

A STUDY OF INFORMATION NOW AVAILABLE REGARDING FRESHMEN HOME ECONOMICS
STUDENTS AT OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE

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1941

By

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TABLE OF CONTENTS

	Page
Acknowledgment	iv
Introduction	1
Information Now Available Regarding Freshmen Home Economics Students	10
Conclusions	60
Bibliography	66

LIST OF TABLES

TABLE	Page
1. Sizes of Farms Reported by 61 Freshmen Home Economics Students	17
2. Size of Home Towns Listed by 84 Home Economics Freshmen	19
3. Birthplaces of Parents of 156 Freshmen Students	24
4. Nationalities as Reported by 132 Freshmen Students	26
5. Number of Siblings per Family	27
6. Fathers Occupations as Reported by 149 Freshmen Home Economics Students	29
7. Age of 156 Freshmen Home Economics Students as Reported in October, 1941	30
8. Church Membership of 152 Home Economics Freshmen Students	31
9. Total Scores of Wrenn Study Inventory and A. C. E. Psychological Tests With Grade Point Averages of 50 Freshmen Home Economics Students	52

LIST OF FIGURES

FIGURES	Page
1. Distribution of Freshmen Students Between Rural and Urban Centers	18
2. Number of Years Training in Home Economics Classes Prior to College Enrollment Reported by 156 Freshmen Students	33

LIST OF EXHIBITS

EXHIBITS	Page
I. General Information Sheet Provided Deans by the Registrar	12
II. General Information Sheet Used by Freshmen Advisers	14
III. Map of Oklahoma Showing Distribution of Students Residence by Counties	21
IV. Students Plans. The Form Found in Student Folders in the Offices of Freshmen Advisers	35
V. Information Card from the Registration Packet Compiled for the Office of the Dean of Women	37
VI. "Students Personnel Record". Card Filed in the Office of the Dean of Women	38
VII. "Personnel Data" Card for the Dormitory Students	39
VIII. Wrenn's Study-Habits Inventory With the Percentage of Checks as Shown by 77 Students	49
IX. Personal and Family History Form from the College Infirmary	58

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INTRODUCTION

Educators since the beginning of the 20th century have tended to divide into groups whose theories regarding the purpose of education range between two extreme points of view. These groups with their varying beliefs, give background to present day educational philosophies and procedures.

The groups representing one extreme have been chiefly concerned with the accumulation of a vast body of facts, the training of the mind. They have considered the development of the intellect of such primary importance that the healthy growth of the whole person is not recognized. They also have assumed that all individuals are capable of assimilating the same type and amount of information in the same manner and with the same degree of interest. This belief, together with increased enrollment, caused institutions of higher education to adopt plans used by industry in mass production. Students were conducted through a formalized routine with little or no consideration given to the use of the acquired knowledge. Persons believing in this type of education are referred to by many terms, however in this thesis they are called "intellectualists."

The other extreme believed that education, in order to be functional, should consider the progressive development of the whole person. They also believed that individual differences should not only be recognized, but should be considered in the planning of educational learning experiences. They believed that the individual should be encouraged to recognize his capacities and abilities and through their optimum development be prepared to render greater service in a democratic social order. This group is usually referred to as "personalists." They have played

leading roles in the development of interest and in the guidance of students. At this time they are the most active of the two groups.

The two points of view here referred to are not new in America. The first American colleges and universities were founded for the purpose of strengthening the control of church-centered community life. Educators believed that social leadership was acquired only through the discipline of sound learning founded in the Christian philosophy of life. Classes were small, therefore teachers knew much about the personal, home and family life of the student. The course of study was dominated by the classics, however students were encouraged to express their own ideas, through argumentation. Gradually higher education in America was influenced by French thought. This was shown in the founding of the College of William and Mary, upon the democratic principle of self-government. This school marked the first definite departure from the church dominated higher education.

In the early nineteenth century, American educational institutions began to reflect the ideas of the German trained scholars. These scholars brought definite ideas of mental discipline to the existing educational order. They also brought to America the German idea of state-sponsored education. Cole, in referring to this period says:

By the time the foundations of the nation were soundly laid, three types of college were rooted in the fertile soil of American life. The religious frame of reference for higher education, represented in the oldest schools, was henceforth to be cherished by the church-college movement. It carried forward the English and Scotch collegiate tradition. The privately endowed colleges, which were sponsored by civic-minded individuals and reflected French influence, regarded religion as a personal concern and stressed leadership for democracy. Individual states, encouraged by the Federal Government's land grants to subsidize education and impressed by the German experiment in state education, set up universities to meet the growing interests of secular society.¹

¹ Cole, Stewart J., Liberal Education in a Democracy, I, p. 8, Harper & Brothers, New York and London, 1940

State supported schools grew so rapidly that faculties lost contact with their students and became so engrossed in training the intellect that they ceased to recognize the original purposes for which these institutions were founded. Williamson says of this period:

Educationally, students were treated en masse, as disembodied intellects.²

Education of this en masse-intellectualist type has continued for many years and its advocates are still with us. Many phases of the present educational system may be traced to this period. Formal academic curricula still existing in many secondary schools for the sole purpose of college preparation reflect this idea. Another evidence of this influence is found in many existing non-functional courses on both the secondary and college levels. Prerequisites that have little bearing on advanced courses also may be traced to this same idea of the intellectualists.

Near the beginning of the twentieth century some educators saw a need for a more personalized education. An evidence of the recognition of this need is found in the early writings of John Dewey. He calls attention to the individual by such statements as:

Personality and character is more than subject matter—we must take our stand with the child and our departure from him—it is he, and not subject matter, which determines quality and quantity of learning.³

In many books, John Dewey repeatedly refers to the student as an individual, and to a type of education which provides opportunities for the optimum development of the whole person. Although his writings have been favorably received and many educators have given lip service to his ideas, it was not until the last decade that these ideas received concrete support by being put into practice in many educational fields.

² Williamson, E. G., How to Counsel Students, p. 3, McGraw-Hill Book Co., New York and London, 1939

³ Dewey, John, The Child and the Curriculum, pp. 13-14, University of Chicago Press, 1902.

In many areas, educational opportunities are being provided whereby the individual may be encouraged to become increasingly self-directed in thinking and living. One educational group, that is now becoming quite influential, emphasizes the development of the whole person, and takes its sense of direction from the ideals and practices of a democratic social order. They foster the belief that:

.....the school in its actual evaluation exemplifies the definition of democracy—a society composed of varied and differing personalities, each finding his best expression through his unique abilities and capacities, and a society which conceives its major function to be the creation and maintenance of agencies and instrumentalities that further the development of individuals.⁴

According to this belief democracy is a way of life, which to become increasingly cherished must be fostered by educational practices that are founded upon its basic ideals. An educational plan based upon this belief must be sufficiently elastic to allow for continuous reconstruction and reinterpretation of personal values in order that it may meet changing social conditions. Eurick calls attention to this fact by saying:

....there is a common desire, in the majority of plans, for general education at the upper secondary and college levels, to relate educational experiences more directly to the needs of human beings who are members of contemporary society, to contribute to the growth of individuals so that they will be more effective in meeting their real day-by-day problems—the more social as well as the more personal, the prospective as well as the more immediate—and to develop the desire and capacity for continuous self-education.⁵

A casual review of current literature dealing with guidance will show three general types of high school and college programs so planned as to allow for the consideration of the individual. Some schools have gone to the extreme and have set up elaborate systems of collecting and

⁴ Thayer, V. T., Zachery, Caroline B., Kotinsky, Ruth, Reorganizing Secondary Education, D. Appleton-Century Publishing Co., 1939, IX, p. 333.

⁵ Eurick, Alvin C., Chairman of the National Society for the Study of Education Yearbook Committee on General Education in American Colleges. Part II, I, pp. 9-10, Public School Publishing Co., Bloomington, Illinois, 1939.

filing records containing student information. Frequently this plan does not function outside of the central office, thus limiting the use of the information to those border-line or sub-marginal cases that are referred to clinicians for special help. This places a stigma on guidance activities because of a feeling that only the unfit are of interest to the trained psychological group. In other schools we find less formal individual records jealously guarded in a teacher's personal file. This type of information may be highly subjective and biased by the teacher's conception of the value of the records. Such information may not be evaluated or interpreted for the use of others. The third type of program is based upon a limited amount of information accumulated in various departments of an institution. Uncorrelated records of this type involve duplication of effort and may be taken to indicate a lack of cooperation among existing departments.

Regardless of the type the purpose of a personnel or guidance program cannot be reached unless all types of information necessary for the guidance of an individual be made available. It is further believed that this information should not only be available in a central office for trained clinicians but that certain types and amounts of information should be interpreted and made available to all persons in the educational program to whom the student turns for guidance.

Lloyd-Jones and Smith define a program which provides this type of information as that which naturally divides itself into three distinct interdependent phases, namely: (1) the personnel point of view; (2) personnel services and (3) the administration aspects.⁶

⁶ Lloyd-Jones and Smith, A Student Personnel Program for Higher Education, II, McGraw-Hill Book Co., New York and London, 1938.

The personnel point of view refers to the recognition of individual differences; the sensitive regard of the welfare of the student and the recognition that growth of the student as a whole person is of no less importance than the accumulation of subject matter. This is a philosophical point of view that may be the aim of many institutions; it can be lost sight of to such a degree that the personalized program becomes a formal function by which students may be grouped and handled by sections, and the actual value of personal guidance lost. The personnel point of view, as used in this thesis, refers to the primary meaning of true individualized planning.

Personnel services as defined by Lloyd-Jones and Smith deal with the admission and orientation of the student to college; the discovery of his abilities, skills and aptitudes by means of a testing program; the presentation of possible choices in the light of the available information; the administration of a cumulative file consisting of the individual's record of growth, and presenting possible avenues for continued growth; the determination of a physical, mental and social needs of the individual; and the guidance of students in a continual awareness of all phases of development.

The responsibility of the administrative aspect of the personnel program is well expressed by Esther Lloyd-Jones:

It has a direct responsibility for bringing to bear upon each student all of those influences, of whatever nature, which will assist him through his own efforts to develop in body, mind, and character to the limit of his individual capacity for growth and to help him apply his powers, so developed, most effectively to the work of the world.⁷

The following survey reflects concern for the third or administrative aspect of the personnel program. This concern springs from a belief that

⁷ Ibid, p. 21.

educators should have an understanding of the student based on the following points:

- A. Knowledge of the student's background based upon his:
 - 1. Home and family life and the social, economic and physical characteristics affecting same.
 - 2. Pre-college education, extra curricular activities, hobbies, interests and skills.
- B. Knowledge of the student's potentialities based upon his:
 - 1. Mental and physical condition and capacities.
 - 2. Social activities, beliefs and attitudes.
 - 3. Individual growth, standards and ambitions.

In order to obtain this information a guidance program which operates as a part of the total educational plan is indicated. To administer and evaluate the routine tests and files of such a program, trained workers are required. However, in the ideal plan current psychologists suggest that the teachers must assume the actual student guidance through regular day by day contacts and conferences, using the information from central offices as a means of better understanding the individual. Information, regardless of the amount or type, will not serve the purpose for which it was secured; unless the teacher using it possesses interest, sympathy, insight and a broad understanding of the principles and practices of educational psychology.

The accumulation of information on the individual to be used in a guidance program, could be secured from: student's personal record sheets submitted during enrollment and orientation periods; results of the routine physical and psychological tests; anecdotal and conference records; simple questionnaires and class comments; student and teacher evaluations of personal and group progress; personal abilities as observed in day by day contacts; and a record of the attitudes and ambitions of individual

students. These types of records, together with the cumulative grade record and other pertinent personal information would, when interpreted by trained personnel workers, give information valuable for all faculty members as well as those serving as advisers.

The following study is a survey of the information forms used by the various campus offices filing data secured from freshman students in Home Economics. In so far as possible, the forms are discussed in the order they are given to students. The type of information requested, the office in which it is filed and the persons to whom it is available are the three points discussed regarding data filed in offices other than those in the Division of Home Economics. The information obtained from the office of the Dean of Home Economics and from the freshman advisory staff of that Division is discussed more fully, and parts of the data tabulated. Through the tabulations of this information the writer hopes to secure a more complete picture of freshmen Home Economics students. No attempt has been made to criticize the type of information secured, the methods by which it was obtained or the manner in which it was used.

This study gives special attention to that information found in the files of the Division of Home Economics. The reasons for this emphasis are as follows:

1. It is the most recent complete semester's information for a Home Economics freshman class.
2. Cumulative files are available for each student.
3. The information is secured through the use of identical forms, given students at approximately the same time and as nearly as possible under the same conditions.
4. The information is being used by advisers as aids for understanding students.

The data so secured cover various phases of the student's general background and certain items regarding his capacities, abilities,

activities, and interests. They are studied in detail, classified, tabulated and discussed for the purpose of obtaining a better understanding of Home Economics freshmen students.

INFORMATION AVAILABLE REGARDING
HOME ECONOMICS FRESHMEN

In the late summer high school graduates who plan to attend Oklahoma Agricultural and Mechanical College have a copy of their transcripts sent to the Office of Admissions. This transcript gives the names of the high school courses completed, the grade, and the number of credit hours received. After being evaluated by the Admissions Committee this transcript is filed in the Office of Admissions. The prospective freshman student is supposed to be on the campus for a period of three to four days prior to registration. This is in reality an orientation period and is spoken of as "freshmen days" in the general college bulletin. The bulletin states:

All freshmen are required to be present during freshman days prior to registration, for the purpose of becoming better acquainted with the College and its opportunities, learning their duties and responsibilities, surveying the scope of education as offered at the A. and M. College, studying ways of applying themselves to their work, and learning how to care for their health and budget their time. The training and work offered by each of the six schools of the College will be explained in detail by the deans of the schools in special lectures, in order that the new student may enroll with a better and clearer understanding of the curriculum which he selects. This is the orientation period for freshmen. Regular class work will begin immediately after registration.

Women of the freshman class are to be guests of the College in the women's residence halls during orientation days. The Dean of Women serves as adviser to women students concerning housing, self-help in homes, extra-curricular interests, church relationships and social adjustments.¹

Oklahoma Agricultural and Mechanical College offers psychological and placement tests to high school students at specified times during the spring and summer prior to their entrance as freshmen. Those prospective students who have failed to avail themselves of this opportunity may take

¹ General Catalogue, Oklahoma Agricultural and Mechanical College 1940-41, Vol. 38, pp. 25-26, Published by the Oklahoma Agricultural and Mechanical College, 1941.

these college wide objective tests during freshman days. The results of all such tests are interpreted and sent to the office of the dean of each school. From the office of the Dean the test scores of prospective Home Economics students are given to freshmen advisers. These advisers are selected from those Home Economics faculty members who teach freshmen classes. With the aid of upper class student advisers and the approval of these designated faculty advisers, freshman students plan their class schedules and complete their registration.

During the registration period, each student is given a packet which contains a number of information and class cards. The Dean of Women, the Dean of Home Economics, the Y. W. C. A. secretary, the dentist, the physician, the registrar and the librarian each receive certain designated cards from the enrollment packets of freshmen students. The most important of these cards, in the light of the amount of information requested, is that which asks for general information regarding the home, family and school background of the student. Upon the completion of registration this card is filed in the Office of the Statistician and is available to those persons interested in this type of information.

During registration an additional sheet, also requesting information regarding the student's background, is given by the Dean's secretary to each freshman in Home Economics.² These completed forms together with a copy of the student's test scores and a picture of the student are placed in individual folders which are filed in the office of the Dean. The information in these folders is available not only to freshmen advisers but to all other faculty members.

²

Exhibit I, General Information Sheet Provided Deans by the Registrar, page 3

FOR THE DEAN

General Information

Date _____

Name in full _____
 (Last) (First) (Middle)

Home Town _____
 (City) (County) (State)

Date of Birth _____ Sex _____
 (Month) (Day) (Year)

Place of Birth _____
 (City) (County) (State)

Church Preference _____

Do You Live on a Farm or in a Town? _____ Size of Farm or Town _____ on Farm Years Spent: _____
 in Town _____

Are you a Resident of the State of Oklahoma? _____

From What Highschool Did You Graduate? _____
 (City) (State)

School Last Attended Before Enrolling at A. and M. _____
 (Name of School) (Location of School)

Name of Parent or Guardian _____
 (If not Parent, Indicate Relationship)

Address of Parent or Guardian _____
 (Street) (City)

_____ (County) (State)

Father's Occupation _____
 (Former Occupation if Deceased or Retired)

During their first semester on the campus all freshman students are encouraged to enroll in the course called "Personal and Vocational Guidance" offered by the Home Life Department. The five staff members who teach the seven sections of this course form the nucleus for the freshman and sophomore advisement program. The purpose of the course, as stated in the Bulletin of Oklahoma Agricultural and Mechanical College, 1941-1942, is:

Course material includes consideration of academic, social and personal adjustments and the choice of a vocation.³

In the fall of 1941, 172 freshmen students automatically became the advisees of the instructors in charge of the sections of this course. The plan was to limit each section to 20 students who would remain the advisees of the various instructors. This relationship will continue until the student enters his major area at the beginning of the junior year. At this time the folder containing the cumulative record to date will be transferred. Disregarding drop-outs and failures, this will give each adviser, at the end of the usual four semester period, approximately 80 advisees. Due to increased enrollment the resultant advisee load is somewhat heavier than 20 students, but advisees could retain the same adviser throughout their freshman and sophomore years. The program is flexible enough, however, to allow advisers or advisees to be changed, if such change seemed desirable to either party.

Another information sheet is given to all students in the seven sections of the "Personal and Vocational Guidance" class. This is a one page sheet entitled "Student's Personal Record."⁴ The types of data secured from this particular form include: residence of student; nationality descent; birthplaces of the student and his parents; occupation of parents and

³ General Catalogue, op. cit.

⁴ Student's Personal Record, page 14

Exhibit II, General Information Sheet Used by Freshmen Advisers.

OKLAHOMA AGRICULTURAL AND MECHANICAL COLLEGE
Division of Home Economics

Student's Personal Record

Name (last name first) _____

Home Address _____

Do you live on farm or in town? _____ Size of farm or town? _____

Years spent on farm _____ In town _____

How long have you lived at your present address _____

Are you a resident of the state of Oklahoma _____

Race _____ Nationality descent _____ Age _____

Month, date, year of birth _____ Place of birth _____

(postoffice)

What high school did you attend _____

What school did you last attend before coming to A & M _____

Have you attended A & M before? _____ When _____

Church preference _____ Are you a member _____

Are you married _____

Father's name _____ Mother's Name _____

Address _____ Address _____

Birthplace & date _____ Birthplace & date _____

Occupation _____ Occupation _____

Guardian _____ Address _____ Occupation _____

Brothers and sisters:

Number of older brothers _____ younger brothers _____

Number of older sisters _____ Younger sisters _____

Number of brothers and sisters still at home _____

List others living at home _____

composition of the family. The information obtained in this manner is significant from the standpoint of individual and group guidance and seems to be more complete than any other one source of information regarding freshman students in the Division of Home Economics.

Copies of these completed sheets were available for 156 of the 172 freshmen students in the fall semester of 1941-42. Not all items were filled in on all of the forms and in some cases the information was known to be inaccurate. In order to avoid possible misunderstanding some items were explained orally by all instructors. For example the item "nationality descent," was explained as referring to the past three generations.

Data from these sheets were used because they were in the files of the five permanent advisers; they appeared to be more complete than other Home Economics general information record sheets; and the information therein was being used by the advisers in their conferences with students. The information secured from this sheet will be discussed in the following order: residence, nationality, birthplace of the student and their parents, home structure, church affiliation and previous education.

The home address, rural or urban residence, years spent in rural and urban areas, and permanency of residence were among the first items requested. These items were considered to be significant because Oklahoma is a state having a varied topography. The western part of the state is regarded as an agricultural area with large farms, smaller towns, and a sparsely settled population. The central and north central part of the state is rich in oil and is more thickly populated. It is in this section of the state that the larger urban centers are located. In the eastern part are smaller farms, some mining districts and recreational areas. Although Oklahoma is largely an agricultural state, its geographical variations naturally bring about variations in the occupations, customs, habits,

and interests of the people. Therefore by knowing something about the residence of the student a general idea of the ecology is obtained.

From the tabulation of the item regarding place of residence it was found that of the 156 students who reported, 72 lived in rural farm areas and 84 had rural non-farm or urban residences. Eleven of the 72 students who lived in rural areas did not indicate the size of farms. Three of the 11 reported they lived on oil leases, one at a rural teacherage, while seven said that they lived on a farm but failed to indicate the size. Sixty-one students reported the size of farm upon which they and their parents lived. The sizes of farms reported ranged from eight to 1,250 acres. This information is shown in Table 1. According to this table, the average size of farm for the 61 students reporting is 279.1 acres. Only three students lived on farms less than 50 acres. One of these said that she lived on an acreage, her father being employed in an adjacent urban center. Eight students lived on farms containing more than five hundred acres. Almost 50 percent of the freshmen from rural areas lived on farms of between one hundred and two hundred acres. Eighty-four, approximately 54 percent of the 156 freshmen students reporting, lived in rural non-farm or urban communities. Eighty-three percent lived in towns of 2500 or over. Assuming that the characteristics of the rural non-farm and farm are very similar, this group of students appears to be fairly equally divided between rural and urban life. Table 1, page 17, shows in detail the results of this survey.

TABLE 1 Sizes of Farms Reported by 61 Freshmen Home Economics Students.

1941-42

Size of farm by acres	Number of farms
10 acres or less	1
11 to 50 acres	2
51 to 100 acres	6
101 to 200 acres	29
201 to 300 acres	6
301 to 400 acres	6
401 to 500 acres	3
501 to 600 acres	3
701 to 800 acres	2
901 to 1000 acres	2
1001 to 1250 acres	<u>1</u>
Total	61

One hundred nine of these 156 students had at sometime lived in a town of five hundred or over population. On the other hand, 91 of these 156 students had at sometime lived in a rural area. This indicates that 55 students, somewhat more than one-third of the group had at sometime experienced both farm and town life. As shown by Table 2, page 19, fifty-one students came from towns of from 10,000 to 200,000 population. The fact that the majority of these freshmen had at sometime lived in towns of five hundred or more population and that at least one-third of them had lived in both urban and rural areas is significant. Perhaps a better picture of the distribution of students between rural and urban localities is found in Figure 1.

20 40 60 80 100 120 140 160 180

Total number of freshmen enrolled

Number of students reporting

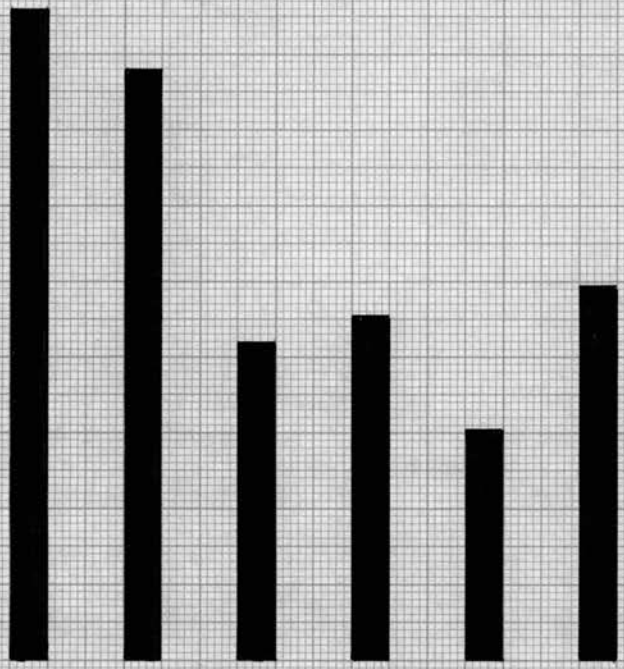
Number of students living in urban centers

Number of students living in urban centers who have lived in rural areas

Number of students living in rural areas

Number of students living in rural areas who have lived in urban centers

Figure 1. Distribution of Freshmen Students Between Rural and Urban Centers



Certainly a knowledge of both types of living situations would provide students with a much broader background than would information regarding only one area. Since the majority of Home Economics graduates who earn go into the fields of teaching, home demonstration, or Farm Security, specific information regarding the number of freshmen students familiar with both rural and urban life has a definite bearing upon the planning of learning experiences.

TABLE 2 Size of Home Towns Listed by 84 Home Economics Freshmen.

1941-42

Size of Town	Number of students reporting from each
500 to 1000	5
1001 to 1500	3
1501 to 2000	3
2001 to 2500	3
2501 to 5000	8
5001 to 7500	6
7501 to 10000	5
10001 to 20000	19
20001 to 30000	3
30001 to 100000	13
100000 and over	<u>16</u>
Total	84

Freshmen students are usually asked to write a paper regarding their future vocational plans. This is a part of the regular class work of the course called "Personal and Vocational Guidance". This course, it will be remembered, was referred to earlier as the one through which information

regarding freshmen was secured and through which detailed student guidance was given. The vocational plans of the students in one section of this class also emphasize the need for much broader experiences. Twelve of the 28 students in this section plan to be teachers or home demonstration agents, five plan to be costume designers, four dietitians, two journalists, and two nurses. One student wants to be a public utilities demonstrator, one an interior decorator, and one a commercial artist. Persons in any of these vocations would find a knowledge and understanding of both rural and urban life a definite asset.

Oklahoma, being a large state, supports a varied population interested in highly diversified activities and interests. For that reason it is important to know from what sections students come and the extent of representation from each area. Exhibit III on page 21, shows the state wide distribution of student residences. According to this map, the largest number of students come from the central and north central sections of the state. This may be attributed to the fact that the Oklahoma Agricultural and Mechanical College is located in this area. Another reason for the fact that the students in this class came from a fairly concentrated area may be because this region supports many large towns and the two largest cities in the state. In the area within a hundred mile radius of Oklahoma Agricultural and Mechanical College there is one city of over 200,000 population, one city of approximately 150,000, two over 20,000 and 3 over 15,000. These cities and towns in the order of their population figures are Oklahoma City, Tulsa, Enid, Shawnee, Ponca City, Bartlesville, Okmulgee, Sapulpa. In spite of the fact that Oklahoma Agricultural and Mechanical College is the Land Grant Institution purposely built to serve the entire

Exhibit III. Map of Oklahoma Showing Distribution of Students' Residence by Counties.



Exhibit III. Map of Oklahoma Showing Distribution of Students Residence by Counties.

state, large areas of the state are not represented by this group of freshmen students. Twenty-two of the 77 counties in the state have no representatives in this group of 156 freshmen, while 29 had only one representative each. Twenty-six of the 77 counties furnished 81 per cent of the freshmen Home Economics students. Reference to the map, page 20, shows that the counties sending the largest numbers of freshmen Home Economics students to Oklahoma Agricultural and Mechanical College are those in the central and north central parts of the state. This map also shows that more students came from the southwest section than came from the southeast and that only one student came from the panhandle. The fact that many students do not come to Oklahoma Agricultural and Mechanical College in their freshmen year but transfer here from junior colleges and teacher's colleges as upper classmen may account for the lack of a more complete state representation in the freshman class.

The next item of information considered was that of the permanency of residence. This item was understood by many of the students to refer to the present college address. Only the information obtained from 129 of the 156 sheets was considered sufficiently accurate to be used. Thirty-two reported they had lived all of their lives at their present address. This was approximately 25 per cent of the group answering this question. The average length of residence for these 129 students was 8.36 years. Further study of this information showed that 137 or 87 per cent of the 156 students were born in Oklahoma. Of the 19 students born outside of Oklahoma, 15 were born in the neighboring states of Texas, Arkansas, Kansas and Missouri. The remaining four students listed their birth-places as Ohio, New Mexico, California and Illinois. All students were native born American citizens. From this evidence one assumes that these

156 students come from families maintaining fairly permanent residences. Permancy is of more significance in determining the social status of a southern rural family than is size of farm⁵. A similar statement may well be made in regard to the urban family; the size of town is not indicative of the social status of the family.

In order to arrive at a better understanding of the students from the rural areas of Oklahoma it is necessary to secure additional information in regard to the tenure status of the families represented, the productivity of the land and the income thus derived. On the other hand a similar type of information is also needed regarding the social and economic standards and the living habits of the families of students living in urban centers.

Places of birth listed for parents by these students indicate that only four parents were foreign born. One student reported that both her father and mother were born in Syria. The father of one student was born in England, another in Germany. Twenty-four fathers were listed as natives of Oklahoma, 21 from Kansas, 20 from Missouri, 15 from Arkansas, and 13 from Texas. Sixty-one per cent of the 131 paternal birthplaces reported, were found to be within Oklahoma or within the four adjacent states. A complete tabulation of the information regarding the birthplaces of parents is found in Table 3, page 24. Oklahoma also led the list of maternal birthplaces of these students, with 42 being reported as natives of that state. Forty-five per cent of the 130 mothers were born in Oklahoma or in the adjoining states.

⁵ Smith, Lynn T., *The Sociology of Rural Life*, Chap. XV, pp. 332-333, Harper and Brothers, 1940

TABLE 3 Birthplaces of Parents of 156 Freshmen Students.

1941-42

FATHERS		MOTHERS	
Birthplace	Number Reported	Birthplace	Number Reported
States Represented		States Represented	
Oklahoma	24	Oklahoma	42
Kansas	21	Texas	18
Missouri	20	Missouri	16
Arkansas	15	Kansas	15
Texas	13	Arkansas	10
Iowa	5	Iowa	5
Tennessee	5	Illinois	5
Illinois	4	Alabama	4
Ohio	3	Nebraska	3
West Virginia	2	Ohio	2
Michigan	2	Virginia	2
Kentucky	2	Kentucky	2
Wisconsin	2	Tennessee	1
Indiana	2	Minnesota	1
Pennsylvania	2	Louisiana	1
Georgia	1	New York	1
North Dakota	1	Pennsylvania	1
Mississippi	1	Wisconsin	1
Alabama	1		
Colorado	1	Total	130
Indiana	1		
Nebraska	1	Foreign Countries	
South Carolina	1	Syria	1
Total	130	Total	1
Foreign Countries			
Syria	1		
Germany	1		
England	1		
Total	3		
Grand Total	133	Grand Total	131

The fairly permanent residence and the limited area within which the majority of these people were born may suggest that students tend to be provincial and have a limited background. Certainly there would not be the conflicts in customs and habits that exist in certain sections of the United States. Additional information regarding travel and educational experiences of both parents and children might modify these conclusions.

Another item on this information sheet was that regarding the nationality of the students. Each instructor asked that only the last three generations be considered. One hundred thirty-two of the 156 students checked this item. The limited number reporting may have been because of students lack of information concerning the nationality of their families, or because of their feeling of reluctance toward answering this type of question. The nationality most frequently mentioned was American, 29 out of the 132 students giving this response. English lineage was claimed by 14, Indian by six, German by six, Irish by five, Dutch by two, Assyrian by two, and Swedish by one. The remaining 67 students mentioned an heredity of more than one national group. Eight students said they represented four nationalities each⁶. From the nationalities mentioned this class seems to be a very cosmopolitan group.

All of the 156 students said they were members of the white race. In view of the fact that six students also indicated they were full blood Indians, this information may be of particular significance. It may indicate that the educational and social opportunities in the state of Oklahoma are so equalized that the inhabitants are not conscious of racial differences.

⁶ See Table 4, page 26.

TABLE 4 Nationalities as Reported by 132 Freshmen Students.

1941-42

Nationality Reported	Number Reporting
American	29
English	14
Scotch-Irish	12
Scotch-Irish-English	8
Indian	6
German	6
Irish	5
Dutch-Irish	4
Scotch-Irish-Dutch	3
Syria	3
Dutch	2
Swedish	2
Irish-English	2
Irish-German	2
Irish-Indian	2
Irish-English-German	2
Scotch-German	1
English-Italian	1
Scotch-Welch	1
Irish-French	1
German-Indian	1
Irish-Norwegian	1
Swedish-English	1
Swiss-German	1
English-German	1
English-French-Dutch	1
Scotch-Irish-French	1
English-French-German	1
Scotch-Irish-American	1
Dutch-Irish-Indian	1
English-Welsh-Irish	1
German-English-Irish	1
Scotch-Irish-Indian	1
Scotch-Irish-German	1
Irish-Dutch-French	1
Scotch-English-Dutch	1
Scotch-Irish-French-Dutch	1
French-England-Irish-Dutch	1
Indian-German-Dane-English	1
Scotch-Irish-French-German	1
English-Dutch-Irish-Bohemian	1
English-Irish-Scotch-Indian	1
English-Indian-Scotch-Welsh	1
Scotch-Irish-English-French	1
Total	132

Another type of information secured from this form was the size and structure of the families represented, the occupations of the parents, and the ages of the students. Two students came from families of eleven children. On the other hand 20 students were "only" children. Seventeen per cent of the 152 students who gave this information came from families of five or more children. This shows the mean of the number of siblings of this group was 3.7. The complete tabulation of the number of children in each family is seen in Table 5:

TABLE 5. Number of Siblings in the Families of 152 Home Economics Freshmen Students.

1941-42

Number of Siblings per Family	Number of Families Represented
2	36
3	29
4	22
1	20
5	19
6	8
8	8
7	7
<u>11</u>	2
9	<u>1</u>
	Total
	152

The average number of children in all Oklahoma farm families as reported by Duncan⁷ was 3.14. This was somewhat lower than the 3.7 found in this study. There is a definite reason for this variation. According to the study made by Duncan, the number of children in families extending over a period of from 20 to 24 years was 3.4, in the 25 to 29 year group,

⁷ Duncan, O. D., Analysis of Farm Family Organization in Oklahoma, p. 258, Unpublished Ph. D. thesis, Louisiana State University, 1941.

3.7, and in the 30 year and above group, 4.5. The majority of the parents of these Home Economics freshmen students would have been married from 20 to 30 or more years, and the size of family, therefore, would be near the mean of the group as reported in the Duncan study. Sociologists generally agree that the size of the average urban family is on the whole smaller than that of the average rural family. Since this study includes both rural and urban families the variation found in the average number of children per family is not particularly significant.

The occupations of the parents gave additional knowledge regarding the background of these students. The fathers were found to have been employed in a number of different types of work⁸. Agriculture in its various phases, was mentioned most frequently by the students of this class. Fifty-seven of the 149 occupations listed were some form of agriculture. Trades and industry was the second largest field with 48 fathers employed in industrial work. The salesman and merchant group was given as the next largest with 27 fathers employed in salesmanship. Nineteen fathers were in municipal, corporate, state, or national service, eight were professional men, and four were retired. One of those mentioned in the latter group had formerly been a naval officer. In 20 instances, mothers of these students were mentioned as employed outside of the home. Five of this number were school teachers, five were clerks, two were merchants, the remaining eight were listed in other occupations. The fact that so few mothers were employed may indicate that the earning power of the fathers of these students is adequate for family needs. On the other hand further study in regard to the number of employed students in this group may give an entirely different emphasis to this assumption.

⁸ See p. 29

TABLE 6. Fathers Occupations as Reported by 149 Freshmen Home Economics Students

1941-42

Type of Occupation	Number Employed	
Agriculture		
1. Farmer	51	
2. Dairyman	5	
3. Live Stock Breeder	<u>1</u>	
	Total	57
Trades and Industry		
1. Administrators	8	
2. Specialized	14	
3. Day Laborer	<u>10</u>	
	Total	32
Salesmen and Merchants		
1. Merchants	13	
2. Salesmen	<u>15</u>	
	Total	28
Municipal, Corporate, State, and National Service		
1. Municipal Employee	2	
2. Corporation Employee	8	
3. State Employee	1	
4. National Employee	<u>10</u>	
	Total	20
Professional		
1. Teachers	4	
2. Bankers	2	
3. Minister	1	
4. Lawyer	<u>1</u>	
	Total	8
Retired		
	Total	<u>4</u>
	Grand Total	149

The ages of this group as recorded in October 1941 ranged from 16 to 24 years. The average age was 18. Allowing four years in which to complete the work toward a degree, the average age at graduation, of this group of 156 students would be 22 years. This will not necessarily be the average age at graduation because many transfer students will be added to the group, thus changing the calculations. Table 7 shows the number of students in each age group. The majority of the students in this group were between the ages of 17 and 19. Because of this fact radical differences due to variation in age would be relatively unimportant.

TABLE 7. Age of 156 Freshmen Home Economics Students as Reported in October, 1941.

1941-42

Age of Students	Number of Students
24	1
23	1
21	3
20	6
19	20
18	48
17	32
16	6
Total	156

The religious preferences of the students was gained from items concerning church preference and membership. One hundred and fifty-four students checked this question, only two students failing to give a church preference. Approximately 78 per cent indicated a preference but said they were not church members. Eighteen students failed to check membership, the writer assumed this to mean that they were not members. One student who states she was not a church member also listed her father's occupation as that of minister.

TABLE 8. Church Membership of 152 Home Economics Freshmen Students
1941-42

Church Preference	Number of Students
Methodist	52
Baptist	38
Christian	28
Presbyterian	10
Church of Christ	12
Lutheran	3
Catholic	3
Christian Science	1
Church of the Brethern	1
Church of God	1
Calvary Baptist	1
Evangelical	1
Episcopalian	1
Total	152

Ninety-two per cent were members of five leading denominations, Methodist, Baptist, Christian, Church of Christ, and Presbyterian. In light of the fact that these are among the long established church denominations in Oklahoma, it may be concluded that this group of students is conservative in their religious affiliation.

Information regarding previous enrollment in Oklahoma Agricultural and Mechanical College as gained from this information sheet indicated that only five students had previously attended this college. In each of these cases the attendance was for a summer term. From personal conferences and class discussion it was found that many of the students had been on the campus previous to their enrollment. Although no formal records were available, 4-H round-ups, interscholastic meets, band clinics, and visits with friends and relatives accounted for most of these campus visits. The fact that students had been on the campus prior to enrollment tended, according to their statements, to give them a feeling of security in the activities carried on during orientation period.

32
OKLAHOMA AGRICULTURAL & MECHANICAL COLLEGE
LIBRARY
JUL 16 1942

This concludes the discussion of the information found on the "Student's Personal Record" sheets.⁹ These sheets are on file in the offices of the five freshmen advisers, and are available to all faculty members. Although it is known that freshmen advisers used this information regarding individual students, it is not known to what extent other instructors of freshmen students made use of this data.

Previous Home Economics training was an additional item considered necessary by the advisers. Students were asked to list completed courses in this area. The answers were written and the papers filed in the individual folders. Information from these papers was tabulated and is shown in Figure 2, page 33. Over one third of the students said they had had from one and one-half to two years of Home Economics subject matter in secondary schools. No previous Home Economics training was reported by 13 students. This was less than one per cent of the class. Twelve students reported four and one-half or more years of previous homemaking training, while one of these said she had had eight years of work in this area. Seventy-seven per cent of this freshman class had one and one-half or more years in Home Economics before coming to Oklahoma Agricultural and Mechanical College, while 23 per cent had either one year or no previous training. One adviser asked for 4-H Club experiences but this information was not available for the larger group. Records of 4-H Club activities and the home experiences of the students would afford a more complete picture of the homemaking background of beginning college students.

An examination of the college bulletin shows that freshmen and sophomore courses follow a set program. Definite subject matter courses from each of the phases of home economics plus certain courses from related

⁹ Student's Personal Record Sheet, op. cit. p. 14.

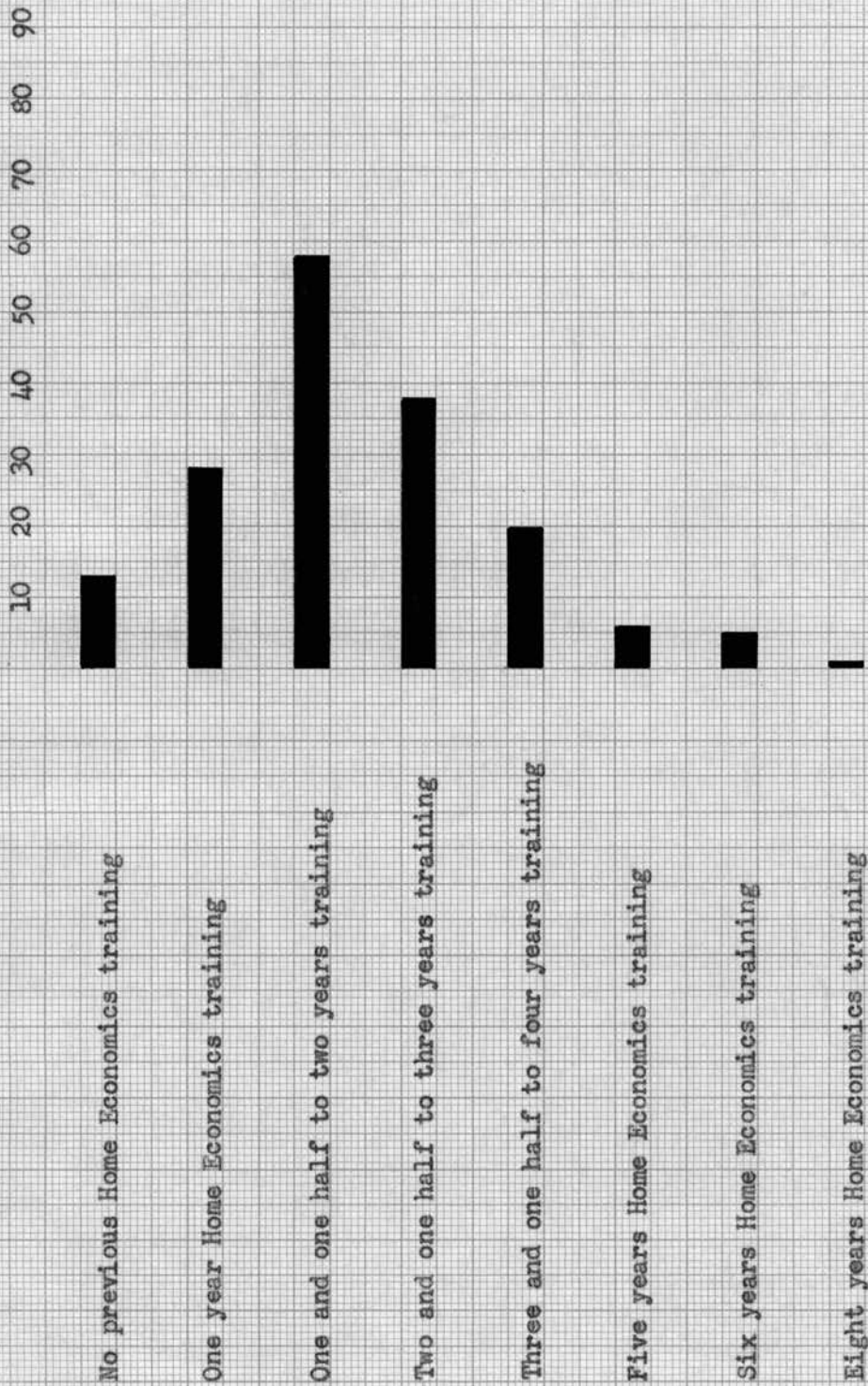


Figure 2. Number of Years Training in Home Economic Classes Prior to College Enrollment
Reported by 156 Freshmen Students
1941-42

fields are required of all students. These make up a total of 65 semester hours, only two of which are free electives. Course descriptions and sequences further indicate that the work for underclassmen is largely planned with a view toward specialization. Course content on the whole is planned for freshmen students as a group. The learning experiences provided are based upon the instructor's interpretation of the needs of college students rather than upon recent and accurate surveys of state conditions and individual students past experiences and present problems. Advanced standing examinations are sometimes permitted but are not encouraged by all departments.

Found in the folders of all freshmen students is also a "Student Plans" form.¹⁰ This mimeographed form has a space for the name of the student, his classification and the name of the adviser. The Home Economics curriculum for the first and second year, indications of the order of scheduling, and suggestions to assist the adviser in planning student programs are found on the upper third of this page. Spaces for study programs for four semesters and two summers fill the remainder of the sheet. When this form is completed, a record of the student's underclass plan is available in the individual folder. From this information advisers and other faculty members are able to judge student class load, but no information regarding work load is available in these folders. The inclusions of some information on student employment, type of work engaged in, permanency of employment, working hours, and income would be of great value in assisting with time schedules and personal budgets.

¹⁰ Exhibit IV. Student Plans. The form found in student folders in the offices of freshmen advisers, p. 35.

NAME _____ ADVISER _____

CLASSIFICATION _____

Major Home Economics Curriculum

First Year

Second Year

H. L. 113 (first enrollment)	prerequisite to	H. L. 212
Art 142, 132	→	H. A. 234
H. A. 132 and H. A. 113 concurrently	→	H. A. 222 → H. A. 223
Chem. 113 — Chem. 123	→	Chem. 263 → H.S. 203 → H.S. 312
Household Science 113	→	
English 113		English, 6 hrs. (selected courses)
H. & P. E. 111, 121		H. & P. E. 221, 211, or 201
H. L. 122		Physiology 213 or *214
H. S. 152		Edu. Psychology 313

*H. S. Majors take Physiol. 214

Journalism Majors take additional English

**1st. Semester, 19__ 2nd. Semester, 19__ Summer, 19__

Dept.	Course Number	Credit	Dept.	Course Number	Credit	Dept.	Course Number	Credit

1st. Semester, 19__ 2nd. Semester, 19__ Summer, 19__

Dept.	Course Number	Credit	Dept.	Course Number	Credit	Dept.	Course Number	Credit

** Make Planned Program in Pencil

The most complete source of information regarding women students is found in the Office of the Dean of Women.¹¹ The cards from the registration packet,¹² intended for this office, form the basis of the permanent files. In addition to this general information, there is also a card called the "Students Personnel Record," and data regarding sororities, places of employment, rooming houses, and dormitories. Early in the school year each freshman woman is called to this office for an individual conference. During this conference a general information form called the "Students Personnel Record"¹³ is filled out. Items on this five by eight inch card are similar to those found on other general information sheets. Questions are asked regarding the student's family background, church preference and residence. In addition to these items there are questions regarding membership and offices held in organizations, practical experience before entering college, trips of importance, vacations, high school and college subjects most enjoyed, honors received, and community interests of the student before entering college. Spaces for recording items on physical condition, illnesses and accidents, personal appearance, source of support and hobbies are also found on this card. This information is supplemented by data concerning sorority members, employed women, change of address, and personnel data from the counselors of each dormitory. The "Personnel Data"¹⁴ card which is filled in by dormitory women has an additional space for the counselor to record infor-

¹¹ Clark, Phillip John, A Critical Study of Student Personnel Files at Oklahoma Agricultural and Mechanical College, pp. 20-23, Unpublished Thesis, 1939.

¹² Exhibit V. Card from the Registration Packet compiled for the Office of the Dean of Women.

¹³ Exhibit VI. "Students Personnel Record" card on file in the Office of the Dean of Women.

¹⁴ Exhibit VII. "Personnel Data" card from the Dormitory. Later filed in the Office of the Dean of Women.

Exhibit VI. "Student's Personnel Record" Card Filed in the Office of the Dean of Women

Oklahoma Agricultural and Mechanical College

STUDENT'S PERSONNEL RECORD

OFFICE OF THE DEAN OF WOMEN

Name (in full) _____	Class _____	School _____
If married give Maiden Name _____	Date _____	
Place of birth _____	Permanent address _____	
Member of Church _____	Date entered O. A. M. C. _____	Phone _____
Member of what organizations in this College _____	College address _____	
Part taken in student activities at this College _____	Summer terms _____	
Freshman _____ Sophomore _____	Date left O. A. M. C. _____	Date returned _____
Junior _____ Senior _____	Reasons for leaving _____	
Executive position on campus: Freshman _____	Date left O. A. M. C. _____	Date returned _____
Soph. _____ Junior _____ Senior _____	Reasons for leaving _____	
Practical experience before entering O. A. M. C. _____	Date left O. A. M. C. _____	Date returned _____
_____	Reasons for leaving _____	
While in O. A. M. C.: Freshman _____	Early life—Country, town, city _____	
Soph. _____ Junior _____ Senior _____	What studies most enjoyed in grades _____	
First vacation _____	In High School _____	
Second vacation _____	In College _____	
Third vacation _____	_____	
Other colleges attended _____	Community interests before entering the College _____	
Trips of importance _____	_____	
_____	_____	
_____	Honors received _____	

Exhibit VII. "Personnel Data" Card for the Dormitory Students

PERSONNEL DATA

School Year _____
 Entrance Grade _____
 Name and Home Address _____
 School _____ Class _____
 School Address _____ Roommate _____
 Employer _____ Where _____ No. of Hrs. _____
 High School _____ School last attended _____
 High School and Community Activities _____
 College Activities _____
 Church _____ Sunday School _____
 Father's Name _____ Occupation _____
 Mother's Name _____ Occupation _____
 Indian? _____ Tribe _____ Degree _____

Health _____ Age _____
 Special privileges granted _____

 Personal problems _____

 (Do not fill in below line.)
 Personal appearance _____ Poise _____
 Personality _____ Voice _____
 Special Guidance _____
 Remarks _____
 Date _____ Signed _____ Counselor _____

mation regarding the student. This card is later filed in the Office of the Dean of Women.

The data in this office is available to interested faculty members and yields information particularly valuable to advisers of women students. An awareness of the past employment and homemaking experiences of the Home Economics freshmen would help advisers to locate students interests and aptitudes. Statements of activities carried on and the amount and kind of leadership assumed in pre-college and college groups tend to show the interests and capabilities of students. For this reason instructors should make a special effort to add to their information concerning the activities, interests and experiences of their advisees. Information of this type is found in the Office of the Dean of Women and is kept up-to-date. It not only indicates the trend of individual growth and accomplishment, but shows the kinds of interests students have. Advisers and faculty members would have a more complete picture of the students with whom they work if they made use of the information now available in the Office of the Dean of Women or if they secured similar data for themselves.

One other source of information in regard to freshmen who work part time is found in the Student Employment Office. In this office all information regarding students is kept in individual folders. These folders contain records of general information regarding the student's background, applications for student employment, letters of recommendation, records of grades earned, and other similar information. There is no employment record in the Division of Home Economics for freshmen students but it is known that a large per cent of these students are employed. Information in regard to this phase of the student's life is important because it assists faculty members in solving problems arising because of employment difficulties. No inspection is made of hours of employment, type of work,

or working facilities, unless the student registers a complaint. If students who work for board and room feel the employer is unreasonable in regard to work load or hours required, that employer is removed from the college approved list, is not recommended to students looking for work. No investigation is made in order to ascertain the employer's viewpoint nor is there any special attempt made to place students in homes where they might become more easily adjusted. Work loads are sometimes unjust, working hours may interfere with study periods, employer-employee relationships may create such conflicts that students are hampered in making proper adjustments to student life. All such information should be available. If instructors are really concerned about student welfare and progress they must know where students work, what type of work they do, the amount of time they spend in earning, and the facilities with which they are expected to work, in order to understand the problems of these students who work part time. With detailed information regarding the various aspects of student employment, instructors can adjust study loads to meet needs of the work loads. Freshmen advisers have helped their advisees become adjusted to various situations in regard to employer-employee misunderstandings. However, adequate records are not available. The only information instructors have is that gained in conferences and most of the conferences have been recorded only in the minds of the adviser.

Four types of data in addition to those already mentioned are found in most of the individual folders filed in the offices of freshmen advisers in the School of Home Economics. One of these is a budget form giving spaces for recording all expenditures the college student would be expected to make. After a series of lessons on budgets and expenditures in the Personal and Vocational Guidance Course the students were asked to estimate their needs and to enter the totals on this form.

Advisers then guided students in estimating needs and planning expenditures. The length of time for which these budgets were planned and records kept varied according to the needs of students in the different sections of the class. This lack of uniformity in the budgets kept, caused them to be of little or no value, and for that reason they are not included in this study.

Lists of pre-college organizations and offices held were requested from each student. Also, a list of her hobbies and her social and educational plans for the future. Although all three of these items were requested of all freshmen students, only those submitted by one section of this course are considered here. These answers gave quite complete information regarding students pre-college activities and plans for the future, but no mention was made of hobbies. Whether this was due to the fact that the students in this section had no hobbies; whether the request was not given sufficient emphasis; or whether the students felt it was unimportant, is not known. A knowledge of the special interests of students is a means of establishing rapport, it also provides some insight into students aptitudes, and serves as a means of evaluating their use of leisure time.

A formal tabulation of the contents of the past experiences and future aims of all students in this section of the course would be impossible. The items included in the various papers showed such marked differences that they did not lend themselves to tabulation. However, in order to show the value of these papers to the advisers, the reports of two students were selected and are included in this survey. These reports were chosen because they represented the two extremes found in the class. The examples shown are the exact copies of the reports submitted by these students. The spelling and organization used by the students have not been changed. A copy of the past extra-curricular activities and future plans of one home economics freshman is as follows:

I participated in the following activities during high school.

Band - 7 years	Secretary-Treasurer
Junior Class	Secretary-Treasurer
Senior Class	President
State Honor Society	Four Years
Senior Class	Salutatorian
Operetta	Two Years
Activity Student	Junior Year
F. H. O. (Home Economics Club)	Four Years
Sub-District President	
Local Secretary-Treasurer	
Local President	
State Secretary-Treasurer	
District Typing Champion 1st Year Typing.	
Second in 1st year typing in the state.	
Bassoon Solo - second in national.	
Beta Beta Beta - Honorary Music Organization.	
News Editor.	

In college I belong to the Home Economics Club and Peppers. I would like to belong to the following:

- Orange Quill
- Orange and Black Quill
- Mortar Board
- Phi Kappa Phi
- Omicron Nu
- Danforth Fellowship
- Talbot Recognition Cup

The report submitted by a second freshman home economics student showed an entirely different group of interests. In her report the following lists of activities and plans are found:

- 4-H Club-Clothing Captin, Sectory, & President.
- Student Cancel - Class Representative.
- Church - Sect. of Sun. School Class.
- Gen. Sect. of Sund. School
- Gen. Sect. of B. T. U.
- Sect. of B. Y. P. U.
- Daily Bible Readers quise Leader of B. Y. P. U.
- Group Captin in B. Y. P. U.
- President of B. Y. P. U.
- Orgerstia - Viola Player
- Glea Club - Sang alto
- Basket Ball - Tem Captin (Gard)
- School Paper. Editor, Joke Editor, Class Editor.
- Dramatics Club. (Usualy and old Woman)

For the Future -

At first I wish to be a home Demonstration agent or to teach Home Economics, Gen. Science, Biology, and other Science subjects. However, my main interest is in missionary work.

The report of the first student shows a definite interest in music. Attention is called to the fact that this student had been a member of the band for seven years. This would mean that from the sixth grade through high school this student had been in a school band. The fact that she won second place in a national contest with a bassoon solo shows that she was not only a member of the school band but was also outstanding in individual achievement. Membership in the honorary musical organization Beta Beta Beta and two years experience with the school operetta gives added importance to her musical interest. This report shows that this student was not only interested in music but that she was a capable typist. The fact that she won the district typing championship and also placed second in the state contest in first year typing probably shows definite ability in that area. Outstanding scholarship may be indicated by her four years membership in the State Honor Society and by the fact that she was salutatorian of her graduating class. However, the amount of emphasis given this information would depend largely on the type and extent of the competition in the various contests. Therefore, information regarding state competition would be valuable in interpreting the value of these awards. The knowledge that this student met and won over competitors in three distinct areas and in three types of contests is particularly significant, in spite of the fact that one does not know the extent of this competition. Only class work and college activities over a period of time would determine the value of this information. Four years of membership in the Future Homemakers of Oklahoma and the fact that this student was a leader in the club is indicated by the local, sub-district and state offices held. This student continued with her Home Economics Club work during her freshman year in college and also joined a pep organization. All of her plans show a scholastic interest. The fact

that she has received the freshman Danforth Fellowship shows that she is working toward the goals which she has set. Her report was carefully organized, it was neatly written in ink, and all words were correctly spelled.

The second student's report was written in pencil. It was not neat and the original had no margins. Thirteen words were misspelled, four words were improperly abbreviated, one capital letter was omitted, and another misused. This student, however, reported she had been a leader in 4-H Club work, holding three offices. She also indicated an interest in music, was a member of the orchestra and of the glee club. An interest in athletics was shown by the statement that she had played guard in basketball, and had been team captain. She had taken part in dramatic productions. She had been editor, joke editor and class editor of the school paper. The confidence of class members was shown by the election of this student to the high school council. Church activity looms large in this student's past interests. She reported definite activity and interest in Sunday School and young people's work. Her report shows that as a high school student she was very active in the Baptist Church in her home community. General information shows that she was also a member of this church. Through conferences the adviser learned that after entering college she became active in a church of another denomination. The reason for the abrupt change was a misunderstanding between the local minister and her mother prior to the student's college enrollment. Except for the statement, "I'll bet our preacher is sure mad 'cause I switched churches", the adviser was unable to learn why this personal matter affected her religious preference.

Any knowledge that advisers or instructors may secure regarding the activities and interests of students is a valuable aid in understanding

the advisee as well as an important help in planning the learning experiences to be provided. Not only does an instructor need to have a wide range of facts at her disposal, but she needs to have specific information as to how students work. Such information is probably best secured from the papers students turn in as a part of their regular class work.

The findings from these two papers show that perhaps each student's folder should contain samples of papers collected at various times throughout the semester. The organization of the material, the spelling and evidence of care which students take in writing their papers can be of great value. Miss Pearson in a recent study has shown that over a period of time student growth may be clearly seen by comparing the oral and written work of students. She shows not only that students grew in the direction desired but that they were aware of and able to evaluate this growth.

She says that:¹⁵

Students showed definite growth in social sensitivity through increased appreciation, tolerance and cooperativeness; through a widened area of common concern, and through general improvement in individual social adjustment.

Increased ability on the part of these students to use reflective thinking as a means of solving their problems was cited in their improved ability to evaluate their personal and group progress, to make decisions for themselves, to make more careful selections of purposes and procedures, and to assume the responsibility for their own self-improvement.

Growth of these students in their ability to direct their own development was shown in increased self-reliance, interest, industry and initiative.

Faculty members generally agree that students gain by having their papers checked and returned, so that the comments of instructors may be noted. Therefore, if papers are filed they should have been first checked

¹⁵ Pearson, Millie V., Abstract of Unpublished Dissertation, A Study of Professional Home Economics Education Courses in the Light of the Democratic Ideal, p. 5, The Ohio State University, 1941.

by the instructor, returned to the student, and then filed for permanent reference. In Miss Pearson's study the papers were checked and returned to the students for their consideration, later they were filed in individual folders. Each student's work was then seen as a whole and from time to time accurate comparisons could be made of progress.

The two students' papers cited as examples are indicative of the type of information the advisers of this group of freshmen students were considering. Written work was discussed with the student, mental notes were made by the instructors but no effort was made to keep the results of student class accomplishments as a means of judging their progress or of justifying the psychological test data or other information obtained at the time of registration.

All students entering Oklahoma Agricultural and Mechanical College are given the American Council on Education Psychological Test, Cooperative English Test, and Chemistry Aptitude Tests. Copies of the test scores of freshmen Home Economics students are found in the Office of the Dean of Home Economics. Copies of these scores are made by the various freshmen advisers and kept in their files.

This score is reported in centiles, the "L" score being derived from the parts of the test measuring linguistic ability, the "Q" score from the mathematical section, and the gross score from the entire test.... Enrollment in mathematics courses is governed by the "Q" scores, and by grades made in placement tests administered by the Department of Mathematics. Similarly, enrollment in freshman English is dependent on scores made on the Cooperative English tests used for placement by the Department of English."¹⁶

These tests are given during freshmen week, scored by the Testing Bureau and the scores are given to the Deans of the schools in which stu-

¹⁶ White, George, Advisement in the Liberal College, p. 27, Bulletin of Oklahoma Agricultural and Mechanical College, Vol. 37, No. 14, 1940.

dents enroll. The gross or total scores for this group of 172 freshmen home economics students ranged from the second to the ninety-ninth centile. The average centile score for this group was 51, the college median is 50. The normal distribution of these students would be 25 per cent below the 25th centile and 25 per cent above the 75th centile. Students in this class are very near this normal curve, 23 per cent being below the 25th centile and 25 per cent above the 75th centile. The natural conclusion might be that those students in the lower centiles would drop out of school early in their college life and those in the upper group would complete their work thereby raising the centile level of the graduating group. However, this is not true. Scores for drop out and transfer students tend to change the centile average. Therefore, the rating of freshmen students is not indicative of the scores of the graduating group. Clark¹⁷ in his study mentions that numerous students above the 90th centile are forced to leave school due to lack of employment. The office of student employment does not take into consideration the college administered psychological test scores of the individuals they employ. Therefore, students who, by these objective measurements seem less likely to complete their college work may and do find employment. Other students of more promising ability, as judged by this same measurement, may be forced to withdraw from school due to lack of necessary funds.

Another source of information is that obtained through the use of "Study-Habit Inventory" by C. Gilbert Wrenn.¹⁸ This inventory is a two page sheet containing thirty statements, validated by Wrenn, to indicate low and high scholarship. These statements may be checked in any of three

¹⁷ Clark, op. cit., pp. 32-33

¹⁸ Wrenn, C. Gilbert, Study-Habit Inventory, see p. 49.

Exhibit VIII. Wrenn's Study—Habits Inventory with the Percentage of
Checks as Shown by 77 Students

STUDY-HABITS INVENTORY

By C. GILBERT WRENN

Author of *Practical Study Aids, Study Hints for High School Students, etc.*

Assisted by R. B. McKEOWN

STANFORD UNIVERSITY PRESS, Publishers

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Name..... Date.....

School Grade..... Age..... Sex.....

Name of School.....

Probable college major.....

Directions

The following is a list of statements of situations, habits, and conditions, which may affect the use of study time, and consequent success in school work and study. You are asked to state your habits with regard to these items, not in accordance with what you think you should or should not do, or what you see others do, but *in accordance with what you yourself are in the habit of doing*. Please answer all questions.

After each statement, you will find three columns. *Place a check mark in the column which you feel most nearly describes the truth of the statement in your own case now*. Remember that this is a survey of your present practice. Check it in accordance with the following key:

Column 1. *Rarely or never* true in my case.

Column 2. *Sometimes* true in my case.

Column 3. *Often or always* true in my case.

Exhibit VIII. Wrenn's Study—Habits Inventory with the Percentage of Checks as Shown by 77 Students

STUDY-HABITS INVENTORY

	1 Rarely or Never	2 Some- times	3 Often or Always	Score
A. Note-taking and reading techniques				
1. I miss important points in the lecture while copying down notes on something which has gone before.....	10.5	78.9	10.5	-----
2. I have trouble picking out the important points in material read or studied: tend to take down material which turns out to be unimportant	36.4	48.1	15.5	-----
3. I have to re-read material several times—the words don't have much meaning the first time I go over them.....	18.2	24.7	57.1	-----
4. I try to summarize, classify, and systematize the facts learned, associating them with previously learned material and facts.....	7.8	90	22	-----
5. I read so slowly that I cannot get over all the assignments and outside readings..	37.7	32.5	29.8	-----
6. I am conscious that I have been out of school too long, or took basic subjects too long ago.....	79.2	15.6	5.2	-----
7. I try to do some "over-learning," working beyond the point of immediate memory or recall	32.5	53.2	14.3	-----
8. Faulty command of fundamental subjects—spelling, word meanings, arithmetic, punctuation, handwriting, etc.—slows me up, and lowers my grades.....	42.9	41.5	15.6	-----
B. Habits of concentration and school interests				
9. I find it hard to keep my mind on what I am studying—don't know what I have been reading about when I get through..	28.6	55.8	15.6	-----
10. I have a tendency to "day-dream" when trying to study.....	20.7	66.7	12.6	-----
11. It takes me some time to get settled and "warmed up" to the task of study.....	35.1	41.6	23.3	-----
12. I have to wait for "the mood to strike me," or for "an inspiration" before starting a task; I am likely to waste time.....	55.8	31.2	13.0	-----
13. Every little noise disturbs my train of thought when trying to study; it is difficult for me to concentrate efficiently.....	44.8	47.1	8.1	-----
14. I find it hard to force myself to finish work by a certain time, under pressure; work is unfinished, inferior, or not in on time	53.2	39.0	7.8	-----

[2]

	1 Rarely or Never	2 Some- times	3 Often or Always	Score
15. My enjoyment of loafing "bull-sessions," "chewing the fat," etc., interferes with my study	57.1	32.5	10.4	-----
16. I have to study where I can smoke—must "go out and have a smoke" when working at the library, etc.	100.0			-----
17. Dislike of certain courses and professors interferes with my school success.....	72.7	19.5	7.8	-----
18. I spend too much time reading fiction, going to shows, etc., for the good of my school work	69.6	26.6	3.8	-----
C. General habits of work				
19. My study periods are often too short for me to get "warmed up" and concentrated.	40.8	55.3	3.9	-----
20. I am careful to make proper use of reviews—reviewing notes taken, setting aside time for daily or weekly reviews during quarter, concentrating review mainly on the points where I feel weakest.	22.4	48.7	28.9	-----
21. I get "fussed" and nervous on exams—blow up and can't do myself justice or tell what I know.....	37.7	33.8	28.5	-----
22. I try to get each point as I go over it, rather than go on at the time and then go back to clear up doubtful points later..	18.9	41.6	19.5	-----
23. I study with others rather than by myself.	58.4	33.8	7.8	-----
24. I find myself too tired, sleepy, and listless to study efficiently.....	28.6	11.2	60.2	-----
25. I feel the effects of insufficient exercise	68.8	23.4	7.8	-----
26. Sensory or physical defects, or frequent spells of sickness, interfere with study...	87.0	13.0	80.1	-----
27. I study carefully the outlines in all courses where they are given.....	24.3	57.9	42.1	-----
28. I try to study too late at night; rob sleep-time, and sometimes meal-time, for study.	50.6	44.2	5.2	-----
29. My time is unwisely distributed; I spend too much time on some things and not enough on others.....	5.7	80.0	14.3	-----
30. I try to carry over and relate material learned in one course to that learned in others	22.4	50.0	27.6	-----

[3]

columns to show the students significance of the various items in his study habits. The headings are: "often or always", "sometimes", "rarely or never". This inventory is based upon the assumption that two students who are equal in intelligence, but who are unequal in scholarship must differ in their habits of study. The major importance of this inventory is the diagnostic significance of any individual habit, however, the total score indicates the adequacy of the student's work habits in general.

Some of the items appearing in the Study Habit Inventory are considered of special value because they are particularly indicative of either low or high scholarship. These items are weighted according to the number of times they appeared in the cases used for testing the validity of the inventory. Item 29 is found to be particularly significant in regard to low scholarship. This item concerns unwise distribution of time and when checked in the column "rarely or never" carries the greatest negative weight. From the tabulation of the inventories of 77 of these students unwise time distribution was not found to be an outstanding difficulty for this group. Only 14.3 per cent of the 77 students checked this item carrying the greatest weight toward low scholarship. Item 21 was in regard to getting nervous or excited during examinations. This item when checked "rarely or never" carried the greatest weight by indicating high scholarship. Thirty-seven per cent of this freshman group indicated they were calm during examinations. However, the total scores did not show that all of these students were above average in study habits. The national freshman norm for this inventory is approximately 15. The scores of these students ranged between -60 to 83 with an average of 15 which is the expected norm. Again it should be stressed that the greatest value of this Study Habit Inventory lies in the diagnostic value of individual items. Freshmen advisers used the results of individual inventories in individual

student conferences by making suggestions for remedial work. The copy of the Study-Habits Inventory on page 49 shows a composite percentage picture of the items checked by 77 students in this freshman course. This information shows some interesting facts. No student checked question 16 - "I have to study where I can smoke - must 'go out and have a smoke' when working at the library, etc.". This may indicate that this group of students are not addicted to smoking, or it may show the group was aware that smoking was not encouraged on this college campus, and that they purposely withheld this information.

Grades are another means by which student achievement is evaluated. While grades were not available from advisers' folders, they were secured from records filed in the Office of the Dean of Home Economics. Grades were averaged for 50 of these freshmen. The lowest grade point average was 1, this indicates a "D" average. The highest grade point average for students in this group was 3.67, just .33 under an "A" average. The general grade point average of this freshman group for the first semester was 2.4. This is somewhat higher than the 2. average required for graduation.

Results from these three sources of information in regard to the students potential achievements as indicated by the total American Council on Education Psychological score, the students general study habits as shown by the Wrenn Study Inventory and the total grade point average as computed from the final grades for the fall semester 1941 are placed on Table 9 found on Page 52. The total scores for 50 students are included in this table. This group of students was used because the Study-Habits Inventory scores, the Psychological Test Scores and the grade point averages were available for each of them.

TABLE 9. Total Scores of Wrenn Study Inventory and A. C. E. Psychological Tests With Grade Point Averages of 50 Freshmen Home Economics Students

Student	Total Score Wrenn Study Inventory	Total Score A. C. E. Psychological Test	Total Grade Point Average for One Semester
1	-60	67	2.20
2	-58	89	2.20
3	-42	5	1.00
4	-26	3	2.40
5	-22	64	1.70
6	-17	18	2.00
7	-16	15	2.00
8	-15	70	2.46
9	-11	82	3.37
10	-9	67	2.50
11	-7	15	1.20
12	-7	39	2.50
13	-5	72	2.50
14	-4	14	2.10
15	-4	75	2.40
16	-3	67	2.10
17	2	13	1.60
18	4	82	2.10
19	8	43	3.28
20	10	52	2.70
21	10	2	2.40
22	13	58	2.40
23	16	18	2.00
24	16	75	2.00
25	16	21	1.50
26	18	41	3.26
27	18	73	1.90
28	18	18	2.10
29	19	25	2.00
30	19	73	2.90

TABLE 9. Continued

Student	Total Score Wrenn Study Inventory	Total Score A. C. E. Psychological Test	Total Grade Point Average for One Semester
31	20	63	2.90
32	21	38	1.90
33	28	54	3.50
34	32	85	3.67
35	33	97	3.61
36	35	38	2.80
37	39	73	2.30
38	39	50	2.65
39	42	46	1.70
40	42	72	3.23
41	46	99	2.00
42	49	98	1.85
43	50	52	2.50
44	50	72	3.18
45	51	48	3.29
46	53	76	3.00
47	58	79	2.50
48	61	69	2.10
49	66	69	2.40
50	83	78	2.20

A study of the information shows a very low relationship between the three items. This seemingly varied relationship may be due to the fact that students were not completely accurate in their checking of the Study-Habits Inventory. The fact that the psychological test scores and the various grades are not completely broken down may account for part of the discrepancy. The students are not enrolled in the same subjects due to previously mentioned aptitude scores, therefore, the grade point average may not be representative of the total average over a longer period of time. For example, student number 42 has a total psychological test score of 98, a grade point average of 1.85 and a Study Inventory score of 49. When a student's American Council on Education psychological test score indicates he is in one of the lower centile groups, and the grade point average is relatively high the student may be said to be overachieving. This would show that the grades earned, in the light of the ability indicated, is above the college average for all students. This student, therefore, would be said to be achieving above his expected ability. On the other hand a student with a high psychological score and a relatively low grade point average may appear to be achieving below his estimated ability or underachieving. The adviser needs to know why this is true in order to assist the student to realize the most from his college experiences. The cause or causes of this may be learned from a study of the employment record, the time schedule, statements from the infirmary office, information regarding the students social activities and knowledge gained through individual conferences. Student number 4 ranks in the 3rd centile on the psychological test score. However, this student has a grade point average of 2.4. The reason for this overachievement cannot be attributed to outstanding habits of study as shown by the Study-Habits Inventory score of -26. Again additional information would be necessary

in order for an adviser to understand the cause of this difference.

There are many uses for the three types of information found in Table 9.

In this study an attempt is made to give examples of some of the more outstanding variations as found in this group of students. The reasons for individual differences cannot be arrived at from the available information. Therefore, additional data should be available in order to be aware of the causes for these differences, instructors should not rely upon these scores alone.

Records in the Division of Home Economics show that withdrawals and transfers account for the fact that 54 of these 172 entering freshmen failed to re-enroll. Definite reasons for these withdrawals were not available on all students, however, in some cases the student left college due to marriage, to death of father, to illness, to family conflict, to inability to adjust because of immaturity and to lack of finances. There were thirty-seven who transferred to other schools; of these, 28 changed to commerce and vocational business, five to Education, three to the School of Arts and Science, and one to the Engineering school. This comprised 26 per cent of the entering class. Records in the Office of the Dean of Home Economics show that only 10 per cent of the freshmen students enrolled for the fall semester of 1940-41 failed to re-enroll for the following semester. The fact that there was such an increase in the per cent of drop outs in the freshman class in the fall of 1941-42 may be accounted for by the fact that war was declared during this time. This same national crisis may give added significance to the fact that such a large percentage of the transferred students entered commercial courses. From statements made by students entering the commercial classes, it was learned that the change was made in order to prepare for employment in the commercial phases of war production.

This survey appears to place emphasis upon the general information regarding the student. The reason for this emphasis is that there is more data available in regard to this area than to any other. Similar general data is found in the Office of the Statistician, the Office of the Dean of Home Economics, the freshmen advisers' offices, the Office of the Dean of Women, the Student Employment office, and in the files of the College Infirmary. Some items are not found on all forms and a great many additions should be made to the available information. Psychological scores, cumulative grade records, and a picture of each student are filed in individual folders in the Office of the Dean of Home Economics. Wrenn study inventory forms, schedules of semester plans, past extra-curricular achievements and activities and future goals, pre-college homemaking class experience and some budget forms are filed in the Home Economics freshmen advisers' offices. Additional information should include the tenure status, income, and living conditions of the families represented. More definite types of high school records, activities and comments from faculty members would be helpful in gaining insight into the pre-college influences in the lives of the students. Some institutions request a very elaborate type of pre-college information;¹⁹ however, to Home Economics advisers at Oklahoma Agricultural and Mechanical College even the following additions would be valuable: Community activities, homemaking and employment experiences, hobbies, interests, travel and vacation interests of each student should also be recorded and filed in the Division of Home Economics.

Although the Office of the Dean of Women has information in regard to sorority, dormitory and town students there is no information other than the local address and telephone number filed in the Home Economics office.

¹⁹ Ohio State University, Application for Admission, Part 1, Form 3533, June, 1938.

The infirmary records contain information²⁰ regarding the physical condition of these students and statements are available on request. Few such statements, however, are found in the Division of Home Economics. The same may be said in regard to the employed freshmen students. This information is available in the Student Employment office, but no record is kept in offices in the Division of Home Economics.

No information regarding pre-college achievement other than courses completed and grades earned is available from the high school records. Unprejudiced data used as a basis for the guidance program by the high school faculty would be helpful in college personnel work. Information in regard to work done by the students outside of the classroom is entirely lacking, as are data concerning employer-employee relationships. Data of these type would prove very beneficial in regard to activities outside of the regular class routine.

Anecdotal and conference records regarding freshmen students are so very limited they have no value. The only records of evaluations made of student growth was found in reports of semester grades. Home Economics faculty members are interested in developing some means of evaluating students growth but so far no such means of evaluation has been devised for use with this freshman group.

This concludes the summary of the available information in regard to Freshmen Home Economics students. An attempt has been made to show that there is a limited amount of information now available in the Division of Home Economics, that this information may be supplemented by other campus offices. Attention also has been called to the fact that much of the general information now available is duplicated and that there is a need

²⁰ Exhibit VIII. Personal and Family History Form from the Office of the College Infirmary. 1941-42.

Exhibit IX. Personal and Family History Form from the College Infirmary

Personal and Family History

Diseases in family: tuberculosis _____ mental _____ heart _____

CAUSE OF DEATHS IN FAMILY: Father _____ Mother _____

Brothers _____ Sisters _____

Injuries (bones broken or dislocated) ankle, knee, hip, spine, shoulder, elbow, wrist.

Operations: tonsils, appendix, rupture, mastoid, nose, joints.

Have you ever been treated for tuberculosis?

Menses: began aet ____; ceased aet ____; interval ____ days; duration ____ days.

Amount: scanty, normal, profuse. Pain: o., sl., sev., beg., dur., end.

Present general health: excellent, good fair, poor.

Date of last vaccination for smallpox _____; typhoid _____

Do you wear glasses? _____ Now, formerly, reading, constantly.

Parent or guardian _____ Town and State _____

Street _____ Telephone _____

MEDICAL EXAMINATION

Eyes _____

Ears _____

Tonsils _____ Pharynx _____ Sinuses _____

Teeth: Caries _____ Vincent's _____

Height _____ inches, Weight _____ pounds.

Feet: normal _____ flat _____; Toes _____ Epidermophytosis _____

Bones _____ Joints _____ Spine _____

Knee jerks: Right _____ Left _____

Genitalia: _____

Hemorrhoids _____ Varicosities _____ Lymph nodes _____

Skin _____

Abdomen: normal _____ abnormalities _____

Hernia _____

Heart: Size _____ sounds _____

Abnormalities _____

Pulse rate _____ blood pressure _____

Lungs: normal _____ abnormalities _____

SUMMARY OF FINDINGS

Eyes _____

Ears _____

Nose and Throat _____ Spine _____

Heart _____

Lungs _____

Abdomen _____

Skin _____

Teeth _____

Urinalysis _____

General Classification _____ A, B, C, D.

Typhoid vacc. _____ Tuberculin _____ Wassermann _____

Date _____ M. D.

for additional information in order to have a better picture of each individual. An effort has been made to study all types of data from the standpoint of the information necessary for adequate knowledge upon which to base a guidance program. The material was discussed under the two previously mentioned general headings; first, the knowledge of the students' background and second, the knowledge of the students' potential capacities.²¹

²¹ See pp. 7-8

CONCLUSIONS

A survey of all the sources of information regarding Home Economics freshmen enrolled in Oklahoma Agricultural and Mechanical College shows that much data is now available but that it is little used by faculty members because of the difficulties involved in its compilation. The data found in the Office of the Dean of Home Economics and in the offices of the freshmen advisers in this Division are quite limited.

This study includes a compilation of the information that is now available in the Division of Home Economics secured for the purpose of surveying this existing data; a review of other available sources from which information may now be secured; and suggestions for additional types of information necessary in order to better understand the needs of freshmen students. By surveying the information obtained from Home Economics sources it is found that the members of this freshman class are all Oklahomans. These students are fairly equally divided between rural and urban residences, most of them coming from the central and north central sections of the state. One-third of the class had, at some time experienced both rural and urban life, and the residences of the families of these students appeared to be reasonably permanent. Most of the urban students come from the larger Oklahoma towns, the rural students come from relatively large sized farms. All of the members of this class said they belonged to the white race. The majority were born in Oklahoma and all are native born American citizens. A study of the nationality descent indicates that this is a very cosmopolitan group, however, only three students are the children of foreign born parents.

Parents of this group of students were, for the most part, born in Oklahoma or the adjacent states. The occupations of the parents are varied,

with agricultural pursuits being the most prominent, relatively few of the fathers are professional men. Only a limited number of the mothers of these students are employed outside of the home, and few families have been broken by death or divorce. Almost all of these freshmen are church members. The average age of the students in this group is 18 years, and they come from families that have an average of 3.7 number of children per family. No member of this group was married at the time of enrollment and few had attended Oklahoma Agricultural and Mechanical College prior to this fall semester.

The achievement and potential achievement shown by objective measuring devices indicate that the average scholastic expectancy of this group of freshmen students is representative of the college norm. The total scores of the Wrenn Study-Habits Inventory show that these students are as a group average in study habits. The scores of the American Council on Education psychological tests indicate that this class is near the median for the Oklahoma Agricultural and Mechanical College, while the grade point average for this group was found to be slightly above the college norm. Most of the members of this freshman class had had pre-college Home Economics training. The majority of these students were interested in preparing for some phase of homemaking teaching.

Freshmen advisers obtained from students information in regard to their past extra-curricular activities and future ambitions of scholastic, vocational and social nature. They use this information when helping individual students but do not make it accessible for all instructors.

There was a high percentage of drop outs in this specific group. This may have been due to economic reasons. The conclusions thus far are based upon information found in offices of the Division of Home Economics and are easily accessible to all faculty members of that division.

Valuable data in regard to the students physical condition is available in the files of the college infirmary. These files, although quite complete, are not open to faculty members as a whole, but interpretations of the information included may be secured upon request. These interpretations would assist the adviser in scheduling class loads thereby meeting the physical limitations of the student. No employment records for freshmen were found in the Division of Home Economics, nevertheless conferences with students show that a large number of them do work part time. Information in the Employment Office shows the students that are employed, and the type and amount of work in which they are engaged. Such information, if made available to advisers, would add significance to the knowledge of the student's life outside of the class room. The types of employment entered, the ability shown, and employer-employee relationships would emphasize other phases of the student's growth. Complete records of the work experience of students are important for guidance activities.

The Dean of Women's office contains the most complete source of general information about college women. This data includes interest, activities and aims of the individual students. Files in regard to sorority, dormitory and out-in-town women and their activities are found here. Records of the change in address, employment data and comments made by the counselors regarding the students also are found in this office.

The Admissions Committee has information in regard to the student's pre-enrollment courses and grades. Records in the Office of the Statistician contain data of a general nature, similar to that found in other previously mentioned campus offices.

Attention has been called to five important sources of information regarding students other than that found in the Division of Home Economics. This information is little used except in cases involving specific

difficulties, however, it is available for the asking. If the Division of Home Economics is really interested in developing a school-wide guidance program, some means of securing and using this information should be developed.

According to the criteria proposed in the beginning of this study, any guidance program should be built upon certain specific types of usable information. It will be remembered that the sources of desirable information were listed as follows: student's personal record sheets; results of routine physical and psychological tests; anecdotal and conference records; answers to simple questionnaires; class comments; evaluation of personal and group progress; personal ability as observed in day-by-day contacts; records of attitudes and ambitions; cumulative grade records and other types of pertinent personal information.

This study shows that in the Division of Home Economics the information now available in regard to freshmen students is obtained from students personal record sheets, answers to simple questionnaires, records of ambitions, psychological test scores, and cumulative grade records. It shows that other items of information in regard to the physical tests, and personal ability are available in offices other than those in the Division of Home Economics, but are used infrequently or not at all. The study also shows there are additional types of valuable data not now available, among these are anecdotal and conference records, class comments, evaluation of personal and group progress, personal ability as observed in day-by-day contacts, and records of attitudes.

Additional information needed would include varied types of data in regard to the student. General items in regard to the educational advantages of the parents, the family income, and the need, if any, for the employment of the student could be included on the general information forms.

Perhaps more general information could be secured by the use of cards similar to the form published by the American Council on Education which, according to Lloyd-James and Smith¹ is the most comprehensive and widely used one now available. These forms include items in regard to the student's home, family, social, physical, and educational life previous to admission. From college sources information concerning the results of tests, educational and social accomplishments, adjustments, plans, personality, and ratings may be listed on this form. Space is also provided for additional remarks. If a form similar to the American Council on Education card is used more information could thus be made available in one file.

Anecdotal and conference records would also be valuable contributions to the information in regard to activities and interests of students.²

An anecdotal record is a report of a significant episode in the life of a student.... It is interesting and should be revealing.... There should be no interpretation within the written record. The observer's judgment should not be recorded within the anecdote. Where the situation in which the behavior took place is a significant factor, then, a description--a very brief one--of that situation should be includedAll relevant material must be included.

There is no limit to the amount of information that is available from anecdotal records. Data may be secured from classroom observations, social contacts, statements from parents or classmates, excerpts from written papers or diaries. The emphasis should, therefore, be placed on the choice of the most significant incidents. The observer needs to be objective and in so far as possible should be alert to show the behavior of the student in more than one area. The behavior records when carefully interpreted are an index to the student's way of thinking and his present stage of development.

¹ Lloyd-Jones and Smith, op. cit., pp. 68-69.

² Anecdotal Records, pp. 29-30, Progressive Education Association Evaluation in the Eight Year Study, Bulletin No. 1, Ohio State University, Columbus, Ohio, 1935.

Conference records should be made immediately following the conference. Some of these reports may be anecdotal in form, however, brief statements recorded by the instructor for the purpose of remembering items of value for future reference may prove equally valuable. Records of both types need to be filed in the students individual folders.

At the present time the Home Economics faculty of Oklahoma Agricultural and Mechanical College has not constructed a uniform system for evaluating student growth other than the regular grade records. Grades are reported each semester, and at the end of the regular school term each member of the staff files her grade book in the Office of the Dean of Home Economics. Many of these books include grades on activities other than class assignments and evidences of student growth in other areas. Some instructors use a code system to indicate additional types of growth, others record only the grades received. A few staff members do not formally report student growth in their regular grade book but use some other means of keeping data of this type.

This study throws into relief five major problems which challenge those interested in additional study directed toward a guidance program. These problems are: First, the construction of more adequate devices to be used in obtaining additional information concerning the individual student for the Division of Home Economics on the Oklahoma Agricultural and Mechanical College campus; second, the perfection of a plan for the collection and the filing of information thus secured; third, closer articulation of all existing information; fourth, modification of the schedules of all instructors and provision for adequate secretarial help to make possible progressive improvement in procedures for collecting and using information concerning students; fifth, provision among faculty members for continued growth in ability to use intelligently all pertinent data for ever more efficient guidance of Home Economics students.

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