory academic work, prepared at mid-semester.

Kitty Kat — The student humor and literary magazine.

Mortar Board — Senior Women's Honorary Group.

Panhellenic — An organization of women's Greek-letter social fraternities.

Phrateres — National organization of townswomen.

Spurs — Sophomore Women's Honorary Group.

The Square — University shopping district.

Student Handbook — "Bible" published by Associated Students (men and women).

W.A.A. — Women's Athletic Association.

The Wildcat — The student weekly newspaper.

Wranglers and Dogies — A group of older girls and the new students whom they sponsor.
ASSOCIATED WOMEN STUDENTS

You are now a member of A.W.S., for, to each woman student, as she registers at the University of Arizona, goes automatically a membership in this largest women's organization on campus.

Welcome to you! We want you to feel at home. We want to help you fill those after-class hours with interests that will insure you the greatest success and happiness in your college days! We want you to help us make this the happiest, best-run campus possible.

We of A.W.S., under authority delegated by the Dean of Women, foster campus activities, formulate policies, set and maintain social standards, and carry out such regulations as are necessary for happy, efficient life together. We aim at neither student government nor government by the administration, but rather at a balance between the two—community government.

Have Fun—with A.W.S.

Tea Time: Tuesday of Freshman Week A.W.S. invites you to meet each other, the Wranglers, the Dean of Women, her staff, and the officers and chairman of A.W.S. Wear your name. Let's get acquainted. Second semester another tea is given for new girls entering that semester.

Co-ed Capers: Fun, frolic, and the chance to "let your hair down" at the all-girl costume party.

A.W.S. Formal: The big event! Get your date in plenty of time.

All-School Carnival: Everyone comes—professors and students—to ring ducks,
dunk a beautiful girl in a pool, get your fortune told—food booths too! You'll have the time of your life! A.W.S. sponsors the carnival, and the net profits are used for a philanthropic cause.

Have You Read—?

No excuse for being versed only in your textbooks! The A.W.S. Lending Library in the Women's Lounge in Old Main has the latest fiction and non-fiction, made possible by the annual gifts of each house and hall.

Women's Day—in the Spring!

Anticipated all year! Mortar Board tapping at sunrise, within the circle of co-eds in white!

Assembly: Announcement of new members of Spurs and F.S.T. Recognition and honors are given for student activities and achievements, and A.W.S. and W.A.A. officers are installed.

Picnic: Held on library lawn for all women.

The day ends with the University Sing on the steps of the Outdoor Theater, with both men's and women's organizations competing for the awards.
A.W.S. REGULATIONS

The Associated Women Students and the Dean of Women and her staff share in the government of the women students of the University of Arizona. The purpose of this section of the handbook is to acquaint the student with the A.W.S. organization and with the regulations it sets up. Each student is responsible for carrying out the rules in the handbook.

1. Plan of Government
   a. Officers: President, Vice-President, Secretary, Treasurer
      Elected by popular vote
      Powers: executive
   b. Executive Council
      Membership: the four elected officers and the A.W.S. Adviser
      Powers: legislative and judicial
   c. General Council
      Membership: one representative from each house and hall
      Powers: legislative and judicial

2. Hours
   a. Students are required to sign out if absent from the house after 7:30 p.m. Monday through Friday inclusive, after 12 noon on Saturday, and any time on Sunday. In an emergency a student may telephone her house to be signed out.
   b. Students are to be in their houses and not receive men callers according to the following hours:
FRESHMEN

Sunday through Thursday 10:00 p.m.
Friday 12:00 p.m.
Saturday 1:00 a.m.

One 11:30 privilege each calendar month, taken when desired. An 11:30 privilege in two consecutive months may not be taken in the same week.

SOPHOMORES

Sunday through Thursday 10:00 p.m.
Friday 12:00 p.m.
Saturday 1:00 a.m.

Two 11:30 privileges each calendar month, taken in different weeks.

JUNIORS

Monday through Thursday 10:00 p.m.
Friday 12:00 p.m.
Saturday 1:00 a.m.
Sunday 11:30 p.m.

One 11:30 privilege each Monday through Thursday.

SENIORS

Sunday through Thursday 11:30 p.m.
Friday 12:00 p.m.
Saturday 1:00 a.m.

The A.W.S. week begins on Monday and ends Sunday.

11:30 privileges must be signed for before 10:00 p.m.

An 11:30 may be taken by a hall girl on the night of a house meeting only after the meeting has been adjourned.

During examination week the house closing hour is 10:00 p.m. for all students having examinations the following day; for those students not having examinations the closing hour is 11:30.

Emergency 11:30's are granted by the Assistant Dean of Women.

11:30's are not accumulative.
GRADUATES AND GUESTS

Same as seniors.

c. Hours for plays, concerts, lectures, intercollegiate basketball games: Students must be in their houses within one-half hour after the close of the event if it is off campus, or within fifteen minutes if on campus.

d. When closed dates for the following formal dances fall on a Friday night, a 1:00 a.m. permission will be granted to every woman student: A.W.S. Formal, Desert Dance, and Mortar Board Formal.

e. Hours for rehearsals and late classes are arranged by the instructor in charge with the office of the Dean of Women.

f. Hours of Honor Students.

Students who win class honors in scholarship are granted special privileges. These privileges take effect immediately after the Honors Assembly in the fall—not before.

Sophomores: Junior hours.

Juniors: Senior hours.

Seniors: One 1 o'clock each month if arrangements are made with the Head Resident or Housemother...in advance.

3. Restrictions of Hours

A sophomore, junior, or senior appearing on the mid-semester "D-list" report for one-third or more of her work will be reduced one class in social privileges for that semester.

A freshman appearing on the mid-semester "D-list" report for one-third of her work will be reduced in social privileges by remaining in her house
and not entertaining after 7:30 p.m. for three (3) nights a week for that semester.

A freshman appearing on the mid-semester "D-list" report for fifty percent of her work will remain in her house and not entertain after 7:30 p.m. for four (4) nights during the week for that semester.

4. Classification

Classification shall be determined by the Registrar's record. Any exceptions must be obtained by petition to the A.W.S. Executive Council.

5. Out-of-Town Permissions

UNLESS INSTRUCTIONS TO THE CONTRARY are filed by parents, general authorization is automatically extended to the Dean of Women's office to approve day and overnight trips to guest ranches, hotels, and friends' and relatives' homes that are located outside the Tucson area.

SPECIAL authorization by wire, phone, or letter is required of parents for each trip exceeding in time the usual Friday - Sunday weekend, or which is of much distance. This is not necessary for Catalogue-announced vacations.

The University reserves the right to withhold permission if a proposed trip seems unwise or unsafe.

a. Out-of-town permits for day and overnight trips are obtained in the office of the Dean of Women.
b. These permits are filed with the Head Resident or Housemother before the student leaves town.

c. Emergency permissions may be obtained from the Head Resident, the Housemother, the Assistant Dean of Women, or any member of the Dean of Women's staff.

d. Permission may be extended by writing the Head Resident, Housemother, or the office of the Dean.

e. No permission is required for day trips to these places, which are considered in the Tucson area: Tucson Mountain Park, Sabino Canyon, Sahuaro National Forest, "A" Mountain, San Xavier Mission, Davis-Monthan air base, and Mt. Lemmon, which is treated specially as follows: permission for day trips to Mt. Lemmon, obtained through the Dean of Women's office, is required during the months of December, January, and February because of road conditions.

f. Permission is not granted to spend the night within the Tucson area (see "e" above) except with parents or during regular vacation periods.

g. Tucson residents living in halls or sorority houses may have permission to stay overnight at home on weekends or during vacations only.

h. Freshmen, including residents of Tucson living on the campus, are granted but one weekend overnight per calendar month, holidays and vacations excepted.

i. Students leaving Tucson sign out and in on a special out-of-town sign-out sheet. The return hour following
overnights and regular vacations, regardless of classification, is 11:30 p.m. The only exceptions made to the above regulation for later returns are made following the Thanksgiving, Christmas, and Easter vacations, and then only if arrangements are made with the Head Resident or Housemother prior to the student's departure.

j. On the night preceding a one-day, Catalogue-announced vacation all students have an 11:30 permission. On the night of the holiday the regular house-closing hour applies.

k. A student who takes a trip of any distance not sponsored by the University at a time other than a scheduled vacation misses her classes on her own responsibility and must have a letter of permission from her parents. Failure to return to her residence by the house-closing hour makes her subject to the full penalty for the lateness involved unless she has phoned or wired.

1. In those instances where circumstances detain the student beyond the specified day or hour of return, she is expected to notify the head of her residence.

6. Study and Quiet Hours

1. Study hours are to be maintained during class hours, and after 7:30 p.m. except on Friday and Saturday evenings. Head Residents, Housemothers, and Council members are responsible for the enforcement of the regulation.
2. *Sleeping porches must be quiet at all times.*

3. Quiet hours shall be maintained at all times during examination periods.

4. Vacations: The usual regulations regarding quiet hours shall be observed in dormitories and sorority houses at any time that they are open, whether or not classes are in session.

7. Violations and Penalties

1. *Violations of regulations* are reported to Council through the house Council member, and may be reported to her by individuals, other Council members, the Head Resident, the Housemother, or members of the Dean's staff.

2. *Cases of violations of regulations which may carry the penalty of probation or suspension* are handled by the Executive Council and the Dean of Women. Such cases include:
   a. Repeated offenses
   b. Absence from the city without permission
   c. Absence from the house overnight without permission
   d. Misuse of out-of-town permission
   e. Improper or non-cooperative conduct
   f. Drinking to excess

3. Automatic Campuses
   a. Failure to sign out or failure to sign in—Sunday night
   b. Lateness
      Minutes late are accumulative up to 10.
Minutes late
10 - 14  Sunday night
15 - 29  Friday, Sunday nights
30 and over  Reported to Executive Council

c. Repeated lateness—In addition to the lateness campus, these campuses are imposed for repeated latenesses:

4th lateness  Friday, Sunday
5th lateness  Friday, Sunday, Friday
6th lateness  Reported to Executive Council

Students are urged to telephone their Head Resident if they are detained. The number of minutes late is then cut in half. In an emergency, call any Housemother or Head Resident and she will reach your own Head Resident.

The number of times late is accumulative for the academic year. A student may appeal to General Council for reconsideration of any automatic campus.

d. For taking an extra 11:30, or for taking two 11:30’s in one week—loss of the next three 11:30 privileges.

8. Miscellaneous

a. The Head Resident or the Housemother is responsible to the University for the closing of the house. This responsibility is shared by the Council members and other house officers. Only those persons are authorized to lock doors.

b. Only the Head Resident or Housemother may open the doors for any purpose after the house is closed for the night.
c. Men callers may be received as follows: Week days after 12:00 noon, Sunday and holidays after 10:30 a.m.
d. Students planning to take flying lessons, or to participate in the activities of the Ramblers, Rodeo, or the Ski Club, must file in the office of the Dean of Women a letter of approval from parents.
HELPFUL HINTS

The Clothes Line—

What to wear? Woman's perpetual question! Clothes are a most important problem to the co-ed. Good grooming and simplicity are the keynotes to the first (and lasting) good impression.

Do not fail to bring with you in your over-night bag cool summer clothing including three or four cotton dresses, summer p.j.'s, and a pair of low heels. The September temperature will be in the high nineties and the Freshman Week schedule is strenuous. Your trunk may arrive late. Plan accordingly and remember that summer clothes are worn here from the middle of March to the middle of October.

Since the period of cold weather in Tucson lasts about four months beginning in November, a light-weight coat should be provided for fall and spring wear. Despite the comparative mildness of winter climate, a heavy winter coat or a reversible is a necessity. Don't let the Junior Chamber of Commerce fool you!

Fur coats can be worn, particularly at night, but are not essential. In fact, most girls prefer either a cloth coat or one that is fur trimmed.

For Campus and Classroom—

Simple tailored dresses, skirts and blouses or sweaters, tailored suits, saddle shoes, moccasins, or play shoes; but be sure they are comfortable. There is lots of walking!

For Dates, Church, Concerts, Movies, Informal Dancing, and Teas—

Street length "date" dresses or suits of rayon or novelty materials, wool, or even
dressy cottons. Pumps or dressy shoes. Hose for very dress-up only. Hats for church and teas.

**Formal Occasions—**
For dances, long dresses are still more popular. For receiving at a formal tea or reception the hostesses wear formal afternoon or evening dress. For winter evenings a wrap is necessary.

**Sport Wear—**
Come prepared for your favorite sport. Riding togs, tennis shorts, bathing suits, levis or slacks for picnics. These costumes are acceptable only when actively participating in the sport.

**Dorm Wear—**
Warm robe and warm night clothes for cold nights on the sleeping porch. The temperature may drop to 20° at night. Soft-soled, “silent” bedroom slippers for corridors and sleeping porches.

**Include White Dress—**
You will be surprised how frequently you will need it. White dresses are worn on Women’s Day.

**Trunks, Luggage—**
Any luggage sent early should be marked “Will Call.” The dormitories are not open to receive express until Sunday, September 11.

**Banks—**
Arrangements to open bank accounts may be made with:
- Bank of Douglas
  902 N. Stone Ave.
- The Southern Arizona Bank & Trust Co.
  32 North Stone Ave.
- The Valley National Bank
  University Branch
  812 North Tyndall, or
  2 East Congress
Social Customs—

We're a resort town, but we don't resort to just anything. In fact, like Mrs. Post, we believe that good manners are simply consideration for others, and we try to remember this.

Regarding drinking, the University regulation reads: "The use and possession of alcoholic beverages is not permitted on the campus or in campus houses. Drinking is discountenanced, and students who make themselves offensive as the result of drinking are liable to severe discipline."

You may be all wrapped up in the young man, but we doubt if anyone wants a public demonstration. It's embarrassing to stroll along the campus walks and have to keep your eyes averted when spring is in the air.

Speaking of spring, we are a resort town, but we're not a bathing beach. So even if it's hot, we confine our bathing suits, shorts, and sunsuits to appropriate places.

Naturally, young women students do not go to men's halls, fraternity houses, apartments, or rooms unless the housemother or a chaperon approved by the Dean of Women is present.

On Wedding Bells—

Your family may know all about your plans, but while you are a University student the following Catalogue regulation applies:

"At the time of registration all students must indicate on the registration card whether they are married or single. In order that this record may be correct at all times, any marriage, either party to which is a student of the University of
Arizona, must be reported immediately. In the case of a woman student, the report is made to the Dean of Women, who will then report the marriage to the Registrar's office for the correction of the records. Failure to report in conformity to the above provisions will subject the student to suspension from the University and to the loss of such credits as may have been established between the date of marriage and the date the marriage is discovered."

For the Photogenic—

Some local or itinerant photographer may discover that you add the finishing touch to a pinto, sahuaro, or some such Western prop, but don't let the flattery erase from your memory the following most important words: "Approval of the Dean of Women and University Director of Publicity must be obtained before pictures are taken for any publicity or commercial purposes either off or on campus."

For Entertainers—

If you are talented enough to be asked to appear in public entertainments, contests, parades, benefits, and fashion shows outside the University, whether for pay or gratis, secure permission from the Dean of Women before you accept the invitation.

Upon Solicitation—

Magazine salesmen and other outside salesmen will not find customers at halls and houses. It's a rule that there can be no solicitation for any merchandise except official sorority jewelry and stationery. Exceptions for student salesmen of food or agencies for laundries are cleared in the Dean of Women's office.
Non-Campus Speakers and Appeals—

No outside guest may be invited to speak in a house or dormitory, nor may any individual or representative of a non-campus organization be admitted to a house or hall to make an appeal of any kind, without first having received the permission of the Dean of Women.

For Equestriennes—

Since the horse is not a dead issue in Southern Arizona, you will probably get a notion or two to perform in rodeos, horse shows, races, gymkhanas, or ride in a parade. Before you sign up and pay the customary entrance fee, get an O.K. from home and permission from the Dean of Women.

If You’re a Social Chairman—

Hie yourself around to the Dean of Women’s office and look at the Social Calendar before you set any dates for your organization. That’s just the beginning. In order to exercise whatever social control is necessary over several thousand young people, the University and the Student Committee on Social Life make a few fundamental rules and encourage students to establish certain social customs based upon sound standards and good taste. All this is outlined in the Students’ Hand Book, and a social adviser, a member of the Dean of Women’s staff, is available to give suggestions and advice.

If You’re Rushing—

You will find ten national sororities on the University of Arizona campus. If you expect to register for sorority rushing, you may obtain a pamphlet of in-
Formation published by the Panhellenic Association by addressing the Dean of Women.

For Girls Who Live in Tucson—

Students whose homes are in Tucson may become members of Phratcreras, a national organization whose membership at the University of Arizona is open to town girls. Phratcreras is a service organization, and is the medium through which town girls participate in competitive and other organized group activities with the dormitory and sorority residents. Meetings are held weekly and there are several dances and other social affairs during the year.

To Get a Job—

The University attempts to help self-supporting students in every possible way. On the campus there are jobs as stenographers, graders, library attendants, dormitory pages, and the like, open to women students. Off campus is a wider variety of positions, and the University cooperates with town employers in placing students in these jobs. There are also opportunities to earn board and room in exchange for housework and cooking in private families, and extra money may sometimes be earned caring for children in the evenings.

All inquiries and applications for work should be addressed to the Director of Appointments, University of Arizona.

But a word to the wise—those who must earn a part or all of their expenses should communicate with the Director before coming to Tucson. Students are advised not to come to Tucson without provision for sufficient funds to carry them through at least one semester.

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In Case of Illness or Emergency—

For everyone's benefit the following regulations have been established:

1. All cases of illness or emergency must be reported to the Dean of Women's office immediately through the Head Resident or Housemother, or by the parents of girls living in town. The Head Resident or Housemother must be consulted whenever a physician is called.

2. In case of accident, whether or not there is injury, women students notify their Head Resident, Housemother, or the Dean of Women immediately.

3. Illness requiring surgery must be reported to the Dean of Women through the Head Resident or Housemother before an operation is performed.

4. Students requiring bed care and nursing must be removed to the University Infirmary or a hospital, as there are no facilities in the residence houses for such care. For information concerning the University Infirmary and Health Service, consult the Catalogue.

Mail Call—

Mail is not delivered to campus dormitories except Pima Hall. Residents of dormitories must rent boxes at the University branch station of the Tucson Post Office. Until such arrangements can be made, mail may be received "General Delivery, University Station, Tucson, Arizona."
Serenade Etiquette—

The Interfraternity and Panhellenic Councils have approved serenades on the following evenings: Friday until 2:00 a.m., Saturday until 2:30 a.m., and on Monday until 11:30 p.m. Traditionally, you don't converse with or call to your serenaders, but you may answer them with applause or two songs.

A Final Tip—

The University Catalogue contains all kinds of important information that you should have down pat before the year starts. Otherwise you're likely to find at honors assembly next year that you unwittingly missed class honors for the lack of one unit. Or you might even get a "5" in a course simply because you didn't know how to "withdraw" legally, or your roommate or some other misinformed friend gave you the wrong advice. Petitions to graduate are filed while you're still a junior, and many students forget to notice until too late the difference between lower and upper division credits. When in doubt, consult the Catalogue first, and then if you are still in a fog, go to your Academic Dean.
GUIDANCE SERVICES FOR STUDENTS

The University offers varied guidance services for students. The faculty, the faculty advisers, the heads of departments, and the Deans of the Colleges keep regular office hours for consultation with students. The Infirmary provides health counsel, the Appointment Office compiles records for possible placement, and the Registrar’s Office directs admissions, keeps cumulative files of student achievements, and issues the Catalogue which students should read in order that they may plan their courses and obtain necessary information about the University.

Specialists in guidance provide these specific services:

Dean of Men—Advisory service for men is the first consideration of the office of the Dean of Men. As much helpful attention as possible is given to educational, financial, personal, and social problems of students.

Dean of Women—The office of the Dean of Women is concerned with the total welfare of all women students. Much time is given to counseling women students on personal problems, to the supervision of their housing, to their organization for community government, Associated Women Students, and to work with Panhellenic, class honoraries, and other organizations for women.

Veterans Administration—The Veterans’ Administration maintains a complete service for veterans on the campus. The Contact Officer advises veterans and furnishes them necessary
government forms. The Training Officer assists with long-term programs. The Guidance Center offers vocational, educational, and personal guidance, including formal scientific testing.

**University Veterans’ Coordinator**—The University veteran makes his initial contact with the University through the Veterans’ Coordinator in the Registrar’s Office.

**University Student Guidance Office**

The University Guidance Office is in the Department of Philosophy and Psychology and offers three types of services:

1. Vocational and Educational guidance—Scientific vocational and educational guidance are available to every student. Intelligence, aptitudes, special abilities, interests, and personality traits are measured and the results are matched with the requirements of various fields so that the student may know which field he might choose to bring him success and happiness.

2. Reading and Study Skills—The Reading and Study Clinic helps students to develop independent study habits and efficient reading skills. Making a time schedule, using a book, testing and improving reading ability, and counseling are among the services provided to enable students to direct themselves toward successful academic work in college.

Students may contact any of the offices for assistance and for further information. The University has designed its guidance program to give its students the opportunity to succeed in college.
UNIVERSITY RESIDENCE REGULATIONS

(See also University Catalogue)

1. Residence arrangements must be approved by the Dean of Women at or prior to registration.

2. All women registered as undergraduates are required to live in dormitories or sorority houses, except those living with parents, approved guardians, or those working for board and room in private families. Any exception to this regulation is made by the Dean of Women.

3. Residence in dormitories and sorority houses is restricted to students registered for regular University work and is not open to auditors, or to extension or correspondence students. Sororities are not privileged to rent rooms to persons other than active members of the local chapters.

4. All women of freshman rank not living at home are required to live in dormitories until the end of the second semester in residence. This includes sorority pledges and initiates.

5. Undergraduate women are not permitted to live alone or in groups in apartments, public inns, or hotels, or in any house in which men roomers are accommodated.

6. All women students other than freshmen who become pledged to sororities during the rushing period are permitted to move to sorority houses at that time. After the close of the rushing period, no students will be permitted to move from the dormitories until the close of the semester. Freshman women who become pledges to sorori-
ties will not be permitted to move to sorority houses until after the second semester in residence, but they will be permitted to take their meals at sorority houses, all of which are close to the campus.

7. Married women may not live in the halls or sorority houses unless special arrangement is made with the Dean of Women.

8. Students who find it necessary to work for board and room should apply to the University Appointment Office. Such arrangements must be approved by the Dean of Women before definite contracts are entered into.

9. Students excluded from academic relations with the University shall be automatically excluded from University functions and shall vacate rooms in the dormitories or sorority houses within 48 hours. Such students do not have the privilege of remaining in the dormitories or sororities after this period as guests of other students.

10. By University regulation students are required to vacate their rooms within 24 hours after their last examination.

**Change of Residence**

1. *No change of residence may be made without the written consent of the Dean of Women.*
   
   a. Permission to move must be secured in advance.
   
   b. The right is reserved to alter, deny, or cancel the room reservation of any student whenever it may seem advisable to do so.

2. No exchange or transfer of rooms in dormitories may be made except with
the permission of the Head Resident.
3. Dormitory rooms may not be sub-rented.
4. Students moving off the campus must relinquish their rooms to the University authorities.
5. Change of residence from dormitories to sorority houses may be made only immediately following the official rushes season.
6. Change of permanent home address should be reported to the Dean of Women immediately.

GUESTS
1. All overnight guests in University dormitories and sorority houses must be registered with the head of the residence.
2. Guests are to limit their visits to two weekends (Friday through Sunday evening) a semester. Any exception to the regulation is secured in the office of the Dean of Women.
3. Guests maintain hours and other regulations of seniors. The hostess is responsible for conduct of guests.
4. Overnight guests are not permitted in the dormitories or sorority houses until the second weekend after registration each semester. Guests are not permitted the weekend prior to the beginning of the final examinations and during final examination week, corresponding to the Social Calendar, unless they are members of immediate families of graduating seniors.
5. The University reserves the right to request guests to leave at any time they do not comply with regulations.
6. A nominal charge is made of guests in University dormitories.
DORMITORY EQUIPMENT
REGULATIONS

1. Most rooms are arranged for two students. Each room contains a wash basin with running hot and cold water, a medicine cabinet with mirror, individual clothes closets with shelves, shoe rack, and towel rod, study tables with lamps, dresser with mirror, chest of drawers, study chairs, an easy chair, and a day bed—all of Monterey style. Additional furniture is not needed, but radios, lamps, pillows, pictures, and knickknacks may be added. Floors are covered with attractive linoleum. Throw rugs may be used. For room parties or spreads, please bring a plate, knife, fork, spoon, cup, glass, paring knife, and can opener. For your clothes, bring a supply of hangers.

2. Students care for their own rooms and provide their own cleaning equipment. General maid service is supplied throughout other portions of the hall.

3. The use of electric appliances with heating units is not permitted in dormitory rooms.

4. All women students (dormitory and sorority residents) sleep on open-air porches which are screened and properly protected. Exemptions from this ruling may be had only for health reasons and on authorization from the University Physician, in which case the student must occupy a single room, if available. Dormitory sleeping porches—one for each wing of the dormitory—are equipped with beds, mattresses, and pillows. The University
provides and launders sheets, pillow slips, bed spreads, and mattress pads.

5. The student provides blankets for twin-size bed, towels, window draperies, and a cover for the day bed in the room. It is best to purchase draperies and day bed covering after arrival and consultation with roommate.

6. Trunks are not permitted in rooms. They will be received in dormitory trunk rooms after the dormitories open. Trunks and other personal property may not be left in dormitories during the summer.

7. Laundry facilities are provided in each dormitory. Students furnish their own irons (60 cycle A.C., 110-120 volts) or they may send laundry out through the student agents in the hall. Laundering and pressing in student rooms are not permitted.

8. Small kitchenettes are provided in each dormitory for occasional cooking and serving in connection with social functions. Cooking in rooms or the regular preparation of meals is not permitted.

9. Students must make their own garage arrangements for cars or use nearby parking lots off the campus.

Reservations and Assignment of Rooms

1. Room application blanks accompany the Registrar's notice of admission to the University.

2. Notices of hall assignments are sent new students after August 1.

3. Room and roommate assignments are given out upon the arrival of the students.

4. Room rent is payable by the semester,
in advance. Special arrangements may be made to pay by installments.

5. Rates for double rooms are as follows: Maricopa and Pima—$67.50 per semester; Gila and Yuma—$80.00 per semester.
Consult the Catalogue for single room rates. Because of crowded conditions, single rooms cannot be guaranteed. Rates quoted are subject to change.

Opening and Closing of Dormitories and Sororities

1. Residence halls open the first semester at 8 a.m. on Sunday, September 11. Students will not be admitted before that time. Residence halls open the second semester at 8 a.m. on Sunday, January 29, 1950.

2. Residence halls and sorority houses close on the day following the last examination day. Students must vacate rooms twenty-four hours after their last examination; graduating seniors, twenty-four hours after Commencement.

3. Women's dormitories are closed during Christmas vacation. Only one dormitory is open during Easter vacation for those students who find it necessary to remain on the campus.

4. Chaperons approved by the Dean of Women must be in residence in sorority houses during any period that the houses are open. All sorority houses are closed during vacations.

Miscellaneous

1. Students may not bring pets to the dormitories or sorority houses.

2. Students care for their own rooms
under the supervision of the Head Resident or Housemother. Regular inspection is made. Maid service is provided for other portions of the houses. No outside maids or laundresses are permitted to work in the buildings.

3. Fire drills in which all students are required to participate are held in women's dormitories and sorority houses.

4. Dormitory dues of $5 per year, payable at the beginning of the year, are assessed to cover social affairs except in Pima.

5. The University is not responsible for the loss of personal property of students.
ACTIVITIES

AFTER CLASSES—WHAT?

Red Cross—

We’re proud of our campus Red Cross unit. It was the first organized on any college campus in America. You’ll be proud of it, too, when you understand the many phases of volunteer work open to you. Nurses’ Aid and Nutrition courses are co-ordinated under the Red Cross, and you get college credit for the course.

How’s your driving? The Motor Corps has important duties for you. And if you’ve taken a Staff Assistant’s course, which may be offered again this year, you will surely be useful.

New last year was the student program with the crippled children at Comstock Hospital. Volunteers are needed more than ever this year for work with these children.

Actually, the surface has only been scratched. For co-eds with the desire to do something, there are other activities ranging from Bicycle Corps to the Speakers’ Bureau. Get to work!

Be a Good Sport—

How’s your batting average? If you have a keen putter’s eye, a sturdy backhand, an easy back stroke, a good free-throw style, or even a love for inter-group competition, you should learn more about the Women’s Athletic Association in the Women’s Building.
Any sports activity which you go out for entitles you to a certain number of W.A.A. "points." Six practices in one sport gives you 25 points, and participation in games played, 25 more points. You need only 100 for membership in W.A.A., 1000 points win an "A" sweater for you and membership in the "A" Club, and for 2000 points you receive a coveted "A" blanket. In addition to these awards, the W.A.A. each year presents cups to the outstanding senior woman athlete and to the girl who has earned the greatest number of points during her four years in college. Most sports events come after school at 4:30, so be sure to save that time and carefully scrutinize the bulletin boards in the Gym and the notices in The Wildcat for schedules of practices and games. You'll be able to study better, and you'll be a healthier, happier person if you plan your time faithfully to include some outdoor sports.

In addition to the many intramural activities that are offered under the University's sports program, several honoraries have been formed for the purpose of bringing together those girls who excel in the various sports. In order to qualify for membership in the Archery Club, one must be able to shoot a score of 400 in a Columbia round; Desert Mermaids hold tryouts for girls who have entered at least one event in the fall swimming meets. Requirements for eligibility for membership in Orchesis are six W.A.A. dance practices prior to try-outs. Putters is composed of girls who have shown both skill and interest in the golfing activities sponsored by the University and have participated in the fall or spring tournament.
Concluding the list is the Racquet Club for outstanding tennis players who have displayed their ability in tournaments.

Religious Groups—

Active membership in the religious group of your choice is a vital part of your college experience. Almost every Protestant church has an active group organization, as well as Hillel Society for Jewish students, Newman Club for Catholics, and Lambda Delta Sigma for Mormon students.

All these groups are accomplishing much. They're not only socially minded, having picnics, teas, and dances, but they also show an active interest in the state, national, and international, as well as religious, affairs. They arrange discussion programs and sponsor speakers. You may learn something of these youth groups at registration or from church members at the picnic held on Sunday of Freshman Week.

The Y.M.-Y.W.C.A.—

The Young Men's and Young Women's Christian Association on the University campus has a membership composed of students and faculty. The purpose of the organization is to be identified with the objectives of the national group through developing, by worship, study, and action, a program in the areas of Christian faith and heritage, personal and campus affairs, social responsibility, and world relatedness. The organization recognizes that each campus has its own peculiar needs and is alert to render on our campus special services for which such a need is in-
Ladies of the Press—

If you have a nose for news *The Wildcat*, college paper; *The Desert*, college yearbook; *Kitty Kat*, literary publication and humor magazine, are your fields for action. You can be a reporter, or a staff writer, or a photographer even if you are not taking any journalism courses. Just follow the printer's ink to the publication offices in Old Main.

Who knows? By the time you are a junior or senior you may have shown such exceptional ability in the field of journalism that you will be entitled to membership in the Woman's Press Club or Hammer and Coffin.

The Club Woman—

Most of the clubs are special interest groups, such as the Pan-American League for Spanish students, Le Cercle Francais for French students, and the Home Economics Club, membership in which is open to any girl who is a major in the School of Home Economics. The Aggie Club is now open to women agricultural students. Outdoor enthusiasts may take advantage of the good times had by members of the Ski Club at Mount Lemmon or Flagstaff, or may join the Ramblers on Sunday hikes which are made to various points of scenic interest around Tucson. The International Relations Group keeps you informed as to the latest world developments. Forensics is open for those interested in debating. So, clear your throats, gals, if you feel a
debating impulse coming on. Keep your eyes and ears open for your special interest. If you do not find it—start it!

For other clubs, see "Classification of Activities," page 46.

**Sharps and Flats—**

For those of you with that love for music and ability to carry a tune, there's a spot for you in the Women's Glee Club or the A Cappella Choir. The Glee Clubbers put on special programs during the year and usually cooperate in some type of operetta.

The University Band and Orchestra or the Tucson Symphony would welcome you who have any inclination in that direction.

**The Show Must Go On—**

If the smell of grease paint gets into your blood stream, the Drama Department and the Tucson Little Theater are for you. Especially talented young lassies may be elected to National Collegiate Players, the University Players, the radio honorary, Alpha Epsilon Rho, or Zeta Phi Eta. Membership in the latter is also open to proficient speech majors or minors.

**Concerts, Lectures—**

Three organizations in Tucson, the University, Town Hall, and the Saturday Morning Musical Club each sponsor a concert and lecture series. Watch for early announcements.

**Ragtime Cowboy Jo—**

Once a year, during rodeo or round-up time, the students and faculty blossom forth in Western togs in keeping with the
Western spirit. There is a traditional student rodeo. Rodeo clothes are "musts" and negligent gals and guys are put into "jail" for not wearing the proper attire for the occasion.

**Wranglers—**

A friendly smile and a cheery "Hi" are the keynotes of Arizona's reputation for cordiality. A group of 50 to 75 upperclass women are chosen each spring, on the basis of their friendliness and leadership, to return to the campus before Freshman Week in the fall to act as big-sister-sponsors for incoming freshmen and transfer students during their first year in the University. The older girls are called Wranglers, and those whom they sponsor, Dogies.

Wranglers correspond with their Dogies during the summer to give them valuable notes on campus life. If by August 15 you have not heard from your Wrangler, write immediately to the Dean of Women. It is to your benefit to have a Wrangler assigned to you at this time and especially when you arrive at school in September.

Make the most of your Wrangler's service. She wants you to ask all the questions you like. Then, how about qualifying to be chosen as a Wrangler yourself, next year?

**Honor Groups—**

Spurs, F.S.T., and Mortar Board members choose their successors on Women's Day each spring from the freshman, sophomore, and junior classes. In order to gain one of these coveted honors a student must prove herself throughout the year to be a leader in those things for which the University stands.
Two hints might help you. First, take an active part in some organized interest group. Be a live wire! Second, do not attempt everything—and so accomplish little. Check your interest carefully, then pursue it!

**Honors in Special Interest Groups—**

- Alpha Epsilon—scholastic honorary for business students.
- Alpha Epsilon Rho—scholastic honorary for radio students.
- Alpha Rho Tau—scholastic honorary for art students.
- Delta Sigma Rho—Forensics.
- Phi Beta Kappa—scholastic honorary for liberal arts students.
- Phi Kappa Phi—all-University scholastic honorary.
- Phi Lambda Upsilon—scholastic honorary for chemistry students.
- Pi Delta Phi—scholastic honorary for French students.
- Pi Lambda Theta—scholastic honorary for education students.
- Pi Mu Epsilon—scholastic honorary for mathematics students.
- Pi Omega Pi—commercial teachers' honorary.
- Sigma Alpha Iota—professional fraternity for music students.
- Sigma Delta Pi—scholastic honorary for Spanish students.
- Zeta Phi Eta—scholastic honorary for dramatics students.

(See the University Catalogue for complete list of honorary and professional organizations.)
The A.W.S. Activities System—

Any student not on scholarship probation who is registered for 12 or more units is eligible for participation in extra-curricular activities.

Activities are classified as "a," "b," "c," or "d" activities, according to the amount of time, effort, and responsibility required. Any woman student may have one of the following combinations of activities according to these classifications: one "a" and two "c's"; or two "b's"; or one "b" and two "c's"; or three "c's." There is no limit to the number of "d" activities providing a grade average of 3.5 or better is maintained and overloading does not result.

To be eligible for election or appointment to an "a" or "b" office, a student must have a 3.0 average for the semester preceding nomination and a 3.0 coverage for all semesters in college.

Eligibility of candidates for major offices ("a" and "b") must be checked with the Activities Committee before the slate is submitted for election or appointment made.

Eligibility of unclassified students to hold office is based on the number of units earned.

Automatic membership in one organization as a result of a position held in another organization does not constitute an additional activity but is recorded in the report of activities (e.g., A.W.S. Councils, etc.).

An officer on the mid-semester delinquent report for six units of work is disqualified from holding office. A student
having an average of 3.5 or less for the semester is disqualified from holding office for the subsequent semester.

It is the responsibility of the Activities Committee to determine overloading where the automatic limitation by classification is not effective, and to limit activities where the best interests of the individual and the group are concerned. Each semester this Committee will distribute classification cards for each one of you to list the activities in which you participate. Class honoraries and other organizations use these cards as a basis for choosing new members so it is essential to have all the information on them.

The A.W.S. Activities Committee, subject to the approval of A.W.S. Executive Council, has jurisdiction over all points of discussion.

Classification of activities begins on the next page.
CLASSIFICATION OF ACTIVITIES

The Activities Committee may revalue activities with the approval of the A.W.S. Executive Council.

Associated Students—

President, a; vice-president, b; secretary, b; secretary to Social Life Committee, c; senior and junior councilwoman, d; assistant to secretary, d; chairman Social Life Committee, b; chairman Elections Committee, c; chairman Assembly Committee, c.

A.W.S.—

President, a; secretary, a; vice-president, b; treasurer, b; councilwoman for halls and sorority houses, b; alternate councilwoman, c; councilwoman for Phratceres, c; activities chairman, b; publicity chairman, c; social chairman, c; librarian, c; assistant activities chairman, c; activities recording committee chairman, d; typing committee chairman, d; recording committee, d; typing committee, d; library attendant, d.

Classes—

Officers, d.

Clubs—Officers—

President, c; vice-president, d; secretary, d; treasurer, d; “A” Club, Alpha Epsilon, F.S.T., Home Economics, Kappa Omicron Phi, Orchesis, P.E. Majors’ Club, Sigma Alpha Iota, Spurs, University Players, Women’s Press Club, Zeta Phi Eta.
Officers of Mortar Board have the same classification with the exception of the president who is classified as “a”.

All Other Organizations Not Listed—

President, vice-president, d; secretary-treasurer, d.

Committees—

In any organization or activity, standing committee chairmanship requiring three or more hours per week, c; standing committee chairmanship requiring less than three hours per week, d; members of standing committees working two or more hours per week, d; members of standing committees working less than two hours per week, d; house and hall chairmen not already listed will be evaluated according to above and at discretion of Activities Committee.

Membership—

A Cappella Choir, Alpha Epsilon, Alpha Epsilon Rho, Alpha Rho Tau, Anthropology, Band, Dance Recital, Delta Pi Sigma, Delta Sigma Rho, F.S.T., Glee Club, Glee Club Recital, Hammer and Coffin, Kappa Omicron Phi, Mortar Board, National Collegiate Players, Orchesis, Phi Beta Kappa, Phi Kappa Phi, Phrateres, Pi Lambda Theta, Pi Mu Epsilon, Red Cross representative, Religious Clubs, Sigma Alpha Iota, Sigma Delta Pi, Sigma Xi, Spurs, Student Religious Conference, Symphony, University Players, Zeta Phi Eta, d.

“A” Club, A.S.C.E., Aggie Club, Archery Club, Desert Mermaids, Desert Riders, Forum, Home Economics Club, Interna-
tional Relations Group, Le Cercle Fran­
cais, Pan-American League, Peace Coun­
cil, Putters, Racquet Club, Ramblers, Ski Club, W.A.A., Women's Press Club, d.

Debate—

Each intercollegiate, c.

Desert—

Editor, a; associate editor, b; business manager, b; photography editor, b; assistant business manager, c; advertising staff, c; feature writers, c; photography staff members, c; typing editor, c; business staff, c; section editors, c; minor positions, d; layout, d.

Drama—

Lead part, b; supporting lead part, c; minor part, c; stage crew, d; ushers, d; make-up crew, d.

Glee Club—

Business manager, b; member, d.

Halls—

President, a; vice-president, c; secretary, c; treasurer, b; Pima Hall managers, b; social chairman, c; assistant officers, d; minor officers (e.g. historian), d; fire chief and captains, d.

Panhellenic—

President, a; secretary, c; treasurer, d; representative, d.

Phrateres—

President, a; vice-president, b; record-
ing secretary, b; treasurer, b; corres-
ponding secretary, c; assistant officers,
d; member, d; social chairman, c; pro-
gram chairman, c; other chairmen, d;
member of committee, d.

Red Cross—

President, a; vice-president, c; record-
ing secretary, d; corresponding secre-
tary, c; treasurer, d; committee chair-
men, c; committee members, according
to hours worked, d; Motor Corps, nurses’
aide (beyond training course), hours
worked will be recorded, d.

Sororities—

President, a; vice-president, b; corre-
responding secretary, b; treasurer, b; rush
chairman, b; recording secretary, c;
scholarship chairman, b; assistant of-
icers, d; minor officers (e.g. historian),
d; fire chief and captains, d; pledge cap-
tain, b; house managers, c; social chair-
man, c; Pledges: President, d; vice-presi-
dent, d; secretary, d; treasurer, d.

Speech—

Oratory, d; extemporaneous, d; after-
dinner speaking, d; panel, d; interpre-
tative reading, d.

Sports—

Six practices, d; team membership, d.

W.A.A.—

President, a; business manager, a; vice-
president, b; recording secretary, b; cor-
responding secretary, b; treasurer, c;
sports leader, c; assistant sports leader,
d; member, d.
Wildcat—

Editor, a; managing editor, a; business manager, a; news editor, a; society editor, b; sports editor, b; feature editor, b; copy editor, b; circulation manager, c; copyreaders, c; society reporters, c; business staff, d; news reporters (if not taking news writing), c; exchange, c.

Wranglers—

c.
DIRECTORY

ASSOCIATED WOMEN STUDENTS

FACULTY ADVISER
Mrs. Dorothy Lindsay

PRESIDENT
Vida Wilhite, Maricopa Hall......2-9433

VICE-PRESIDENT
Norma Holt, Maricopa Hall......2-9433

SECRETARY
Mary Blakeslee, 1050 North
Mountain Avenue..............................3-0182

TREASURER
Sarah Seabury, 1535 East First St. 3-0482

ACTIVITIES CHAIRMAN
Frances Jones, 923 North
Euclid Avenue.................................3-0474

LIBRARIAN
Doris Cunningham, Gila Hall.......2-9483

PUBLICITY CHAIRMAN
Lora Chiappetti,
1550 East Sixth Street..................2-6082

SOCIAL CHAIRMAN
Jan Bragg, 1448 East First Street 3-2492

DORMITORY PRESIDENTS

GILA HALL
Lora Dunnam...................................2-9483

MARICOPA HALL
Ferne Seale....................................2-9433

PIMA HALL
Susan Madrid...................................2-4352

YUMA HALL
Elsie Norman...................................2-9544

SORORITY PRESIDENTS

ALPHA CHI OMEGA
Patricia Smith,
1050 North Cherry Avenue.............6-0251
ALPHA EPSILON PHI
Jean Ginsburg, 1614 East First St. 6-0471

ALPHA PHI
Patricia Downey,
1339 East First Street...............4-0242

CHI OMEGA
Jo Ann Brown,
1145 North Mountain Avenue.........3-4703

DELTA DELTA DELTA
Elizabeth Fairbanks,
1550 East Sixth Street...............2-6082

DELTA GAMMA
Nancy Beaman,
1448 East First Street...............3-2492

GAMMA PHI BETA
Mathilde French,
1535 East First Street...............3-0482

KAPPA ALPHA THETA
Wendy Marshall,
1050 North Mountain Avenue.........3-0182

KAPPA KAPPA GAMMA
Carolyn Brady,
1435 East Second Street...............3-2672

PI BETA PHI
Georgia Ellsworth,
1035 North Mountain Avenue.........4-0429

OTHER PRESIDENTS

F.S.T. PRESIDENT
Alice Condit, 407 East Second St. 3-1335

MORTAR BOARD PRESIDENT
Bonnie Robinson Green

PANHELLENIC PRESIDENT
Katherine Sayers,
1050 North Cherry Avenue.........6-0251

PHRATERES PRESIDENT
Virginia Nagel, 1028 E. Tenth St. 2-0286

SPUR PRESIDENT
Jane Edgar Evans,
1535 East First Street...............3-0482
W.A.A. PRESIDENT
Margaret Windsor,
1535 East First Street.....................3-0482

WRANGLER PRESIDENT
Norma Holt, Maricopa Hall.............2-9433
DEAN OF WOMEN'S STAFF
OFFICE
Administration Building

DEAN OF WOMEN
Mrs. Hazel F. MacCready

ASSISTANT DEAN OF WOMEN
Mrs. Dorothy Lindsay

SECRETARY TO THE DEAN OF WOMEN
Mrs. Dorothy Avery

HEAD RESIDENTS

Gila Hall,
  Mrs. Marguerite Miller......Night, 2-0892
Maricopa Hall,
  Mrs. Edna T. Snider..........Night, 2-0023
Pima Hall,
  Mrs. Helen R. Rust..........Night, 2-3151
Yuma Hall,
  Mrs. Louise Cousins.........Night, 3-1422

HOUSEMOTHERS

Alpha Chi Omega, Mrs. Eva Ewins 6-0228
Alpha Epsilon Phi,
  Mrs. Martha Rosenthal.............5-1271
Alpha Phi, Mrs. Loretta Scott........3-2665
Chi Omega, Mrs. Mabel Kucheman 3-9263
Delta Delta Delta, Mrs. Ruth Galer 2-7072
Delta Gamma, 2-4473
Gamma Phi Beta,
  Mrs. Virginia Dickie...............4-0313
Kappa Alpha Theta,
  Mrs. Ethel Arnett..................3-1336
Kappa Kappa Gamma,
  Mrs. Eva Robertson................2-3073
Pi Beta Phi, Mrs. Chester Barnes.....3-8944
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A MAP FOR BEWILDERED LASSIES DURING THE FIRST HECTIC WEEK
Eligibility for Registration:

Persons who come under any of the following classifications are eligible for enrollment in the University Appointment Office.

a. Graduates of the University of Arizona.
b. Students who have studied in the University one semester or one summer session.
c. Teachers, supervisors, or administrators who are in active service in the public schools of Arizona.

Enrollment Procedure:

In order to enroll in the University Appointment Office proceed as follows:

a. Pay to and obtain a receipt from the University Appointment Office for your enrollment fee of $2.00. In order to have your papers kept in the active files you will need to re-enroll the following year by indicating your desire to change positions. There is no charge for re-enrollment.
b. Secure all enrollment blanks from the Appointment Office.
c. Fill out each form carefully. Do not neglect any blank on any form.
d. Supply six good application photographs, size 2½" x 3" approximately, when you first enroll. Enrollment without photographs is almost useless.
e. Arrange for an interview with the Director of Appointments as soon as enrollment forms are completed. Persons who do not live in or near Tucson should make it a point to have an interview with the Director before enrollment.

Costs of Office Service:

The costs of the services rendered are as follows:

a. Enrollment fee of $2 payable before credentials are placed in the active files.
b. A mailing charge of $1 for each set of confidential credentials sent out in your behalf. The accumulated charge is due in Oct. of the year in which the charge is incurred. A statement will be mailed at that time notifying you of the total amount due. The Director reserves the right to make judgment concerning the advisability of sending your credentials unless he is notified by you that the credentials are to be mailed at your request only.
c. Costs of telephone messages, telegraph messages, special delivery letters. These will be assessed above the mailing charges since they are cash outlays not anticipated in the regular work of the University Appointment Office. The Director will reserve the right to make judgments concerning these. A one-dollar message at the right time often secures a fifteen hundred dollar position.

It will be noted that the charges are much below the usual five per cent charged by commercial agencies. Four sets is the average number sent out on each placement during the past few years.

Recommendation Policies:

The University makes every effort to recommend you for placement in a position that you will like and where you will do good work. Since the University and the students of the University who go out from the institution are serving the public, it must be borne in mind that no University official can afford to attempt to dictate to employers, but must make honest efforts to deliver what is desired. Employers usually state what they desire in the way of employees, and since all are not equally qualified for every position, recommendations must be made in accordance with the employers' demands.

Your record made on the campus and in the field as indicated by statements from your professors, practice teaching critics, superintendents, principals, and character references counts heavily when making recommendations. The Appointment Office will follow the policy of recommending a few candidates who seem well qualified for each position rather than that of recommending many persons indiscriminately. It is important to note that only two things can be done for you: First, every reasonable effort is made to learn of vacancies and their requirements, and Second, your record as you have made it is held available. Only honest recommendations and records are furnished to employers. If your record is good, your chances for placement are good.

Credentials will be sent to any employer at the request of any person enrolled. Employers generally do not look with favor on the practice of filing applications months in advance of actual vacancies. Neither do employers look with favor upon the practice of broadcasting applications and sets of recommendations. The University will support employers in these attitudes.

Application Procedures:

When vacancies are reported to the University by employers, recommendations will be made immediately to the proper persons. Candidates will be notified of vacancies for which they have been recommended except in those instances where papers are sent to prospective employers who request that no vacancy be announced.

You will not need to make many written applications for positions. These letters never should be long. When you do write letters, watch carefully such matters as your stationery, letter form, spelling, punctuations, and vocabulary. A misspelled or poorly chosen word may bar you from a good position. You cannot afford to be anything other than a careful and competent applicant. Above everything else, your written application should impress employers with your sincerity and purpose in your work. A follow-up letter sometimes is desirable.
Most of the positions necessitate personal applications. Appearance counts for much in making a personal application. This applies with equal importance to both men and women. There is no reason for being over-dressed, but every applicant should be well groomed. Lack of cleanliness and neatness will always be to your disadvantage. Such factors as a clean shave, a fresh shoe-shine, and a neatly pressed suit add to a man's personal confidence as well as to his appearance. He unconsciously makes a better impression.

A young woman should be scrupulously neat, attractive, and stylish in her appearance. Cosmetics should be an aid and not a handicap. Since you wish to impress employers favorably, avoid extremes. Successful people usually are conservative in their attitudes toward such matters.

"Speech is silver, silence is golden", is a wise saying and certainly applies to personal applications. Do not talk yourself out of a position, but rather allow the employer to gain the information he desires through conversation in which he takes a leading part. An overzealous applicant may easily eliminate himself from the list of desirable applicants by talking too much or asking too many irrelevant and unnecessary questions.

Approach the employer alone. Do not allow relatives or friends, no matter how much they may be interested in you, to intrude during the interview. You alone can present your personal attributes. Look your best when you make an application. Fatigue and perspiration never impress an employer favorably.

Placement:

When an employer notifies you of your selection for a position you should get in touch with the Appointment Office immediately. If you wish to accept the position do so and notify the proper official. If you are undecided, talk the matter over with officials in the Appointment Office. Do not talk it over with some other adviser and then decline the position. Get in touch with the proper University official in every case before you refuse to accept work. By following this policy it may be possible to place some other candidate. The University desires to serve all employers. In no case will the policy of candidates accepting positions and then asking to be released in order to accept other work be condoned. Once you accept a position, abide by your decision. Candidates who do not make good on their obligations forfeit further assistance. Remember, whether you are or are not on the campus, the Appointment Office must be notified just as soon as you accept a position, or are offered one.

Address:

Very often an urgent message must be relayed through the University Appointment Office to a candidate for a position. Your exact address must be on file at all times if you are to be given good service. Keep the University informed of any change in address. It is very important also that your telephone number be available at all times.
Factors That in a Large Measure Determine Your Success:

You owe it to yourself, the University, and the community in which you work to succeed to the highest degree possible. Your success will please everyone. Success or failure depends largely on the factors listed below. Make more than a reasonable effort to rank high in each of them.

1. Personality
2. Character
3. Education
4. Community Spirit
5. Interest in your work
6. Loyalty to superiors
7. Keeping fit for duty (Health)
8. Initiative
9. Influence on associates
10. Preparation of work
11. Cooperation with the system
12. Ability to express self
13. Promptness
14. Neatness of appearance
15. Adaptability to your environment
16. Speaking voice
17. Ability to control class
18. Profiting by criticism

Helping Yourself:

The officials of the University Appointment Office are constantly looking for vacancies. They send out bulletins and letters each year seeking information that will help students secure desirable positions. They make visits to schools, business firms, and offices in efforts to locate vacancies. In addition, the persons enrolled for placement should constantly be on the watch. Keep in touch with your local community, with friends in communities where you are not well acquainted, with alumni, and with various officials. If you discover a vacancy and need help to secure the position, call on the University Appointment Office. It will pay to help yourself. If you find an opening that is not the type you desire, notify the proper official so that someone else may be helped.

Personal Conferences:

While every day is filled with important work, there always will be time to give advice and help. Please come to the University Appointment Office for personal conferences concerning the matter of placement whenever you so desire. Try to have your questions and problems well in mind so that all possible help can be rendered without loss of time. In every case direct attention and answers will be given to all of your questions.
UNIVERSITY OF ARIZONA
Appointment Office

APPLICATION FOR TEACHER PLACEMENT

Date __________________________

PERSONAL AND FAMILY DATA:

Name (Last) ___________________ (First) ___________________ (Middle) ___________________

Permanent Address and Phone ___________________ Tucson Address and Telephone ___________________

Birth Date ___________________ Birthplace (City and State) ___________________ Race ___________________ Height and Weight ___________________

Physical Defects ___________________ Single ___________________ Married ___________________ Divorced ___________________

Number of Children ___________________ Church Membership or Preference ___________________

Parent’s Occupation ___________________ Mother’s Nationality ___________________ Father’s Nationality ___________________

HIGH SCHOOL INFORMATION:

Name of High School Attended ___________________ Location ___________________ Year Graduated ___________________

High School Activities (Paper, Athletics, Clubs, Music, Art, Honors, etc.) ___________________

COLLEGE INFORMATION:

Member of What Honor Societies in College ___________________ Social Fraternity or Sorority ___________________

Other Organizations ___________________ Organization Offices Held ___________________

College Honors Received ___________________ Scholarships or Fellowships ___________________

Per Cent Self-Supporting in College ___________________ Type of Work ___________________

College Extra-Curricular Activities ___________________ Leisure Time Interests ___________________

Languages ___________________ Reading ___________________ Speaking ___________________

Musical Instruments that You Play ___________________ How Well ___________________

Articles or Books Published ___________________
**COLLEGE INFORMATION:**

<table>
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<th>College Attended</th>
<th>Location (City and State)</th>
<th>Dates</th>
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<th>Date Degree Expected</th>
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**TEACHER CERTIFICATION:**

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<th>Date Received or Expected</th>
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**TEACHING EXPERIENCE:**

(a) **Apprentice Teaching:**

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<th>Subjects</th>
<th>Person Supervising</th>
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(b) **Regular Teaching:**

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<th>Year</th>
<th>Grades Taught</th>
<th>Subjects Taught</th>
<th>Annual Salary</th>
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OCCUPATIONAL INFORMATION: (Other than Teaching)

(a) Summer Work:

Type of Work | Location | Date | Employer
--------------|----------|------|----------

(b) Full Time Work:

Type of Work | Location | Date | Employer
--------------|----------|------|----------

(c) War Experiences:

Branch of Service | War Theatre | Date Entered
------------------|-------------|-----------------

Nature of Duties | Rank | Date & Nature of Discharge
------------------|------|-------------------------

Check the following extra-curricular activities that you can direct in a school system:

Glee Club | Debate | Baseball
Bend | Programs | Basketball
Orchestra | Clubs | Football
Acting | 4-H Club Work | Gym Work
Stage Costuming | Scout Work | Hockey
Stage Lighting | School Paper | Swimming
Scene Design | Library | Tennis
Scene Painting | Playground Games | Track

REFERENCES:

All prospective graduates and graduates of the College of Education, as well as inexperienced teachers, should give the name of their critic teacher, the supervisor of Apprentice Teaching, and one additional person from the College of Education at the University of Arizona as references. Two or three additional character references should be designated. Experienced teachers should include one or two college professors, one or two of their most recent superintendents or principals with knowledge of their teaching ability, and one or two character references.

If credentials are on file at some other placement bureau, furnish the name of the bureau, so that we may send for a copy.

Name | Position | Mailing Address (Street, City and State)
------------------|----------|----------------------------------------------
TRANSCRIPT OF CREDITS:

ALL applicants who are NOT University seniors at the time of registration MUST furnish an official transcript of college credits to accompany these blanks.

SPECIAL NOTE:

If you must live in a certain area of the state due to health or other reasons, please give complete details:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

-4-
APPLICATION FOR ADMISSION

REPORTS ON ADMISSION STATUS—The applicant will be notified of his admission status when the Committee on Admissions has received and considered the following:

1. This form completely filled in by the applicant. (Return to the Office of the Registrar.)

2. Official transcripts from all schools or colleges attended by the applicant. (Sent by the institution to the Office of the Registrar.) A report is required even though attendance was only for a brief time and no credit was established. Separate statements of high-school records are not required in connection with the admission of transfer students.

Date__________________________, 194

1. Name in full...................................................................................................................................□ Male □ Female
   (Print name) First Middle Last □ Married □ Single

2. a) Home address: Street and number ...........................................................................................................................
   City.................................. State............. (If Arizona, indicate length of residence..........................)
   b) Present address if other than home address: Street and number ........................................................................
   ................................................................................................................................. City.................................. State..............................................................

3. a) Place of birth................................................................................................................................. Date of birth..........................................................................
   Month Day Year
   b) Date of graduation from high school........................................................................................................

4. Beginning with the high school (9th grade), list in chronological order all high schools attended.

   Name of School Location Dates of Attendance
   ................................................................................................................................. 19........... to 19...........
   ................................................................................................................................. 19........... to 19...........
   ................................................................................................................................. 19........... to 19...........

5. a) Check the college or school in which you plan to register.

   □ College of Agriculture  □ School of Music (for all prospective music majors)
   □ School of Home Economics □ College of Law (senior standing required; junior for veterans)
   □ College of Business and Public Administration □ College of Liberal Arts
   □ College of Education (junior standing required) □ College of Mines: (Underscore Major)
   □ College of Engineering: (Underscore Major) Mining; Mining Geology; Metallurgy
   □ College of Fine Arts (Underscore Major) □ College of Pharmacy
   □ Art; Dramatic Art; Speech □ College of Law (senior standing required; junior for veterans)

   b) When do you expect to enter? September, 19.............; January, 19.............; June, 19.............; July, 19.............
   c) Have you received any correspondence from any member of the Registrar's office............................; from any member of the Faculty of the University of Arizona...............................with regard to admission?............................
      If so, from whom? ...............................................................
   d) Do you wish to be a candidate for a degree? .................Other objective ............... 6. b. Mother's name in full

   Living? ................Nationality............................ Place of birth.................................................................
   Occupation ...........................................................................................................................................
   Father's present address................................................................. Mother's present address...........................
   High-school graduate?..........................................................................................................................
   College attended...................................................................................................................................
   Religious affiliation..............................................................................................................................
   Reli...
7. Are you at present attending school or college? If so, where?

If you are not at the present time in school, state exactly how you have been occupied since leaving.

8. a) Are your financial arrangements adequate, without part-time employment, for your first year in college?

b) If not, what portion of your first-year expenses, both tuition and living, does seem to be provided for?

c) If partially dependent upon your own efforts will it be necessary for you to earn board □; room □; room and board □; or more than room and board □?

d) If you have any health difficulty, explain briefly.

9. What special recognition, if any, have you received for excellence in school work, such as honors, prizes or scholarships?

List major activities.

10. a) Have you previously registered in any college or university?

If so, list institutions and dates attended:

b) Are you requesting official transcripts sent from each institution attended to the Office of the Registrar, University of Arizona? (It is the applicant's responsibility to do so.)

c) Will you attend college in summer session? Where?

d) Give names and relationship of relatives who have attended the University of Arizona, including approximate dates of attendance.

11. a) If a veteran, do you expect to register as a beneficiary under the G.I. Bill of Rights? Vocational Rehabilitation?

b) Give dates of active service. Have you served overseas?

c) If granted a medical discharge, state specific reason therefor.

LIVING ARRANGEMENTS: Application for the reservation of a dormitory room should be made to the Residence Office immediately upon receipt of notification from the Registrar that admission has been granted.

HEALTH: All new students are required to pass a medical examination given by the University of Arizona physician.
DIRECTIONS FOR REGISTRATION PROCEDURE—READ CAREFULLY

1. Use the small Schedule of Hours card to arrange a preferred schedule, using the Schedule of Hours booklet as reference. Then copy schedule on Section 1 only of the Registration Card. List each course by Department and Catalogue Number (i.e., Economics 1a) and the number of units.
2. (a) All students — visit departmental offices to obtain signatures and class cards.
   (b) Upper-division students — obtain signature of major professor.
   (c) All students — obtain signature of the college dean or his representative.
3. Copy your approved schedule carefully in ink on Sections 2, 4, 12, and reverse of Section 11. In copying the schedule, list courses in same order on each card section. Fill in carefully all other information called for on Registration Card.

Old Students — be sure to list your matriculation number correctly; this is important.
Please print or write plainly — registration cards not clearly legible will not be accepted.

LIBERAL ARTS

1. FOR THE DEAN OF THE COLLEGE
Name.......................................................... Date..............................................
Matriculation No........................Classification...........
(Tucson residence at beginning of year)
Tucson Residence........................Tel..............

Liberal Arts - 49
Checked O.K. by

2. FOR THE REGISTRAR
Name.......................................................... Date..............................................
Matriculation No........................Classification...........
(Tucson residence at beginning of year)
Tucson Residence........................Tel..............

Liberal Arts - 49
Checked O.K. by
Name .................................................. (Print name) (Last) (First) (Middle) □ Male □ Female
(Full Name of Parent, Guardian or nearest kin.) .......................................................... (Home Address of Same)

Date of your birth .................................................. Place .................................................. Race ........................................

Present student classification .................. Religious affiliation ................................ Denomination ........................................

Are you a high school graduate? .................. Where? .................................................. Year ........................................

Date last registration at Arizona ............. New student? ...........................................

Other colleges attended .......................................................... Degree ........................................

Frats & Org. .......................................................... Are you married? ........................................

When do you expect to graduate? ............... Degree ........................................... Major ................................................

Have you served in Armed Forces? .......... Entered Service ............. Discharged ............. Reason ........................................

Are you a citizen of U.S.? .......... Alien? .......... If alien, answer the following questions:

Port of entry? ........................................... When admitted? ........................................

Means of transportation into U. S. (boat, plane, etc.)? .................................................. 

Type and duration of visa? ..........................................................
LIBERAL ARTS

3. STUDENT DIRECTORY CARD

Date.................................................................

Name ........................................................................
(Print name) (Last) (First) (Middle) □ Male □ Female

Perm. home address..........................................................
(City) (State)

Local address................................................................
Tel.................................................................

Student classification..........................................................
(Fr., Soph., etc.)

(IMPORTANT—Notify the Office of the Registrar of any change in the above.)

LIB. ARTS

4. FOR THE DEAN OF MEN OR DEAN OF WOMEN

Name................................................................. Date
Print Full Name, with Family Name First; Married Women Include Maiden Name

Tucson Residence Phone Organization or Landlady's Name

Parents □; guardian □; or nearest kin □; Mr. and Mrs.................................................................

Full address of same..........................................................
Street City State

Is this your 1st, 2nd, 3rd, or 4th year at U. of A? Major Class

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Number</th>
<th>No. of Units</th>
<th>Section</th>
<th>Grade</th>
<th>Hour</th>
<th>Check ✔ Daily Schedule</th>
<th>Memoranda</th>
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</table>
Name __________________________ (Last) ______ (First) ______ (Middle) ______

[ ] Male [ ] Female

Perm. home address __________________________ (Street) __________________________ (City) __________________________ (State)

Date of your birth __________________________ Place __________________________ Race __________________________


Present student classification __________________________ Religious affiliation __________________________ Denomination __________________________

Probable vocation __________________________ Occupation of parent or guardian __________________________

Are you married? [ ] Now earning [ ] % of expenses at __________________________

Are you a high school graduate? [ ] Where? __________________________ Year __________________________

Date last registration at Arizona __________________________ New student? __________________________

Other colleges attended __________________________ Degree __________________________

Frat & Org __________________________

I have been classified as a [ ] Resident [ ] Non-resident student [ ] Classification pending __________________________

Have you served in Armed Forces? [ ] Entered Service __________________________ Discharged __________________________ Reason __________________________

---

**SUMMER SESSION**

(To be completed by Summer Session students only)

Name __________________________ Date __________________________

Class __________________________ Major __________________________ Minor __________________________

Tucson Address __________________________ Tel __________________________ Degree Sought __________________________

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Number</th>
<th>No. of Units</th>
<th>Grade</th>
<th>Time</th>
<th>Memoranda</th>
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Approved: __________________________

Dean, Summer Session
<table>
<thead>
<tr>
<th>Section</th>
<th>Information</th>
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</thead>
</table>
| 5. ALUMNI SECRETARY | Date .............................................
| Name ............................................. (Print full name, family name first) |
| Tucson Address ............................................. |
| Matric No. ............................................. Class. |
| Degree sought. ............................................. Major. |
| Last registration. ............................................. New student? |
| Has any member of your immediate family attended the U. of A.? ............................................. |
| (Name and Relationship) |
| (Name and Relationship) |
| (Full name of Parent, Guardian, or Nearest Kin) |
| (Street Address) |
| (City) (State) |

<table>
<thead>
<tr>
<th>Section</th>
<th>Information</th>
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</table>
| 6. FOR THE PRESIDENT | Date .............................................
| Name ............................................. (Print, with family name first) |
| Tucson Address ............................................. Telephone. |
| (Name of Parent, Guardian, or nearest kin) |
| (Street Address) |
| (City) (State) |
| who should be notified in case of serious illness or accident. |
| Last registration. ............... New student? |
| Class ............................................. Age. |
| Degree Sought. ............................................. Major. |
| Graduated from. ............................................. |
| (High School) (Year) |
| Church preference. ............................................. Member? |
| Per cent of expenses earned? ............................................. |

<table>
<thead>
<tr>
<th>Section</th>
<th>Information</th>
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<tbody>
<tr>
<td>7. FOR THE LIBRARIAN</td>
<td>Name ............................................. (Print, with family name first)</td>
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<tr>
<td>Tucson address ............................................. Tel.</td>
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</tbody>
</table>

Due the Library: .............................................

<table>
<thead>
<tr>
<th>Section</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. REPORT OF CAR OWNERSHIP</td>
<td>Name ............................................. (Print, with family name first)</td>
</tr>
<tr>
<td>Local address ............................................. Tel.</td>
<td></td>
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<tr>
<td>Home address ............................................. (Street address)</td>
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<tr>
<td>(City) (State)</td>
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<tr>
<td>Trade name of car. ............................................. Yr.</td>
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<tr>
<td>Type. ............................................. Cylinders.</td>
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<tr>
<td>License No. ............................................. State.</td>
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<tr>
<td>Who is the owner? .............................................</td>
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<tr>
<td>Permanent address of owner .............................................</td>
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<tr>
<td>Are you a resident or nonresident student? .............................................</td>
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<tr>
<td>Date .............................................</td>
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<tr>
<td>Signature .............................................</td>
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</tbody>
</table>
Activities in which you are interested

Date of birth

Graduated from (High School)  (Location) (Year)

Other institutions attended:

If married, give husband's name or wife's maiden name in full:

Social and honorary organizations of which you are or have been a member:

Have you served in any branch of military service?  Dates

FOR THE PRESIDENT

Other Colleges Attended

Degrees

Campus Clubs or Fraternities

Have you been a member of

Boy Scouts  Girl Scouts

Y.M.C.A  Y.W.C.A  4-H Clubs
(The medical examination described below is required of students attending in the
fall or spring semesters only, and does not apply to summer session students.)

ATTENTION

ALL NEW STUDENTS AND FORMER STUDENTS WHO HAVE NOT
ATTENDED THE UNIVERSITY WITHIN THE PAST TWO YEARS.

You are required to report to the University Physician during the period of registra-
tion for a medical examination. This is a part of the registration procedure, and your regis-
tration may not be completed without the University Physician's signature on Section 9
(see below). Any registration completed without this examination is subject to cancella-
tion, and all registrations are allowed subject to approval of the University Physician.

Place—During the regular registration period, medical examinations will be held
throughout the day in the Women's Building. Men will report to the Basement Floor;
Women to the First Floor.

After the period of registration, all students will report to the University Infirmary.

LIB. ARTS 9. UNIVERSITY PHYSICIAN
(This card to be retained by the Infirmary)

Date..............................................

Name ..............................................
(Print, with family name first; Married Women
include maiden name)

Tucson Address.............................................. Telephone..............................................

(Name of Parent, Guardian, or nearest kin)

(Street Address) (Tel.)

(City) (State)

who should be notified in case of serious ill-
ness or accident.

Last Registration..............New Student?..............

Class............... Sex............... Age..............

Medical examination completed by

(University Physician)

Approved for admission by

(University Physician)

LIB. ARTS 10. REPORT OF MEDICAL
EXAMINATION
(This card to be returned to the Registrar)

Name ..............................................
(Print, with family name first)

TO THE REGISTRAR:

This student has taken the required medical
examination and is approved for admission.

...........................

(University Physician)

Date ..............................................
IMPORTANT — READ CAREFULLY

KEEP THIS RECEIPT — YOU MUST HAVE IT TO GET YOUR ACTIVITY TICKET

All students who have paid the Student Activity fee as shown below are entitled to a ticket which admits them to official functions of that organization. PRESENT THIS RECEIPT at the office of the Manager of Associated Students, Room 22, Old Main Building. TICKETS ARE NOT ISSUED WITHOUT THIS RECEIPT.

<table>
<thead>
<tr>
<th>UNIVERSITY OF ARIZONA</th>
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<tbody>
<tr>
<td>11. STUDENT'S RECEIPT</td>
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<th>Name</th>
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<th>Tucson Address</th>
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VETERANS NOTE: This receipt must be presented for all charges to your account.

<table>
<thead>
<tr>
<th>12. COMPTROLLER'S FEE CARD</th>
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<th>Tucson Address</th>
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G.I. and Rehabs answer following:

<table>
<thead>
<tr>
<th>School Classification</th>
<th>Degree Sought</th>
<th>Resident State of</th>
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List of Courses by Department

<table>
<thead>
<tr>
<th>Catalog Number</th>
<th>Sem. Units</th>
<th>Deposits</th>
<th>Laboratory and Field Trip Fees</th>
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LIB. ARTS       Students Should Not Insert Fees

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<th>PAY</th>
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**FOR THE STUDENT**

Name ................................................................. Date .................................................................

Matriculation No. ................................................. Classification ................................................

(Tased on units at beginning of year)

Tucson Residence ................................................. Tel. .................................................................

Department ......................................................... Number .................................................................

No. of Units .......................................................... Section .................................................................

Grades .................................................................

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Number</th>
<th>No. of Units</th>
<th>Section</th>
<th>Grades</th>
<th>Hour</th>
<th>Check / Daily Schedule</th>
<th>Memoranda</th>
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Degree Sought .................................................. Major Subject ...........................................

Minor Subject ....................................................

(Full Name of Parent, Guardian or nearest kin.)

(Home Address of Same.)

**IMPORTANT — READ CAREFULLY**

(Full Name of Parent, Guardian, or Spouse, if Married. Underline relationship.)

(Permanent Home Address of Same)  

(City) ................................................................. (State) .................................................................

Student's Signature .................................................................

**DID YOU ATTEND THE U OF A LAST SEMESTER** (Not counting Summer Session) Yes □ No □

If your answer is "no", report to Committee on Residence Classification

(If you were registered under another name, indicate name used:)

.................................................................

Only students who have attended the U of A IN THE PAST will fill out the following:

My **PREVIOUS** classification was:

□ Resident of Arizona

□ Non-resident of Arizona

I believe my **PRESENT** classification should be:

□ Resident of Arizona

□ Non-resident of Arizona

If the above Previous and Present classifications are not the same, report to the Committee on Residence Classification.
<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>DESCRIPTIVE TITLE OF COURSE</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
<th>COURSE NUMBER</th>
<th>DESCRIPTIVE TITLE OF COURSE</th>
<th>1ST SEM.</th>
<th>2ND SEM.</th>
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**THE UNIT SYSTEM:** A UNIT USUALLY REPRESENTS 1 HOUR OF CLASSROOM WORK A WEEK FOR A SEMESTER OF 18 WEEKS, AND ASSUMES 3 HOURS OF PREPARATION; IT MAY STAND FOR 1 HOUR OF CLASSROOM WORK AND 2 HOURS OF PREPARATION, OR FOR 3 HOURS OF LABORATORY WORK.

**GRADES:** PASSING GRADES: 1, 2, 3; FAILING GRADES: 5, D; TEMPORARY GRADES: INC.-INCOMPLETE; D-CONDITION TO BE MADE UP BY EXTRA CLASS WORK OR BY EXAMINATION.

**TRANSCRIPT FEE:** FIRST COPY OF RECORD FURNISHED WITHOUT CHARGE; ADDITIONAL COPIES $1 EACH.

**NOT VALID AS AN OFFICIAL TRANSCRIPT WITHOUT AN ORIGINAL IMPRESSION OF THE UNIVERSITY OF ARIZONA SEAL.**
ADMISSION. Admission (subject to departmental quotas) is open to graduates of approved colleges and universities who have attained a superior grade average in undergraduate work. A grade average of B or higher is preferred, but transcripts showing a B- or C+ average are considered if supported by letters of recommendation and when upper-division work and work in the major field carry higher grades. Admission forms obtained from the Dean of the Graduate College are filled out in duplicate by the applicant and returned to the Director of Admissions. All colleges and universities attended by the applicant should be asked to forward official transcripts and the application will be held until all transcripts are received. Notice of acceptance or denial is sent to the applicant by the Director of Admissions following recommendation by the head of the major department and the graduate dean. As much time as possible should be allowed for this procedure. A report on progress of an application may be obtained from the dean at any time. For registration dates see calendar in catalogue.

CATALOGUE. The University of Arizona Record in the section devoted to the Graduate college lists advanced degrees offered. Courses offered for graduate credit are indicated by the letter G or by course numbers from 200 to 299. No separate graduate bulletin is published.

TUITION. Legal residents of Arizona do not pay a tuition fee. Incidental fees as listed in the catalogue are paid by all graduate students, including fellows and scholars. Non-resident graduate students, except fellows and scholars, are required to pay a tuition fee of $150 a semester. Students registered for less than 12 units pay non-resident tuition at the rate of $12.50 a unit. Summer session tuition is $6.50 a unit for residents and non-resident students.

FELLOWSHIPS AND SCHOLARSHIPS. These are listed in the general catalogue. Application is made on blanks furnished by the Dean of the Graduate College.

TEACHING CERTIFICATES. All inquiries concerning teaching credentials and available teaching positions should be directed to Dr. J. W. Clarson, Jr., Dean of the College of Education.

VETERANS. Veteran applicants planning to attend the University under Public Law 346 or 16 should make application promptly, after receiving notice of admission, to their nearest Veterans' Administration representative.

HOUSING. Graduate students cannot at present be accommodated in the college dormitories, except during the summer session. A Quonset village provided for married veterans is now filled and advance registration cannot be accepted. Rooms and apartments in the vicinity of the University are available for rent from private owners. The Tucson Chamber of Commerce provides an information service on housing conditions. The University Residence Department will assist students in finding accommodations.

EMPLOYMENT. Information on possibilities for part-time employment may be obtained by writing to Dr. Victor Kelley, Appointment Office, University of Arizona.

SUMMER SESSION. Six graduate units may be earned in each of the two terms of the summer session, June 12-July 15 and July 17-August 19. Students should have credentials approved in advance of registration. A summer session catalogue is issued in April of each year, and a preliminary announcement of courses is available in February.
It is the purpose of the Graduate College of the University of Arizona to provide suitably qualified students with opportunities for advanced study and research. Graduation from an approved college or university is prerequisite to admission. Admission is also dependent upon (1) the candidate's fitness (as judged on the basis of previous scholastic record, training, and experience) to undertake graduate work in the proposed field or fields of study; and (2) the availability of facilities to carry on such work. For further information see the current Catalogue of the University.

Application for Admission to the Graduate College

Applications are to be filled out in duplicate and sent to the Director of Admissions, University of Arizona, Tucson, preferably not later than three or four weeks prior to the opening of the semester. No application can be considered unless official transcripts of all previous college and university work are supplied or are already on file; graduates of the University of Arizona need not furnish them but are required to furnish this form.

1. Full name......................................................... Date........................................
(The name entered on this application must be used by you in all official relations with the University)

Home address.................................................................

Present address.................................................................

2. Place and date of birth........................................ Race................................. Citizenship.................................

3. Present occupation............................................................ Married?.................................

4. When do you wish to enter?........................................... If in summer session, are you planning to continue during the academic year?

5. Do you wish to apply for admission as a candidate for an advanced degree?

If so, for what degree?...........................Do you plan to complete at the University of Arizona, without interruption, all studies leading to this degree?

If not, what are your plans?

Proposed major and supporting fields of study after admission:

6. What is your purpose in undertaking graduate study?

7. (a) Name all the institutions of college or university standing which you have attended, with dates of entering and leaving:

(b) Degrees received:.......................................................... from.......................................................... (institution)........................................ year

(c) If you have received credit for graduate study, describe such study in detail on a separate sheet, including description of courses and research work completed or in progress. Give names of persons directing such graduate study.

(d) List positions which you have held. Use separate sheet if necessary.

* May be changed after admission, subject to permission from the Graduate College.
8. What were your major and minor fields during previous college and university work?  

9. What foreign languages (ancient or modern) have you studied, either in preparatory school or in college, and to what extent have you studied each?  

10. (a) List any honors, prizes, or scholarships which you have received, and any honor societies to which you have been elected:  
   (b) Publications:  

11. Have you ever been dismissed from, suspended from, or denied admission to any school or college?  
   If so, what school or college, and when?  

12. From what source do you expect to receive financial support while in college?  
   What portion (if any) of your expenses do you expect to care for through part-time employment?  
   Room?  
   Room and board?  
   More than room and board?  
   Are you an applicant for, or have you received, any fellowship or scholarship?  

13. How would you rate your own health—excellent, fair, or poor?  
   (All new students are required to pass a medical examination given by the University of Arizona physician.)  

14. Have you corresponded with the Registrar’s office or with any member of the Faculty of the University of Arizona with regard to admission?  
   If so, with whom?  

15. Names and relationships of any relatives who have attended the University of Arizona, indicating approximate dates of attendance:  

16. Do you plan to register under the (a) G. I. Bill of Rights; (b) Vocational Rehabilitation Plan?  

APPLICANT NOT TO MAKE ENTRIES BELOW  

Admission to full graduate standing:  

Admission approved, with the following shortages to be made up for full graduate standing:  

Remarks:  

Date: 194...  
(Signed) Dean of the Graduate College  

Date: 194...  
(Signed) Registrar and Director of Admissions  

Acknowledgment sent by...  

Admission card written by...  

(Date)
<table>
<thead>
<tr>
<th>Mrs.</th>
<th>Miss</th>
<th>Degree</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Last</td>
<td>First</td>
<td>Middle</td>
<td>Nickname</td>
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<tr>
<td>Home address</td>
<td>Birth date</td>
<td>Place of birth</td>
<td>Race</td>
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<tr>
<td>High school</td>
<td>Location</td>
<td>Date of graduation</td>
<td>Rank in class</td>
</tr>
<tr>
<td>Other colleges</td>
<td>Dates of attendance</td>
<td>Classification</td>
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<tr>
<td>College, U. of A.</td>
<td>Major</td>
<td>M.A.</td>
<td>English</td>
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</tbody>
</table>

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<tr>
<th>Hrs. attempted</th>
<th>Hrs. completed</th>
<th>Point average</th>
<th>Probation</th>
<th>Reason for leaving</th>
<th>Prc-D list</th>
<th>D list</th>
<th>Vocational preference</th>
<th>Honors</th>
<th>Scholarships</th>
<th>Loans</th>
<th>Rebates</th>
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<td>Comments</td>
<td>A.W.S. Executive Council</td>
<td>Protracted absences</td>
<td>Health record</td>
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Office of the Dean of Women

Committee Record, Second Sheet
has applied for admission to the University of Arizona from preparatory school. We shall greatly appreciate your assistance in furnishing the following information, which will be considered strictly confidential.

What is her general attitude? Excellent __________ Good__________ Fair_______ Poor_______

Please rate this student on the following points, using the above terms:

<table>
<thead>
<tr>
<th>Character</th>
<th>Social standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal habits</td>
<td>Cooperation</td>
</tr>
<tr>
<td>Emotional balance</td>
<td>Dependability</td>
</tr>
</tbody>
</table>

What are her special problems, if any, in:

Health:

Finances:

Personal relationships with other students:

Attitude of parents:

Has there been any difficulty with regard to personal adjustment or discipline? ______ If so, will you please give a brief, confidential statement of the circumstances.

What special abilities does she have?

In what extracurricular activities did she show interest? To what extent did she participate?

What was her preparatory or high school average? ______ Where did she rank in her graduating class? ______

Do you consider her good college material? ______ If not, why?

Is she interested in joining a sorority? ______

Please use the reverse side of this sheet for furnishing further suggestions which may aid us in helping this student to make a successful adjustment here.

Name and title

Date ________

Location of preparatory school ________
has asked to transfer to the University of Arizona from ____________. We shall greatly appreciate your assistance in furnishing the following information, which will be considered strictly confidential.

What is her general attitude? Excellent _____ Good _____ Fair _____ Poor _____

Please rate this student on the following points, using the above terms:

Character _________ Social standards _________
Personal habits _________ Cooperation _________
Emotional balance _________ Dependability _________

What are her special problems, if any, in:

Health:

Finances: Has she borrowed from college funds? _____ Received scholarship aid? _____

Personal relationships with other students:

Attitude of parents:

Has there been any difficulty with regard to personal adjustment or discipline? _____
If so, will you please give a brief, confidential statement of the circumstances.

What special abilities does she have?

In what extracurricular activities did she show interest? To what extent did she participate?

What are the dates of her enrollment in your institution?

Had she previously attended any other college? _____

What is her cumulative average?

Is she on scholastic probation? _____

Would she be allowed to re-enter your institution? _____ If not, why?

Do you consider her good college material? _____ If not, why?

What is her reason for wishing to change institutions?

Please use the reverse side of this sheet for furnishing further suggestions which may aid us in assisting this student to make a successful adjustment here.

Date ____________________________

Name and title ____________________________
University of Arizona
RESIDENCE HALL APPLICATION

PLEASE USE INK: PRINT
Return to: Director of Residence

Priority date........................................, 19.....
(To be filled in by Res. Office)

Miss
Name Mrs. ...........................................................................

LAST FIRST MIDDLE
Home address.............................................................Tel no.
....................................................................................

Birth date..........................Race........................Church pref.

College or Department

Univ. of Ariz. present class

Fr. Soph. Jr. Sr.

Father's name...............................................................Living?..............

Education: High school......... College..............Prof.

Occupation............................................................................................

Mother's name.............................................................Living?..............

Education: High school............... College ............... Prof ..............

Occupation................................................. ...............................................

Name, or type, of roommate preferred

Do you smoke?...................Do you object to your roommate's smoking?..
Have you any handicap requiring special attention?
Have you been in service? What branch? Overseas?
To what extent must you be self-supporting while in college?
What working experience have you had?
If you are a member of a national sorority, what one?
Do you plan to rush?

Checked out of Hall .................................................. (Date)
Forwarding address ..................................................
RESIDENCE HALL APPLICATION — UNIVERSITY OF ARIZONA

Return to: Director of Residence, University of Arizona
A $10.00 room deposit fee must accompany this blank.

Please clip a small photograph or snapshot of yourself to this corner.

To be filled out in ink by the applicant.

Application made for........................................ 19....

ENTERING DATE

Miss
Name: Mrs.

Date of birth.......................... 19...

Name: Mrs.

Date of birth.......................... 19...

Address...

FATHER'S name

Occupation

Business address

MOTHER'S name

Occupation

Home address

Guardian's name

Address

Number of brothers: older... younger...: Number of sisters: older... younger...

Deposit enclosed

Hall Choice

Floor Choice

Room Choice

Check.......................... 1. ...............................................................-....................

Money Order 2............................-....

Cash............................................. 3. ....................................................................................

Name or type of roommate desired

Do you smoke? Do you object to roommate's smoking?

What, if any, physical handicap do you have?

What special attention does your handicap require?

To what extent must you be self-supporting?

What working experience have you had?

Give the source of any scholarship aid which you will receive.

What are your vocational preferences? 1. ...............................................2. ..................................................3. ..................................................

In what field of study have you done your best work? Your poorest?
Check (X) the extracurricular activities in which you participated while in high school. **Underscore those in which you would like to engage this year.**

Check (X) your favorite recreations.

### SCHOOL ACTIVITIES
- **Paper**
- **Annual**
- **Plays**
- **Debate**
- **Band**
- **Orchestra**
- **Glee Club**
- **A Cappella**
- **Baseball**
- **Basketball**
- **Hockey**
- **Swimming**
- **Art**
- **Church Clubs**
- **Campfire**
- **4 H**

### RECREATIONS
- **Reading**
- **Listening to:**
- **Dancing**
- **Movies**
- **Sports**
- **Knitting**
- **Operas**
- **Symphonies**
- **Popular Music**
- **Collecting**
- **Photography**
- **Hobbies**

High school from which you were graduated ..................................................................................................................

Number of students in the graduating class ..................................................................................................................

Colleges you have previously attended, including the University of Arizona:

<table>
<thead>
<tr>
<th>NAME</th>
<th>LOCATION</th>
<th>DATES OF ATTENDANCE</th>
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</table>

If you are a member of a national sorority, give name ..................................................................................................

Do you plan to rush? ...............................................................................................................................................

In the space below describe yourself briefly in terms of personal appearance, home and community environments, travel experience, health, your ambitions for the future, and other items of interest.

As a resident of a University hall or house, I agree to familiarize myself with and abide by all regulations of the University, the Dean of Women, the Associated Women Students, and the residence, and to participate in the activities of the hall or house.

Date ..................................................................................................................................................................

SIGNATURE OF APPLICANT
**PERSONNEL REPORT**

College Residence

To the Office of the Dean of Women

<table>
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<tr>
<th>Name</th>
<th>Classification</th>
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<th>Nickname</th>
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**Reason for entering the University of Arizona**

**Family background**

**Attitude of parents**

**Vocational interest**

**Outstanding abilities**

**Employment**

**Health**

**Personal appearance**

**Care of room**

**Emotional control**

**Initiative**

**What consideration does she show for others?**

**Does she uphold regulations and traditions?**

**Is she willing to share responsibility?**

**What is her influence on others?**

**Others' on her?**

**Is she friendly, indifferent, or aloof?**

**Is she industrious?**

**Dependable?**

**Self-confident?**

**Does she choose her companions carefully?**

**How would you rate her social standards?**

Please use this space and the reverse side of the sheet for a more complete evaluation of the student:

---

**Reported by**

**Date**

2000-3-50
### ABSENCE RECORD

<table>
<thead>
<tr>
<th>DATES</th>
<th>REASONS</th>
<th>GIVEN</th>
<th>EXE. COUNCIL</th>
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**AWS & Pro. Abs.**

### RECORD OF OUT-OF-TOWN TRIPS

<table>
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<tr>
<th>L.V. RET'N</th>
<th>TOWN</th>
<th>GUEST OF</th>
<th>ADDRESS</th>
<th>TRSP.DRV.</th>
<th>APPRV</th>
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</table>
VOCATIONAL ADVISEMENT RECORD

I. INDIVIDUAL SURVEY

NAME ....................................................................................................................... Part VII VII VIII C-No. ......................................

HOME ADDRESS ........................................................................................................ Phone No. ......................................

ADDRESS UNTIL ......................................................................................................... Phone No. ......................................

Date entered active service ...................................................................................... Date of separation ...........................................

Sex .......... Race .......... Date of birth ........................................................................ Place of birth ..................................................

Age .......... Marital status (S, M, W, D, Sep.) .................................................... Social Security No. .........................................

A. FAMILY STATUS

1. Dependents: Father ........, Mother ........, Number of dependent children ........, Others ........

2. Number of persons living in the same house with veteran: Children ........, Parents ........, Brothers ........, Sisters ........, Others ........

3. Occupations and Education of relatives. (See Manual I, A, 3.)

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Age</th>
<th>Principal occupation</th>
<th>Education completed</th>
</tr>
</thead>
<tbody>
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</table>

4. How many of the first 18 years did veteran live with his parents ........, Mother ........, Father ........, elsewhere ........

B. PRESENT EMPLOYMENT STATUS (Preference for Employment or for Training)

1. (a) Employed .......... Job ................................................. Employer ..............................................

2. (c) Unemployed .......... Prefers immediate employment to training. Yes .......... No ........

   (b) Employed but desires change of employment without training .........., with training ..........

   (c) Reason .................................................................

3. If claimant prefers employment, types of jobs he believes himself now able to do.

   (a) .................................................................

   (b) .................................................................

   (c) .................................................................

4. Results of contacts by or on behalf of claimant to secure employment .................................................................

5. Jobs or tasks which claimant says his service-connected disability—

   (a) Precludes: .................................................................

   (b) Limits: .................................................................

6. Does the claimant believe that because of his disability he needs training in order to succeed in a suitable occupation? Yes .......... No ........ Reason for this belief (claimant's own statements) .................................................................

(Form 1902. Page 1)
C. EDUCATION

<table>
<thead>
<tr>
<th>School subjects</th>
<th>Grammar school</th>
<th>High school</th>
<th>College</th>
<th>Other school (specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liked best</td>
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<tr>
<td>Liked least</td>
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<tr>
<td>Highest grades</td>
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<tr>
<td>Lowest grades</td>
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</tbody>
</table>

6. Foreign languages. Indicate language and insert under proper caption, "Excellent," "Good," or "Fair"

<table>
<thead>
<tr>
<th>Language</th>
<th>Reads</th>
<th>Speaks</th>
<th>Understands</th>
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</table>

7. Extra-curricular activities, extent of success and length of participation

8. Reasons for leaving school and conditions which limited educational opportunities

D. PRESENT INTERESTS, AVOCATIONS, HOBBIES. (State the veteran's preference in each and extent of participation.)

1. Subject matter for reading
2. Avocation or hobby
3. Sports and games
4. Social activity

(Form 1903, Page 2)
E. WORK HISTORY AND VOCATIONAL OUTLOOK

1. **Juvenile Work Experience.**—Include work of occupational significance done for parents and others during school year and vacations ......................................................................................................................................................................................................................

2. **Employment Experience.**—

   (a) Jobs held **Prior to Service:** (See Manual I, E, 2 and limit to 5 year period.)

   (1a) Title ................................................................. Dates ............................................... Weekly pay ................
   
   Name and address of employer .................................................................
   
   Duties ........................................................................................................... Code No. ........................................

   (2a) Title ................................................................. Dates ............................................... Weekly pay ................
   
   Name and address of employer .................................................................
   
   (3a) Title ................................................................. Dates ............................................... Weekly pay ................
   
   Name and address of employer .................................................................

   (b) Jobs held **Since Separation from Service:** (See Manual I, E, 2.)

   (1b) Title ................................................................. Dates ............................................... Weekly pay ................
   
   Name and address of employer .................................................................
   
   Duties ...........................................................................................................%

   (2b) Title ................................................................. Dates ............................................... Weekly pay ................
   
   Name and address of employer .................................................................

   (c) Insert the number of appropriate reason for leaving after each job title above: (1) Didn’t like employer or supervisor (2) Didn’t like work (3) Change of residence (4) Higher wages (5) To enter service (6) Other, specify ........................................

   (d) Summarize significant statements made by the claimant concerning employment experience.

3. **In-Service Experience Having Occupational Significance:** (See Manual I, E, 3.)

<table>
<thead>
<tr>
<th>Organization</th>
<th>Rank</th>
<th>Kind of work</th>
<th>No. of months</th>
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</table>
4. Vocational Outlook.—
   (a) Kind of employment claimant would have pursued if he had not entered service and how he would have prepared for it

   (b) Claimant prefers job in which he would work alone .........., with others but independently ........., in cooperation with others ..........

   (c) Occupations which the claimant desires to have considered as employment objectives for which he may be trained.

<table>
<thead>
<tr>
<th>Occupations suggested by claimant</th>
<th>Claimant's reasons for each</th>
</tr>
</thead>
<tbody>
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</table>

   (d) Claimant's statement, if any, as to whether he feels his disability will make it difficult to pursue training or employment having special regard to the above objectives.

F. CLAIMANT'S CERTIFICATE AND SIGNATURE

*1. I hereby authorize the Veterans Administration to release to any person, institution or establishment such information regarding me, including that relating to my disability, as is considered by Veterans Administration officials to be needed by such persons or establishments for the purpose of developing or carrying out arrangements for my training or employment.

2. I, the undersigned claimant, hereby certify that I *(have read) (have had read to me)* all the questions regarding which I was requested to supply any information on this form and all the answers to such questions, and I further certify, under penalty of perjury for any false statement made by me with deceit or fraudulent intent, that all the information supplied by me and embodied in the answers is true to the best of my knowledge and belief.

Signature ................................................................. Claimant.

G. DATA REGARDING ABILITIES, APTITUDES, ETC.

1. Results of Objective Tests.—Record the data derived from objective tests on “Test Record and Profile Chart,” Form 1902 c, and attach it to Form 1902, together with any significant observations noted by the examiner. Indicate here the papers attached:
   (a) Form 1902 c ..........; (b) Educational transcript ..........; (c) Others (specify) ..................................

2. Statements by claimant, employers or others regarding claimant's abilities, and sustained interest in preparing for employment. (If advising at V. A. Hospital, take pertinent data from Medical Form 2614-L.)

3. Interviewer's Comment.—Record the interviewer's observations and impressions of the claimant in general and note particularly his attitude, facility of expression, ambitions, emotional stability, etc.

Signatures ................................................................. (Vocational Appraiser) (Date) (V. A. Vocational Adviser) Date

If additional space is required for any item, attach sheet and number items

* Delete Item 1 if the claimant objects to release of information, and delete inapplicable words in Item 3.

(Form 1902, Page 4)
## INTERVIEWER'S TEST RECORD

<table>
<thead>
<tr>
<th>Tests</th>
<th>Check</th>
<th>Form and Norm Group</th>
<th>Tests</th>
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VA Form 1902G

7-1902G Replaces VA Form 1902G, May 1943, which may be used.

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Revised May 1943.
### INTERVIEWER'S TEST RECORD (Continued)

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### PERSONAL DATA

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### TENTATIVE EMPLOYMENT FIELDS

1. 2
3. 4

### SPECIAL HANDICAPS

### SPECIAL INFORMATION REQUESTED

- [ ] OBSERVATION FOR MOTOR COORDINATION
- [ ] CAREFULNESS AND PRECISION
- [ ] PERSEVERANCE
- [ ] VISUAL IMPAIRMENT
- [ ] OTHER (Specify)

### REMARKS

This is a work sheet to be used with Rehabilitation Form 1902. While carrying on “The Individual Survey” interview the Vocational Adviser may check the tests needed for the claimant. This form lists representative tests in common use. Names of other tests may be written in the blank spaces. When necessary, the name of a test may be crossed out and the name of another substituted. Scores on separate trials of a test such as the Minnesota Spatial Relations Test may be recorded on this sheet. The raw scores for all tests and subtests (not trials) should be recorded on Form 1903c, Test Record and Profile Chart, which constitutes the permanent record and should be attached to Form 1902.
### SECTION A—EVALUATION OF DATA

1. **DISABILITIES**

   (Describe any disability not covered by Form 1902a, including (a) non-service-connected disabilities if claimant is applying for vocational rehabilitation under Part VII or (b) any kind of disability if veteran is being counseled under Part VIII.)

2. **ADJUSTMENTS**

   (State any adjustments the claimant may need to make in order to adapt himself to the activities essential to training or employment, including particularly any which may be necessary because of his attitude toward disability, training or employment.)

### 3. PHYSICAL CAPACITIES APPRAISAL

Review all data concerning disabilities in 1 and 2 above and in 1902a and mark the physical and environmental factors listed on the charts that follow so as to show any activity in which the claimant's capacity is lacking or limited and any condition under which he should not work, conferring with the Medical Consultant concerning the effects of any disability with which the counselor is not familiar. Check the column captioned "Claimant" so that an "O" means "no capacity," an "X" means "partial capacity," and a blank space means "full capacity." Leave the right-hand column, captioned "Objective," to be checked later.

### 3A—PHYSICAL FACTORS

| CLAIM-ANT | FACTOR | OBJECTIVE 1 2 3 4 5 | CLAIM-ANT | FACTOR | OBJECTIVE 1 2 3 4 5 | CLAIM-ANT | FACTOR | OBJECTIVE 1 2 3 4 5 | CLAIM-ANT | FACTOR | OBJECTIVE 1 2 3 4 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | 1-10 LBS. | | | | | | | | | | | | | | | |
| 2. | 11-25 LBS. | | | | | | | | | | | | | | | |
| 3. | 25+ LBS. | | | | | | | | | | | | | | | |
| 4. | 1-10 LBS. | | | | | | | | | | | | | | | |
| 5. | 11-25 LBS. | | | | | | | | | | | | | | | |
| 6. | 25+ LBS. | | | | | | | | | | | | | | | |
| 7. | STANDING | | | | | | | | | | | | | | | |
| 8. | WALKING | | | | | | | | | | | | | | | |
| 9. | SITTING | | | | | | | | | | | | | | | |
| 10. | PUSHING | | | | | | | | | | | | | | | |
| 11. | PULLING | | | | | | | | | | | | | | | |
| 12. | BALANCING | | | | | | | | | | | | | | | |
| 13. | LEGS ONLY | | | | | | | | | | | | | | | |
| 14. | LEGS AND ARMS | | | | | | | | | | | | | | | |
| 15. | JUMPING | | | | | | | | | | | | | | | |
| 16. | RUNNING | | | | | | | | | | | | | | | |
| 17. | CRAWLING | | | | | | | | | | | | | | | |
| 18. | CROUCHING | | | | | | | | | | | | | | | |
| 19. | KNEELING | | | | | | | | | | | | | | | |
| 20. | STOOPING | | | | | | | | | | | | | | | |
| 21. | RECLINING | | | | | | | | | | | | | | | |
| 22. | TURNING | | | | | | | | | | | | | | | |
| 23. | RIGHT | | | | | | | | | | | | | | | |
| 24. | LEFT | | | | | | | | | | | | | | | |
| 25. | RIGHT | | | | | | | | | | | | | | | |
| 26. | LEFT | | | | | | | | | | | | | | | |
| 27. | RIGHT | | | | | | | | | | | | | | | |
| 28. | LEFT | | | | | | | | | | | | | | | |
| 29. | RIGHT | | | | | | | | | | | | | | | |
| 30. | LEFT | | | | | | | | | | | | | | | |
| 31. | RIGHT | | | | | | | | | | | | | | | |
| 32. | LEFT | | | | | | | | | | | | | | | |
| 33. | RIGHT | | | | | | | | | | | | | | | |
| 34. | LEFT | | | | | | | | | | | | | | | |
| 35. | RIGHT | | | | | | | | | | | | | | | |
| 36. | LEFT | | | | | | | | | | | | | | | |
| 37. | FAR (Code) | | | | | | | | | | | | | | | |
| 38. | NEAR (Code) | | | | | | | | | | | | | | | |
| 39. | COLOR | | | | | | | | | | | | | | | |
| 40. | DEPTH | | | | | | | | | | | | | | | |
| 41. | HEARING (Code) | | | | | | | | | | | | | | | |
| 42. | FEELING | | | | | | | | | | | | | | | |
| 43. | SMELLING | | | | | | | | | | | | | | | |
| 44. | TASTING | | | | | | | | | | | | | | | |
| 45. | SPEECH (Code) | | | | | | | | | | | | | | | |
### Section B—Selecting the Objective

1. Consider all of the veteran's characteristics which have vocational significance; select one or more major groups which seem most suitable, and indicate these selected groups by circling. Designate the fields of work under the major groups by checking appropriate boxes.

#### Major Group

**0-X**
- **Professional, Technical, and Managerial**
  - 0-X1: Artistic
  - 0-X2: Musical
  - 0-X3: Literary
  - 0-X4: Entertainer

**1-X**
- Clerical and Sales
  - 1-X1: COMPUTING
  - 1-X2: RECORDING
  - 1-X4: GENERAL CLERICAL
  - 1-X5: PUBLIC CONTACT

**2-X**
- Service
  - 2-X1: COOKING
  - 2-X2: CHILD CARE
  - 2-X3: PERSONAL SERVICE

**3-X**
- Agriculture, Marine, and Forestry
  - 3-X1: FARMING
  - 3-X2: MACH. TRADES

**4-X**
- Mechanical
  - 4-X1: MACH. TRADES

**5-X**
- Observational
  - 5-X2: OBSERVATIONAL

**6-X**
- Manual
  - 6-X1: Structural Equipment Tending

#### Fields of Work (Part IV, Dictionary of Occupational Titles)

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<th>MAJOR GROUP</th>
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2. For each field of work checked above enter the indicated "X" code after the word "code" below. In the column under each such entry list possible employment objectives related to that code which are derived from exploration of (1) Part IV and Part II of the D. O. T., and (2) other compendiums of occupational information.

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<tr>
<td>57</td>
<td>DIRTY</td>
<td>72</td>
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<td>58</td>
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<td>59</td>
<td>CODE</td>
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<td>WORKING ALONE</td>
<td>86</td>
<td>ADEQUATE VENTILATION</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Review with the veteran the objectives listed and place a (✓) in front of those objectives which are to be further considered in making a final selection.

4. Discuss with the veteran the objectives checked, providing him with occupational information about each one to assist him in selecting an occupation which may be most suitable for him.

5. When a tentative selection has been made, put a circle around the objective tentatively selected. If alternative objectives are designated indicate the order of preference by writing 1, 2, 3, etc., in the space in front of the tentatively selected objectives.

6. If, as a result of checking for adequacy as directed below, a tentatively selected objective is eliminated, this fact should be indicated by drawing a line through the objective and proceeding to select another objective in the same manner as indicated previously.

**SECTION C—CHECKING THE ADEQUACY OF THE OBJECTIVE(S), (See Manual, Part III, F)**

In answering the questions in this section, where more than one objective is selected, simply insert a “1,” “2,” or “3” after the response “yes” or “no,” thus indicating the tentative objective to which the response applies.

1. Physical demands analysis—(a) Refer to the Physical Capacities Appraisal A-3 of this form and consider each physical or environmental factor marked “X” or “O” in column captioned “Claimant” to determine whether this activity or condition is commonly a “Physical demand” of the occupation designated as the objective (considering the usual variations of it) to such an extent or in such manner as to be of material importance in determining the claimant’s adaptability for employment therein. If it is, mark “X” opposite the factor in the column captioned “objective,” and if it is not, mark “O” instead of “X.”

(b) Draw a circle around the “X” in the “objective” column opposite any factor where the claimant’s capacity clearly does not meet the physical demands of the objective and put a question mark (?) after “X” for any factor where there is doubt. (See Manual for instructions regarding the special consideration of partial capacities.)

2. IS THE OBJECTIVE SUITABLE CONSIDERING THE PHYSICAL DEMANDS AND PHYSICAL CAPACITIES?

- [ ] YES
- [ ] NO

3. TRAINING TIME (Can training for the proposed objective be completed in the training time legally permitted for completion)?

- [ ] YES
- [ ] NO

4. EMPLOYMENT OUTLOOK (Is it probable that employment in the objective will be available at the completion of training at a place where it will be practicable for the veteran to reside)?

- [ ] YES
- [ ] NO

5. PROBABILITY OF SUCCESS (Considering all factors which are regarded as especially significant in selecting the final objective are the veteran’s chances for success in the objective greater than or as great as they probably would be for any other practicable objective)?

- [ ] YES
- [ ] NO

**SECTION D—THE CHOSEN OBJECTIVE (See Manual, Part III, G)**

1. Enter in appropriate space on the Certificate (VA Form 7–1002f or VA Form 7–1002d) the code and title (D. O. T.) for the chosen employment objective together with type and estimated duration of training.

2. If alternative objectives have been selected make entries as indicated above on the Certificate for each of the alternative objectives.
3. REASONS FOR SELECTION OF THE OBJECTIVE(S)—Explain how the significant data contained in the Vocational Appraisal Record have been evaluated and interpreted in arriving at the selected employment objective(s), having especial regard to justifying the selection(s) as the most suitable. In addition to the factors listed in the forms of the 1939 series consider any personality characteristics that have particular significance with respect to the chosen objective(s). (See Manual p. 58-81, Occupational Characteristics—Personal.) When alternative objectives are utilized include a justification for each.
**SUMMARY OF VOCATIONAL ADVISEMENT RECORD**

**REGIONAL OFFICE OR CENTER**

**CLAIM NO.**

**ADDRESS**

**C-**

**TELEPHONE NO.**

**SEX**

**RACE**

**DATE OF BIRTH**

**DEPENDENTS**

<table>
<thead>
<tr>
<th>NAME</th>
<th>RELATIONSHIP</th>
<th>AGE</th>
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</thead>
<tbody>
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**SCHOOLING** (Circle last grade completed)

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<tr>
<th></th>
<th>1</th>
<th>2</th>
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<tr>
<td>ELEMENTARY</td>
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<tr>
<td>HIGH SCHOOL</td>
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<td>COLLEGE</td>
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<td>GRADUATE</td>
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**DEGREES**

**MAJOR OR PREFERRED SUBJECTS**

**SIGNIFICANT TESTS**

<table>
<thead>
<tr>
<th>NAME OF TESTS</th>
<th>SCORE</th>
<th>NORM</th>
<th>PERCENTILE</th>
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**WORK EXPERIENCE**

**MAIN OCCUPATIONS AND DUTIES**

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<thead>
<tr>
<th></th>
<th>DATES</th>
<th>WEEKLY PAY</th>
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<tr>
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<td></td>
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<tr>
<td>POSTWAR</td>
<td></td>
<td></td>
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</tbody>
</table>

**ARMED FORCES (Rank, organization and assignments of occupational significance)**

**TYPE OF CERTIFICATE**

**DATE OF CERTIFICATE**

**EMPLOYMENT OBJECTIVE SELECTED**

**DICTIONARY CODE NO.**

**TRAINING RECOMMENDED**

**DATE CASE REFERED TO EDUCATION AND TRAINING SECTION**

**APPROXIMATE AMOUNT OF TIME REQUIRED FOR ADVISEMENT OF THIS VETERAN**

<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>HOURS</th>
<th>FUNCTION</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>INTERVIEWING, PART I, VA FORM 1902</td>
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<td>MEDICAL CONSULTANTS</td>
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<td>EVALUATION-COUNSELING, VA FORM 1902 b-1</td>
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<td>TOTAL TIME</td>
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VA FORM MAR 1949 7-1902h SUPERSEDES VA FORM 7-1902h, FEB 1947, WHICH WILL NOT BE USED.
### Physical Factors

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<tr>
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<td>SITTING</td>
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<td>PUSHING</td>
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<td>PULLING</td>
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<td>CLIMBING - LEGS ONLY</td>
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<tr>
<td>CLIMBING - LEGS AND ARMS</td>
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### Environmental Factors

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<td>DUST</td>
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<td>SMOKING</td>
<td></td>
</tr>
<tr>
<td>M链接</td>
<td></td>
</tr>
</tbody>
</table>

### Special Notes

- Indicate adjustments the veteran may need to make in order to adapt himself to the activities essential to training or employment.
- Adjustments (indicate whether the veteran may need to make some accommodations due to his work environment or training needs.)

**Note:** Indicate the veteran's capacities for each physical and environmental factor listed on this page by placing the proper symbol in the box space provided above each numbered item. Use "0" to indicate no capacity and a blank space to indicate full capacity.
INDIVIDUAL RECORD FORM

To the Student (Please read instructions twice):

The purpose of this blank is to bring together all essential information about you, so that our interviews with you can be given over completely to a discussion of your problems. The information that we ask you to give in the following pages is a very necessary addition to whatever tests you take, and will allow us to interpret your test results in terms of your specific needs. These forms are for our confidential use only, so please answer the questions as frankly and completely as possible.

Name.......................................................................................................................................................... Sex

Present Address......................................................................................................................................... Phone

Home Address...............................................................................................................................................

Age. Date of Birth Place of Birth. Religious Preference.

In what College are you? Major Year in University 1 2 3 4 5 6 7 (Circle correct one)

When did you enter the University? Month Year

If not already attending the University, when do you expect to enter?

From what person or other source did you hear of the Student Guidance Service?

We would like to know specifically what your reason (or reasons) was for coming to the Student Guidance Service. If it is listed below, please make the appropriate checks; if not, will you state your problem in the space provided:

I would like the services of The Student Guidance Service because:

Check Here (one or more)

1. I am undecided as to my vocational choice.
2. I am not making satisfactory progress in my courses.
3. I was referred here by my adviser.
4. I would like help in making out my program.
5. I have decided on as my vocation but I would like a check-up made as to my aptitudes for this choice.
6. I cannot decide between the following vocations:

7. I would like to know if I should attend the University.
8. I am handicapped because of slow reading.
9. My study habits are ineffective.
10. I have other personal problems.

What else can you tell us that would be helpful in understanding your problem?
**Family:**

- Mother Living: Yes
- Father Living: Yes

Check any of the following which are applicable.

- Parents still married
- Parents divorced
- Parents separated
- Father re-married
- Mother re-married

If Father not living, Name of Guardian: 

Father's Name (and initials): .................................................................
Father's Age: .................................................................
Father's Address (Residence): .................................................................
Father's business or occupation: Name of firm or employer: .................................................................
Father's title, position or nature of work: .................................................................

Mother's Name: .................................................................
Mother’s Age: .................................................................
Mother's Present Address: .................................................................
Mother’s Occupation: .................................................................
Mother's Present Occupation: .................................................................
Mother's Birthplace: .................................................................

Father's Birthplace: .................................................................

**Father's and Mother's Education:**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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</thead>
<tbody>
<tr>
<td>High School</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers College</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>College</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Work</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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

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

**Brothers' and Sisters' Names**

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex (M or F)</th>
<th>Age</th>
<th>Education (Highest Grade Reached)</th>
<th>Married (Yes or No)</th>
<th>Occupation (If Unemployed, Give Usual Occupation or Training)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
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</tbody>
</table>
### Previous Education:

<table>
<thead>
<tr>
<th>Name of high or preparatory school</th>
<th>Date of graduation</th>
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<tbody>
<tr>
<td>Location</td>
<td>Age at Graduation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of course taken</th>
<th>Size of high school senior class</th>
<th>Rank in graduating class (according to grades)</th>
</tr>
</thead>
</table>

Other schools or colleges attended:

<table>
<thead>
<tr>
<th>Name</th>
<th>Date Attended</th>
<th>Type of Course Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

### Extra-Curricular Activities:

**Specify type of extra-curricular activities and offices:**

<table>
<thead>
<tr>
<th>In High School</th>
<th>In College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td></td>
</tr>
<tr>
<td>Dramatics</td>
<td></td>
</tr>
<tr>
<td>Debate</td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td></td>
</tr>
<tr>
<td>Student Government</td>
<td></td>
</tr>
</tbody>
</table>

**What extra-curricular activities do you expect to participate in?** (As fraternity, basketball, etc.)

### Recreation:

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

<table>
<thead>
<tr>
<th>I. Individual Activities—either organized or unorganized.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Tennis, golf, fishing, hunting, hiking, riding, swimming, ping-pong, boxing, handball, skating, bicycling, bowling, etc.</td>
</tr>
<tr>
<td>B. Movies, billiards, pool, listening to radio, stamp collecting, auto riding, woodworking, cooking, modelling, other hobbies, (specify)</td>
</tr>
<tr>
<td>C. Reading, theatre, concerts, art museums, lecture, dance recitals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Group Activities—either organized or unorganized.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. (All team sports—such as): Football, baseball, basketball, volleyball, hockey</td>
</tr>
<tr>
<td>E. Dancing, “dates,” bridge, poker, picnics.</td>
</tr>
<tr>
<td>F. Dramatic clubs or organizations, music clubs or organizations, discussion groups, debating teams or societies, political clubs or organizations, literary clubs or organizations, etc.</td>
</tr>
<tr>
<td>G. (Were you, or are you, an active member of any of these organizations): Y.M.C.A. or Y.W.C.A., Boy Scouts or Girl Scouts, DeMolay, Knights of Columbus or Pythias, High School Alumni group, H.S. or College secret society, sorority, or fraternity, etc.</td>
</tr>
<tr>
<td>H. Church attendance, Sunday School attendance, Sunday School teaching, participation in Young Peoples Society of some church, sing in church choir, etc.</td>
</tr>
</tbody>
</table>

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

**What magazines do you read most frequently?**
Purpose in attending college: TO BE ANSWERED BY EVERY STUDENT

Why (did you decide) to come to the University (check as many as necessary or explain below):

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

Explanation.

How does your family feel about college work? (check one):

- Very anxious for you to get a degree
- Interested in your success in a special field
- Feels that a college education is especially desirable
- Opposed to your going to college

Plans for your financial support in college (check one):

- Entirely supported by family
- Part time work will be necessary (about how many hours a week?)
- Total self-support will be necessary (how many hours a week?)

Study Habits:

How many hours a week do you spend in study? How many units are you carrying?

Are you engaged in any outside work while attending the University? If so, how many hours per week? If your study habits are not adequate, what do you think is the difficulty?

Please list the course you are now taking and give an estimate of your grade:

<table>
<thead>
<tr>
<th>Course</th>
<th>No. Units</th>
<th>Tent. Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Within the next few days bring in a list of all the courses you have taken in college with the grades you received in each course.

Residence:

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

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

Have you any physical disabilities? (describe)

If you have had any of the following illnesses, check them on the space at the right of the illness, and enter the age at which you were ill.

<table>
<thead>
<tr>
<th>Illness</th>
<th>Age</th>
<th>Illness</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whooping cough</td>
<td></td>
<td>Hearing defects (specify)</td>
<td></td>
</tr>
<tr>
<td>Mumps</td>
<td></td>
<td>Typhoid fever</td>
<td></td>
</tr>
<tr>
<td>Measles</td>
<td></td>
<td>Small pox</td>
<td></td>
</tr>
<tr>
<td>German measles</td>
<td></td>
<td>Diabetes</td>
<td></td>
</tr>
<tr>
<td>Chicken pox</td>
<td></td>
<td>Encephalitis (sleeping sickness)</td>
<td></td>
</tr>
<tr>
<td>Encephalitis</td>
<td></td>
<td>Stuttering</td>
<td></td>
</tr>
<tr>
<td>Epilepsy</td>
<td></td>
<td>Stammering</td>
<td></td>
</tr>
<tr>
<td>Infantile paralysis</td>
<td></td>
<td>Other speech defects</td>
<td></td>
</tr>
<tr>
<td>Any other kind of paralysis</td>
<td></td>
<td>Hernia</td>
<td></td>
</tr>
<tr>
<td>Tuberculosis</td>
<td></td>
<td>Any unexplained respiratory disorder</td>
<td></td>
</tr>
<tr>
<td>Pneumonia</td>
<td></td>
<td>Fainting spells</td>
<td></td>
</tr>
<tr>
<td>Influenza</td>
<td></td>
<td>Convulsion or fits</td>
<td></td>
</tr>
<tr>
<td>Any unexplained respiratory disorder</td>
<td></td>
<td>Dizziness</td>
<td></td>
</tr>
<tr>
<td>Chorea (St. Vitus Dance)</td>
<td></td>
<td>Tingling</td>
<td></td>
</tr>
<tr>
<td>Rheumatic fever</td>
<td></td>
<td>Frequent or persistent headaches</td>
<td></td>
</tr>
<tr>
<td>Scarlet fever</td>
<td></td>
<td>Frequent or persistent backaches</td>
<td></td>
</tr>
<tr>
<td>Heart disease</td>
<td></td>
<td>Nervousness</td>
<td></td>
</tr>
<tr>
<td>Eye defects (specify)</td>
<td></td>
<td>Sleeplessness</td>
<td></td>
</tr>
<tr>
<td>Eye defects (specify)</td>
<td></td>
<td>Exhaustion</td>
<td></td>
</tr>
</tbody>
</table>

Comments or remarks:

Personality:

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

persevering, friendly, patient, stubborn, capable, tolerant, calm, impetuous, pessimistic, reserved, bashful, self-confident, jealous, talented, quick-tempered, cynical, tactful, conscientious, cheerful, submissive, excited, irritable, anxious, poor health, nervous, easily exhausted, unhappy, frequent periods of gloom or depression.
TO BE FILLED OUT BY THOSE SEEKING HELP IN SELECTING COURSES OR OCCUPATION

Interests:
List, in order of preference, five occupations in which you would like to earn your living. Do not consider your abilities or job opportunities in making this list. Just consider whether or not you would be happy in the work.

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>REASONS FOR INTEREST IN THESE OCCUPATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

It is possible to make a rough classification of occupations in terms of your general interests and abilities. In the following list, indicate in order of preference (1, 2, and 3) the three groups in which you believe you would best fit.

- Occupations involving business contacts with people, such as the various fields of selling, promotional work, politics, etc.
- Occupations involving business detail work, such as accounting officer, business statistician, cashier, banker, stenographer, and office clerical work.
- Occupations involving social service activities, such as Y.W.C.A. worker, Boy Scout executive, personnel worker, social case worker, teacher, welfare worker, etc.
- Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.
- Occupations involving technical or scientific work, such as engineer, chemist, surgeon, architect, research worker, inventor, physicist, toolmaker, etc.
- Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.
- Occupations involving executive responsibilities, such as director, office manager, foreman, etc.

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

<table>
<thead>
<tr>
<th>Firm</th>
<th>From (give year and month)</th>
<th>To</th>
<th>Nature of Work</th>
<th>Salary (per month)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Which of these jobs did you like best?...

Why?

Academic Record:
In what subjects did you make the best grades in high school?...
In what subjects did you make the poorest grades in high school?...
In what courses have you made the best grades in college?...
The poorest grades?...

Have you failed any courses in college? If so, which ones?...
Have you made l's in any courses in college? If so, in which courses?

Present Vocational Plans:

What is your present vocational choice?

When did you make this choice? (give the year)

Why did you make this choice? (Check reason or reasons)

Family, suggestion, or tradition
Friend's or teacher's advice
The vocation of someone you admire or respect
Suggested by study in school
Suggested by study in college

A long personal interest in the work
It is most profitable financially
It is suited to my abilities
Chosen as being most interesting intellectually
Choice made on my own responsibility

If not a family suggestion, what do they think about the choice?

How certain are you that this occupation you have specified is the one you really want to prepare for:

Very certain and satisfied
Uncertain
Very questionable

How much information have you about the requirements of the vocation you are choosing?

None
Some
Extensive

Where did you get this information (specify books, talks with men in that work, lectures, etc.)

Have you considered the employment opportunities in the field you have tentatively chosen? The education required? The financial investment necessary for preparation? The abilities required? If you were free of all restrictions (if you could do as you wish) what would you want to be doing 10 to 15 years from now?
Recommendations, Suggestions: (Not to be filled in by student)

Tests:

Contacts:

Readings:

Test results:

<table>
<thead>
<tr>
<th>Date</th>
<th>Test Used</th>
<th>Score</th>
<th>Equivalent Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Carnegie Mental Ability</td>
<td></td>
<td></td>
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</tbody>
</table>

Tentative vocation:

Subsequent interviews:
DEGREE AND CERTIFICATE:

PERSONAL AND FAMILY DATA:

OCCUPATIONAL EXPERIENCE

HIGH SCHOOL INFORMATION:

COLLEGE INFORMATION:

EMPLOYMENT INFORMATION:

TEACHING EXPERIENCE:

<table>
<thead>
<tr>
<th>Location</th>
<th>Date</th>
<th>Grades</th>
<th>Subjects</th>
<th>Annual Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Under each general heading the courses have been listed which the applicant has had and the amount of credit in each. The first column shows the high school credits, the second the college credits in semester hours, and the third the graduate credit in semester hours.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course</th>
<th>Credit</th>
<th>Date</th>
</tr>
</thead>
</table>

Subjects which applicant may teach in North Central Association High Schools:

Extra-curricular activities which applicant can direct:

ADDITIONAL CREDIT:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course</th>
<th>Credit</th>
<th>Date</th>
</tr>
</thead>
</table>
# CONFIDENTIAL RATINGS BASED ON APPLICANT'S PERSONALITY

<table>
<thead>
<tr>
<th>TRAIT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to express self</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Cooperation</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of English</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Judgment</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatness of appearance</td>
<td></td>
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<td></td>
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<tr>
<td>Sense of duty</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Speaking voice</td>
<td></td>
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</tr>
<tr>
<td>Disposition</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>General intelligence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability</td>
<td></td>
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<td></td>
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<tr>
<td>Worth as a teacher</td>
<td></td>
<td></td>
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<tr>
<td>How well known</td>
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</tr>
</tbody>
</table>

**Additional Statements:**

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<td>5.</td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRAIT</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Grasp of subject matter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation of work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to control class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing pupil initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Profiting by constructive criticism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Efficiency in routine matters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation in work of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical fitness for teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General teaching ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating based upon</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Statements:

NAME  POSITION  DATE
1.     |             |
2.     |             |
3.     |             |
4.     |             |
5.     |             |
6.     |             |
7.     |             |
The University of Arizona is attempting to maintain a more complete file of personal records on all students who are graduating. The Appointment Office has been delegated to secure from graduating students certain additional information which is not available at the present time on their permanent records.

This information is desirable to use either as a basis for assisting students to secure positions after graduation or as a basis for a record which will be continued and kept up-to-date after students have secured employment. This service of the Appointment Office will in no way interfere with the regularly established channels whereby assistance is now given in securing employment, but will be considered as an additional avenue for aiding graduating students.

In order that more information may be secured concerning your abilities and desires, we are asking all graduating students to fill out the enclosed form and return it to the Appointment Office as soon as possible. After supplying the desired information, either mail or bring this blank to the Appointment Office.

Be certain to fill out all blanks as completely as possible. Often-times the selection of an employee for a specific position hinges upon an item in your personal information which may seem rather insignificant to you.

Very truly yours,

Victor H. Kelley
Director of Appointments
PERSONNEL FORM FOR APPOINTMENT OFFICE
UNIVERSITY OF ARIZONA

PERSONAL AND FAMILY DATA:

<table>
<thead>
<tr>
<th>Name: Last</th>
<th>First</th>
<th>Middle</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Permanent Address</th>
<th>Tucson Address</th>
<th>Telephone</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Birth Date, Year</th>
<th>Birth Place</th>
<th>Race</th>
<th>Height</th>
<th>Weight</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Physical Defects</th>
<th>Wear Eye Glasses</th>
<th>Single</th>
<th>Married</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Divorced</th>
<th>No. Children</th>
<th>Parent's Occupation</th>
<th>Mother's Birthplace &amp; Nationality</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Citizen of What State</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Leisure Time Interests</th>
<th>Reading Knowledge of What Languages</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Speaking Knowledge of What Languages</th>
<th>Musical Instruments You Play</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Church Membership or Preference</th>
<th>Travel Experience</th>
</tr>
</thead>
</table>

HIGH SCHOOL INFORMATION:

<table>
<thead>
<tr>
<th>High School Attended (Location)</th>
<th>Dates</th>
<th>Graduated</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>High School Activities (Paper, Athletics, Clubs, Music, Art, Honors, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Attended (in order)</td>
</tr>
<tr>
<td>----------------------------</td>
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<table>
<thead>
<tr>
<th>Degrees Received</th>
<th>Date</th>
<th>Degree Expected</th>
<th>Date</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Major Subjects</th>
<th>Minor Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Member of What Honor Societies</th>
<th>Social Fraternity or Sorority</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Other Organizations</th>
<th>Organization Offices Held</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Honors Received</th>
<th>Scholarships or Fellowships Held</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Per Cent Self-supporting in College</th>
<th>Type of Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>College Extra Curricular Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Thesis or other Publications</th>
<th></th>
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<tbody>
<tr>
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</tbody>
</table>

### OCCUPATIONAL INFORMATION:

<table>
<thead>
<tr>
<th>Type of Summer Work</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates</th>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Full Time Work Experience Before Graduation</th>
<th>Date</th>
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</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Three Choices of type of work in order of preference

Locality which you wish to work        Will you accept a position anywhere

Date you can report for work           Date you expect to leave Tucson

If you have already secured a position, give name and address of employer

Nature of duties for position already secured

References:
List the name of from 3 to 5 University teachers and officials who know you best. At least two should be from your major department and one from your minor field. You may desire to list the names of one or two people not connected with the University, particularly those from your home community.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Campus Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>University references</td>
<td>Position or Occupation</td>
</tr>
<tr>
<td>Name</td>
<td>Home community references</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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</tbody>
</table>
Dear Dean Lyons:

I graduated from ________________________ high school, ________________________, in ____________. I entered ________________________, in ____________, completed ________________________ of work, in ________________________.

I have never been charged with or arrested for a violation of any law, (other than minor traffic violations). I have never been charged with fraud, formally or informally, in any legal proceedings, civil or criminal, or in bankruptcy.

I have never attended any other law school.

Respectfully yours,
From time to time this office has requests from various individuals and organizations both within the State and without for the employment of graduating seniors. We are anxious to assist you in every way possible in getting a position that will be satisfactory both to you and to your employer. In this connection will you please fill out the enclosed "Personnel Record" and return it to this office as soon as possible. You will note at least one question which you are not expected, of course, to fill out, namely, that having to do with personality rating. That particular blank may not always be filled but on occasion it is expected that your major professor will supply that information.

We are hopeful that after you have succeeded in filling a position you will supply us with the information relative to the nature of the position filled, your address, date of acceptance, and any changes you might make as the years go by. We would like very much to keep in contact with our graduates.

Personnel records of this type are kept by quite a number of Land-Grant institutions. These are being kept for the benefit of the graduates themselves and the more complete the records are the more value they will be. Your cooperation in this connection will be greatly appreciated.

We would like a recent photograph to be attached to the record sheet if you have such photograph. However, if you do not have one at the present time would you please turn in the completed record sheet without waiting for the photograph. Should you later obtain one it will help the record greatly if you would either bring or send it to this office.

Sincerely yours,

R. S. Hawkins
Vice-Dean and
Vice-Director
Senior Personnel Record

1. Name ________________________________ 2. Major ______________________

3. Date expecting to complete degree requirements ______________________

4. Address (a) at U. of A. ______________________________________
   (b) Home __________________________________________

5. Date of birth ________________ 6. Birthplace ______________________


9. Height _________ 10. Weight _________ 11. Health or physical handicap
   ________________________ 12. Church affiliation or preference ___________

13. High school graduated from ________________________ 14. Date _____

15. Parent occupation __________________ Address ______________________

16. Farm experience ________________________________________________

17. Other job experience ____________________________________________

18. Per cent of college expenses earned _________ 19. Grade average ______

20. Nationality or ancestry __________________________________________

21. Skills (office, sport, music, farm, etc.) ____________________________

22. Student activities ______________________________________________

23. Membership in honor, social or civic groups _________________________

24. Job preference or plans (If occupation following graduation already determined,
   please so state.) ________________________________________________

25. 4-H record _____________________________________________________

26. Vo-ag. record ___________________________________________________
27. References: ________________________________
    ________________________________
    ________________________________

28. Personality rating ________________________________

29. Job accepted and address ________________________________ Date of acceptance __________
    Changes ________________________________

   RECENT
PHOTOGRAPH
# College of Mines

## Metallurgical Engineering

<table>
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**Final Average**
Name_________________________________________Home Address___________________________

High School Attended__________________________________________________________

Year of Graduation__________________________________________________________

Entrance Deficiencies__________________________________________________________

Entrance Tests:
- M. Ab.:_________________________ Math.:_________________________ Eng.:_________________________

Colleges Attended__________________________________________________________
- Years_________________________
- Years_________________________
- Years_________________________

Evaluation of Credits:______________

Honors:_________________________
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<tr>
<th>Last Name</th>
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<td>155b — Sports Coaching</td>
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<td>8 — Mammalian Anatomy</td>
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<td>167 — Physical Therapy</td>
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# PHYSICAL EDUCATION MAJORS AND MINORS

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<td>(2)__________</td>
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<td>Self Support</td>
<td>Parents living or not?</td>
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<tr>
<td>Graduate of what High School?</td>
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<td>What P. E. activities or sports learned in High School and College?</td>
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<td>Doctor's O. K. as to fitness for P. E. Major work</td>
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## Registration

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<th>taking</th>
<th>of 4's</th>
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Courses OK
Courses with 5's
Courses with 4's

Health:
Has he been missing classes? Which ones?

Does he have an outside job? Yes_No Hours per week?

Univ. activities:
Where does he study?
How much for each class?

Should he drop a class now? Yes_No Which one?
"By permission of Dean?" Yes_No Approval of Dean:

Should he withdraw from school now? Yes_No

Other information (use back)

College of Liberal Arts

REPORT OF STUDENT ADVISER TO DEAN

NAME OF STUDENT has had a conference

with me today. Comments on the interview follow:

Adviser:
Card for Secondary Occupations

Student Employment Section of Appointments Office

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