A SURVEY OF ORIENTATION PRACTICES IN SELECTED COLLEGES AND UNIVERSITIES IN THE UNITED STATES WITH IMPLICATIONS FOR THE UNIVERSITY OF WYOMING

Thesis for the Degree of Ed. D.

MICHIGAN STATE COLLEGE

Charles H. Thompson

1954

THESIS

This is to certify that the

thesis entitled

A SURVEY OF ORIENTATION PRACTICES WITHIN THE UNITED STATES WITH IMPLICATIONS FOR THE UNIVERSITY OF WYOMING

presented by

Charles H. Thompson

has been accepted towards fulfillment
of the requirements for

Ed.D. degree in Education

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Date February 19, 1954

O-169

A SURVEY OF ORIENTATION PRACTICES IN SELECTED COLLEGES AND UNIVERSITIES IN THE UNITED STATES WITH IMPLICATIONS FOR THE UNIVERSITY OF WYOMING

by

Charles H. Thompson

A THESIS

Submitted to the School of Graduate Studies of Michigan
State College of Agriculture and Applied Science
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

Department of Guidance and Counselor Training

1954

THESIS

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ACKNOWLEDGMENTS

This study would not have been possible without the assistance of a number of persons at Michigan State College and the University of Wyoming. The writer is indebted to Dr. O. R. Hendrix, Director of Student Personnel and Guidance at the University of Wyoming, for his personal help and counsel, and for the provision of clerical help to collect and tabulate data from the several surveys.

He is appreciative of the advice in planning the study received from Dr. Clifford Erickson, Dean of the Basic College and the School of Education at Michigan State College; from Dr. Raymond Hatch, Head of the Department of Guidance and Counselor Training at Michigan State College; and from Dr. Lyle L. Miller, Director of Guidance Training at the University of Wyoming. He is grateful for invaluable assistance from Mr. Joseph Long, Director of the I.B.M. Office at the University of Wyoming, for help in setting up and tabulating data for statistical analyses.

To his adviser and friend, Dr. Walter F. Johnson, the writer wishes to express his gratitude for the wise and timely counsel and inspiration he has provided. Dr. Johnson's untiring help and assistance has materially aided the writer in this study and in his professional growth.

To the many school administrators, secondary, state and national, who co-operated by providing requested data, the writer expresses his sincere thanks. The writer also wishes to acknowledge his indebtedness to the many persons who have aided him in the final completion of this study.

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A SURVEY OF ORIENTATION PRACTICES IN SELECTED COLLEGES AND UNIVERSITIES IN THE UNITED STATES WITH IMPLICATIONS FOR THE UNIVERSITY OF WYOMING

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AN ABSTRACT

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DOCTOR OF EDUCATION

Department of Guidance and Counselor Training

Year 1954

Approved: Walter F. Johnson

The Problem. This survey of orientation on a local, state and national basis was undertaken to answer the following questions:

1. What is the evaluation of the present orientation program at the University of Wyoming by high school seniors and college freshmen?
2. What are orientation practices at other colleges and universities of a size comparable to the University of Wyoming?
3. What changes should be made in the present orientation program at the University of Wyoming?

Methodology, Techniques, and Data. The questionnaire survey method was employed as the technique most appropriate for the approach to the problem. Questionnaires were distributed to all high school seniors in the State of Wyoming and to University of Wyoming freshmen in order to determine their evaluation of the present orientation program at Wyoming. In addition, questionnaires were sent to selected colleges and universities in the United States comparable in size to the University of Wyoming. The purpose of these questionnaires was to determine typical college orientation practices throughout the United States.

Approximately 750 high school seniors who planned to enter the University of Wyoming answered the orientation questionnaire. This number is about the same as the actual freshmen enrollment for the following year.

College freshmen at Wyoming University were contacted through questionnaires on orientation distributed in all freshmen English classes. Over 500 freshmen answered this questionnaire representing more than 85 per cent of that class.

For the national survey of colleges and universities, the 2,000 to 5,000 enrollment classification was selected because the University of Wyoming is within this bracket. One hundred and twenty-three out of 128 colleges surveyed answered at least one of the two questionnaires submitted to them on orientation practices within their school.

Findings and Conclusions. Over 40 per cent of the graduating high school seniors in Wyoming for 1951-52 planned on continuing their formal education. Over half of this group stated their intention to attend the state university. Influences most responsible for these decisions were advice of parents, classmates, friends, teachers, the fact that the University is the only school of higher education in the state, awareness of the University athletic program, and the desire for more schooling before going into the service. An expressed desire for more pre-college contacts with university officials and faculty advisers was noted in this survey. Orientation procedures favored were those that provided for understanding the mechanics of registration, adviser conferences, and group participation activities. There was definite sentiment to limit speech making during orientation.

University of Wyoming freshmen were polled on worthwhileness of the specific parts of orientation. Results of this poll indicate a need to study critically less popular orientation practices, such as the freshmen assembly, college tours, painting the school letter, tug-o-war, and the library open house. More popular activities noted were adviser conferences, freshmen steak fry, and social mixers. Freshmen also mentioned that registration procedures appeared too involved at the University of Wyoming and that later fraternity-sorority rushing would be desirable.

Reasons given by these college freshmen for entering the state university were similar to those offered by the high school seniors planning to attend.

The national college survey indicated that most colleges and universities do offer an organized orientation program during the first week of school. The major purpose of orientation, according to a majority of the schools surveyed, appears to be social adjustment in an effort to make new students feel at home in a new environment. The trend seems to be for the colleges to hold to established procedures of orientation with very few changes contemplated. Attempts at self-evaluation, in general, were lacking. It would appear also that most colleges follow somewhat the same program of orientation as that observed at the University of Wyoming.

Suggested improvements for the present orientation program at the University of Wyoming include more emphasis on pre-enrollment orientation, greater participation by students in organization of orientation, extension of the orientation program through the first year of college, and continuation of evaluation and study of orientation.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Introduction

One meaning of the word orientate is to face in the right direction. An effective college orientation program helps students start out in the right direction to gain the most benefit from college life. An aim toward worthwhile goals and an understanding of one's own abilities are needed so that the student does not become hopelessly mired in a morass of conflicting and unrealistic goals.

The more understanding one has, the less formidable becomes the new situations encountered in life. The college freshman finds himself in a new world. There he is in the process of building new ideals, forming new habits, learning new facts and having to adjust in a very limited time to a new environment.

The procedure of orientation has long been accepted in various vocational fields through systems of apprenticeship and indoctrination. On the other hand, it is only within the past thirty years that orientation has been recognized as essential in the programs offered by institutions of higher learning.

At the University of Wyoming, since World War II, there has been an increased interest in improving orientation procedures. Before World War II, enrollment at this institution was quite small and consistent

with the limited population of the state.[1] However, since that time there has been a 55.5 per cent increase in enrollment[2] caused partly by veterans attending under the G. I. Bill and also by an apparent increase in popularity of the university among prospective out-of-state students. With the growing population of the state causing an ever increasing student enrollment, University officials felt that a more formal and organized orientation procedure was necessary.

A problem that college administrators all over the country were becoming increasingly aware of was the loss in total enrollments through heavy freshmen drop-outs. Statistics indicated that approximately only two-thirds of the entering freshmen stayed in college through their first year and less than one-half ever graduated.[3] College administrators began to see that student drop-outs caused by bewilderment and homesickness were unnecessary, and they began to see that adequate orientation for the new student might help prevent some of these early losses. They realized that an improved school indoctrination program might make the new college student better able to adapt himself to his new environment. Thus schools and colleges have become more cognizant of the need for better orientation procedures.

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[1]Ruth Hudson, Here is Wyoming. Laramie, Wyoming: University of Wyoming Developmental Study Publication, October, 1948, p. 15.

[2]Compiled from Statistical Summary, 1951-52, Office of the Registrar, University of Wyoming, October, 1952, p. 4.

[3]Esther Lloyd-Jones and Margaret Smith, A Student Personnel Program for Higher Education. New York: McGraw Hill Book Company, 1938, pp. 70-91.

Statement of the Problem

The purpose of this survey was to answer the following three questions:

1. What is the evaluation of the present orientation program at the University of Wyoming by high school seniors and college freshmen?
2. What are orientation practices at other colleges and universities of a size comparable to the University of Wyoming?
3. What changes should be made in the present orientation program at the University of Wyoming?

If these questions are answered satisfactorily, the University of Wyoming will have gained basic information that will be helpful in building a workable orientation program to attract and retain future Wyoming enrollees. The title given to this problem is "A Survey of Orientation Practices in Selected Colleges and Universities in the United States with Implications for the University of Wyoming."

The Need for and Importance of Orientation

In the American college today guidance services are becoming a more significant part of the organizational framework of the institution. Orientation is one of the most important guidance services offered to the newly arrived student, be he transfer or incoming freshman, as it does much to give him a feeling of belonging. As he feels that he belongs to the school, so much more likely will he be to carry out the ideals and purposes of the institution. A prime purpose of orientation is to help

the freshman plan his college life so that he will function effectively both as student and member of the college community life.

The importance of planning a well organized orientation program is described by both Strang[4] and Knode.[5] They believe that orientation is becoming increasingly important because of the complexities of modern college life. Some of the factors they mention which make an adequate orientation program so imperative, briefly listed, are: increased college enrollments, lack of homogenerity of the student population, growing number of courses offered, increasing gap between high school and college curriculum, and changing educational objectives.

The increase almost overnight in the enrollment of colleges and universities following World War II is discussed by MacKay[6] as a particularly significant reason for improving orientation procedures. This increased enrollment brought in a much more heterogeneous group of individuals. These individuals, mostly veterans, were from the various social strata as well as in age groups differing from the usual matriculating high school graduates. Many of these returned veterans normally would not have continued their education if it had not been for the educational benefits afforded them under the provisions of the G. I. Bill. This increased heterogeneous enrollment caused colleges to increase the variety

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[4]Ruth Strang, Personal Development and Guidance in College and Secondary Schools. New York: Harper and Brothers, 1934, 351 pp.

[5]Jay C. Knode, Orienting the Student in College. New York: Columbia University Press, Bureau of Publications, 1930, pp. 3-6.

[6]George Daily MacKay, Freshmen and New Student Orientation. Unpublished Master's Thesis, University of Colorado, 1949, pp. 2-3.

of their curriculum offerings which further served to add to the confusion and complexity of the college program.

The necessity for providing certain basic information related to a comprehensive orientation program is stated by Chisholm.[7] He says that all individuals should become informed in the:

1. Values of the "good life."
2. Opportunities for the trained individual.
3. A better knowledge of one's self.
4. Vocational needs and opportunities.
5. Changing nature of the social and economic life.

Adequate academic orientation is necessary in order to at least begin to offer the student some of the knowledge and understanding listed above.

According to Margaret Bennett, in her article on "College Orientation" for the 1941 Encyclopedia of Educational Research,[8] continuous investigation is needed in the following areas:

1. Growth needs and adjustment problems of students to serve as criteria for evaluating and developing orientation programs.
2. Controlled experiments to evaluate the relative merits of different types of organization, or varied methods and materials, and the most effective boundaries and relationships of group orientation and individual counseling.
3. Improved methods of measuring the less tangible outcomes of orientation.
4. Necessary and desirable qualifications and training of orientation instructor-counselors.
5. Techniques of evaluation that are an integral part of the orientation program and that serve as directive agencies in an evolving service.

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[7]Leslie L. Chisholm, Guiding Youth in the Secondary Schools. Chicago: American Book Company, 1945, p. 110.

[8]Walter S. Monroe (ed), Encyclopedia of Educational Research, "College Orientation," by Margaret Bennett. New York: MacMillan Company, 1941, p. 1304.

The American Council on Education in its 1950 report on "Future Needs in Student Personnel Work" states: "During recent years in most colleges and universities there has been a marked trend in the direction of greater concern over the problems of learning, personal adjustments, and the general well-being of the individual students."[9]

In her chapter on "Orientation of New Students" Ruth Strang sums up orientation's needs as follows: "In brief, the college student needs orientation to each new development in his life as he passes from high school to college, as he progresses through college, and as he makes the transition from college to adult life."[10]

A comparison of the orientation program at the University of Wyoming with programs in similar schools throughout the United States is of particular importance in attempting to evaluate and improve the program now in effect at Wyoming. Such a comparison will be helpful in determining strong and weak points in the Wyoming program. Moreover, it is hoped that the study will identify worthwhile practices in other schools that may be adopted at the University of Wyoming.

In addition to a survey of practices in other institutions, a study of student-body reaction toward such a program of orientation at Wyoming University both before and after college enrollment might point the way toward bettering college adjustment practices. Student reaction must be surveyed because it is the final criteria for judging the orientation.

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[9]American Council on Education, Future Needs in Student Personnel Work. Washington: American Council on Education Publication, 1950, p. 5.

[10]C. Gilbert Wrenn, Student Personnel Work in College. New York: Ronald Press Company, 1951, p. 276.

An Office of Student Personnel and Guidance was instituted at the University of Wyoming in 1945.[11] It has been the policy of the school administration since that time to have an orientation committee charged with the planning, administering, and evaluating the fall orientation program. Annually one member of the personnel staff is appointed to act as an administration representative on this committee, a faculty representative is selected from the faculty, and two student body representatives are appointed from the student senate. Such other interested group representatives as the committee may deem necessary are invited to attend these committee meetings. Since the orientation committee is charged with evaluating its program, it is hoped that the present study will be helpful in this purpose.

Definition of Terms

The term orientation in this study refers to those organized services and activities whose purpose is to help new students better adjust to college life. Strang states that orientation means "turning toward the East, facing a new dawn . . . it means assisting students in acquiring techniques of living in college, in achieving a beneficial balance among all the demands and opportunities of college life and in gaining prospective and a sense of purpose."[12]

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[11] Oscar R. Hendrix, A Proposed Student Personnel Organization for the University of Wyoming. Unpublished Doctoral Dissertation, University of Wyoming, 1949, p. 12.

[12] Wrenn, op. cit., p. 274.

Freshmen Week, Freshman Week, Orientation Week, or New Student Week are used interchangeably in this study and refer to that introductory period from one to several days prior to the holding of regular college classes, during which time the college or university conducts a school introductory program.

Student Personnel Services as used are concerned with counseling, testing, health, student activities, financial aid, job placement and such other elements purporting to contribute to the student's well being and orientation.

Orientation Course refers to a regularly scheduled college class offered on a credit or non-credit basis whose main purpose is adjustment to college life.

Orientation Program as used in this study is defined by Mildred Wharton[13] as containing the following four aspects: (1) pre-admission activities, (2) initial freshmen day, (3) freshmen orientation courses, and (4) freshmen guidance program.

Limitations of the Study

In any normative survey study there is always some question as to the validity of the data, since replies are subjective and are necessarily a reflection of the interpretation of the questions which was made by the respondents. Also the interpretation of the replies must also of necessity be somewhat subjective. Another problem is that many of the

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[13]Mildred M. Wharton, Orientation Freshmen in Colleges and Universities. Washington: National Educational Association Research Division, 1942, p. 4.

high school students queried did not have adequate information basis for their evaluation of the orientation program as outlined at the University of Wyoming.

However, Robertson[14] in a somewhat similar study of high school graduate opinions defended this limitation as actually not limiting validity of results. The important point is, according to Robertson, that the opinions, whether right or wrong, are existent in the mind of the individual and must be recognized therefore as such.

Some question could also be raised relative to the validity of the data wherein all available Freshmen English students were surveyed. This survey included some students that did not attend orientation and missed some students that did attend this program. However, it is observed that in the present study the number of students who failed to answer parts of the questionnaire pertaining to Orientation Week is approximately the same as the number who failed to attend. This similarity suggests that those failing to attend Orientation Week did not attempt to answer questions pertaining to it.

The selection of institutions with enrollments between 2,000 and 5,000 might be considered as a limitation. The size of the institution alone should not be a criterion for selection as type (e.g., university, college, technical school) and geographical location (e.g., metropolitan, urban, rural) would also influence enrollments. However, the selection

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[14]Robert R. Robertson, Factors Contributing to Non-Enrollment in the University of Wyoming. Unpublished Master's Thesis, University of Wyoming, 1949, pp. 4-5.

in terms of size also included, as it happened, a good sampling of various types of institutions as well as those representing various geographical areas.

The writer's involvement in the orientation program has in a sense complicated his relation with the problem being studied. As administration representative on the orientation committee for the past several years he has been closely associated with the planning and administration of orientation at the University of Wyoming, and as a staff member in the Office of Student Personnel and Guidance at the same institution he has been involved in the overall development of today's program. These factors could constitute a limitation in the study if the writer were too defensive of the existing program to admit shortcomings on the basis of these findings. At the same time, however, it makes possible an intimate knowledge of the existing program.

Summary and Plan of Organization

This study purports to (1) survey incoming freshmen opinions relative to orientation practices at the University of Wyoming, (2) study Wyoming freshmen reactions to the existing orientation program at that institution, (3) survey and compare the orientation practices in various selected institutions comparable in size to the University of Wyoming, (4) indicate strong and weak points in the University of Wyoming orientation program, and (5) suggest a new orientation program incorporating the desirable features as determined in this study.

The remainder of this study is organized as follows: Chapter II considers the purpose of college orientation, its history and development,

and a survey of related pertinent literature on orientation practices. Chapter III deals with the methodology and procedures of the study, its sampling procedures, construction of the questionnaires, and analysis of the data. Chapter IV presents the findings on freshmen orientation practices on a national survey of colleges and universities in the United States of a comparable size to the University of Wyoming. Chapter V's basic concern is to present the findings of freshmen evaluation of the current orientation program at the University of Wyoming. Chapter VI is an analysis of the reaction of Wyoming high school seniors toward orientation practices at the University of Wyoming as a result of any program they have inaugurated in the schools. Chapter VII presents summary, conclusions and recommendations not only for further research but also for specific modifications in the Wyoming University orientation program as it now exists.

CHAPTER II

REVIEW OF LITERATURE PERTAINING TO EVALUATION OF COLLEGE ORIENTATION PRACTICES AND THE DEVELOPMENT OF THE PROGRAM AT THE UNIVERSITY OF WYOMING

In this chapter the purpose of college orientation, its history and development are considered, literature pertaining to orientation practices is surveyed and a brief description of the development of orientation at the University of Wyoming is given.

The Purpose of Orientation

The basic purpose of higher education according to the 1947 report[1] of the American Council on Education is "the preservation, transmission, and enrichment of the important elements of culture--the product of scholarship, research, creative imagination, and human experience . . . It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone."

Margaret Mead,[2] the famous anthropologist, states that "it is not surprising that our American civilization is beginning to develop a large number of agencies whose chief purpose it is to orient the individual, as he moves among some dozen other institutions whose function it is to teach

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[1]American Council on Education, The Student Personnel Point of View. Washington: American Council on Education Series I, Volume I (No. 3), 1947, p. 1.

[2]Rosalind Cassidy and Hilda Kozman, Counseling Girls in a Changing Society. New York: McGraw Hill Book Company, 1947, foreward.

him, cure him, or correct him or merely hire him for a money wage" and that "the increasing recognition of orientation places a very special burden on those who practice professional or voluntary."

Super[3] indicates that the purpose of orientation itself is dual: (1) factual, in order to disseminate information presumably needed by the participants, and/or (2) attitudinal designed to inculcate or develop attitudes which facilitate self-orientation.

In his keynote address at the Third Annual Conference of Orientation Week Directors, Dean Robert Strozier,[4] University of Chicago, summed up his belief on the purpose of orientation as follows:

> Orientation is part of the teaching process, as legitimate as a classroom lecture. But the purpose of orientation is not to overthrow the obvious presumption, but to buttress it and to explain it. A well-oriented student should be impressed with the intellectual nature of his new home, and should be informed of the agencies of his new government which are designed to promote the fundamental purposes of his community and his individual and personal welfare.

Knode[5] found that orientation was most important for the following purposes: (1) imparting knowledge of college history and traditions, (2) explaining college rules and regulations, (3) discussing registration procedures, (4) giving an introduction to the campus, (5) extending official welcomes and making provisions for acquaintance, and (6) providing information regarding student activities and organizations. Other purposes related to improving general academic and social adjustment might well be added to the above listing.

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[3]Donald E. Super, "Group Techniques in the Guidance Program," Educational and Psychological Measurement, IX (No. 3), Autumn, 1949, p. 496.

[4]Proceedings Third Annual Conference Orientation Week Directors, Monticello, Illinois, October 10-11, 1950, p. 9.

[5]Knode, op. cit., pp. 112-113.

The History of College Orientation Programs

The general orientation course traces its beginning back as far as 1888 when such a course was introduced in Boston University[6] having as its purpose the "orienting of its new students." In 1900 the Iowa State College mechanical engineering department[7] required all freshmen to register, without college credit, for "technical lectures." The purpose of these "technical lectures" was basically one of orientation.

The Universities of Michigan and Illinois engineering colleges[8] in 1911 introduced a series of assemblies "at which the freshmen were told the things which it would be well for them to know at the very beginning of their work." Reed College in 1911-12 reported a course[9] in "College Life" given for three hours credit.

In an article entitled "Helping the Freshman to Find Himself," Hart[10] in 1912 outlined a course to be taken by all second semester freshmen. The course was divided into three parts, namely, (1) vocational lectures "by leaders and thinkers and doers in the world of action," (2) lectures by professors describing the university offerings, and (3) talks by deans, librarian, university president and others upon the general problems of college life.

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[6]Loc. cit.

[7]Loc. cit.

[8]Loc. cit.

[9]Loc. cit.

[10]Joseph K. Hart, "Helping the Freshman to Find Himself," The Nation, Vol. XCIV, February 22, 1912, p. 182.

Freshman Week in some of its phases was inaugurated at Wellesley[11] as early as 1916. It was more fully developed at the University of Rochester[12] in 1918. Freshman Week similar to that now offered by most colleges and universities received widespread attention following its organization at the University of Maine in 1923.[13]

Fitts and Swift[14] cite two periods of orientation activities between 1888 and 1926. The first began in 1888 at Boston University and was characterized by experimentation with various types of activities to help new students adjust to college life. The second period from 1918 on saw the widespread introduction of "war courses" and the rapid development of the "broad social studies type of orientation" called a survey or orientation course.

In their 1926 survey of 240 colleges Fitts and Swift found orientation courses offered in 79 of the institutions. As early as 1930, approximately one-third of the American colleges and universities offered some form of an orientation course and approximately three-fourths emphasized individual orientation to college life.[15] The decade of the

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[11]Knode, op. cit., p. 17.

[12]Loc. cit.

[13]MacKay, op. cit., p. 7.

[14]C. T. Fitts and F. H. Swift, The Construction of Orientation Courses for College Freshmen. University of California Publications in Education, Monolithed No. 3, 1930, pp. 140-250.

[15]MacKay, op. cit., p. 7.

nineteen-thirties saw the development of general education programs which endorses many of the objectives of orientation and group guidance.[16]

In 1943 the Council of Guidance and Personnel Associations representing 5,000 counselors in high schools and colleges recommended that orientation courses be provided in high schools and colleges.[17] In the Kamm and Wrenn study[18] of 1946 on guidance services in North Central Association liberal arts colleges, it was found that all 123 schools surveyed planned a fall orientation program for their new students. Among the activities included in these programs were testing, general assemblies, social activities, campus tours, and religious activities.

In her survey conducted in 1948, Bookman[19] found that some type of orientation program was offered in 76 per cent of the colleges and universities with enrollments between 1,000 and 3,000 students. Her conclusions and recommendations are considered later in this chapter.

The article on "College Orientation" by Margaret Bennett for the Encyclopedia of Educational Research carries the statement that "orientation services in colleges and universities have been introduced during the past thirty years as an essential part of student personnel programs, and more recently of general education programs."[20]

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[16]Monroe, op. cit., p. 1302.

[17]Loc. cit.

[18]Loc. cit.

[19]Gladys Bookman, "Freshman Orientation Techniques," Occupations, 24:163, December, 1948.

[20]Monroe, op. cit., p. 1304.

It is noteworthy to observe that interest in orientation is not restricted to America alone. At the International Workshop on Guidance[21] which met in 1951 in Germany, the following principles and practices concerning school orientation were outlined and discussed:

1. Meaning of School Orientation:
   Every individual must adjust constantly to new situations. When facing these new situations, difficulties often arise. School orientation helps to teach the student how to overcome these difficulties in the best possible way and in the shortest time.
2. Points in our School System where School Orientation is needed:
   a. Beginning of school.
   b. Transfer to special schools.
   c. Transfer to middle and high schools.
   d. Transfer to vocational schools.
   e. Transfer to the university.
3. The Implementation of School Orientation:
   . . . . . .
   V. Transfer to the University: That orientation is a big problem here is indicated by the frequent change of the student's major after one or more semesters. The following measures should be helpful:
      a. Taking care of the new students by the older.
      b. Educational guidance by a competent counselor in every school of the university.
      c. Furtherance of social contacts through social programs, sports, etc.
4. Purpose of Orientation:
   The major purpose of orientation activities is to help students to adjust to new situations and schools. Specifically, this orientation may be accomplished through such activities as interviews, visits to new schools, studies of descriptive circulars and student handbooks, discussion groups, and lectures.

Review of Related Studies

The purpose of this section is to present a cross-sectional review of writer opinions and findings that have been expressed in the literature on orientation.

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[21]Office of Public Affairs, Proceedings: International Workshop on Guidance (translation). Educational Branch, Office of the United States Commissioner for Germany, December, 1951, pp. 26 and 144-8.

National Studies: Survey of Land-Grant Colleges and Universities. At the request of the Association of Land-Grant Colleges and Universities, the Office of Education[22] commissioned Arthur J. Klein, Chief of Collegiate and Professional Education of its office to undertake in 1927 a survey of the 69 land-grant colleges and universities including the 17 institutions for negroes. This survey was completed June 30, 1930.

Chapter VII of this report is entitled "Orientation of Freshmen." Some of the accepted ways of assisting new students in their adjustment to college found in this summary were briefly:

1. Communication before high school graduation.
2. Conducting meetings and tests upon arrival on campus before the beginning of classes.
3. Sectioning of classes on the basis of student abilities.
4. Provide for transfer of failing students into other courses.
5. Assign ablest faculty to freshmen classes.
6. Prescribe freshmen courses.
7. Offer course to teach students how best to use time and efforts.
8. Give students individual help by faculty advisers.

This survey found that a large majority of the land-grant institutions were concerned with the matter of orienting the freshmen and transfer students to their campuses. It was found that "Freshmen Week is the best known device for helping the new student adjust himself when he arrives on the campus."

An evaluation of their orientation practices in the 69 land-grant institutions included the following information:

31 institutions were satisfied with their present orientation practices.

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[22]U. S. Office of Education, Survey of Land-Grant Colleges and Universities, Bulletin 1930, No. 9, Arthur J. Klein (ed). Washington: U. S. Government Printing Office, 1930, p. 98 and pp. 467-477.

3 schools felt the need for improvement.
1 school contemplated abandoning orientation.
12 contemplated no change in their present orientation programs.
14 schools planned more time for individual registrants.
4 wanted to enlarge and lengthen their programs.
4 institutions planned to shorten their programs.
12 felt that too much emphasis was placed upon lectures and too little emphasis upon individual counseling.
33 schools used upperclassmen on their orientation programs.
14 have fraternity-sorority rushing during orientation week.
Most of the schools surveyed felt that class sectioning on ability was worthwhile, and 20 reported "How to Study" courses, often not for credit, given under the psychology department.

Knode Survey. Jay Carroll Knode made a post-card survey[23] of 432 colleges and universities in the spring of 1928 as a preliminary step for his doctoral dissertation. Following the brief post-card survey, a more comprehensive questionnaire was sent out to the 194 schools who in the first survey had reported a freshmen orientation program.

Of the colleges and universities responding, 105 were coeducational, 24 were men's colleges and 20 were women's colleges. Freshmen classes entering these schools in 1927 ranged in size from 46 to 3352.

General conclusions of this survey follow:

1. Freshmen Week is a successful institution.
2. Freshmen Week is not a panacea.
3. No Freshmen Week program should be undertaken without careful previous study.
4. The Freshmen Week program should be adapted to local needs.
5. Freshmen Week programs, after they are inaugurated, should be subjected to continuous study.
6. Freshmen Week bids fair to become a permanent device.

This survey was of considerable assistance in preparing the groundwork for the present 1951-52 survey. Post-cards were utilized in the initial survey and followed by more lengthy questionnaires much the same as

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[23]Knode, op. cit., pp. 30-54.

Knode. Some of his questions were closely followed in order to arrive at a basis of comparison with his findings.

Grohsmeyer Survey. In his survey of 1,888 high school seniors, 191 college freshmen, and 22 counselors or advisers, Grohsmeyer[24] found the following areas suggested as appropriate for an orientation program:

1. Extra-curricular activities.
2. Graduation requirements.
3. Academic-grades and study habits.
4. Affiliated and independent life.
5. Financial obligations.
6. Details on courses offered.
7. College life contrasted to high school life.
8. Benefits of a college education.
9. Mechanics of school operation--registration, tutorial system, probation, petition system, etc.
10. Map of campus and city.
11. History of university.
12. General social life.
13. Personal problems assistance--counselors.
14. Rules and regulations.
15. Student aid, scholarships, part-time jobs.

Orientation Conference. The Third Annual Conference of Orientation Week Directors[25] brought out some interesting personal observations in its meeting held October 10-11, 1950. Some of those included are summarized below:

Dean Shaffer, Cornell University, stated that the students should be exposed during orientation week to faculty who are:
1. Well adjusted.
2. Sincerely interested in student life.
3. Possessed with information of importance to students.
4. Personable and able to express themselves.

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[24]F. A. Grohsmeyer, An Analysis of Information to be Sent to Incoming Freshmen. Unpublished Master's Thesis, Northwestern University, 1949, p. 109.

[25]Proceedings, Third Annual Conference, Orientation Week Directors. Unpublished mimeographed copy of proceedings, Dean E. E. Stafford, University of Illinois, presiding, October 10-11, 1950, 44 pp.

Dr. Miner, the Director of Student Affairs at Miami University mentioned that at their school all freshmen must live in residence halls so that the school can continue orientation through the first semester.

Dr. Jones, Coordinator of Student Personnel Services at Indiana State Teachers College stated that in the past thirty years there has been a "transition from an authoritarian attitude toward students to a genuine democratic participation with them in their educational programs characterized by two new professional terms--orientation and counseling."

The following kinds of orientation practices to which orientation week directors should give leadership and support were listed and explained by Dr. Jones:

1. Freshmen Week--period of time before class work begins during which a number of functions are performed to give an "appropriate interpretation of the college to the new student."
2. Orientation Courses--sequence of meetings during one or more quarters or semesters for the purpose of helping students adjust to college life.
3. A series of courses such as library science and social orientation, offered where it is impractical to attempt to combine all functions of orientation into one course.
4. Continuous counseling--a system set-up to promote academic adjustment.
5. Vocational orientation--a means to assist in the shifting of students from one objective to another for the student's good or for the good of the profession in which he is interested.

Dean Shutt of Marshall College pointed out in this conference that the orientation of a transfer student assumes two things, namely: (1) that he has previously received adequate orientation elsewhere, or (2) that he has not. It was brought out also in the discussion that followed Dean Shutt's remarks that a trend has been noticed toward changing the name from Freshmen Week to New Student Week.

It was pointed out by Miss Beveridge of the English Department at the University of Illinois that our orientation programs do not take into consideration certain factors which concern the foreign students who are coming in increasing numbers to our campuses and that a great deal of this orientation for them is carried on in their English classes.

Dr. Heston from DePauw University reported on a survey of six colleges, briefly summarized as follows:

1. Twenty per cent of the 200 freshmen surveyed at the University of Illinois thought the orientation program too long while 25 per cent said it should be longer.

2. The 459 freshmen surveyed at Lehigh University were in favor of a five-day program of six hours per day with three evenings free.
3. The East Texas College survey of 318 freshmen found 87 per cent feeling that the program was generally helpful.
4. In a Miami University survey of 1,060 freshmen, 96 per cent stated that the orientation program made them feel at home, and 55 per cent favored increasing the length of the program.
5. The 392 freshmen surveyed at Ohio State University felt that building friendship was the best feature of the program.
6. Eighty-three per cent of the 361 freshmen surveyed at Illinois Institute of Technology said that the orientation program was helpful, but only sixty per cent attended all sessions.

Dr. Heston also reported that the NADAM Survey of 1942 of fifty schools gave the following rank order to the most important features of orientation:

a. 40% Testing.
b. 32% Registration.
c. 16% Lectures and Assemblies.
d. 6% Social Functions.
e. 4% Campus Tours.

Nelson Orientation Test. An orientation test of knowledge and attitudes was devised by Nelson[26] with which he studied the effectiveness of freshmen orientation at fourteen colleges. With few exceptions he found that students in colleges with well-organized orientation courses or lecture programs made, on the average, higher scores for each part of the test than did students in colleges without orientation courses.

Cornehlson Survey. In this very limited study of five colleges and universities in 1947, Virginia Cornehlson[27] attempted to determine briefly their orientation programs and procedures. Survey was made on limited data with no follow-up investigation carried out. A tendency was noted

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[26]Erland Nelson, "The Effectiveness of Freshmen Orientation at Fourteen Colleges," School and Society, 55:138-9, January 31, 1952.

[27]Virginia Cornehlson, "Overview of Orientation," Journal of the National Association of Deans of Women, 10:92-4, January, 1947.

in this survey to assign small orientation groups to upper class counselors and to allow fewer advisees for each faculty adviser.

MacKay Study. MacKay[28] wrote a master's thesis at the University of Colorado in 1949 on freshman and new-student orientation. He stated that this report was a "summary of the procedures employed in freshman and new-student orientation, testing, counseling and orientation courses--as currently used in forty-seven colleges and universities with enrollments of 7,000 or more students." This survey attempted to determine orientation procedures experienced by students both prior to coming to the campus and after arrival on the campus. It also included orientation received in residence units and in follow-up lectures and courses.

MacKay's recommendations on orientation follow:[29]

1. Any orientation program would start through the Office of Admissions . . . An official from that office should be a member of the orientation committee.
2. The preparation of a pictorial brochure about the college which is to be sent to prospective students and all state high schools is recommended. The programs of the orientation period should be attractively illustrated and easily read and understood.
3. It is recommended that the colleges cooperate with the secondary schools in establishing some kind of a College Day . . .
4. A Freshman-Principal Conference should be held in the spring . . . as a means of establishing contact between high school principals and their former students . . .
5. It is recommended that an adviser for the student be assigned to the student before his arrival on the campus. . . . Personal record blanks are to be sent to the student . . . immediately after his acceptance at the university . . .
6. The official responsible for the supervision of new students should be a member of the orientation committee.
7. A period of pre-registration and formal orientation is to be considered an essential . . . It is the writer's belief that a

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[28]MacKay, op. cit., 97 pp.

[29]Ibid., pp. 67-75.

period of three days . . . is adequate for an orientation program before registration . . .

8. . . . new students and upperclassmen should be able to register together.
9. All student leaders . . . should be elected at the beginning of the spring term . . . This group of activity leaders should plan their activities for the first two weeks of the fall term before the spring session ends.
10. Enough upper-class group leaders should be available to divide the new students into groups of not more than thirty . . .
11. The faculty advisers should have some form of in-service training, should be given (preferably) a reduction in their teaching loads . . .
12. Group meetings . . . should be held . . . within a month after registration to discuss the problems of registration in order to avoid making the same ones the next term . . .
13. The faculty advisers, student counselors and group leaders should arrive on the campus at least one day before the freshmen and new students.
14. Orientation and counseling should be provided in the residence units . . . Any student who is selected to be a student counselor should be required to take a course to prepare him to meet his responsibilities as a counselor . . .
15. The orientation following the formal orientation period and registration should include such elements as courses, lectures, student discussions, skits and movies . . .
16. At the beginning of the winter and spring quarters freshmen and new students should be assigned an upperclassman who acts as a leader for him at registration and the following week and aids in helping the student adjust himself to his new environment.

Wyoming Studies: Hendrix Study. A doctoral study submitted by Hendrix[30] on "A Proposed Student Personnel Organization for the University of Wyoming" in 1949 offered much source material for this study on the development of the present personnel services at the University of Wyoming. One of his recommendations applicable to orientation at the University of Wyoming follows:

A third member of the professional staff of the Admissions Service should be responsible for the orientation of new students.

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[30]Hendrix, op. cit., 115 pp.

This person should be responsible for the coordination of all activities engaged in by new students during new-student week. Activities coordinated should include fraternity and sorority rushing, activities centering in the residence halls, recreational activities, activities of student organizations, registration, testing, counseling, and, in fact, any activity requiring the time and interests of new students. Following new-student week, this official should be responsible for planning a series of activities designed to orient the student more thoroughly to the educational environment of the University and the opportunities which this environment offers for his personal growth. Involved in this activity should be cooperation with the colleges in the development of orientation courses designed to familiarize students with college academic programs and procedures.

Bookman Survey. In a survey[31] of 143 colleges and universities with enrollments between 1,000 and 3,000 students, Bookman found that 134 of these schools held pre-enrollment orientation practices. Her conclusions and recommendations follow:

1. An adequate testing program is a necessary part of orientation.
2. A properly planned and executed program on orientation does seem to fill a need; however, too many activities should not be attempted. A full week is recommended.
3. Counseling is a generally accepted technique for proper orientation of new students.
4. Colleges are generally only lukewarm in their use of the orientation course.
5. A definite follow-up program should be instituted whereby results of orientation would be studied first hand from the students themselves.

Gentle Survey. An earlier survey of the existing personnel services at the University of Wyoming by Miss Gentle[32] in 1944 supplied additional early historical data for this study. Recommendations for a special orientation committee to be appointed from the new Personnel and Guidance Office were also made:

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[31]Bookman, op. cit., 136 pp.

[32]Justine Gentle, A Survey of the Existing Personnel Services as Offered by the University of Wyoming, 1944-45. Unpublished Master's Thesis, University of Wyoming, 1946, 107 pp.

> In addition to counseling, there should be one or more persons on the staff qualified to direct the orientation and remedial work. . . . The entire program of freshmen orientation, beginning when the prospective student files his application for admission until he is thoroughly acquainted with and adjusts himself to the campus life, should be under the direction of the Personnel Office.

Robertson Study. Factors contributing to non-enrollment of Wyoming high school seniors at the University of Wyoming were studied by Robertson[33] in 1949. His conclusions are summarized below:

1. The Wyoming high school graduates in 1949 who propose to attend the University of Wyoming have college ability comparable to those who plan to attend other schools.
2. Because of the fact that nearly 36 per cent of the high school graduates coming to the University of Wyoming are also in the lower quartiles, it would indicate that more attention should be given to helping students make appropriate educational plans.
3. Over 60 per cent of those who plan to attend centers of the University of Wyoming have above average ability to do college work.
4. Approximately 49.5 per cent of the 1949 graduating Wyoming high school seniors planned to enroll in some institution of higher learning and 41.9 per cent planned to enroll in the University of Wyoming.
5. Slightly over 21 per cent of the Wyoming high school graduates were undecided with regard to their future educational plans. About 49 per cent of this group who are undecided could be considered as being good college prospects.
6. Some of the reasons (given by students for not desiring to attend the University of Wyoming) are the following: financial considerations, inadequate nurses training, limitation in courses offered and desire for a shorter course.
7. In general, the Wyoming high school seniors' opinions of the quality of training offered by the University were quite high.

Recommendations advanced by Robertson relative to increasing the University of Wyoming freshmen enrollment were as follows:

1. The University should assist and encourage teachers and guidance personnel within the high schools in helping students make educational plans commensurate with their ability.

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[33]Robertson, op. cit., 59 pp.

2. Because of the influence which parents and teachers often exercise in a student's selection of a school, further attempts should be made to foster a friendly relationship between the University and the people of the state.
3. Steps should also be taken to better acquaint the high school students of the state with the offerings and advantages of the University of Wyoming.
4. An examination of the curriculum of the University should be made to ascertain if the University is actually meeting the needs of the students in the State of Wyoming.
5. . . . (relative to nurses training, since installed).
6. Since many students express the desire for a shorter course in subjects such as commerce and vocational trades, and since this need is not being met within the state, the University should investigate the possibility of the establishment of such courses.

The University of Wyoming and the Development of its Student Personnel Services as they Pertain to Orientation

Historical Background. A knowledge of the historical background of the University of Wyoming is offered to give some insight into the problems of orientation as they may be peculiar to the local situation.

Probably one of the most important reasons for the founding of the University of Wyoming was the desire to insure for Wyoming Territory the benefits of the Land Grant Act of 1881.[34] The University of Wyoming first opened in 1887 with six faculty members and 42 students.

Wyoming, as the forty-fourth state, was admitted to the Union in 1890, three years after the University was founded. The four principal towns of Wyoming Territory--Cheyenne, Laramie City, Rawlins, and Evanston--were all located along the Union Pacific Railroad which extended along the southern edge of the new territory. Location of the state capitol and various territorial institutions was divided among these four towns

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[34]Velma Linford, Wyoming, Frontier State. Denver, Colorado: Old West Publishing Company, 1947, pp. 299 and 313.

with the state university being placed in Laramie.[35]

A struggle arose concerning whether to retain the agricultural college within the present university. This struggle was caused by sectional interests as the state grew and developed in other areas. The Hatch Act of 1887 and the second Morrill Act of 1890 aided in developing and maintaining this tiny university serving a vast thinly populated state.[36] In 1892, Wyoming University pioneered in organizing adult education programs within the state. Many of these programs used the facilities of the agricultural college and served in enhancing its continuance in Laramie.[37]

Not until 1896 did students who were registered for regular college work at Wyoming University exceed 100 in number. By 1906, the university enrollment had reached 200 students and over 300 by 1916. In 1921, slightly less than fifty per cent of the Wyoming high school graduates going to college elected to attend their state university. Laramie's inaccessibility by railroad from the central and northern parts of the state undoubtedly influenced this low percentage.

Enrollments at Wyoming University first exceeded 1,000 in 1925 and 2,000 in 1941. Since 1946, enrollments exceeded 3,000 annually until

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[35]Ruth Hudson, Here is Wyoming. Laramie, Wyoming: University of Wyoming publication, October, 1948, p. 7.

[36]Ibid., pp. 10 and 12.

[37]Ibid., p. 14.

1950 when World War II veteran enrollment began to drop. The 1950-51 and 1951-52 enrollments have been slightly below the 3,000 figure.[38]

It was natural that emphasis in the new land grant colleges should be utilitarian. The six departments of the newly organized university offered major emphasis in such "practical areas" as engineering, sciences and agriculture.[39] Today, comprising nine colleges with 39 departments offering over 1,343 courses,[40] the University of Wyoming has indeed grown more complex.

Though eighth among the states in size, Wyoming is forty-seventh in population. In its 98,000 square miles there live 290,529 people or an average of only three people per square mile.[41] Wyoming high schools graduated 2,779 seniors in 1952 with 1,280 (or 46.1%) enrolling in college. Five hundred and fifty-three of those enrolling in college entered the state university.[42] Total high school registration has increased to 13,855 pupils in 1952. This increase indicates also a gradual increase in university enrollment.

Students entering the University of Wyoming find themselves a part of increasingly larger freshmen classes. In addition, they must make a

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[38]Compiled from Statistical Summary, Registrar's Office, University of Wyoming, 1952.

[39]Wilson O. Clough, A History of the University of Wyoming. University of Wyoming publication, 1937, p. 37.

[40]University of Wyoming, 1952 Catalogue, Vol. 49:1. University of Wyoming publication, 1952, 359 pp.

[41]U. S. Dept. of Commerce, Census Population, 1950, Part 50, Wyoming. U. S. Govt. Printing Office, Washington, 1952, 116 pp.

[42]College of Education, High School Study of Graduates for 1952. University of Wyoming, Unpublished report, November, 1952, 16 pp.

choice of curriculum from more extensive course offerings. Orientation is necessary in bridging the gap from high school to college, from somewhat fixed secondary courses to the more diversified college offerings, from small Wyoming schools to the comparatively large campus of the state university.

Development of Student Personnel Services at the University of Wyoming Having Implications for Orientation. The development of student personnel services on the Wyoming University campus including the organization of the present orientation program is of comparatively recent origin.

It was largely through the influence of June E. Downey of the Psychology Department that a program of testing all entering freshmen was initiated at the University of Wyoming in 1919. The Thorndike Intelligence Examination was used from 1919 to 1928. Forms of the Ohio State Psychological Examination have been used continuously since 1929.[43]

Freshman Week was first organized on the Wyoming campus in 1925 but was discontinued in 1932 because of lack of funds and interest. Many of the events scheduled at that time such as opening assembly, social mixers, testing, receptions, registrations and campus tours are still considered an essential part of orientation.

A personnel department was organized at Wyoming University in 1927. The functions of this department included the testing and counseling of students.

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[43]Hendrix, op. cit., pp. 1-17.

The Office of Student Welfare was organized in 1934. Its functions were to assign students to work for which payment was made from funds administered by that office, to assist students in securing part-time and summer employment, and to provide coordination for the several loan funds administered on the campus.

The Coordinating Committee appointed by the president's office in 1944 recommended the establishment of an Office of Student Personnel and Guidance for the University of Wyoming.[44] This office was to combine the major university personnel services of testing, counseling, guidance, student employment, health service, housing, student orientation, student records, remedial work, and such other allied fields as the needs arose.

An Office of Student Personnel and Guidance was established on the University of Wyoming campus effective July 1, 1945. The Testing Service was transferred from the psychology department during the summer of 1945.[45] The Student Welfare Office changed its name to Student Employment Office upon being placed under Student Personnel and Guidance in 1946.

The annual report[46] of the Office of Student Personnel and Guidance for 1945-46 mentions a two hour elective course in study skills and a two

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[44]W. G. Solheim, J. R. MacNeel, and Walter C. Reusser, Report of the Coordinating Committee on Personnel and Guidance to the President. The University of Wyoming, Unpublished report, 1944, pp. 84-5.

[45]Gentle, op. cit., pp. 16-19.

[46]Walter C. Reusser, Virginia Lynn, and Leo S. Arnoldi, Annual Report of the Office of Student Personnel and Guidance for 1945-46. The University of Wyoming, Unpublished report, July 1, 1946, p. 10.

hour elective course in vocational orientation being taught by members of the personnel staff.

Following the signing of a contract with the Veterans Administration for a Guidance Center on the University campus, a Veterans Appraiser and a Veterans Relations Office were added to the personnel program. Upon the termination of the contract with the Veterans Administration in 1949, the veterans appraiser was retained in personnel as head of testing services.

The Developmental Study Report of 1949[47] proposed that a Division of Student Affairs be set up and be responsible for the coordination and supervision of all student activities, organizations, and personnel services not immediately associated with academic instruction. It further proposed that an affiliate relationship be maintained between this Division and the Office of Registrar and Admissions, the Associated Students of the University of Wyoming, the Associated Women Students, and the Wyoming Union Managing Committee. A Division of Student Affairs Council was installed January 1, 1950 with a rotating chairmanship between the participating office of Student Personnel and Guidance, Health Service, Dean of Men, Dean of Women, and Veterans Relations.

The Present University of Wyoming Orientation Program. The present orientation committee effected in 1945 is composed of a faculty representative, an administration representative actively in charge of orientation

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[47]Robert H. Bruce, Walter C. Reusser, and Ruth Hudson, The University of Wyoming Developmental Study. A preliminary unpublished report submitted Fall, 1948. The University of Wyoming, Article X, Sec. 8:61-70.

from the Office of Student Personnel and Guidance, and two appointed student body representatives selected from the Student Senate.[48]

The yearly re-organization of the orientation committee on the University of Wyoming campus takes place following the spring student body elections. Outgoing members are asked to sit in on the spring meeting to brief their incoming colleagues on their committee duties. Sub-committees are also organized to plan and arrange the details for programming, steak fry, student entertainment, transportation to the steak fry picnic, and the various aspects of the campus social activities for the fall orientation program. Letters are sent to all groups who will participate in the fall orientation program indicating their time and place on the program. Interested participating group leaders are encouraged to attend these orientation committee meetings to discuss their part in the program.

Activities considered as a part of fall orientation at the University of Wyoming include the opening assembly, testing, meeting college advisers, registration, freshmen assembly, college tours, church group meetings or socials, student mixers, painting the school letter, operating an information booth, freshmen-sophomore tug-o-war, pep assembly, freshmen steak fry, independent students stunt night program, all school mixer, library open house, and the fraternity-sorority rushing parties. Incorporating all these activities into orientation, endeavoring to make the incoming student feel a part of the school through added understanding of all its functions, and still to maintain emphasis upon academic

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[48]Charles H. Thompson, Evaluating the 1951 Orientation Week Program at the University of Wyoming. Unpublished report, the University of Wyoming, 1951, p. 1.

standards of the university becomes the function of the committee on orientation.

Summary of the Chapter

The concensus of writer opinions points to the need for an adequate orientation program in today's school. This program appears to be here to stay as an integral part of the school services to the incoming new student. Such a program usually includes (1) presentation of school history, (2) information about school rules and regulations, (3) assistance in registration, (4) campus familiarization, (5) official welcoming to the campus, (6) school activities and organizations, and (7) faculty counseling.

The national study of Knode in 1928 influenced the present study in determining its methodology and procedure. It is felt that a comparison of this study with Knode's will indicate trends over the last 23 years. MacKay's study of universities with enrollments ranging from 7,000 to 10,000 also had considerable influence in determining the methodology of the present survey.

Previous studies at the University of Wyoming exploring various aspects of student personnel activities have influenced the present study. Many of these previous studies have included consideration of orientation and offered suggestions for better practices.

The University of Wyoming, a land grant college, was founded in 1887 in Laramie. This cite is in the southeastern section of the thinly populated state. The growth of the university has been slow until recent years. From a single college encompassing all courses and administration,

the university has grown to a size commensurate with similar institutions of higher learning in nearby states. Today, over 3,000 students are enrolled in nine colleges at the university. Over 1,300 courses are offered. The increasing complexity of the University of Wyoming has increased its need for orientation, particularly since many students come from small towns.

Orientation Week for entering new students was first instituted in 1925 at the University of Wyoming, dropped in 1932 because of the lack of funds and was re-instituted again in 1945. The present orientation committee at this school is composed of an appointed faculty representative, an administration representative (from the Office of Student Personnel and Guidance), and two student members appointed from the elected Student Senate.

CHAPTER III

METHODOLOGY AND PROCEDURES OF THE STUDY

Student opinion evaluating orientation often does not come to the attention of university officials concerned. Yet student approval is important and somewhat a measure of the success of the orientation program. Research is necessary to determine specifically the nature of student reaction to orientation. For this reason, a normative survey was made at the University of Wyoming to determine student evaluation of the orientation procedures used on that campus.

The seven criteria suggested by Reeder[1] were considered in this study. These criteria briefly are (1) novelty of the problem, (2) the investigator's interest in the problem, (3) practical value of research on the problem to the investigator and others, (4) the investigator's special qualifications to attack the problem, (5) availability of data on the problem, (6) cost of investigating the problem, and (7) the time required for the investigation of the problem.

The worthwhileness of the problem was determined through a canvass of available related studies and was discussed in the preceding chapter. The second and fourth criteria of Reeder are met in the investigator's personal background as a member of the staff of the Office of Student Personnel and Guidance at the University of Wyoming and his appointive

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[1]Ward F. Reeder, How to Write a Thesis. Bloomington, Illinois: Public School Publishing Company, 1930, pp. 23-26.

position as administrative representative on that college's orientation committee.

This research should be of value to the University of Wyoming in improving orientation procedures. It should also be of value to other colleges and universities judging from the rather large number of these schools requesting survey findings.

Availability of data for part of this study was made through the whole-hearted cooperation of the Office of Student Personnel and Guidance and the Department of English at the University of Wyoming. In addition, the colleges and universities canvassed were most helpful in supplying information about their orientation programs. The time and cost involved in this investigation were carefully considered prior to its undertaking and deemed not too great.

Sampling Procedures Employed in This Study

According to Johnson[2] "few studies in educational research can be set up to utilize the entire population." Hence, to define a sample of the population from which conclusions and recommendations can be made for the entire population is of primary concern in this survey. The populations with which this survey was concerned were those of (1) Wyoming high school seniors planning on attending their state university, (2) University of Wyoming freshmen, and (3) colleges and universities

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[2]Walter F. Johnson, A Study of Certain Factors for Predicting Achievement of Veterans at the Junior College Level at the University of Minnesota. Unpublished Doctoral Dissertation, University of Minnesota, January, 1950, p. 36.

throughout the United States of a size comparable to the University of Wyoming.

Recent Wyoming high school graduates. Wyoming is a very sparsely populated state supporting only one university. There are also in Wyoming three small community centers sponsored jointly by the university and the community and one city-supported junior college. The state has 88 accredited high schools[3] with approximately 3,000 graduating seniors as shown in Figure 1. The number of new students entering the junior college and three university centers each year is approximately another 200.

All Wyoming high school seniors were contacted during this survey and those considering entering the University of Wyoming were requested to fill out a questionnaire stating their opinions on college orientation practices. Information on this questionnaire[4] was secured at the same time that all state high school seniors were filling out University Information Blanks and in the process of taking senior tests (Ohio State University Psychological Test, Cleeton Vocational Interest Inventory, and Iowa High School Content Examination). These tests were administered through the Testing Service of the Office of Student Personnel and Guidance in conjunction with the university Office of Community Service.

Table I indicates the extent of the coverage of this survey among the schools of the state, the number of seniors contacted and the total possible Wyoming University enrollees. Out of 2,630 high school seniors

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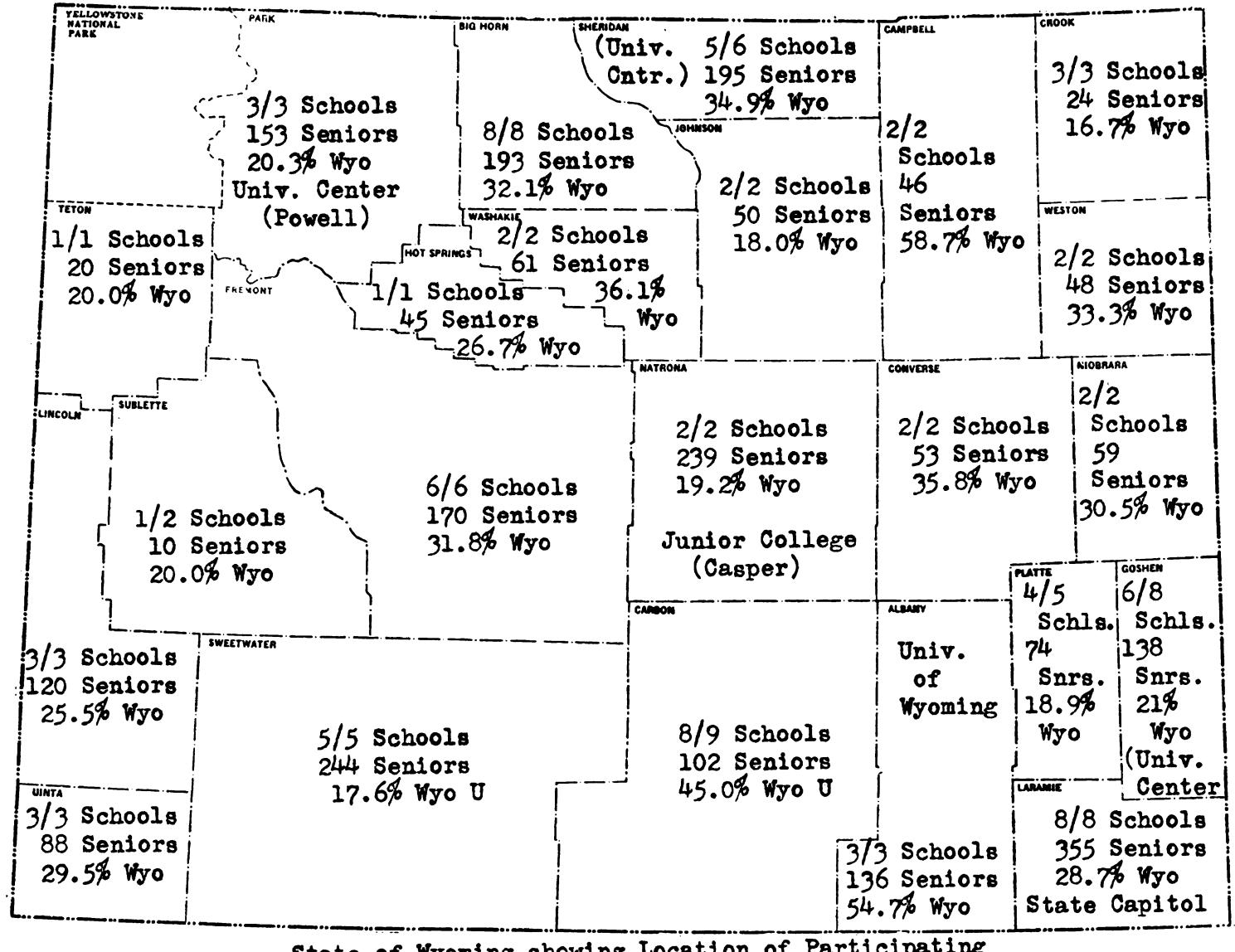
[3]See Appendix for listing of accredited Wyoming High Schools.

[4]See Appendix B for copy of high school questionnaire.

FIGURE 1



State of Wyoming showing Location of Participating Wyoming High Schools, with Per Cent of Possible University of Wyoming Attenders

TABLE I

DISTRIBUTION OF PARTICIPATING WYOMING HIGH SCHOOLS
SHOWING POSSIBLE WYOMING UNIVERSITY ENROLLEES

Wyoming Counties	County Seat	Schools Contacted	High School Graduates	Possible Wyoming Enrollees	Per Cent to Wyo. Univ.
1 Albany	Laramie	3/3	136	73	54.7
2 Big Horn	Basin	8/8	193	62	32.1
3 Campbell	Gillette	2/2	46	27	58.7
4 Carbon	Rawlins	8/9	102	49	45.0
5 Converse	Douglas	2/2	53	19	35.8
6 Crook	Sundance	3/3	24	4	16.7
7 Fremont	Lander	6/6	170	54	31.8
8 Goshen	Torrington	6/8	138	29	21.0
9 Hot Springs	Thermopolis	1/1	45	12	26.7
10 Johnson	Buffalo	2/2	50	9	18.0
11 Laramie	Cheyenne	8/8	355	102	28.7
12 Lincoln	Kemmerer	3/3	120	26	25.5
13 Natrona	Casper	2/2	239	46	19.2
14 Niobrara	Lusk	2/2	59	18	30.5
15 Park	Cody	3/3	153	31	20.3
16 Platte	Wheatland	4/5	74	14	18.9
17 Sheridan	Sheridan	5/6	195	69	34.9
18 Sublette	Big Piney	1/2	10	2	20.0
19 Sweetwater	Green River	5/5	244	43	17.6
20 Teton	Jackson	1/1	20	4	20.0
21 Uinta	Evanston	3/3	88	26	29.5
22 Washakie	Worland	2/2	61	22	36.1
23 Weston	Newcastle	2/2	48	16	33.3
Totals		82/88	2630	743	28.3

contacted in this survey, 743 questionnaires were completed by those students considering attendance at the University of Wyoming. These 743 responses indicated that slightly over 28 per cent of the graduating seniors planned to continue their education at Wyoming University.

The Admissions Office at the University of Wyoming reported 735 new students accepted for enrollment in 1951. Six hundred and two of these entering students were Wyoming high school graduates. These 602 in-state freshmen represent 81 per cent of those signifying their intentions to attend the University of Wyoming as shown from the survey of the preceding winter. The percentage of those attending the university from the state would be still higher if transfer students from the state's junior college and the community centers were included.

College freshmen at the University of Wyoming. College freshmen opinions on orientation practices at the University of Wyoming were obtained through questionnaires.[5] A fairly complete sampling was made possible by having the English Department at the University administer these questionnaires to all their regularly enrolled students present in Freshmen English, which is a required course. The 526 (or 85.4%) of the registered freshmen who answered this poll was ninety short of the obtained enrollment figures from the Registrar's Office. No attempt was made to secure response from the ninety not participating in the survey. The response of 526 was considered to represent an adequate sampling.

Table II indicates the distribution by colleges within the university of the freshmen contacted in this poll. The breakdown by colleges

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[5]See Appendix C for copy of the college freshman questionnaire.

TABLE II

DISTRIBUTION BY COLLEGES OF FRESHMEN POLLED ON COLLEGE ORIENTATION AT THE UNIVERSITY OF WYOMING

College	Enrolled Freshmen[6]	Freshmen Surveyed	Per Cent Surveyed	Per Cent Surveyed Participating in Orientation
Liberal Arts*	194	150	77.3	95.0
Agriculture	126	92	73.0	91.6
Engineering	117	101	86.3	93.8
Education	110	90	81.8	93.5
Pre-Law (Law)	13	10	76.9	100.0
Commerce	84	58	69.0	94.6
Pharmacy	17	13	82.4	92.4
Nursing	12	12	100.0	91.6
Totals	616**	526	85.4	93.4

* Less Pre-Law and Nursing freshmen who were tabulated separately.
** 57 withdrawals during the school term were not shown by college.

[6]Compiled from Statistical Summary, 1951-52, Office of the Registrar, University of Wyoming, October, 1952, p. 38.

TABLE I

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

indicates that all schools within the university were covered in the initial survey, but that the percentage of coverage was somewhat low in several of the colleges. Participation in orientation procedures by those polled was extensive as is shown in Table II.

The University of Wyoming includes the following colleges: Liberal Arts, Agriculture and Home Economics, Engineering, Education, Law, Commerce and Industry, Pharmacy, Graduate School, and Adult Education and Community Service. The latter two schools or colleges were not listed in these tables, having no freshmen students regularly enrolled or on the campus. The freshmen students taking a pre-legal curriculum were included under the category of Law School in this study, while the nursing school freshmen trainees were included under the Division of Nursing.

Selection of colleges and universities for national survey of orientation practices. College orientation practices throughout the United States, Alaska and Hawaii in schools similar in size to the University of Wyoming were surveyed in this study. The 128 selected institutions[7] for the most part fell within the 2,000-5,000 enrollment bracket[8] and gave national coverage. Exceptions to this enrollment bracketing were made for the few states or territories having no school within the limits of the enrollment figures established for the study. In the state of Minnesota, the school chosen was slightly below the 2,000 enrollment figure as enrollment in the state university was many times larger. The two

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[7]See Appendix D for listing of schools, their locations and 1951 enrollments.

[8]Office of Education, Federal Security Agency, Fall Enrollments in Higher Educational Institutions, Circular 328, 1951, 30 pp.

territorial universities were also included in order to give an indication of orientation practices within those two territories petitioning to become states within the union.

Institutions of higher learning contacted in this survey were first selected according to size and then divided according to type of school.[9] Division according to types of schools included the following categories: kind of school--university, college, or technological; kind of student body--co-educational, all men, or all women; kind of endowment--public or private; kind of racial group--negro or white.

Postcard questionnaires[10] were sent out to the 128 schools selected for this survey. These postcard questionnaires served as an initial survey on orientation practices and furnished the names of individuals to be contacted later for the more detailed survey on orientation practices within the college. Table III shows the breakdown of the 110 (or 85.9%) of the 128 schools replying to this initial postcard survey.

More comprehensive questionnaires[11] were sent to these 110 institutions and to the remaining 18 that failed to answer the initial postcard questionnaire. Table IV shows the breakdown according to type on the 108 (or 84.3%) answering the final type questionnaire on orientation. The seven negro schools answering either or both questionnaires were included also under the headings of school, support, and student body.

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[9]A. J. Brumbaugh (ed), American Universities and Colleges. Washington: American Council on Education, 1948, 1052 pp.

[10]See Appendix E for copy of postcard questionnaire used.

[11]See Appendix F for copy of college orientation information questionnaire.

TABLE III

TYPES OF SCHOOLS SURVEYED IN INITIAL QUESTIONNAIRE

Type of School		Type of Support		Kind of Student Body	
Universities	53	Public	59	Co-ed	89
Colleges	47	Private	51	All Men	19
Technological	10			All Women	2
Totals	110		110		110

TABLE IV

TYPES OF SCHOOLS SURVEYED IN FINAL ORIENTATION SURVEY

Type of School		Type of Support		Kind of Student Body	
Universities	52	Public	59	Co-ed	90
Colleges	44	Private	49	All Men	17
Technological	12			All Women	1
Totals	108		108		108

Table V indicates the number of schools responding to the two questionnaires. Ninety-four (or 73.4%) of the institutions answered both forms of the questionnaire submitted to them while 123 out of the 128 schools (or 96.1%) responded to one or the other of the two forms.

TABLE V

COLLEGE ORIENTATION QUESTIONNAIRE RESPONSE

Questionnaire	Number of Replies	Per Cent of Replies
Initial postcard	110	85.9
Final type questionnaire	108	84.3
No response to either form	5	3.9
Responded to both questionnaires	94	73.4

The present survey has been influenced by procedures used in other studies on orientation. The common practice has been followed of subdividing orientation into pre-enrollment orientation, "freshmen week", and other orientation practices. Population areas considered in this study are: pre-college students, college freshmen, and colleges on a national coverage.

Construction of the Questionnaires

Rough drafts of the questionnaires were submitted to the members of the study committee, to fellow staff members in personnel and guidance at the University of Wyoming, to guidance men in nearby high schools, and to people involved in orientation at neighboring colleges and universities.

Many of their suggestions and recommendations were incorporated into the final forms of the questionnaires. The resulting questionnaire forms (see Appendices B, C, E, and F) were thus a composite of collective thinking relative to orientation.

The questionnaires early took the form of check-lists rather than lengthy opinion-type questions. This form was more readily adaptable to coding for machine tabulation, thereby speeding up compilation and analysis of the data. The mechanical limitations of the IBM cards were considered carefully in the allocation of card space to various criteria.

Pilot studies were run on the college questionnaires at the Universities of Colorado, Denver, and Utah. Very helpful suggestions for improving form and content resulted from this initial use of the questionnaire. A trial run on the questionnaire for college freshmen was conducted in an orientation class on the University of Wyoming campus. The high school senior questionnaire was first tried on seniors in the University of Wyoming Preparatory High School. Changes were made as a result of weaknesses noted in these trial studies before the final forms of the questionnaires were constructed.

High school senior questionnaire.[12] This questionnaire attempted to secure reactions toward orientation practices from students planning on continuing their education at the University of Wyoming. Question 1 requested the name of the high school which the respondent was attending in order to compile information related to each particular school, county

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[12]See Appendix B for a copy of the high school questionnaire.

or area in the state. The second question asked for a listing of influences causing him to plan to attend the state university.

The next seven questions (3 to 9, inclusive) all pertain to pre-college orientation practices, such as visits by University officials, campus tours by their class, senior day at Wyoming, campus visits, pre-college advisement, and university printed materials received.

The last question on this form contains an outline of the tentative orientation program at the University of Wyoming inviting the high school seniors to indicate those activities liked or disliked. The form of this question was similar to the one used on both the Wyoming University freshmen study and on the national college survey. Parts not understood by high school seniors could either be marked "no comment" or left blank.

College freshmen questionnaire.[13] The college freshmen questionnaire was concerned with the worthwhileness of individual parts of the entire Wyoming freshmen orientation program.

The first question on curriculum being pursued by the individual was inserted in order to ascertain if complete coverage of all the university colleges was attained. It was also desired to find out how effective orientation procedures were according to the college in which the student was enrolled.

Students were queried on the specific parts of the orientation program to give evaluation of worthwhileness and extent of their participation in orientation.

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[13]See Appendix C for a copy of the college freshmen questionnaire.

The last questions in this survey were devoted mainly to college freshmen analysis of pre-school orientation experiences. Students were asked whether the orientation procedure in general had made them feel a part of the school.

It should be noted that some of the questions in the college freshmen questionnaire were somewhat similar with those on the high school form. This enabled comparison of student opinion on orientation both before and after engaging in orientation activities.

College survey questionnaires on orientation.[14] Knode's plan[15] of first sending out a postcard questionnaire followed by a more lengthy questionnaire on orientation practices was used in the present study. The postcard survey of colleges confined itself to general questions on orientation, such as whether an orientation program was conducted in the school and if so, its duration and the name of the person actively in charge.

Other questions asked in this initial postcard survey related to pre-enrollment contacts by officials, pre-enrollment advisement, foreign student orientation, pre-school indoctrination meetings for new faculty, general orientation courses and "Career Conference Days". This information was then compiled, analysed and sent back to all schools at the same time the final type questionnaire was sent out. (See Appendix G for cover letter submitted with final type questionnaire.)

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[14]See Appendices E and F for copies of college questionnaires used.

[15]Knode, op. cit., p. 30.

The final type orientation questionnaire was divided into three parts for this study. Part one was on pre-registration orientation and had questions both on materials requested from and sent new students. It also had questions on pre-school contacts, pre-school advisement, and high school sponsored activities held on the campus. Some of these questions overlapped the ones asked on the postcards but this was necessary in order to cover schools not previously responding as well as to gain more detailed information.

Part two of this questionnaire related to freshmen orientation programs in the colleges surveyed. The colleges were asked to evaluate various parts of a typical orientation program. Other questions asked in this part of the questionnaire dealt with length of orientation, compulsory attendance at orientation activities, type of entrance examinations given, social functions, religious activities, mid-year orientation, the attitude of the school toward fraternity-sorority rushing during orientation, the representation on the general orientation committee, and the evaluation by this committee on the school's present orientation practices.

The last part of this questionnaire was concerned with general orientation practices within the institution. Questions related to pre-school indoctrination programs for new instructors, general orientation courses, foreign student orientation practices, college career day programs and contemplated changes in the general orientation program. A request for results on any orientation studies carried on in the school as well as for copies of orientation programs was made.

Analysis of the Data

The comprehensiveness of the study. Data for this investigation were gathered over a wide area. High schools answering the questionnaire represented all parts of the state of Wyoming as well as the different sizes of secondary schools within the state. College freshmen contacted at the University of Wyoming represented all of the colleges within the school. In the survey of colleges and universities within the United States an attempt was made to include all types of schools within the size bracket selected.

The questions sent to high school seniors, to college freshmen, and to the 2,000-5,000 sized institutions were similar in nature so that comparisons in results could be established.

The collection, compilation and analysis of data for this study has continued over a two-year period. The time factor involved has been of possible value in providing a longer perspective on the data.

This study, in general, has employed two kinds of analyses: (1) a detailed analysis of each of the three areas surveyed individually and apart from each other--that is, Wyoming high school student opinion, Wyoming University freshmen opinion, and national college orientation practices; and (2) comparisons among the three areas to identify common trends and differences.

Extensive use has been made of tables to present results of the study. Whenever possible the tables have followed the same format to present results found in each of the three areas. This similarity of format should make comparisons among the groups easier.

On the national college survey a particular effort was made to evaluate extent and evaluation of certain controversial kinds of orientation practices. It was found that the trial surveys gave considerable information in identifying those areas in orientation about which there was debate as to necessity and value. Some of the controversial problems relate to orientation for transfer students, length of orientation, fraternity-sorority rushing during orientation, the general orientation course, and orientation for foreign students.

CHAPTER IV

ANALYSIS OF ORIENTATION PRACTICES AT SELECTED INSTITUTIONS OF HIGHER LEARNING WITH ENROLLMENTS BETWEEN 2,000 AND 5,000

One of the major purposes of the present study was to determine typical orientation procedures in colleges of a size comparable to that of the University of Wyoming. It was hoped to identify trends in orientation that prevailed in most of the colleges surveyed. It was also hoped to discover whether there were pronounced areas of deviation in orientation practices among the institutions of higher learning examined.

To secure this information, an initial postcard questionnaire on orientation practices followed by a more lengthy questionnaire was sent to the 128 colleges and universities in the United States which were selected for study. Most of these were within the 2,000 to 5,000 enrollment bracket and thus were roughly comparable in size to the University of Wyoming with its 2,823 students. However, seven schools solicited were under the 2,000 minimum enrollment limit which was established for this survey in order to include all 48 states in the study.[1]

Enrollment in the 123 colleges from whom questionnaires were received is indicated in Table VI. As may be noted, the modal figure is in the 2,000-2,999 grouping, where the University of Wyoming also is placed, while the median enrollment figure also falls in this group. The average

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[1]See Appendix D for listing of institutions surveyed.

enrollment of 2,974 for schools surveyed is likewise comparable to the enrollment at the University of Wyoming.

TABLE VI

ENROLLMENTS OF COLLEGES SURVEYED

Enrollment	Frequency	Per Cent
1 - 999	1	.8
1000 - 1999	6	4.9
2000 - 2999	58	47.2
3000 - 3999	35	28.4
4000 - 4999	23	18.7
Totals	123	100.0

One hundred and ten replies to the postcard questionnaire[2] were received, while 108 schools answered the more comprehensive questionnaire[3] which followed the initial postcard inquiry. Information reported in this chapter is based on results from both of these questionnaires.

Pre-College Orientation

In many of the colleges surveyed some form of orientation is provided before the students make even their preliminary applications for

[2]See Appendix E for copy of postcard questionnaire.

[3]See Appendix F for copy of college orientation questionnaire.

college admission. Many of the colleges offer services to students while they are still in high school—services that give information and understanding to the student about college life.

In Table VII are listed activities which the reporting colleges indicated to some extent have the function of orienting high school students to college life. Many of these activities, of course, have other important functions in addition to introducing the students to the college campus.

In Table VIII the number of these orientation activities sponsored by the various schools is summarized. The range of sponsored activities varied from none to eight with both the modal group and the median listing two activities. This table also indicates that 10 per cent of the schools answering this question engage in no sponsored high school activities during the school year to encourage high school groups to visit their campuses.

The nature of these "pre-freshmen" orientation practices varies considerably from college to college. No doubt high school students who participate in programs offered by the colleges are not particularly aware that they are being orientated to college life. Nevertheless the programs offered by colleges present to high school students first and probably vivid impressions of the nature of college life. A high school student visiting a college is likely not only to consider whether he wants to go to college or not, but also to construct in his own mind some concept of how he might fit into and adapt himself to the college environment.

Forty-one of the colleges sponsor a program for high school students that is specifically one of pre-college orientation. This type program is

TABLE VII

TYPES OF PRE-COLLEGE ACTIVITIES HELD
ON CAMPUS FOR HIGH SCHOOL STUDENTS

Activity	Frequency*	Per Cent of Frequency
High School Visitation Day	41	19.3
Forensics, Speech, Drama	23	10.9
Music or Piano Festivals	18	8.5
Athletic Meets	27	12.8
Band Day, Band Clinics	12	5.7
Boys or Girls State	4	1.9
District Scout Meetings	2	.9
Ag or Home Ec Conferences	17	8.1
Principal and Guidance Meetings	4	1.9
Academic Meetings	6	2.8
High School Proms and Dances	5	2.4
Journalism Meets	13	6.1
Placement Examinations	1	.5
College Day or Career Day	10	4.7
Junior Academy of Science, Fairs	6	2.8
Department Conferences	4	1.9
UNESCO Conference	2	.9
Conference of HS Student Councils	3	1.4
Cheer Leader or Twirling Clinic	2	.9
High School Girls Play Day	4	1.9
Play Festival	2	.9
Senior Parties and Picnics	3	1.4
Parents Day	2	.9
Radio Broadcasts	1	.5

*212 activities were mentioned by the 108 colleges.

TABLE VIII

NUMBER OF ACTIVITIES FOR HIGH SCHOOL STUDENTS HELD ON CAMPUS

Number of Activities	Number of Schools	Per Cent of Schools
None	8	10.0
1	16	20.0
2	21	26.2
3	13	16.2
4	7	8.7
5	8	10.0
6	3	3.8
7	3	3.8
8	1	1.3
Totals	80	100.0

given such names as "High School Senior Day", "Campus Tours", "Campus Day", and "Open House". It is recognized also that another purpose of this kind of activity is to encourage enrollment in the sponsoring school. Nevertheless this kind of pre-college introduction to the campus does offer the student valuable information in the way of general orientation to the sponsoring institution.

Another college-sponsored activity for high school students is the drama and speech festivals. Twenty-three colleges state that they offer such programs. Drama and speech festivals have great value in offering insight into some of the more serious and more educational and cultural aspects of college life.

Music festivals have many of the advantages of drama and speech festivals in orientating the student to the college environment. Eighteen

schools indicate that they sponsor this activity. Occasionally music festivals involve some actual training of high school students by members of the college music department. Thus high school students may be introduced to teachers under whom they will later be working in college.

A number of other activities having considerable value in orientating high school students to college were fairly prevalent. Thirteen schools sponsor programs for high school journalists. Twelve present either band "day" or band clinics. High school basketball tournaments, wrestling meets, tennis tournaments, and track meets are held in 27 schools. College day or career days are held in 10 colleges. Conferences relating to science are sponsored by six colleges. Other kinds of activities held in some of the colleges which doubtlessly have some value in orientating high school students to campus life include: home economics programs, conferences of student councils, 4-H Club meetings, FFA meetings and FTA meetings. High school principals and guidance association meetings are held in four schools and might conceivably relate back to better understanding between the college and the high school staffs.

Most of the colleges surveyed require that certain materials be submitted giving information about the applicant for enrollment before he may be accepted for admission. Presumably, among the several uses to be made of this information, one would be to offer a basis for planning orientation. The better the understanding there is of the incoming student, the more likely it seems that a suitable orientation program may be planned. Table XIX lists the typical entrance materials requested by the schools prior to admission for enrollment.

TABLE IX

ENTRANCE MATERIALS REQUESTED PRIOR TO ADMISSION

Entrance Data Required	Frequency Mentioned*	Per Cent of 108 Schools
High School Transcript	107	99.1
Principal's rating	75	69.4
Health Certificate	55	50.9
Personal data sheet	86	79.6
Other:		
Residence Certificates		
A.C.E. test scores		
Achievement test scores		
College aptitude test		
Parent's trip permit		
Application for admission		
Personal interview		
Letters of recommendation		
College entrance board examination		
Application picture		
ROTC questionnaire		
Educational objective		
Rank in class		
Pastor's recommendation		
No response (1) - weighted score	3	3.1

* The 108 schools listed 367 requirements.

One hundred and seven schools require that transcripts of high school records be submitted before admission. Not only do transcripts help determine whether the applicant is eligible for admission, but they also offer a basis for planning a suitable college program for him. A specific example of the use of a high school transcript in an orientation procedure might be to make sure that a particular high school student who had evidenced skill in scientific subjects was well informed of the opportunities for various kinds of scientific specialization in college. It should be noted, of course, that the present study has not attempted to ascertain whether such materials as high school transcripts are being used in planning orientation programs.

In addition to high school transcripts, other information is required by many of the colleges. Personal data sheets must be submitted in 86 or approximately 80 per cent of the colleges responding to this item. Seventy-five colleges require principal's ratings. Health certificates are a prerequisite to admission in 55 of the colleges. Other materials required in some of the colleges include: residence certificates, test scores, parent's trip permit, personal interview, application picture, letters of recommendation, pastor's recommendation, ROTC questionnaire, and other such items.

After a student has been accepted, he is ordinarily sent various materials, some of which have value in orientation procedure. Table X lists materials sent to students accepted for admission. Although the present survey did not attempt to ascertain the exact nature of these materials, it is evident that many of them have the specific intent to aid in the orientation of students to college life.

TABLE X

MATERIALS SENT STUDENTS ACCEPTED FOR ADMISSION

Materials Sent Out	Frequency Mentioned*	Per Cent of 104 Schools
Permission to Register	91	87.5
Entrance Credit Statement	44	42.3
Orientation Program	79	76.0
Map of Campus	56	53.8
Map of City	16	15.4
Listing of Churches	29	27.9
Complete listing of fees	59	56.7
School Catalogue	91	87.5
School regulations	46	44.2
Room assignment**	74	71.2
Student Handbook	60	57.7
Faculty adviser letter	10	9.6
Dean of Men or Women letter	90	86.5

Other materials:

- General information sheet
- Scholarship booklet
- Student employment information
- Copy of school newspaper
- Physical examination appointment
- Letter from student government
- Fraternity-sorority interest card
- Letter from Director of Admissions
- Letter from Big Sister or Big Brother
- Name and address of roommate
- Letter from honor societies
- Letter from counselor to parents
- Invitation to parents to attend matriculation
- Letter from college president or school dean
- Degree requirements
- Contract for room and board
- Freshmen course of study
- Registration number and schedule
- ROTC & Selective Service information
- Personal data sheet

*The 104 schools answering this question frequently listed more than one item.

**Three schools stated that they had no dormitories.

If these materials were not sent, it seems likely that the student's induction into college life would be more difficult. Such materials as map of the campus, room assignment, listing of fees, school catalogue, listing of churches, school regulations, and student handbook offer necessary information to assist in satisfactory adjustment of the student to the campus environment.

Pre-registration campus advisement is offered by 84 per cent of the schools as indicated by Table XI. The nature of this advisement varies with the college, with the most prevalent type being individual counseling.

TABLE XI

SCHOOLS HAVING PRE-REGISTRATION CAMPUS ADVISEMENT

Number of schools	Those Answering Yes	Those Answering No	Per Cent Answering Yes	Per Cent Answering No
106	89	17	84.0	16.0
How handled?				
Individual counseling	54		60.7	
High school clinics	2		2.2	
High school visits	7		7.9	
Adviser conference	4		4.5	
Registrar conference	15		16.9	
College Days	1		1.1	
Individual request	4		4.5	
No response	2		2.2	
Totals	89		100.0	

A further breakdown of these pre-registration advisement services is also shown in Table XI. Some of the listings seem quite similar to individual counseling, such as adviser conference, registration conference, and individual request. Two other somewhat different types of advisement that a small minority of the colleges state they offer are high school visits and "college days". Still another type listed, but by only 2.2 per cent, which is suggestive of a comprehensive and thorough advisement, is the high school counseling clinic.

From Table XII it will be seen that 18 of the colleges surveyed, or about 17 per cent, state that they provide home pre-registration visits for incoming freshmen. Although the nature of these visits is not described, it is likely that they serve the purpose, in part, of orientating the student to problems arising relative to college adjustment.

TABLE XII

SCHOOLS HAVING HOME PRE-REGISTRATION VISITS

	Number	Per Cent
Those stating "Yes"	18	16.7
Those stating "No"	86	79.6
No response	4	3.7
Totals	108	100.0

The Freshman Orientation Program

The directorship of the orientation program was delegated to various officers in the colleges surveyed. In 25 per cent of the colleges, as indicated in Table XIII, either the registrar or director of admissions (and sometimes both) was in charge of the orientation program. In assigning this responsibility to the registrar's office, the philosophy seems to be implied that not only should this office be responsible for selecting students suitable for admission, but also for insuring that they are given the proper start in college life.

TABLE XIII

TITLES OF OFFICIALS DIRECTING ORIENTATION

Officials	Frequency	Per Cent
Dean of Freshmen or Lower Division	5	4.6
Dean of Men or Dean of Women	10	9.3
Registrar and/or Director of Admissions	27	25.0
Dean of Administration	8	7.4
Director of Student Personnel, Student Affairs, Student Welfare, etc.	20	18.5
Dean of Students, Student Affairs, etc.	22	20.4
Counselor of Men or Women, Guidance Counselor	5	4.6
Director Freshmen Week, Chairman Orientation Committee	5	4.6
No response	6	5.6
Totals	108	100.0

Other officers listed by a substantial number of colleges as being in charge of orientation included dean of students and director of student personnel. Still other titles mentioned by a few include dean of freshmen (or junior college), deans of men or women, director of freshmen week, and chairman of orientation.

The director of the orientation program is usually assisted by an advisory or planning committee as is shown in Table XIV. In the majority of cases it appears that this committee is composed of representatives of faculty, students, and administration with a fairly equal proportion of each. In about 93 per cent of the schools the members of the orientation committee are appointed. However, it was not determined who does the appointing, nor in the few cases where the members are elected was it determined who does the electing.

TABLE XIV

ORIENTATION COMMITTEE REPRESENTATION

Committee Members	Frequency	Per Cent of 105 Schools
Faculty	84	80.0
Students	74	71.4
Administration	93	88.6
How Committee is Formed:		
Appointed	98	93.3
Elected	2	1.9
Personnel Office	3	2.9
No committee	2	1.9

Orientation may be classified into two kinds--one of which is concentrated into the space of a few days and seeks to give the incoming new students initial assistance to college life; the other is continuous and spread out over a longer period of time. Frequently colleges offer both programs. However, most of the information in the present survey relates to the initial and concentrated type of orientation procedure.

The colleges were queried whether they scheduled orientation prior to enrollment and registration of upper-class students. Eighty-three of these, or approximately 77 per cent, answered in the affirmative to this question. Thus, apparently it is a fairly common practice to schedule orientation before the rush and confusion of upper-class registration. This information is summarized in Table XV.

TABLE XV

ORIENTATION SCHEDULED PRIOR TO ENROLLMENT

	Schools	Per Cent
Those answering "Yes"	83	76.9
Those answering "No"	24	22.2
No response	1	.9
Totals	108	100.0

Investigation was also made to determine whether orientation was held at the mid-year for students who might be entering at that time. It was found that somewhat less than half or about 43 per cent, as shown in Table XVI, provided this orientation period.

TABLE XVI

MID-YEAR ORIENTATION PROVIDED

	Schools	Per Cent
Those answering "Yes"	46	42.6
Those answering "No"	60	55.6
No response	2	1.9
Points emphasized at Mid-Year:		
Registration Procedures	40	
Adjustment to College	9	

Apparently most of the colleges surveyed confine their mid-year orientation period to an explanation of registration procedures, with very few devoting any length of time to adjustment processes. It would appear that here might be an opportunity to carry out orientation but on a reduced scale from that effected at the opening of the fall period.

Apparently the large majority of colleges require that freshmen attend the orientation program. Of the 108 schools surveyed, 93 state that such attendance is compulsory. (See Table XVII.)

TABLE XVII

ATTENDANCE COMPULSORY AT ORIENTATION

	Schools	Per Cent
Those answering "Yes"	93	86.1
Those answering "No"	12	11.1
No response	3	2.8
Totals	108	100.0

It is clear that most colleges whatever their type, as is shown in Table XVIII, hold some type of an initial freshmen orientation program. Further study of this table demonstrates that the larger number of schools allot either three or five days to their orientation programs with the median allotment being four days. Only a few of the schools allow less than or more than three to five days for orientation.

Various names have been applied to this orientation period, such as Freshman Week, New Student Week, and Welcome Week. The fact that in most cases this program does not cover a week's time has not deterred many institutions from using the term "week" in their title. Table XIX indicates the names most commonly used to describe the opening orientation period as shown in the survey of the 108 schools.

In addition to the initial orientation period, Table XX shows that 47 of the colleges offer general orientation courses[4] which presumably

[4]See Appendix H for copy of a general orientation course.

TABLE XVIII

FRESHMEN ORIENTATION WEEK OBSERVATIONS

Institutions	Frequency	Hold Orientation?		Days								
		Yes	No	1	2	3	4	5	6	7	Over 7	No answer
Universities	53	50	3	2	4	11	12	13	2	3	3	3
Colleges	47	44	3	2	6	14	7	12	1	2	-	3
Technological	10	10	0	-	1	4	1	4	-	-	-	-
Public Institutions	59	58	1	1	8	15	12	18	1	3	1	1
Private Institutions	51	46	5	3	3	14	8	11	2	3	2	5
Coeducational	89	85	4	4	11	23	17	22	1	5	2	4
Men's Schools	19	18	1	-	-	5	3	7	2	1	-	1
Women's Schools	2	1	1	-	-	1	-	-	-	-	-	1
Negro Schools	7	7	-	-	-	4	2	-	-	-	1	-
Totals	110	104	6	4	11	29	20	29	3	6	2	6
Per Cents		94.5		3.8	10.6	27.9	19.2	27.9	2.9	5.8	1.9	

TABLE XIX

NAMES MOST COMMONLY USED FOR ORIENTATION PERIODS

Titles	Number of Schools	Per Cent of 69 Schools
Freshman Camp or Convocation	5	7.2
Freshmen Days	8	11.6
Freshman Week	12	17.4
Freshmen Orientation	19	27.5
Orientation Program	9	13.0
New Student Week	7	10.2
New Student Orientation	3	4.3
Orientation Week	6	8.7
Totals	69	100.0

TABLE XX

GENERAL ORIENTATION COURSE

	Frequency	Per Cent
Those stating they offer such a course	47	43.5
Those not offering such a course	61	56.5
Totals	108	100.0
If offered, is it required of Freshmen?		
Those answering "Yes"	33	70.2
Those answering "No"	10	21.3
No response	4	8.5
Totals	47	100.0

last at least one term. Of these 47 colleges, 33 require enrollment by all students in the general orientation course. Thus, although less than half, it appears that a sizable minority of the colleges are supporting this kind of orientation.

The sponsoring of social functions is a common feature of the orientation program. About 74 per cent of the colleges provide school mixers to assist in "breaking the ice"—that is, encourage friendship and help develop group spirit. Approximately half the colleges sponsor faculty receptions, pep meetings, student teas, and freshmen stunt night shows. A small minority offer class dinners as a social function. A list of the kinds of social functions provided is given in Table XXI.

Other sponsored campus mixer activities include: picnics, steak fry, weiner roasts, ice breaker dances, free movies, freshmen sing, freshmen camp, breakfast, freshmen square dance, president's reception for parents, freshmen banquet, counselor luncheon, and the like. The inclusion of these items might offer suggestions for other institutions interested in furthering their campus mixer activities.

Most of the colleges offer activities of various types to introduce freshmen to campus religious life. An examination of Table XXII on religious activities provided during orientation does not indicate any specific pattern of particular activities practiced by a majority of the colleges. The church social is mentioned by the largest single group, about 35 per cent. In a sense, this activity combines a religious and social function. A fairly sizable group of the colleges offer vesper services, church group meetings, and chapel services. Some schools apparently offer instruction in religion as a part of their school program. Other

TABLE XXI

SOCIAL FUNCTIONS PROVIDED DURING ORIENTATION

	Schools	Per Cent of 95 Responses
School Mixer	70	73.7
Faculty Reception	48	50.5
Student Teas, Smokers	54	56.8
Class Dinners	5	5.3
Pep Meetings	56	58.9
Frosh Stunt Nite	41	43.2
Others:	35	36.8

Freshmen Weiner Roast	Concerts
Picnic	Sunday lunch
Chanticleer	Freshman Camp
President's Reception	President's reception for parents
Rush Parties	Freshman Breakfast
Ice Breaker Dance	Freshman Dance
Movies	Freshman Tea
Freshman Sing	Freshmen eat with counselors
A.W.S. and Men's Union Supper	Freshman Banquet
Plays	Square Dance

religious activities mentioned include special church programs, church camps, progressive dinners, special vesper services, mass, dances, and the activities confined to religious emphasis week later in the year.

TABLE XXII

RELIGIOUS ACTIVITIES DURING ORIENTATION

Religious Activity	Frequency	Per Cent of 91 Schools
Vesper Services	27	29.7
Church Group Meetings	31	34.1
Church Socials	32	35.2
Chapel Services	23	25.3
None	3	3.3
Others:	54	59.3

Special Church Programs	(15)	Religious Instruction	(4)
Names Given to Churches	(12)	Opening Mass	(2)
YW & YMCA Camp	(1)	Freshmen Sermon in Chapel	(2)
Church Social Night	(6)	Saturday Vesper Service	(1)
Church Publication to Freshmen	(4)	YMCA Dance	(1)
Progressive Dinner	(1)	Religious Emphasis Week	(3)
Group Teas	(1)	Mass - Second Week	(1)

Entrance examinations are required in many of the colleges as indicated in Table XXIII. Eighty-nine of the 103 colleges give aptitude tests. English tests are also commonly given, as reported by 83 of the colleges. Fifty-five of the colleges require physical examinations. About half the colleges provide mathematics and reading tests as well as interest inventories. A scattering of other kinds of tests are offered such as speech, foreign language, pre-engineering, and personality inventories. Mention was made by several that testing was intended primarily for counseling and placement rather than as an entrance requirement.

TABLE XXIII

REQUIRED ENTRANCE EXAMINATIONS

Subject or Area	Frequency Mentioned	Per Cent of 103 Schools
Music	11	10.7
English Placement	83	80.6
Mathematics	48	46.6
Reading	55	53.4
Chemistry	13	12.6
Physics	3	2.9
College Aptitude	89	86.4
Interest Test	41	39.8
Physical Examination	55	53.4
Others:	63	61.3

Intelligence Tests	(3)	Physical Skills	(1)
Speech	(6)	College Aptitude	(2)
Biology	(1)	HS Achievement	(4)
Typing for Commerce	(2)	Personality	(8)
Shorthand for Commerce	(1)	Audiometer	(3)
Foreign Language	(13)	Social Science	(1)
Business Placement	(1)	Orthoratic	(1)
Pre-engineering	(5)	General Aptitude	(2)
College Entrance Board	(5)	Science Aptitude	(2)
Imaginative Aptitude	(1)	Vocabulary	(1)

Table XXIV summarizes specific parts of the orientation program carried on by the colleges and includes some comparison of information offered in previous tables. More than 90 per cent of the colleges offer placement tests, welcoming addresses, activity information periods, and a social program. Better than 75 per cent state that they provide health examinations, religious gatherings, conducted campus tours, library open houses, and a student assembly. Other activities mentioned by a sizable group include free movies, tug-o-war, painting the school letter, and scenic trips.

TABLE XXIV

SPECIFIC PARTS OF ORIENTATION FOLLOWED BY COLLEGES

Specific Events	Followed? Yes	Followed? No	Per Cent of Affirmative Responses
Placement Tests	94	9	91.3
Welcoming Address	105	1	99.1
Adviser Conference	70	22	76.1
Health Examinations	81	17	82.7
Activity Information Period	103	1	99.0
Social Period	94	8	92.2
Religious Gatherings	76	19	80.0
Campus Tours	77	22	77.8
Library Open House	76	20	79.2
Free Movies	38	45	45.8
(Ten schools stated that movies were on the subject of campus life.)			
Scenic Trips	14	60	18.9
Student Assembly	78	19	80.4
Group Activities: (Tug-o-War, Painting the Letter, etc.)	57	40	58.8
Other Activities:	38		

Freshman Bonfire	(1)	Parent-Frsh-Faculty Lunch	(1)
YM & YWCA Freshmen Camp	(2)	Western Steak Fry	(1)
Orientation Camp for Frsh.	(3)	Chuck Wagon Picnic	(2)
Frosh Mixers--Dances	(4)	Watermelon Feast	(1)
Faculty Open House	(1)	Outdoor Barbeque	(1)
Sorority Parties	(1)	Music Auditions	(2)
Faculty-Freshmen Conferences	(4)	Registration	(1)
Cnslr. Meeting with Freshmen	(1)	Student Carnival	(1)
Upper-Class Cnslrs/Freshmen	(2)	Alumni Open House for Fr.	(1)
Frat-Sorority Promenade	(1)	Induction Ceremony	(1)
Identification or Howdy Cards	(3)	Freshmen Mock Court	(1)
		Group Freshmen Singing	(1)

A perusal of the 33 orientation programs submitted by colleges and universities answering this questionnaire show that all appear fairly consistent in listing most of the aforementioned orientation activities with modifications made to conform to their particular area. This changing of orientation to tie in with local conditions appears consistently throughout the programs submitted.

Much time and effort appear to have been made in publishing attractice orientation brochures by the schools submitting orientation programs. An illustrated map of the campus, location of fraternal buildings and church centers, an ennumerated route for registration, and a copy of the school song were noted on some of the programs, usually on the back page.

Special Problems of Orientation

Fraternity-sorority rushing is often carried on during orientation week or shortly thereafter. The colleges were queried whether they approved of this practice as indicated in Table XXV. Sixty-four of the 108 schools expressed disapproval and only 13 were in favor of holding fraternity sorority rushing the first week of the school year. Ten colleges stated that they were indifferent to the choice of time for rushing, 17 stated that Greek letter societies were not permitted at their school, and four left this question blank.

Fifty-nine of the colleges, or about 68 per cent, favored transferring rushing until later in the school year. However, there was disagreement as to when would be the best time for rushing. Those answering later in the fall term represented about half of the schools while 32.2 per cent favored holding rushing after the Christmas holidays.

Four schools favored holding rushing on their campuses just prior to orientation with the possibility of having those students interested in fraternities reporting early.

TABLE XXV

REACTION TOWARD FRATERNITY-SORORITY RUSHING

What is the school attitude toward fraternity-sorority rushing during orientation week?			
Favorable	13 Schools		12.0%
Passive	10 "		9.3%
Unfavorable	64 "	(87 schools)*	59.3%
No fraternities	17 "		15.7%
No response	4 "		3.7%
	108 Schools		100.0%
Is rushing held later in the school year?			
Those answering "Yes"	59 Schools**		67.8%
Those answering "No"	14 "		16.1%
No response	14 "		16.1%
	87 Schools*		100.0%
If rushing is held later, when?			
Those answering "Fall"	25 Schools		42.4%
Those answering "Winter"	19 "		32.2%
Those answering "Spring"	8 "		13.6%
Those "Prior to Orientation"	4 "		6.8%
No response	3 "		5.1%
	59 Schools**		100.0%

Whether faculty members are required to be on the campus during orientation was another question raised. As is shown in Table XXVI, 71 colleges require their faculty to be present.

As indicated in Table XXVII only 29 schools offer a pre-school indoctrination program for their new teachers. Since the formal programs of orientation are much more common for incoming students, apparently it

TABLE XXVI

ATTITUDE TOWARD REQUIRING FACULTY MEMBERS
TO BE ON CAMPUS DURING ORIENTATION

	Schools	Per Cent
Favorable	71	65.7
Not required	28	25.9
No response	9	8.3
Totals	108	100.0

is assumed that new instructors are capable of orientation themselves. On the other hand, it is likely that there is considerable orientation of such new staff members by their department heads and senior colleagues.

TABLE XXVII

COLLEGES HOLDING PRE-SCHOOL ORIENTATION FOR NEW TEACHERS

	Schools	Per Cent
Colleges conducting New Teacher Orientation	29*	26.9
Colleges not conducting New Teacher Orientation indoctrination	73	67.6
No response	6	5.6
Totals	108	100.0

*Eight schools submitted copies of their indoctrination program.

The eight schools submitting copies of their pre-school orientation programs for new staff members in common detailed time to explanations of college regulations, grading, and course offerings. It is felt that a day spent on familiarization will aid in later classroom instruction. It was noted, however, that only a few schools allotted any time to the discussion of counseling students and test interpretation.

A service of vocational orientation that is helpful to students in all grades and yet may have a particular value to the new student in helping choose a suitable curriculum is College Career Day. However, this kind of program is offered in only 39 per cent of the colleges. Table XXVIII shows this information and also that the colleges offering such a program during the year is separate from the orientation committee.

TABLE XXVIII

COLLEGES OFFERING A COLLEGE CAREER DAY PROGRAM

	Schools	Per Cent
Those offering such a program	39*	36.1
Those not offering a Career Day	63	58.3
No response	6	5.6
Totals	108	100.0
If offered, is this a separate committee from orientation?		
Those answering "Yes"	34	87.2
Those answering "No"	2	5.1
No response	3	7.7
Totals	39*	100.0

A few colleges in the group surveyed, 18 in number, offer a special orientation program for foreign students. (See Table XXIX.) The advisability of providing such a program depends in part on the number of foreign students enrolled in any particular college. Some schools raise the question whether singling out foreign students as a special group may be unwise in increasing their feeling of difference and thus preventing their assimilation into the student body as a whole. Schools answering this question in the affirmative mentioned among other things the establishment of a foreign student center on or near the campus, the assignment of special faculty advisers, and taking added time for explanation of the college organization.

TABLE XXIX

COLLEGES CONDUCTING A SPECIAL FOREIGN STUDENT ORIENTATION PROGRAM

	Schools	Per Cent
Those offering such a program	18	16.7
Those not offering such a program (13 schools stated they had no foreign students)	88	81.5
No response to this question	2	1.8

An analysis of feelings toward the present orientation program, as may be seen in Table XXX, shows some difference of opinions in the various colleges surveyed concerning effectiveness of orientation procedures. Although 42.6 per cent felt that their program needed improvement, 38.9

per cent found the program acceptable and 16.7 per cent stated that their program was very satisfactory. Thus a majority would seem fairly well satisfied with the program as it is.

TABLE XXX

FEELING TOWARD PRESENT ORIENTATION PROGRAM

	Schools	Per Cent
It needs improvement	46	42.6
Acceptable as it now is	42	38.9
Very satisfactory program	18	16.7
No response	2	1.9

Examination of Table XXXI seems to bear out the idea stated in the previous paragraph that no considerable number of changes are contemplated, at least in the majority of the colleges surveyed. It appears rather significant that 63.9 per cent of the colleges left this question blank in answering what changes are planned for their orientation program.

It would also appear from this table that most of the colleges who do contemplate changes in their orientation programs are not planning anything of a far-reaching or radical nature. Most of the changes listed seem merely some extension of current and conventional practices. For example, allowing more time for orientation, providing more social mixers, and encouraging school spirit are mentioned. None of these changes would appear very different from the usual orientation procedures.

TABLE XXI

CONTEMPLATED CHANGES IN ORIENTATION PROGRAM

Changes Mentioned	Frequency	Per Cent of 39 Schools
More time for orientation	5	12.8
More pre-school visits	2	5.1
Orientation at mid-year	1	2.6
Student participation	4	10.3
Pre-registration conferences	4	10.3
More social mixers	3	7.7
Refining program	7	17.8
More adviser time	4	10.3
Emphasis on developing school spirit	3	7.7
Committee now working on orientation	6	15.4
	39	100.0
No response to this question	69	63.9 of 108 Schools
	108 Schools	

As indicated in Table XXXII, only a small group of the schools have or are conducting studies evaluating their orientation practices. It also seems fairly evident that, generally speaking, little has resulted from these studies. On the other hand, of the 108 colleges queried, 103 requested a summary of the present survey. On the basis of these requests for information it would seem that there was some interest, at least, in studying research in this field.

In the initial postcard survey an attempt was made to determine whether orientation procedures varied according to the type of institution surveyed. Table XVIII on page 69 indicates the results of the postcard survey. These results suggest that type of institution is not a significant factor in determining orientation practice. Where there is

TABLE XXXII

COLLEGE ORIENTATION PRACTICES
(Post Card Survey)

Type Institution	Official Calls		Summer Counseling		Foreign Stu.Orien.		New Faculty Meetings		Orientation Course		College Career Day		TOTALS
	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	Yes	%	
Universities	16	30.2	16	30.8	16	30.2	23	44.2	20	39.2	18	35.3	53
Colleges	4	8.9	19	41.3	8	17.0	20	43.5	21	44.7	22	46.8	47
Technological	2	20.0	6	60.0	4	44.4	4	40.0	5	62.5	3	30.0	10
Public Institutions	8	13.6	22	37.9	14	24.1	25	42.4	20	35.1	19	32.8	59
Private Institutions	14	28.6	19	38.0	14	27.5	22	46.8	26	53.1	24	48.0	51
Coeducational	21	24.1	36	41.4	24	27.3	40	46.0	40	46.5	39	44.8	89
Men's Schools	1	5.3	5	26.3	4	21.1	7	36.8	6	33.3	4	21.1	19
Women's Schools	-	-	-	-	-	-	-	-	-	-	-	-	2
Negro Schools	2	28.6	3	42.9	1	14.3	5	71.4	3	50.0	3	42.9	7
Totals	22	20.4	41	38.0	28	25.7	47	43.5	46	43.4	43	39.8	110

considerable percentage variation in a few cases according to the type of institution surveyed, the size of the sample is so small as to make it unwise to draw definite conclusions.

Table XXXII gives a summary of the information obtained in the initial post card survey. Again it is noticeable that there is no definite variation in orientation activities in any type institution. Only a small per cent of the colleges follow the policy of making calls on new students, hold summer counseling clinics, provide orientation for foreign students, schedule pre-school indoctrination meetings for new faculty, offer a general orientation course, or conduct a college career day. It would appear that these activities are followed in some colleges of all types.

Summary

It is evident that most of the colleges surveyed do offer a formal and organized orientation program. It is also apparent that the major emphasis is concentrated on the first week of college attendance. Generally speaking, it seems that the trend is for only a secondary consideration to be given either to pre-college orientation or to an orientation program extending much beyond the first week of college life. Apparently it is a minority of colleges only who place emphasis on a broad orientation program continuing through the first year of college.

In a majority of the colleges it seems likely that a major purpose of orientation is social—to make students feel at home in a new environment. Since most of the colleges sponsor a testing program, it seems likely also that information about students so gained may be used for aiding in selection of appropriate curricula.

For the most part there seems to be considerable satisfaction with present practices with few changes planned. The trend seems to be to hold to established procedures. There seems to be little attempt to evaluate present programs.

It should be recognized that this summary generalizes about the colleges, grouping them all as a whole. No doubt there are a number of individual exceptions to the trend stated. It is certainly not the writer's intention to avoid giving credit to experimental procedures being carried on in some of the colleges.

Nevertheless, it is felt that this survey has revealed a dangerous tendency today for orientation programs to remain static. Thus the concluding chapter of this work will offer some tentative suggestions for consideration in improving orientation practices.

CHAPTER V

EVALUATION OF THE CURRENT ORIENTATION PROGRAM AT THE UNIVERSITY OF WYOMING BY FRESHMEN STUDENTS

The purpose of this chapter is to present an analysis of freshmen reactions toward the existing orientation program at the University of Wyoming.

Analysis of the Freshmen Opinion Survey on Orientation

An evaluation of each year's orientation program usually takes place early in the fall following the opening of school. The evaluation project of 1951 attempted to weigh freshmen student body reactions toward the orientation program and to consider changes in the light of such reactions. A total of 526 out of 672 enrolled freshmen at the University of Wyoming took part in a poll to evaluate the 1951 orientation program.[1]

Responses to this questionnaire[2] represented 78.1 per cent of the enrolled freshmen at the University of Wyoming for the fall quarter of 1951. These questionnaires were distributed through all of the freshmen English classes since this subject is a required course for all entering freshmen. The questionnaire responses were then coded for I.B.M. tabulation and the data were summarized in tables.

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[1]See Appendix I for copy of the current Wyoming University orientation program.

[2]See Appendix C for copy of freshmen questionnaire on orientation.

Table XXXIII indicates the distribution by colleges of the freshmen participating in this opinion poll on orientation.

TABLE XXXIII

DISTRIBUTION OF FRESHMEN BY COLLEGES WITH INDICATION OF ORIENTATION PARTICIPATION

University Colleges	Enrolled Freshmen	Freshmen Responding		Responding Freshmen Number in Orientation	
	N	N	%	N	%
Liberal Arts*	194	150	77.3	142	94.7
Agriculture	126	92	73.0	84	91.3
Engineering	117	101	86.3	95	94.1
Education	110	90	81.8	84	93.3
Pre-Law**	13	10	76.9	10	100.0
Commerce	84	58	69.0	55	94.8
Pharmacy	17	13	76.5	12	92.3
Nursing**	12	12	100.0	11	91.7
Totals	673	526	78.3	493	93.7

* Less Pre-Law and Nursing students who were tabulated separately.
** These departments were tabulated separately from Liberal Arts.

The high per cent of participation in the orientation program (93.7%) indicates that opinions expressed on this questionnaire were based largely on first-hand experience in the program. The 33 freshmen included in the survey who stated that they had not attended any of the orientation activities were included, since it was felt that whether or not they had

attended, they might still have formulated some opinions on the orientation program that should be considered.

The reactions of the freshmen class on the worthwhileness of the orientation program as a whole and on its length are shown in Table XXXIV.

TABLE XXXIV

OPINIONS OF FRESHMEN ON THE WORTHWHILENESS AND LENGTH OF THE ORIENTATION PROGRAM

Colleges	Effectiveness of Program Percentages				Length of Orientation Percentages			
	Wasted	All Right	Good	Blank	Too Long	All Right	Too Short	Blank
Liberal Arts*	16.7	46.7	27.3	9.3	54.7	37.3	4.0	4.0
Agriculture	12.0	43.5	34.8	9.7	29.3	59.8	4.3	6.6
Engineering	11.9	39.6	35.6	12.9	41.6	42.6	7.9	7.9
Education	4.4	41.1	44.4	10.1	31.1	57.8	5.6	5.5
Pre-Law (Law)*	—	50.0	50.0	—	40.0	50.0	10.0	—
Commerce	20.7	48.3	24.1	6.9	56.9	31.0	5.2	6.9
Pharmacy	—	53.8	30.8	15.4	53.8	30.8	7.7	7.7
Nursing* (L.A.)	8.3	50.0	41.7	—	50.0	41.7	8.3	—
Average Percentage	12.4	44.3	33.7	9.6	43.5	45.2	5.5	5.8

It will be noted that a large percentage of the freshmen surveyed considered the orientation program either as satisfactory (all right) or very good. However, the breakdown by colleges on the campus shows some divergence of opinions on the effectiveness of the program. The 16.7 per cent from the Liberal Arts College and the 20.7 per cent from the College

of Commerce and Industry that considered orientation time wasted would seem to represent a significant minority who were dissatisfied with the program. Fifty-one (or 9.6 per cent) of the surveyed freshmen failed to answer this question on the worthwhileness of orientation.

Opinions on the total length of time for orientation as shown in Table XXXIV indicate almost an equal division among the students as to whether there is too much or just the right amount of time for orientation. The first week of the program lasts five days, Wednesday through Sunday. Through careful planning, the second week of the program does not interfere with the regular class schedule which is then beginning. The four parts of orientation continued over until the second week have been the tug-o-war, the all-school pep assembly, library open house, and the all-school mixer.

Table XXXV contains a tabulation of responses on the worthwhileness of the specific parts of the present orientation program. These responses are again broken down by colleges in order to present a clearer picture of the trend of group reactions to specifics within the program. Blank responses on this question were not considered as either for or against any specific activity.

The Freshmen Assembly program apparently needs to be re-examined according to this survey. A number of suggestions were made to shorten the talks and limit the number of speakers participating. Another improvement suggested was the inclusion of more student body activities, such as group singing and skits.

College group meetings, while popular on some college campuses, were not considered worthwhile at the University of Wyoming. This negative

TABLE XXXV

PERCENTAGE OPINIONS OF FRESHMEN ON THE WORTHWHILENESS OF THE VARIOUS ASPECTS OF WYOMING UNIVERSITY ORIENTATION

Activities*	Colleges or Departments**								
	A	B	C	D	E	F	G	H	Totals
Fraternity Rushing	80.0	83.1	83.9	82.9	100.0	84.2	83.3	80.0	82.9
Sorority Rushing	74.7	73.5	63.2	74.6	75.0	80.0	100.0	75.0	73.9
Opening Assembly	85.7	90.7	89.9	92.0	80.0	83.9	100.0	100.0	88.8
Testing Program	80.4	74.4	87.5	82.6	80.0	73.6	76.9	83.3	80.4
Meeting Adviser	96.6	90.9	96.0	96.6	100.0	98.2	100.0	100.0	95.9
Registration	90.2	94.3	84.5	94.3	70.0	84.2	76.9	90.0	89.1
Freshmen Assembly	61.2	73.1	75.3	84.1	50.0	58.5	69.2	100.0	70.4
College Group Meeting	66.9	75.0	90.9	75.9	55.5	59.3	75.0	100.0	72.4
College Church Meeting	87.0	88.8	87.4	90.6	90.0	80.4	81.8	91.7	87.3
All Student Mixer	85.6	85.4	86.8	89.9	88.9	87.0	66.7	100.0	86.6
Painting the "W"	64.7	65.0	53.7	68.7	80.0	54.7	58.3	90.0	62.9
Frosh-Soph Tug-O-War	68.1	74.1	71.9	68.7	100.0	66.7	58.3	90.9	70.7
Pep Assembly	81.8	86.7	83.9	92.9	90.0	80.9	91.7	100.0	85.5
Freshmen Steak Fry	95.2	98.9	95.9	98.9	90.0	100.0	100.0	100.0	97.3
Library Open House	59.6	76.2	70.8	80.0	40.0	57.9	100.0	63.6	68.4

* Blank responses on this question were not considered in tabulation as either a positive or a negative rating.

** College or Department designation: A - Liberal Arts; B - Agriculture and Home Economics; C - Engineering; D - Education; E - Pre-Law; F - Commerce; G - Pharmacy; H - Nursing.

opinion indicates that action should be taken to encourage better meetings or else drop this phase of orientation. These meetings usually have included a brief welcome by the college dean, introduction of department heads, and a tour of the college facilities.

Fraternity-sorority rushing activities, according to numerous comments in this survey, could well be scheduled later in the school year. The problem which presents itself is whether rushing the first week of school, although it may interfere with activities at that time, is better than interference extended over an entire period.

Painting the school letter was also among the less popular orientation activities. Suggestions offered for gaining approval for this activity were to provide school transportation and remove the fraternity-sorority pledging conflict as well as to attempt to build up greater school spirit in connection with it. It is possible that this activity might be more meaningful later in the fall term.

Interest in the freshmen-sophomore tug-o-war, held over a small retaining pond on the campus, could be increased materially by getting more upper-classmen to participate. Ordinarily the freshmen turn out in large numbers for this activity in order to win the tug-o-war and thus avoid wearing their freshmen "beanies". The question of worthwhileness of both tug-o-war and painting the school letter must be considered in planning future programs.

Library Open House at the University of Wyoming is held during the first regular week of classes. This open house is held under the supervision of the English Department with the library staff. Referral again to the preceding table indicates that this function was not too well

received by members of the freshmen class. No suggestions were made for its improvement but this low rating probably indicates the need to present the activity in such a way as to make it more meaningful.

The annual freshmen steak fry held at the University of Wyoming Recreation Camp approximately 40 miles from the campus in the mountains is one of orientation's most popular events. The cost of transportation, feeding and other incidentals for this undertaking is assumed by appropriation from the Student Senate.

A large number of students answering this survey also indicated that they wanted more time for consultation with faculty advisers prior to registration. Such faculty-student meetings could conceivably be arranged by earlier student assignments to advisers, thus permitting arrangements for conferences early in orientation week.

Consideration of student opinion indicates that none of the present orientation activities should be discontinued. However, there seems to be need for modification and revision of a few of the activities which are evidently not liked by some of the students, and there might well be some question concerning the advisability of including all these orientation activities in the first two weeks of the school term.

In Table XXXVI information is tabulated regarding the adequacy of pre-college contacts as well as the adequacy of curriculum advisement service. This tabulation generally indicates the desire for more personal pre-school contacts. Apparently students are satisfied with the assistance rendered by the various colleges after students are enrolled in them.

The desire for more pre-school contacts might be solved either by earlier assignment of advisers as suggested previously or by an invitation for the new student to visit the campus during the summer for a conference with his adviser or by an opportunity to participate in a summer pre-school counseling clinic. A field contact man from the university could assist to some extent in satisfying the need for more pre-school contacts by offering general information about the university and by answering specific questions related to curriculum.

TABLE XXXVI

PER CENT OF FRESHMEN WHO FELT THAT PRE-ENTRANCE INFORMATION AND SCHOOL INDOCTRINATION ON THE CAMPUS WERE ADEQUATE

Colleges	Pre-Entrance Contacts Adequate	College Advisement Adequate
Liberal Arts*	53.1	83.6
Agriculture	43.8	80.7
Engineering	45.9	84.8
Education	51.9	90.6
Pre-Law (Law)	30.0	70.0
Commerce	42.9	73.2
Pharmacy	30.8	91.7
Nursing (L.A.)	27.3	100.0
Average Percentages	48.0	83.6

* Less Pre-Law and Nursing which were tabulated separately.

Results on this tabulation suggest that the advisement services of the various colleges have succeeded in offering necessary curriculum information to the majority of the students after enrollment.

Table XXXVII represents influences responsible for new freshmen students deciding to enroll at the University of Wyoming. Parental influence, the only school in the state, friends attending the school, and the influence of teachers were the factors most frequently mentioned in this poll.

TABLE XXXVII

INFLUENCES RESPONSIBLE FOR FRESHMEN DECIDING TO ATTEND THE UNIVERSITY OF WYOMING

Influences	Frequency Mentioned	Per Cent
Friends	146	14.8
Teachers	103	10.5
Classmates	47	4.8
Parents	258	26.2
Only school in state	166	16.9
Athletics	69	7.0
Publications	30	3.0
Other factors	165	16.8
Totals	984*	100.0

* More than one factor was mentioned by most students answering this part of the questionnaire.

"Other factors" listed in Table XXXVII as influences responsible for decision to attend the University of Wyoming included the newly created division of nursing, opportunity to take pharmacy, school in the home town, going to school because of the army, and the high cost of attending out-of-state schools. It would appear from this summary that school publications are not effective in encouraging enrollment at the University of Wyoming.

Under the "remarks" section of the questionnaire submitted to the freshmen class, a number of students suggested that fraternity-sorority rushing be postponed for at least one school term. This would remove conflict with other activities at the beginning of the school year and so allow new students a better opportunity to become acquainted with the ideals and standards of the various Greek letter organizations before joining. More school mixers and free movies were also mentioned by some.

The registration process also came in for some unfavorable comment in the "remarks" section of this questionnaire. The freshmen indicated that they realized registration was necessary but could not understand why it was so involved and time consuming. A study of registration processes at other institutions may reveal means of improvement. This is discussed further in Chapter IV where analysis of practices in other universities of comparable size is presented.

In addition to disapproval of registration procedures, criticism was also made of the difficulty in securing books at the university bookstore at the beginning of the school year because of the long lines of customers. A possible solution to this problem might be the establishment of stack service system of selling textbooks similar to that now used in

many college libraries. Thus the student could pick out his textbooks and pay at the door as he left the store.

Some of the freshmen girls thought that a more homelike atmosphere within the dormitories should be provided for entering students such as that presently offered the upper-class girls in their dormitory. Such a change would include providing dining room facilities within the dormitory rather than continuation of the present cafeteria arrangement in a separate building. Freshmen boys also might benefit similarly by provision of a dining room adjacent to their new dormitory.

Some students also mentioned that they felt there was a need for trained counselors to serve in the dormitories. Such counselors could be of assistance to new students in helping them adjust to college.

In 1951-52 one hundred and eleven or 16.5 per cent of the entering freshmen dropped out of school before the end of the school year.[3] While no study of these drop-outs was made, the writer believes that assistance in educational and emotional adjustment could have prevented some.

Analysis of this survey indicates that no single activity need be dropped from the present University of Wyoming orientation program; however, the lesser liked phases of orientation do need more study, "dressing up", "re-selling", or else dropped. In general, it seems that the orientation program as practiced at this school achieves its purpose of making the newly arrived student feel an integral part of the school and of its activities.

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[3]Compiled from Statistical Summary, 1952. Unpublished report, Registrar's Office, University of Wyoming, 1952.

CHAPTER VI

ANALYSIS OF REACTIONS OF WYOMING HIGH SCHOOL SENIORS TOWARD ORIENTATION PRACTICES AS OUTLINED AT THE UNIVERSITY OF WYOMING

This chapter records the opinions toward Wyoming University orientation practices by state high school seniors graduating in 1952 who have expressed their intention of attending the university. The state growth as it presents a factor affecting orientation of incoming freshmen students is also briefly considered.

The Need for Pre-Enrollment Orientation

Wyoming, the forty-fourth state to be admitted to the Union, is eighth in size and forty-seventh in population in the nation.[1] Wyoming is a state of contrasts from the broad open semi-arid plains to lofty snow-capped scenic mountain ranges, from widely scattered small hamlets with very little industrial life to large sheep and cattle ranches, and from rich oil fields to unproductive salt flats.

Towns remain from ten to 100 miles apart, generally located along the few railway routes that cross the state. Wyoming has only two cities with over 20,000 inhabitants.

Distances in Wyoming are great--high school athletic teams will often travel from 50 to 200 miles to meet comparative sized high school teams.

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[1]Linford, op. cit., pp. 4-24.

Students sometimes travel up to 400 miles to attend the state university.

The 88 accredited Wyoming high schools[2] in 1951 had graduating classes from one senior to 296 seniors, with an average graduating class of approximately 30 seniors. Thus the experience of high school graduates in Wyoming range from having lived in very small communities to somewhat more urban ones. Students come from coal mining areas, oil processing centers, and from ranching and farming sections.

The location of the state university in the extreme southeastern section of the state makes visits to the state campus a difficult problem by interested high school seniors. Better transportation facilities are now helping to alleviate this situation somewhat, but distances from the university still pose a serious problem in offering adequate pre-enrollment orientation. The lack of an adequate pre-enrollment program may not only allow some students to enter colleges who are generally unsuitable for such work, but it may also lead to poor college adjustment for those who might have succeeded with some initial help.

Schools located near the state university occasionally have an opportunity to visit the campus, but seldom do such visits include an opportunity for the seniors to discuss course work with instructors and selection of appropriate curriculum. Most Wyoming high school seniors know little about their own state university other than through information found in their small local newspapers. Usually this information relates mainly to sports.

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[2]See Appendix A for listing of accredited Wyoming high schools.

Vocational counseling is offered in only a few of the state's high schools. Thus choice of life work often becomes more a matter of individual whim than a logical decision based on available evidence. Unfamiliarity with university offerings combined with a general lack of self-understanding emphasizes the need for a comprehensive program of orientation within the university.

Present policy permits all state high school graduates to enroll in the state university regardless of academic aptitude. This lack of selection as well as a generally inadequate pre-enrollment orientation procedure may partly account for the high number of drop-outs before the end of the first year of college work. Certainly a program of counseling and testing including some elements of selection might do much to assist in bringing about a generally better adjustment of entering students.

From its original four counties with their county seats located on the southern edge of the state along the Union Pacific Railroad, Wyoming now has 23 counties and three other railroad routes. The map in Figure 2 shows the Wyoming counties, their county seats, county populations and distances from the university town of Laramie.

Development of the Study

Opinions concerning orientation practices carried on by the University of Wyoming as expressed by all high school student respondents were first tabulated. Then analysis was made according to counties and also according to the four districts of the state.[3] These districts have been

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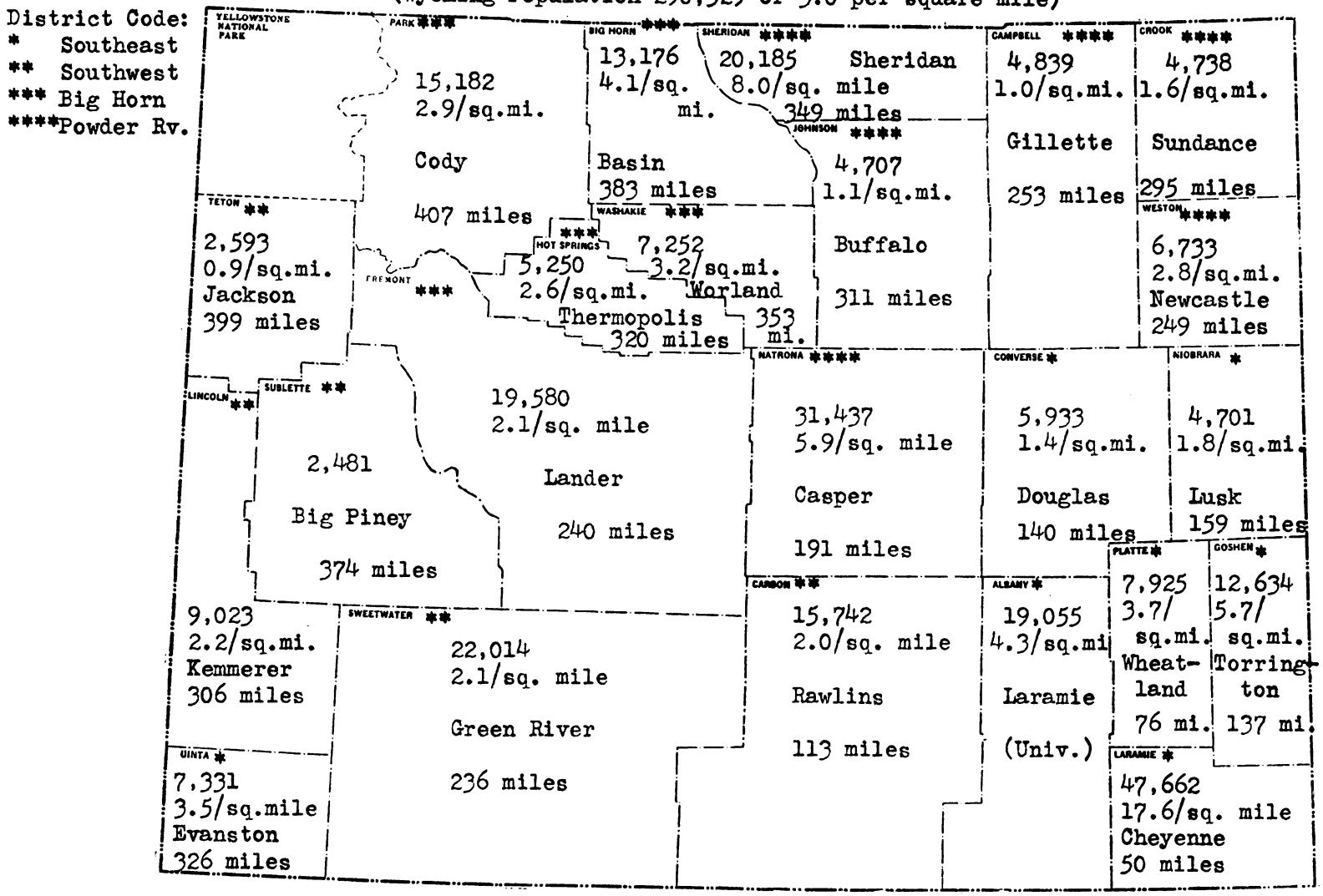
[3]Robertson, op. cit., p. 3.

FIGURE 2
(Wyoming Population 290,529 or 3.0 per square mile)



WYOMING COUNTY POPULATION, COUNTY SEATS, AND DISTANCES TO UNIVERSITY OF WYOMING

set up by the Wyoming State Athletic Association and are known as Big Horn, Southeast, Southwest, and Powder River districts. The Big Horn district comprises the northwestern portion of the state while the Powder River district includes those counties within central and northeastern Wyoming. The Southeast and Southwest districts include those counties within that portion of the state and generally along the Union Pacific Railway route.

The 1952 College of Education survey[4] of the 1,280 high school graduates intending to continue their formal education showed 538 or 42 per cent planned to attend the University of Wyoming. These 538 students constituted 20.5 per cent of the total number of Wyoming high school graduates.

This study further showed that in addition to the 538 that 194 or 15.2 per cent planned on attending either the university centers or the state junior college. Neighboring state institutions were to receive 252 or 19.7 per cent with the Utah schools to receive 81 of this number. The Utah schools are for the most part under Mormon leadership and thus have a particular attraction for students of Mormon faith, especially to those living nearer Utah. Catholic colleges were to receive 47 students from Wyoming. This survey also indicated a large number of high school seniors from the southern section of the state were planning to attend the Colorado schools (109 high school seniors or 8.5 per cent).

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[4]University of Wyoming, College of Education Survey of Wyoming High School Seniors Graduating in 1952.

Table XXXVIII shows the data compiled in this survey by the College of Education showing the enrollment plans of the 1,280 Wyoming high school graduates of 1952 who planned to continue their education.

TABLE XXXVIII

FURTHER ENROLLMENT PLANS FOR 1,280
WYOMING HIGH SCHOOL SENIORS

School, Type School or Area	Number Enrollees	Per Cent
University of Wyoming	538	42.0
Wyoming Centers or Junior College	194	15.2
Possible Wyoming University Enrollees	732	57.2
Neighboring States	252	19.7
Colorado	(109)	(8.5)
Utah	(81)	(6.3)
Parochial Schools (Including Utah Schools)	47 (128)	3.7 (10.0)
Business or Nursing Training	76	5.9
Girls Schools	24	1.9
Other Outside Schools	149	11.6
Totals	1280	100.0

Seniors planning to attend out-of-state universities do not do so because of an active recruitment program by these schools. According to the present survey the reason for leaving this state is more the influence of friends and relatives who have attended the particular out-of-state school.

The University of Wyoming I.B.M. Office in conjunction with the Statistics Department of the Commerce and Industry College utilized the intention responses as shown on the high school senior questionnaire, along with the seniors' Ohio State Psychological test scores to establish the data shown in Table XXXIX. It would appear from these data that high school seniors attending other colleges do have a somewhat higher college aptitude than those attending the state university. It would also appear that another group capable of success in college could be contacted in the top 211 seniors who indicated they were undecided.

TABLE XXXIX

EDUCATIONAL INTENTIONS AND ABILITIES OF
2,638 WYOMING HIGH SCHOOL SENIORS

Educational Intentions	Number	Per Cent	OSU Mean[5]
University of Wyoming	615	23.3	65.9
Univ. Centers or Casper Jr. College	92	3.5	60.7
To attend out-of-state schools	393	14.9	69.3
Seniors not going to school	526	19.9	45.3
Business or Nursing Training	322	12.2	50.7
Undecided High School Seniors	690	26.2	51.9
(Top 211 Students from Above Undecided Seniors			67.1)

[5]IBM and Statistics Department tabulations from questionnaire and Ohio State Psychological Examination scores of graduating high school seniors in 1951.

Table XL shows the 1952 fall term freshmen enrollment[6] at the University of Wyoming to be 846. From an unofficial count, 123 of this total were out-of-state freshmen, making approximately 723 in-state enrollees. Thus the 756 high school seniors answering the present survey questionnaire constitute a figure not too far from the number who actually entered the University of Wyoming.

TABLE XL

FRESHMEN ENROLLMENT
Fall Quarter, 1952-53

Colleges or Departments	Men	Women	Totals
Agriculture	90	1	91
Home Economics	—	36	36
Commerce	66	51	117
Engineering	182	2	184
Education	72	73	145
Pre-legal	1	1	2
Liberal Arts	140	95	235
Nursing	—	18	18
Pharmacy	12	6	18
Total Freshmen	563	283	846

[6]Registrar's Office letter dated October 21, 1952.

The College of Education survey[7] in 1952 of high school graduates totaled 2,779. This figure is only slightly larger than the 2,638 contacted in the present study. Students not contacted were enrolled in only six small schools which did not participate in this study.

Table XLI indicates the intentions of high school graduates by counties. This table indicates 28.7 per cent planning to enroll at the University of Wyoming in comparison with the 538 or 20.5 per cent so stating on the later survey of the College of Education.

A summary of the frequency of these intentions by districts is shown in Table XLII. It would indicate a somewhat equal percentage division of prospective enrollees from each geographical section of the state. The larger number planning to enroll in the University of Wyoming from the Southeastern District probably results from its proximity to the university.

Areas with lower percentages of possible university enrollees appear to lie in the extreme corners of the state and nearer to other out-of-state schools. Another area where intention to enroll in the University of Wyoming seems low is in the coal mining area of the southwestern district. It would also appear from Table XLI that, other than in Casper, the presence of college centers does not materially limit Wyoming University freshmen enrollment. Referral again to Figure 2 clearly indicates that Crook, Johnson, Platte and Sweetwater counties are areas in which there is the best opportunity for increased recruitment of university freshmen.

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[7]College of Education, op. cit.

TABLE XLI

EDUCATIONAL INTENTIONS OF 2,638 WYOMING HIGH SCHOOL SENIORS BY COUNTIES

County	County Seat	District	Schools	Graduates	Possible Enrollees	% to Wyo.
1. Albany	Laramie	Southeast	3/3	136	73	54.7
2. Big Horn	Basin	Big Horn	8/8	192	62	32.3
3. Campbell	Gillette	Powder Rvr	2/2	46	27	58.7
4. Carbon	Rawlins	Southwest	8/9	108	49	45.4
5. Converse	Douglas	Southeast	2/2	53	19	35.8
6. Crook	Sundance	Powder Rvr	3/3	24	4	16.7
7. Fremont	Lander	Big Horn	6/6	171	54	31.6
8. Goshen	Torrington	Southeast	6/8	138	29	21.0
9. Hot Springs	Thermopolis	Big Horn	1/1	45	12	26.7
10. Johnson	Buffalo	Powder Rvr	2/2	50	9	18.0
11. Laramie	Cheyenne	Southeast	8/8	354	102	28.8
12. Lincoln	Kemmerer	Southwest	3/3	120	26*	21.7*
13. Natrona	Casper	Powder Rvr	2/2	230	46	20.0
14. Niobrara	Lusk	Southeast	2/2	63	18	28.6
15. Park	Cody	Big Horn	3/3	155	31	20.0
16. Platte	Wheatland	Southeast	4/5	74	14	18.9
17. Sheridan	Sheridan	Powder Rvr	5/6	201	68	33.8
18. Sublette	Big Piney	Southwest	1/2	10	2	20.0
19. Sweetwater	Green River	Southwest	5/5	242	43	17.8
20. Teton	Jackson	Southwest	1/1	20	4	20.0
21. Uinta	Evanston	Southwest	3/3	87	26	29.9
22. Washakie	Worland	Big Horn	2/2	70	22	31.4
23. Weston	Newcastle	Powder Rvr	2/2	49	16	32.7
Totals			82/88	2638	756	28.7

* 13 possible Wyoming enrollees not tabulated by IBM but were shown on the original questionnaires tabulated.

TABLE XLII

EDUCATIONAL INTENTIONS OF 2,638 WYOMING HIGH SCHOOL SENIORS BY DISTRICTS

District	Number of Schools	Number of Graduates	Possible Wyoming Enrollees	Per Cent to Attend Wyo.
1. Big Horn	20/20	633	181	28.6
2. Powder River	16/17	600	170	28.3
3. Southeastern	25/28	818	255	31.2
4. Southwestern	21/23	587	150	25.6
Totals	82/88	2638	756	28.7

There may be some question concerning the validity of the data used in the part of this study which surveys high school seniors. It is granted that many of these high school seniors will have changed their plans with respect to their educational intentions by the opening of the fall term at the university. It is also granted that many of these high school seniors may not have had complete information as a basis for their evaluative remarks on the Wyoming University orientation program, although an outline of it was sent them. However, the writer believes that it is not a matter of crucial importance whether the opinions expressed by these high school students remained fixed or whether they were based upon adequate information. The important point is that their opinions existed as facts at the time and very likely governed their actions and attitudes accordingly.

Reactions of High School Seniors Toward Orientation

Robertson[8] in his master's thesis of 1949 states that the most frequently listed reasons for Wyoming high school seniors not attending the University of Wyoming were the offering of better course work elsewhere, higher financial costs at Wyoming, out-of-state school nearer home, religious training in other schools, change in environment, shorter course work required elsewhere and a preference for a non-coeducational school. On the basis of the present study it is felt that many of these reasons are still existent in the minds of students that today are enrolling elsewhere.

Table XLIII represents influences responsible for high school senior decisions to attend the University of Wyoming. Advice of parents, friends attending the university, and the university being the only state school were the more numerous factors indicated.

Other factors influencing seniors to enroll at the University of Wyoming included the recently added courses in nursing and pharmacy, the university being in the home town, a chance to avoid military service by registering in school, and the high cost of out-of-state tuition for other schools. It would appear that parental choice is the dominant factor in the decision of when and where to attend school. Parents who have attended schools elsewhere often desire to have their children attend their school.

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[8]Robertson, op. cit., p. 3.

TABLE XLIII

INFLUENCES RESPONSIBLE FOR DECISION TO ATTEND THE UNIVERSITY OF WYOMING

Influence	Number*	Per Cent
Friends	223	19.1
Teachers	91	7.8
Classmates	51	4.4
Parents	324	27.8
Athletics	110	9.4
Only State School	163	14.0
University Publications	67	5.7
Other reasons	138	11.8
Totals	1167*	100.0

* Total influences averaged more than one per student.

Table XLIV indicates that only 35 out of the 743 seniors were personally contacted by university officials prior to enrollment at the state university. It also indicates that 560 out of 681 of these high school seniors would have welcomed such a contact. Approximately 70 per cent of the seniors had at one time or another visited the university campus. It is also noteworthy that only about eight per cent of this number visited the campus on any school sponsored trip and also that most would have welcomed such an opportunity.

Table XLV indicates the occasions for visits to the university campus as shown on the survey of high school seniors planning on enrolling at the state university. Athletic events and either living or visiting in Laramie accounted for the larger number of visits. Various meets and

TABLE XLIV

PRE-ENROLLMENT CONTACTS BY THE UNIVERSITY OF WYOMING

Type of Contact	Affirmative Number Contacts*	Affirmative Per Cent of Contacts**
Pre-College Visit by Official	35	4.9
If not, would contact be welcome? Yes	560	94.1
Visited University Campus***	499	69.7
Visit was a school sponsored affair	52	7.6
Would a school sponsored visit be welcome?	553	92.9
Interested in pre-college advisement****	407	66.1

* 743 seniors answered question on pre-enrollment contacts.
** Percentage based on actual number answering affirmative or negative.
*** See Table XLV for breakdown of occasions for campus visit.
**** See Table XLVI for breakdown for times on pre-college advisement.

conferences taken as a group amount to 28.9 per cent of the campus visits and might be considered the largest single factor. The fact that 217 or 29 per cent of these seniors have not visited the university campus points toward the need of additional opportunities for campus visitation.

Referral again to Table XLIV indicates that over half of the high school seniors planning on attending the university expressed an interest in a pre-college advisement clinic. It is of interest to further break these expressions down to the time most desirable for holding such clinics. Table XLVI shows the suggested times during the summer months for holding the clinics.

TABLE XLV

OCCASION FOR VISIT TO THE WYOMING UNIVERSITY CAMPUS

Occasion	Responses	Per Cent
Visiting or living in Laramie	139	18.7
Athletic events on the campus	133	17.9
Various conferences, meets, etc.:	215	28.9
Music Clinic	(34)	(4.6)
Speech Festival	(24)	(3.2)
Journalism Meet	(25)	(3.3)
Agricultural Type Meetings	(58)	(7.8)
Boys or Girls State	(74)	(10.0)
Occasion not listed	12	1.6
Total that visited campus	499	67.2
Total who have not visited campus	217	29.2
Total who did not answer this question	27	3.6

TABLE XLVI

PRE-COLLEGE ADVISEMENT CLINIC AT
THE UNIVERSITY OF WYOMING

	Number	Per Cent
Interested in pre-college advisement?		
Yes	407	54.8
No	209	28.1
Not answered	127	17.1
If answered yes, when?		
Late Spring	75	
Summer	94	
Early Fall	51	
Not answered	109	

According to the preceding table, the time for scheduling pre-college advisement clinics would appear about equally divided among the summer months. The difference between interest and actual participation in such a program was not indicated. In any event, some means of encouraging participation in such a summer counseling clinic might well be necessary in order to achieve success.

University publications available to high school students were also tabulated. Table XLVII indicates that a large number of high school seniors have had an opportunity to inspect written materials relative to the university. These findings suggest the need to continue providing schools with informational materials.

TABLE XLVII

PRINTED UNIVERSITY MATERIALS AVAILABLE TO HIGH SCHOOL SENIORS IN WYOMING

Publications	Frequency Mentioned	Per Cent
School Catalogue	208	24.5
School Bulletins	193	22.7
University Year Book	365	43.0
University Newspaper	30	3.5
University Pamphlets	15	1.8
None	38	4.5
Totals	849	100.0

Table XLVIII listing additional information requested by high school seniors furnishes leads for future publications. Most interest was expressed in securing descriptions of courses and various curricula. This information would be more detailed than ordinarily offered in the college catalogue. Another item requested by many is cost of schooling.

TABLE XLVIII

ADDITIONAL INFORMATION REQUESTED BY HIGH SCHOOL SENIORS PRIOR TO ATTENDING WYOMING UNIVERSITY

Items Listed	Frequency Mentioned	Per Cent
Student employment	19	6.9
Cost of schooling	62	22.4
Scholarships	5	1.8
Counseling	5	1.8
Housing	19	6.9
Social organizations	9	3.2
Registration procedures	9	3.2
Description of courses	100	36.1
Religious life on campus	9	3.2
Minor needs	27	9.8
None	13	4.7
Totals*	277	100.0

* 466 did not answer this question on questionnaire.

Table XLIX presents high school seniors' feelings toward individual aspects of the present Wyoming University orientation program. There is little question but that some of the respondents had no familiarity with some of the orientation procedures listed, and thus did not attempt to respond to the unknown items.

TABLE XLIX

WYOMING HIGH SCHOOL SENIOR OPINIONS TOWARD SPECIFIC ASPECTS OF THE ORIENTATION PROGRAM

Orientation Activity	Number Answering	Number not Answering	Number Favoring	Per Cent Answering Who Favor
Opening Assembly	551	192	509	92.4
Testing Program	502	239	239	64.3
Meeting Adviser	560	184	538	96.1
Registration	551	192	508	92.2
Freshmen Assembly	524	219	466	88.9
College Group Meetings	497	226	437	87.9
Church Social Meetings	529	214	434	82.0
Student Dances or Mixers	539	204	463	85.9
Painting the School Letter	524	219	386	73.7
Frosh-Soph Tug-o-War	528	205	434	82.2
Pep Assembly	546	197	495	90.7
Freshmen Steak Fry	566	177	541	95.6
Library Open House	516	217	449	87.0
Fraternity Rushing	314	429	199	63.4
Sorority Rush Parties	312	431	199	63.8

The rather large number not answering the questions on the testing program, painting the school letter, fraternity and sorority rushing might be construed as either lack of understanding of these phases of orientation or lack of interest. Church group meetings also occasioned less interest than participation in school mixers and assemblies and might indicate the need for better selling through the home church. Greatest interest was shown in meeting the faculty adviser, the freshmen steak fry and picnic, opening assembly and in registration.

In general, the high school seniors seemed to be favorably disposed toward the various parts of the orientation program as it was listed.

However, examination of Table XLIX indicates not only many blanks but a considerable minority opposition to the testing program, painting the school letter and the fraternity-sorority rushing. The reasons for this opposition were not determined in the survey, however. It may be that reaction against the testing program reflects a general reluctance to undergo the "ordeal" of testing and a lack of understanding of its purpose. Perhaps painting the school letter may seem childish to some. Opposition to "rushing" may be indicative of the general controversy relating to the value of Greek letter societies or that rushing might be better placed at a later date on the school calendar.

Pre-college student opinions tend to point toward lessened orientation activities allocating more time toward the mechanics of registration and for group participation activities. For the most part, high school seniors seem satisfied with the present type orientation program.

CHAPTER VII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

A primary purpose of orientation is to help the new student plan his college life so that he will function effectively both as a student and as a member of college community life. Orientation is becoming increasingly important because of the complexities of the modern college environment.

The problem. The purpose of this study was to answer the following questions:

1. What is the evaluation of the present orientation program at the University of Wyoming by high school seniors and college freshmen?
2. What are orientation practices at other colleges and universities of a size comparable to the University of Wyoming?
3. What changes should be made in the present orientation program at the University of Wyoming?

Methodology. Questionnaires on orientation practices were prepared for administration to Wyoming high school seniors, Wyoming University freshmen, and to appropriate officers in selected institutions of higher learning. These questionnaires were first submitted to experts in the field of educational orientation for recommended changes, and then given trial administration before assuming final form. In order to facilitate

later comparison, parallel questions were asked of all three groups surveyed.

Two thousand six hundred and thirty pupils, comprising most of the state high school seniors, were initially contacted for this survey. Seven hundred forty-three of these high school seniors stated they were considering attendance at the University of Wyoming and filled out the questionnaire on orientation.

College freshmen were contacted through questionnaires distributed in all freshmen English classes at the University of Wyoming. Over 500 freshmen answered this questionnaire representing 85.4 per cent of the entire freshmen class.

For the national survey of colleges and universities on their orientation practices, it was decided to use a 2,000 - 5,000 enrollment bracket in order to include schools of a size comparable to the University of Wyoming. Only five out of the entire 128 colleges contacted failed to answer at least one of the two questionnaires submitted, that is, the initial postcard survey or the more detailed follow-up questionnaire.

An I.B.M. tabulation was made of results on these questionnaires to insure a speedy and more accurate analysis of data.

Findings. The following are the most prevalent opinions held by state high school seniors on the orientation program of the University of Wyoming:

1. Pre-college contacts with university officials are too limited.
2. High school senior classes do not have sufficient opportunity to visit the college campus.

3. Adequate opportunity is not provided for pre-registration conferences between new students and faculty advisers.
4. During orientation week too little emphasis is placed on the selection of appropriate courses.
5. Understanding of registration procedures is not stressed enough during orientation.
6. Too much time is spent on speech making during orientation.
7. Despite the adverse criticisms listed above, there was general approval of the orientation program.

Evaluation by freshmen students of the University of Wyoming orientation program is as follows:

1. Orientation Week at the University of Wyoming is generally well liked but criticisms of specific phases have been made.
2. Opportunity for conferences with faculty advisers during registration is too limited.
3. Registration procedures are overly complicated.
4. Fraternity-sorority rushing interferes with the regularly scheduled activities of orientation week.
5. The steak fry picnic and social mixers provide a good time for most of the students.
6. Freshmen assembly, college tours, painting the school letter, tug-o-war, library open house, and the testing program offered during orientation are either dull or otherwise unpleasant experiences for some of the entering students.
7. Too much emphasis is placed on events called for speeches during orientation.

In the national survey of colleges and universities the following information was obtained:

1. Most schools offer a formal and organized orientation program during the first week of school.
2. Secondary consideration continues to be given in most schools to such pre-college orientation practices as summer counseling clinics, campus visits by classes, and home or high school contacts by university officials.
3. Only a minority of the colleges surveyed place emphasis on a broad orientation program continuing at least through the first year of college.
4. Most of the colleges sponsor a testing program which could be utilized in helping students in the selection of appropriate curricula.
5. Very few schools having foreign students offer special orientation for these students.
6. Colleges and universities, in general, hold to established procedures relative to orientation with very few changes contemplated.
7. Self-evaluation of orientation programs is limited.
8. In a large number of schools the responsibility for coordination and direction of orientation is given to either the student personnel office or to the office of admissions.
9. In most colleges and universities the coordinator of orientation is assisted or advised by a committee composed of student body representatives and faculty representatives.

10. Dean of Students or Director of Student Personnel are the two titles most frequently mentioned to designate the personnel officer actively in charge of orientation.

Conclusions, Recommendations and Suggestions for Further Research

Conclusions. From an analysis of data contained in the three questionnaires submitted to Wyoming high school seniors, University of Wyoming freshmen, and colleges and universities in the United States as well as through a review of literature relative to orientation, these conclusions emerge:

1. State high school seniors and University of Wyoming freshmen approve of most orientation practices at the state university.
2. Both the high school seniors and the college freshmen feel the need for more academic counseling as a part of the orientation program.
3. Orientation week has become an accepted practice in most American colleges and universities.
4. The use of students as leaders in orientation is becoming more prevalent.
5. Freshmen orientation practices vary within the schools to fit the local needs but generally follow the same overall pattern.
6. Most colleges and universities offer a short intensive orientation program rather than a broader one over a considerable period.
7. Major emphasis in orientation is on social adaptation rather than academic adjustment.

8. Most colleges and universities are satisfied with their present program of orientation.

A comparison between findings of the present study and Knode's study on orientation practices in 1928 indicates that orientation procedures have not radically changed during this period. The following examination of Knode's conclusions[1] demonstrates the similarity between the present and the past in orientation:

1. Freshman Week is a successful institution. The present study also indicates a continued and widespread approval of orientation week. However, the trend has been to include other new students in addition to freshmen in orientation.
2. Freshman Week is not a panacea. On the basis of the present study it is evident that Orientation Week in itself is not adequate for complete orientation.
3. Freshman Week programs should be adapted to local needs. Although overall programs are similar in most of the colleges and universities, individual variations to fit local conditions are evident.
4. No freshmen week program should be undertaken without careful previous study. Most of the present orientation programs are based on many years of previous experience. However, whether there has been much attempt in most schools to formally study the problems of orientation is questionable.

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[1]Knode, op. cit., p. 125.

5. Freshman Week should be subjected to continuous study. Conversely to Knode's recommendation, the present study indicates little continuous study and evaluation of orientation practices within the school. It should be noted, however, that a number of the schools participate in regional and national conferences on orientation.

6. Freshman Week bids to become a permanent device. During the past 25 years freshmen orientation has become an integral part of school programs.

Perhaps the greatest change in orientation and one not foreseen by Knode has been the increased participation by students in both the planning and the administration of this program.

Recommendations for improving the University of Wyoming orientation program. Although it is felt that most features of the present orientation program at the University of Wyoming are substantially sound, the following recommendations are suggested for improvement:

1. More emphasis should be place on pre-college orientation. State high school seniors, in general, felt the need for more assistance in planning their college careers. Pre-college orientation could well include more personal contacts with University officials, scheduled campus visits by high school senior classes, summer counseling clinics, and an opportunity for consultation with faculty advisers prior to fall registration.

2. More assistance should be offered in helping students select appropriate curriculums. The allotment of additional time for conferences with faculty advisers during registration is advisable. Testing of

aptitudes, abilities and interests with appropriate interpretation should be emphasized. Students undecided in their academic majors should be encouraged to enroll in a general vocational orientation course.

3. Greater participation of upper-classmen in planning and administering orientation should be encouraged. The national survey of colleges and universities indicates a number of schools are utilizing trained student leadership in orientation. It is becoming more recognized that students have a unique and worthwhile offering to make in the interpretation of their own needs.

4. Registration procedures should be simplified. One of the most common complaints of entering freshmen, as revealed by this study, is the long and involved registration procedure at the University of Wyoming. A less complex registration process might assist in removing some of the confusion suffered by freshmen in their introduction to college.

5. Improvement should be made in those aspects of orientation week providing general information, including library open house, college tours, and assemblies. There was a general complaint by University freshmen that these activities were dull with too much time spent on speeches. An earnest effort should be made to make these aspects of orientation more stimulating.

6. Improvement should be made in the social activities of orientation week. Although there was general approval of most social activities, a few, such as tug-o-war and painting the school letter, were not as well liked as the others. Consideration should be given to improving these less popular activities. Another social activity of orientation week subject to criticism was the fraternity-sorority rushing. Since the evidence

from all sources surveyed was overwhelmingly against this activity being carried on during orientation week, there is reason to believe that this practice should be seriously questioned in the present program. It is recommended that this particular feature should come under consideration for elimination from the freshmen week program.

7. An attempt should be made to make the new student feel more at home in the college environment. Although most of the University freshmen stated that orientation was adequate in making them feel a part of the institution, a few students complained of the strangeness of their new surroundings. It is recommended that the dormitories be made more homelike, that activity clubs extend individual invitations of membership to all new students, that a general information booth be operated during orientation, and furthermore, that this general problem be given additional study.

8. Orientation should be extended over a longer period of time. It is manifestly impossible to offer in one short week all the orientation services that this study indicates to be necessary. Therefore, the general orientation program should be extended at least through the first year of college.

9. The orientation program at the University of Wyoming should be subject to continuous evaluation. The key to a successful orientation program is a continuous program of critical self-evaluation and research.

Suggestions for Further Research. Certain questions have been raised by the present study to which further consideration might be given. These questions are as follows:

1. What is an ideal long range orientation program? In answering this question, consideration would be given to the necessity for pre-college orientation, entrance week orientation, and orientation continuing at least through the first year of college. Attention would be directed, in particular, to the possibility of establishing general orientation courses covering problems of social, vocational, and academic adjustment.

2. What orientation procedures will help insure student selection of most appropriate curriculum? Attention would be given to the feasibility of establishing testing and counseling programs that would more adequately measure student aptitudes, abilities and interests so that proper selection of courses would be achieved. In particular, the matter of training faculty advisers in the techniques of counseling and test interpretation would be considered.

3. What is the relationship between a good orientation program and freshmen drop-outs? Since the purpose of orientation is to insure proper adjustment to college, the measure of its success could well be in terms of determining the number of students continuing in school because of the excellence of the orientation program.

4. What methods should be used to encourage greater student participation in the planning and administration of orientation programs. The matter of training student leaders would be considered including the use of student leader camps, "Big Brother-Sister" systems, and student dormitory counselors.

5. <u>What special techniques may be used to vitalize orientation week activities?</u> A study would be made of what colleges and universities feel to be the most outstanding and stimulating features of their orientation week activities and how these activities might be used in other schools.

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APPENDIX A

ACCREDITED WYOMING HIGH SCHOOLS

*Afton	*Dubois	*LaGrange	*Reliance
*Albin	*Eden-Farson	*Lander	*Riverton
Arvada	*Egbert	*Laramie	*Rock River
*Baggs	Elk Mountain	*Lingle	*Rock Springs
*Basin	*Encampment	*Lovell	*Rozet
*Big Horn	*Evanston	*Lusk	*Saratoga
*Big Piney	*Fort Laramie	*Lyman	*Savery
*Buffalo	*Gillette	*Manderson	*Sheridan
*Burlington	Glendo	*Manville	*Shoshoni
*Burns	*Glenrock	*McFadden	*St. Mary's
*Byron	*Green River	*Medicine Bow	*Sundance
*Carpenter	*Greybull	*Meeteetse	*Sunrise
*Casper	*Guernsey	*Midwest	*Superior
*Cheyenne	*Hanna	*Moorcroft	*Tensleep
*Chugwater	Hawk Springs	*Mountain View	*Thermopolis
*Clearmont	*Hillsdale	*Newcastle	*Torrington
*Cody	*Hulett	*Pavillion	*University
*Cokeville	*Huntley	*Pine Bluffs	*Upton
*Cowley	*Jackson	Pinedale	Veteran
*Dayton	*Kaycee	*Powell	*Wheatland
*Deaver	*Kemmerer	*Ranchester	*Worland
*Douglas	*Kinnear-Morton	*Rawlins	*Yoder

*Schools participating in the Wyoming High School Senior Survey.

APPENDIX B

INFORMATION QUESTIONNAIRE

UNIVERSITY OF WYOMING
OFFICE OF STUDENT PERSONNEL AND GUIDANCE
312 OLD MAIN

Please do not write in this space

Coding Column

_____ _____ _____ 25 _____
Name of High School City County

Name: _____ Sex M F _____ 28 48 _____
(Please Print) Last First Middle

Religious Preference: _____ 49 _____
(Permitted to omit if objectionable)

Home Address: _____ 4 _____
Street City State

Place of Birth: _____ Date of Birth: _____ _____
City State (Mo.Day.Year)

Father's Name: _____ Occupation _____ _____
Last First

Mother's Name: _____ Occupation _____ _____
Last First Maiden

Step-parent
or Guardian: _____ Occupation _____ _____
Last First

Please indicate your plans for further education by answering the appropriate questions which follow:

1. Do you plan to attend college? ____. If so, where? _____ 56 Y N _____

2. Do you plan to attend business, nursing (other than at the University of Wyoming), or trade school? _____. If so, what particular school? _____ 57 Y N _____

3. If you do <u>not</u> plan to continue your education, check here _____. 58 N _____

4. If you are undecided about continuing, check here __. 59 U _____

The Office of Student Personnel and Guidance is offering free Summer Counseling at Laramie on Thursdays this summer to vocationally undecided high school seniors. If interested, check here ___, and indicate below the appro- 60 _____
month and Thursday when we might expect you:

June	1st Week:__	2nd Week:__	3rd Week:__	4th Week:__
July	" __	" __	" __	" __
August	" __	" __	" __	" __

61 _____

If you plan to attend the University of Wyoming, please indicate the college and major field in which you plan to enroll by checking the appropriate space. (62-77)

100___COLLEGE OF LIBERAL ARTS

102__Art
104__Botany or Forestry
105__Chemistry
106__Commerce
107__Economics or Sociology
112__English
148__General Liberal Arts
113__Geology or Mineralogy
115__History
116__International Affairs
117__Journalism or Advertising
121__Languages
126__Mathematics
154__Medical Technology
141__Music

153__Nursing
128__Personnel Management
129__Philosophy or Psychology
130__Physics
133__Political Science
150__Pre Dental
151__Pre Forestry
149__Pre Law
125__Pre Library
152__Pre Medical
111__Social Work
135__Speech or Dramatics
138__Wildlife Conservation
137__Zoology or Physiology
160__Other:_____

200___COLLEGE OF AGRICULTURE

202__Agronomy or Ag.Econ.
203__Animal Production
204__General Agriculture
207__Guest Ranch Mngmt.
210__Home Economics

209__Pre Veterinary
220__Range Management
211__Soils
213__Farm Crops
215__Wool
260__Other:_____

300___COLLEGE OF ENGINEERING

301__Civil or Architectural
304__Electrical

308__Mechanical
310__General Engineering
360__Other:_____

400___COLLEGE OF EDUCATION

440__Administration (Grad.Level)
401__Elementary Education
420__Guidance (Grad.Level)

421__Health & Physical Educ.
402__Secondary Education
416__Vocational Education
460__Other:_____

500___COLLEGE OF LAW
(Three years of pre-law)

600___COLLEGE OF COMMERCE

601__Accounting
602__Business Administration
603__Retailing & Marketing

604__Secretarial Science
605__Statistics
660__Other:_____

700___COLLEGE OF PHARMACY

Do you wish more information about courses given at the University of Wyoming? Yes__No__. If your answer is "yes", please underscore in the above list those fields about which you wish information. 78 Y N

Note: Fill out the following only if you plan to attend the University of Wyoming.

High School Seniors
(Planning Eventually to Attend the University of Wyoming)

1. Your High School:_____ 1_____
(school) (location)
(Use check marks wherever possible in answering the following questions.)

2. What influenced you to decide on attending the University of Wyoming:
Friends__ Teachers__ Classmates__ Parents__ Athletics__ School__ University Publications__ Others (please specify):_____ 2_____

3. Have you had an opportunity to discuss your plans for attending college with a University official? Yes__No__. If so, whom? _____. If not, would you welcome one? Yes__No_ 3 1 2 3 4 5

4. Have you visited the University of Wyoming campus? Yes__No__. If so, what was the occasion?_____ 4 1 2

5. Does your school sponsor a Senior Day to visit the University of Wyoming campus? Yes__No__. If not, would you welcome one? Yes__ No__. 5 1 2 3 4

6. Would you be interested in a two or three day pre-college advisement orientation meeting in Laramie during the summer? Yes__No__. If so, when? Spring__Summer__Fall__. 6 1 2 3 4 5

7. What printed University material has been made available to you? School Catalogue__Bulletins__Year Book__List others:
_____ 7 1 2 3

8. What additional information would you like to know prior to attending the University of Wyoming?_____ 8_____

9. Comments:_____ 9_____

10. Check the tentative program for Freshmen Orientation outlined below ("X" those you might like, "O" those you dislike, write in any additionals).

		"X"	"O"	No comment				
a.	Fraternity Rushing	___	___	___	10	X	O	Y
b.	Sorority Rushing	___	___	___	11	X	O	Y
c.	Opening Assembly	___	___	___	12	X	O	Y
d.	Testing Program	___	___	___	13	X	O	Y
e.	Meeting Adviser	___	___	___	14	X	O	Y
f.	Registration	___	___	___	15	X	O	Y
g.	Freshmen Assembly	___	___	___	16	X	O	Y
h.	College Group Meetings	___	___	___	17	X	O	Y
i.	College Church Groups	___	___	___	18	X	O	Y
j.	Independents' Dance	___	___	___	19	X	O	Y
k.	Painting the School Letter	___	___	___	20	X	O	Y
l.	Frosh-Soph Tug-O-War	___	___	___	21	X	O	Y
m.	Pep Assembly	___	___	___	22	X	O	Y
n.	Freshmen Steak Fry	___	___	___	23	X	O	Y
o.	Library Open House	___	___	___	24	X	O	Y
p.	Other suggestions_____				25_____			

APPENDIX C

Coding Column

Please do not write in this column

INFORMATION QUESTIONNAIRE

College Freshmen

1. Your college and course: _____ (college) _____ (course) 1 _____

Please check your reactions toward the Orientation Program:

2. Did you attend this program? Yes___No___ 2 Y N _____

3. Total length of program: Too long___Just right___ short___ 3 1 2 3 ___

4. Worthwhileness of orientation: Wasted___All right___ Good___ 4 1 2 3 ___

5. Added remarks relative to Freshmen Orientation:_____ _____ 5 _____

6. Check the orientation program outline below ("X" worthwhile, "O" those that could be dropped, write in any additional items you think should be added).

		"X"	"O"	Did you participate? Yes	No	
a.	Fraternity Rushing	___	___	___	___	6 A B J K
b.	Sorority Rushing	___	___	___	___	7 A B J K
c.	Opening Assembly	___	___	___	___	8 A B J K
d.	Testing Program	___	___	___	___	9 A B J K
e.	Meeting Adviser	___	___	___	___	10 A B J K
f.	Registration	___	___	___	___	11 A B J K
g.	Freshmen Assembly	___	___	___	___	12 A B J K
h.	College Group Meetings	___	___	___	___	13 A B J K
i.	College Church Mixer	___	___	___	___	14 A B J K
j.	Independents' Dance	___	___	___	___	15 A B J K
k.	Painting the "W"	___	___	___	___	16 A B J K
l.	Frosh-Soph Tug-O-War	___	___	___	___	17 A B J K
m.	Pep Assembly	___	___	___	___	18 A B J K
n.	Freshmen Steak Fry	___	___	___	___	19 A B J K
o.	Library Open House	___	___	___	___	20 A B J K
p.	Other suggestions:_____					21 A B J K

7. What influenced you to decide on attending the University of Wyoming:
Friends___Teachers___Classmates___Parents___Athletics___School___University Publications___Others (please specify)_____ 22 _____

8. Do you feel that prior to your admission, representatives of this institution adequately explained to you the facilities of this campus? Yes___No___. 23 Y N _____

9. Do you think that this institution made you, as a new student, feel a part of it and of its activities? Yes___No___ 24 Y N _____

APPENDIX D

COLLEGES, UNIVERSITIES AND TECHNOLOGICAL SCHOOLS
PARTICIPATING IN SURVEY

Name and Location	Type of School			1951 Enrl.	Questionnaire	
	Univ.	Coll.	Tech.		Post-card	Final
ALABAMA						
Alabama State College		X		2603	X	X
Tuskegee Institute			X	2042	X	X
ALASKA						
University of Alaska	X			304	X	X
ARIZONA						
Arizona State College		X		4539	X	X
ARKANSAS						
University of Arkansas	X			4406	X	X
CALIFORNIA						
City College of San Francisco		X		4590		X
ElCamino College		X		3342		X
Fresno State College		X		2839	X	X
Golden Gate College		X		2673	X	X
Pasadena City College		X		3020	X	X
San Diego State College		X		4513	X	X
COLORADO						
Colorado A & M College		X		3677	X	X
Colorado State College		X		2172	X	X
CONNECTICUT						
Hillyer College		X		2126	X	X
University of Bridgeport	X			3374	X	X
DELAWARE						
University of Delaware	X			2521	X	X
FLORIDA						
Florida A & M College for Negroes		X		2006		X
GEORGIA						
Emory University	X			3142	X	X
Georgia Institute of Technology			X	4150	X	X
HAWAII						
University of Hawaii	X			4898	X	X

COLLEGES, UNIVERSITIES AND TECHNOLOGICAL SCHOOLS
PARTICIPATING IN SURVEY (Continued)

Name and Location	Type of School			1951 Enrol.	Questionnaire	
	Univ.	Coll.	Tech.		Post-card	Final
IDAHO						
University of Idaho	X			3209	X	X
ILLINOIS						
Bradley University	X			3766	X	X
Ill. State Normal University	X			2466	X	X
Roosevelt College		X		4832		X
Southern Illinois University	X			3141	X	X
INDIANA						
Ball State Teachers College		X		3139	X	X
Butler University	X			4403	X	X
Indiana State Teachers College		X		2289	X	X
IOWA						
Drake University	X			4061		X
Iowa State Teachers College		X		2675	X	X
KANSAS						
University of Wichita	X			2905	X	X
KENTUCKY						
Western Kentucky State College		X		1753	X	X
LOUISIANA						
Louisiana Polytech Institute			X	2150		X
Loyola University	X			2683		
Southwestern Louisiana Institute			X	2557	X	X
MAINE						
University of Maine	X			3607	X	X
MARYLAND						
University of Baltimore	X			1816	X	
MASSACHUSETTS						
Smith College		X		2262	X	*
Tufts College		X		3365	X	X
University of Massachusetts	X			3087	X	X

* Smith College for Women returned questionnaire unanswered.

COLLEGES, UNIVERSITIES AND TECHNOLOGICAL SCHOOLS
PARTICIPATING IN SURVEY (Continued)

Name and Location	Type of School			1951 Enrol.	Questionnaire	
	Univ.	Coll.	Tech.		Post-card	Final
MICHIGAN						
Central Michigan College of Educ.		X		3476	X	X
Detroit Institute of Technology			X	2024	X	X
Michigan State Normal College		X		2434	X	X
Western Michigan College of Educ.		X		4105	X	X
MINNESOTA						
St. Cloud State Teachers College		X		1716	X	X
MISSISSIPPI						
Mississippi Southern College		X		2500	X	X
Mississippi State College		X		2889	X	
University of Mississippi	X			2745	X	X
MISSOURI						
University of Kansas City	X			3051	X	X
MONTANA						
Montana State College		X		2301	X	X
Montana State University	X			2789	X	X
NEBRASKA						
Creighton University	X			2545	X	X
NEVADA						
University of Nevada	X			1466	X	X
NEW HAMPSHIRE						
Dartmouth College		X		2802	X	X
University of New Hampshire	X			3383	X	X
NEW JERSEY						
Fairleigh Dickinson College		X		2191		
Newark College of Engineering			X	2615	X	X
Princeton University	X			3562	X	
Rider College		X		2622	X	
NEW MEXICO						
University of New Mexico	X			4643		X

COLLEGES, UNIVERSITIES AND TECHNOLOGICAL SCHOOLS
PARTICIPATING IN SURVEY (Continued)

Name and Location	Type of School			1951 Enrl.	Questionnaire	
	Univ.	Coll.	Tech.		Post-card	Final
NEW YORK						
Adelphi College		X		2141	X	X
Canisuis College		X		3026		
Hofstra College		X		3562	X	X
Long Island University	X			3657	X	X
Manhattan College		X		2263	X	X
New York State College for Tchrs.		X		2020		X
New York State Institute			X	2173		
Queens College		X		3454	X	
Rensselaer Polytech Institute			X	3670		X
St. Bernardine of Siena College		X		2021	X	X
St. Bonaventure College		X		2043	X	X
NORTH CAROLINA						
Agriculture Technical College			X	2814	X	X
Duke University	X			4912	X	X
North Carolina State College		X		4018	X	X
Womens College of North Carolina		X		2475	X	X
NORTH DAKOTA						
University of North Dakota	X			2369	X	
OHIO						
Bowling Green State University	X			4234	X	X
Fenn College		X		3914	X	X
John Carroll University	X			2132		X
Oberlin College		X		2121	X	
Ohio Wesleyan University	X			2048	X	X
University of Akron	X			3863	X	X
University of Dayton	X			3233	X	X
University of Toledo	X			4504	X	X
Xavier University	X			2851	X	X
Youngstown College		X		3741	X	
OKLAHOMA						
University of Tulsa	X			4703	X	X
OREGON						
University of Portland	X			1566	X	X

COLLEGES, UNIVERSITIES AND TECHNOLOGICAL SCHOOLS
PARTICIPATING IN SURVEY (Continued)

Name and Location	Type of School			1951	Questionnaire	
	Univ.	Coll.	Tech.	Enrl.	Post-card	Final
PENNSYLVANIA						
Bucknell University	X			2143	X	X
Carnegie Institute of Technology			X	3087	X	X
Drexel Institute of Technology			X	3123	X	X
Duquesne University	X			4681		X
Lehigh University	X			3181	X	X
St. Joseph's College		X		2022	X	
Villanova College		X		3294	X	X
University of Scranton	X			2423	X	X
RHODE ISLAND						
Brown University	X			3793	X	
University of Rhode Island	X			2251	X	X
SOUTH CAROLINA						
Bob Jones University	X			2449	X	X
Clemson College		X		2921	X	
University of South Carolina	X			3265	X	
SOUTH DAKOTA						
University of South Dakota	X			1616	X	X
TENNESSEE						
George Peabody College		X		2018	X	X
Memphis State College		X		2479	X	X
Vanderbilt University	X			3161	X	X
TEXAS						
Baylor University	X			4830	X	X
Del Mar College		X		2015		X
East Texas State Teachers College		X		2344	X	X
Midwestern University	X			2081	X	
Prairie View A & M College		X		2296	X	X
Sam Houston State Teachers Coll.		X		2068	X	X
Texas Christian University	X			4253		X
Texas Southern University	X			2008		X
Texas Western College		X		2159	X	X
UTAH						
Utah State Agricultural College		X		3568	X	X
Weber College		X		2395	X	

COLLEGES, UNIVERSITIES AND TECHNOLOGICAL SCHOOLS
PARTICIPATING IN SURVEY (Continued)

Name and Location		Type of School			1951	Questionnaire	
		Univ.	Coll.	Tech.	Enrl.	Post-card	Final
VERMONT							
University of Vermont		X			3026	X	X
VIRGINIA							
University of Richmond		X			2640	X	X
University of Virginia		X			4168	X	X
Virginia Polytechnic Institute				X	3837	X	X
WASHINGTON							
Seattle University		X			2397	X	X
WEST VIRGINIA							
Marshall College			X		3061	X	X
Morris Harvey College			X		2365	X	X
WISCONSIN							
Wisconsin State Teachers College			X		1766		
WYOMING							
University of Wyoming		X			2823	X	X
DISTRICT OF COLUMBIA							
American University		X			4086	X	X
Catholic University		X			4000	X	X
Howard University		X			4082	X	X
					Aver. Enrl.		
Totals	108	59	57	12	2974	110	108*

* Smith College for Women returned questionnaire unanswered.

APPENDIX E

POST CARD QUESTIONNAIRE

Colleges

REPLY CARD

Please Check:

A. Do you observe a Freshman Orientation Week? Yes___No___. If so, how many days?___. Name and title of person in charge: _____.

B. Do you have school officials call on new students during the summer months? Yes___No___.

C. Is summer pre-registration counseling (such as H.S.Clinics) available during the summer months? Yes___No___.

D. Do you have a Foreign Student Orientation program? Yes___ No___.

E. Do you have pre-school indoctrination meetings for your new faculty members? Yes___No___.

F. Do you offer a general "Orientation Course"? Yes___No___.

G. Do you hold a Career Conference Day? Yes___No___. If so, is it for seniors only? Yes___No___.

H. Name of your institution:_____.

APPENDIX F

Coding Column

Please do not write in this column

ORIENTATION INFORMATION QUESTIONNAIRE

Colleges

Institution: _____ 1 _____
(name) (location) (fall enrollment)

Your name and title: _____ 2 _____

A. Pre-registration Orientation

1. What entrance material is requested for admission?
   a. High School transcript.___
   b. High school principal's recommendation___.
   c. Health certificate___.
   d. Personal data sheet___.
   e. Any other (please specify): _____ 3 1 2 3 4 5

2. Check materials which are sent to students accepted for admission to your college.
   a. Permission to register.___
   b. Entrance credit statement___.
   c. Freshmen Orientation Week Program___.
   d. Map of Campus___.
   e. Map of Town___. 4 1 2 3 4 5
   f. List of Churches and Addresses___.
   g. Complete List of Fees___.
   h. School catalogue___.
   i. Explanation of School Regulations___.
   j. Room Assignment in Dormitory___. 6 7 8 9 0
   k. Student Handbook___.
   l. Personal Letter from Faculty Adviser___.
   m. Personal Letter from Dean of Men or Women___. 5 1 2 3 4
   n. Other materials sent out (please list): _____
   _____

3. Does your school provide for a house visit pre-registration interview between the applicant, the parents, and a school official?
   Yes___ No___. Comments: _____ 6 1 2

4. Is there any provision for pre-college campus advisement? Yes___No___. If so, how handled___
   _____ 7 1 2

5. Please list the High School sponsored activities held on your campus during the school year or summer. _____
   _____ 8

6. Additional comments relative to pre-registration orientation:_____ 9 _____

B. Freshmen Orientation Program (What is it called?)____ 10 _____

1. Please check below the general phases of your Orientation Period:
   a. Placement tests? Yes___No___ 11 Y N
   b. Welcome by School Officials? Yes___No___ 12 Y N
   c. Adviser meetings with new students? Yes___ No ___ 13 Y N
   d. Student health service examinations. Yes___ No ___ 14 Y N
   e. Activity informational period. Yes___No___ 15 Y N
   f. New student social period. Yes___No___ 16 Y N
   g. Religious informational gatherings. Yes___No___ 17 Y N
   h. Conducted campus trip. Yes___No___ 18 Y N
   i. Library Open House or tour. Yes___No___ 19 Y N
   j. Free movies. Yes___No___. If so, are they about campus life? Yes___No___ 20 Y N
   k. Scenic trips. Yes___No___ 21 Y N
   l. Student body assembly. Yes___No___ 22 Y N
   m. Tug-O-War, Painting the School Letter, Wearing beanies and other Freshmen activities? Yes___No___ (Please specify):_____ 23 Y N
   n. Other phases (Please list):_____ 24 Y N

2. Do you schedule a Freshman Orientation program prior to enrollment and registration of upper class students? Yes___No___ 25 1 2

3. How many days does your Freshmen Orientation Program last?_____ 26 _____

4. Is attendance at orientation meetings compulsory for all freshmen? Yes___No___ 27 1 2

5. Are faculty advisers required to be in attendance at this time for individual conferences? Yes___No___ 28 1 2

6. What type of entrance examinations are required of new freshmen? Music___English___General Mathematics___Reading___Chemistry___Physics___Psychological___Interest test___Physical examination___ Others (Please specify):_____ 29 _____

7. What social functions are provided? School Mixer ___Faculty reception___Student teas, smokers, etc. ___Class dinners___Pep meetings___Frosh student night___Others (Please specify):_____ 30 _____

8. What religious activities? Vesper services___College church group meetings___College church group social___Special chapel services___Others (specify): _____ 31 _____

9. What is the attitude of your institution relative to fraternity-sorority rushing during Freshman Orientation? Unfavorable___Passive___Favorable___ 32 1 2 3 0
Is rushing held later on in the year? Yes___NO___ 33 1 2 3 4 5
When?_____

10. a. What is your Orientation committee representation? Faculty___Students___Administration___ 34 1 2 3 ___
b. How is your Orientation committee formed? Appointed___Elected___ ___ 4 5 0

11. How does the Orientation committee feel relative to your present Orientation Program? Needs improvement___Acceptable___Very satisfactory___ 35 1 2 3 ___

12. Does your institution hold an Orientation Program for new mid-year students? Yes___No___. If so, kindly list below points emphasized: 36 1 2 3 ___
_____ _____

13. Additional comments relative to your Freshman Orientation:_____ ___ 5 ___

C. General Orientation Practices

1. Do you have a general Orientation course? Yes__No_ 37 1 2 ___
If so, is it required of all? Yes__No__. Also, ___ 3 4 5 ___
if so, who gives this course?_____ 38 _____

2. Do you have a pre-school indoctrination program for new teachers? Yes___No___. If so, please attach a copy of your program. 39 1 2 3 ___

3. Is there a special Orientation Program in your school for foreign students? Yes___No___ 40 1 2 ___

4. Does your school sponsor a College Career Day program for college students? Yes___No___. If so, is this a separate committee from that of Freshman Orientation? Yes___No___ 41 1 2 ___
___ 3 4 ___

5. Contemplated changes in our school general Orientation Program follow:_____ 42 _____
_____

6. Results of any Orientation studies in your school: _____ 43 _____

7. Do you wish to have a summary of findings sent to you? Yes___No___. Any materials describing programs related to items 1,2,3, or 4 above would be sincerely appreciated. 44 1 2 _____

(Orientation materials sent by school) 45 _____

APPENDIX G

THE UNIVERSITY OF WYOMING
Office of Student Personnel and Guidance
Laramie, Wyoming
February 15, 1952

Dear Mr._____

Your name has been referred to this office by your school as the person in charge of the Freshman Orientation program. We would appreciate having you fill in the attached questionnaire in order for our school to complete its orientation survey.

Results from the initial postcard questionnaire sent to 128 schools in the United States of a similar enrollment to the University of Wyoming (2000 to 5000) are tabulated below. Please share this information with your school registrar who completed the initial survey card.

A. 96% observe a Freshman Orientation program.
   1. Length of this program varies from one day to a six week, two assembly a week program. The mode was in the three to five day period.
B. 25% of the schools surveyed called on new students during the spring or summer months.
C. Summer pre-registration counseling was available in 43% of the schools.
D. Foreign Student Orientation programs were handled in 26% of the schools. Those schools having such a program were found mostly in the agricultural type schools where evidently a greater influx of foreign students have enrolled.
E. About half of the schools (47%) hold pre-school indoctrination meetings for new faculty members. These meetings vary from an extra faculty session to a program lasting several days.
F. General "Orientation Courses" (See Teachers College Journal, 19:5, March, 1948, p. 101) were offered in 41% of the schools reporting.
G. 41% of the schools hold a career conference day for their new students.
H. 110 (or 85.9%) of the 128 schools contacted answered this survey.

The initial survey has been most satisfactory and we shall be only too happy to share the final questionnaire information with you as well. A stamped, addressed envelope is enclosed for your reply.

Yours very sincerely,

Charles H. Thompson
Chm, Freshman Orientation

APPENDIX H

VOCATIONAL ORIENTATION
PERSONNEL AND GUIDANCE 301
UNIVERSITY OF WYOMING

Purpose of This Course: Know Yourself

Assignment: Term Paper
"Occupational Field of Interest to Me, (Forestry, etc.)"
(a) Description of My Vocation (Nature, Size, Trends)
(b) Qualification Required (Education, Training, License, etc.)
(c) Inventory of My Qualifications (Listing of above items)
(d) Economic and Social Implications of My Vocation
(e) Bibliography (Encyclopedia, Books, Articles--at least seven).

COURSE OUTLINE

Text: Bennett, M. E., College and Life, 4th Edition, 1952.

1. First Week: What Colleges Can Do For Students
   Reading: Bennett, Part I
   Assignment: Write a short paper on "Why I Went to College."

2. Second Week: Success in College
   Reading: Bennett, Chapter 4
   Assignment: Take Kuder or Lee-Thorpe Interest Test

3. Third Week: What do College Studies Offer Me
   Reading: Bennett, Chapter 6
   Assignment: Draw up your tentative 4-year course of study.

4. Fourth Week: What Campus Activities are Available to Me
   Reading: Bennett, Chapter 5
   Assignment: Complete personal activities for yourself, page 67.
   Movies: Counseling, Its Tools and Techniques

5. Fifth Week: Test over Unit I, Text: Living in College

6. Sixth Week: What Are Effective Study Habits
   Reading: Bennett, Chapters 7, 8, 9, 10
   Assignment: Make out a study schedule for yourself
   Movie: How to Study, Know Your Library

7. Seventh Week: How Can I Use the Library?
   Reading: Bennett, Chapter 11
   Assignment: Seven note cards on your chosen vocation
   Movie: Finding Your Life Work

8. Eighth Week: How Can I Appraise My Progress?
   Reading: Bennett, Chapter 15
   Assignment: Turn in personal appraisal inventory, page 211
   Speaker: Class Choice

9. Ninth Week: With What Do We Build Our Lives?
   Reading: Bennett, Chapters 16, 17
   Assignment: Take a personality test and be able to discuss your strong and weak points.

10. Tenth Week: What Are Methods of Self-Appraisal?
    Reading: Bennett, Chapter 18
    Assignment: Take the ACE or Wechsler-Bellevue test and know your college aptitude or IQ.
    Speaker: Class Choice

11. Eleventh Week: What Are the Problems of Vocational Preparation Today?
    Reading: Bennett, Chapter 24
    Assignment: Submit outline of your term paper project.

12. Twelfth Week: What is the Importance of the Home in Modern Life?
    Reading: Bennett, Chapter 19
    Assignment: Term paper and course evaluation

Note: Individual personal conferences with class instructor are to be held sometime during the last six weeks of the course.

References:

1. Adams, C. R., Looking Ahead to Marriage, 1949.
2. Allport, G.W., The Roots of Religion, n.d.
3. Anderson and Davidson, Occupational Trends, 1940, 1945.
4. Baer, Max and Roeber, E.C., Occupational Information, 1951.
5. Bennett, M.E., College and Life, 4th Edition, 1952.
6. Bird, Charles and Dorothy, Learning More by Effective Study, 1945.
7. Educational Testing Service, The College Handbook, 1951.
8. Hilgard, E. R., Theories of Learning, 1948.
9. Science Research Associates, Occupational Briefs.
10. Shartle, C.L., Occupational Information, 1946, 1951.
11. Smedley, Doree and Robinson, Lura, Careers for Women, 1945.
12. University of Wyoming, Catalog Number, 1953 and 1954.
13. U.S. Dept. of Labor, Dictionary of Occupational Titles, Part I, 1939.
14. U.S. Dept. of Labor, Occupational Outlook Handbook, 1951.
15. Vocational Guidance Research, Post-War Jobs, 1946.
16. Williamson, E.G., Students and Occupations, 1941.

APPENDIX I

HOWDY STRANGER

WELCOME

TO

WSTAG

WELCOME WEEK

1953

UNIVERSITY OF WYOMING

ORIENTATION PROGRAM

1953

FIRST WEEK

Wednesday, September 23

Morning - 8:30 Opening Assembly, L.A. Auditorium
10:00 English Placement Exams, L.A. Auditorium
Afternoon- 1:00 College Algebra Testing, Room 209, Graduate Building
2:00 - 5:30 Special Testing (Commerce, Music)
Evening - 7:00 Sorority Parties and Fraternity Smokers

Thursday, September 24

Morning - 8:00 Registration, Freshmen
Afternoon- 1:00 Registration, Freshmen
Evening - 7:00 Sorority Parties and Fraternity Smokers
7:30 Independent Students Stunt Nite, Educ. Auditorium

Friday, September 25

Morning - 8:00 Registration, Upper Classmen
9:00 O.S.U. Testing, Out of State Freshmen, Room 304, Geology Bldg.
Afternoon- 1:30 ASUW Freshmen Assembly, L.A. Auditorium
Evening - 7:00 Sorority Parties and Fraternity Smokers
7:30 Fall Festival, Fieldhouse
Square Dance Festival, Gym

Saturday, September 26

Morning - 9:00 Fraternity-Sorority Pledging
Evening - 8:00 Pledging Ceremonies
8:30 SCRO All-School Mixer, Union Ballroom
Square Dance Festival, Gym

SECOND WEEK

Sunday, September 27

Morning - Church
Afternoon- 12:30 ASUW Frosh Steak Fry
Evening - 5:30 College Church Group Meetings

Monday, September 28

Morning - Classes Begin
Evening - Fraternity-Sorority Meetings

Tuesday, September 29

Evening - 4:00 Frosh-Soph Tug-of-War. Peanut Pond

Thursday, October 1

Afternoon- 2:00 ASUW Pep Assembly, L.A. Auditorium

Friday, October 2

All Day - Library Open House

Saturday, October 3

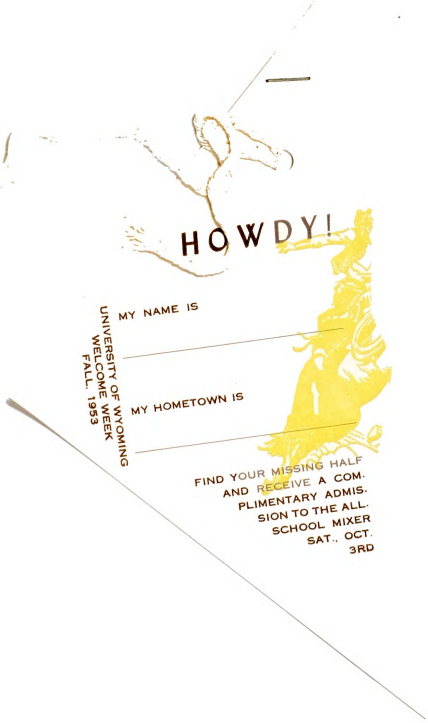
Morning - 6:30 Painting the "W"
Afternoon- 1:30 Football Game, Utah State
Evening - 8:30 ASUW Western All-School Mixer

THE UNIVERSITY OF WYOMING WELCOMES YOU

Special Event!

Free Movie, Friday, Sept 25, 7:30 pm
"Bullfighter and the Lady"
L. A. Auditorium

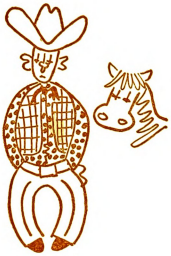
APPENDIX J


HOWDY!
MY NAME IS
MY HOMETOWN IS
UNIVERSITY OF WYOMING
WELCOME WEEK
FALL 1953
FIND YOUR MISSING HALF
AND RECEIVE A COM-
PLIMENTARY ADMIS-
SION TO THE ALL-
SCHOOL MIXER
SAT., OCT.
3RD

APPENDIX K

APPENDIX L

UNIVERSITY OF WYOMING



1954-55

GEORGE DUKE HUMPHREY, President

OFFICE OF RELATED STUDENTS SERVICES
Admissions and Field Relations
Catalogues and Bulletins
Registration and Records

R. E. McWhinnie,
Registrar and Director of Admissions

REGISTRATION INFORMATION FOR NEW STUDENTS

Careful attention to the information outlined here will facilitate entrance arrangements. In this connection prospective students and their parents may find it helpful to visit the Campus well in advance of the proposed registration date for the completion of preliminary registration arrangements. The desirability of planning such visits to coincide with the business hours (8:00 a. m.-5:00 p. m. Monday through Friday) of University officers is called to the attention of those interested.

Upon request, the University Catalogue is available from the Office of the Registrar.

I. PRELIMINARY REGISTRATION

A—Procedure for Applying for Admission

WRITE to the

Director of Admissions
University of Wyoming
Laramie, Wyoming

stating whether you are (1) a beginning freshman, (2) an undergraduate transfer, or (3) a college graduate, and request appropriate application for admission forms. The proper forms will be sent to you by return mail.

NEW FRESHMEN applicants will receive the following blank forms:

1. Application for Admission
2. Declaration of Residence
3. Secondary-School Record

Blank forms "1" and "2" should be filled out by the applicant and returned to the Director of Admissions. The Secondary-School Record form should be handed or mailed to the Principal of the high school from which the applicant graduated requesting that his high school record be mailed directly to the Director of Admissions, University of Wyoming.

FINAL acceptance usually must await arrival of official confirmation of high school graduation. Provisional acceptance is available for senior graduation candidates on the basis of the principal's report of the satisfactory completion of seven semesters of high school credit. A subsequent statement from the high school verifying the eighth semester credit as complete and confirming graduation will be necessary for FINAL acceptance.

NEW UNDERGRADUATE TRANSFER applicants will receive the same blank forms as new freshmen as before mentioned and should be handled by the applicant in the same manner. In addition write to the Registrar of each college previously attended and request that an official transcript of his record there be mailed to the Director of Admissions, University of Wyoming.

NEW GRADUATE applicants will receive the following forms:

1. Application for Admission to Graduate School.
2. Declaration of Residence

These forms should be completed and returned, and a request mailed to the Registrar of each college previously attended requesting that an official transcript of his record be mailed to the Director of Admissions, University of Wyoming.

All doctoral applicants are required to submit to the Dean of the Graduate School, University of Wyoming, the names of three references (preferably graduate professors) prepared to evaluate the applicant's qualifications to do work at the doctoral level.

ALL TRANSCRIPTS submitted become the property of the University of Wyoming to be retained in the Office of the Registrar.

B—Steps in Handling Applications for Admission

After all materials have been received, and evaluated, the applicant will be notified in writing of his eligibility for admission. Undergraduate transfer applicants accepted for admission receive an Estimate of Advance Standing outlining a list of tentative transfer credit which may be revised upward or downward in the final acceptance, depending on the University of Wyoming record. Attention of transfer students is called to the fact that regardless of the credit accepted from other institutions they must meet all University of Wyoming and department requirements for a degree, including a minimum of 42 resident quarter hours in three full quarters at the Laramie campus, and that correspondence and/or extension credit applicable toward a degree is restricted to 25% of the requirements for the degree sought.

C—The Due Date for Filing Application Forms and Credentials

In order that there may be sufficient time to properly process credentials and to notify applicants of the action taken, completed forms and official credentials should be filed at least four

UNIVERSITY OF WYOMING

1954-55

GEORGE DUKE HUMPHREY, President

OFFICE OF RELATED STUDENTS SERVICES
Admissions and Field Relations
Catalogues and Bulletins
Registration and Records

R. E. McWhinnie,
Registrar and Director of Admissions

UNIVERSITY OF WYOMING ENROLLMENTS*

1936 - 1952

1936-37	1900
1937-38	2047
1938-39	2188
1939-40	2264
1940-41	2275
1941-42	2001
1942-43	1590
1943-44	763
1944-45	863
1945-46	1873
1946-47	3364
1947-48	3685
1948-49	3608
1949-50	3529
1950-51	2936
1951-52	2531
Average Enrollment (1936-52)	2339

* Compiled from Statistical Summary, 1951-52, Registrar's Office, University of Wyoming, October, 1952, p. 4.

APPENDIX N

STUDENT EMPLOYMENT
TESTING
COUNSELING

THE UNIVERSITY OF WYOMING
OFFICE OF STUDENT PERSONNEL AND GUIDANCE
LARAMIE, WYOMING

Dear Senior:

You indicated a desire to attend our High School Counseling Clinic in Laramie this summer. We have added your name to the growing list of other students attending and shall be expecting you unless notified to the contrary.

In order to insure a bright and early start on Thursday morning, it will be necessary for you to spend Wednesday evening at one of the campus dormitories. Girls will be housed in Knight Hall and boys will be housed at the Wyoming Hall dormitory. Rooms will cost you $1.50 a night. Laramie boys and girls may stay at their homes if they so desire.

Meals will all be taken at the University Cafeteria where rates are very reasonable. Breakfast is served between the hours of 7:00-8:30, and the evening meal at 5:15-6:15. Noon luncheons will be a family affair for our entire group to be held in the Cafeteria special dining room.

Please fill out the enclosed Information Sheet along with your Room Reservation request and mail to this office at once in order to insure reservations for room and the conference.

The tentative schedule for our clinic follows:

Thursday Schedule:

7:30	Breakfast, University Cafeteria
8:30	Registration, Room 311, Old Main
9:00	Testing, Room 407, Old Main
10-12	Campus Tour
12:00	Group Luncheon--Speaker
1-3:30	Individual Counseling
3:30	Meet Advisers or Deans
4:00	Student Employment at Wyoming
4:30	Admissions Office Conference
5:30	Supper, University Cafeteria
7:30	Evening Social Program

Friday Schedule:

7:30	Breakfast, Univ. Cafe
8:00	Special Testing, Room 311, Old Main
9:30	Deans Men & Women Meeting
10:00	Individual Counseling
12:00	Group Luncheon--Speaker
1:00	Check out for home--Room 311, Old Main

Please notify us if there are any changes in your plans to attend this clinic.

Yours very sincerely,

Unless notified to the contrary,
we shall expect you for the Clinic
Thursday-Friday _____.

Charles H. Thompson
Room 311, Old Main Building

CHT:lpb
Enclosures

ATTENDANCE NOTIFICATION & ROOM RESERVATION

I plan on attending the Counseling Clinic Thursday and Friday _____.

Attached is _____ to reserve a room for me in the girls dormitory (____) boys dormitory (____), for Wednesday and Thursday nights.

I shall arrive about _____ o'clock by _____.
I shall leave about _____ o'clock by _____.

_____ Name

_____ Address

STUDENT EMPLOYMENT
TESTING
COUNSELING

THE UNIVERSITY OF WYOMING
OFFICE OF STUDENT PERSONNEL AND GUIDANCE
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I shall arrive about _____ o'clock by _____.
I shall leave about _____o'clock by _____.

_____Name

_____Address

UNIVERSITY OF WYOMING
APPLICATION FOR ADMISSION

Student Personnel Office Copy

INSTRUCTIONS: Please fill out and return to Director of Admissions as soon as possible. Your careful completion of the information asked for here will help your counselors at the University to become better acquainted with you and consequently to be of greater assistance. Outlining your objectives, planning your program, and distributing your time among the many opportunities of the University are among your most important responsibilities. It is recommended that you confer with your high school principal to discuss your plans for a university education in relation to your high school record. All information will be used in a strictly professional manner. IT IS IMPORTANT THAT YOU ANSWER EACH QUESTION COMPLETELY AND PRECISELY.

Date _____

A. GENERAL INFORMATION

Name _____ Sex M F
Please print (Last) (First) (Middle)

Home Address _____
(Street) (City) (State)

Place of birth _____ Date of birth _____

Ancestry _____ Religious preference _____ Marital status _____ Number of children _____

Father's name _____ Occupation _____ Education _____

Mother's name _____ Occupation _____ Education _____

Step-parent or Guardian _____ Occupation _____ Education _____

Husband or Wife's name _____ Occupation _____ Education _____

Check any of the following which are applicable: Parents living together _____
Parents separated _____ Father deceased _____
Parents divorced _____ Mother deceased _____

Brothers and Sisters

Name	Sex	Occupation	Education	Birthdate

B. EDUCATIONAL EXPERIENCE AND PLANS: In general students enter college with a two-fold objective — to round out their general education and to prepare for a vocation. The answers to these questions will be of assistance in helping you build a general educational program.

High Schools attended	Location	Dates

Date of graduation _____ Age at graduation _____ No. students in senior class _____ Course taken _____

Special honors in high school _____

Any other colleges attended and dates _____

Approximate no. of college credits transferred _____

List subjects you particularly like and why _____

List subjects you particularly dislike and why _____

Wherein do you think your education is still weak? That is, what do you want to be able to do which you cannot do now? (For example, write and speak effectively, understand world affairs, develop a personal philosophy, etc.)_____

_____

_____

When do you expect to enter the University? Quarter_____ Year_____. How long do you expect to attend the University?_____. Where do you expect to register? - Main campus at Laramie_____ Extension Center (Location)_____

While one's final choice of a major subject is often not made until after some experience in college, if you have made a tentative choice of a college and major, please indicate below

___COLLEGE OF AGRICULTURE
- ___Home Economics
- ___Agronomy & Agri. Economics
- ___Animal Production
- ___Range Management
- ___Veterinary Science & Bacteriology
- ___Wool Technology
- ___Other (specify)___ _____

___COLLEGE OF EDUCATION
- ___Elementary Education
- ___Guidance (Grad.level)
- ___Secondary Education
- ___Educational Administration (Grad.level)
- ___Vocational Education
- ___Health and Physical Education
- ___Other (specify)_____ _____

___COLLEGE OF LIBERAL ARTS
- ___General L.A.
- ___Pre-Forestry
- ___Chemistry
- ___Economics & Sociology
- ___Social Work
- ___English
- ___Journalism
- ___Art
- ___Music
- ___Geology & Mineralogy
- ___History
- ___Mathematics
- ___Languages
- ___Philosophy & Psychology
- ___Commerce
- ___Physics
- ___Zoology & Physiology
- ___Wildlife Conservation & Mgmt.
- ___Pre-Dental
- ___Pre-Nursing
- ___Pre-Medical
- ___Pre-Technician
- ___Pharmacy
- ___Other (specify) _____

___COLLEGE OF COMMERCE
- ___Accounting
- ___Business Administration
- ___Secretarial Science
- ___Statistics
- ___Other (specify)____ _____

___COLLEGE OF ENGINEERING
- ___Civil
- ___Electrical
- ___Mechanical
- ___General
- ___Other (specify)___ _____

___COLLEGE OF LAW (Minimum of 2 years college work required for admission)

How certain are you of your choice of college and major? (Check below)

Absolutely fixed choice	Reasonably certain	Fairly certain	Somewhat doubtful	Very uncertain

If you are undecided, what possibilities are you considering?_____

With whom have you discussed your educational and vocational plans? (Teacher, principal, veterans counselor, etc.)_____ When_____ Where_____

C. VOCATIONAL EXPERIENCE AND PLANS. Occupations may be classified generally in terms of the seven categories listed below. To help us get a picture of your vocational plans, please indicate which you would prefer to do, disregarding any limitations of ability or finances which you may feel. Number your first choice 1, second 2, and so on for all seven.

_____Occupations involving business contacts with people, such as various fields of selling, promotional work, politics, etc.

_____Occupations involving business detail, such as accountant, business statistician, cashier, banker, stenographer, office clerical worker, etc.

_____Occupations involving social service activities, such as youth organization workers (YWCA, Boy Scouts, etc.), personnel worker, social case worker, minister, teacher, welfare worker, counselor, etc.

_____Occupations requiring special artistic abilities, such as musician, actor, artist, interior decorator, designer, etc.

_____Occupations involving technical or scientific work, such as engineer, chemist, surgeon, mathematician, research worker, inventor, physicist, toolmaker, etc.

_____Occupations involving verbal or linguistic work, such as lawyer, newspaper man, author, advertising man, professor, librarian, etc.

_____Occupations involving executive responsibilities, such as director, office manager, foreman, etc.

If you have a vocational choice, what is it?_____

How certain are you of this choice? (Check below)

Absolutely fixed choice	Reasonably certain	Fairly certain	Somewhat doubtful	Very uncertain

If undecided, what alternatives are you considering?_____

How much information have you about the requirements of the vocation you have chosen? None_____ Some_____ Extensive_____

Why did you make your choice of vocation? (Check reason or reasons)

____Family suggestion or tradition
____Friend's or teacher's advice
____Vocation of someone you admire
____Suggested by study in school
____Other (specify)_____

____Long personal interest in work
____It is most profitable financially
____It is best suited to my abilities
____Most interesting intellectually

Summarize briefly your work experience, including military assignments. Indicate dates, title of job, just what you did; what you liked and disliked about each job.

_____

_____

_____

_____

_____

D. STUDENT ACTIVITIES, COMMUNITY PARTICIPATION, LEISURE TIME INTERESTS. Interests and abilities developed through participation in group activities and leisure time pursuits can often lead to new vocational and educational goals. In what activities did you participate in high school or in community while in high school or between high school and college? (Journalism, church, Scouts, student government, athletics, etc.) Note any offices or special responsibilities held.

_____

_____

What are your leisure time activities and hobbies?_____

What are your plans for participation in college activities?_____

E. FINANCIAL PLANS. For how long a college program have you made financial plans?_____ years. Indicate below sources of income for this period:

G.I. Bill, Public Law 346____ Public Law 16____; percent financed by parents_____%;
Amount of savings to be used for college $_____, Loans $_____, Scholarships $_____;
Own earnings while in college - 25%____ 50%____ 75%____ 100%____; Any other source of income_____ Note any financial obligations which may influence college plans_____

Do you want a part time job?____ Have you made plans for obtaining one?_____

F. HEALTH. Are there any special health problems that might limit or influence your educational plans or plans for participation in college activities?_____

VERY IMPORTANT

On this page write a brief account of your life. Describe home surroundings, school and work experiences, development of purpose and outlook on life, mentioning the factors which have influenced you most, such as parents, teachers, friendships, travel, service experience, reading, etc. Include a paragraph on why you want to attend college, and your plans and aspirations for the future.

Signature _____

This information is confidential and will be used only by your counselors to help you while attending the University of Wyoming.

UNIVERSITY OF WYOMING
APPLICATION FOR ADMISSION

Faculty Adviser's Copy

A. GENERAL INFORMATION Date _____

Name _____
(Last) (First) (Middle)

Home Address _____
(Street) (City) (State)

Date of birth _____ Marital Status _____

Father's Name _____ Occupation _____ Education _____

Mother's Name _____ Occupation _____ Education _____

Step-parent or Guardian _____ Occupation _____ Education _____

Check any of the following which are applicable: Parents living together _____
Parents separated _____ Father deceased _____
Parents divorced _____ Mother deceased _____

Number of brothers and sisters _____

B. EDUCATIONAL EXPERIENCE AND PLANS

High Schools attended	Location	Dates

Date of graduation _____ Age at graduation _____ No. students in senior class _____ Course taken _____

Special honors in high school _____

Approximately how do you rank in your high school class? Upper 10th ____ Upper 4th _____

Upper half _____ Lower half _____ Lower 4th _____.

Any other colleges attended and dates _____

List subjects you particularly like and why _____

_____

List subjects you particularly dislike and why _____

_____

In what subjects have you done your best work? _____

In what subjects have you done your poorest work? _____

Wherein do you think your education is still weak? That is, what do you want to be able to do which you cannot do now? (For example, write and speak effectively, understand world affairs, develop a personal philosophy, etc.) _____

_____

_____

How long do you expect to attend the University? _____ From what college do you eventually expect to graduate? Liberal Arts _____ Commerce _____ Engineering _____ Law _____ Education _____ Agriculture/Home Economics _____.

If you have made a tentative choice of a major subject, what is it? _____

How certain are you of this choice? (Check below)

Absolutely fixed choice	Reasonably certain	Fairly certain	Somewhat doubtful	Very uncertain

If you are undecided, what alternatives are you considering? _____

C. VOCATIONAL PLANS AND EXPERIENCE. If you have a vocational choice, what is it? (be as specific as possible) _____

_____

When did you make this choice? _____

How certain are you of this choice? (Check below)

Absolutely fixed choice	Reasonably certain	Fairly certain	Somewhat doubtful	Very uncertain

If undecided, what alternatives are you considering? _____

Why did you make this choice? (Check reason or reasons)

____ Family suggestion or tradition
____ Friend's or teacher's advice
____ Vocation of someone you admire
____ Suggested by study in school
____ Other (specify) _____
____ Long personal interest in work
____ It is most profitable financially
____ It is best suited to my abilities
____ Most interesting intellectually

How much information have you about the requirements of the vocation you have chosen? None _____ Some _____ Extensive _____

Information gained through: reading ____ personal experience in the field ____ conversation with someone in the occupation ____ Other (specify) _____

Summarize briefly your work experience, including military assignments. Indicate dates, title of job, just what you did; what you liked and disliked about each job.

_____

_____

_____

_____

_____

_____

D. STUDENT ACTIVITIES, COMMUNITY PARTICIPATION, LEISURE TIME INTERESTS. In what activities did you participate in high school or in community while in high school or between high school and college? Note any offices or special responsibilities held.

_____

_____

_____

_____

What are your leisure time activities? _____

_____

What are your plans for participation in college activities? _____

_____

E. FINANCIAL PLANS. Do you expect to attend school under Public Law 346? ____ Under Public Law 16? ____. Do you expect to work part time? ____. Are there any family or financial obligations that may influence your college plans? (Specify) _____

_____

F. HEALTH. Note any special health problems or limitations that may influence your college plans. _____

_____