

A STUDY OF THE FACTS AND CONDITIONS  
INVOLVED IN THE PROBLEM OF ORIENTATION  
COURSES IN TEACHERS COLLEGES.

.....

A THESIS  
SUBMITTED TO THE DEPARTMENT OF  
EDUCATION AND THE GRADUATE COUNCIL OF THE  
KANSAS STATE TEACHERS COLLEGE OF EMPORIA  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF  
SCIENCE.

.....

BY

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Phil Walter Buck

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PART I  
THE PROBLEM AS A WHOLE



## I

## I N T R O D U C T I O N

In the past few decades our American civilization has undergone development so rapid and so complex that the various institutions of that civilization have been hard pressed to solve the many problems that have resulted. The vast numbers, the diversity and the urgency of the problems have been felt particularly by American educational institutions, the purpose of which is to prepare American youth for participation in a highly complex, swiftly moving social heredity. Not the least of these in the importance and difficulty of its problems is the American college.

In recent years our colleges and universities have increased enormously in size and heterogeneity, both of population and of organization. College curricula have experienced similar growth.<sup>1</sup> In 1927, there were over three quarters of a million students in our colleges and universities. Over three hundred thousand students enter college for the first time each year.<sup>2</sup> "College education knows no class lines and no social barriers." An analysis of the families of Freshmen in the Universi-

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1. James H. S. Boardard, "Educational Guidance and the Orientation Course," SCHOOL AND SOCIETY, Vol. 30, August 17, 1929, PP. 216-23.

2. Frank L. McVey, "Who Should Go to College?", SCHOOL AND SOCIETY, Vol. 26, October 1, 1927, PP. 410-14.

ty of Wisconsin in 1929-30 shows that:<sup>1</sup>

- 16.5 % of the Freshmen come from homes of 30 varieties of professional men.
- 15.8 % of the Freshmen come from homes of workers in manufacturing and mechanical industries.
- 11.8 % come from homes of retail dealers
- 10 % come from homes of farmers
- 8.9 % come from homes of personal and domestic workers
- 3.6 % come from homes of workers in transportation
- 3.5 % come from homes of officials of organizations
- 2.4 % come from homes of officials of manufacturing and mechanical industries.
- 2.9 % come from homes of bankers and brokers
- 1.4 % come from homes of clerical workers

"Mass production in education and recognition of the individual are two of the foremost problems in education today."<sup>2</sup> To this end the college curriculum has consisted and does consist of a multitude of specialized departments of knowledge. But these departments lack cohesion and articulation.<sup>3</sup> Paralleling the curriculum, there has developed a perfect maze of extra-curricular organizations and activities. A multiplicity of administrative machinery adds to

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1. Editorial, "Analysis of Occupations of Families of Freshmen in the University of Wisconsin," SCHOOL AND SOCIETY, Vol. 31, January 4, 1930, pp. 11-12.

2. Carl E. Seashore, "The Individual in Mass Education," SCHOOL AND SOCIETY, Vol. 23, May 8, 1926, pp. 569-76.

3. Preserved Smith, "The Unity of Knowledge and the Curriculum," EDUCATIONAL REVIEW, Vol. 45, April, 1913, pp. 339-44.

the confusion. And then out of it all arises the problem of the interrelationship between the college, with its students, and the civilization in which it exists.

The average college freshman, almost wholly adolescent, is confronted by these problems, along with scores of petty personal ones, upon entering our colleges and universities.<sup>1,2</sup> As a result, "It is estimated that about thirty-five per cent of those annually admitted to college fail to achieve the goal for which they entered college."<sup>3</sup> Thousands of undergraduates drop out of our colleges and universities because they cannot become adjusted, oriented to the college environment into which they so precipitently fall. What is to be done about it? As Mr. Harry E. Stone tersely puts it, shall our colleges "Eliminate or Educate?"<sup>4</sup> This study is not concerned with the ethical nor the sociological aspects of this question. Much has been said on either side. Suffice it, that general elimination is, for the present impossible, even if it were desirable. American educational practice and philosophy have too long stood for

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1. Editorial, "Scientific Management of Freshmen," THE NATION, Vol. 100, May, 1925, pp. 501-2.

2. M. J. Van Wagenen, "Has the College Student Reached His Mental Maturity When He Enters College?", SCHOOL AND SOCIETY, Vol. 9, May, 1919, pp. 663-6.

3. Ben D. Wood, "Relationship of College Curricula to Educational and Vocational Guidance, SCHOOL LIFE, Vol. 10, March, 1926, pp. 127-9.

4. Harry E. Stone, "Eliminate or Educate?", EDUCATIONAL REVIEW, Vol. 75, April, 1928, pp. 294-7.

equality of educational opportunity to countenance any immediate change of this sort.<sup>1,2,3</sup> The alternative, education, constitutes our present problem, the attempted solution of which has given rise to the movement commonly known as 'Freshman orientation'. This movement is analysable into a number of subordinate problems some of which are:

From what angles may the college freshman be most profitably observed and studied?

How may his problems be determined?

What may be done to help him solve his problems of finance? Moral or ethical conduct? Religion? Home Life? Study and use of educational facilities? Educational and social philosophy? Health? Vocational preparation? Physical surroundings? Contacts with administrators and instructors? Selection of courses? Self expression? Leisure? College conventions and traditions?

What shall be required of him upon entering college?

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1. James Rowland Angell, "The Over-population of the College," *HARPERS*, Vol. 158, October, 1927.

\* "But unhappily, whether too many young people are going to college or not-----there is no obvious method short of the enactment of some sort of educational Eighteenth Amendment by which this flow can be promptly stopped, or even measurably controlled."

2. Frank L. McVey, "Who Should Go to College?", *SCHOOL AND SOCIETY*, Vol. 26, October 1, 1927, pp. 10-14.

3. Harry E. Stone, "Eliminate or Educate?", *EDUCATIONAL REVIEW*, Vol. 75, April, 1928, pp. 204-7.

4. F. H. Warner, "Are Our Colleges Playing Fair With Their Freshmen?", *EDUCATIONAL REVIEW*, Vol. 65, April, 1925, pp. 217-18.

How may his needs be met by the curriculum?

Along what lines, by what means, and by whom may he be advised and guided?

How may he be kept most profitably busy?

How should he be instructed to best advantage and by what means may undergraduate instruction be improved?

How may the freshman year be articulated with the high school?

By what means may undergraduate courses be articulated with each other?

How may the freshman be taught to use his mind with profitable effect?

May students cooperate in the solution of the problem of orientation and, if so, how?

This list of problems is not complete nor detailed, but it gives a general idea of the range and complexity of the general problem of the induction into college and the orientation of the college freshman.

Each of the above lists of problems is in itself analysable into a number of subordinate ones most of which evidence a need for investigation. This study is concerned with the facts and problems of the 'orientation course' which has evolved as a curricular attempt at the solution of the general orientation problem. Whether or not the orientation course is a justifiable measure is still a moot question. Justification or condemnation will not be attempted here. This study proceeds on the assumption

that, since the course has been and is being offered in our colleges and is as yet in an early developmental stage, it may profitably be investigated.<sup>1-14</sup>

1. O. Garfield Jones, "Modern Scholasticism," SCHOOL AND SOCIETY, Vol. 31, March 8, 1930, pp. 337-9.
2. Henry J. Doermann, The Orientation of College Freshmen, The Williams & Williams Co., Baltimore, 1926, Chapter VI.
3. H. G. Lull, "Notes on the Uncompleted Work of a Committee on Freshman Instruction," SCHOOL REVIEW, Vol. 24, October, 1916, pp. 574-83.
4. Carl E. Seashore, "The Individual in Mass Education," SCHOOL AND SOCIETY, Vol. 23, May 8, 1926, pp. 569-76.
5. Preserved Smith, "The Unity of Knowledge and the Curriculum," EDUCATIONAL REVIEW, Vol. 45, April, 1913, pp. 339-44.
6. Henry Harap, "A Course in Academic Guidance for College Students," SCHOOL AND SOCIETY, Vol. 8, Aug 3, 1918, pp. 145-7.
7. James Branch Taylor, "The Need of Preview for College," EDUCATIONAL REVIEW, Vol. 73, April, 1927, pp. 209-12.
8. Margaret Ball, "Introducing Freshmen to Scholarship," SCHOOL AND SOCIETY, Vol. 17, February 24, 1923, pp. 205-8.
9. Edward S. Boyer, "Vocational Problems of the College Student," SCHOOL AND SOCIETY, Vol. 30, 1929, pp. 203-4.
10. Ross L. Finney, A Sociological Philosophy of Education, The Macmillan Co., New York, 1929, Ch. XVIII, pp. 356-7.
11. G. J. Ho, "How Freshmen Find Themselves (or Don't)," EDUCATIONAL REVIEW, Vol. 71, January, 1928, pp. 29-36.
12. C. S. Boucher, "Orientation and Survey Courses at the University of Chicago," SCHOOL AND SOCIETY, Vol. 27, June 23, 1928, pp. 670-71.
13. James H. S. Bossard, "Educational Guidance and the Orientation Course," SCHOOL AND SOCIETY, Vol. 30, August 17, 1929, pp. 216-23.
14. C. G. Wren, "Origin and Present Status of College Orientation Courses," SCHOOL AND SOCIETY, Vol. 31, March 8, 1930, pp. 366-7.

President Lowell of Harvard, in his inaugural speech, in 1909, strongly advocated a program of freshmen orientation. This speech aroused considerable discussion and to it, in all probability, the first credited orientation course is attributable. In 1911-12 Reed College offered the first orientation course for which credit was given and which was required of all freshmen. During the second semester of the same year the University of Washington offered a similar course. In 1914-15 Amherst College initiated an orientation course. Brown University and Oberlin College inaugurated their courses in orientation in 1916-17.<sup>1,2</sup> During 1915-17 seven other credit orientation courses were developed, four in eastern colleges and three in western colleges.<sup>3</sup> Dartmouth College, in 1919-20, initiated a course called "Evolution" which all freshmen were required to take for one semester. Later another half-year course called "Problems of Citizenship" was added. In 1923-24 Northwestern University inaugurated a synthesis-of-curriculum course called "Problems of Contemporary

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1. C. C. Wren, "Origin and Present Status of College Orientation Courses," *SCHOOL AND SOCIETY*, Vol. 31, March 8, 1930, pp. 336-7.

2. Henry J Doermann, *The Orientation of College Freshmen*, The Williams & Williams Co., Baltimore, 1926, Ch. VI.

3. C. T. Pitts and F. H. Swift, "The Construction of Orientation Courses for College Freshmen," *University of California Publications in Education*, Vol. 2, No. 3, p. 56.

4. Doermann, *op. cit.*

Thought." This course was not a freshman course but was required of seniors in the school of Journalism. Later the course was made elective to the other colleges within the University and has been considered decidedly successful.<sup>1</sup>

The early orientation courses developed more or less outside of the formal curriculum and were designed for the purpose of orienting the student to his new, college environment. Later courses took on a more sociological aspect and aimed at orienting the student to modern social conditions and to modern thought. These courses developed within the curriculum and have been considered a regular part of it. Most of them are highly synthetic.<sup>2</sup>

During more recent years the orientation course has spread with extreme rapidity. In 1926, 34.2 percent of three hundred colleges studied by Fitts and Swift were offering orientation courses.<sup>3</sup> One fourth to one third of American colleges now offer such courses.<sup>4</sup> From one half to three fourths of these emphasize orientation to

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1. Lawrence Martin, "A Course in Integration," SCHOOL AND SOCIETY, Vol. 22, July 18, 1925, pp. 81-3.

2. James H. S. Bossard, "Educational Guidance and the Orientation Course," SCHOOL AND SOCIETY, Vol. 30, August 17, 1919, pp. 216-23.

3. C. T. Fitts and F. H. Swift, "The Construction of Orientation Courses for College Freshmen," University of California Publications in Education, Vol. 2, No. 3, p. 56.

4. C. G. Wren, "Origin and Present Status of College Orientation Courses," SCHOOL AND SOCIETY, Vol. 31, March 8, 1930, pp. 336-7.



self and to college; the others take on the world-problem aspect. There is a growing tendency to combine the two. Articles describing new courses of this type become increasingly frequent in current educational periodicals.

Out of the experimentation with the orientation course have developed several rather definite problems:

Shall the course be required or elective?

Shall credit be given, and if so how much?

Shall the course be conducted in groups segregated according to sex?

What shall constitute the numerical limit of these groups?

Shall students in these courses be selected according to the results of entrance tests?

What are the qualifications for the instructors or lecturers of these courses?

What are the most effective methods to be used?

Should text books be used? If so, what are the best texts?

When should the course be offered?

How long should the course continue?

What should be the objectives?

How, if at all, should students cooperate in developing the course?

What has been the degree of success of these courses?

What are the present defects?

What activities and materials should be used?

## I I

## THE PROBLEM OF THIS STUDY

While the general problem of the orientation course is common to all types of colleges and universities, there are a number of variations in methods, objectives, administration and content, with the varying types of colleges and universities. Such a course in a large technological university would differ to some considerable degree from that of a smaller liberal arts college. By the same token the teachers college would discover problems in orientation peculiar to itself. For this reason, then, this study finds its interest and emphasis in the orientation course of the four-year teachers college in America.

Specifically, the problem of this study is:

1. To discover and interpret the facts and conditions relating to the orientation course in the four-year teachers colleges of the United States.
2. To suggest principles to be taken into consideration by teachers colleges in constructing orientation courses, based upon the data of this study.
3. To suggest problems for investigation arising out of the orientation course in teachers colleges.

## I I I

## RELATED STUDIES

There have been several investigations made in the field of freshman orientation and related fields. Some of

them have been used as reference in this study.

Glen A. Blackburn, in an article, "The Orientation of College Freshmen," in EDUCATION, September, 1928, pp. 26-32, reports a study made by Indiana Central College consisting of 250 questionnaires sent to colleges in the United States with attendance between 300 and 1200. The study includes 150 schools from which replies to the questionnaires were sent and its problem was that of determining what is being done with general orientation. The results of the study were tabulated in the above report and it is to these results that reference is made.

The University of Chicago has compiled replies to inquiries sent to about 250 colleges and universities with regard to the general interest in and success of the orientation course. This investigation is reported and summarized by C. S. Boucher in an article, "Orientation and Survey Courses at the University of Chicago," SCHOOL AND SOCIETY, Vol. 27, June 23, 1928, pp. 760-1. This report merely shows the general trend the orientation course is taking, insofar as its numerical popularity and use are concerned.

A study of higher education, concerned with Freshman orientation, was made by the United States Bureau of Education in 1922-24. This investigation was reported by Arthur J. Klein, Chief of the Division of Higher Education of the Bureau of Education in the United States Daily. The report summarizes the general aspects, theory and progress

of the orientation course.

In the article, "The Troubles of College Freshmen," in SCHOOL AND SOCIETY, Vol. 6, October 27, 1917, pp. 491-4, Julius Boraas reports and summarizes a study made by himself to determine the difficulties encountered by college Freshmen. A questionnaire, given to 137 uppergraduates, resulted in a list of difficulties numerically evaluated. This study was used to some extent in building up the questionnaire of the present study, for the results evidence the felt needs of the students which must be taken into consideration in building any orientation course.

Another investigation along this same line was made at the University of Wisconsin to determine why students leave college. This study is reported by C. A. Smith in an article, "Why Students Leave College," in EDUCATIONAL ADMINISTRATION AND SUPERVISION, Vol. 9, September, 1923, pp. 339-44.

It will probably be noted that these investigations are referred to here from secondary sources. The reference material used from these investigations, however, is of a factual nature and not amenable to distortion or misunderstanding through mediary reports and summaries. Other studies were used than those listed here, but their relationships to the present study were so incidental as to justify their omission from this group.

## I V

## M E T H O D S   A N D   S O U R C E S

This problem originated with the work of reconstruction of orientation courses by the Committee on Curriculum of the Kansas State Teachers College, of Emporia. The problem was undertaken by the writer under the auspices of that committee. A study of the literature in the field was made first, and the various problems of the study were determined and defined. Upon a basis of these problems a questionnaire was built up. The questionnaire was then tried out on a number of instructors representing various departments of the Kansas State Teachers College of Emporia. In order that the study be complete and the data reliable, every four-year teacher training school in the United States, listed as such in the 1929 Educational Directory published by the United States Department of the Interior, Bureau of Education, was included in the study.

Letters were first sent to each of these institutions, outlining the problem of the study, inquiring whether or not they offered orientation courses, and requesting their cooperation. To those schools indicating that orientation courses were offered and a willingness to cooperate questionnaires were sent.

Similar letters of inquiry and questionnaires were sent to eleven of the colleges and universities which pioneered the orientation course. These were: Columbia

University, Amherst College, Antioch College, Brown University, Dartmouth College, Johns Hopkins University, Missouri University, Rutgers College, Princeton University, Williams College and Leland Stanford University. Little data of value was received from these institutions.

The remainder of the data used in this study was secured from books, investigations and current literature in the field of the study.

A total of one hundred and thirty seven four-year teacher training schools were included in this study. To the preliminary letter of inquiry one hundred and twenty three replies were received. Of this number forty-two replies indicated that the orientation course was offered and expressed a willingness to cooperate. The percentage and quality of the responses to these letters was very gratifying. In some cases special letters or notes, evidencing interest in the study, accompanied the replies. To these schools questionnaires were sent immediately. Forty out of the forty-two schools remitted these questionnaires completely or very nearly completely filled out. The findings and conclusions of the study are based largely upon this data supplemented by data secured from literature in the field.

## V

### D I V I S I O N S O F T H E S T U D Y

This study will be organized upon the following main divisions:

- I. The Problem as a Whole.

- II. The Text of the Thesis---Facts and Conditions Summarized from Replies to Questionnaires.
- III. Conclusions---Summary, Interpretation and Derivation of Principles Disclosed in the Text of the Thesis and the Literature Relating to the Study.
- IV. Bibliography and Appendix.

PART II  
TEXT OF THE THESIS.



## I

## I N T R O D U C T I O N

This division of the study will be given over to the presentation of data derived from replies to questionnaires. This data will be summarized and interpreted with a view to deriving principles or suggesting needs relating to the problem of the orientation course.

Each of the problems taken up in the questionnaire will be taken up and discussed here individually.\* Tables and graphs will be presented with each problem to indicate what is being done with that problem in teacher training colleges.\*\* Omissions and discrepancies in replies will be noted with each table.

All problems or questions will be stated here exactly as found in the questionnaire but will be discussed in groups under the following headings:

1. Aims and Objectives
2. Materials and Activities
3. Instruction
4. Administration
5. Status and Success
6. Criticisms
7. Analysis of Exceptionally Successful Courses

The above classification is not intended to be dogmatic but is used for convenience.

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\*A copy of the questionnaire may be found in the appendix.  
\*\*Identify institutions by the identification list in the appendix.

The discussion in this part of the thesis will hold rather closely to the presentation of the data. General discussion and conclusions will be taken up in Part III.

## I I

### A I M S A N D O B J E C T I V E S

Altho the name of any course may not be said to state specifically the purpose of that course, it does, in a general way, sum up the aims or the chief aim of the course. For this reason question III of the questionnaire is included under aims and objectives. The question reads:

III. Name of Course. . . . .

It will be noted from Table I that altho there is some variety in the specific titles given to orientation courses, there are three general types that stand out rather clearly. As was stated in the introductory part of this thesis, the first orientation courses aimed primarily at orienting the freshman to the college situation. Later, courses were introduced which aimed at orientation to the general social situation. More recently a newer, more specific objective has become apparent in the orientation courses. This objective is that of orientation to the vocational fields open to the college student. Altho these three aims overlap somewhat, in most orientation courses one or the other

TABLE I  
 NAMES AND TYPES OF ORIENTATION  
 COURSES OFFERED

Read table thus: In the left-hand column is found the identification number of the institution. In the cases of those institutions offering more than one course, a letter has been appended. This letter indicates which course is referred to in the table. In the middle column is the name of the course. In the right-hand column is found the classification number of the course. These courses have been classified into three types; orientation-to-the-school, orientation-to-life-and-civilization, and vocational-orientation. The number 1, in the table, indicates that the course is of the orientation-to school type. Number 2 indicates the orientation-to-civilization type, and number 3 indicates the vocational-orientation type.

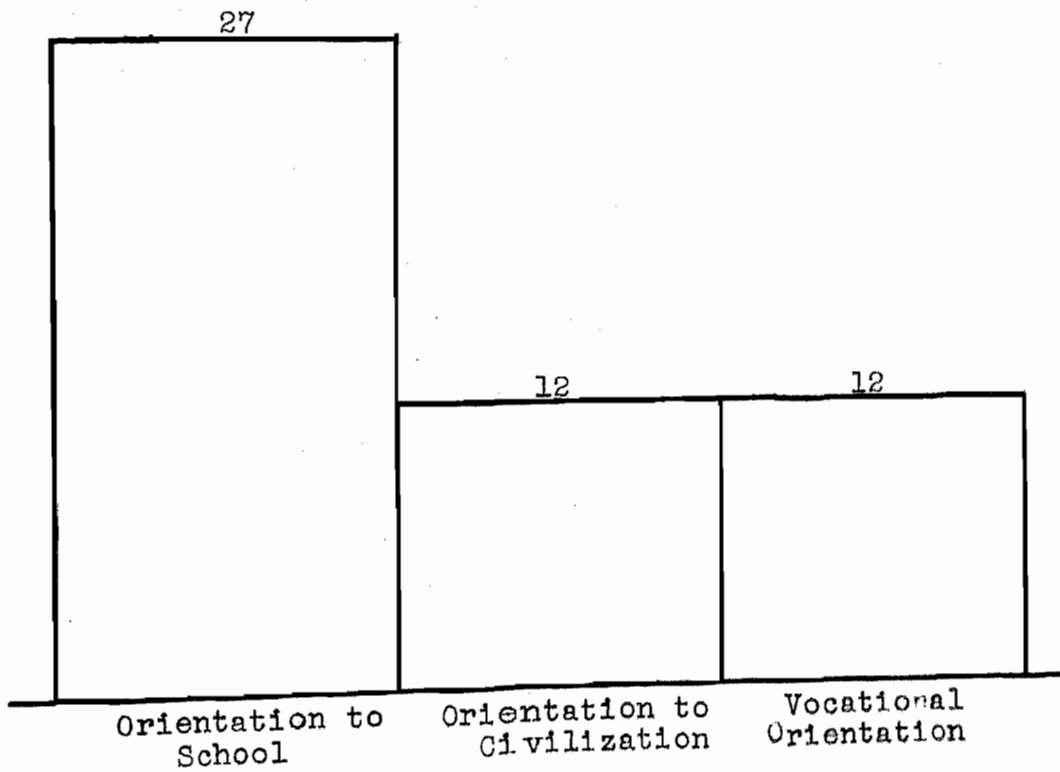
| Institution* | Name of Course                     | Classification Number |
|--------------|------------------------------------|-----------------------|
| I            | College Life                       | 1                     |
| IIa          | The History of Civilization        | 2                     |
| IIb          | The Nature of the World and of Man | 2                     |
| III          | Psychology of Study                | 1                     |
| IVa          | Orientation                        | 1                     |
| IVb          | Orientation                        | 2                     |
| V            | Introduction to Education          | 1                     |
| VIa          | Orientation (freshman)             | 1                     |
| VIb          | Orientation (senior)               | 3                     |
| VII          | Contemporary                       | 2                     |
| IX           | Freshman Training Course           | 1                     |
| X            | Orientation                        | 1                     |
| XI           | Introduction to Education          | 1                     |
| XIIa         | Freshman Lectures                  | 1                     |
| XIIb         | Use of the Library                 | 1                     |
| XIIc         | Freshman Survey                    | 2                     |

\* The letter after the identification number of the institution indicates the course in those institutions where more than one course is offered. These course identification letters will be used throughout the study.

TABLE I (continued)

| Institution | Name of Course  | Classification Number |
|-------------|---|-----------------------|
| XIIIa       | Directed study of Training<br>School Children         | 3                     |
| XIIIb       | Personal Ethics                                       | 1                     |
| XIIIc       | General Orientation                                   | 2                     |
| XIV         | Freshman Talks  | 1                     |
| XV          | Major Professional I                                  | 3                     |
| XVI         | Freshman Problems                                     | 1                     |
| XVII        | Orientation   | 1                     |
| XVIII       | Orientation   | 3                     |
| XIX         | Freshman Problems and Guidance                        | 1                     |
| XX          | Introduction to Education                             | 3                     |
| XXI         | Orientation   | 1                     |
| XXII        | Mental Adjustments and Intro-<br>duction to Technique | 1                     |
| XXIII       | Orientation for Freshman                              | 1                     |
| XXIV        | Introduction to Education                             | 1                     |
| XXV         | Freshman Lectures                                     | 1                     |
| XXVI        | Introduction to Education                             | 3                     |
| XXVII       | Freshman Hour   | 1                     |
| XXVIII      | Introduction to Teaching                              | 3                     |
| XXIXa       | Introduction to Teaching                              | 3                     |
| XXIXb       | Deans Conference                                      | 1                     |
| XXIX        | Introduction to Teaching                              | 3                     |
| XXXI        | Introduction to Teaching                              | 3                     |
| XXXII       | Freshman Lectures                                     | 1                     |
| XXXIII      | Freshman Lectures                                     | 1                     |
| XXXIV       | College Guidance                                      | 1                     |
| XXXV        | Orientation   | 2                     |
| XXXVI       | Introduction to Teaching                              | 3                     |
| XXXVII      | Orientation   | 2                     |
| XXXVIIIa    | History of Civilization                               | 2                     |
| XXXVIIIb    | Orientation   | 1                     |
| XXXIXa      | Survey of Home Economics                              | 3                     |
| XXXIXb      | Survey of Business                                    | 1                     |
| XXXIXc      | Survey of Education                                   | 1                     |
| XL          | (no name)   | 2                     |
| XLII        | Introduction to Civilization                          | 2                     |

GRAPH I  
RELATIVE NUMBER OF ORIENTATION TO SCHOOL,  
ORIENTATION TO CIVILIZATION AND  
VOCATIONAL ORIENTATION  
COURSES OFFERED



generally predominates. This classification according to type in Table I is somewhat subjectively arrived at, for it is based upon a general analysis of the course as developed by the questionnaire and an interpretation of the name given the course. While this table has little objective value per se it does aid in developing a general perspective of what is being done in orientation. For this reason it is included here.

Of the 51 courses listed here, 27 are of the orientation-to-college type. This is approximately fifty percent. The fact that this type of orientation course came first in the movement probably serves as the explanation for its predominance. The orientation-to-civilization course, altho next in chronological precedence, does not exceed the orientation-to-vocation course in numbers. There are 12 of each type in the list in Table I. This may be due to the fact, however, that the differentiation between these two types is indistinct and that the latter has developed, partially, from the former. It will be noticed that most of those schools offering more than one course divided those courses between the three types. The relative distribution, according to types, of these courses is shown in Graph I.

Tables IIA, IIB and IIC.

Tables IIA, IIB and IIC are used to show the aims and objectives for orientation courses and the relative emphasis placed upon each objective. These tables are

TABLE IIa

THE PURPOSES OF ORIENTATION COURSES  
OFFERED AND THEIR RELATIVE EMPHASIS, IN GENERAL

Read table thus: In the column to the extreme left are the identification numbers of the courses as used in Table I. In the remaining six columns are the purposes for which each course is offered. These columns are numbered exactly as are the purposes listed in question XIV of the questionnaire. The totals at the bottoms of the columns show the relative emphasis placed upon each purpose in teachers colleges offering the course.

| Course Number | Purpose 1 | Purpose 2     | Purpose 3 | Purpose 4 | Purpose 5 | Purpose 6 |
|---------------|-----------|---------------|-----------|-----------|-----------|-----------|
| I             | X         | X             |           | X         | X         |           |
| IIa           | X         |               |           |           |           | X         |
| IIb           | X         | X             | X         |           |           | X         |
| III           |           | X             | X         | X         | X         | X         |
| IVa           | X         | X             |           | X         |           |           |
| IVb           | X         | X             |           | X         |           |           |
| V             |           | X             |           | X         |           |           |
| VIa           |           | X             |           | X         |           |           |
| VIb           |           | Not indicated |           |           |           |           |
| VII           |           | X             | X         |           |           | X         |
| IX            |           | X             | X         |           | X         |           |
| X             |           | X             | X         | X         | X         | X         |
| XI            | X         | X             | X         | X         | X         | X         |
| XIIa          |           | X             |           |           |           | X         |
| XIIB          | X         | X             |           | X         |           |           |
| XIIC          |           | X             |           | X         | X         | X         |
| XIIIA         |           | X             |           | X         |           | X         |
| XIIIB         |           | X             |           | X         |           | X         |
| XIIIC         | X         | X             | X         | X         | X         | X         |
| XIV           | X         | X             | X         | X         | X         | X         |
| XV            |           | X             |           |           | X         | X         |
| XVI           | X         | X             | X         |           |           | X         |
| XVII          | X         | X             |           | X         |           |           |
| XVIII         | X         | X             |           | X         | X         | X         |
| XIX           | X         | X             | X         | X         |           |           |
| XX            |           | X             | X         | X         |           | X         |
| XXI           | X         |               |           |           |           |           |
| XXII          |           |               |           |           |           |           |

TABLE IIA (continued)

| Course Number | Purpose 1 | Purpose 2 | Purpose 3 | Purpose 4 | Purpose 5 | Purpose 6 |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|
| XXIII         |           | N         |           |           |           |           |
| XXIV          |           | NN        |           | N         |           | N         |
| XXV           | N         | NN        | N         | NN        |           |           |
| XXVI          |           | NN        |           | NN        |           | N         |
| XXVII         |           | N         |           | NN        |           |           |
| XXVIII        |           |           |           | NN        |           |           |
| XXIXa         |           | N         |           | N         |           | N         |
| XXIXb         | N         | NN        | N         |           | N         | N         |
| XXX           | NN        | NN        |           | NN        |           |           |
| XXXI          | N         | NN        | NN        | NN        | N         | N         |
| XXXII         |           | NN        | NN        | NN        | N         | NN        |
| XXXIII        |           | NN        | N         |           |           | N         |
| XXXIV         |           | NN        |           | N         |           |           |
| XXXV          | N         | NN        | NN        | NN        | N         | N         |
| XXXVI         | N         | N         | NN        | NN        | NN        | NN        |
| XXXVII        |           |           | N         | N         | N         | NN        |
| XXXVIIIa      | N         |           |           |           |           | NN        |
| XXXVIIIb      |           | N         | N         |           | N         | N         |
| XXXIXa        | N         | N         |           | N         |           |           |
| XXXIXb        | NN        | N         |           | NN        |           |           |
| XXXIXc        | N         | N         |           | N         |           |           |
| XL            | N         | N         | N         |           | N         | N         |
| XLII          | N         |           |           |           |           | N         |
| TOTALS        | 26        | 45        | 21        | 34        | 18        | 29        |

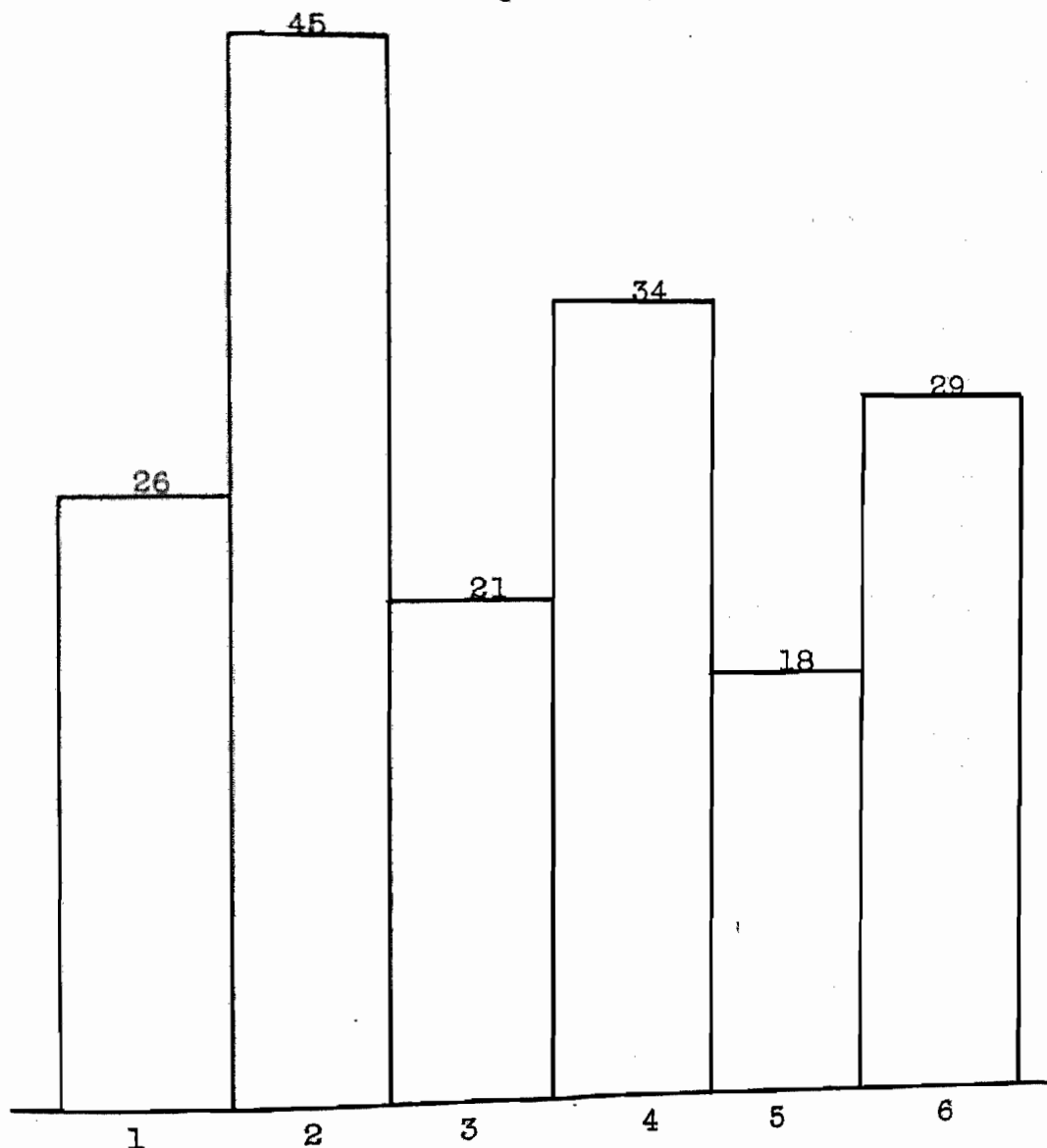


## GRAPH II

RELATIVE EMPHASIS PLACED UPON PURPOSES FOR  
WHICH ORIENTATION COURSES ARE  
OFFERED

Read graph thus: Purposes are listed according to numbers as follows:

1. Orientation to present day civilization
2. Orientation to the school situation
3. Religious, ethical or moral guidance
4. Vocational guidance
5. Hygienic guidance (physiological)
6. Cultural guidance



based on replies to question XIV in the questionnaire.

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XIV. Double check the most important and single check the less important purposes for which the course is offered.

1. Orientation to present day civilization
2. Orientation to the school situation
3. Religious, ethical or moral guidance
4. Vocational guidance
5. Hygienic guidance (physiological)
6. Cultural guidance
- Other purposes.

Only one college, VII, failed to answer this question. The totals of Table IIa show that:

26 courses are offered for the purpose of orientation to present day civilization.

45 courses are offered for the purpose of orientation to the school situation.

21 courses are offered for the purpose of religious, ethical or moral guidance.

18 courses are offered for the purpose of hygienic guidance.

29 courses are offered for the purpose of cultural guidance.

In addition to the purposes listed in the questionnaire the following were listed:

To prepare and motivate for courses in teaching.

To prepare for a course in History of Education.

To orient the student to the work of the teacher and to our curriculum.

To meet problems as proposed by our students.

TABLE IIB

RELATIVE EMPHASIS PLACED UPON THE PURPOSES  
OF ORIENTATION COURSES AS EVIDENCED  
BY DOUBLE CHECKING

Read table thus: Table Iib is to be read in the same way as Table Iia. The difference lies in the fact that Table Iia indicated general emphasis while Table Iib indicates the special emphasis as evidenced by double checking in the replies to questionnaires.

| Course Number | Purpose 1     | Purpose 2 | Purpose 3 | Purpose 4 | Purpose 5 | Purpose 6 |
|---------------|---------------|-----------|-----------|-----------|-----------|-----------|
| I             |               | X         |           |           |           |           |
| IIa           | X             |           |           |           |           |           |
| IIB           | X             |           |           |           |           | X         |
| III           |               | X         |           |           |           |           |
| IVa           | X             |           |           |           |           |           |
| IVb           |               | X         |           | X         |           |           |
| V             |               | X         |           |           |           |           |
| VIa           |               | X         |           |           |           |           |
| VIB           |               | X         |           |           |           |           |
| VII           | Not indicated |           |           |           |           |           |
| IX            |               | X         | X         |           |           |           |
| X             |               | X         |           |           |           |           |
| XI            |               | X         |           | X         |           |           |
| XIIa          |               | X         |           |           |           | X         |
| XIIB          | X             |           |           |           |           |           |
| XIIC          |               | X         |           | X         |           |           |
| XIIIA         |               | X         |           | X         | X         | X         |
| XIIIB         |               | X         |           | X         |           | X         |
| XIIIC         |               | X         | X         |           |           |           |
| XIV           |               | X         |           |           |           |           |
| XV            |               | X         |           |           |           |           |
| XVI           |               | X         |           |           |           |           |
| XVII          |               |           |           |           |           | X         |
| XVIII         |               | X         |           | X         |           |           |
| XIX           |               |           |           | X         |           | X         |
| XX            |               | X         |           | X         |           |           |
| XXI           |               |           |           |           |           |           |
| XXII          | X             |           |           |           |           |           |
| XXIII         |               |           |           |           |           |           |

TABLE IIb (continued)

| Course Number | Purpose 1 | Purpose 2 | Purpose 3 | Purpose 4 | Purpose 5 | Purpose 6 |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|
| XXIV          |           | X         |           |           |           |           |
| XXV           |           | X         |           |           | X         |           |
| XXVI          |           |           |           |           |           |           |
| XXVII         |           | X         |           | X         |           |           |
| XXVIII        |           |           |           | X         |           |           |
| XXIXa         |           | X         |           | X         |           |           |
| XXIXb         |           | X         |           |           |           |           |
| XXX           |           | X         |           |           |           |           |
| XXXI          |           | X         |           | X         |           |           |
| XXXII         |           | X         |           |           |           |           |
| XXXIII        |           | X         |           |           |           |           |
| XXXIV         |           | X         |           | X         |           |           |
| XXXV          | X         | X         | X         | X         | X         | X         |
| XXXVI         |           | X         |           | X         |           |           |
| XXXVII        |           |           | X         | X         | X         | X         |
| XXXVIIIa      | X         |           |           |           |           | X         |
| XXXVIIIb      |           | X         |           |           |           | X         |
| XXXIXa        |           | X         |           | X         |           |           |
| XXXIXb        |           | X         |           | X         |           |           |
| XXXIXc        |           | X         |           | X         |           |           |
| XL            |           | X         |           |           |           | X         |
| XLII          |           | X         |           |           |           |           |
| TOTALS        | 8         | 35        | 4         | 19        | 4         | 11        |

TABLE IIc

RELATIVE EMPHASIS PLACED UPON PURPOSES  
OF ORIENTATION COURSES AS EVI-  
DENCED BY SINGLE CHECKING

Read table thus: Table IIc is to be read as Table IIb. The difference lies in the fact that Table IIb shows those purposes which were double checked in the questionnaire, while Table IIc shows those which were single checked.

| Course Number | Purpose 1 | Purpose 2 | Purpose 3 | Purpose 4 | Purpose 5 | Purpose 6 |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|
| I             | x         |           |           | x         | x         |           |
| IIa           |           |           |           |           |           | x         |
| IIb           |           | x         | x         |           |           |           |
| III           |           |           | x         | x         | x         | x         |
| IVa           |           |           |           | x         |           |           |
| IVb           |           |           |           | x         |           |           |
| V             |           |           |           |           |           |           |
| VIa           |           |           |           | x         |           |           |
| VIb           |           |           |           | x         |           |           |
| VII           |           |           |           |           |           | x         |
| IX            |           |           | x         |           | x         |           |
| X             |           |           | x         |           | x         | x         |
| XI            | x         |           | x         |           | x         |           |
| XIIa          |           | x         | x         | x         | x         |           |
| XIIb          |           |           |           | x         |           |           |
| XIIc          |           | x         |           |           |           |           |
| XIIIa         |           |           |           |           |           |           |
| XIIIb         |           |           |           |           |           |           |
| XIIIc         |           |           |           |           |           |           |
| XIV           | x         | x         |           | x         | x         | x         |
| XV            | x         |           | x         |           |           |           |
| XVI           |           |           | x         |           | x         | x         |
| XVII          | x         |           |           |           |           |           |
| XVIII         | x         | x         |           |           |           |           |
| XIX           | x         |           |           |           | x         |           |
| XX            | x         | x         |           |           |           |           |
| XXI           |           |           | x         |           |           | x         |
| XXII          |           | x         | x         | x         |           | x         |
| XXIII         |           | x         |           | x         |           |           |
| XXIV          |           |           |           |           |           |           |

TABLE IIc (continued)

| Course Number | Purpose 1 | Purpose 2 | Purpose 3 | Purpose 4 | Purpose 5 | Purpose 6 |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|
| XXV           |           |           | X         |           |           |           |
| XXVI          |           | X         |           | X         |           |           |
| XXVII         |           |           |           |           |           |           |
| XXVIII        |           |           |           |           |           | X         |
| XXIXa         |           |           |           |           |           | X         |
| XXIXb         |           |           |           |           | X         | X         |
| XXX           | X         |           |           | X         |           | X         |
| XXXI          | X         |           | X         |           | X         | X         |
| XXXII         |           |           | X         | X         | X         | X         |
| XXXIII        |           |           | X         |           |           | X         |
| XXXIV         |           |           |           |           |           |           |
| XXXV          |           |           |           |           |           |           |
| XXXVI         | X         |           | X         |           | X         | X         |
| XXXVII        |           |           |           |           |           |           |
| XXXVIIIa      |           |           |           |           |           |           |
| XXXVIIIb      |           |           | X         |           | X         |           |
| XXXIXa        | X         |           |           |           |           |           |
| XXXIXb        | X         |           |           |           |           |           |
| XXXIXc        | X         |           |           |           |           |           |
| XL            | X         |           | X         |           | X         |           |
| XLII          |           |           |           |           |           | X         |
| TOTALS        | 16        | 9         | 17        | 15        | 14        | 18        |

To start an intellectual ferment.

It will be noted that these additional purposes will fall, generally, under the categories listed in the questionnaire. Graph II shows the relative emphasis placed upon these purposes. The purpose of orientation to the school situation exceeds the others while those of vocational and cultural guidance come next in frequency as objectives.

Table IIb shows the relative emphasis placed upon the purposes of courses as evidenced by double checking. The double check indicates that the purpose is considered of superlative importance. The totals of Table IIb bear out and accentuate those of Table IIa.

Table IIc shows the distribution of those purposes which, altho not considered of superlative importance, are of sufficient importance to be used as basic general objectives. While the totals of this table do not exactly coincide with those of Tables IIa and IIb they are not sufficiently at variance to disturb the harmony between Tables IIa and IIb.

### I I I

#### M A T E R I A L S A N D A C T I V I T I E S .

##### Table III

Table III is based upon the replies to question XIX of the questionnaire. The question reads:









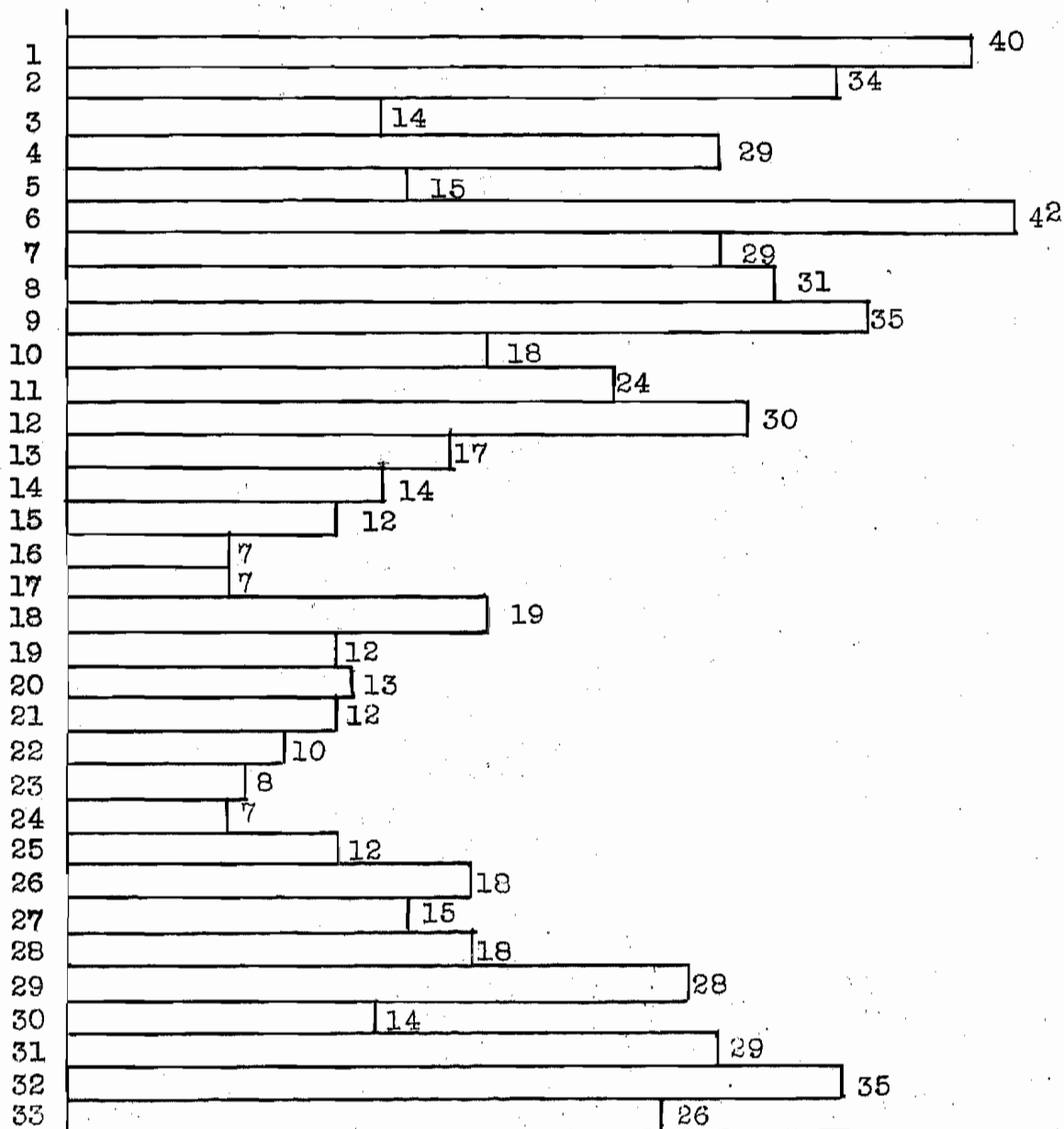
TABLE III (continued)

| Topic No. | XI | XIII | Double Checked | Single Checked | Total Checked |
|-----------|----|------|----------------|----------------|---------------|
| 1         | M  |      | 30             | 10             | 40            |
| 2         | M  |      | 14             | 21             | 34            |
| 3         | M  |      |                | 14             | 14            |
| 4         | M  | M    | 18             | 17             | 29            |
| 5         | M  | M    | 6              | 9              | 15            |
| 6         | M  |      | 27             | 15             | 42            |
| 7         | M  |      | 8              | 21             | 29            |
| 8         | M  |      | 8              | 22             | 31            |
| 9         | M  |      | 13             | 22             | 35            |
| 10        | M  |      |                | 18             | 18            |
| 11        | M  |      | 8              | 16             | 24            |
| 12        | M  |      | 7              | 23             | 30            |
| 13        | M  |      | 10             | 15             | 17            |
| 14        | M  |      | 11             | 13             | 14            |
| 15        | M  |      | 11             | 10             | 12            |
| 16        | M  |      | 11             | 6              | 7             |
| 17        | M  |      | 11             | 5              | 7             |
| 18        | M  | M    | 11             | 8              | 19            |
| 19        | M  | M    | 10             | 10             | 12            |
| 20        | M  | M    | 10             | 10             | 12            |
| 21        | M  | M    | 10             | 6              | 10            |
| 22        | M  | M    | 10             | 6              | 8             |
| 23        | M  | M    | 10             | 4              | 7             |
| 24        | M  |      | 10             | 8              | 12            |
| 25        | M  |      | 10             | 8              | 12            |
| 26        | M  | M    | 6              | 15             | 18            |
| 27        | M  | M    | 4              | 15             | 15            |
| 28        | M  | M    | 4              | 14             | 13            |
| 29        | M  | M    | 11             | 17             | 22            |
| 30        | M  | M    | 11             | 13             | 14            |
| 31        | M  | M    | 16             | 13             | 22            |
| 32        | M  | M    | 16             | 20             | 35            |
| 33        | M  | M    | 9              | 17             | 20            |

## GRAPH III

## RELATIVE EMPHASIS PLACED UPON TOPICS IN ORIENTATION COURSES AS INDICATED BY FREQUENCY OF USE

Read graph thus: The horizontal bars represent the topics in the order listed in the questionnaire. The length of the bars represents the relative frequency of usage of topics in orientation courses.



XIX. Double check those of the following lecture or discussion topics upon which you lay especial stress. Single check any others that you use. State any additional ones not listed here.

1. How to study
2. How to use the library
3. How to use the laboratories and other facilities
4. How to think reflectively
5. Corrective reading
6. Purpose of college and the student's relation to college
7. Organization and administration of the college
8. Relationships of departments and subjects of the college curriculum to each other
9. How to budget time, money, energy
10. Fraternities and social organizations
11. Extra-curricular activities
12. Relations of the student with the faculty
13. Music
14. Painting, sculpture
15. Literature
16. Theater
17. Dancing
18. Evolutionary approach to or historical background of modern civilization
19. Industrial relations and commerce today
20. Public policy and government today
21. The physical world
22. Institutions (general survey)
23. International relationships
24. Construction of the body
25. Functions of the body
26. Play and recreation
27. Church affiliations and attendance
28. Home relations
29. School code of ethics and traditions
30. Sex standards (in general)
31. Perspective of entire vocational field for which the college prepares
32. Analysis of one's own abilities and fitness in selecting a vocation
33. Preparation and remuneration for specific vocations

All but college VII replied to this question. Some of the others listed additional topics used in their

own courses. They are:

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How to make notes  
How to listen to lectures  
How to use books  
Reading as a leisure occupation  
Technique of compiling a bibliography  
Making book reviews  
Book talks  
Appropriate dress  
Voice  
Social conventions  
Personality and character  
Social problems of young people  
Self-analysis  
Status and opportunities for women  
The child  
Educational objectives  
The teacher  
Curricula

Table III is too long and complex to interpret verbally in detail. No one of the 33 topics listed was excluded from all the orientation courses studied. The lowest use frequency was 7 and the highest 42. Approximately 37% of the topics listed were used in more than 25 courses. These topics, in order of frequency of use are:

1. Purpose of college and the student's relation to college
2. How to study
3. How to budget time, money, energy
4. Analysis of one's own abilities and fitness in selecting a vocation
5. How to use the library
6. Relationships of departments and subjects of the college curriculum to each other
7. Relations of the student with the faculty
8. How to think reflectively
9. Perspective of entire vocational field for which college prepares
10. Organization and administration of the college
11. Preparation and remuneration for specific vocations

Graph II illustrates the relative frequency with which these topics are used.

#### Table IV

Table IV summarizes the data derived from replies to question XI of the questionnaire.

XI. Name of text book if used. . . . .  
 Author. . . . .

Table IV shows that there are twelve text books now in use in orientation courses in our teachers colleges. Frazier and Armentrout's Introduction to Education

TABLE IV  
 NAMES OF TEXT BOOKS AND THE COURSES IN WHICH  
 THEY ARE USED

Read table thus: The first column contains a list of the text books used in orientation courses. The column to the right contains the identification numbers of the courses in which the books are used and also shows the relative popularity of each book with regard to its usage.

| Name and Author of the Text                       | Course Number                                       |
|---|---|
| Bagley and Keith--Introduction to Teaching        | XXI<br>XXVIII<br>XXIXa<br>XXX<br>XXXI               |
| Clap, Chase, Merriman--Introduction to Education  | V   |
| Crawford--Technique of Study                      | III   |
| Frazier and Armentrout--Introduction to Education | XI<br>XXI<br>XXIV<br>XXVIII<br>XXX<br>XXXI<br>XXXVI |
| Headley--How to Study in College                  | III<br>IVa<br>IVb                                   |
| Kirtland--Assignments in Learning to Think        | XXII  |
| Kitson--How to Use Your Mind                      | XXIV  |
| La Rue--Science and Art of Teaching               | XXVIII  |
| Newman, et al--The Nature of the World and of Man | IIb<br>XIIc<br>VII                                  |
| Storck--Man and Civilization                      | IIa   |
| Thorndike--History of Civilization                | III   |
| Werner--Every College Student's Problems          |   |



is used in 7 different orientation courses. Hagley and Keith, Introduction to Teaching is used in 5 courses and Headley, How to Study is used in three courses. The Nature of the World and of Man by Newman, et al. is used in two courses. None of the other texts listed in the table are used in more than one course. Twenty-six out of the 51 courses investigated do not use text books.

#### I V

#### I N S T R U C T I O N

Tables Va and Vb summarize the data from replies to question IX of the questionnaire.

IX. Indicate the number, names and ratings of instructors or lecturers used in teaching the course.

NAMES OF INSTRUCTORS BS-AB MS-MA PHD-DS-MD

Table Va shows the numbers of instructors or lecturers used in orientation courses. A total of 9 courses use 2 instructors, 8 courses use 5 instructors, 4 courses use 9 or more instructors, 3 courses use 3 instructors and 3 courses use 8 instructors. There are 20 courses not indicating the use of more than one instructor or lecturer. Some of these, however, as well as some of those indicating the use of more than one instructor use an indefinite number of additional lecturers from outside the college.

TABLE Va  
 NUMBER OF INSTRUCTORS OR LECTURERS  
 USED IN EACH COURSE

Read table thus: In the first column are the identification numbers of the courses. In the remaining columns are checks indicating the number of lecturers or instructors used in each course.

| Course Number | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---------------|---|---|---|---|---|---|---|---|
| I             |   |   |   |   |   |   |   | x |
| IIa           | x |   |   |   |   |   |   |   |
| IIb           |   |   |   |   |   |   |   |   |
| III           |   |   |   |   |   |   |   |   |
| IVa           |   |   |   |   |   |   |   |   |
| IVb           |   |   |   |   |   |   |   |   |
| V             |   |   |   |   |   |   |   |   |
| VIa           |   |   |   |   |   |   |   |   |
| VIb           |   |   |   |   |   |   |   |   |
| VII           | x |   |   |   |   |   |   |   |
| IX            |   |   |   |   |   |   | x |   |
| X             |   |   |   | x |   |   |   |   |
| XI            |   |   | x |   |   |   |   |   |
| XIIa          |   |   |   |   |   |   |   |   |
| XIIb          |   |   |   |   |   |   |   |   |
| XIIIc         |   |   |   |   |   |   |   |   |
| XIIIa         |   |   |   |   |   |   |   |   |
| XIIIb         | x |   |   |   |   |   |   |   |
| XIIIc         |   |   |   |   |   |   |   |   |
| XIV           |   |   |   |   |   |   |   |   |
| XV            |   |   |   |   |   |   |   | x |
| XVI           | x |   |   |   |   |   |   |   |
| XVII          |   |   |   |   |   |   |   | x |
| XVIII         |   |   |   |   |   |   |   |   |
| XIX           | x |   |   |   |   |   |   |   |
| XX            |   |   | x |   |   |   |   |   |
| XXI           |   |   |   |   |   |   |   | x |
| XXII          |   |   |   |   |   |   |   |   |
| XXIII         |   |   |   |   |   |   |   |   |
| XXIV          |   |   | x |   |   |   |   |   |
| XXV           |   |   |   |   |   |   | x |   |
| XXVI          |   |   |   |   |   |   | x |   |
| XXVII         |   |   |   |   |   |   |   | x |
| XXVIII        |   |   |   |   |   |   |   | x |
| XXIXa         |   |   | x |   |   |   |   |   |
| XXIXb         |   |   |   |   |   |   |   |   |
| XXX           |   |   |   |   |   |   | x |   |
| XXXI          |   |   |   |   |   | x |   |   |
| XXXII         |   |   |   |   |   |   | x |   |
| XXXIII        |   |   | x |   |   |   |   |   |
| XXXIV         |   |   |   |   |   |   | x |   |
| XXXV          |   |   |   |   |   |   |   | x |
| XXXVI         |   |   |   |   |   |   | x |   |
| XXXVII        |   |   |   |   |   |   | x |   |
| XXXVIIIa      |   |   |   |   |   |   |   |   |
| XXXVIIIb      |   |   |   |   |   |   |   |   |
| XXXIXa        |   |   |   |   |   |   |   | x |
| XXXIXb        |   |   |   |   |   |   |   |   |
| XXXIXc        |   |   |   |   |   | x |   |   |
| XL            |   |   |   |   |   |   |   | x |
| XLII          |   |   |   |   |   |   |   | x |
| TOTALS        | 9 | 3 | 8 | 2 | 1 | 1 | 3 | 4 |

TABLE Vb

RATINGS OF INSTRUCTORS USED  
IN EACH COURSE

Read table thus: in the left hand column are the identification numbers of the courses. Those courses using instructors with no degree will be checked in column ND; those with Bachelors degrees, B; those with Masters degrees, M; and those with Doctorate degrees, D.

| Course Number | ND            | B | M  | D     | Course Number | ND            | B  | M  | D  |
|---------------|---------------|---|----|-------|---------------|---------------|----|----|----|
| I             | x             | x | 7x | 4x    | XXI           | x             | x  | x  |    |
| IIa           |               |   | 2x |       | XXII          |               |    | x  |    |
| IIb           |               |   | x  |       | XXIII         | Not indicated |    |    |    |
| III           |               |   |    | x     | XXIV          |               |    | x  | x  |
| IVa           |               |   | x  |       | XXV           |               |    | 3x | x  |
| IVb           |               |   |    | x     | XXVI          |               |    | 4x |    |
| V             |               |   | x  |       | XXVII         | x             | 3x | 3x | x  |
| VIa           |               |   |    | x     | XXVIII        |               |    | 2x | x  |
| VIb           |               |   |    | x     | XXIXa         |               | x  |    | 2x |
| VII           |               |   | 2x |       | XXIXb         |               |    | x  |    |
| IX            |               |   | 4x | 3x    | XXX           |               | x  | 3x |    |
| X             |               |   | 2x | 2x    | XXXI          |               |    | x  | x  |
| XI            |               |   | x  | 2x    | XXXII         |               | x  | 2x | x  |
| XIIa          |               |   | x  |       | XXXIII        | x             | x  |    |    |
| XIIb          | x             |   |    |       | XXXIV         |               | 2x | 4x |    |
| XIIc          |               |   | x  |       | XXXV          | 2x            |    | 2x | 4x |
| XIIIa         |               |   | x  |       | XXXVI         |               |    | 4x |    |
| XIIIb         |               |   | 2x |       | XXXVII        |               |    | 2x | 2x |
| XIIIc         |               |   |    | x     | XXXVIIIa      |               |    | x  |    |
| XIV           | Not indicated |   |    |       | XXXVIIIb      |               |    | x  |    |
| XV            |               |   | 2x | 4x 2x | XXXIXa        |               |    | x  |    |
| XVI           | Not indicated |   |    |       | XXXIXb        |               |    | x  |    |
| XVII          |               | x | 6x | x     | XXXIXc        |               |    | 2x |    |
| XVIII         |               |   | 3x | x     | XL            |               |    | 4x | x  |
| XIX           |               |   | 2x |       | XLII          |               |    | 2x | x  |
| XX            |               |   | 4x |       | TOTALS        | 7             | 14 | 96 | 37 |

GRAPH IV

RATINGS OF INSTRUCTORS USED IN ORIENTATION COURSES

Read graph thus: The first bar indicates the number of instructors or lecturers without degrees conducting orientation courses. The second bar indicates the number with the Bachelors degree, the third, the number with Masters degrees, and the last, the number with Doctors degrees.

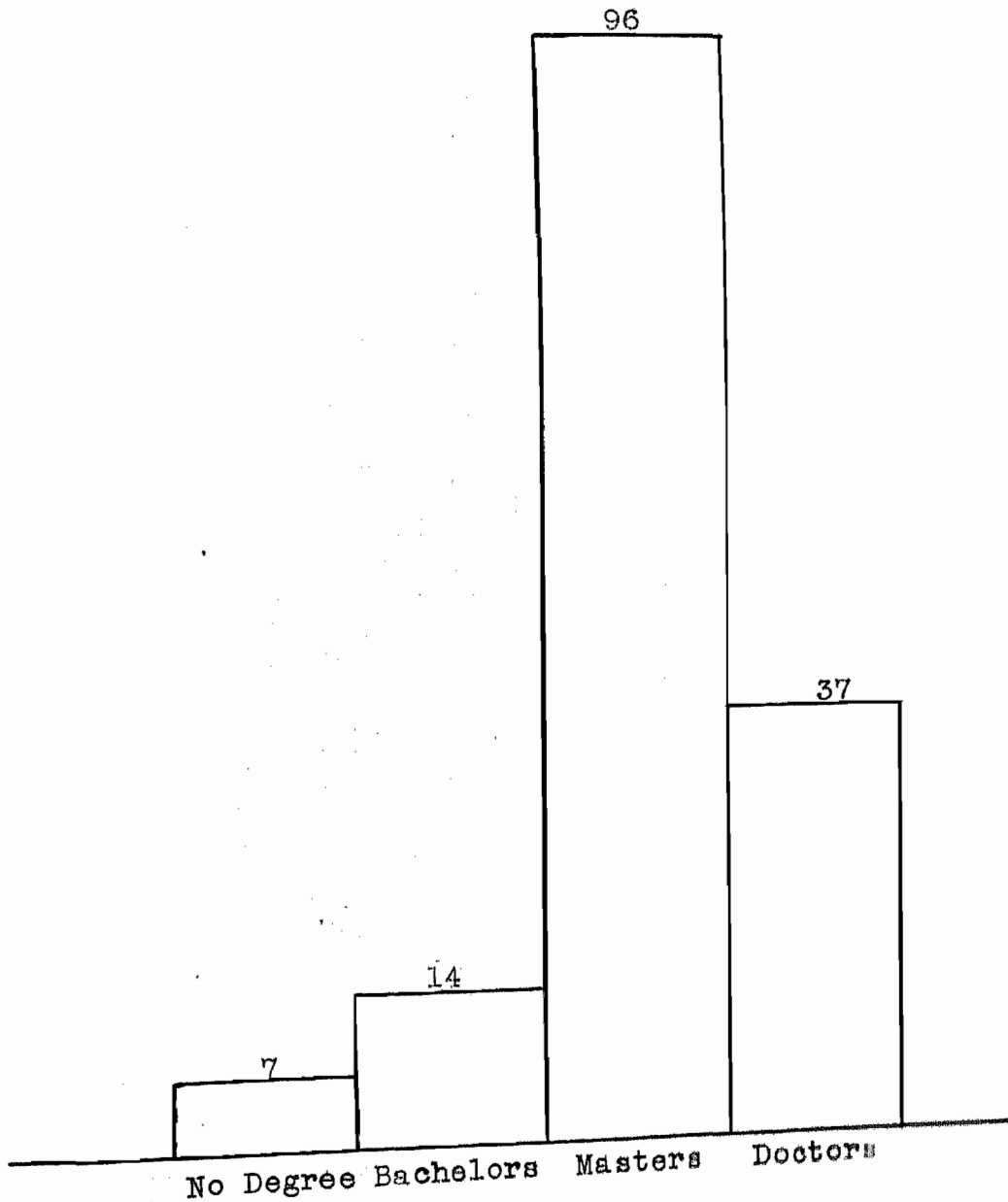


Table Vb shows the ratings of instructors or lecturers used in orientation courses. There are over 154 instructors and lecturers used in the 51 orientation courses studied in this investigation. Only 7 of these have no degrees and some of these have equivalent preparation. Only 14 have the Bachelors degree alone, while 96 have Masters degrees and 37 are of Doctorate ranking. This means that over 86% of the instructors used have Masters degrees or better. Graph IV brings out this fact visually.

#### Table VI

Table VI summarizes the data derived from replies to question X of the questionnaire.

X. Check the methods of instruction used in the course

Lecture wholly  
 Lecture-discussion  
 Syllabus-lecture  
 Problems-lecture  
 Problems-lecture-discussion  
 Problems-report  
 Textbook-discussion  
 Textbook-lecture-discussion  
 Note books  
 Examinations  
 Other methods

This list of methods, altho not wholly complete, includes practically all of the methods now used in collegiate instruction. Only two additional methods were suggested in replies to the questionnaire and these were of a rather technical nature. One of these was



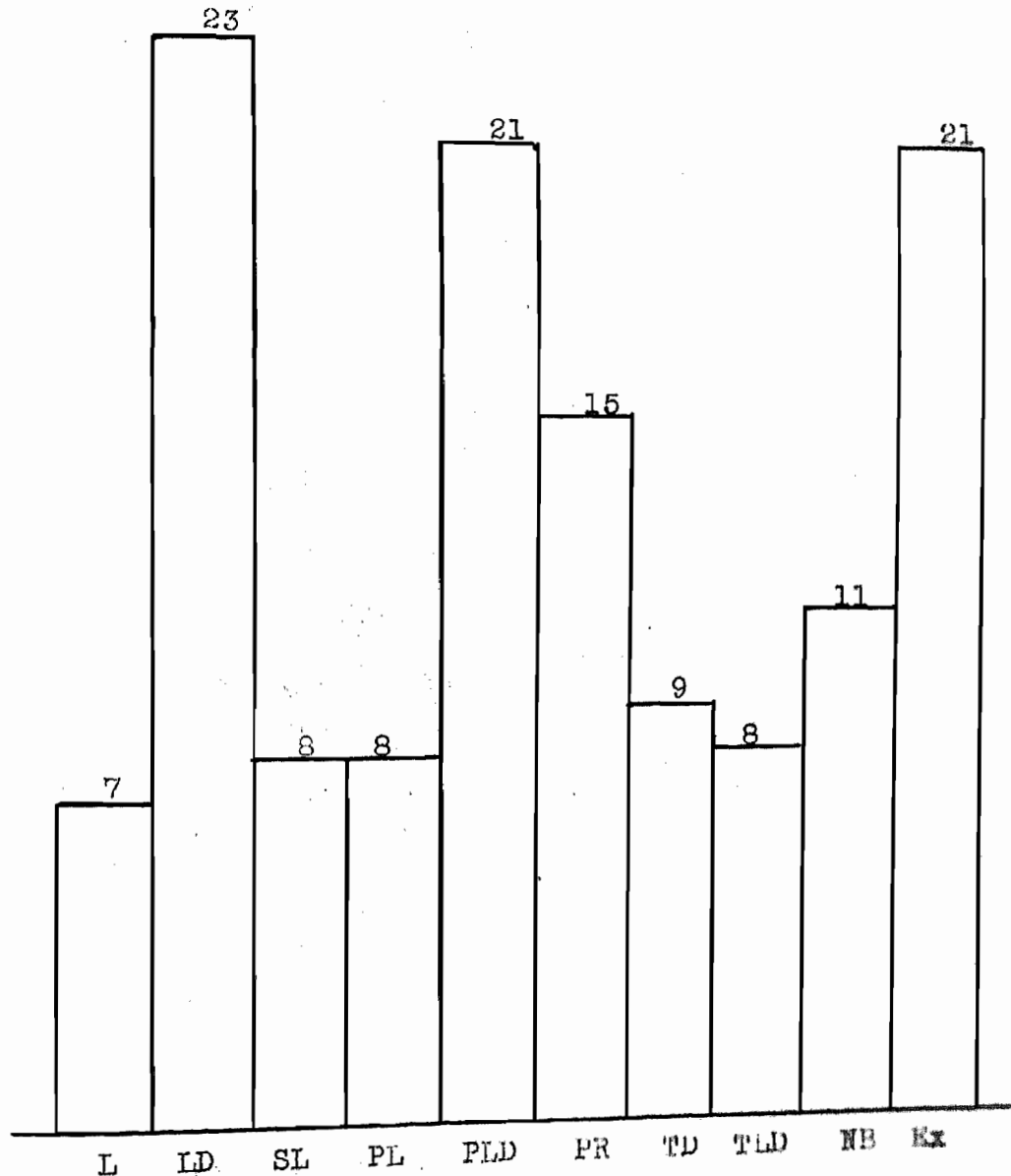
TABLE VI (continued)

| Course Number | L | LD | SL               | PL | PLD | PR | TD | TLD | NB | Er |
|---------------|---|----|------------------|----|-----|----|----|-----|----|----|
| XX            |   | X  |                  |    |     |    |    |     |    |    |
| XXI           |   |    |                  |    | X   | X  |    | X   | X  | X  |
| XXII          |   |    |                  |    | X   |    |    |     |    |    |
| XXIII         |   |    | Not indicated    |    |     |    |    |     |    |    |
| XXIV          |   |    |                  |    |     | X  |    | X   |    | X  |
| XXV           |   | X  |                  |    |     |    |    |     |    |    |
| XXVI          |   |    | Others indicated |    |     |    |    |     |    |    |
| XXVII         |   |    |                  |    | X   |    |    |     |    |    |
| XXVIII        |   | X  |                  |    | X   |    | X  |     |    | X  |
| XXIXa         |   |    |                  |    |     |    |    | X   |    | X  |
| XXIXb         |   | X  |                  |    | X   |    |    |     | X  |    |
| XXX           |   |    |                  | X  |     |    | X  |     | X  |    |
| XXXI          |   |    |                  |    | X   | X  | X  |     | X  | X  |
| XXXII         |   | X  |                  | X  |     |    |    |     |    |    |
| XXXIII        | X |    |                  |    |     |    |    |     |    |    |
| XXXIV         | X |    |                  |    |     |    |    |     | X  | X  |
| XXXV          | X |    |                  |    |     |    |    |     |    | X  |
| XXXVI         |   | X  | X                | X  | X   | X  | X  | X   |    | X  |
| XXXVII        |   | X  | X                | X  | X   | X  |    |     | X  | X  |
| XXXVIIa       |   | X  |                  |    |     |    |    |     |    | X  |
| XXXVIIb       |   | X  |                  |    |     | X  |    |     |    |    |
| XXXIXa        |   |    |                  |    | X   |    |    |     |    |    |
| XXXIXb        |   |    |                  |    | X   |    |    |     |    |    |
| XXXIXc        |   |    |                  |    | X   |    |    |     |    |    |
| XL            |   | X  |                  | X  |     |    |    |     |    |    |
| XLII          |   |    | X                | X  | X   | X  |    |     |    |    |
| TOTALS        | 7 | 23 | 8                | 8  | 21  | 15 | 9  | 8   | 11 | 21 |

GRAPH V

METHODS OF TEACHING AND THE RELATIVE FREQUENCY WITH WHICH THEY ARE BEING USED

Read graph thus: Each bar represents the relative frequency with which the method, designated by the letters at the base of the bar, is used. The letters are used to indicate the methods in the same manner as in Table VI.





the method of actual participation and the other that of direct observation. The lecture-discussion, problem-lecture-discussion, examination and problems-report methods are in most frequent use, their respective frequencies being 23, 21, 21, and 15. The straight lecture method is used with the least frequency, being used in no more than 7 courses. The relative frequency of usage of these methods is graphically represented in Graph V.

#### Table VII

Altho the numerical limitation of orientation classes constitutes a very real administrative problem it is primarily one of instruction and for this reason has been included in that division of the text of this study. Table VII summarizes the data derived from replies to question VII of the questionnaire.

VII. Indicate numerically the approximate limit of class groups (if such groups are limited).

Of the 51 courses studied 20 have no limitations as to the number of students in the classes. Of the remainder, 8 courses have a numerical limit of 30 and 6 courses a numerical limit of 35. The classes of over 61% of the courses designating a numerical limitation range in size from 20 to 40 students. Classes range in size from 15 to 200.



TABLE VIII (continued)

| Course Number | 15 | 23 | 25 | 30 | 35 | 40 | 45 | 50 | 60 | 70 | 75 | 200 |
|---------------|----|----|----|----|----|----|----|----|----|----|----|-----|
| XXIII         |    |    |    |    |    |    |    |    |    | X  |    |     |
| XXIV          |    |    |    |    |    |    |    | X  |    |    |    |     |
| XXV           |    |    |    |    |    |    |    |    |    |    |    |     |
| XXVI          |    |    |    | X  |    |    |    |    |    |    |    |     |
| XXVII         |    |    |    | X  |    |    |    |    |    |    |    |     |
| XXVIII        |    |    |    |    | X  |    |    |    |    |    |    |     |
| XXIXa         |    |    |    |    | X  |    |    |    |    |    |    |     |
| XXIXb         |    |    |    | X  |    |    |    |    |    |    |    |     |
| XXX           |    |    |    |    | X  |    |    |    |    |    |    |     |
| XXXI          |    |    |    |    | X  |    |    |    |    |    |    |     |
| XXXII         |    |    |    |    |    |    |    |    |    |    |    | X   |
| XXXIII        |    |    |    |    |    |    |    |    |    |    |    |     |
| XXXIV         |    |    |    |    |    |    |    |    |    |    |    |     |
| XXXV          |    |    |    |    |    |    |    |    |    |    |    |     |
| XXXVI         |    |    |    |    | X  |    |    |    |    |    |    |     |
| XXXVII        |    |    |    |    |    |    |    |    |    |    |    |     |
| XXXVIIIa      |    |    |    |    |    |    |    |    |    |    |    |     |
| XXXVIIIb      |    |    |    |    |    |    |    |    |    |    |    |     |
| XXXIXa        |    |    |    |    |    |    | X  |    |    |    |    |     |
| XXXIXb        |    |    |    |    |    |    | X  |    |    |    |    |     |
| XXXIXc        |    |    |    |    |    |    | X  |    |    |    |    |     |
| XL            |    |    |    |    |    |    |    |    |    |    |    |     |
| XLII          |    |    |    |    | X  |    |    |    |    |    |    |     |
| TOTALS        | 1  | 1  | 2  | 2  | 6  | 3  | 1  | 3  | 2  | 1  | 1  | 1   |

## V

## ADMINISTRATION.

Practically all problems of freshman orientation courses have their administrative aspects. Similarly most administrative problems have instructional significance from the point of view of objectives, materials, teaching techniques, etc. Altho this is true of problems incorporated in this division of the text of this study, they have been placed here because they seem to be predominantly administrative.

## Table VIII

Table VIII is based upon an enumeration of the courses offered by each teachers college included in this investigation. As the totals indicate, 32 of the 40 colleges studied offer one orientation course, 5 offer two courses and 3 offer three courses.

## Table IX

Table IX is based on the data derived from replies to question IV of the questionnaire.

IV. Indicate by checking whether the course is:

Required

Required as an alternative to some other course

Elective

Orientation courses are almost universally required insofar as teachers colleges are concerned. No more than two out of 51 courses studied are required as alternative to other courses and only two are elective. What is done with course XXI in this regard is not indicated in

TABLE VIII

## NUMBER OF COURSES OFFERED BY EACH COLLEGE

Read table thus: In the first column are placed the identification numbers of the schools offering orientation courses. In the second, third and fourth columns are checks indicating whether the school offers one, two or three courses. No school offers more than three courses.

| Institution<br>Number | No. Courses |   |   | Institution<br>Number | No. Courses |   |   |
|-----------------------|-------------|---|---|-----------------------|-------------|---|---|
|                       | 1           | 2 | 3 |                       | 1           | 2 | 3 |
| I                     | x           |   |   | XXIII                 | x           |   |   |
| II                    |             | x |   | XXIV                  | x           |   |   |
| III                   | x           |   |   | XXV                   | x           |   |   |
| IV                    |             | x |   | XXVI                  | x           |   |   |
| V                     | x           |   |   | XXVII                 | x           |   |   |
| VI                    |             | x |   | XXVIII                | x           |   |   |
| VII                   | x           |   |   | XXIX                  |             | x |   |
| IX                    | x           |   |   | XXX                   | x           |   |   |
| X                     | x           |   |   | XXXI                  | x           |   |   |
| XI                    | x           |   |   | XXXII                 | x           |   |   |
| XII                   |             |   | x | XXXIII                | x           |   |   |
| XIII                  |             |   | x | XXXIV                 | x           |   |   |
| XIV                   | x           |   |   | XXXV                  | x           |   |   |
| XV                    | x           |   |   | XXXVI                 | x           |   |   |
| XVI                   | x           |   |   | XXXVII                | x           |   |   |
| XVII                  | x           |   |   | XXXVIII               |             | x |   |
| XVIII                 | x           |   |   | XXXIX                 |             |   | x |
| XIX                   | x           |   |   | XL                    | x           |   |   |
| XX                    | x           |   |   | XLII                  | x           |   |   |
| XXI                   | x           |   |   | TOTALS                | 32          | 5 | 3 |
| XXII                  | x           |   |   |                       |             |   |   |

TABLE IX  
COURSES REQUIRED, REQUIRED AS ALTERNATIVES  
OR ELECTIVES

Read table thus: The first column indicates the identification number of the course. Columns two, three and four indicate whether they are required, required as alternative to other courses or elective.

| Course Number | Req'd. | Alt. | Elect. | Course Number | Req'd.        | Alt. | Elect. |
|---------------|--------|------|--------|---------------|---------------|------|--------|
| I             |        |      |        | XXI           |               |      |        |
| IIa           | X      |      |        | XXII          | Not indicated |      |        |
| IIb           | X      |      |        | XXIII         | X             |      |        |
| III           |        |      |        | XXIV          | X             |      |        |
| IVa           |        | X    |        | XXV           | X             |      |        |
| IVb           | X      |      |        | XXVI          | X             |      |        |
| V             | X      |      |        | XXVII         | X             |      |        |
| VIa           | X      |      |        | XXVIII        | X             |      |        |
| VIb           | X      |      |        | XXIXa         | X             |      |        |
| VII           | X      |      |        | XXIXb         | X             |      |        |
| IX            | X      |      |        | XXX           | X             |      |        |
| X             | X      |      |        | XXXI          | X             |      |        |
| XI            | X      |      |        | XXXII         | X             |      |        |
| XIIa          | X      |      |        | XXXIII        | X             |      |        |
| XIIb          |        |      |        | XXXIV         | X             |      |        |
| XIIc          |        | X    |        | XXXV          | X             |      |        |
| XIIIa         | X      |      |        | XXXVI         | X             |      |        |
| XIIIb         | X      |      |        | XXXVII        |               |      | X      |
| XIIIc         | X      |      |        | XXXVIIIa      | X             |      |        |
| XIV           | X      |      |        | XXXVIIIIb     | X             |      |        |
| XV            | X      |      |        | XXXIXa        | X             |      |        |
| XVI           | X      |      |        | XXXIXb        | X             |      |        |
| XVII          | X      |      |        | XXXIXc        | X             |      |        |
| XVIII         |        |      | X      | XL            | X             |      |        |
| XIX           |        |      |        | XLII          |               |      |        |
| XX            | X      |      |        | TOTALS        | 46            | 9    | 9      |

the reply to the questionnaire, but it is rather a safe assumption that it too is required.

#### Table X

Table X summarizes the data compiled from replies to question B of the questionnaire.

- V. Encircle the number of semester hours credit given for the course: 0, 1, 2, 3, 4, 5, 6  
(please translate quarter hours into semester hours)

All but college XXI indicated the amount of credit given for the orientation course. Out of the 50 replies 18 indicated that no credit is given. Out of the remaining courses 19 or approximately 58% allow either two or three semester hours credit for the course. One course is divided into two sections, one of which is allowed two hours and the other, three hours of credit. The range is from one and one half to six semester hours.

#### Tables XIa and XIb

Table XIa is based upon a compilation of replies to question VI of the questionnaire.

- VI. Indicate by check

For men only  
For women only  
Mixed groups

Only 15 out of 51 courses segregate students in orientation courses according to sex. Of this number

TABLE X  
SEMESTER HOURS CREDIT ALLOWED FOR  
ORIENTATION COURSES

Read table thus: The first column contains course identification numbers. The remaining columns indicate the amount of credit, in semester hours, allowed for the course. In a few cases, quarter hours and term hours have been translated into semester hours and are therefore approximates.

| Course Number | 0 | 1/2 | 1 | 1-1/2 | 2 | 2-2/3 | 3 | 5 | 6 |
|---------------|---|-----|---|-------|---|-------|---|---|---|
| I             | X |     |   |       |   |       |   |   |   |
| IIa           |   |     |   |       |   |       | X |   |   |
| IIb           |   |     |   |       |   |       |   |   | X |
| III           |   |     |   |       | X |       | X |   |   |
| IVa           |   |     | X |       |   |       |   |   |   |
| IVb           |   |     |   |       |   |       | X |   |   |
| V             |   |     |   |       |   |       | X |   |   |
| VIa           |   | X   |   |       |   |       |   |   |   |
| VIb           |   | X   |   |       |   |       |   |   |   |
| VII           |   |     |   |       |   | X     |   |   |   |
| IX            | X |     |   |       |   |       |   |   |   |
| X             |   |     |   |       |   |       | X |   |   |
| XI            |   |     |   |       | X |       |   |   |   |
| XIIa          | X |     |   |       |   |       |   |   |   |
| XIIb          |   |     | X |       |   |       |   |   |   |
| XIIc          |   |     |   |       | X |       |   |   |   |
| XIIIa         |   |     | X |       |   |       |   |   |   |
| XIIIb         |   | X   |   |       |   |       |   |   |   |
| XIIIc         |   | X   |   |       |   |       |   |   |   |
| XIV           | X |     |   |       |   |       |   |   |   |
| XV            |   |     |   |       |   |       | X |   |   |
| XVI           | X |     |   |       |   |       |   |   |   |
| XVII          | X |     |   |       |   |       |   |   | X |
| XVIII         |   |     |   |       |   |       |   |   |   |
| XIX           | X |     |   |       |   |       |   |   |   |
| XX            |   |     |   |       | X |       |   |   |   |
| XXI           |   |     |   |       |   |       |   |   |   |
|               |   |     |   |       |   |       |   |   |   |

Not indicated



TABLE X (continued)

| Course Number | 0  | 1/2 | 1 | 1-1/2 | 2 | 2-2/3 | 3  | 5 | 6 |
|---------------|----|-----|---|-------|---|-------|----|---|---|
| XXII          |    |     | x |       |   |       |    |   |   |
| XXIII         | x  |     |   |       |   |       |    |   |   |
| XXIV          |    |     |   |       | x |       |    |   |   |
| XXV           | x  |     |   |       |   |       |    |   |   |
| XXVI          |    |     | x |       |   |       |    |   |   |
| XXVII         | x  |     |   |       |   |       |    |   |   |
| XXVIII        |    |     |   |       |   |       | x  |   |   |
| XXIXa         |    |     |   |       |   |       | x  |   |   |
| XXIXb         | x  |     |   |       |   |       |    |   |   |
| XXX           |    |     |   |       |   |       | x  |   |   |
| XXXI          |    |     |   |       |   |       | x  |   |   |
| XXXII         | x  |     |   |       |   |       |    |   |   |
| XXXIII        | x  |     |   |       |   |       |    |   |   |
| XXXIV         |    |     |   | x     |   |       |    |   |   |
| XXXV          | x  |     |   |       |   |       |    |   |   |
| XXXVI         |    |     |   |       | x |       |    |   |   |
| XXXVII        |    |     |   |       | x |       |    |   |   |
| XXXVIIIa      |    |     |   | x     |   |       |    |   |   |
| XXXVIIIb      | x  |     |   |       |   |       |    |   |   |
| XXXIXa        | x  |     |   |       |   |       |    |   |   |
| XXXIXb        | x  |     |   |       |   |       |    |   |   |
| XXXIXc        | x  |     |   |       |   |       |    |   |   |
| XL            |    |     |   |       | x |       |    |   |   |
| XLII          |    |     |   |       |   |       | x  |   |   |
| TOTALS        | 18 | 4   | 5 | 2     | 8 | 1     | 11 | 1 | 1 |

## GRAPH VI

## SEMESTER HOURS CREDIT OFFERED FOR ORIENTATION COURSES

Read graph thus: At the base of each bar is the number indicating the amount of credit in semester hours given to courses. The length of the bar designates the frequency with which courses offer the amounts of credit indicated at the bases of the bars.

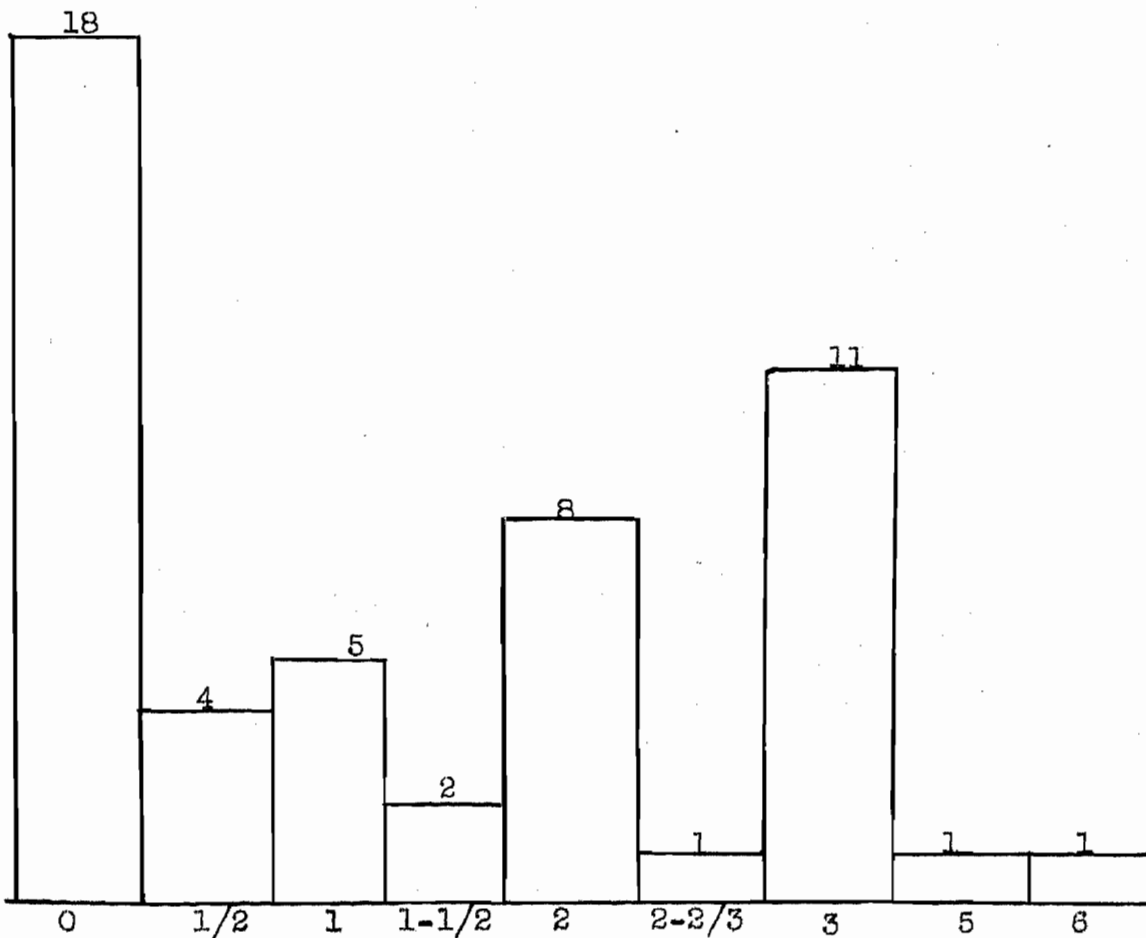


TABLE XIa

## COURSES SEGREGATED ACCORDING TO SEX

Read table thus: The first column contains the identification numbers of those courses in which the method of segregation according to sex is used. Columns two and three indicate whether the course is offered to men or women only. The course is omitted from this table if offered to mixed groups.

| COURSE NUMBER | MEN ONLY | WOMEN ONLY |
|---------------|----------|------------|
| IX            |          | X          |
| X             |          | X          |
| XIIa          |          | X          |
| XIIIb         | X        | X          |
| XIV           |          | X          |
| XXIII         |          | X          |
| XXIV          | X        |            |
| XXV           | X        |            |
| XXIXb         |          | X          |
| XXXII         | X        | X          |
| XXXVII        |          | X          |
| XXXIXa        |          | X          |
| TOTALS        | 4        | 11         |

TABLE XII

OBJECTIVES OF ORIENTATION COURSES IN WHICH THE  
METHOD OF SEGREGATION IS USED

Read table thus: The first column contains the identification numbers of those courses using the method of segregation. The remaining columns indicate the objectives or purposes for which the course is offered. These columns are headed in the same way as those in Tables IXa, IIB and IIC.

| Course Number | Purpose 1 | Purpose 2 | Purpose 3 | Purpose 4 | Purpose 5 | Purpose 6 |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|
| IX            |           | X         | X         |           |           | X         |
| X             |           | X         | X         |           | X         |           |
| XIIa          |           | X         | X         | X         | X         | X         |
| XIIb          |           | X         |           | X         | X         | X         |
| XIV           | X         | X         | X         |           |           | X         |
| XXIII         |           | X         |           | X         |           | X         |
| XXIV          |           | X         |           | X         |           |           |
| XXV           | X         | X         | X         |           | X         | X         |
| XXIXb         | X         | X         | X         |           | X         | X         |
| XXXII         |           | X         | X         | X         | X         | X         |
| XXXIII        |           |           | X         | X         | X         | X         |
| XXXIXa        | X         | X         |           | X         |           |           |
| TOTALS        | 4         | 11        | 8         | 7         | 7         | 9         |

4 segregate men only and 11 segregate women only. One course, XXV, is offered in two sections, one for women and one for men.

Table XIb shows the purposes for which courses using the method of segregation according to sex are offered. Orientation to the school situation is the outstanding purpose. The purposes of cultural guidance and religious, moral or ethical guidance rank second and third. Orientation to present day civilization ranks lowest in courses using the method of segregation according to sex.

#### Table XII

Table XII is based upon replies to question VIII of the questionnaire.

VII. Are class groups determined by entrance tests (yes or no)?

Courses IVa, IVb, X, XXV and XL are the only ones in which groups are selected according to the results of entrance tests. The estimated degree of success with which courses X and XL are conducted is not indicated in the replies to the questionnaire. The others are all moderately successful.

#### Table XIII

Table XIII is based upon the data derived from question XII of the questionnaire.

XII. Check the year in which the course is offered

Freshman year  
Sophomore year

TABLE XII

COURSES IN WHICH GROUPS ARE SELECTED BY ENTRANCE TESTS AND THE DEGREE OF SUCCESS WITH WHICH COURSES ARE CONDUCTED

Read table thus: Column one contains the identification numbers of the courses in which groups are selected according to entrance test results. The remaining columns indicate the estimated degrees of success with which the courses are conducted as indicated by replies to question XVI of the questionnaire. Those courses not listed in this table do not use the method of selection by entrance tests.

| COURSE NUMBER | EXCEPTIONALY  | MODERATELY |
|---------------|---------------|------------|
| IVa           |               | x          |
| IVb           |               | x          |
| X             | Not indicated |            |
| XXV           |               | x          |
| XL            | Not indicated |            |

TABLE XIII

## YEARS IN WHICH THE COURSES ARE OFFERED

Read table thus: The first column indicates the identification number of the course. Columns two, three and four indicate the year in which the course is offered. Since in no case is such a course offered in the junior year, that year is omitted.

| Course |        |              | Course   |        |               |
|--------|--------|--------------|----------|--------|---------------|
| Number | Fresh. | Soph. Senior | Number   | Fresh. | Soph. Senior  |
| I      | X      |              | XXI      | X      |               |
| IIa    | X      |              | XXII     | X      |               |
| IIb    | X      |              | XXIII    | X      |               |
| III    | X      |              | XXIV     | X      |               |
| IVa    | X      |              | XXV      | X      |               |
| IVb    | X      |              | XXVI     | X      |               |
| V      | X      |              | XXVII    | X      |               |
| VIa    | X      |              | XXVIII   | X      |               |
| VIIb   |        | X            | XXIXa    | X      |               |
| VII    | X      |              | XXIXb    |        | Not indicated |
| IX     | X      |              | XXX      | X      |               |
| X      | X      |              | XXXI     | X      |               |
| XI     | X      |              | XXXII    | X      |               |
| XIIa   | X      |              | XXXIII   | X      |               |
| XIIb   | X      |              | XXXIV    | X      |               |
| XIIc   | X      |              | XXXV     | X      |               |
| XIIIa  | X      |              | XXXVI    | X      |               |
| XIIIb  | X      |              | XXXVII   | X      |               |
| XIIIc  | X      |              | XXXVIIIa | X      |               |
| XIV    | X      |              | XXXVIIIb | X      |               |
| XV     | X      | X            | XXXIXa   | X      |               |
| XVI    | X      |              | XXXIXb   | X      |               |
| XVII   | X      |              | XXXIXc   | X      |               |
| XVIII  | X      |              | XL       | X      |               |
| XIX    | X      |              | XLII     | X      |               |
| XX     | X      |              | TOTALS   | 49     | 1 1           |

All but one college, XXIX, responded to this question. Out of 51 courses 49 are offered in the freshman year, 1 is offered in the sophomore year and 1 in the senior year.

#### Table XIV

Question XIII of the questionnaire elicited replies which are summarized in Table XIV.

XIII. Encircle the number of semesters required to complete the course. 1, 2, 3, 4.

Five colleges did not reply to this question.

This is probably due to two causes; (1) that the question itself is not clear and (2) the variation between colleges as to semesters, quarters, terms, etc. The totals of Table XIV show that 21 courses are allowed one semester. Approximately 75% of the courses studied allow from one to two semesters to the course. The following is a summary of the data.

21 courses--one semester  
 2 courses--one and one half semester  
 8 courses--two semesters  
 4 courses--one quarter  
 2 courses--two quarters  
 3 courses--one term  
 1 course--nine weeks  
 1 course--ten weeks

The relative time allotments are shown in Graph VII.

#### Table XV

Table XV indicates what is being done with the problem giving rise to question XV of the questionnaire.



TABLE XIV

## AMOUNT OF TIME ALLOWED FOR ORIENTATION COURSES

Read table thus: The first column contains the identification numbers of the courses. The remaining columns contain the amounts of time in semesters, quarters, terms or weeks allowed for the course. The heterogeneity of time in this table is due to the lack of unity in responses to question XIII in the questionnaire. The time unit for column 1 is 1 semester; column 2, 1-1/2 semesters; column 3, 2 semesters; column 4, 1 quarter; column 5, 2 quarters; column 6, 1 term; column 7, 3 weeks; and column 8, 10 weeks.

| Course Number | 1             | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Course Number | 1             | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---------------|---------------|---|---|---|---|---|---|---|---------------|---------------|---|---|---|---|---|---|---|
| I             | x             |   |   |   |   |   |   |   | XXII          |               |   | x |   |   |   |   |   |
| IIa           |               |   | x |   |   |   |   |   | XXIII         | x             |   |   |   |   |   |   |   |
| IIb           |               |   | x |   |   |   |   |   | XXIV          |               |   |   | x |   |   |   |   |
| III           | x             |   |   |   |   |   |   |   | XXV           |               |   | x |   |   |   |   |   |
| IVa           | x             |   |   |   |   |   |   |   | XXVI          | x             |   |   |   |   |   |   |   |
| IVb           | x             |   |   |   |   |   |   |   | XXVII         | x             | x |   |   |   |   |   |   |
| V             | x             |   |   |   |   |   |   |   | XXVIII        | x             | x |   |   |   |   |   |   |
| VIa           | Not indicated |   |   |   |   |   |   |   | XXIXa         | x             |   |   |   |   |   |   |   |
| VIb           | Not indicated |   |   |   |   |   |   |   | XXIXb         | Not indicated |   |   |   |   |   |   |   |
| VII           |               |   | x |   |   |   |   |   | XXX           | x             |   |   |   |   |   |   |   |
| IX            | Not indicated |   |   |   |   |   |   |   | XXXI          | x             |   |   |   |   |   |   |   |
| X             | x             |   |   |   |   |   |   |   | XXXII         | x             |   |   |   |   |   |   |   |
| XI            |               |   |   |   | x |   |   |   | XXXIII        |               |   |   |   |   |   | x |   |
| XIIa          |               |   |   |   |   |   | x |   | XXXIV         |               | x |   |   |   |   |   |   |
| XIIb          | x             |   |   |   |   |   |   |   | XXXV          |               |   |   |   |   |   | x |   |
| XIIc          | x             |   |   |   |   |   |   |   | XXXVI         | x             |   |   |   |   |   |   |   |
| XIIIa         | Not indicated |   |   |   |   |   |   |   | XXXVII        |               |   |   |   |   |   | x |   |
| XIIIb         | Not indicated |   |   |   |   |   |   |   | XXXVIIIa      | Not indicated |   |   |   |   |   |   |   |
| XIIIc         | Not indicated |   |   |   |   |   |   |   | XXXVIIIb      | x             |   |   |   |   |   |   |   |
| XIV           | Not indicated |   |   |   |   |   |   |   | XXXIXa        | x             |   |   |   |   |   |   |   |
| XV            | x             |   |   |   |   |   |   |   | XXXIXb        |               |   |   |   |   |   | x |   |
| XVI           |               |   |   |   |   | x |   |   | XXXIXc        |               |   |   |   |   |   | x |   |
| XVII          |               |   |   |   |   | x |   |   | XL            |               |   |   |   |   |   | x |   |
| XVIII         |               |   |   |   | x |   |   |   | XLII          | x             |   |   |   |   |   |   |   |
| XIX           |               |   |   |   | x |   |   |   |               |               |   |   |   |   |   |   |   |
| XX            | x             |   |   |   |   |   |   |   |               |               |   |   |   |   |   |   |   |
| XXI           |               |   |   |   |   |   | x |   | TOTALS        | 21            | 2 | 8 | 4 | 2 | 3 | 1 | 1 |

## GRAPH VII

## AMOUNTS OF TIME ALLOWED FOR ORIENTATION COURSE

Read graph thus: Each bar represents a unit of time. The length of the bar designates the frequency with which that unit of time is allowed for the course. The number at the base of the bar indicates:

- 1--one semester
- 2--one and one half semesters
- 3--two semesters
- 4--one quarter
- 5--two quarters
- 6--one term
- 7--nine weeks
- 8--ten weeks

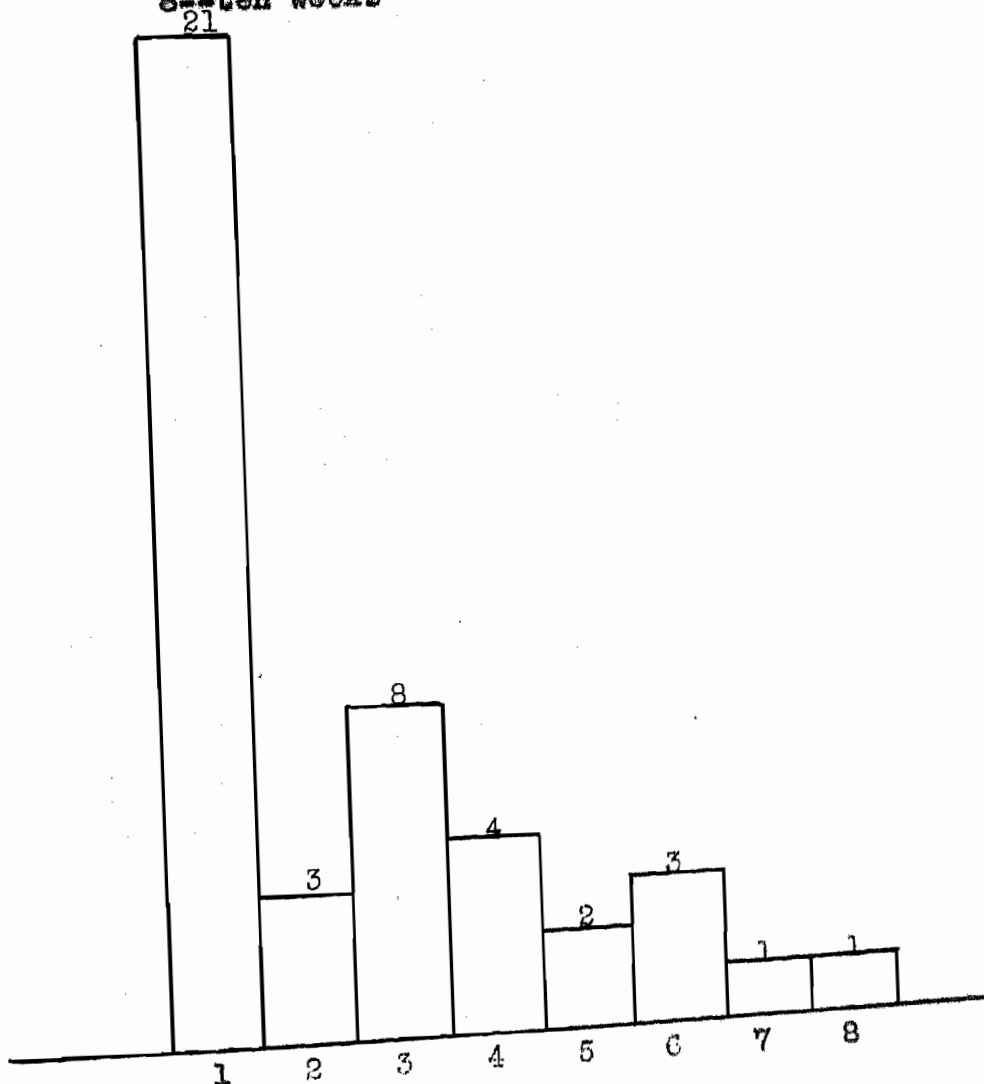


TABLE XV  
EXTENT TO WHICH STUDENTS HELP IN BUILDING  
THE COURSE

Read table thus: Column one contains the identification numbers of the courses. Columns two and three indicate whether or not students cooperate in building the course. If they do, a check is placed in column two after the number of the course. If they do not, a check is placed in column three.

| Course Number | Do | Do Not | Course Number | Do            | Do Not |
|---------------|----|--------|---------------|---------------|--------|
| I             |    | X      | XXI           | X             |        |
| IIa           | X  |        | XXII          | X             |        |
| IIb           |    | X      | XXIII         | X             |        |
| III           |    | X      | XXIV          |               | X      |
| IVa           | X  |        | XXV           |               | X      |
| IVb           | X  |        | XXVI          | X             |        |
| V             | X  |        | XXVII         | X             |        |
| VIa           | X  |        | XXVIII        |               | X      |
| VIb           | X  |        | XXIXa         |               | X      |
| VII           |    | X      | XXIXb         | X             |        |
| IX            |    | X      | XXX           |               | X      |
| X             |    | X      | XXXI          | Not indicated |        |
| XI            | X  |        | XXXII         |               | X      |
| XIIa          |    | X      | XXXIII        |               | X      |
| XIIb          |    | X      | XXXIV         |               | X      |
| XIIc          |    | X      | XXXV          |               | X      |
| XIIIIa        | X  |        | XXXVI         |               | X      |
| XIIIIb        | X  |        | XXXVII        | X             |        |
| XIIIIc        | X  |        | XXXVIIIa      | Not indicated |        |
| XIV           | X  |        | XXXVIIIb      |               | X      |
| XV            |    | X      | XXXIXa        | X             |        |
| XVI           |    | X      | XXXIXb        | X             |        |
| XVII          |    | X      | XXXIXc        | X             |        |
| XVIII         |    | X      | XL            | Not indicated |        |
| XIX           |    | X      | XLII          | X             |        |
| XX            |    | X      | TOTALS        | 22            | 26     |

problem giving rise to question XV of the questionnaire.

XV. Students (do--do not) cooperate in building the course (encircle).

Three colleges, XXXI, XXVIII and XL, did not indicate whether or not students cooperate in building orientation courses. Of the remainder, 22 courses are based upon student cooperation and 26 are not.

## V I

### S T A T U S A N D S U C C E S S O F C O U R S E S

#### Table XVI

Question XVI of the questionnaire resulted in the data summarized in Table XVI.

XVI. In your opinion the course has been (exceptionally--moderately--barely--not at all) successful in achieving the purposes for which it was offered? (encircle)

Out of 51 questionnaires 48 replies to this question were received. No one of these indicated that the course was not at all successful. Only 4 indicated that the course was barely successful. Thirty-three courses were estimated moderately successful and 11 exceptionally successful. Approximately 88% of the courses studied were estimated to be either moderately or exceptionally successful. This fact is illustrated in Graph VIII.

TABLE XVI

## ESTIMATED SUCCESS OF ORIENTATION COURSES

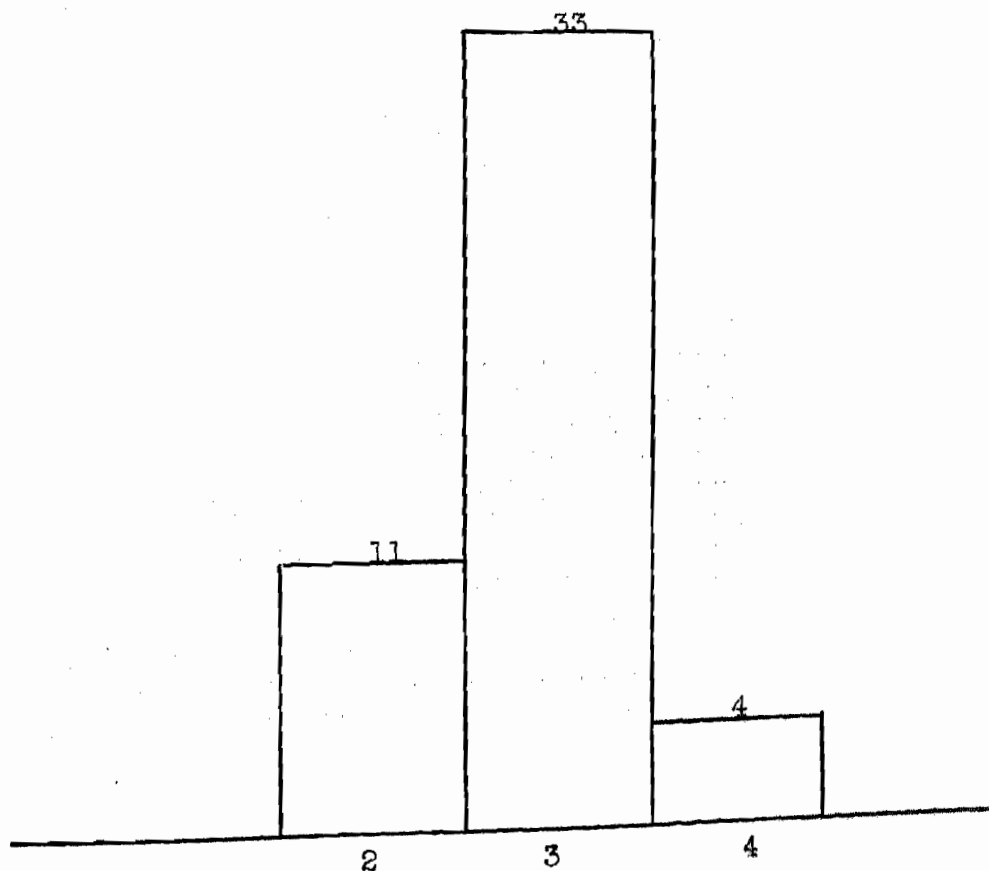
Read table thus: Column one contains the identification number of the course. If the course is exceptionally successful, a check is placed in column two, if moderately successful, in column three, if barely successful, in column four.

| Course Number | 2             | 3 | 4 | Course Number | 2             | 3  | 4 |
|---------------|---------------|---|---|---------------|---------------|----|---|
| I             |               | x |   | XXI           |               | x  |   |
| IIa           |               |   | x | XXII          | Not indicated |    |   |
| IIb           |               | x |   | XXIII         |               | x  |   |
| III           | x             |   |   | XXIV          | x             |    |   |
| IVa           |               | x |   | XXV           |               | x  |   |
| IVb           |               | x |   | XXVI          | x             |    |   |
| V             |               | x |   | XXVII         | x             |    |   |
| VIa           |               | x |   | XXVIII        |               | x  |   |
| VIb           |               | x |   | XXIXa         |               |    | x |
| VII           | x             |   |   | XXIXb         |               | x  |   |
| IX            |               | x |   | XXX           |               | x  |   |
| X             | Not indicated |   |   | XXXI          |               | x  |   |
| XI            |               | x |   | XXXII         |               | x  |   |
| XIIa          |               | x |   | XXXIII        |               | x  |   |
| XIIb          |               | x |   | XXXIV         | x             |    |   |
| XIIc          |               | x |   | XXXV          | x             |    |   |
| XIIIa         | x             |   |   | XXXVI         |               | x  |   |
| XIIIb         | x             |   |   | XXXVII        | x             |    |   |
| XIIIc         | x             |   |   | XXXVIIIa      |               | x  |   |
| XIV           |               | x |   | XXXVIIIb      |               | x  |   |
| XV            |               |   | x | XXXIXa        |               | x  |   |
| XVI           |               | x |   | XXXIXb        |               | x  |   |
| XVII          |               | x |   | XXXIXc        |               | x  |   |
| XVIII         |               | x |   | XL            | Not indicated |    |   |
| XIX           |               |   | x | XLII          |               | x  |   |
| XX            |               | x |   | TOTALS        | 11            | 35 | 6 |

## GRAPH VIII

ESTIMATED DEGREE OF SUCCESS OF ORIENTATION  
COURSES

Read graph thus: The bars are numbered 2, 3 and 4. Bar 2 indicates the number of courses estimated exceptionally successful. Bar 3 indicates those moderately successful and bar 4 indicates those barely successful.



## Question XVIII

XVIII. Have courses of this nature been introduced and later discontinued? Yes.....No.....

Without exception the answer to this question indicated that no course of this nature had been introduced and later discontinued.

## Table XVIIa

Table XVIIa summarizes the replies to question XVII of the questionnaire.

XVII. What criticism or criticisms of an adverse nature would you suggest?

A total of 22 criticisms of an adverse nature were passed upon orientation courses. Some of these are general, a few of them overlap, and a few apply specifically to certain courses. Those most frequently stated were:

1. Too little time given for the amount of material that should be covered.
2. Too little credit given for the course.
3. Groups too large.
4. Not sufficient opportunity for individual help and guidance.
5. Not well organized or well balanced.
6. Students lack background.
7. Text book needed.

Table XVIIa

## ADVERSE CRITICISMS OF COURSES

Read table thus: The first column contains the criticisms offered. The second column contains the identification numbers of the courses upon which the criticism was passed.

| Criticisms   | Course Number                                   |
|--|---|
| Too little time given for the amount of material that should be covered. | I<br>IIa<br>IX<br>XIIc                          |
| Too little credit given for the course.                                  | IIb<br>XXII<br>XXIII<br>XXVII<br>XXIXb          |
| Groups too large.  | I<br>III<br>VIa<br>VIb<br>XIIa<br>XIIb<br>XXII  |
| Not sufficient opportunity for individual help and guidance.             | XXXVI<br>XXXVII<br>XXXVIIIb                     |
| Not well organized or well balanced.                                     | XXXII<br>XXXVIIIa<br>XXXIXa<br>XXXIXb<br>XXXIXc |
| Students lack background.  | IIa<br>IIb                                      |
| Text book needed.  | IIa<br>XXV                                      |
| Too theoretical--not sufficiently practical.                             | V   |



TABLE XVIIa (Continued)

| Criticisms   | Course Number                   |
|--|---------------------------------|
| Instructors not interested.                                  | IX                              |
| Instructors forced to do extra work.                         | IX                              |
| Does not include vocational guidance.                        | IX                              |
| Leans too heavily toward physical science.                   | XIIc                            |
| Needs sectioning according to ability and interests.         | XIIc                            |
| Transition problems never the same.                          | XV                              |
| Does not allow students to pursue interests once aroused.    | XVIII                           |
| Requires too extensive facilities.                           | XI<br>XXVI                      |
| Takes time needed elsewhere.                                 | I                               |
| Should not be limited to one sex.                            | XXVIII                          |
| Does not cover wide enough field.                            | IVa<br>IVb<br>IX<br>XVII<br>XXX |
| Techniques for conducting course not sufficiently developed. | XXXVIIIb                        |
| Too superficial and confusing.                               | IIa<br>XLII                     |
| Students lack interest.                                      | XXVII                           |

TABLE XVIIb

ESTIMATED SUCCESS OF COURSES UPON WHICH NO  
ADVERSE CRITICISMS WERE OFFERED

Read table thus: The first column contains the identification numbers of the courses upon which no adverse criticisms were offered. The remaining three columns indicate the estimated success of these courses.

| Course Number | Exceptionally | Moderately    | Barely |
|---------------|---------------|---------------|--------|
| VII           | x             |               |        |
| X             |               | Not indicated |        |
| XIIIa         | x             |               |        |
| XIIIb         | x             |               |        |
| XIIIc         | x             |               |        |
| XIV           |               | x             |        |
| XVI           |               | x             |        |
| XIX           |               |               | x      |
| XX            |               | x             |        |
| XXI           |               | x             |        |
| XXIV          | x             |               |        |
| XXB           |               | x             |        |
| XXIXa         |               |               | x      |
| XXXI          |               | x             |        |
| XXXII         |               | x             |        |
| XXXIV         | x             |               |        |
| XL            |               | New course    |        |
| TOTALS        | 6             | 7             | 2      |

8. Does not cover wide enough field.
9. Techniques for conducting the course not sufficiently developed.

#### Table XVIIb

Table XVIIb shows the consistency between replies as to the estimated success of the orientation course and the unsatisfactoriness of courses upon which no adverse criticisms were passed. There were 17 courses which were not criticised. Of these 6 were estimated exceptionally and 7 moderately successful. In two cases the degree of success with which the course was conducted was not indicated. In one of these cases the course is of recent introduction and has not been in use for a sufficient length of time for its success to be judged.

### V I I

#### ANALYSIS OF EXCEPTIONALLY SUCCESSFUL COURSES.

This division will be given over to a brief analysis of the eleven courses which were estimated to be exceptionally successful in the replies to the questionnaire. While there are too few of these courses to serve as a reliable basis for definite conclusions, most of them are representative of the most satisfactory if not the best organization and techniques developed to date. In general the facts and conditions discovered

TABLE VIII  
 NAMES AND GENERAL TYPES OF EXCEPTIONALLY  
 SUCCESSFUL COURSES

Read table thus: In the first column are the identification numbers of the courses estimated to be exceptionally successful. The center column contains the names of the courses. The last column indicates the type or classification of the course. Number 1 indicates the orientation-to-school type; number 2, the orientation-to-life-and-civilization; and number 3, the vocational-orientation type.

| Course Number | Name of Course                             | Type Number |
|---------------|--|-------------|
| III           | Psychology of Study                        | 1           |
| VII           | Contemporary Civilization                  | 2           |
| XIIIa         | Directed Study of Training School Children | 3           |
| XIIIb         | Personal Ethics                            | 1           |
| XIIIc         | General Orientation                        | 2           |
| XXIV          | Introduction to Education                  | 1           |
| XXVI          | Introduction to Education                  | 3           |
| XXVII         | Freshman Hour                              | 1           |
| XXIV          | College Guidance                           | 1           |
| XXXV          | Orientation                                | 2           |
| XXXVII        | Orientation                                | 2           |

from this analysis coincide with those arrived at from the analysis of the data as a whole.

Table XVIII indicates the names and general types of these courses. The orientation-to-college type again predominates, while the orientation-to-civilization and vocational-orientation courses follow in the order named.

Table XIX shows the relative emphasis placed upon purposes for which orientation courses estimated exceptionally successful are offered. The purposes of course VII are not indicated. Ten courses out of the eleven set up the purpose of vocational guidance as an objective and eight courses are offered for the purpose of orienting the student to the school situation. The purpose of orientation to present day civilization is set up for one course only. Graph IX shows the relative emphasis placed upon each purpose as determined by the frequency with which the purpose is set up as an objective.

The relative emphasis placed upon each of the topics and materials used in exceptionally successful courses is shown in Table XX and Graph X. Those topics outstanding in frequency of use are:

1. Purpose of college and the student's relation to college.

TABLE XIX

PURPOSES FOR WHICH EXCEPTIONALLY SUCCESSFUL  
ORIENTATION COURSES ARE OFFERED

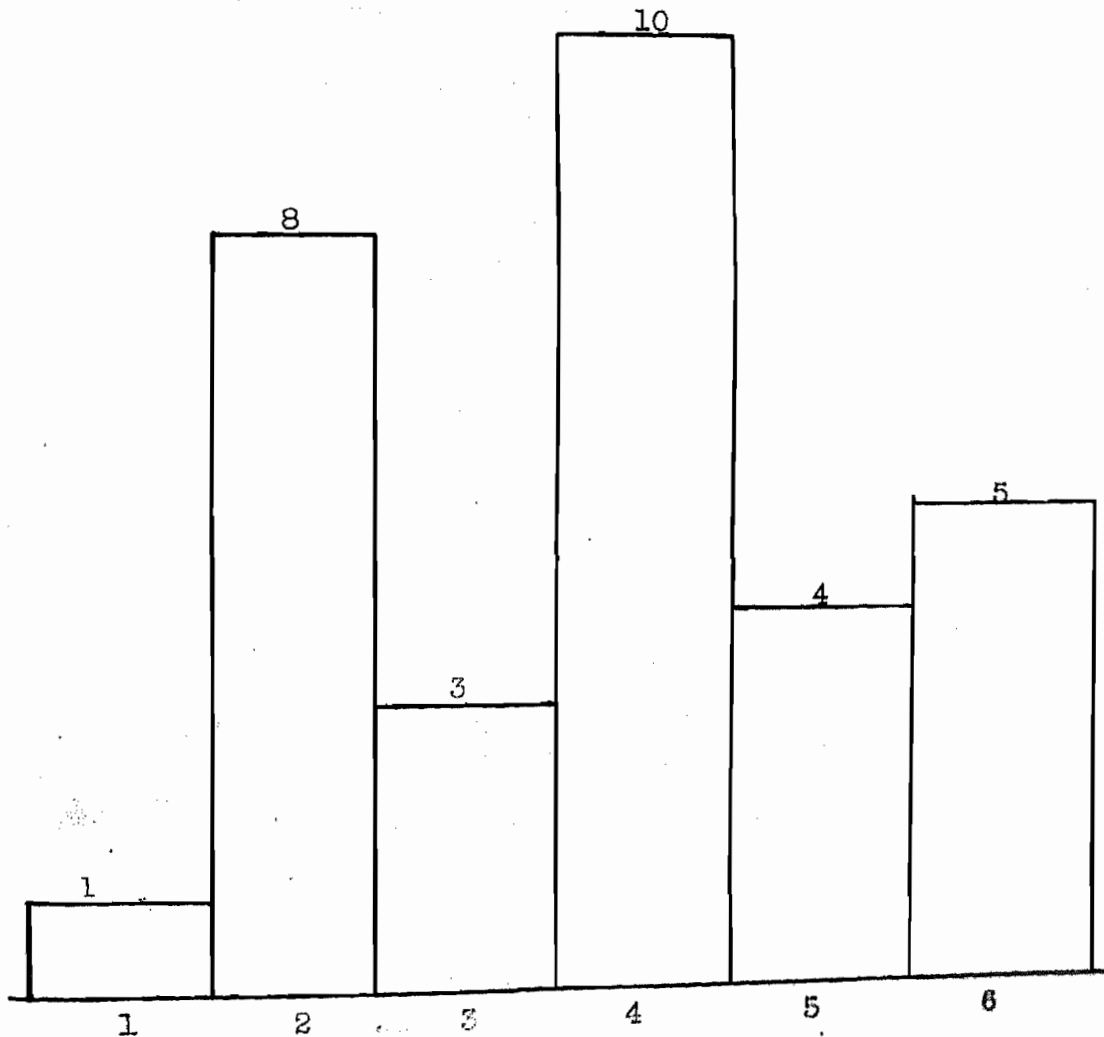
Read table thus: The first column contains the identification numbers of the courses. The remaining six columns indicate the purposes for which they are offered. These columns are numbered in the same order as the purposes listed in question XIV in the questionnaire. Those considered most important are double checked.

| Course Number | Purpose 1     | Purpose 2 | Purpose 3 | Purpose 4 | Purpose 5 | Purpose 6 |
|---------------|---------------|-----------|-----------|-----------|-----------|-----------|
| III           |               |           | x         | x         | x         | x         |
| VII           | Not indicated |           |           |           |           |           |
| XIIIa         |               | x         |           | x         |           |           |
| XIIIb         |               | x         |           | x         | x         | x         |
| XIIIc         |               | x         |           | x         |           | x         |
| XXIV          |               | x         |           | x         |           |           |
| XXVI          |               | x         |           | x         |           |           |
| XXVII         |               | x         |           | x         |           |           |
| XXXIV         |               | x         |           | x         |           |           |
| XXXV          | x             | x         | x         | x         | x         | x         |
| XXXVII        |               |           | x         | x         | x         | x         |
| TOTALS        | 1             | 8         | 3         | 10        | 4         | 5         |

## GRAPH IX

RELATIVE FREQUENCY OF PURPOSES FOR WHICH  
ORIENTATION COURSES ESTIMATED EXCEP-  
TIONALLY SUCCESSFUL ARE OFFERED

Read graph thus: The bars are numbered exactly as the purposes listed in Table XX. The length of the bar indicates the relative frequency with which the purpose indicated is set up as an objective of orientation courses.



2. How to budget time, money, energy
3. How to study
4. Perspective of entire vocational field for which the college prepares
5. How to use the library
6. Analysis of one's own abilities and fitness in selecting a vocation
7. Relations of the student with the faculty

Course VII does not indicate those topics used. The topics, 'Institutions' and 'International Relationships', are not used in any of these courses while 'How to use the laboratories and other facilities', 'Public policy and government today', and 'The physical world' are used in only one course each. Additional suggested topics are:

1. How to make notes
2. How to listen to lectures
3. How to use books
4. Personality and character
5. Social problems of young people
6. Self-analysis
7. Conventions and etiquette
8. Status and opportunities for women

Of the text books used in 51 courses six are used in those courses estimated exceptionally successful.



TABLE XX

TOPICS OR MATERIALS USED IN EXCEPTIONALLY SUCCESSFUL COURSES AND THE RELATIVE EMPHASIS PLACED UPON EACH ONE

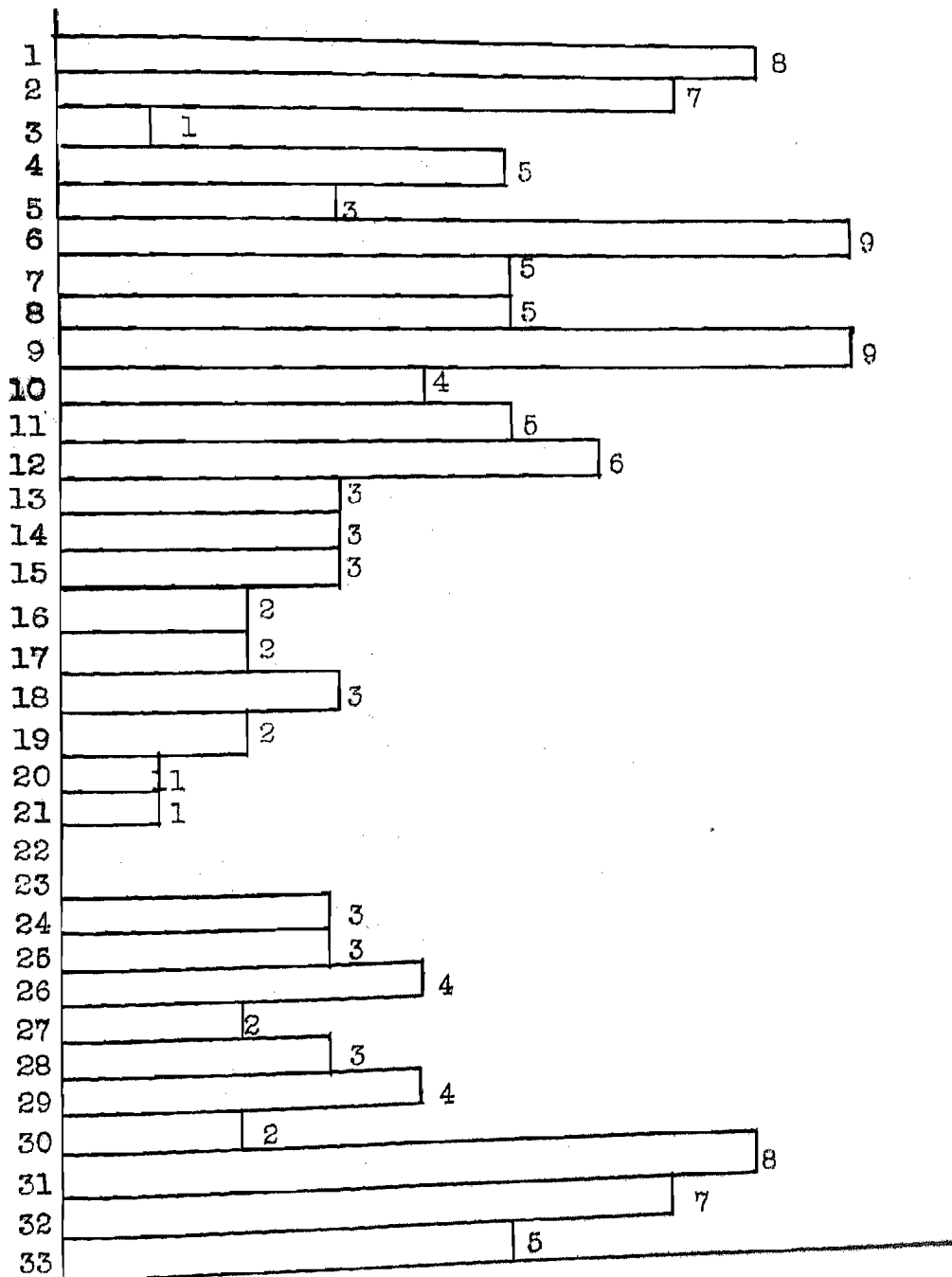
Read table thus: The first column contains the numbers of the topics used exactly as they are listed in the questionnaire. The other columns indicate the courses, by identification numbers, in which the topics are used. The double check signifies that the topic is considered especially important.

| Topic No. | II | VII           | XIIIIa | XIIIIb | XIIIIc | XXIV | XXVI | XXVII | XXVIII | XXIX | XXXI | Total Doub. Ch'k. | Total Sing. Ch'k. | Total Ch'k. |
|-----------|----|---------------|--------|--------|--------|------|------|-------|--------|------|------|-------------------|-------------------|-------------|
| 1         | XX |               |        |        | XX     | XX   | X    | XX    | XX     | XX   | X    | 6                 | 2                 | 8           |
| 2         | XX |               |        |        | XX     | X    | X    | XX    | X      | XX   |      | 4                 | 3                 | 7           |
| 3         | X  |               |        |        |        |      |      |       |        |      |      |                   | 1                 | 1           |
| 4         | XX |               |        |        |        | X    | X    |       | XX     |      | X    | 2                 | 3                 | 5           |
| 5         | XX |               |        |        |        | XX   | X    |       |        |      |      | 2                 | 1                 | 3           |
| 6         | XX |               | XX     | XX     | XX     |      | X    | XX    | XX     | XX   | XX   | 8                 | 11                | 19          |
| 7         | X  |               | XX     |        |        |      |      | X     | XX     |      | X    | 2                 | 3                 | 5           |
| 8         | XX |               | XX     |        | XX     |      |      |       | XX     |      | X    | 4                 | 3                 | 7           |
| 9         | XX |               | XX     | XX     | XX     | X    |      | X     | X      | XX   | XX   | 6                 | 4                 | 10          |
| 10        | X  |               |        |        |        |      |      | X     | X      |      | X    | 1                 | 4                 | 5           |
| 11        | X  |               |        |        |        | X    |      | XX    | X      |      | X    | 3                 | 3                 | 6           |
| 12        | XX |               |        |        |        | X    |      | X     | X      | XX   | XX   | 3                 | 1                 | 4           |
| 13        | X  |               |        |        |        |      |      |       | XX     | XX   |      | 2                 | 2                 | 4           |
| 14        | X  |               |        |        |        |      |      |       | XX     | X    |      | 1                 | 2                 | 3           |
| 15        | X  |               |        |        |        |      |      |       | XX     | X    |      | 1                 | 1                 | 2           |
| 16        |    |               |        |        |        |      |      |       | XX     | X    |      | 1                 | 1                 | 2           |
| 17        |    |               |        |        |        |      |      |       | XX     | XX   |      | 2                 | 1                 | 3           |
| 18        | X  |               |        |        |        |      |      |       | XX     | XX   | X    | 2                 | 1                 | 3           |
| 19        |    |               |        |        |        |      |      | XX    |        |      | X    | 1                 | 1                 | 2           |
| 20        |    |               |        |        |        | X    |      |       |        | XX   |      | 1                 |                   | 1           |
| 21        | X  |               |        |        |        |      |      |       |        |      |      |                   |                   |             |
| 22        |    | Not indicated |        |        |        |      |      |       |        |      |      |                   |                   |             |
| 23        |    |               |        |        |        |      |      |       |        |      |      |                   |                   |             |
| 24        | X  |               |        |        |        |      |      |       | XX     | XX   |      | 2                 | 1                 | 3           |
| 25        | XX |               |        |        |        |      |      |       | XX     | XX   |      | 2                 | 2                 | 4           |
| 26        | X  |               |        |        |        | X    |      |       | XX     | XX   |      | 2                 | 2                 | 4           |
| 27        |    |               |        |        |        |      |      | X     |        |      | X    |                   | 2                 | 3           |
| 28        | X  |               |        |        |        | X    |      |       |        | XX   |      | 1                 | 1                 | 2           |
| 29        | X  |               |        |        |        |      |      |       | XX     | XX   | XX   | 3                 | 1                 | 4           |
| 30        |    |               |        |        |        |      |      |       | X      |      | XX   | 1                 | 3                 | 4           |
| 31        | X  |               | XX     |        | XX     | X    |      | XX    | X      | XX   | XX   | 4                 | 3                 | 7           |
| 32        | XX |               |        |        |        | X    | X    | XX    | X      | XX   | XX   | 2                 | 3                 | 5           |
| 33        | X  |               |        |        |        |      |      | XX    | X      | XX   | X    |                   |                   |             |

GRAPH X

TOPICS USED IN EXCEPTIONALLY SUCCESSFUL COURSES  
AND THE RELATIVE FREQUENCY OF USE OF EACH ONE

Read graph thus: The number to the left of each horizontal bar represents the number of the topic it represents as used in Table XXI. Length of bar shows frequency of use of topic.



They are:

Crawford--Technique of Study

Frazier and Armentrout--An Introduction to Education.

Headley--How to Study in College

Kits on--How to Use Your Mind

Storek--Man and Civilization

Werner--Every College Student's Problems

Four of the eleven courses use these texts.

In these courses, from 1 to 3 instructors are used. Table XXI and Graph XI show the ratings and number of instructors used. Over three fourths of the instructors used are of Masters or Doctors degree ratings.

Table XXII and Graph XII show the methods of instruction used in exceptionally successful orientation courses and the relative emphasis in terms of frequency of usage placed upon each. Course XXVI does not use the methods listed in the questionnaire but combines the methods of participation with the lecture, lecture-discussion and problem methods. The examination method is used in six courses, the problems-report in five courses and the problems-lecture-discussion in four courses. These methods seem to place a strong emphasis upon student activity.

Table XXIII indicates the numerical limitations placed upon orientation classes in exceptionally successful courses. Half of these courses are not limited

TABLE XXI  
 RATINGS AND NUMBERS OF INSTRUCTORS USED  
 IN EXCEPTIONALLY SUCCESSFUL  
 COURSES

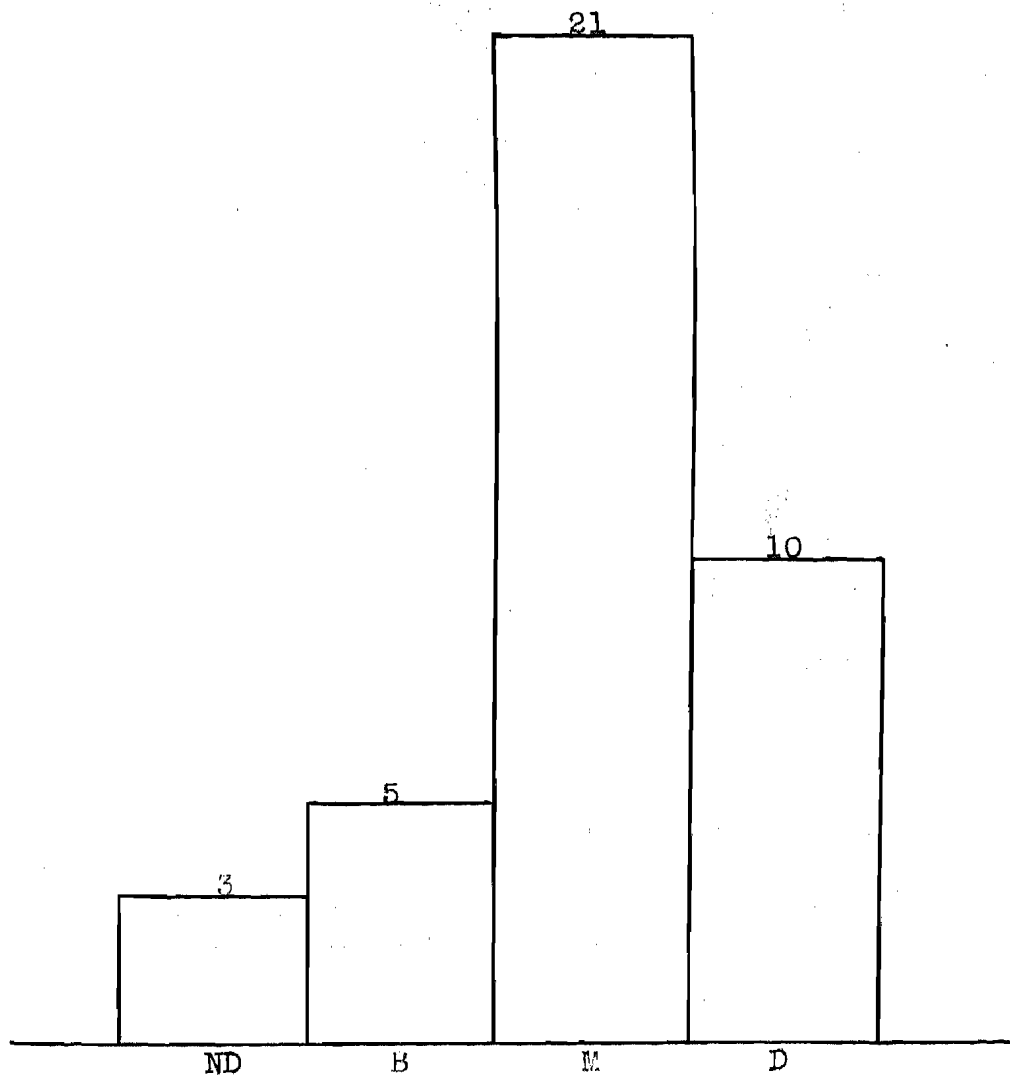
Read table thus; In the first column are the identification numbers of the courses. In the other columns; ND stands for no degree; B stands for Bachelors degree; M stands for Masters degree; and D stands for Doctors degree. The checks in the column indicate the number and ratings of instructors in each course.

| Course Number | ND | B  | M  | D  |
|---------------|----|----|----|----|
| III           |    |    |    | x  |
| VII           |    |    | 2x |    |
| XIIIa         |    |    | x  |    |
| XIIIb         |    |    | 2x |    |
| XIIIc         |    |    |    | x  |
| XXIV          |    |    | x  | x  |
| XXVI          |    |    | 4x |    |
| XXVII         | x  | 3x | 3x | x  |
| XXIV          |    | 2x | 4x |    |
| XXXB          | 2x |    | 2x | 4x |
| XXXVII        |    |    | 2x | 2x |
| TOTALS        | 3  | 5  | 21 | 10 |

## GRAPH XI

RATINGS AND NUMBER OF INSTRUCTORS USED IN  
EXCEPTIONALLY SUCCESSFUL ORIENTATION  
COURSES

Read graph thus: The bar marked NC indicates the relative number of instructors without degrees used in orientation courses estimated exceptionally successful. Those bars marked B, M and D indicate the same for those instructors having Bachelors, Masters and Doctors degrees respectively.



as to the number of students in classes. Fifty percent of those courses designating numerical class limitations place that limit at thirty.

Only one college, XIII, out of the nine colleges of this group offer three orientation courses. The other schools in this group offer one course each. In every case these courses are required.

Table XXIV shows the relative amounts of credit, in semester hours, offered for those courses estimated to be exceptionally successful. Three of the eleven courses receive two semester hours credit, two receive one hour credit, two receive one half semester hour credit and two receive no credit. One course is divided into two sections for one of which two hours credit is given and for the other three.

Course XXIV is offered to men only and course XVI to women only. The remaining nine courses of the exceptionally successful group are for mixed groups. In every case the courses are offered in the freshman year.

TABLE XXII  
METHODS OF INSTRUCTION USED IN  
COURSES ESTIMATED EXCEPTIONALLY SUCCESSFUL

Head table thus: In the first column are the identification numbers of the courses which were estimated to be exceptionally successful. In the other columns are checks indicating the methods used. At the top of each of these are the letters corresponding to the methods listed in the questionnaire. For example, the letter L indicates the lecture method, LD, the lecture-discussion method, etc.

| Course Number | L | LD                      | SL | PL | PLD | PR | TD | TLD | NE | EX |
|---------------|---|-------------------------|----|----|-----|----|----|-----|----|----|
| III           |   |                         |    |    |     | x  | x  | x   |    | x  |
| VII           |   | x                       | x  |    |     |    | x  |     |    | x  |
| XIIIIa        |   |                         |    |    | x   | x  |    |     |    |    |
| XIIIIb        | x |                         |    |    |     |    |    |     |    |    |
| XIIIIc        |   |                         |    |    | x   | x  |    |     |    |    |
| XXIV          |   |                         |    |    |     | x  |    | x   |    | x  |
| XXVI          |   | Other methods indicated |    |    |     |    |    |     |    |    |
| XXVII         |   |                         |    |    | x   |    |    |     |    |    |
| XXXIV         | x |                         |    |    |     |    |    |     | x  | x  |
| XXXV          | x |                         |    |    |     |    |    |     |    | x  |
| XXXVII        |   | x                       | x  | x  | x   | x  |    |     | x  | x  |
| TOTALS        | 3 | 2                       | 2  | 1  | 4   | 5  | 2  | 2   | 2  | 6  |

### GRAPH XII

RELATIVE FREQUENCY WITH WHICH METHODS OF INSTRUCTION ARE USED IN COURSES ESTIMATED EXCEPTIONALY SUCCESSFUL

Read graph thus; Each bar indicates one of the methods used in orientation courses. The letters at the base of each bar indicate the method that bar represents. They are:

- L--Lecture
- LD--Lecture-discussion
- SL--Syllabus-lecture
- PL--Problem-lecture
- PLD--Problem-lecture-discussion
- PR--Problem-report
- TD--Text book-discussion
- TLD--Text book-lecture-discussion
- NB--Note books
- Ex--Examination

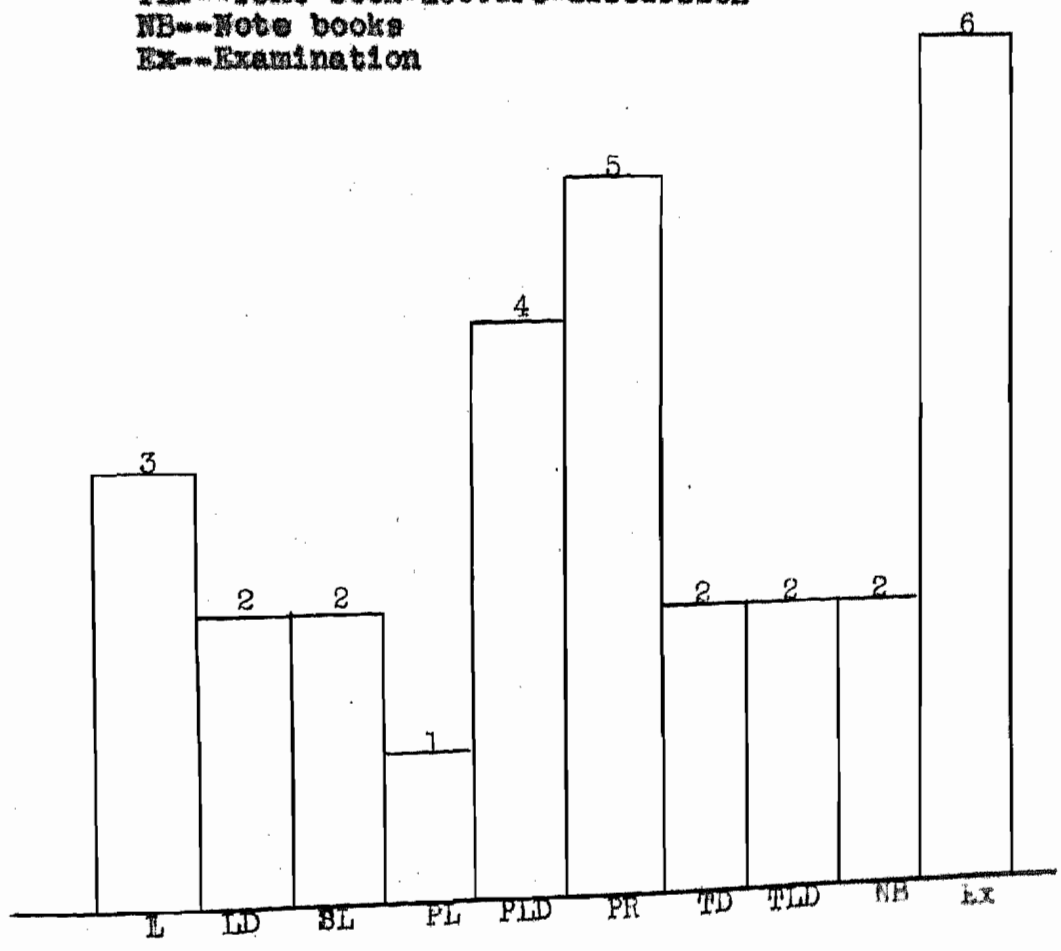




TABLE XXIII

NUMERICAL LIMITATIONS TO ORIENTATION CLASSES  
CONSIDERED EXCEPTIONALLY  
SUCCESSFUL

Read table thus; In the first column are the identification numbers of the courses. The other columns contain the numerical limitations indicated in replies to questionnaires. These spaces left entirely vacant indicate those courses in which there is no numerical class limit.

| Course Number | Twenty-three | Thirty | Fifty | Sixty |
|---------------|--------------|--------|-------|-------|
| III           |              |        |       |       |
| VII           |              |        |       | x     |
| XIIIa         |              | x      |       |       |
| XIIIb         |              |        |       |       |
| XIIIc         | x            |        |       |       |
| XXIV          |              |        | x     |       |
| XXVI          |              | x      |       |       |
| XXVII         |              |        |       |       |
| XXXIV         |              |        |       |       |
| XXXV          |              |        |       |       |
| XXXVII        |              |        |       |       |
| TOTALS        | 1            | 3      | 1     | 1     |

TABLE XXIV

SEMESTER HOURS CREDIT OFFERED FOR THE COURSES  
ESTIMATED EXCEPTIONALLY SUCCESSFUL

Read table thus; The first column contains course identification numbers. The remaining columns indicate the amount of credit, in semester hours, allowed for the course. In a few cases, quarter and term hours have been translated into semester hours and are therefore approximates.

| Course Number | 0 | 1/2 | 1 | 1-1/2 | 2 | 2-2/3 | 3 |
|---------------|---|-----|---|-------|---|-------|---|
| III           |   |     |   |       | x |       | x |
| VII           |   |     |   |       |   | x     |   |
| XIIIa         |   |     | x |       |   |       |   |
| XIIIb         |   | x   |   |       |   |       |   |
| XIIIc         |   | x   |   |       |   |       |   |
| XXIV          |   |     |   |       | x |       |   |
| XXVI          |   |     | x |       |   |       |   |
| XXVII         | x |     |   |       |   |       |   |
| XXXIV         |   |     |   | x     |   |       |   |
| XXXV          | x |     |   |       |   |       |   |
| XXXVII        |   |     |   |       | x |       |   |
| TOTALS        | 2 | 2   | 2 | 1     | 3 | 1     | 1 |

PART II  
CONCLUSIONS.

## C O N C L U S I O N S

The materials of this division of the study will be of two general types. A factual summary of the data compiled in the investigation will be briefly presented, and conclusions, principles and recommendations which have arisen out of the analysis of the data will be suggested. This latter type of material will at times, altho founded on factual data, be of a somewhat subjective nature. The task of this thesis has been in the main analytical, its purpose to discover facts and conditions. The significance of analysis, however, is that it may serve as a basis for prognosis. A study of this sort is without significance unless it can be put to use. It is emphasized, however, that conclusions, principles and recommendations are presented here merely as the judgments and interpretations of data and are, in no sense, intended to be dogmatic or arbitrary.

The problem of this study has arisen from the curricular attempt at the solution of the problems of the college student, especially freshman, in becoming oriented to his college and general social environment. Paralleling the tremendous development of modern civilization the American college has grown in size, population and complexity until it presents a multiplicity of educational problems which as yet have been only experimentally dealt with. Not the least of these is the problem

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of orienting the incoming college student to the situation in order that he may make a successful educational, vocational and social adaptation. Some American colleges have endeavored to solve this problem thru the development of orientation courses.

The orientation course first put in its appearance in 1911-12 at Reed College and a half year later at the University of Washington. Since that time it has spread with increasing rapidity until it is found in all types of colleges. Early orientation courses developed more or less outside the formal curriculum and were designed for the purpose of orienting the student to the college situation. Since that time they have taken on new aspects and new purposes. Later courses were introduced as regularly curricular and were purposed, not only to orient the student to the college, but to civilization in general and vocations in particular as well.

The purpose of this study is; (1) to discover and interpret the facts and conditions relating to the orientation course in four-year teachers colleges in the United States, (2) to suggest principles based upon the data of this study to be taken into consideration by teachers colleges in constructing orientation courses, and (3) to suggest problems for investigation arising out of the orientation course in teachers colleges.

The data of this study are from two sources; (1) general literature in the field of orientation and studies related to this one, and (2) replies to questionnaires sent to all the four-year teachers colleges in the United States offering orientation courses. The remainder of this division of the thesis will be given over to a summary of the results of this data discussed in the same order as in the text of the thesis.

#### A I M S A N D O B J E C T I V E S

The titles of the orientation courses included in this study vary considerable. Some are specific and technical, others extremely general. Nevertheless, they fall into three general classes or types; (1) orientation-to-college, (2) Orientation-to-civilization and (3) vocational-orientation. Over one half of the courses are of the first type. The remainder are equally divided between the second and third types. The titles roughly outline the purposes for which the courses are offered.

As to the specific purposes for which orientation courses are offered, 45 out of 51 courses were offered for the purpose of orientation to the school situation, 34 for the purpose of vocational guidance and 29 for the purpose of cultural guidance. There is no way of de-

termining whether or not the purposes listed are of equal importance but a survey of the problem and an analysis of the data of this study justify the conclusion that all of them are of sufficient importance to serve as a basis upon which more specific orientation objectives may be set up.

M A T E R I A L S

Fifty colleges replied to the question concerning the topics listed in the questionnaire. No single topic listed was entirely omitted. Approximately 37% of the topics listed were used in more than one half the courses studied. These topics were:

1. Purpose of college and students relation to college
2. How to study
3. How to budget time, money, energy
4. Analysis of one's own abilities and fitness in selecting a vocation
5. How to use the library
6. Relationships of departments and subjects of the college curriculum to each other
7. Relations of the student with the faculty
8. How to think reflectively
9. Perspective of entire vocational field for which college prepares

10. Organization and administration of the college

11. Preparation and remuneration for specific vocations

Those topics especially emphasized are of the orientation-to-school or the vocational-orientation types.

There are twelve textbooks now in use in orientation courses in teachers colleges. The three outstanding are:

Frazier and Armentrout--Introduction to Education

Bagley and Keith--Introduction to Teaching

Headley--How to Study

Twenty-six out of the 51 courses investigated do not use texts. Some of those colleges using text books criticised them adversely.

The following conclusions are drawn with regard to topics and materials:

1. Probably no one of the topics listed which does not constitute a real problem to some students. Smaller more homogeneous groups should be given a thorough pre-test over the field in order that topics and materials may be more efficiently selected and taught.
2. Topics listed are frequently broad enough to be divided into sub-topics worthy of discussion.



3. Topics should not overlap those which the student will inevitably run across in other courses. They should be supplementary, introductory and basic to the future curricular experience of the student.
4. The range of topics and materials to be covered is too broad for the ordinary one-semester course and are of sufficient educational value to receive college credit.
5. There is need for an investigation of the needs and problems of the teachers college students as a basis for arriving at materials and topics for orientation courses.
6. Texts now in use generally coincide with only one phase of the problems and objectives of the orientation course. They are not complete.
7. There is need for an analysis of text books used in orientation courses in teachers colleges in particular and other colleges in general.

#### I N S T R U C T I O N

Thirty-one of the 51 courses studied in this investigation are conducted by two or more instructors. The range is from two to nine. For many courses ex-

perts from outside the college are called in to give lectures. There are over 151 instructors or lecturers for the 51 courses studied. Over 86% of these have Masters degrees or better.

As to the methods used in orientation courses, the lecture-discussion, problems-lecture-discussion, examination and problems-report methods are in most frequent use. Other methods suggested in replies to the questionnaire are participation and observation. These methods indicate a tendency toward interaction and mutual activity on the parts of student and instructor.

Numerical limitations to classes range from 15 to 200. About 40% of the courses studied evidence no numerical limitation. Over 61% of those courses in which numerical limits to classes are designated range in size from 25 to 40 students.

The following conclusions are drawn with regard to instruction of orientation courses:

1. The whole field of orientation is too broad for the average instructor who is not specifically prepared for the work. Too frequently instructors are arbitrarily drafted to teach the course and have little or no interest in it. Criticisms in replies to the questionnaire bear this out.

2. It is a good policy to bring in lecturers from outside the college who are experts in the phases of activity for which the orientation course prepares. These lecturers should use the problems of the students as a guiding factor in their lectures.
3. Undergraduates need the best of instruction. The fact that the ratings of instructors used is high is encouraging. The degree held by the instructor, however, is at best only a supplementary indication of his teaching ability and specific fitness for instruction in courses of the orientation type.
4. Instructors and lecturers should be required to be more specifically trained for and given greater opportunity for preparation for instruction of orientation courses.
5. No one method is adequate to cope with all learning situations.
6. The methods used in orientation courses should not constitute an abrupt change from those to which the student has been accustomed. A large percent of students in the freshman orientation course are still adolescent.

The student should, by psychologically sound methods, be progressively developed into a self-reliant learner.

7. There is need for an experimental investigation as to the relative merits of methods of instruction.
8. There is need for more individualized instruction in orientation courses insofar as possible from the administrative point of view. The young student and his problems are apt to become lost in the large class and the instructor is far too busy to seek him out.

#### A D M I N I S T R A T I O N

Of the 40 colleges studied 32 offer one orientation course, 5 offer two courses and 3 offer three courses. Orientation courses are almost universally required in teachers colleges in which they are used. No credit is given for 18 of the courses included in this study. About 58% of the courses for which credit is given allow two or three semester hours to the course. The total range is from one and one half to six semester hours.

Fifteen out of 51 courses segregate students in orientation courses according to sex. Of this number

4 segregate men only and 11 segregate women only. Orientation to the school situation is the outstanding purpose for which these courses are offered. Orientation to civilization and vocational orientation rank second and third.

Only 5 of the entire 51 courses are offered to students selected according to the results of entrance tests. Of these three are judged to be moderately successful. The success of the other two was not indicated. Forty-nine of the 51 courses studied are offered in the freshman year, one is offered in the sophomore year and one in the senior year.

There is considerable variation in the amounts of time allowed orientation courses in teachers colleges. The range is from 10 weeks to 2 semesters. Approximately 75% of them allow from one to two semesters. In 22 cases students are allowed to cooperate in building the course.

The following are the conclusions drawn with regard to the administration of orientation courses:

1. Materials and objectives are too broad to be covered in one course. Students are apt to become confused rather than oriented.
2. Some materials are better suited to later years because of the greater maturity and

- broader experiential background of the student.
3. Orientation courses, are as yet, in the experimental stage. Administrators hesitate to allow additional time, expense and credit to more than one course.
  4. There is considerable difficulty in determining which students need additional orientation courses.
  5. The success of orientation courses in those colleges offering two or three courses should be carefully analysed and measured.
  6. The mass of incoming students are incapable of selecting, intelligently, those courses which they need. The orientation course for freshmen should be required.
  7. The method of segregation of students according to sex should be used when the problems to be discussed are peculiar to one sex or the other.
  8. Those courses in which groups are selected by entrance tests are too few to provide a basis for drawing any conclusions. As has been suggested before, a pre-test would serve as a valuable basis of analysis and prognosis.

9. A record of the intelligence rating, educational quotient and educational and cultural background of the student would be, according to sound pedagogical theory, an invaluable aid to meeting freshman needs.
10. At least one semester, and more probably two or three should be allowed for the completion of the process of orientation. The purposes for which the course is offered and the materials used are sufficiently comprehensive to warrant this conclusion.
11. Students should be allowed to cooperate in building the course. One of the fundamental principles of curriculum construction is that curriculum should be built around the needs of the learner. The orientation course finds its origin in the needs and problems of the student. It is true that many students do not know, do not realize consciously their own problems. Moreover, students have not the telic outlook to feel or see future needs. Nevertheless, they have many immediate problems that the instructor cannot meet by merely guessing. The student's point of view should supplement that of the builders of orientation courses.

12. At least one and probably two orientation courses should be offered in the freshman year. Many criticisms of the orientation courses arise out of the fact that its task is too great to be completed in one course.
13. A course of the orientation-to-civilization type should be offered in the junior or senior year. A literal interpretation of the data derived from the questionnaires would not justify this conclusion. On the other hand, one of the salient criticisms of the course is that the student has insufficient background for the course. Again, the materials could very possibly be spread over a period of two or three years as the student matures and gains background.
14. There is need for an experimental investigation of orientation courses.
15. Credit should be allowed for orientation courses. There is a logical and a psychological reason for this conclusion. The logical reason is that if the course is of sufficient educational value to be incorporated in the curriculum it is of sufficient value to be regularly accredited. Moreover, credit for



the course would serve as additional motivation to the students taking the course. Both of these reasons are drawn from general educational theory but do not lend themselves readily to objective proof. Altho not entirely based on the data of this study they may be worthy of consideration.

16. There is a need for some sort of standardization of crediting courses from the standpoint of the general mobility of American college students and the resulting problem of transferability of credits.

17. The amount of credit allowed a course may be based upon the amount of time spent in preparation for and attendance in that course. This conclusion is based upon the precedent generally applied to the accrediting of other courses in the curriculum.

#### S T A T U S   A N D   S U C C E S S

Out of the 51 questionnaires 88% of the replies indicated that the courses were either moderately successful or exceptionally so. Without exception the answers to the questionnaires indicated that no orientation course had

been introduced and later discontinued.

A total of 22 criticisms of an adverse nature were passed upon orientation courses by the teachers colleges included in this investigation. Those most frequently stated in replies to questionnaires were.

1. Too little time given for the amount of material that should be covered.
2. Too little credit given.
3. Groups too large.
4. Not sufficient opportunity for individual help or guidance.
5. Not well organized or well balanced.
6. Students lack background.
7. Text books needed.
8. Does not cover wide enough field.
9. Techniques for conducting the course not sufficiently developed.

The conclusions that follow are drawn with regard to the status and success of the orientation course in teachers colleges:

1. The opinions of those persons answering the questionnaire, altho subjectively derived, justify the conclusion that the orientation course is in general satisfactory.
2. There is need for a technique of measuring the results of orientation courses.

## B I B L I O G R A P H Y

1. Angell, James Rowland, "The Over-population of the College," *HARPERS*, Vol. 155, October, 1927.

An article discussing the difficulties growing out of the attempts of American colleges at mass education.

2. Angell, James Rowland, "Problems of the College Student," *SCHOOL AND SOCIETY*, Vol. 23, February 20, 1926, pp. 243-4.

Discussion of the general complexity of modern college life, especially with regard to frivolity of student attitudes, paucity of hard, serious work, use of leisure, organization of study programs, parent attitudes and extra-curricular activities.

3. Anonymous, "College Men Who Need Help," *LITERARY DIGEST*, Vol. 83, November 15, 1924, pp. 33-4.

An article written by a father of four boys who have worked their ways thru college discussing the problem of work and leisure and the budgeting of time, money, energy.

4. Armentrout, W. D., "College Students' Preferences for Certain Mechanics of the Class Period," *SCHOOL AND SOCIETY*, Vol. 24, December 11, 1926, p. 739.

A study of the preferences of students in Colorado State Teachers College with regard to the mechanics of the class period brings out the differences in the suitability of the varying methods for varying classes and ages of students and the general concurrence of student preference for mutual inter-activity between student and instructor.

5. Ball, Margaret, "Introducing Freshmen to Scholarship," *SCHOOL AND SOCIETY*, Vol. 17, February 24, 1923, pp. 205-8.

A plea for the inculcation of a rigorous course in freshman English as a means of developing in the student the ability to think and express himself clearly. We must do more than "include English composition in making up a list of the problems among which the freshman is to be oriented."

6. Bass, Frederic, "All-University Freshman Year," *SCHOOL AND SOCIETY*, Vol. 14, October 29, 1921, pp. 363-8.

An outline of freshman problems and the suggestion that these problems be met by an all-university freshman year to close the gap between the high school and college.

7. Blackburn, Glen A., "The Orientation of College Freshmen," Education, The Palmer Company, Boston, September, 1928, pp. 26-32.

A summary of an investigation of orientation courses from the standpoint of number of courses, credit given, number of instructors, content of courses, aims of course, etc. This investigation was made of 150 colleges with populations of between 300 and 1200.

8. Borass, Julius, "The Troubles of College Freshmen," A SCHOOL AND SOCIETY, The Science Press, New York, Vol. 6, October 27, 1917, pp. 491-4.

A study made to determine the difficulties encountered by college freshmen as determined by replies to questions asked of 137 upper classmen.

9. Bossard, James H. S., "Educational Guidance and the Orientation Courses," SCHOOL AND SOCIETY, Vol. 30, August 17, 1929, pp. 216-23.

A brief review of the development of the orientation course.

10. Boucher, C. S., "Orientation and Survey Courses at the University of Chicago," SCHOOL AND SOCIETY, The Science Press, Lancaster, Pa., Vol. 27, June 23, 1928, pp. 760-1.

A compilation of replies to questionnaires sent out by the University of Chicago to about 250 colleges and universities with regard to the general success and interest in orientation courses.

11. Boyer, Edward S., "Vocational Problems of the College Student," SCHOOL AND SOCIETY, Vol. 30, 1929, pp. 203-4.

A discussion of the failure of colleges to prepare students for vocational participation. "Education is essential to occupation." Students need vocational guidance.

12. Doermann, Henry J., The Orientation of College Freshmen, The Williams and Williams Co., Baltimore, 1926.

A book given over to the discussion of the general and specific problems of freshman orientation from the points of view of administration, curriculum, investigation, etc.

13. Editorial, "Analysis of Occupations of Families of Freshmen in the University of Wisconsin," SCHOOL AND SOCIETY, Vol. 31, January 4, 1930, pp. 11-12.

An investigation of the families of the freshmen of the University of Wisconsin as to the economic and social status and the relative proportion of students coming from each social and economic level.

14. Editorial, "College Personnel Work," SCHOOL AND SOCIETY, Vol. 27, February 4, 1928, pp. 132-3.

Suggestions as to the needs and methods of personnel guidance in our colleges.

15. Editorial, "Educational Philosophy of College Undergraduates," Summary of the Report of Student Committee of Seventeen, Purdue University, SCHOOL REVIEW, Vol. 35, April, 1927, pp. 246-9.

A discussion of the educational philosophy of the modern college student and a suggestion that college education adjust itself somewhat to that philosophy.

16. Editorial, "Initiatory Courses for College Freshmen," THE SCHOOL REVIEW, University of Chicago Press, December, 1922, Vol. 30, pp. 721-2.

A brief analysis of the orientation courses offered by Amherst College and Johns Hopkins University.

17. Editorial, "Orientation Courses," SCHOOL AND SOCIETY, The Science Press, Lancaster, Pa., February 12, 1927, p. 204.

A brief report of an investigation made by the U. S. Bureau of Education, 1922-24, made by Arthur J. Klein, Chief of the Division of Higher Education. The report indicated general conditions and philosophy behind the orientation course and some of the general methods and results in coping with the problem.

18. Editorial, "Orienting Students," SCHOOL REVIEW, University of Chicago Press, May, 1916, Vol. 24, pp. 388-9.

A description of the freshman orientation course given at Brown University and a suggestion that similar courses be instituted in high schools.

19. Editorial, "Scientific Management of Freshmen," THE NATION, The Nation Press, New York, May, 1925, Vol. 100, pp. 501-2.

A discussion of the problem of freshman orientation and the relative merits of the orientation course as a method of solving that problem.

20. Editorial, "Special Courses for Freshmen," SCHOOL AND SOCIETY, The Science Press, New York, December, 1922, Vol. 16, pp. 633-4.

A discussion of the general aims of the orientation course and a suggestion as to the size and complexity of the task.

21. Finney, Ross L., A Sociological Philosophy of Education, The Macmillan Co., New York, 1929, Ch. XVIII, pp. 356-7.

A brief discussion of the orientation course striking

forcefully at its misplacement. Finney says that the course is merely a patchwork to cover up what the high school should have done. For this situation the college entrance requirements are responsible.

22. Godfrey, George H., "Recasting Courses and Personnel Work at Oregon," *SCHOOL AND SOCIETY*, Vol. 26, November 17, 1928, p. 623.

An outline of a new scheme for orientation courses in the University of Oregon. Almost the entire two years of the lower division of the curriculum is controlled to meet the ends and aims of freshman orientation.

23. Hansen, A. A., "The Freshman Adviser," *SCHOOL AND SOCIETY*, Vol. 5, February 17, 1917, pp. 200-201.

A suggested advisory scheme for the educational and vocational guidance of freshmen at Pennsylvania State College.

24. Harap, Henry, "A Course in Academic Guidance for College Students," *SCHOOL AND SOCIETY*, The Science Press, New York, Vol. 8, August 3, 1918, pp. 145-7.

A general discussion of the situation from which the orientation course has arisen and a suggestion of the need for the orientation course.

25. Ho, C. J., "How Freshmen Find Themselves (or Don't)," *EDUCATIONAL REVIEW*, Vol. 71, January, 1926, pp. 29-36.

A summary of some of the findings and principles in the field of freshman orientation.

26. Jones, Edward Stafford, "Preliminary Course on 'How to Study' for Freshmen Entering College," *SCHOOL AND SOCIETY*, Vol. 29, June 1, 1929, pp. 702-5.

A summary of a recently developed course on Techniques of Study at the University of Buffalo and its results.

27. Jones, O. Garfield, "Modern Scholasticism," *SCHOOL AND SOCIETY*, Vol. 31, March 8, 1930, pp. 337-9.

An adverse criticism of the modern "get-rich-quick" type of orientation course bringing out the fact that such courses are frequently offered with the expectation of covering far too much material for the time allotted them.

28. Jordan, A. M., "Student Mortality," *SCHOOL AND SOCIETY*, Vol. 22, December 26, 1925, pp. 821-4.

A discussion of the causes for which students leave college.

29. Jordan, David Starr, "The University and Moral Teaching," *SCHOOL AND SOCIETY*, Vol. 20, December 20, 1924.

A suggestion that the modern college and university

student cannot be taught extrinsically to be moral but must be given a perspective of the college situation and allowed to formulate his own moral code.

30. Lull, H. G., "Notes on the Uncompleted Work of a Committee on Freshman Instruction," *SCHOOL REVIEW*, Vol. 24, October, 1916, pp. 574-83.

A discussion of the general lack of organization and articulation of curriculum offered to the incoming college freshman.

31. Mardin, F. Louise, "How May Freshmen Be More Easily and Quickly Adjusted to College Life?", *Proceedings of the National Educational Association*, 1919, pp. 415-20.

A suggested solution of the orientation problem thru meeting it with entrance requirements and examinations.

32. Martin, Lawrence, "A Course in Integration," *SCHOOL AND SOCIETY*, Vol. 22, July 18, 1925, pp. 81-3.

An outline of the orientation course used at Northwestern University, its administration and general success.

33. Lewis, Willard P., "The College Student and His Library," *LIBRARIES*, Vol. 32, February, 1927, pp. 91-2.

A discussion of the provision for the average student in the college library and a suggestion as to the inauguration of credit courses in recreational reading as a means to furthering scholarship and to orienting the student to the library.

34. McVey, Frank L., "Who Should Go to College?", *SCHOOL AND SOCIETY*, Vol. 26, October 1, 1927, pp. 410-14.

A discussion of the crowded condition of our colleges and of the question of who should go to college.

35. Mead, A. D., "Orientation Courses For Freshmen at Brown University," *SCHOOL AND SOCIETY*, The Science Press, New York, March 18, 1916, Vol. 3, p. 428.

A description of what is being done with the freshman orientation course at Brown University.

36. Notes, "Columbia University: Survey Courses," *Bulletin of American Association of University Professors*, Easton, Pennsylvania, February, 1927, p. 147.

A description of what is being done with the freshman orientation course at Columbia University.

37. Notes, "Brown, 'Knowing and Living', Course for Freshmen," *Bulletin of American Association of University Professors*, Easton, Pennsylvania, October, 1927, p. 470.

38. Paton, Stewart, "Mental Hygiene in the University," THE SCIENTIFIC MONTHLY, Vol. 19, December, 1924, pp. 625-31.

A suggestion that the solution of the problems in mental hygiene in the American college may be partially brought about by better, more individualized methods of instruction.

39. Pruette, Lorine, "Vocational Orientation for the College Student," EDUCATIONAL REVIEW, February, 1925, Vol. 69, p.83.

A suggestion that vocational courses of the nature of occupational sociology or vocational psychology be given to the college student to prepare him for existence after college.

40. Seashore, Carl E., "The Individual in Mass Education," SCHOOL AND SOCIETY, Vol. 23, May 8, 1926, pp. 569-76.

A discussion of the orientation problem arising out of our attempts at 'mass education'.

41. Smith, O. A., "Why Students Leave College," EDUCATIONAL ADMINISTRATION AND SUPERVISION, Vol. 9, September, 1923, pp. 339-44.

A report of the investigation made at the University of Wisconsin to determine why students leave college.

42. Smith, Preserved, "The Unity of Knowledge and the Curriculum," EDUCATIONAL REVIEW, Vol. 45, April, 1913, pp. 339-44.

A discussion of the diversity and lack of articulation in the present day college curriculum and some of the resulting problems.

43. Stoddard, George D. and Freden, Gustaf, "The Status of Freshman Week in Large Universities," SCHOOL AND SOCIETY, Vol. 24, November, 1926, pp. 586-9.

The report of a study made at the University of Iowa on the status of Freshman Week.

44. Stone, Harry E. "Eliminate or Educate?", EDUCATIONAL REVIEW, Vol. 75, April, 1928, pp. 204-7.

A discussion of the alternatives presented by the present educational situation. What is to be done with the crowded populations of our colleges? Shall they be eliminated or educated? A moot question.

45. Taylor, James Branch, "The Need of Preview for College," EDUCATIONAL REVIEW, Vol. 75, April, 1927, pp. 209-12.

A discussion of the need for orientation to the college situation. "It is not risky to prophesy that the scheme of the orientation year will grow in educational favor."



46. Thwing, Charles Franklin, "In Fairness to the College Boy," LITERARY DIGEST, Vol. 99, December 28, 1928, pp. 22-3.

An exposition against to meticulous jurisdiction of the college over the morals and morality of the student.

47. Van Wagenen, M. J., "The College Freshman's Range of Information in the Social Sciences," SCHOOL REVIEW, Vol. 36, January, 1927, pp. 32-44.

A summary of the results of educational tests in the field of social sciences given to 800 freshmen at the University of Minnesota to determine the range of information possessed by them with regard to American history and Geography. The findings evidence an appalling paucity.

48. Van Wagenen, M. J., "Has the College Student Reached His Mental Maturity When He Enters College?", SCHOOL AND SOCIETY, Vol. 9, May, 1919, pp. 663-6.

A report of an investigation evidencing that the college freshman has not reached mental maturity upon entrance to college.

49. Warner, F. H., "Are Our Colleges Playing Fair With Their Freshmen?", EDUCATIONAL REVIEW, Vol. 65, April, 1923, pp. 217-18.

An article suggesting that freshmen be weeded out before entering college, or immediately after, rather than being allowed to go on to ultimate failure.

50. Wilkins, E. H., "Special Courses For Freshmen," Bulletin of American Association of University Professors, Vol. VIII, No. 6, October, 1922.

A Survey of Courses offered by eleven leading colleges of the country stating the aim and purpose, content and methods of courses offered for the orientation of college students.

51. Williams, Paul Whitcomb, "The Religion of the Undergraduate," THE NINETEENTH CENTURY, September, 1925, pp. 409-14.

A discussion of the religious difficulties of the average college student. The college student is in a stage of transition, religiously and will eventually make a satisfactory religious adjustment. He should not be extrinsically directed in his religious activities or thinking.

52. Wiseman, C. R., "Methods of College Teaching," SCHOOL AND SOCIETY, Vol. 28, October 6, 1928, pp. 433-4.

A report of an investigation carried on at the University of Minnesota to determine methods of instruction selected by college students.

53. Wood, Ben D., "Relation of College Curriculum to Educational and Vocational Guidance," *SCHOOL LIFE*, Vol. 10, March, 1925, pp. 127-9.

A discussion of the failure of the present organization of the college curriculum to meet the educational and vocational needs of the student and the consequent failure of students to achieve goals for which they entered college.

54. Wilson, Wm. R., "Can Superior Men Be Secured for Elementary Teaching?", *SCHOOL AND SOCIETY*, Vol. 29, August 25, 1928, pp. 240-42.

A discussion of the quality of instruction needed for undergraduate classes and a suggestion that better teachers for freshmen classes would eliminate some of the problems of orientation.

55. Wrenn, C. G., "Origin and Present Status of College Orientation Courses," *SCHOOL AND SOCIETY*, Vol. 31, March 8, 1930, pp. 336-7.

A brief summary of the developmental facts about the orientation courses now in use in American colleges.

T A B L E   O F   A P P E N D I X E S .

- APPENDIX A    A COMPLETE LIST OF THE TEACHERS COLLEGES  
USED IN THIS STUDY.
- APPENDIX B    A COMPLETE LIST OF THOSE COLLEGES INDICAT-  
ING THAT ORIENTATION COURSES ARE OFFERED.  
  
THE ASTERISK INDICATES THOSE NOT RETURNING  
THE QUESTIONNAIRE. THE IDENTIFICATION  
NUMBER PRECEDES EACH.
- APPENDIX C    A COPY OF THE INTRODUCTORY LETTER.
- APPENDIX D    A COPY OF THE QUESTIONNAIRE AND A COPY OF  
THE LETTER ACCOMPANYING IT.

A P P E N D I X A.

A Complete List of the Teachers Colleges Used  
in this Study.

Arizona, Flagstaff--Northern Arizona State Teachers College  
Arizona, Tempe--Tempe State Teachers College  
Arkansas, Conway--Arkansas State Teachers College  
California, Arcata--Humboldt State Teachers College  
California, Chico--State Teachers College  
California, Fresno--State Teachers College  
California, San Diego--State Teachers College  
California, San Francisco--State Teachers College  
California, San Jose--State Teachers College  
Colorado, Alamosa--Adams State Normal School  
Colorado, Greeley--Colorado State Teachers College  
Colorado, Gunnison--Western State College  
Georgia, Athens--Georgia State Teachers College  
Georgia, Cowdon--State Normal and Industrial College  
Georgia, Valdosta--Georgia State Woman's College  
Illinois, Carbondale--Southern Illinois State Normal  
University  
Illinois, Charleston--Eastern Illinois State Teachers College  
Illinois, De Kalb--Northern Illinois State Teachers College  
Illinois, Evanston--National Kindergarten and Elementary  
College  
Illinois, Macomb--Western Illinois State Teachers College  
Illinois, Normal--Illinois State Normal University  
Indiana, Danville--Central Normal College  
Indiana, Indianapolis--Teachers College of Indianapolis

Indiana, Muncie--Ball Teachers College  
Indiana, Terre Haute--Indiana State Normal School  
Iowa, Cedar Falls--Iowa State Teachers College  
Kansas, Emporia--Kansas State Teachers College  
Kansas, Hays--Kansas State Teachers College  
Kansas, Pittsburg--Kansas State Teachers College  
Kentucky, Bowling Green--Western Kentucky State Teachers  
College  
Kentucky, Morehead--State Normal School and Teachers College  
Kentucky, Murray--State Normal School and Teachers College  
Kentucky, Richmond--Eastern Kentucky State Teachers College  
Louisiana, Natchitoches--Louisiana State Normal College  
Maine, Farmingham--State Normal School  
Massachusetts, Boston--Teachers College of the City of Boston  
Massachusetts, Bridgewater--State Normal School  
Massachusetts, Farmingham Center--State Normal School  
Massachusetts, Salem--State Normal School  
Massachusetts, Worcester--State Normal School  
Michigan, Detroit--Detroit Teachers College  
Michigan, Kalamazoo--Western State Teachers College  
Michigan, Marquette--Northern State Teachers College  
Michigan, Mount Pleasant--Central State Teachers College  
Michigan, Ypsilanti--Michigan State Normal College  
Minnesota, Bemidji--State Teachers College  
Minnesota, Duluth--Duluth State Teachers College  
Minnesota, Moorhead--State Teachers College  
Minnesota, St. Cloud--St. Cloud State Teachers College  
Minnesota, Winona--State Teachers College

Mississippi, Cleveland--Delta State Teachers College  
Mississippi, Hattiesburg--State Teachers College  
Missouri, Cape Girardeau--Southeast Missouri State Teachers  
College  
Missouri, Jefferson City--Lincoln University  
Missouri, Kirksville--Northeast Missouri State Teachers  
College  
Missouri, Maryville--Northwest Missouri State Teachers  
College  
Missouri, St. Louis--Harris Teachers College  
Missouri, Springfield--Southwest Missouri State Teachers  
College  
Missouri, Warrensburg--Central Missouri State Teachers  
College  
Nebraska, Chadron--Nebraska State Normal College  
Nebraska, Kearney--Nebraska State Teachers College  
Nebraska, Peru--Nebraska State Teachers College  
Nebraska, Wayne--Nebraska State Teachers College  
New Hampshire, Keene--State Normal School  
New York, Albany--State College for Teachers  
New York, Buffalo--State Teachers College at Buffalo  
New Jersey, Trenton--State Normal School  
New Mexico, Silver City--New Mexico State Teachers College  
North Carolina, Asheville--Asheville Normal and Associated  
Schools  
North Carolina, Greenville--East Carolina Teachers College  
North Carolina, Winston-Salem--Winston-Salem Teachers College  
North Dakota, Ellendale--State Normal and Industrial School  
North Dakota, Mayville--State Teachers College  
North Dakota, Minot--State Teachers College

North Dakota, Valley City--State Teachers College  
Ohio, Bowling Green--State Normal College  
Ohio, Cleveland--Cleveland School of Education  
Ohio, Kent--State Normal College  
Oklahoma, Ada--East Central State Teachers College  
Oklahoma, Alva--Northwestern State Teachers College  
Oklahoma, Durant--Southeastern State Teachers College  
Oklahoma, Edmond--Central State Teachers College  
Oklahoma, Langston--Colored Agricultural and Normal  
University  
Oklahoma, Weatherfork--Southwestern State Teachers College  
Oklahoma, Tahlequah--Northeastern State Teachers College  
Pennsylvania, Bloomsburg--State Teachers College  
Pennsylvania, East Stroudsburg--State Teachers College  
Pennsylvania, Edinboro--State Teachers College  
Pennsylvania, Indiana--State Teachers College  
Pennsylvania, Kutztown--State Teachers College  
Pennsylvania, Lock Haven--State Teachers College  
Pennsylvania, Mansfield--State Teachers College  
Pennsylvania, Millersville--State Teachers College  
Pennsylvania, Shippensburg--State Teachers College  
Pennsylvania, Slippery Rock--State Teachers College  
Pennsylvania, West Chester--State Teachers College  
Rhode Island, Providence--Rhode Island College of Education  
South Carolina, Orangeburg--State Agricultural and  
Mechanical College  
South Dakota, Aberdeen--Northern Normal and Industrial School  
South Dakota, Madison--Eastern State Normal School

South Dakota, Spearfish--Spearfish Normal School  
South Dakota, Springfield--Southern State Normal School  
Tennessee, Johnson City--East Tennessee State Teachers  
College  
Tennessee, Murfreesboro--Middle Tennessee State Teachers  
College  
Tennessee, Nashville--George Peabody College for Teachers  
Tennessee, Nashville--Agricultural and Industrial State  
College  
Tennessee, Normal--West Tennessee State Teachers College  
Texas, Alpine--Sul Ross State Teachers College  
Texas, Canyon--West Texas State Teachers College  
Texas, Commerce--East Texas State Teachers College  
Texas, Denton--North Texas State Teachers College  
Texas, Huntsville--Sam Houston State Teachers College  
Texas, Kingsville--South Texas State Teachers College  
Texas, Nacogdoches--Stephen F. Austin State Teachers College  
Texas, Prairie View--Prairie View State Normal and Indus-  
trial College  
Texas, San Marcos--Southwest Texas State Teachers College  
Virginia, East Radford--State Teachers College  
Virginia, Petersburg--Virginia Normal and Industrial  
Institute  
Virginia, Farmville--State Teachers College  
Virginia, Fredericksville--State Teachers College  
Virginia, Hampton--Hampton Normal and Agricultural Institute  
Virginia, Harrisonburg--State Teachers College  
West Virginia, Athens--Concord State Normal School  
West Virginia, Fairmont--State Normal School  
West Virginia, Huntington--Marshall College  
Wisconsin, Eau Claire--State Teachers College



Wisconsin, La Crosse--State Teachers College  
Wisconsin, Menomonie--The Stout Institute  
Wisconsin, Milwaukee--State Teachers College  
Wisconsin, Platteville--State Teachers College  
Wisconsin, Oshkosh--State Teachers College  
Wisconsin, River Falls--State Teachers College  
Wisconsin, Stevens Point--Central State Teachers College  
Wisconsin, Superior--State Teachers College  
Wisconsin, Whitewater--State Teachers College

A P P E N D I X B.

A Complete List of those Colleges indicating that  
Orientation Courses Were Used.

(Identification number precedes each)

- I. Arkansas, Conway--Arkansas State Teachers College
- II. California, Arcata--Humboldt State Teachers College
- III. California, Fresno--State Teachers College
- IV. California, San Diego--State Teachers College
- V. California, San Francisco--State Teachers College
- VI. California, San Jose--State Teachers College
- VII. Colorado, Greeley--Colorado State Teachers College
- VIII. Colorado, Gunnison--Western State College\*
- IX. Georgia, Valdosta--Georgia State Woman's College
- X. Illinois, Evanston--National Kindergarten and  
Elementary College
- XI. Indiana, Muncie--Ball Teachers College
- XII. Kansas, Emporia--Kansas State Teachers College
- XIII. Massachusetts, Bridgewater--State Normal School
- XIV. Massachusetts, Framingham Center--State Normal  
School
- XV. Michigan, Detroit--Detroit Teachers College
- XVI. Michigan, Mount Pleasant--Central State Teachers  
College
- XVII. Minnesota, Winona--State Teachers College
- XVIII. Missouri, Kirksville--Northwest Missouri State  
Teachers College

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\*Asterick indicates that the questionnaire was not returned.

- XIX. Missouri, Maryville--Northwest Missouri State Teachers College
- XX. Missouri, Springfield--Southwest Missouri State Teachers College
- XXI. New Hampshire, Keene--State Normal School
- XXII. New York, Albany--State College for Teachers
- XXIII. New York, Buffalo--State Teachers College at Buffalo
- XXIV. North Carolina, Greenville--East Carolina Teachers College
- XXV. North Dakota, Minot--State Teachers College
- XXVI. Ohio, Cleveland--Cleveland School of Education
- XXVII. Oklahoma, Durant--Southeastern State Teachers College
- XXVIII. Pennsylvania, East Stroudsburg--State Teachers College
- XXIX. Pennsylvania, Mansfield--State Teachers College
- XXX. Pennsylvania, Shippensburg--State Teachers College
- XXXI. Pennsylvania, Slippery Rock--State Teachers College
- XXXII. South Dakota, Madison--Eastern State Normal School
- XXXIII. South Dakota, Spearfish--Southern State Normal School
- XXXIV. Tennessee, Nashville--Agricultural and Industrial College
- XXXV. Texas, Denton--North Texas State Teachers College
- XXXVI. Texas, Nacogdoches--Stephen F. Austin State Teachers College
- XXXVII. Virginia, East Radford--State Teachers College
- XXXVIII. Virginia, Petersburg--Virginia Normal and Industrial Institute
- XXXIX. Virginia, Hampton--Hampton Normal and Agricultural
- XL. West Virginia, Athens--Concord State Normal School
- XLI. Wisconsin, Menomonie--The Stout Institute
- XLII. Wisconsin, Milwaukee--State Teachers College

We are making an investigation of courses purposed specifically for the orientation or induction of freshmen to college, in schools of education and teacher training. If we may rely upon your further cooperation, to the extent of filling out a brief inquiry blank, please sign the acknowledgement below and return it in the enclosed addressed envelope. Thank you.

Very truly yours,

Walter Buck.

Committee on Curriculum

Dr. H. G. Lull, Chairman

.....

We shall be pleased to cooperate with you in any way possible in your

.....  
..... of college freshmen. We

teaching the course.

NAMES OF INSTRUCTORS

RATINGS--check (x)

No degree BS-AB MS-MA PhD-DS-MD

|            | No degree | BS-AB     | MS-MA     | PhD-DS-MD |
|------------|-----------|-----------|-----------|-----------|
| 1. . . . . | . . . . . | . . . . . | . . . . . | . . . . . |
| 2. . . . . | . . . . . | . . . . . | . . . . . | . . . . . |
| 3. . . . . | . . . . . | . . . . . | . . . . . | . . . . . |
| 4. . . . . | . . . . . | . . . . . | . . . . . | . . . . . |
| 5. . . . . | . . . . . | . . . . . | . . . . . | . . . . . |
| 6. . . . . | . . . . . | . . . . . | . . . . . | . . . . . |
| 7. . . . . | . . . . . | . . . . . | . . . . . | . . . . . |
| 8. . . . . | . . . . . | . . . . . | . . . . . | . . . . . |

1. How to study . . . . . ( )
2. How to use the library . . . . . ( )
3. How to use the laboratories and other facilities . . . . . ( )
4. How to think reflectively . . . . . ( )
5. Corrective reading . . . . . ( )
6. Purpose of college and the student's relation to college . . . . . ( )
7. Organization and administration of the college . . . . . ( )
8. Relationships of departments and subjects of the college curriculum  
to each other . . . . . ( )
9. How to budget time, money, energy . . . . . ( )
10. Fraternities and social organizations . . . . . ( )
11. Extra-curricular activities . . . . . ( )
12. Relations of student with faculty . . . . . ( )
13. Music . . . . . ( )
14. Painting, sculpture . . . . . ( )
15. Literature . . . . . ( )
16. Theater . . . . . ( )
17. Dancing . . . . . ( )
18. Evolutionary approach to or historical background of modern civilization  
ation . . . . . ( )

A P P E N D I X D  
A Copy of the questionnaire and of the  
Letter Accompanying it

You were kind enough to indicate a willingness to cooperate in an investigation of freshmen orientation courses which we have undertaken. We are convinced, by the replies received, that officials in schools of education are more than willing to help in discovering what such schools are doing with freshmen induction and orientation as a curriculum problem.

The enclosed inquiry blank contains questions that can be answered briefly. It is answerable chiefly by check marks or numerals. When the blank is completed, please place it in the enclosed envelope and return it.

If you should desire a summary of the results of the study we shall be glad to send you one. May we again thank you for your aid.

Very truly yours,

Walter Buck.