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AN EVALUATION STUDY OF THE GUIDANCE PROGRAM
IN NORTH HALL

by

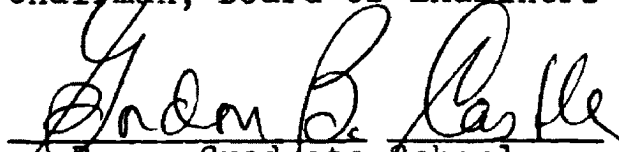
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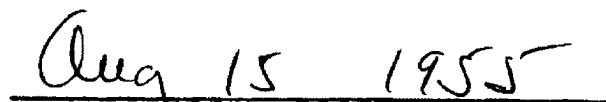
Presented in partial fulfillment of the
requirements for the degree of
Master of Education

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1955

Approved by:


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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The problem	1
Statement of the problem	1
Purpose of the study	3
Importance of the study	4
Techniques used in the study	6
Personality test	6
Case illustrations	7
Rating sheets	7
Leadership	7
A. C. E. test scores and college grades	8
Dropouts	9
II. PERSONALITY TESTS	10
California Test of Personality	11
Brief definitions of the various com- ponents	12
Evaluation of test	14
Procedure	16
Results of test scores	17
III. CASE ILLUSTRATIONS	20
A. X.	21

CHAPTER	PAGE
B. X.	24
C. X.	28
D. X.	31
E. X.	34
IV. RATINGS OF HEAD RESIDENT AND JUNIOR	
SPONSORS	38
Junior Sponsors	40
Head Resident	42
Results of questionnaire	43
V. LEADERSHIP TRAINING	45
Committee program	45
Committee member choice	48
VI. ACADEMIC ACHIEVEMENT	52
A. C. E. scores	52
Correlation of A. C. E. scores and college grades	53
VII. DROPOUTS	58
A. Y.	58
B. Y.	59
C. Y.	59
D. Y.	60
E. Y.	60
F. Y.	60
G. Y.	61
H. Y.	61
I. Y.	61

CHAPTER	PAGE
D. X.	62
VIII. SUMMARY	64
Conclusions	69
Recommendations	70
BIBLIOGRAPHY	71
APPENDIX A. California Test of Personality, Form AA	76
APPENDIX B. California Test of Personality, Form BB	77
APPENDIX C. Rating form	78
APPENDIX D. North Hall committees	79
APPENDIX E. Form for committee member choice	80
APPENDIX F. A. C. E. scores and college grades	81

LIST OF TABLES

TABLE	PAGE
I. Mean Scores and Percentiles, California Test of Personality, Secondary Level . . .	18
II. Attitude Ratings of Head Resident and Junior Sponsors by 97 Freshmen in North Hall 1954-55	41
III. Distribution of Choices for Committee Members	48
IV. Analysis of 25 Girls Receiving Highest Number of Votes for Committees	49
V. Coefficient of Correlation between A. C. E. Score and College Grade Point for Autumn and Winter Quarters 1954-55	54

CHAPTER I

INTRODUCTION

THE PROBLEM

Statement of the problem. The organization and program of Residence Halls in colleges and universities in the United States vary considerably with the size of the institution and the facilities available. Regardless of organization, one aim of a residence hall is to provide a home with an atmosphere of security and to serve as a center for the development of a social and educational program.

The administrative organization of the freshman women's dormitories, North Hall and Corbin Hall, at Montana State University for the academic year 1954-55, consisted of a Head Resident, Assistant Head Resident, a Dietician, and a variable number of Junior Sponsors. The Head Resident was responsible to the Associate Dean of Students for the hall counseling, personal welfare and social life of the residence, granting of customary permissions delegated by the Associate Dean, official hostess and chaperone for the hall, and the coordination of house officers and committees for the maintenance of democratic government and responsible conduct. The Head Resident was also responsible to the Director of

Residence Halls for the student payrolls, room changes, and the report of damages to the building. The Assistant Head Resident was responsible to the Head Resident and the Associate Dean of Students in carrying out the duties as named for the Head Resident. The Dietician was responsible to the Director of Residence Halls for providing the hall with daily food service.

The junior sponsor system was started in North Hall in the fall of 1947. The number of sponsors varied from year to year--the goal being not more than fifteen freshman girls per junior sponsor. For the academic year 1954-55 in North Hall, in which this study was made, there were six junior sponsors during the autumn quarter and three during the winter quarter. Dr. Maurine Clow, Associate Dean of Students, in describing the duties of the Junior Sponsor states:

The members of the Junior Class who accept the invitation to serve as sponsors at Corbin or North Hall become in effect junior members of the staff within the residence hall and work closely with the Head Resident and Assistant Head Resident in maintaining the standards and traditions which are of greatest value to the freshman women. Therefore, the sponsor has a dual role--as a student and as a staff member; the effectiveness of the sponsor is contingent upon her understanding of this dual role. . . .¹

The specific responsibilities of a Junior Sponsor are threefold. First are the responsibilities to the freshmen; second, the responsibilities to student government--Hall, AWS, ASMSU; third,

¹Maurine Clow, Mimeographed Directive, Montana State University, 1954.

responsibilities to the Head Resident, Assistant Head Resident, and Administration of the University.²

The intent of this paper was to appraise the guidance offered to freshman women in North Hall in coordination with the social and educational program of the hall. The study concerned freshman women students living in North Hall during the school year 1954-55 in terms of their satisfactory personality adjustments to roommates and group living, and to the academic and social life of university participation.

Purpose of the study. The object was to attempt to find answers to the following questions which were considered vital for an evaluation of the dormitory program. Did the freshman women in North Hall feel their guidance and counseling was sufficient and satisfactory? Was poor adjustment responsible for any drop outs? Was adjustment responsible for any wide deviations between college marks and the predicted marks as shown by their high school grades and the results of the ACE psychological test taken on admission to the University? Did the girls who appeared to be "isolates" at the beginning of the year and the girls who were poorly adjusted, by test and observation, show improvement during the year? Was the hall attitude positive toward the hall activities?

In answering the above questions, the hope was held that the study would measure the relative strength and

²Ibid.

weakness of the various phases of the dormitory program.

Importance of the study. The belief is held that a residence halls program can make a valuable contribution in the area of human relationship. Since institutions of higher learning are charged with the responsibility of educating their students socially as well as academically, an appraisal of the contribution from the hall programs in this area becomes important. Assuming that social problems are individual, then the problems of individuals affect social relations. This assumption further leads to the conclusion that social education should be an objective of higher learning.

The concept of a Residence Hall has changed from that of a mere rooming house, to one of a home in which the occupants, by peaceful living and cooperation with each other in the promotion of good government and leadership, are preparing themselves for adult life. In satisfactory group living, one must, by necessity, move from self-centered motives to more altruistic motives. Whenever there is a good program with good "working relationships," the attitudes and behavior of the individuals and group will usually be reflected in future leadership in the University.

The importance of an effective residence halls program is summed up by the Committee appointed in 1946 by the National Association of Deans of Women:

. . . every year, as the seniors file by the faculty for the last time, a thoughtful appraisal

of each student will force the conclusion that by no means all have benefited to the full from their undergraduate years. The tragedies and near tragedies that have occurred in the lives of these graduates, the disappointments and anxieties that haunt them, are known or suspected by anyone who has wide and fairly intimate acquaintance with the group. And always the question such an officer must ask is-- what could we have done to reduce these strains and send each individual out stronger and better than when he came? The answer will rarely be in terms of scholastic achievement. It will almost always be in the field of human relationships and the enrichment and steadying of the personality. It is in college dormitories that human relationships are closest, and the most important adjustments are made. If a student is happy and well adjusted in his campus home, the stresses and strains of life in general will be much less likely to warp him or endanger his development.³

In order to justify the existence of Residence Halls, more than physical facilities must be supplied. Stimulating leadership must be provided and an opportunity for the students to grow into future campus leaders in carrying out the objectives of the University. Stephen Leacock in his plea for dormitories at McGill University, as quoted by Calvin Sifferd, says:

As a college teacher, I have long since realized that the most a teacher, as such, can do for the student, is a very limited matter. The real thing for the student is the life and environment that surround him. All that he really learns, in a sense, by the active operation of his own intellect, and not as the passive recipient of lectures. And for this active operation, what he needs most is the continued and intimate contact with his fellows. Students must live together and eat together and smoke together. Experience shows that that is how their minds really grow. And they must live together in a natural and comfortable way. . . . If

³Harriet Hayes, et al, Residence Halls for Women Students, National Association of Deans of Women, Washington, 1947, p. 8.

a student is to get from his college what it should give him, a college dormitory, with the life in common that it brings him, is his absolute right. . . A university that fails to give it to him is cheating him.⁴

The Residence Halls' program is a part of the whole educational plan of the University. For this reason, a halls' activity must be evaluated upon the basis of its contribution to the educational aims. It can therefore be assumed that the final judgment of the effectiveness of the counseling program and committee program of the hall, is the over-all adjustment of the individual and the role he plays in his subsequent life as a student.

TECHNIQUES USED IN THE EVALUATION STUDY

Personality test. During the first week of the school year, 1954-55, the California Test of Personality, Form AA, was given to all freshman girls living in North Hall. The purpose in giving the test was to detect individuals who felt that they had problems in making a satisfactory personal and social adjustment. In light of the fact that there are great differences on reports by subjects as to how they think they behave, and their actual behavior, it still gave an insight into the individuals before the interview.

Form BB of the California Test of Personality, an

⁴Calvin S. Sifferd, Residence Hall Counseling (Bloomington, Illinois: McKnight & McKnight Publishing Co., 1950), p. 8.

equivalent form, was given the middle of the spring quarter. The purpose of the second test was to note changes, particularly among the low scores on the test given in the autumn quarter.

Case illustrations. Five cases were cited to illustrate the type of guidance approach used in counseling the girls. The cases were not experimental cases but were examples of cases with definite adjustment problems.

Rating sheets. In the middle of the winter quarter, the freshmen were asked to rate the Junior Sponsors and Head Resident concerning their degree of satisfaction with the guidance program and their attitude toward the advisors in the hall. The purpose was to determine whether the attitude was positive or negative, the feeling being, that only with a positive attitude, could there be a satisfactory working relationship.

Leadership. A survey was taken among the girls in North Hall as to individuals they would pick for committee personnel and the individuals they would choose for chairman of committees. This survey followed a rather intensive program of committee participation and panel discussions on leadership. The purpose of the survey was to find out who the girls recognized as the leaders in the hall, who the girls chose to work with, and who were the girls no one mentioned they wanted to work with.

Writing on the subject of training leaders, Bradford and Lippitt stated:

In the past, it was thought that certain individuals, because of their personalities, were limited in their ability to achieve leadership. In addition, it was felt that certain persons inherited the personality traits necessary to leadership.

The studies of the social scientists in the last 15 years invariably indicate that leadership grows out of the situation, and is not merely a sum of personality traits. Studies in social psychology have shown that persons with vastly differing personalities may be effective leaders by acquiring the skills of problem-solving leadership. It was further shown that such skills are not inherited, as someone so aptly stated "Leaders are made, not born."⁵

A. C. E. psychological test scores and college grades. A correlation was computed between the scores on the A. C. E., a psychological test predictive of scholastic ability, and college grades for the autumn and winter quarters. The purpose was to determine how well the grades and the predicted grades correlated and to compare the correlation with the expected correlation as determined by research studies.

The second purpose in finding the average predictive score for the hall was to set an academic goal. The assumption was that, if the predictive tests indicated the hall had an above average group academically, for freshmen, the average grade points earned should also be above the freshman average.

⁵Leland P. Bradford and Gordon L. Lippitt, "The Individual that Counts," National Education Association Journal (Washington, D.C., November, 1954), p. 487.

A third purpose in comparing college grades with the scores on the A. C. E., was to analyze causes for any wide deviations between high school grades, the A. C. E. test and college grades.

Dropouts. The number of residents in North Hall who dropped out of school during the academic year in which this study was made, and the apparent cause for the dropouts were considered vital factors in evaluating the guidance program. Each dropout was considered individually, the purpose being, to view the nature of the cause for the dropouts.

CHAPTER II

PERSONALITY TESTS

In evaluating personality tests, it must be recognized that they are, in general, basically crude instruments. The search for adequate criteria for the determination of empirical validity has been less successful for personality tests than in other psychological tests. One of the problems involved in personality tests is malingering. The fact that behavior as measured is quite changeable presents another problem. There is also the question of how specific a response the individual may make. He may be extroverted in informal situations familiar to him and introverted at formal social affairs. The inherent ambiguity of the responses is another question under consideration.¹ In explanation of the ambiguity of responses, Anastasia quotes Allport:

The stimulus-situation is assumed to be identical for each subject, and his response is assumed to have constant significance. A test will assume, for example--and with some justification in terms of statistical probability--that a person who conspicuously takes a front seat at church or at an entertainment should as a rule receive a plus score for ascendance. But the fact of the matter is that this person may seek a front seat not because he is ascendant but because he is

¹Anne Anastasia, Psychological Testing (New York City: The Macmillan Company, 1954), pp. 556-560.

hard of hearing. Or a test will assume again, with statistical (Empirical) justification, that a person who confesses to keeping a diary is introverted; yet upon closer inspection (which no test can give) it may turn out that the diary is almost wholly an expense account, kept not because of introversion but because of money-mindedness. It is a fallacy to assume that all people have the same psychological reasons for their similar responses. At the level of personality it cannot be said with certainty that the same symptoms in two people indicate the same trait, nor that different responses necessarily indicate different traits. All mental tests fail to allow sufficiently for an individual interpretation of cause and effect sequences.²

With full knowledge that personality tests may lack validity because of rationalization, defense reactions, and other face-saving devices, the writer still felt that a test would be of great help in interviewing the residents of the hall and in identifying the more intangible elements in the complex pattern of feeling, thinking, and acting.

THE CALIFORNIA TEST OF PERSONALITY

The major purpose of giving the personality test was to reveal the extent to which the students were adjusted to problems and conditions which confronted them and the extent to which they had adjusted socially in developing normal, happy, and socially effective personalities. The California Test of Personality was chosen primarily because the instrument measured Personal Adjustment and Social Adjustment, the fundamental aims of the dormitory program.

The total Personal Adjustment score was made up of

²Ibid., p. 558.

the following components:

Self-reliance
Sense of Personal Worth
Sense of Personal Freedom
Feeling of Belonging
Withdrawing Tendencies (freedom from)
Nervous Symptoms (freedom from)

The Social Adjustment score was composed of the individual scores on:

Social Standards
Social Skills
Anti-social Tendencies (freedom from)
Family Relations
School Relations
Community Relations

BRIEF DEFINITIONS OF THE VARIOUS COMPONENTS³

Self-reliance. A student may be said to be self-reliant when his actual actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant boy or girl is also characteristically stable emotionally, and responsible in his behavior.

Sense of Personal Worth. A student possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability.

Sense of Personal Freedom. A student enjoys a sense of freedom when he is permitted to have a reasonable share

³Ernest W. Tiegs, Willis W. Clark, and Louis P. Thorpe, Manual of Directions, California Test of Personality (Los Angeles: California Test Bureau, 1953), p. 3.

in the determination of his conduct and in setting the general policies that shall govern his life.

Feeling of Belonging. A student feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general.

Withdrawing Tendencies. The student who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.

Nervous Symptoms. The student who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired.

Social Standards. The student who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such a person understands what is regarded as being right or wrong.

Social Skills. A student may be said to be socially skilful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and

strangers.

Anti-social Tendencies. A student would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.

Family Relations. The student who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has a sense of security and self-respect in connection with the various members of his family.

School Relations. The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys other students, and who finds the school work adapted to his level of interest and maturity.

Community Relations. The student who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners.

EVALUATION OF THE TEST

The reliability coefficients of the California Test of Personality on 2262 examinees, computed by the Kuder-Richardson formula for inter-item consistency, was .90 on

Form AA or Form BB and .95 on both Forms for Personal Adjustment. For Social Adjustment the reliability coefficient was .89 on Form AA or Form BB and .94 on both forms. Each item of Form AA was matched with an equivalent item of Form BB as to difficulty, discriminative power, and internal consistency. Thus, the means and standard deviations are identical and the reliability data apply equally to Form AA and BB. Having two equivalent forms of the test was an advantage, for the test was given the first week of the school year and again near the end of the spring quarter. It was assumed that the students who answered honestly on the original test would do so on the second test, thereby making a comparison possible.

In the construction of the test, a study was made of over one thousand criteria or specific adjustment patterns or modes of response to specific situations. Five educational psychologists and five clinical psychologists evaluated these criteria which had been previously validated by other psychologists. About forty per cent of the items were eliminated, reclassified, or restated. From two to six items were devised for each criterion. These items were then rated by teachers, counselors, principals, test experts, personnel directors, and employers at the various levels at which they were specialists. The items which survived were administered to two groups of one hundred each. The items which survived were selected for each of the twelve components using fifteen items for each component.

In establishing the norms on the secondary level, 3,331 students in grades nine to fourteen inclusive were used in schools in Connecticut, Massachusetts, Michigan, Pennsylvania, South Dakota, and California.

The test was revised in 1953 making it one of the more recent tests in the area of personality. The manual accompanying the test was very complete and presented methods of classifying and treating adjustment difficulties.

PROCEDURE

During the first week of the school year 1954-55, the freshman residents of North Hall were given the California Test of Personality, Form AA. (See Appendix A.) The test was administered to ten groups varying from nine to ten students per group. Before the test was passed out, an attempt was made to establish rapport by talking about the advantages of understanding one's self and that only by answering the questions exactly as they felt, would the test be of any value.

Form BB of the California Test of Personality, (see Appendix B), was given to the residents of North Hall during the seventh week of the spring quarter. The test was administered in small groups of ten, the same procedure as was used on the test given the first week of the autumn quarter. A discussion of the merits of the test and the purpose of giving the second test, preceded the administration.

RESULTS OF TEST SCORES FOR FORM AA AND BB

The mean raw score for Personal Adjustment on Form AA, as shown in Table I, was 74 with a percentile rank of 60; high percentiles were in the direction of good adjustment and low percentiles in the direction of poor adjustment. The mean raw score for the Social Adjustment was 79 with a percentile rank of 70. An examination of the individual scores revealed that fifteen had scores for Personal Adjustment which were below the fiftieth percentile and ten persons had scores at the fiftieth percentile. The scores for Social Adjustment indicated twelve persons were below the fiftieth percentile and eight persons at the fiftieth percentile. For total adjustment, thirteen individual scores fell below the fiftieth percentile and nine at the fiftieth percentile. The lowest component scores were: Sense of Personal Freedom, Withdrawing Tendencies (freedom from), and Social Skills.

The mean raw score for Personal Adjustment on the equivalent test, Form BB, as shown in Table I, was 76 with a percentile rank of 70. For Social Adjustment, the mean raw score was 81 with a percentile rank of 80. The mean for total adjustment was 157 with a percentile rank of 70.

A comparison of scores on Form BB with Form AA, shows an increase in percentile rank in Personal Adjustment from 60 to 70, for Social Adjustment, an increase in percentile rank from 70 to 80, and for total adjustment an increase in

TABLE I
 MEAN SCORES AND PERCENTILES, CALIFORNIA TEST OF PERSONALITY
 SECONDARY LEVEL
 NORTH HALL, 1954-55

	Form AA*		Form BB**	
	96 Freshmen		92 Freshmen	
	Score	Percentile	Score	Percentile
Personal Adjustment				
Self-reliance	11	70	12	80
Sense of personal worth	13	60	13	60
Sense of personal freedom	13	50	13	50
Feeling of belonging	14	70	14	70
Withdrawing tendencies (freedom from)	11	40	12	50
Nervous symptoms (freedom from)	12	60	12	60
Total personal adjustment	74	60	76	60
Social Adjustment				
Social standards	14	60	14	60
Social skills	12	50	13	70
Anti-social tendencies (freedom from)	13	60	14	80
Family relations	14	80	14	80
School relations	13	70	13	70
Community relations	13	70	13	70
Total social adjustment	79	70	81	80
Total Adjustment	153	60	157	70

* Form AA was given September 1954.

** Form BB was given April 1955.

percentile rank from 60 to 70. The increase on the component scores was in Self-reliance, Withdrawing Tendencies (freedom from), Social Skills, and Anti-Social Tendencies (freedom from).

A comparison of the results shown on Form AA and Form BB for the fifteen persons whose score for total adjustment on the original test were below the fiftieth percentile, showed an appreciable increase for eight, a decrease for three, no change for two, and the remaining two dropped out of school. The increases were highest in the areas of Self-reliance and Social Skills, while the decreases were in School Relations and Withdrawing Tendencies (freedom from). The decreases were understandable for those individuals had been subjected to considerable pressure from the sorority and the hall scholarship committees to remove deficiencies in their college grades. The academic competition appeared to be more frustrating to those girls than did lack of effort. Thus the attempt to over-achieve brought about unfavorable school relations in the form of discouragement and feelings of inferiority.

CHAPTER III

CASE ILLUSTRATIONS OF PROBLEMS IN PERSONAL AND SOCIAL ADJUSTMENT

The cases in this study are presented only to show the facets used in the hall guidance program in the attempt to steer the girls into activities for their personal development and growth. The individuals mentioned were not used as experimental subjects, but were selected primarily because their adjustment to group living and to the University appeared to be a fair sample of problems from observation in personal interviews and group situation. The writer recognizes the limitations and dangers in observation, for it is impossible to observe the "whole individual" in a few samples of behavior. The Counseling Center, and the Academic Advisors were consulted by the writer as aides in interpreting the observed behavior. Strang, in summarizing her discussion on observation by the counselor says:

. . . In order to be meaningful, the behavior must be seen in its setting and interpreted in the light of all the other information available about the person. The counselor is interested not in the action itself, but in what it reveals about the person. He reads the records of observation as a "language of behavior." Through his behavior the person often tells the counselor more than he does in words.

Reliability and validity are important as indications that the behavior has been accurately

perceived and interpreted. Quantitative statistical formulas, however, may yield only a superficial, spurious reliability. From the counselor's standpoint, reliability means that the behavior has been observed accurately and consistently; validity means that the observer has been able to interpret the language of behavior. The observer must learn to translate observed behavior into its psychological meaning without reading into the behavior his own adult feeling and biases.¹

CASE A. X.

In the autumn quarter of 1954, A. X. entered school and was assigned to North Hall. She was eighteen years old and had two brothers, one of whom was her twin. In personal appearance, A. X. was over-weight and untidy. She had never been away from home for more than two weeks but she was enthusiastic about coming to school. To help finance her education she had secured a job in the dining room. Her high school grades showed that she ranked eighteenth out of a class of seventy-five. She had been active in the Band and the Girls' Athletic Association.

Upon entrance to the University, A. X. was given the A. C. E. psychological test as a prediction for scholastic success and the California Test of Personality as a measure of adjustment. The scores on the tests were as follows:

<u>A. C. E. Score:</u>		<u>Percentile</u>
	Quantitative	63
	Linguistic	24
	Total	36

¹Ruth Strang, Counseling Technics in College and Secondary Schools (New York City: Harper & Brothers, 1949), p. 62.

California Test of Personality--Form AA:

	<u>Raw Score</u>	<u>Percentile</u>
Self-reliance	9	40
Sense of Personal Worth	10	20
Sense of Personal Freedom	14	70
Feeling of Belonging	14	70
Withdrawing Tendencies (freedom from)	8	20
Nervous Symptoms (freedom from)	12	60
Total Personal Adjustment	67	40
Social Standards	14	60
Social Skills	9	20
Anti-social Tendencies (freedom from)	9	10
Family Relations	13	60
School Relations	11	40
Community Relations	13	70
Total Social Adjustment	69	30

Several days after arrival at the University, A. X. had her first interview with the Head Resident in North Hall. In the conversation which took place, A. X. stated that she was anxious to meet new "kids" and have fun and wanted to "go on dates." She stated that she liked boys but they didn't "take her out." It was obvious from her conversation and behavior, as noted both by the Junior Sponsor assigned to her and to the Head Resident, that she was not bothered or apparently aware of her unattractive personal appearance or of any social inadequacy.

After a month of school had gone by, A. X. came to the Head Resident to say that she was lonesome. She had found it difficult to meet the girls and she thought they were unfriendly. She liked her roommate, but they had nothing in common and as a result hardly saw each other. She liked her dining room work, but she found school-work difficult.

She stated that she was unhappy and that school was a disappointment--she wished that she were home clerking in her father's store.

A. X. was encouraged to join the Student Christian Association and the Lutheran Student Association. Contacts for the two groups were made for A. X. by her Junior Sponsor. In addition, various dates were arranged for campus mixers. The Dietician, for whom A. X. worked, was contacted concerning her untidy appearance. Attention to posture was discussed with the Physical Education Department. In the hall program, A. X. was asked to participate with the decorations and charities committees, and in these, she took an active part. A. X. was cooperative and talked frequently concerning personal problems with the Head Resident and the Junior Sponsors.

By the middle of the spring quarter, A. X. had found her place with a group of girls in the dormitory. Her roommate for the winter quarter was congenial and was also active in the Lutheran Student Association and the Student Christian Association. The Dietician reported there had been a remarkable improvement in her personal grooming and that she appeared happy in her work. Not much progress was observed in her posture and she was still much over-weight. Academically, her grade points improved from 32 for 16 hours credit in the fall quarter to $42\frac{1}{2}$ for 16 hours credit in the winter quarter.

Form BB of the California Test of Personality was

given to A. X. in the middle of the spring quarter. The results were:

	<u>Raw Score</u>	<u>Percentile</u>
Self-reliance	11	70
Sense of Personal Worth	13	60
Sense of Personal Freedom	12	40
Feeling of Belonging	13	50
Withdrawing Tendencies (freedom from)	11	40
Nervous Symptoms (freedom from)	12	60
Total Personal Adjustment	72	50
Social Standards	14	60
Social Skills	13	70
Anti-social Tendencies (freedom from)	9	10
Family Relations	15	90
School Relations	13	70
Community Relations	14	90
Total Social Adjustment	78	60

The change in Personal Adjustment was a plus 10 and a plus 30 in Social Adjustment, over an equivalent test Form AA given fall quarter.

It would be impossible to isolate any one factor that was responsible for the observed improvement in the adjustment A. X. had made. However, a major contribution in this case was the close cooperation from the Physical Education Instructor, the Dietician, Junior Sponsor, and Head Resident in providing experiences for personal development and growth.

CASE B. X.

As a first quarter freshman, B. X. entered the University at the age of eighteen. She was an "only" child and

grew up on a ranch. Financially, her parents were considered "well off." In high school, her academic rating was fifth out of a class of twenty-two. Comments from her high school Principal described B. X. as emotional, with a tendency to anger, and subject to fits of depression, and lacked the ability to cooperate. She had participated with the Girls' Athletic Association and the Glee Club.

Upon entrance to the University, B. X. was given the A. C. E. psychological test and the California Test of Personality. The scores on each of these tests were:

		<u>Percentile Rank</u>
<u>A. C. E.</u>	Quantitative	40
	Linguistic	20
	Total	25

California Test of Personality--Form AA:

	<u>Raw Score</u>	<u>Percentile</u>
Self-reliance	3	1
Sense of Personal Worth	9	10
Sense of Personal Freedom	12	40
Feeling of Belonging	13	50
Withdrawing Tendencies (freedom from)	9	20
Nervous Symptoms (freedom from)	8	20
Total Personal Adjustment	54	10
Social Standards	11	10
Social Skills	5	2
Anti-social Tendencies (freedom from)	9	10
Family Relations	14	80
School Relations	10	30
Community Relations	9	20
Total Social Adjustment	58	10

B. X. was assigned to live in North Hall in a single room as she had requested. She was aggressive in her approach to her neighbors, was loud and boisterous in the

halls and lounge. Surprisingly, B. X. had a good sense of humor and enjoyed doing things for others. As a total individual she was quite well accepted by her colleagues.

In the first interview with the Head Resident, B. X. stated that she had asked for a single room because she had had her own room at home; and she was hard to get along with, besides her parents didn't want her to live with a girl whom they were not acquainted. B. X. talked profusely and her nervousness was obvious.

During her first quarter, B. X. called home every week and sometimes twice a week. She complained that she couldn't settle down to study, and the girls complained because B. X. was so noisy. Toward the end of the quarter, B. X. came to the Head Resident upset because she had wanted to participate in sorority rush during winter quarter and she knew her grades were low. Then too, her parents were nagging her about her grades, and they felt she should quit if she couldn't make a "C" average.

The Junior Sponsors and the Head Resident talked over B. X.'s problems and decided on the following approach. Since her major problem appeared to be self-reliance, B. X. was encouraged to talk over her problems and try to make her own decisions rather than calling home so frequently. For responsibility, B. X. was put in charge of the Halloween decorations and asked to be on the committee to secure a Christmas tree for the hall. B. X. volunteered and played on the volley-ball team and the basketball team for North

Hall. In addition, B. X. was elected an assistant proctor in her corridor. This job entailed room check at night and maintenance of quiet hours.

B. X. was referred to the Counseling Center where she took several vocational interest tests. From the conference following with the Home Economics Advisor and the Counseling Center, it appeared that B. X. was in the field of her greatest interest, but she was at a loss to know how to study. The Home Economics Advisor found a girl to tutor B. X., who with the Head Resident and B. X. planned a definite study schedule.

In the middle of the spring quarter, B. X. was given the California Test of Personality, Form BB. The results of the test were as follows:

	<u>Raw Score</u>	<u>Percentile</u>
Self-reliance	6	10
Sense of Personal Worth	11	30
Sense of Personal Freedom	12	40
Feeling of Belonging	11	20
Withdrawing Tendency (freedom from)	10	30
Nervous Symptoms (freedom from)	11	50
Total Personal Adjustment	61	30
Social Standards	13	40
Social Skills	13	70
Anti-social Tendencies (freedom from)	13	60
Family Relations	15	90
School Relations	10	30
Community Relations	10	30
Total Social Adjustment	74	50

The improvement in the percentile rank for Personal Adjustment was a plus 20 and for Social Adjustment a plus 30 over the equivalent test, Form AA given during the fall

quarter.

In her academic work, B. X. carried 17 credit hours for the fall quarter and earned $26\frac{1}{2}$ grade points. In the winter quarter, B. X. carried 17 credit hours and made $36\frac{1}{2}$ grade points, an increase of $10\frac{1}{2}$ grade points over the fall quarter.

The academic advisor, Counseling Center, and Head resident were in agreement that B. X. had responded well to the responsibilities given to her. However, due to her difficulty with school work and her emotional instability, any additional activities must be for relaxation and free from definite responsibilities attached. All were in agreement that the level of frustration tolerance for B. X. was low, apparently due to lack of self-confidence, and any pressures exerted must be gradual.

CASE C. X.

Having attended "Interscholastic" for two successive years, C. X. was very enthusiastic about entering the University. Her home was on a farm in a nearby small community and many of her close friends were attending the local high school. C. X. ranked sixth in a class of twenty-one in scholastic achievement.

Scores on the A. C. E. test and the California Test of Personality given to C. X. upon entrance to the University were as follows:

		<u>Percentile Rank</u>
<u>A. C. E.</u>	Quantitative	81
	Linguistic	30
	Total	50

California Test of Personality--Form AA:

	<u>Raw Score</u>	<u>Percentile</u>		
Self-reliance	10	50		
Sense of Personal Worth	14	80		
Feeling of Belonging	14	70		
Withdrawing Tendencies (freedom from)	11	40		
Nervous Symptoms (freedom from)	8	20		
Total Personal Adjustment	71			50
Social Standards	11	10		
Social Skills	13	70		
Anti-social Tendencies (freedom from)	13	60		
Family Relations	15	90		
School Relations	12	50		
Community Relations	11	50		
Total Social Adjustment	75			50

C. X. was excited with the parties during sorority rush. She was invited to pledge and appeared to be happy. Her roommate came from a home in which the parents were well educated, and the environment was one of culture. C. X. was rather "worldly" and had a negative attitude toward hall government and campus regulations for girls; in fact, she became quite bitter when the Associated Women Students restricted her for a number of weekends for violation of rules. C. X. did not make close friends in her sorority or in the dormitory, rather she sought companionship from her friends off-campus.

The Head Resident interviewed C. X. four times in the fall quarter and C. X. appeared interested in hall activity

and campus affairs but always withdrew and refused to participate. The Junior Sponsors and her sorority "big sister" stated that they were not able to get any cooperative interest from her. Scholastically, she carried 17 hours credit and received $40\frac{1}{2}$ grade points for the autumn quarter. She was initiated her sorority.

During winter quarter, the Junior Sponsors and Head Resident noted that C. X. was not attending classes regularly and was not preparing assignments during study hours. She had found companionship with a couple of students whose conduct was questionable and their scholastic record was poor. C. X. rationalized and covered up the problems which were really causing her trouble. Appointments were arranged for C. X. in the Personnel Office, Counseling Center, and the Mental Hygiene Clinic, none of which did she keep. The end of the quarter came and C. X. was absent from her final examinations and subsequently dropped out of school.

The case of C. X. dropping out of school is a complex one. Failure to make the proper adjustment in the area of human relations, appeared to be one of the greatest contributing factors. She was not ready to accept guidance from professional services to which she had been referred and from whom she could possibly have found paths favorable to the development of her potentialities. To C. X. the Mental Hygiene Clinic carried with it a "stigma". If the Personnel Office, Counseling Center, and Academic Advisor had been alerted of her poor attendance and sudden drop in

the quality of work she was doing in the class-room, perhaps C. X. would have stayed in school.

CASE D. X.

With a scholastic record of ninth in a class of twenty-four, D. X. came to the University. Her score on the Otis Quick Scoring Intelligence Test as reported from her high school and the scores on the A. C. E. psychological test given at the University, predicted D. X. would have difficulty in her college work. Personally, she was large in stature, considerably over-weight, and masculine in appearance. Her tendency to be loud and rough appeared to be a defense for a feeling of inferiority and over-sensitivity. D. X. had three sisters; all were married and the youngest of the three was ten years older than D. X. Her father had retired from the position as publisher of the local newspaper.

Scores on the A. C. E. test and the California Test of Personality given upon entrance to the University were as follows:

		<u>Percentile Rank</u>
<u>A. C. E.</u>	Quantitative	6
	Linguistic	34
	Total	15

California Test of Personality--Form AA:

	<u>Raw Score</u>	<u>Percentile</u>
Self-reliance	10	50
Sense of Personal Worth	11	30
Sense of Personal Freedom	11	30
Feeling of Belonging	15	90

	<u>Raw Score</u>	<u>Percentile</u>
Withdrawing Tendencies (freedom from)	10	30
Nervous Symptoms (freedom from)	11	50
Total Personal Adjustment	68	40
Social Standards	15	80
Social Skills	13	70
Anti-social Tendencies (freedom from)	10	20
Family Relations	10	20
School Relations	13	70
Community Relations	11	40
Total Social Adjustment	72	40

One difficulty from the start for D. X. was not to feel accepted by the group. She enjoyed social events, but there was the insecure feeling of not knowing what to do. As a result D. X. was ill at ease. Loud talk and antics in the dining room were typical ways of drawing attention and thereby gaining satisfaction. D. X. participated in sorority rush for several parties, but she was called home during the week when her mother became ill. The mother died quite suddenly, and D. X. returned to school.

The Junior Sponsors made a special effort to see that D. X. attended all mixers and hall entertainment. She was a physical education major which provided an opportunity for her to excel in the Women's Recreational Association on North Hall teams. The pajama party committee used her musical talent on the cornet in several skits at their parties. D. X. cooperated very well for basically she wanted to be accepted by the group.

The scholastic record for D. X. at the University was better than her scholastic aptitude test predicted.

Academically, D. X. carried 13 hours for credit during the autumn quarter plus English A for no credit and received 30 grade points. During the winter quarter, she carried 17 hours for credit and received 39½ grade points.

Scores on the California Test of Personality, Form BB given during the spring quarter were as follows:

	<u>Raw Score</u>	<u>Percentile</u>
Self-reliance	12	80
Sense of Personal Worth	13	60
Sense of Personal Freedom	7	5
Feeling of Belonging	15	90
Withdrawing Tendencies (freedom from)	13	60
Nervous Symptoms (freedom from)	9	30
Total Personal Adjustment	69	40
Social Standards	13	40
Social Skills	14	90
Anti-social Tendencies (freedom from)	11	30
Family Relations	13	60
School Relations	14	90
Community Relations	13	70
Total Social Adjustment	78	60

The scores on the personality test given in the spring quarter showed an increase of twenty per cent in the area of social adjustment but no change in total personal adjustment.

D. X. showed considerable motivation in her occupational goal of becoming a physical education instructor, for in this, she felt secure. The personal attention from her Physical Education Advisor was perhaps her reward. However, D. X. still displayed periods of restlessness from anxieties from which she seemed unable to satisfy.

CASE E. X.

To prepare herself to be an elementary teacher was the occupational goal for E. X. She came from a large high school with a scholastic ranking of 140th out of a class of 287. In high school, E. X. identified with girls who were leaders and good students, while in reality she was neither a good student nor a leader. Her father was a successful business man and provided the necessary financial security.

Several days after E. X. moved into North Hall, she sought out the Junior Sponsors to talk about sororities. She was excited over the parties and couldn't decide which group she preferred. In her conversation, she complained about her room, her roommate, her clothes; in fact, she was a typical "griper". It seemed obvious to the sponsors that she was a complainer, because she felt insecure and used this method for "cover up". E. X. did not receive a sorority bid from any sorority she wished to pledge. Emotionally, she was not prepared for this blow.

The scores on the A. C. E. test and the California Test of Personality given upon entrance to the University were as follows:

<u>A. C. E.</u>	<u>Percentile Rank</u>
Quantitative	9
Linguistic	48
Total	24

California Test of Personality--Form AA:

	<u>Raw Score</u>	<u>Percentile</u>
Self-reliance	6	10
Sense of Personal Worth	10	20
Sense of Personal Freedom	12	40
Feeling of Belonging	11	20
Withdrawing Tendencies (freedom from)	9	20
Nervous Symptoms (freedom from)	11	50
Total Personal Adjustment	59	20
Social Standards	14	60
Social Skills	11	40
Anti-social Tendencies (freedom from)	13	60
Family Relations	15	90
School Relations	10	30
Community Relations	13	70
Total Social Adjustment	76	50

In the first interview with the Head Resident, E. X. stated that she couldn't make good grades, couldn't get in the sorority she wanted--there just wasn't anything she could do well. Her attitude was negative concerning school, the dormitory, in fact, her whole philosophy of life was pessimistic. It appeared that the level of aspiration for E. X. was much beyond her capabilities and that her disappointments and lack of self-confidence had developed from failures in trying to compete.

E. X. was referred to the Counseling Center where she took interest tests for assurance that elementary education was her major interest as an academic goal. In the hall, she was asked to work on the publicity committee for homecoming, and to assemble the materials for the float. Contacts were made for her to sing in the church choir in the church of her preference.

Following Christmas vacation, E. X. was even more unhappy, for her associations during vacation had made her feel even more inferior in her social circles. At this point, E. X. was moved to a new room with the roommate of her choice. She was placed in charge of decorations for two small functions, and in this, she took great pride. It was apparent that she was elated to have been selected.

Academically, E. X. carried 16 hours credit for each of the autumn and winter quarters and received $39\frac{1}{2}$ grade points for the autumn quarter and 34 grade points for the winter quarter.

Scores on the California Test of Personality, Form BB given in the spring were as follows:

	<u>Raw Score</u>	<u>Percentile</u>
Self-reliance	11	70
Sense of Personal Worth	11	30
Sense of Personal Freedom	14	70
Feeling of Belonging	10	20
Withdrawing Tendencies (freedom from)	12	50
Nervous Symptoms (freedom from)	13	70
Total Personal Adjustment	71	50
Social Standards	13	40
Social Skills	14	90
Anti-social Tendencies (freedom from)	14	80
Family Relations	14	80
School Relations	10	30
Community Relations	11	40
Total Social Adjustment	76	50

The scores showed an increase of thirty per cent in Personal Adjustment, but there was no change in the score for total Social Adjustment. From observation, the writer felt E. X. had found a group of friends with whom she appeared

CHAPTER IV

RATINGS OF HEAD RESIDENT AND JUNIOR SPONSORS

It was necessary in evaluating the guidance offered to the freshmen in North Hall, to know how the freshmen themselves felt about the help that was available. What was the attitude of the group toward its staff advisors in the dormitory? The answer to this question was of importance, for only if the attitude was positive, could good working relationships develop. The assertion has frequently been made that college students are too immature to be able to give valid opinions concerning their advisors and teachers. In opposition to this point of view, Drucher and Remmers compared the ratings of instructors by 251 students with the ratings given by 128 alumni to the same instructors of the same courses, ten years previously. They found substantial agreement between the alumni and the students. They concluded that the two sets of ratings agreed closely enough to establish "permanence" or stability of student attitudes toward teachers; and that, if the "mature" opinions of alumni are valid, then so are those of "immature" students.¹

In order to determine the attitude of the hall toward

¹A. J. Drucher and R. H. Remmers, "Do Alumni and Students Differ in Their Attitudes Toward Instructors?", Journal Educational Psychology, 1951, 42:129-43.

the guidance administered by the Head Resident and Junior Sponsors, all girls in North Hall during the winter quarter, 1955, participated in filling out a rating sheet. (See Appendix C.)

The group, as a whole, was approached at a house meeting concerning the purpose of the rating sheet and their willingness to cooperate in the survey. It was explained to them that only if they marked the rating exactly as they felt, would the information be of value. It was further pointed out that in marking the rating sheet, they had only to place an "X" on the blank of their choice, which would make it impossible to identify the rater.

The rating blanks were placed in a private room where the girls went in and crossed off their name, filled out the sheet and placed the sheet in a container.

The Head Resident was rated on the left hand side of the sheet; and the Junior Sponsor whom they knew more personally and from whom they would seek advice, was rated on the right hand side of the sheet. Both were rated on the same items.

The items rated and the choices were as follows:

Understanding (of your problem)

(1) Very Helpful (2) Interested (3) Undecided

Cooperation

(1) Very Cooperative (2) Usually Cooperative
(3) Not Cooperative

Friendliness

(1) Always (2) Generally (3) Unfriendly

Enthusiasm (Interest in Work)
 (1) Real (Genuine) (2) Normal (3) Uninterested

Promptness (Quick Service)
 (1) Very Reliable (2) Delays (3) Forgetful

JUNIOR SPONSORS

The results as shown in Table II, indicated a definitely positive attitude toward the advisory staff in the dormitory. The Junior Sponsors are coded in Table II from A-1 to A-7. Two of the Juniors, A-4 and A-5, lived in the dormitory both autumn and winter quarters; four of the Juniors, A-1, A-2, A-6, and A-7, lived in the dormitory for the autumn quarter only; and one of the Juniors, A-3, moved in to the dormitory for the winter quarter only. Thus, it should be noted that A-3 had the least chance of being intimately acquainted, for she had lived in the dormitory only eight weeks when the survey was taken. The fact that A-4 had more of an extroverted personality than the other six Juniors, she had lived in the dormitory both quarters, and the fact she did not "date" but devoted her evenings, in general, to studying and associating with the girls, presented a bias when the rating sheet called for the selection of only one Junior. Definitely, A-4 was the Junior whom most freshmen sought out, but it could not be assumed that she was the steering wheel in the actual guidance for adjustment in the difficult cases any more than either of the other Juniors. It could be said, however, that, since A-4 was named by so many of the girls, she was in a better position to influence

TABLE II
 ATTITUDE RATINGS OF HEAD RESIDENT AND JUNIOR SPONSORS BY 97 FRESHMEN IN
 NORTH HALL 1954-55

Junior Sponsors	No.*	Understanding of Problem			Cooperation			Friendliness			Enthusiasm			Promptness (service)		
		Scores			Scores			Scores			Scores			Scores		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
A-1	13	12	1	0	8	4	1	10	3	0	9	3	1	12	1	0
A-2	3	3	0	0	3	0	0	3	0	0	2	1	0	3	0	0
A-3	13	11	1	1	13	0	0	12	1	0	11	2	0	13	0	0
A-4	46	41	3	2	37	9	0	37	9	0	39	7	0	45	1	0
A-5	12	10	1	1	8	4	0	8	4	0	7	4	1	12	0	0
A-6	4	3	1	0	3	1	0	4	0	0	4	0	0	4	0	0
A-7	6	5	1	0	4	2	0	6	0	0	3	3	0	5	1	0
Total	97	85	8	4	76	20	1	81	17	0	75	20	2	94	3	0
Head Resident		68	23	6	66	29	2	70	27	0	68	28	1	79	14	4

Score 1 - top rating
 2 - acceptable
 3 - negative

* Number Freshman choice of sponsor for rating

and guide more individuals than the other Juniors.

There were ninety-nine freshmen eligible for filling out the rating sheet--two girls were sick and one sheet was improperly marked. The total number of valid rating sheets was ninety-seven. On the item of Understanding, eighty-five girls rated the Juniors as (1) very helpful, eight thought they were (2) interested, and four were (3) undecided. For Cooperation, seventy-six girls thought the Juniors (1) very cooperative, twenty rated them as (2) usually cooperative, and only one received a rating of (3) not cooperative. As to Friendliness, eighty-one rated the Juniors as (1) always friendly, seventeen thought they were (2) generally friendly, and no one rated them as (3) unfriendly. For the item of Enthusiasm, or interest in their work, seventy-five rated the Juniors (1) real or genuine, twenty rated them (2) normal, and two girls thought the Juniors were (3) uninterested. In the area of Promptness and Service, ninety-four girls thought the Juniors were (1) very reliable, three girls thought some of them (2) delayed, and no one rated the Juniors (3) forgetful.

HEAD RESIDENT

On the item of Understanding of the problem, sixty-eight girls rated the Head Resident (1) very helpful, twenty-three girls ranked her as (2) interested, and six girls marked (3) undecided. For Cooperation, sixty-six girls rated her (1) very cooperative, twenty-nine girls marked (2)

usually cooperative, and two girls rated her as (3) uncooperative. Seventy girls thought the Head Resident was (1) always friendly, twenty-seven thought she was (2) generally friendly, and no one thought she was (3) unfriendly. As to Enthusiasm or interest in her work, sixty-eight thought she was (1) real or genuine, twenty-eight thought the interest was (2) normal, and one girl thought she was (3) uninterested. For Promptness in aiding the girls in their problems, seventy-nine rated her as (1) very reliable, fourteen thought she (2) delayed, and four rated her as (3) forgetful. It was significant that six girls who expressed a negative attitude in ranking the Juniors, also had a negative attitude toward the Head Resident.

RESULTS OF QUESTIONNAIRE

As previously stated, six Junior Sponsors lived in the dormitory during the autumn quarter. Three of the Juniors lived in a triple room on the second floor, and the other three lived in a triple room on the third floor. The Juniors chose to live in the triple rooms, for they were less expensive than single rooms. The triple rooms thus became congregating rooms before and after study hours and were the rooms used for corridor meetings.

Because the Juniors lived in triple rooms, there was a feeling by the advisors in the dormitory, that perhaps the shy and homesick girl, or a girl with a serious problem, would hesitate going into their rooms. To survey what the

attitude of the freshman was toward the Juniors living together, a question to this effect was put on the rating sheet.

Would you feel more like going in to talk with a Junior Sponsor if she had lived in a single room?

In response to this question, eighty girls answered "No" and seventeen answered "Yes". From the results, the conclusion was that the seventeen who favored some of the Juniors living in single rooms probably did hesitate going to the congregating rooms and perhaps had many problems they would like to have discussed with a "big sister".

Whether the freshmen felt there was a sufficient number of Juniors in the autumn quarter and in the winter quarter was another opinion which needed testing in evaluating the hall guidance. The following question was included on the rating sheet.

Would you have liked more Junior Sponsors during the autumn quarter? Winter quarter?

In answer to the question for the autumn quarter, ninety-four girls marked "No" and three girls marked "Yes". For the winter quarter, eighty-four girls answered "No" and thirteen girls answered "Yes".

The results showed conclusively that the freshmen felt that the six Juniors adequately filled the needs of the freshmen for the autumn quarter. The thirteen girls indicated a need for more Juniors during the winter quarter, may be attributed to the fact that all three of the Juniors lived on the third floor, thus leaving the second floor without a Sponsor.

CHAPTER V

LEADERSHIP TRAINING

THE COMMITTEE PROGRAM

The program for the development of social, academic, and cultural training for the dormitories at Montana State University, as outlined by the Associate Dean of Students, was carried out through varied student committees. A copy of the purpose and duties of the committees may be found in the Appendix of this paper. The following is a list of the committees which functioned in North Hall during the academic year 1954-55:

- Music
- Decorations and Art
- Faculty Guest Dinner
- After-dinner Coffee Hour
- Library
- Intramural Sports
- Charities
- Publicity
- Bulletin Board
- Charm and Personality
- Fire-Drill
- Lost and Found
- Scholarship
- Dance
- Pajama Party
- Current Events
- Tea
- Homecoming and Track Meet
- Entertainment

The Head Resident and Junior Sponsors were the

advisors for the committees and responsible for their functions in carrying out the objectives of the dormitory program. All girls were encouraged to participate on at least one committee for the dormitory. The committee chairmen were selected by and from the committee members of each committee.

The dormitory council consisted of the elected officers and representatives for the dormitory. The council in North Hall was responsible for the hall government, cooperation with AWS (Associated Women Students), and other organizations for campus government, and the coordination of the committee program. All committee chairmen took committee reports before the council, who in turn, presented the reports to the House for approval.

With the organization, as described, there was a definite need for leadership training to assist the council and committee chairmen in carrying out their objectives. The Junior Sponsors planned and presented three panel discussions on leadership. The first one was on the characteristics of a good leader; the second one was on the measurement of a good committee meeting; and the third one was on evaluating the success of their committee in terms of leadership. Considerable emphasis was put on the responsibility of a committee member and leadership ability for the freshmen. This was of particular importance to the University, for the freshman dormitory program was in reality a training period for future campus leadership.

After two quarters of committee participation, the freshmen were asked to pick a committee of three with whom they would like to work and to specify the chairman of the committee. It was the assumption of the hall advisors, that the girls who had participated enthusiastically on hall activities would be named and that the outstanding leaders would be recognized as such.

COMMITTEE MEMBER CHOICE

The results of the committee listing are shown in Table III. It was significant that twenty-eight girls were not mentioned on any committee and twenty-four girls were listed only once. This indicated that the other forty-eight girls mentioned by two or more girls had favorable working relationships, and were probably responsible for the committee activities, notwithstanding the personal friendship bias.

The girls named most for committee chairmen were outstanding leaders as members of the council, committee chairmen, or proctors.

Personal data concerning the twenty-five girls receiving the most votes is shown in Table IV. A summary of the items shows:

Eighty per cent had A. C. E. scores above the fiftieth percentile.

Seventy-six per cent had above 2.5 grade point averages for two quarters.

Ninety-two per cent belonged to a sorority--two girls were not eligible.

Forty-eight per cent came from Class AA high schools. (High schools in Montana are classed by size, ranging

TABLE III

DISTRIBUTION OF CHOICES FOR COMMITTEE MEMBERS

(98 Freshmen each picked committee of three from 100 Freshmen, North Hall Winter Quarter, 1955)

No. Votes Received per Person	No. People	Total Votes	No. People Named for Committee Chairman	No. People Named for Committee Members
0	28	0	0	0
1	24	24	4	20
2	14	28	7	21
3	8	24	8	16
4	3	12	4	8
5	2	10	3	7
6	3	18	5	13
7	5	35	13	22
8	3	24	6	18
9	2	18	10	8
10	1	10	5	5
11	4	44	14	30
12	0	0	0	0
13	0	0	0	0
14	0	0	0	0
15	2	30	9	21
16	0	0	0	0
17	1	17	10	7
	100*	294	98	196

* 2 persons not voting.

TABLE IV

ANALYSIS OF 25 GIRLS RECEIVING HIGHEST NUMBER OF VOTES FOR COMMITTEES

	Votes for Chair- man	Votes for Com- mittee Member	Total	ACE Percentile	Average College Gradepoint*	Personality Test Percentile**	Member of Sorority	Size of High School by Class
B-1	10	7	17	81	3.4	50	x	B
B-2	3	12	15	93	3.7	60	x	C
B-3	6	9	15	77	3.3	90	x	C
B-4	3	8	11	72	3.0	70	x	AA
B-5	4	7	11	72	3.5	70	x	C
B-6	4	7	11	66	3.4	60	x	B
B-7	3	8	11	99	3.9	90	x	AA
B-8	5	5	10	8	2.3	95		AA
B-9	4	5	9	74	2.7	98	x	AA
B-10	6	3	9	88	2.9	90	x	AA
B-11	3	5	8	95	3.6	95	x	C
B-12	2	6	8	96	3.3	70	x	AA
B-13	1	7	8	76	3.5	70	x	AA
B-14	4	3	7	32	2.4	80	x	AA
B-15	1	6	7	91	3.0	95	x	B
B-16	4	3	7	62	2.3	90	x	B
B-17	3	4	7	22	1.9	70		AA
B-18	1	6	7	82	3.0	70	x	AA
B-19	1	5	6	90	2.6	95	x	A
B-20	4	2	6	92	3.5	98		AA
B-21	0	6	6	32	2.2	95	x	B
B-22	3	2	5	74	2.6	98	x	B
B-23	0	5	5	87	2.4	90	x	C
B-24	1	3	4	31	3.0	50	x	AA
B-25	1	3	4	72	3.0	98	x	C

* Autumn and Winter quarters 1954-55.

** California Test of Personality--Form AA.

from AA to C)

Twenty-eight per cent came from Class A and B high schools.

Twenty-four per cent came from Class C high schools.

The fact that 48 per cent of the girls listed, in the list of the twenty-five receiving the most votes from Class AA high schools might be attributed to the fact that there were many friends of theirs living in the dormitory who were also friends of theirs in high school. These girls all had scores above the fiftieth percentile for total adjustment on the California Test of Personality, Form AA.

Each of the girls in the group of twenty-five named the greatest number of times, had outstanding high school activity records. In addition, all were active in campus activities. Therefore, in evaluating the results of the leadership training in the dormitory, it can only be said that the committee program was a contributor to the individual growth and development in leadership and responsibility. The program provided the setting and environment for individual expression in a group.

Baxter and Cassiday in their discussion on the value of group experiences state:

Democracy's concern is with the individual. Unless through cooperative action the individual has opportunity to serve others, he is deprived of experiences which stimulate him to fuller and more magnanimous living. By working with others, the individual satisfies his basic needs for status and approval. He is stimulated by others of his own society. The process of individual growth in cooperative, interdependent living is democracy in

action.²

The leadership-committee survey was valuable to the advisors in the hall, for it indicated to them the girls who were accepted as leaders and workers by their own group. Moreover, it was of particular importance to find out the individuals who did not receive any votes or only one vote. With this information, the advisors were able to work indirectly with committee chairmen in encouraging these girls to participate and to accept committee responsibilities.

²Bernice Baxter and Rosalind Cassidy, Group Experience (New York City: Harper & Brothers, 1943), p. 18.

CHAPTER VI

ACADEMIC ACHIEVEMENT

One of the objectives of the dormitory program was to provide the environment and stimulation for academic achievement. To aid the freshmen in getting started, the Junior Sponsors gave each freshman a daily chart to be used in allocating time for study and recreation. The scholarship committee set up regular quiet hours for study with student proctors assigned. The Head Resident interviewed every girl on the subject of what kind of college grades they should expect to make, on the basis of past experience and college competition.

Before an academic goal for the hall could be made, it was necessary to look into the individual records of the group. To attempt a prediction, it was decided to use the scores on the A. C. E. psychological examination, which was one of the objectives in giving the test. The test was given to all freshman students during the week of orientation by the University Counseling Center.

A. C. E. SCORES

The mean raw score for ninety-nine freshmen in North Hall on the A. C. E. test for the autumn quarter, as shown

on Table V, was 112.47 which was equivalent to a percentile rank of fifty-nine. Since the average percentile for the hall was above the fiftieth percentile, an above average grade point for the hall could be predicted. It should be noted that the norms for the A. C. E. were based on national norms for college freshmen for 1952.

The average raw score on the A. C. E. for the freshman class at Montana State University for the autumn quarter 1954 was 103.10, with an equivalent percentile rank of forty-six. For freshman women, the average raw score was 106.01, with a percentile rank of fifty. Therefore, if the A. C. E. scores were fairly predictive of college grades, and the North Hall average percentile rank was nine above the average percentile for freshman women, the indication was that, academically, North Hall had an above average group of freshman women.

CORRELATION OF A. C. E. SCORES AND COLLEGE GRADES

The relationship between achievement and scholastic ability tests has been studied rather intensively for the purpose of academic prediction. Various studies yield validity coefficients ranging from .17 to .81 for grade point averages, .34 to .60 for freshman marks, the mode being about .55.¹

The grade point average for the ninety-nine

¹Donald E. Super, Appraising Vocational Fitness New York City: Harper & Brothers, 1949), p. 120.

TABLE V
 COEFFICIENT OF CORRELATION BETWEEN A. C. E. SCORE AND COLLEGE
 GRADE POINT AUTUMN AND WINTER QUARTERS 1954-55

	Autumn Quarter 99 Freshmen	Winter Quarter 98 Freshmen
Mean A. C. E. Score	112.47	110.16
Mean College Grade Points	2.62	2.64
Coefficient of Correlation	.56	.50
Probable Error	+ -.04	+ -.05

Pearson-Products Moment
 Hull's Arrangement

freshman women in North Hall for the autumn quarter was 2.62. (See Appendix F.) Grade points at Montana State University are figured as follows:

A . . .	4	points
B . . .	3	points
C+ . . .	2½	points
C . . .	2	points
D . . .	1	point

The coefficient of correlation between the raw scores on the A. C. E. and the grade points earned for North Hall for the autumn quarter was + .56 with a probable error of + .04, using Hull's arrangement of the Pearson Product Moment formula.² The correlation was consistent with correlations established from various research studies.³

The correlations between grades and scores on scholastic ability tests are low, yet significant and useful in studying groups. However, the margin of error in dealing with students is great and considerable caution should be given test interpretation. The counselor should give considerable weight to high school marks, family achievement, personality adjustment, and motivation. All of these factors combined with the score on the A. C. E., yield a better prediction than any one single factor.⁴

For the winter quarter, the mean raw score on the A. C. E. for North Hall was 110.16 for ninety-eight

²C. L. Hull, Aptitude Testing (Yonkers-on-Hudson, New York: World Book Company, 1928), p. 424.

³Super, op. cit., p. 120.

⁴Ibid., p. 118.

freshmen. The mean grade point for the hall for the winter quarter was 2.64, yielding a coefficient of correlation of $r = .50$ with a probable error $\pm .05$. Thus for two quarters the correlation was significant and well within the limits established by research studies. The fact that the average grades for two quarters in North Hall were above average was evidence that the scores on the A. C. E. were valid predictors.

Another of the objectives in comparing scores on the A. C. E. with the grade points earned, was to note any wide deviation between the individual A. C. E. score and the college grade. If an individual had high marks in high school and a high ranking on the A. C. E., the normal expectancy would be for high college marks. When the indications predicted high marks for an individual, and their grades were below average, it could be assumed that there was a problem of adjustment, motivation, or lack of interest in their major subjects.

One of the cases where a wide deviation occurred, was a girl whose percentile rank on the A. C. E. was 91 and her average grade for the autumn quarter was 1.84, just under a "C" average. In this instance, the girl had difficulty adjusting to the first quarter freshman girls with whom she was living, for she had entered school during the summer quarter and gave the impression of "knowing her way around." Moreover, during the summer she dated off-campus men, who did not appear to be acceptable to the freshmen in North Hall during the Autumn quarter. In addition to the lack of

and social adjustment, the girl also found she was not interested in her school subjects which she had chosen as her major. After taking interest tests at the Counseling Center and having conferences with her advisor, she changed her major. She ended the winter quarter with a 2.03 grade point average, but she was discouraged, and since this completed one academic year for her, she dropped out of school expecting to return in the summer.

Other examples of wide deviation between A. C. E. percentile rank and grade points were:

<u>High School Rank</u>	<u>A. C. E. Percentile</u>	<u>College Grade</u> <u>Autumn</u>	<u>Grade Points</u> <u>Winter</u>
4/22	9	2.41	1.80
9/24	15	2.30	2.32
78/434	10	3.09	Transferred
15/75	11	2.16	2.07
142/287	8	2.00	2.75

In the examples shown above, it appears that the relative position of the predictive scholastic success as shown by the A. C. E. test was fairly consistent with the high school rankings.

Among the many factors recognized as contributing to the wide deviation between the college grades and the scores on the predictive test were: (1) error in the sample of behavior on the test, (2) motivation and interest in school subjects, (3) satisfactory adjustment to group living, (4) personality effects on the grader, (5) emotional stability as evidenced by steadiness and endurance, (6) energy and initiative, and (7) family achievement.

CHAPTER VII

DROPOUTS

One of the more tangible factors in evaluating the guidance program was the number of girls, residents of the dormitory, who dropped out of school. During the school year 1954-55, ten girls living in North Hall for a part of the academic year, dropped out of school for various reasons. A brief description of the girls from North Hall who left the University follows.

Dropout A. Y. As an award for Valedictorian of her high school senior class, A. Y. received a University scholarship. She was the only member of her family to finish high school, and she was financing her education on money she had earned.

A. Y. was in love with a high school athlete who came to school holding an athletic scholarship. Academic achievement was very difficult for the boy, and A. Y. spent her free time helping him prepare his daily assignments. They had difficulty finding a place where they could study together.

On October 4, A. Y. withdrew from the University to marry. She felt it was more important for her husband to finish school than it was for her. She obtained a clerking job which provided financial income, and in the evening she

was able to assist her husband in his school assignments. A. Y.'s goal was marriage, and to do this her withdrawal from school was an economic necessity.

Dropout B. Y. "Worthy" scholarships were awarded to the highest ranking students competing on the A. C. E. test during "Interscholastic" track meet in the spring of 1954. B. Y. had competed for this scholarship and received a "worthy" scholarship for 1954-55. B. Y. had wanted to be married rather than continue her education, but she had followed the advice of her parents and entered the University.

B. Y. was shy, withdrew from groups, failed to get acquainted, and was hesitant in associating with men on the campus. These were contributory factors in her lack of interest in school. Later on B. Y. was invited to join a sorority and she accepted. This was the first observable positive step in becoming a part of the school.

On November 23, B. Y. eloped. In this case, any guidance toward her personal adjustment failed to reach her, and it could be assumed that her interest in getting married was the predominant need and an outlet for the unhappy social situations she was encountering.

Dropout C. Y. C. Y. came to the University from California. She was in love with a man who was enrolled in a college in her home state. Her parents wanted her to go away to school and meet new friends. C. Y. agreed to come for a quarter of school on condition she would be allowed to

return if she made grades acceptable for transfer.

C. Y. carried 11 hours for credit, 5 hours of English for no credit, and earned 30 grade points. She withdrew at the end of the quarter and transferred to a California school as per agreement with her parents.

Dropout D. Y. With the intention of being married, D. Y. withdrew from school the first week of the winter quarter. The marriage did not materialize and she returned to the University for the spring quarter.

Dropout E. Y. Due to pressure exerted from her father and grandmother, E. Y. enrolled in the University. She came from a broken home. Her education was financed by a small inheritance from her mother which was matched by her father.

After E. Y. accepted an engagement ring during Christmas vacation, her father refused to make further financial contributions. E. Y. withdrew from school January 18. The insecurity and clash of personalities in her family background was too much for the maturity E. Y. had reached.

Dropout F. Y. She came to school with the occupational goal of becoming an elementary teacher. She dated a student from her home town and they planned to marry. At the close of the winter quarter, F. Y.'s fiance returned to his home to manage the ranch. F. Y. then transferred to the Great Falls College of Education to be near him and live at home.

Dropout G. Y. She entered school the winter quarter. Her percentile rank on the A. C. E. test was four. She was frustrated with school requirements, shy, and unwilling to share in group activity. For the winter quarter, G. Y. earned only five grade points. Her mother decided to take her out of school and enroll her in the College of Education in Great Falls.

Dropout H. Y. During her senior year in high school, H. Y. had fallen in love and wanted to withdraw and be married. Because of her security at home and her willingness to follow her parents' advice, H. Y. came to the University eager to participate in campus social events. She was initiated into a sorority and was elected secretary of North Hall. She maintained a "B" average scholastically for the autumn and winter quarters. Furthermore she moved into a room with her two closest friends. Outwardly, H. Y. appeared to be completely adjusted and happy and was actively involved in campus activities.

The first week-end of the spring quarter, H. Y. was married and withdrew from school. In accordance with Maslow's theory of motivation, it could be assumed that this was an example of the love need taking precedence over the over the motives of esteem and self-actualization.¹

Dropout I. Y. I. Y. transferred to the University from the Montana State College the winter quarter with an above average scholastic record. She was unhappy the

¹Bert R. Sappenfield, Personality Dynamics (New York: Alfred A. Knoff, 1954), p. 49.

autumn quarter for she was an amateur figure skater and wanted to join a professional skating show. This, however, required permission from her parents who were determined their daughter should have a college education. In addition to her lack of interest in school, she was in a dilemma over love problems. It was hoped that the change in transferring to the University would prove beneficial to her state of confusion.

During the second week at the University, it was obvious that I. Y. was "drinking" excessively and frequently. She was referred to the Counseling Center, a clinical psychologist, and the Mental Hygiene Clinic. From these referrals, she consulted with the psychologist. She stopped "drinking" and actively participated in the campus social affairs.

I. Y. married during the vacation between quarters. The marriage provided financial security and the opportunity to perform in professional ice shows. In this case, it appears that for I. Y. the motives prepotent in her conflict had won out. This was the gratification in her anxiety for which she was unable to solve by any ordered system of values.

Dropout D. X. As described in Chapter III,² D. X. withdrew from school at the end of the winter quarter. She did not adjust to group living or campus government. Neither

²See page 31.

the advisor in the dormitory nor her academic advisor were cognizant of the conflict D. X. was having.

From the dropouts described, the causes indicated were: financial, poor adjustment to the University and group living, and ineffective counseling for individuals with rather deep rooted conflicts before entering school. Counseling was only effective when there was a willingness on the part of the subjects to cooperate and in some cases to follow referrals and accept professional services for an unlimited period of time. The Head Resident was hopeful of being of assistance to most of the students who came to her for help but was less hopeful in assisting the students who had problems such as family or financial problems which were created or affected by factors beyond the control of the student.

CHAPTER VIII

SUMMARY

Personality tests. The results of the personality tests for the group seemed to indicate a growth in the areas of Withdrawing Tendencies (freedom from), Anti-social Tendencies (freedom from), Social Skills, and Self-reliance. Individually, a majority of the scores showed improvement and others remained the same or were lower. In this study the objective measurement was a tool used with the interview to establish greater reliability of observational data. In three cases, one or more component scores on the test were sufficiently low to appear indicative of severe emotional disturbances. In the interviews which followed one individual stated she was recovering from lethargic encephalitis, another person was suffering from a long standing family conflict, and the other person was frustrated over her own vocational choice and that of her parents--she felt forced into university attendance. All three of the cases mentioned were referred to the State Mental Hygiene Clinic on the University campus. The fifteen individuals whose scores for Personal Adjustment were below the fiftieth percentile were referred to the University Counseling Center, where they were interviewed and given both the Kuder and

Strong Vocational Interest Blanks. Eight of the fifteen changed their vocational majors at the beginning of the winter quarter--their scores on the Form BB of the personality test were among those who showed improvement in Personal Adjustment. Contacts with faculty advisors, the Counseling Center, ratings by Junior Sponsors, and personal observation by the Head Resident constituted additional criteria in substantiating the results found on the test.

Rating sheets. The results of the ratings for the Junior Sponsors and the Head Resident, by the freshmen, appeared to be positive. Each freshman girl in the dormitory rated the Head Resident but only one of the Junior Sponsors, the one they had known most intimately. A summary of the rating by percentage, 1 being high and 3 being low, for each of the five categories rated, showed:

	<u>Junior Sponsors</u>			<u>Head Resident</u>		
	1	2	3	1	2	3
Understanding	88%	8%	4%	71%	23%	6%
Cooperation	78%	21%	1%	69%	28%	3%
Friendliness	82%	18%	--	72%	28%	--
Enthusiasm	78%	20%	2%	72%	27%	1%
Promptness	97%	3%	--	83%	14%	3%

It was particularly significant that fifty-four per cent of the low, negative, ratings for the Junior Sponsors were duplicated in the rating of the Head Resident. It could thus be assumed that those individuals felt negative toward the whole counseling service.

It was also significant that one Junior Sponsor was rated by forty-seven per cent of the freshmen. A contributing

factor in accounting for this high percentage vote was the fact that this Junior was one of the two who lived in the dormitory for two quarters and perhaps was better known. For the other six Juniors, the percentages were: 14, 14, 12, 6, 4, and 3.

Leadership poll. Assuming that leadership can be learned, it was the aim of the dormitory program to provide group situations for the development of leadership roles. The committee program was actually laboratory experimentation, for encouragement was given for creative ideas and the results were evaluated by the committee. Recognition was given for the conscientious committee members regardless of how minor the jobs were which they had done, as well as the leadership by the chairman.

The purpose of the leadership poll was to find out who the girls recognized in the hall as their leaders, whom they preferred to work with on committees, and who were isolated as far as choices for committee members.

An analysis of the twenty-five girls who received the highest number of votes concerning the size of high school from which they were graduated, their academic standing, whether or not they were affiliated with a sorority, and their contribution to hall activities, showed:

44%	. . .	AA High Schools
68%	. . .	Academic grade points above a C+ (2.5)
80%	. . .	Members of a sorority
100%	. . .	Active members in one or more hall committees.

The same analysis for the twenty-nine girls who were not named by any one of the freshmen for a committee showed:

2%	. . .	AA High Schools
36%	. . .	Academic grade points above a C+ (2.5)
60%	. . .	Members of a sorority
1%	. . .	Active in one or more hall committees

With this information, an attempt was made to place all of the girls in definite assignments. Five of the twenty-nine girls took an active part in the decorations for Interscholastic Track Meet, two of the girls completed a scrap book for North Hall, six of the girls participated in intra-mural sports for the hall, two of the girls were given office responsibilities, one girl was elected assistant A. W. S. representative, two girls dropped school, and the other eleven girls remained fairly inactive in sharing the responsibility for the hall program.

How effective the leadership training was, will be shown in their subsequent leadership on campus. Their contributions to the campus as sophomores and juniors would make a more valid evaluation of their leadership training.

Correlation of grade point index and A. C. E. scores.

The grade point index for the hall for the autumn and winter quarters was above average, 2.62 and 2.64 respectively. The mean raw score on the A. C. E., psychological test, was 112 (fifty-ninth percentile) for the autumn quarter, and 110 (fifty-sixth percentile) for the winter quarter. Thus, the above average grade point index seemed consistent with the above average prediction from the scholastic aptitude test.

The correlation between the grade points earned and the scores of the A. C. E. test was $+ .56$ with a probable error of $\pm .04$ for the autumn quarter, and $+ .50$ with a probable error of $\pm .05$ for the winter quarter.

For three girls there was a wide deviation downward between the prediction on the A. C. E. and the college grades. One of the girls scored low on the personality test and was referred to the State Mental Hygiene Clinic, a second one seemed to lack interest in school and dropped out at the end of the winter quarter, a third one failed to make the adjustment from a little school to the University and dropped out at the end of the winter quarter.

The comparison was valuable in the promotion of academic achievement for the hall, one of its primary goals, and an aid in locating the under-achievers.

Dropouts. The causes for the dropouts during the year were: lack of student motivation, parental indifference, marriage, transfers to other schools, and inability to adjust to the University. The four girls who dropped out for marriage appeared to lack motivation in pursuing academic training. Finance and deficient grade points were the basis for the three transfers to other schools. Two of the dropouts lacked interest in scholastic training, had reached no decision in their academic goals, felt inhibited in group living, and received no encouragement from their parents.

Recognizing the limitation in counseling and the many factors beyond the control of the students, the author suggests an apparent weakness on the part of the guidance offered in the hall and the academic advisors in assisting those girls who dropped out. Time in helping the girls was an element in four cases--two of the girls dropped out to be married by the middle of the autumn quarter, and two others entered the winter quarter and dropped out at the end of the quarter.

CONCLUSIONS

Kathryn Hopwood, chairman of a committee of the National Association of Deans of Women, in summing up the evaluation of dormitory counselor programs, says:

The evaluation of any programs where lofty aims, many people, and innumerable factors beyond measurement are involved is inevitably partial and tentative. In general there is an effort to avoid the extreme of evaluating the life out of a program and the extreme of no evaluation--so that an outmoded program continues of its own momentum. While it is recognized that the aspects of a program most easily evaluated are usually the least important, it is nevertheless helpful to assess strengths and direction regularly.¹

From the study in North Hall the program appeared to show strength in the motivation for academic achievement; in the attitude toward the advisors, thereby creating a favorable committee working relationship; recognition of

¹Kathryn Hopwood, "The Undergraduate Student Counselor," National Association of Deans of Women (National Education Association, Washington, D. C., 1954), p. 43.

interest, originality, and dependability in committee members, and providing opportunities for leadership training. Reaching students with personal adjustment problems before they dropped out of school seemed to be a weakness in the guidance program. Coordinating the program to allow sufficient time for small group discussions would have given opportunity for the committee "isolates" to express themselves.

RECOMMENDATIONS

The following are recommendations which would seem to improve the counseling in the dormitory and the committee program:

1. That notice be sent to the Head Residents within a reasonable time of poor school attendance and fluctuation of student classroom performance.

2. That the Counseling Center, Advisors, Personnel Office, and Head Residents meet regularly in discussing and following up on student behavior problems, for every aspect of the student's life--physical, intellectual, emotional, social, and spiritual, are keys to desirable or undesirable behavior.

3. That campus organizations working with student-faculty discussion groups, be combined with the dormitory program. This would prevent overlapping of topics and less infringement on "study-hours".

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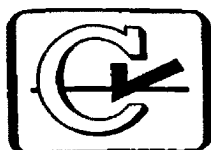
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APPENDIX



APPENDIX A

Secondary • GRADES 9 to College • form AA

California Test of Personality

1953 Revision

Devised by

ERNEST W. TIEGS, WILLIS W. CLARK, AND LOUIS P. THORPE

Do not write or mark on this booklet unless told to do so by the examiner.

Name..... Grade..... Sex
Last First Middle..... M-F

School..... City..... Date of Test.....
Month Day Year

Examiner..... (.....) Student's Age..... Date of Birth.....
Month Day Year

INSTRUCTIONS TO STUDENTS:

This booklet contains some questions which can be answered YES or NO. Your answers will show what you usually think, how you usually feel, or what you usually do about things. Work as fast as you can without making mistakes.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.

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9 8 7 6 5 4 3 2 1

INSTRUCTIONS TO STUDENTS

DO NOT WRITE OR MARK ON THIS TEST BOOKLET UNLESS TOLD TO DO SO BY THE EXAMINER.

You are to decide for each question whether the answer is YES or NO and mark it as you are told. The following are two sample questions:

SAMPLES

- A. Do you have a dog at home? YES NO
B. Can you drive a car? YES NO

DIRECTIONS FOR MARKING ANSWERS

ON ANSWER SHEETS

Make a heavy black mark under the word YES or NO, whichever shows your answer. If you have a dog at home but cannot drive a car, you would mark the answer sheet this way:

	YES	NO
A		
B		

Mark under the word that shows your answer.
Find answer row number 1 on your answer sheet.
Now wait until the examiner tells you to begin.

ON TEST BOOKLETS

Draw a circle around the word YES or NO, whichever shows your answer. If you have a dog at home, draw a circle around the word YES in Sample A above; if not, draw a circle around the word NO. Do it now.

If you can drive a car, draw a circle around the word YES in Sample B above; if not, draw a circle around the word NO. Do it now.

Now wait until the examiner tells you to begin.

After the examiner tells you to begin, go right on from one page to another until you have finished the test or are told to stop. Work as fast as you can without making mistakes. Now look at item 1 on page 3.

SECTION 1 A

1. Do you often act as leader when working with other people? YES NO
2. Is it easy for you to introduce or be introduced to people? YES NO
3. Do you find it hard to keep from being bossed by people? YES NO
4. Is it hard for you to continue with your work when it becomes difficult? YES NO
5. Do you give considerable thought to your future work or career? YES NO
6. Do you take an active part in making decisions when with other people? YES NO
7. Is it easier to do things that your friends propose than to make your own plans? YES NO
8. Do you usually do things that are good for you even if you do not like them? YES NO
9. Is it hard for you to admit when you are wrong? YES NO
10. Do you usually keep at your plans until they are finished? YES NO
11. Do you feel uncomfortable when you are alone with important people? YES NO
12. Do you prefer some competition to working alone in your own way? YES NO
13. Is it easy for you to wait until the appropriate time to do things? YES NO
14. Do you usually get discouraged when other people disagree with you? YES NO
15. Is it natural for you to feel like crying or pitying yourself whenever you get hurt? YES NO

SECTION 1 B

16. Do your friends seem to think you have likable traits? YES NO
17. Do people seem to think that you are dependable? YES NO
18. Do you feel that you are not very good at handling money? YES NO
19. Do you feel that people often treat you rather badly? YES NO
20. Are you often invited to parties that both boys and girls attend? YES NO
21. Do most of your friends and classmates do nice things for you? YES NO
22. Do your folks seem to think that you are going to amount to something? YES NO
23. Do people seem to think well of your family's social standing? YES NO
24. Are you usually considered brave or courageous? YES NO
25. Are you considered a failure in many of the things you do? YES NO
26. Are you often discouraged because people fail to recognize your worth? YES NO
27. Do your friends seem to think that your ideas are usually poor? YES NO
28. Do you feel that people recognize your social standing as they should? YES NO
29. Are you usually given credit for the good judgment you show? YES NO
30. Do members of the opposite sex seem to like you? YES NO

GO RIGHT ON TO
THE NEXT COLUMN

Section 1 A
(number right)

GO RIGHT ON TO
THE NEXT PAGE

Section 1 B
(number right)

SECTION 1 C

- 31. Do you have enough time for play or recreation? YES NO
- 32. Do your parents cause you embarrassment when you associate with the opposite sex? YES NO
- 33. Are you scolded for many little things that do not amount to much? YES NO
- 34. Do you frequently have to stand up for your freedom or other rights? YES NO
- 35. Do you work to earn part or all of your spending money? YES NO
- 36. Do you frequently have to ask for more freedom? YES NO
- 37. Do some people try to dominate you so much that you have to resist them? YES NO
- 38. Are you allowed to say what you believe about things? YES NO
- 39. Do your folks often try to stop you from going around with your friends? YES NO
- 40. Do you have to do what other people tell you to do most of the time? YES NO
- 41. Do you feel that you are bossed around too much by your folks? YES NO
- 42. Are you usually allowed to attend the socials or shows that you like? YES NO
- 43. Do you feel that you are given enough liberty to do what you want to do? YES NO
- 44. Do you sometimes go out with members of the opposite sex? YES NO
- 45. Are you free to go to interesting places during your spare time? YES NO

SECTION 1 D

- 46. Do you feel that you fit well into the community in which you live? YES NO
- 47. Do you often worry about your lack of true friendships? YES NO
- 48. Do you feel that your relatives are as attractive and successful as those of your friends? YES NO
- 49. Do you feel that your classmates are glad to have you as a member of their school? YES NO
- 50. Do the people at home make you feel that you are an important part of the family? YES NO
- 51. Are you regarded as being as healthy and strong as most of your friends and classmates? YES NO
- 52. Have you often wished that you had different parents than you have? YES NO
- 53. If you are a young man, are you liked by the young women? If you are a young woman, do the young men like you? YES NO
- 54. Have you found it difficult to make as many friends as you wish? YES NO
- 55. Are you well enough liked at home that you feel happy there? YES NO
- 56. Are you invited to groups in which both young men and women are present? YES NO
- 57. Do you have enough friends to make you feel good? YES NO
- 58. Do you feel that you are an important part of your school? YES NO
- 59. Do your friends and acquaintances seem to have a better time at home than you do? YES NO
- 60. Do you feel that people usually think well of you? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 1 C
(number right)

GO RIGHT ON TO THE NEXT PAGE

Section 1 D
(number right)

SECTION 1 E

- Are people frequently so unkind or unfair to you that you feel like crying? **YES NO**
- Do you find it difficult to associate with the opposite sex? **YES NO**
- Do you find that many people seem perfectly willing to take advantage of you? **YES NO**
- Do you have many problems that cause you a great deal of worry? **YES NO**
- Do you find it hard to meet people at social affairs? **YES NO**
- Are your responsibilities and problems often such that you cannot help but get discouraged? **YES NO**
- Do you often feel lonesome even when you are with people? **YES NO**
- Have you found that a good many people are hard to like? **YES NO**
- Do you find many people inclined to say and do things that hurt your feelings? **YES NO**
- Are you sorry that you are continually growing older? **YES NO**
- Do you find it difficult to overcome the feeling that you are inferior to others? **YES NO**
- Is it hard for you to forget humiliating experiences? **YES NO**
- Does it seem to you that younger persons have an easier and more enjoyable life than you do? **YES NO**
- Do you often feel that people do not appreciate you or treat you as they should? **YES NO**
- Are certain people so unreasonable that you can't help but hate them? **YES NO**

SECTION 1 F

- 76. Are you likely to stutter when you get worried or excited? **YES NO**
- 77. Are you bothered by periodic dizzy spells? **YES NO**
- 78. Do you have the habit of biting your fingernails? **YES NO**
- 79. Do you have frequent headaches for which there seems to be no cause? **YES NO**
- 80. Do you sometimes walk or talk in your sleep? **YES NO**
- 81. Do you suffer often from annoying eyestrain? **YES NO**
- 82. Is it hard for you to sit still? **YES NO**
- 83. Are you more restless than most people? **YES NO**
- 84. Are you inclined to drum restlessly with your fingers on tables, desks, and chairs? **YES NO**
- 85. Do people frequently speak so indistinctly that you have to ask them to repeat what they have said? **YES NO**
- 86. Do you lose a great deal of sleep because of worry? **YES NO**
- 87. Do you find that you are tired a great deal of the time? **YES NO**
- 88. Do you often have considerable difficulty in going to sleep? **YES NO**
- 89. Do you sometimes have nightmares? **YES NO**
- 90. Do your muscles twitch some of the time? **YES NO**

GO RIGHT ON TO THE NEXT COLUMN

Section 1 E
(number right)

GO RIGHT ON TO THE NEXT PAGE 

Section 1 F
(number right)

SECTION 2 A

- 91. Is it all right to create a scene in order to get your own way? YES NO
- 92. Does finding an article give a person the right to keep or sell it? YES NO
- 93. Is it all right to ignore teachers' requests if they appear to be unfair? YES NO
- 94. If they look funny enough, is it all right to laugh at people who are in trouble? YES NO
- 95. Should students follow their parents' instructions even though their friends advise differently? YES NO
- 96. Is it always necessary to express appreciation for help or favors? YES NO
- 97. Should one respect the property of people who are very rich? YES NO
- 98. Is it necessary to be especially friendly to new students? YES NO
- 99. If you need something badly enough and cannot buy it, are there times when it is all right to take it? YES NO
- 100. Is it all right to cheat in a game when you will not get caught? YES NO
- 101. Is it necessary to obey "No Trespassing" signs? YES NO
- 102. Should a person be courteous to disagreeable people? YES NO
- 103. Are the beliefs of some people so absurd that it is all right to make fun of them? YES NO
- 104. Do older or elderly people deserve any special help not given others? YES NO
- 105. Do rich people deserve better treatment than poor ones? YES NO

SECTION 2 B

- 106. Do you often introduce people to each other? YES NO
- 107. Do you find that many people are easily offended by you? YES NO
- 108. Is it easy for you to talk with people as soon as you meet them? YES NO
- 109. Is it difficult for you to compliment people when they do something well? YES NO
- 110. Do you often assist in planning parties? YES NO
- 111. Do you usually remember the names of people you meet? YES NO
- 112. Do you frequently find it necessary to disregard the feelings of other people? YES NO
- 113. Do you frequently find it necessary to interrupt a conversation? YES NO
- 114. Do you attempt new games at parties even when you haven't played them before? YES NO
- 115. Do you find that it causes you trouble when you help others? YES NO
- 116. Do you have many friends rather than just a few? YES NO
- 117. Do you find that members of the opposite sex appear at ease when chatting with you? YES NO
- 118. Do you like to have parties at your home? YES NO
- 119. Do you find it hard to help others have a good time at parties? YES NO
- 120. Is it hard for you to lead in enlivening a dull party? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 2 A
(number right)

GO RIGHT ON TO THE NEXT PAGE

Section 2 B
(number right)

SECTION 2 C

1. Are you justified in taking things that are denied you by unreasonable people? YES NO
2. Have things ever been so bad at home that you have had to run away? YES NO
3. Are you often forced to show some temper in order to get what is coming to you? YES NO
4. Do you often have to make your classmates do things that they don't want to do? YES NO
5. Are people often so stubborn that you have to call them bad names? YES NO
6. Do you find it easy to get out of trouble by telling "white lies"? YES NO
7. Do people often provoke you to the point where you feel justified in swearing? YES NO
8. Are some people so unfair that you are justified in being sarcastic to them? YES NO
9. Are many people so narrow-minded that they force you to quarrel with them? YES NO
10. Are teachers and other people often so unfair that you do not obey them? YES NO
11. Do you often have to fight or quarrel in order to get your rights? YES NO
12. Are people often so thoughtless of you that you have a right to be spiteful to them? YES NO
13. Do little "kids" often get in your way so that you have to push or frighten them? YES NO
14. Are people at home or at school always bothering you so that you just have to quarrel? YES NO
15. Do you have to stand up for your rights? YES NO

SECTION 2 D

136. Are you troubled because your parents are not congenial? YES NO
137. Do the members of your family frequently have good times together? YES NO
138. Do your folks take time to become acquainted with your problems? YES NO
139. Does someone at home like to have you bring your friends to the house? YES NO
140. Are things difficult for you because your folks are usually short of money? YES NO
141. Are you troubled because your folks differ from you regarding the things you like? YES NO
142. Do you like your parents about equally? YES NO
143. Do you wish that more affection were shown by more members of your family? YES NO
144. Do your folks appear to doubt whether you will be successful? YES NO
145. Do the members of your family seem to criticize you a lot? YES NO
146. Do you usually like to be somewhere else than at home? YES NO
147. Do you avoid inviting others to your home because it is not as nice as theirs? YES NO
148. Do some of those at home seem to think they are better than you? YES NO
149. Are your folks reasonable to you when they demand obedience? YES NO
150. Do you sometimes feel like leaving your home for good? YES NO

GO RIGHT ON TO
THE NEXT COLUMN

Section 2 C
(number right)

GO RIGHT ON TO
THE NEXT PAGE

Section 2 D
(number right)

SECTION 2 E

- 151. Are you usually a member of a club, team, or other organization at school? YES NO
- 152. Are your classmates usually friendly to you? YES NO
- 153. Would you like to be chosen more often to take part in games and other activities? YES NO
- 154. If it were right, would you stay away from school as often as possible? YES NO
- 155. Do you find that classmates of the opposite sex are as nice as those of your own sex? YES NO
- 156. Would you be happier if your classmates liked you better? YES NO
- 157. Does it seem to you that many of your teachers are nervous? YES NO
- 158. Do many of the teachers seem to be unfair or unreasonable to their students? YES NO
- 159. Do you like to go to school affairs with members of the opposite sex? YES NO
- 160. Would you and your classmates like school better if teachers were not so strict? YES NO
- 161. Do you enjoy being alone more than being with your classmates? YES NO
- 162. Do you find that you can confide in at least one of your teachers? YES NO
- 163. Are many of your classmates so unkind or unfriendly that you avoid them? YES NO
- 164. Do your classmates seem to approve of the way you treat them? YES NO
- 165. Do you feel that some teachers prefer other students to you? YES NO

SECTION 2 F

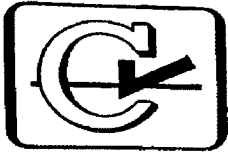
- 166. Are there any attractive members of the opposite sex in your neighborhood? YES NO
- 167. Do you like to take care of your own or some neighbor's pets? YES NO
- 168. Do you dislike taking responsibility for the welfare or safety of children or old people? YES NO
- 169. Do you know people who are so annoying that you would like to molest them? YES NO
- 170. Do you often play games with friends in your neighborhood? YES NO
- 171. Is there a church or other organization in your neighborhood where you meet congenial people? YES NO
- 172. Are there people of certain races that one should not be expected to tolerate? YES NO
- 173. Do you live in a rather uninteresting neighborhood? YES NO
- 174. Are the police officers of such a character that you would like to help them? YES NO
- 175. Do you visit with several young men and women in your neighborhood? YES NO
- 176. Do you sometimes go to neighborhood affairs with members of the opposite sex? YES NO
- 177. Do you ever do anything to improve the appearance of your home surroundings? YES NO
- 178. For the most part, are your neighbors the kind of people you like? YES NO
- 179. Are most of the people in your community the kind you refrain from visiting? YES NO
- 180. Do you usually speak to both young men and young women in your neighborhood? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 2 E
(number right)

STOP NOW WAIT FOR FURTHER INSTRUCTION

Section 2 F
(number right)



APPENDIX B:

Secondary • GRADES 9 to College • form BB

California Test of Personality

1953 Revision

Devised by

ERNEST W. TIEGS, WILLIS W. CLARK, AND LOUIS P. THORPE

Do not write or mark on this booklet unless told to do so by the examiner.

Name..... Grade..... Sex
Last First Middle M-F

School..... City..... Date of Test.....
Month Day Year

Examiner..... (.....) Student's Age..... Date of Birth.....
Month Day Year

INSTRUCTIONS TO STUDENTS:

This booklet contains some questions which can be answered YES or NO. Your answers will show what you usually think, how you usually feel, or what you usually do about things. Work as fast as you can without making mistakes.

DO NOT TURN THIS PAGE UNTIL TOLD TO DO SO.

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1 2 3 4 5 6 7

INSTRUCTIONS TO STUDENTS

DO NOT WRITE OR MARK ON THIS TEST BOOKLET UNLESS TOLD TO DO SO BY THE EXAMINER

You are to decide for each question whether the answer is YES or NO and mark it as you are told. The following are two sample questions:

SAMPLES

- A. Do you have a dog at home? YES NO
B. Can you drive a car? YES NO

DIRECTIONS FOR MARKING ANSWERS

ON ANSWER SHEETS

Make a heavy black mark under the word YES or NO, whichever shows your answer. If you have a dog at home but cannot drive a car, you would mark the answer sheet this way:

	YES	NO
A		
B		

Mark under the word that shows your answer.
Find answer row number 1 on your answer sheet.
Now wait until the examiner tells you to begin.

ON TEST BOOKLETS

Draw a circle around the word YES or NO, whichever shows your answer. If you have a dog at home, draw a circle around the word YES in Sample A above; if not, draw a circle around the word NO. Do it now.

If you can drive a car, draw a circle around the word YES in Sample B above; if not, draw a circle around the word NO. Do it now.

Now wait until the examiner tells you to begin.

After the examiner tells you to begin, go right on from one page to another until you have finished the test or are told to stop. Work as fast as you can without making mistakes. Now look at item 1 on page 3.

SECTION 1 A

SECTION 1 B

- 1. Do you like to be in charge of group activities? YES NO
- 2. Is it easy for you to get back the things that you have loaned? YES NO
- 3. Are you considered shy when you are in the company of your friends? YES NO
- 4. Do you usually get upset when things go wrong? YES NO
- 5. Are you usually willing to suffer some discomfort in order to achieve a goal? YES NO
- 6. Do you find that you can influence other people successfully? YES NO
- 7. Is it hard for you to go on with your work if you do not get enough encouragement? YES NO
- 8. Are you enough of a leader to sway other people's opinions? YES NO
- 9. Is it hard for you to protect yourself from people who are rude? YES NO
- 10. Do you usually carry out your plans even when difficulties arise? YES NO
- 11. Do you usually feel uneasy when you are around people you do not know? YES NO
- 12. Do you usually feel at ease when talking to members of the opposite sex? YES NO
- 13. Do you usually feel at home at social affairs? YES NO
- 14. Is it hard for you to defend your views when you are opposed? YES NO
- 15. Have you found that other people are usually to blame when things go wrong? YES NO

- 16. Do people seem to think that you are capable of facing serious difficulties? YES NO
- 17. Do you feel that difficult problems bring out your true abilities? YES NO
- 18. Do you find that many situations cause you to blush or become embarrassed? YES NO
- 19. Do you find that friends are seldom inclined to do you a favor? YES NO
- 20. Do you feel that people appreciate your personality qualities enough? YES NO
- 21. Are you asked to the social affairs which you would like to attend? YES NO
- 22. Do people seem to enjoy having you as company or as a guest? YES NO
- 23. Do people recognize your ability as well as they should? YES NO
- 24. Do you feel that you can handle yourself well in strange places? YES NO
- 25. Are you distressed because you are not a good mixer at social affairs? YES NO
- 26. Do some of your acquaintances claim that you are not dependable enough? YES NO
- 27. Do your friends sometimes cause you to feel embarrassed or inferior? YES NO
- 28. Do people seem to think that you are going to make a success in life? YES NO
- 29. Do people usually seem interested in the things you are doing? YES NO
- 30. Do you feel that you are going to have a successful career? YES NO

GO RIGHT ON TO THE NEXT COLUMN

GO RIGHT ON TO THE NEXT PAGE

Section 1 A
(number right)

Section 1 B
(number right)

SECTION 1 C

- 31. Are you allowed enough time for recreation? **YES NO**
- 32. Do you have difficulties because of unnecessary customs? **YES NO**
- 33. Do you frequently have to give up your own way because of conflicts with others? **YES NO**
- 34. Do you feel that you have too little to say about the rules that you are supposed to follow? **YES NO**
- 35. Do you feel that you have as much liberty as you deserve at your age? **YES NO**
- 36. Do you have to go to many affairs which you dislike? **YES NO**
- 37. Do other people concern themselves too much with your affairs? **YES NO**
- 38. Are you usually permitted to choose your friends of the opposite sex? **YES NO**
- 39. Do you feel that there are too many regulations affecting your freedom? **YES NO**
- 40. Do too many people assume authority over you? **YES NO**
- 41. Do you feel that you are allowed too little freedom in going places? **YES NO**
- 42. Do you participate in making the rules at home? **YES NO**
- 43. Are you usually allowed to bring your friends to your home when you wish? **YES NO**
- 44. Are you encouraged to help plan your future vocation or career? **YES NO**
- 45. Are you permitted to regulate your own affairs as much as you should be? **YES NO**

SECTION 1 D

- 46. Do you usually feel at home when you are with a group of people? **YES NO**
- 47. Have you found that too many people ignore you? **YES NO**
- 48. Do people tend to seek out your company as much as you would like? **YES NO**
- 49. Does your family seem to enjoy as good a social standing as you would like? **YES NO**
- 50. Do you belong to the social set that you prefer? **YES NO**
- 51. Do you belong to as many school clubs as you would like to? **YES NO**
- 52. Do your friends seem unwilling to ask you for favors? **YES NO**
- 53. Do most of the people you meet seem interested in you? **YES NO**
- 54. Do you often find it hard to play the games your friends like? **YES NO**
- 55. Do people seek your company? **YES NO**
- 56. Are you usually asked to join in the fun at social gatherings? **YES NO**
- 57. Do your teachers seem to want you in their classes? **YES NO**
- 58. Are you usually in on the social affairs of your group? **YES NO**
- 59. Have you found it almost impossible to take any of your friends into your confidence? **YES NO**
- 60. Are you asked to take part in discussions? **YES NO**

GO RIGHT ON TO THE NEXT COLUMN

Section 1 C
(number right)

GO RIGHT ON TO THE NEXT PAGE

Section 1 D
(number right)

SECTION 1 E

- 61. Would you rather not take part in games even when you have a chance? YES NO
- 62. Do you find it more pleasant to think about desired successes than to work for them? YES NO
- 63. Have you found it difficult to keep from being nervous when other people are around? YES NO
- 64. Is it easy for you to get so absorbed in personal interests that you forget about obligations? YES NO
- 65. Would you rather think about other things than work at your present task? YES NO
- 66. Do those who criticize you often hurt your feelings? YES NO
- 67. Are you bothered if all eyes are on you when you enter a room? YES NO
- 68. Do you think that most people are out to cheat or "put something over on" their associates? YES NO
- 69. Do you find it difficult to talk readily when in a group? YES NO
- 70. Do you often seclude yourself so that people cannot bother you? YES NO
- 71. Do you usually try to avoid people you don't know? YES NO
- 72. Have some of your friends accused you of being touchy on various subjects? YES NO
- 73. Do you prefer to stay away from most social affairs? YES NO
- 74. Do you often feel depressed over your lack of success? YES NO
- 75. Does it bother you to have people look at you for any length of time? YES NO

SECTION 1 F

- 76. Do you seem to need more rest during the day than most people? YES NO
- 77. Have you been troubled by frequent "sick stomachs" or vomiting spells? YES NO
- 78. Are you considerably underweight much of the time? YES NO
- 79. Do you sometimes have annoying muscle twitchings? YES NO
- 80. Have you sometimes felt that you were on the verge of a nervous breakdown? YES NO
- 81. Has illness often caused you to miss school? YES NO
- 82. Are you often tired even in the early part of the day? YES NO
- 83. Does it make you nervous or put you "on edge" when you have to wait for someone? YES NO
- 84. Have you been troubled frequently by disturbing fears? YES NO
- 85. Have you sometimes felt that you have more than your share of aches and pains? YES NO
- 86. Have you found it difficult to keep from being nervous much of the time? YES NO
- 87. Do circumstances often make you irritable? YES NO
- 88. Are you inclined to worry more than most people? YES NO
- 89. Do you frequently find that you read several sentences without realizing what they are about? YES NO
- 90. Do you often find yourself becoming irritable without good cause? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 1 E
(number right)

GO RIGHT ON TO THE NEXT PAGE

Section 1 F
(number right)

SECTION 2 A

- 91. Should one ignore people's rights when they seem to belong to a low social class? YES NO
- 92. Is it all right to break promises when you wish you had not made them? YES NO
- 93. Is it all right to cheat if other students in the class get better grades by cheating? YES NO
- 94. Should a student who is rather dull be kept out of school activities? YES NO
- 95. Should one be expected to respect all foreigners? YES NO
- 96. Should one be expected to obey laws in which he does not believe? YES NO
- 97. Should one bother to help people when they make mistakes? YES NO
- 98. Is it necessary to be respectful of all members of the opposite sex, no matter who they are? YES NO
- 99. Is it all right to look down on people who are ignorant and superstitious? YES NO
- 100. Is it all right to be disrespectful to teachers who show partiality? YES NO
- 101. Should people live according to a code of what is right and wrong? YES NO
- 102. Should people as a rule maintain their principles even though others disagree? YES NO
- 103. Should one ever seek revenge when he has been wronged? YES NO
- 104. Is it necessary to return borrowed articles to people who are known to be dishonest? YES NO
- 105. Is it all right to avoid responsibility or work if you are not required to do it? YES NO

SECTION 2 B

- 106. Do you find it easy to help people enjoy life? YES NO
- 107. Do you find it difficult to be jolly with most people? YES NO
- 108. Do you keep from letting people know when they irritate you? YES NO
- 109. In a conversation, do you find it hard to listen when you would rather talk? YES NO
- 110. Do your acquaintances consider you thoughtful and obliging? YES NO
- 111. Do you keep in touch with the things your friends are doing? YES NO
- 112. Do you usually find much opposition from others when you try to get your own way? YES NO
- 113. Do you find that most people are difficult to deal with? YES NO
- 114. Do you constantly increase your circle of friends? YES NO
- 115. Do you find it necessary to be dictatorial with some people? YES NO
- 116. Do you often go out of your way to help your friends? YES NO
- 117. Do you usually prefer treating your friends to being treated by them? YES NO
- 118. Do less fortunate persons enjoy having you help them? YES NO
- 119. Do you usually argue with people who criticize your way of doing things? YES NO
- 120. Do you find it natural to look down on most people? YES NO

GO RIGHT ON TO THE NEXT COLUMN

Section 2 A
(number right)

GO RIGHT ON TO THE NEXT PAGE

Section 2 B
(number right)

SECTION 2 C

SECTION 2 D

- 1. Do you dislike some people so much that you try to get even with them? YES NO
- 2. Have you found that there are many people who deserve to be treated with disrespect? YES NO
- 3. Do you find that displaying a temper is effective in getting results? YES NO
- 4. Do you have to be on your guard in order to defend your rights? YES NO
- 5. Do people frequently start hot arguments with you? YES NO
- 6. Do you try to get even with people who have a grudge against you? YES NO
- 7. Do you sometimes think that it serves the school right if you break a few things? YES NO
- 8. Do you have to talk about yourself and your abilities in order to get recognition? YES NO
- 9. Are things frequently so bad at school that you just naturally stay away? YES NO
- 10. Do some people almost force you into a fighting mood? YES NO
- 11. Do children sometimes get so "fresh" with you that you have to punish them? YES NO
- 12. Do you frequently find it necessary to get even with people who have been unjust? YES NO
- 13. Do you sometimes have to deal severely with people because they talk about you behind your back? YES NO
- 14. Are your acquaintances often so unreasonable that you lose your temper? YES NO
- 15. Do you feel better when you have gotten even with someone who has taken advantage of you? YES NO

- 136. Do your folks seem to believe that you are not thoughtful of them? YES NO
- 137. Do the members of your family get along well? YES NO
- 138. Do your folks seem to appreciate it when you do things well? YES NO
- 139. Do your folks frequently take time to do things with you? YES NO
- 140. Are there some jealous people in your home? YES NO
- 141. Do you feel that your folks are entirely too strict with you? YES NO
- 142. Is there anyone at home with whom you can talk over your problems? YES NO
- 143. Does someone in your home quarrel with you too much of the time? YES NO
- 144. Do you dislike talking things over with your folks because they don't understand you? YES NO
- 145. Do most of your friends seem to have more freedom at home than you do? YES NO
- 146. Does someone at home criticize you a lot but seldom praise you? YES NO
- 147. Do you feel that there are too many strict regulations in your home? YES NO
- 148. Do you feel that there are too many bosses in your home? YES NO
- 149. Are you made to feel as worthwhile as other members of your family? YES NO
- 150. Does your family nag at you instead of correcting you fairly? YES NO

GO RIGHT ON TO THE NEXT COLUMN

GO RIGHT ON TO THE NEXT PAGE

Section 2 C
(number right)

Section 2 D
(number right)

SECTION 2 E

SECTION 2 F

- 151. Do you often take part in social affairs at your school? YES NO
- 152. Do you often ask questions or give answers in class discussions? YES NO
- 153. Are some of your subjects so difficult that you may be in danger of failing? YES NO
- 154. Do you think that many of your teachers show partiality? YES NO
- 155. Have you assisted in planning school affairs? YES NO
- 156. Have you often been unhappy because of getting low marks in school? YES NO
- 157. Are you usually indifferent to members of the opposite sex at school? YES NO
- 158. Do you feel that most of your classmates are superior to you? YES NO
- 159. Have you found most of your teachers to be very interesting persons? YES NO
- 160. Are most of your courses in school so dull that they have little interest for you? YES NO
- 161. Does your school discourage young men and women from enjoying each other's company? YES NO
- 162. Do you make a practice of going to school affairs? YES NO
- 163. Would you be happier if you could quit school and go to work? YES NO
- 164. Are you considered a good mixer at school? YES NO
- 165. Do your classmates often make remarks that hurt your feelings? YES NO

- 166. Do you sometimes go to neighborhood shows, skating rinks, or dances? YES NO
- 167. Do you sometimes go out with individuals of the opposite sex in your community? YES NO
- 168. Are some of the people in your community irritating? YES NO
- 169. Do only a few of the people in your community seem to be intelligent and likable? YES NO
- 170. Is the moral tone of your neighborhood as high as you would like to have it? YES NO
- 171. Does it make you happy to know that your neighbors are getting along well? YES NO
- 172. Do you feel that your friends have more neighborhood interests than you do? YES NO
- 173. Is your community hampered by the presence of too many racial groups? YES NO
- 174. Do you sometimes spend an evening talking or playing games with neighbors? YES NO
- 175. Are there places in your neighborhood where you can have good times? YES NO
- 176. Do you feel that most of your neighbors are interesting people? YES NO
- 177. Is there an attractive "crowd" of your own age for you to associate with in your community? YES NO
- 178. Do you have enough opportunity for recreation in your neighborhood? YES NO
- 179. Have you sometimes felt that you have unusually dull or unkind neighbors? YES NO
- 180. Have you participated in improving the looks of your community? YES NO

GO RIGHT ON TO THE NEXT COLUMN

STOP NOW WAIT FOR FURTHER INSTRUCTIONS

Section 2 E
(number right)

Section 2 F
(number right)

RATING OF NORTH HALL
SPONSORS AND HEAD RESIDENT FOR
AN EVALUATION OF THE HALL GUIDANCE SERVICE

- _____ RUTH BUZZETTI
- _____ ROBERTA ATKINSON
- _____ MARY ELLEN ERICKSON
- _____ RUTH FRANZ
- _____ NANCY SCHILLING
- _____ REVA TAYLOR
- _____ JAMIE YULE

HEAD RESIDENT - JULIA ROWE

(UNDERSTANDING (OF YOUR PROBLEM))

INTERESTED	VERY HELPFUL (SATISFIED)		VERY HELPFUL SATISFIED	INTERESTED	UNDECIDED
USUALLY COOPERATIVE	VERY COOPERATIVE	COOPERATION	VERY COOPERATIVE	USUALLY COOPERATIVE	NOT COOPERATIVE
GENERALLY	ALWAYS	FRIENDLINESS	ALWAYS	GENERALLY	UNFRIENDLY
NORMAL	REAL (GENUINE)	ENTHUSIASM (INTEREST IN WORK)	REAL (GENUINE)	NORMAL	UNINTERESTED
DELAYS	VERY RELIABLE	PROMPTNESS (QUICK SERVICE)	VERY RELIABLE,	DELAYS	FORGETFUL

MORE LIKE GOING IN TO TALK WITH A JUNIOR SPONSOR IF SHE
SINGLE ROOM?

_____ No

II. WOULD YOU HAVE LIKED MORE JUNIOR SPONSORS DURING AUTUMN QUARTER?

_____ YES _____ No

APPENDIX D

NORTH HALL COMMITTEES

Purposes and Duties

Music

Purpose:

- To encourage an interest and an understanding of good music.
- To provide opportunities for the development of individual talent.
- To create interest in the musical activities on the campus.

Duties:

- Make a file of musicians in the dorm and on the campus.
- Organize North Hall chorus.
- Organize North Hall sextette.
- Provide musical entertainment for teas, parties, Sunday coffee hours, etc.
- Arrange a classical music hour to play classical records from the music library or our own collection.
- Buy records for the record library and music for the chorus and sextette.

Decoration and Art

Purpose:

- To foster and encourage an interest in art. To encourage the development of artistic talents.
- To create an artistic and beautifying atmosphere in the dormitory with harmonious decorations.

Duties:

- Arrange floral and other decorations in the lounge every Sunday.
- Make a calendar of special holidays and days when the lounge should have special decorations (Thanksgiving, Halloween, Valentine's Day, etc.).
- Plan decorations for each of these special days and appoint committee members to be in charge.
- Arrange for a speaker on art during fall or winter quarter.
- Keep a file of girls with artistic talents and what type of thing they do well.
- Give advice and help on artistic matters to the other committees.

Faculty Guest Dinner

Purpose:

To provide an opportunity to become acquainted with faculty members and thus create a friendly and understanding relationship with them.

Duties:

Make a list of faculty members whom girls would like to invite for dinner.

Invite faculty guest, arrange for people to sit at guest table, instruct all participating on proper etiquette of seating, serving, etc., arrange for a group to have after dinner coffee in Head Resident's apartment after dinner.

After-Dinner Coffee Hour

Purpose:

To create a friendly cultured atmosphere in the lounge on Sunday afternoons.

Duties:

Prepare and serve coffee for the coffee hour on Sunday.

Arrange for entertainment with the music committee.

Library

Purpose:

To encourage an interest in good literature and provide worthwhile reading materials for the office library.

Duties:

Buy books for the library.

Subscribe for papers, magazines and periodicals for the office.

Keep reading material in good condition and arrange a system for checking out the books and periodicals.

Arrange for a book revue at house meeting during fall or winter quarter.

Intra-Mural

Purpose:

To encourage interest in friendly competitive sports and provide opportunities for needed exercise.

Duties:

Organize teams for intra-mural competition.

Keep the girls interested in and notified of North Hall games.

Encourage support of our team at games.

Charities

Purpose:

To foster the support of inter-national, national, local and school philanthropies.

Duties:

To collect donations for the various philanthropic drives on the campus and inform the girls of the work and purpose of each.

Publicity

Purpose:

To inform the Kaimin of North Hall activities and post important hall news and announcements on the bulletin board.

Duties:

Make regular weekly reports to the Kaimin of North Hall news and social items.
Post important announcements on the bulletin board.

Bulletin Board

Purpose:

To keep a neat attractive bulletin board which will attract attention and inform the girls of important happenings.

Duties:

To keep bulletin board up to date.
Post important announcements.
Post list of North Hall officers, corridor chairmen and committees.
Keep bulletin board attractive so people will read it as it is the only way other than meetings that announcements can be made.

Charm and Personality

Purpose:

To create an interest in good grooming and good manners.

Duties:

Obtain speakers on charm and personality.
Cooperate with campus charm and personality committee.
Make attractive posters to keep girls mindful of good posture, etc.
Keep charm and personality scrap-book.

Fire-Drill

Purpose:

To instruct the girls how to leave the building in a quiet and orderly manner.

Duties:

Instruct girls about fire-drill rules and see that they understand them.
Conduct several drills during the year.

Lost and Found

Purpose:

To return lost articles to their owners and help people find things they have lost.

Duties:

Keep a list on bulletin board of articles found and lost.
Keep found articles in good condition in a neat box.
Arrange for a good method of disposing of the articles not claimed.

Scholarship

Purpose:

To promote an interest in good scholarship in an effort to keep the grades at the highest possible point.

Duties:

Arrange "How to study" talks with administration.
Make study table schedule for quiet hours and during exam periods.
Promote scholarship in every possible way.

Dance Committee

Purpose:

To provide an opportunity for every North Hall girl to attend a formal dance.

Duties:

Plan music, entertainment, decorations, programs, chaperones, refreshments, etc. for our dance each quarter.
Arrange dates for all girls interested in attending the dance but are too shy to get them themselves.

Pajama Party Committee

Purpose:

To provide an opportunity for all the girls to be together for a good time and become better acquainted.

Duties:

To plan a pajama party each month.
Arrange for refreshments and entertainment.

Current Events

Purpose:

To inform and interest the girls in current events.

Duties:

To post interesting accounts of current happenings on current events bulletin board.
To invite current events speaker for the speaker at a general house meeting.
Encourage girls to attend current events classes and inform them of special speakers, etc.

Tea

Purpose:

To provide an opportunity for the girls to give a formal tea properly and attend one.

Duties:

To give a tea for all freshman women early in fall quarter to acquaint them with North Hall and let them know they are welcome here at all times.
Give a tea for the faculty during spring quarter.

Homecoming and Track Meet Committee

Purpose:

To promote school spirit among the freshman women and to give them a chance to participate in all school activities.

Duties:

To design and construct homecoming float and track meet decorations.

Entertainment

Purpose:

To provide opportunities for the development of talent.

Duties:

Make a file of all girls in the dorm who have talent and list their abilities.
Make up several skits or acts which can be used for variety shows or other campus affairs.
Provide entertainment for dances, house meetings, etc.

APPENDIX E

FORM FOR COMMITTEE MEMBER CHOICE

LEADERSHIP

The following is my selection of a committee from North Hall women, 1954-55, with whom I would like to work:

Chairman) 1 _____
2 _____
3 _____

APPENDIX F

RAW SCORES ON THE A. C. E. AND COLLEGE GRADES

Subject	Autumn Quarter		Winter Quarter	
	<u>A. C. E. Score</u>	<u>Grade Points</u>	<u>A. C. E. Score</u>	<u>Grade Points</u>
1	87	1.94	87	2.78
2	--	--	99	3.00
3	143	3.93	143	3.56
4	114	2.21	114	3.26
5	149	3.31	149	3.41
6	105	3.37	105	3.21
7	136	2.78	136	3.00
8	70	2.00	70	1.18
9	130	3.00	130	3.31
10	93	2.93	93	2.21
11	188	3.66	--	--
12	124	3.16	124	3.94
13	118	2.83	118	3.15
14	97	2.52	97	2.43
15	130	3.31	130	3.31
16	117	3.62	117	3.37
17	133	2.56	133	2.13
18	113	2.00	113	2.36
19	112	1.75	112	2.16
20	111	2.60	111	2.75
21	94	1.27	94	1.18
22	131	2.50	131	2.53
23	105	2.37	105	2.81
24	121	3.59	121	3.56
25	90	2.56	90	2.86
26	123	3.76	123	3.86
27	142	3.52	142	3.59
28	99	2.19	99	2.17
29	126	2.18	126	2.18
30	65	2.41	65	1.80
31	140	3.06	140	3.05
32	103	2.62	103	3.17
33	93	2.04	93	2.28
34	98	1.85	98	1.75
35	129	3.31	--	--
36	152	3.06	152	2.15
37	107	3.18	107	3.60
38	84	2.03	84	2.81
39	99	2.19	99	2.15
40	125	3.28	125	3.31
41	157	2.35	157	2.56
42	50	2.16	50	2.32
43	76	2.30	76	2.32

<u>Autumn Quarter</u>		<u>Winter Quarter</u>		
<u>A. C. E.</u>	<u>Grade</u>	<u>A. C. E.</u>	<u>Grade</u>	
<u>Score</u>	<u>Points</u>	<u>Score</u>	<u>Points</u>	
44	127	3.31	127	3.64
45	102	2.25	102	1.90
46	89	2.71	89	2.94
47	107	3.00	107	2.81
48	108	2.90	108	3.06
49	68	3.09	--	--
50	141	1.84	141	2.03
51	110	2.62	110	2.53
52	121	3.00	121	3.25
53	88	2.70	88	2.44
54	114	2.46	114	2.31
55	142	3.21	00	--
56	95	1.72	95	1.47
57	131	2.62	131	2.37
58	123	2.46	123	2.81
59	154	3.28	--	--
60	129	3.53	129	3.40
61	77	1.09	77	1.40
62	103	1.50	--	--
63	121	2.96	121	3.31
64	86	2.46	86	2.12
65	116	3.00	116	2.65
66	120	3.23	120	3.91
67	149	2.96	149	3.08
68	92	3.00	92	3.12
69	102	2.35	102	2.17
70	131	2.91	131	2.31
71	99	2.90	99	2.81
72	107	2.47	107	2.75
73	139	2.88	139	2.38
74	126	2.21	126	2.53
75	129	3.40	--	--
76	69	2.16	69	2.07
77	79	2.37	79	2.31
78	142	3.31	142	3.37
79	63	2.00	63	2.75
80	148	3.31	148	3.94
81	--	--	120	3.31
82	--	--	63	2.18
83	123	2.32	123	3.20
84	119	1.26	119	1.73
85	112	2.58	112	2.13
86	--	--	110	2.62
87	102	1.91	102	1.88
88	134	2.11	134	2.76
89	97	1.37	--	--
90	96	2.00	96	2.65
91	84	1.77	84	2.06
92	92	1.40	92	2.00

	<u>Autumn Quarter</u>		<u>Winter Quarter</u>	
	<u>A. C. E.</u> <u>Score</u>	<u>Grade</u> <u>Points</u>	<u>A. C. E.</u> <u>Score</u>	<u>Grade</u> <u>Points</u>
93	130	3.06	130	3.06
94	106	2.38	106	-1.20
95	161	3.94	161	3.94
96	103	2.87	103	3.03
97	148	3.12	148	3.94
98	87	1.55	87	2.14
99	113	2.53	113	2.94
100	112	3.12	112	3.31
101	90	2.44	90	2.35
102	107	2.82	107	2.93
103	--	--	116	2.65
104	--	--	51	.83
105	<u>* 93</u>	<u>2.62</u>	<u>93</u>	<u>2.28</u>
Total	<u>11135</u>	<u>259.60</u>	<u>10796</u>	<u>259.28</u>
Mean	112.47	2.62	110.16	2.64
Coefficient of Correlation	.56*		.50*	
Probable Error	.04			

* Pearson--Product Moment Method