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The orientation program for new students at Clark College, Atlanta, Georgia

Edith Dalton Thomas
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THE ORIENTATION PROGRAM FOR NEW STUDENTS
AT CLARK COLLEGE, ATLANTA, GEORGIA

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF ARTS

BY
EDITH DALTON THOMAS

SCHOOL OF EDUCATION

ATLANTA, GEORGIA
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E. D. T.
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CHAPTER I

INTRODUCTION

Rationale.—The tone of the academic as well as the non-academic offerings of an institution depends largely upon the basic philosophy and the objectives of the institution. The primary concern of the state institution, generally, is to provide higher education without regard for religious objectives. On the other hand, the private institution which is church related strives to offer a particular kind of education—Christian higher education—as specified in the Clark College catalogue: "The institution is not sectarian, but distinctively Christian."¹

New students entering college should be thoroughly indoctrinated concerning the evolution and objectives of the institution. It would be well to remind them that education in America had its rise in religious institutions, and that this inception continues to be significant for some church supported colleges. In the early days of American history the profoundest principles of our national life were laid upon the Bible and the fundamentals of Christian religion. The principles of democracy have their roots in the Christian conception of man's relationship to man as outlined by Jesus Christ. During the early years of freedom there was no question at all as to the necessity of the schools that were established by the Church. The need for the schools is seen in these words of some bishops:

¹Clark University Catalogue, 1891-1892, p. 4.
The time may come when the States in the South will make some provision for the education of the colored children now growing up in utter ignorance in their midst. But thus far they have made none, nor perhaps can it soon be expected of them. Christian Philanthropy must supply this lack. We cannot turn away from the appeal that comes home to our consciences and hearts. Nor can we delay. The emergency is upon us, and we must begin to work now.  

These concepts have been transmitted from generation to generation. They may be more keenly felt in some of the present curricula and co-curricula phases of higher education than in others, depending largely upon the sentiments and ideals of those who are responsible for organizing and supervising the program of the college.

Another significant element in the philosophy of the institution absorbs the objectives and aims of education. It is necessary that every student have clearly before him the aims of education. He must know to what end he is working and must have good reason for working toward that particular end. Dr. Stout conceives and expresses the ultimate objectives of education in terms of "dispositions and abilities." He says that it is just as important that one be favorably disposed toward achieving the objective as to have the ability to achieve it. To be favorably disposed is to have a positive attitude toward learning; and learning can be enjoyed only as the individual gains information and knowledge.

In order that students entering college may clearly understand the philosophy and objectives of their institutions; in order that they may clearly identify their own objectives; and in order that institutions

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and students may clearly understand each other, school guidance and personnel authorities, and administrators have devised a technique called "orientation" by which students are aided with problems of understanding and adjustment to college. The student may be expected to adjust to the school situation only as he understands and has appreciation for the environment which is influencing certain behavioral and attitudinal change in him.

Attempts to aid students to acclimate themselves more effectively to the academic requirements of a school are not new. However, Arbuckle points out that orientation programs are relatively new to college campuses and it is only within the last few decades that there has been a serious consideration to the advisability of organizing some means of orienting new students.¹

The processes of orientation are designed to explore the meaning of education and to link into a meaningful whole the particular experiences that are education. It is especially important that students be given adequate orientation in our contemporary society, with its emphasis upon the individual and his needs and upon the individual's right to self-direction. "The term 'orientation' includes all of those activities designed to assist the individual student to gain a realistic sense of his relation to his total environment and, in particular, to the school environment."² With this should come increased understanding of self


and the ability to find solutions to his own problems.

Vigorous efforts to furnish orientation services for all (students) are imperative. The extent to which guidance can function effectively depends to a considerable degree upon the amount of information the student body has concerning the problems they as individuals face, the alternatives open to them, and the probable consequences of pursuing each alternative.

The major purposes of orientation are:
1. To acquaint the student with the school and its courses, activities, aims and objectives;
2. To aid the student to anticipate what is expected of him;
3. To help the student to understand and to appreciate the customs, traditions, and values of the school;
4. To prevent unwise choices and causes of unhappiness and maladjustments to the school and total environment;
5. To help the pupil secure the optimum benefit from his opportunities for individual human growth.

The orientation program is a distinct personnel service. For many students the college is strange and confusing; they may feel that they are not understood, that they are not accepted and that sometimes they are even being treated in a hostile manner. For almost every student there will be occasions when he will be in need of assistance, and it is the task of all student personnel workers to give him the assistance that he needs.

... The job of education is ... to shape a particular child belonging to a given nation, a given social environment, a given historical age. ... Shaping man to lead a normal, useful and cooperative life in the community, or guiding the development of the human person in the social sphere, awakening and strengthening both his sense of freedom and his sense of obligation and responsibility, is an essential aim. But it is not the primary, it is the secondary essential aim. The ultimate end of education concerns the human person in his personal life and spiritual progress. ... Man finds himself by subordinating himself to the group, and the group attains its goals only by serving man and by realizing that man has secrets which escape the group and a vocation which is not included in the group.

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1Ibid.

Methods of orientation, like the program itself, are bent to meet the needs of the student and the uniqueness of the institution. The activities may be grouped into three phases of the orientation program; pre-college activities, orientation week, and the orientation course. Some authorities feel that the orientation program should extend throughout the student's college career, and at least should run through the first year. In colleges across the country the orientation period ranges from two days to nine days. In some colleges, new students are required to take a one or two semester course which is designed to assist the orientation purpose. These courses are frequently titled "College Orientation."

In institutions where good orientation programs have been launched, the results have been gratifying: more students made the honor roll, drop-outs decreased, more were admitted to graduate school, and personal adjustment problems were fewer in later college years.¹ The program should be designed to help all students—the gifted as well as the underachiever and those in between who represent the masses and who contribute to the development of our human resources which are so vital to the strength of our nation. Until it is realized that emotional and social factors can and do affect adversely and conversely the learning of children, youth, and adults, the mass of our students will never experience the optimum level of their potentials. The orientation program should naturally evolve from such a realization. No one should attempt to give direction into the future without an extensive knowledge of the past. Many able minds contributed to the present stage of

¹Statement made in a discussion group at the annual meeting of the National Association of Personnel and Guidance, Chicago, Illinois, 1962.
development of Clark College, and if optimum use is to be made of the contributions of the great thinkers of the past a study such as this will assure that future planners will have access to these invaluable ideas.

**Evolution of the Problem.**—As a student personnel worker having a major responsibility in the organization and supervision of the orientation program, an increased interest developed in the origin and evolution of the orientation services in the institution where the writer has been employed for the past ten years. The writer was aware that student personnel services are effective only to the extent that they meet the needs of the individual. The social changes in our society and in our world have been rapid, and programs, unfortunately, change more slowly. They must be kept up to date, though program changes should never be made without a thorough understanding of the context in which they originated and the purposes which they serve.

**Contribution to Educational Knowledge.**—It was hoped that this study would provide an authentic, organized report of the development of the orientation program at Clark College and would constitute a significant part of the complete history of the institution. Further that this information would bring about a keener awareness of the value of orientation services to the educational process. And that these data would serve as a basis for a meaningful interpretation of the problems and difficulties of students. And finally to provoke whatever revisions necessary to provide for the students involved those experiences which should serve to help them develop a better understanding of themselves and their relation to the college environment.
Statement of the Problem.—The problem involved in this study was to trace the development of the orientation procedures for new students at Clark College from 1933 to 1963.

Purpose of the Study.—The main purpose of this research was to organize and study the evidence derived from documents and records concerning the orientation program at Clark College with particular reference to (1) the extent of participation in the program by faculty, students, and parents; (2) the testing program; (3) the changes in method and nature of the formal assembly presentations; (4) those aspects of the program which were directed toward academic orientation; (5) the presence of student government efforts in the program; (6) the social activities included as a definite experience in orientation; and (7) registration for academic work.

The assumptions underlying this study were that once the existing program was understood, historically and contemporarily, and the students whom the program served were known, an adequate program could be planned, bases for future research and evaluations would be provided, and information useful to similar institutions would be available.

Limitations of the Study.—This study was expressly concerned with only one of the student personnel services—orientation. It was the writer's intention to reveal evidence of the existence of the several orientation activities over the past thirty years. There was no attempt to evaluate the adequacy or inadequacy of the activities found in this study, nor to justify the presence or absence of a particular experience. Each activity was discussed only to the extent of the information found. No specific consideration was given to the
years preceding the last three decades of the life of the institution except for clarification or supportive evidence.

Locale of the Study.—The research of this study was conducted at Clark College during the second semester, 1962-1963. The school is a small liberal arts, coeducational, church related college in Atlanta, Georgia with students representing a number of states, the majority of whom come from average income families in the Southeast.

Method of Research.—The historical method of research was used to complete this study.

Materials.—Data used in this study included (1) primary and secondary literary sources: college catalogues, minutes of faculty and committee meetings, personnel files; dissertations, theses and studies related to the history of Clark; (2) conferences with the administrative officers—president, dean, and registrar—faculty members in the college and where possible, with alumni; and (3) books and articles related to the study.

Research Procedure.—The procedural steps were as follows:

1. Permission to do this study was obtained from the proper school authorities.

2. The college catalogues for the years 1933-1963 were examined for statements referring to activities of the general nature of orientation.

3. Minutes of faculty meetings and departmental or committee meetings were inspected for items pertaining to orientation.

4. An interview guide sheet was prepared and used in interviewing college administrators and faculty members concerning knowledge
of previous orientation programs.

5. Interviews were held with certain alumni of Clark College so as to secure a complete picture of the earlier efforts at orientation. Tape recordings were used for some of the interviews and pertinent excerpts from the interviews were reproduced verbatim in the thesis.

6. The related literature pertinent to this research was examined, assembled, summarized and presented in this thesis.

Survey of Related Literature.—A survey of the literature related to this study revealed a sparcity of information pertaining to the development of the orientation program, techniques for rendering the services, and evaluative studies of the effectiveness of these services. The survey of the related literature here presented is organised in these areas of concern: (1) the origin and purpose of the orientation program; (2) relatedness to the educational process; (3) organization and structure of the program.

The Origin and Purpose of the Orientation Program

Authorities do not completely agree on the origin of organized orientation services. They do concur that the earliest year on record of the inauguration of an orientation course was 1888. Arbuckle gives credit to Brown University for having the first orientation course. He refers to a 1932 study by Floyd W. Reeves on "The Liberal Arts College," in which Reeves stated that institutions having no provision for freshman orientation should give serious consideration to the advisability of organizing some means of orienting their freshmen. Another study by Donfred H. Gardner in 1936 reported that eighty-six
out of ninety-six institutions studied had some form of orientation program. In 1948 Gladys Bookman made a study of 188 institutions. Of these 143 indicated that some of the techniques of orientation were in use, while forty-five stated that no orientation had ever been done, or if it had been done in the past, it was now discontinued.¹

Orientation, as a student personnel service has risen to its present status along with the increasing consciousness in higher education of the development of the whole student rather than intellectual growth alone. When higher education was first introduced into the American colonies it followed a European pattern of centuries, where the concern was with the development of the total student, and equal attention was paid to his social, religious, moral, and intellectual growth. During the nineteenth century the emphasis changed to intellectual growth alone, and by the beginning of the twentieth century the emphasis was again concerned with the total development of the student. By the 1920's and 1930's personnel work, or guidance, as it was first called, was receiving increasing attention in colleges and universities throughout the land. Much of the earlier guidance in colleges was highly vocational in nature, but there is evidence in the literature of twenty and thirty years ago of a gradually broadening concept of a total student-personnel-services program.²

According to Margaret E. Bennett, recognition of the need for orientation of new students in colleges and universities appears to have existed from very early times. There is no record of specific

²Ibid., p. 22.
courses for this purpose until 1888, when one was introduced at Boston University for the orientation of its new students. Read College, Portland, Oregon in 1910-1911, seems to have offered the first Freshman Orientation course for which students received college credit; and some type of orientation course was offered during the early decades of the century at a number of other colleges and universities, including the University of Washington, University of Rochester, and Brown University. This period ending approximately in 1917, was characterized by experimentation with various types of courses, the majority of which dealt more with adjustment to college than with orientation in fields of study.¹

The personnel work done in the Army during World War I and its continuation in the form of student personnel services in colleges, combined with the rapidly increasing enrollments in colleges after the war, gave impetus also to the guidance type of orientation. As a result there were four times as many courses of this type offered in 1926 as in 1917-1918.²

In 1930, C. Gilbert Wrenn estimated that from one-fourth to one-third of the standard colleges and universities were giving orientation courses and that one-half to three-fourths of the courses emphasized individual orientation to self and college life. There was evidence during both the twenties and the thirties of a trend toward differentiating the group-guidance type of orientation from other fields of study in the college curriculum. The decade of the thirties witnessed the


development of programs of general education which embraced many of the objectives of orientation and group guidance. 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 with the objectives of (a) better understanding of occupational and social problems, (b) better personal adjustment, and (c) awareness of the importance of physical fitness, including social hygiene.\(^1\)

Eugenie A. Leonard made a study of the origins of personnel services in the colleges of the United States. She traced the development of these services from the "birch rod beatings in the sanctuary in 1640 to the dawning of student government two centuries later." She revealed in her findings that American college life probably differs most from college life in other parts of the world in the existence of a program of personnel services on all American campuses. While in European colleges all students are presumed to be adults fully capable of meeting their personal, social, vocational, and academic problems without the aid of any university personnel, in the United States students are thought of as immature adolescents requiring personal counsel, social supervision, vocational guidance, and frequently remedial academic classes. In the United States the institution is held responsible for successful adjustment in the student's personal and social life. Any conduct on the part of a student that is considered a breach of morals reflects as much on the institution as on the student.

\(^1\)Ibid.
The assumption of responsibility for the extra-classroom life of the students grew out of the religious, social, and political life of the early colonists rather than from divergent or unique purposes of the founders of the institutions. The colonists' purposes included not only the intellectual development of the students, but the other phases as well.

The institutions found it necessary to assume guidance functions because of the admission to board children at a very early age whose separation from their families was intensified by the lack of roads and other means of communication between home and college. Guidance and counseling then was given by the president and the trustees to the students who, in several instances, first lived in the home of the president, but as their number increased were allowed to live in approved homes in the neighborhood of the president's home or the college building. Even after the erection of dormitories, the president was still the chief personnel officer and responsible for the general welfare of the students. While the personnel functions of the presidents differed somewhat in each of the colleges and at different periods in their development, it appears that in general the presidents acted "in loco parentis" in all colleges.¹

Esther Lloyd-Jones states that student personnel work started in Boston about 1908 with Frank Parsons and the vocational guidance movement. It continued on in greater force as psychological testing developed rapidly after 1910. World War I contributed to the development of the work with its use of psychological tests for classification and

assignment of men under the leadership of those who thought that man could and should be scientifically managed for greater industrial efficiency and individual productivity. The development continued through the vocational guidance movement, the mental hygiene movement, progressive education and child development working in close conjunction in the 1920's and 1930's. The strong emphasis on psychoanalysis and individual counseling, and the reports of research and experimentation in the 1940's in the area of group interaction led to the emergence of orientation as a distinct and significant service in the larger student personnel program.

Writers agree generally on the purpose of orientation. Ruth Strang defines it as applied to personnel service:

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 perspective and a sense of purpose. The orientation program is one way of helping all students to get the most from their total college experience. . . . More important still is a wider orientation to the world of nature and the world of man, in which each student will take his place after graduation. Some orientation courses give students this broad view, which is expanded and deepened by all their college experiences.

Margaret E. Bennett has this to say about orientation and its purpose. Orientation is a mutual process of learning on the part of new students, the faculty, and student body of an institution, whereby each group becomes better acquainted with the other and participates in an ongoing process which will help the new students to become an

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effectively functioning part of the institution, and help the institution to become responsive to the needs of a changing student body.¹

Esther Lloyd-Jones views orientation as a function of deeper teaching, and she writes: Orientation as a learning function must provide the means for satisfying a desire for change or improvement not necessarily provided in the classroom but in conjunction with that in the classroom since much of what the student learns is outside any purely academic curricular planning.²

Speaking of orientation as a group method, Farwell and Peters discuss orientation as factual and attitudinal. Factual orientation should give students the facts that they need in order to develop legitimate vocational aspirations and sound social attitudes before vocational and social problems become so acute that information cannot effectively be used. As there will inevitably be times in the educational, vocational, and social development of young people at which choices need to be made, and as facts assume a new significance at those points, there is a place for formal orientation activities in educational institutions. As the need to make decisions heightens the emotional value of facts, formal orientation activities provided at the choice points of development need to be not only factual, but also attitudinal. There must be time for members of the group to express their attitudes toward the facts encountered, to work through their related feelings, and to modify their attitudes to make them fit the facts.³

¹Margaret E. Bennett, op. cit., pp. 46-59.
Mathewson considers orientation as one of the three universal needs of the individual. The need for orientation toward life objectives in problems of career planning, educational programming, and direction toward long-term personal aims and values, requiring professional help in evaluating factors involved in future action. The orientational aspect of guidance now takes on a new coloring and involves helping the person to develop a life orientation and philosophy which becomes an integral part of the individual's thinking and acting as he proceeds to learn about himself, the world around him, and relationships with the world.¹

In a study by the American Council on Education stress is placed on the need to understand the individual student as a purpose of orientation. It is apparent that "freshman Days" and "freshman lectures" although having their places, are inadequate to orient the new student. They may induct the student into the college, but they do not orient the professors to the students or the students to the professors. It is clear that the instruction of students new to the college can best succeed when based upon the best possible understanding of the individual student. Lack of such understanding is one of the common causes of discouragement and failure among new students.²

Maurice and Jeanne Woolf discuss the student personnel program and orientation of new students in an interesting way. In their opinion the orientation process helps to smooth out the transition from relative dependency to a situation which demands independent action, study, and thought. It does not complete the transition, but it makes it less...


abrupt. The student is obliged to think about what he expects school or college to do for him, in the way of vocational training, education for living in the society of his time, and personality development. Assistance in the clarification of goals is one of the objectives of the orientation program.¹

Relatedness to the Educational Process

The opinions just stated concerning the purpose of orientation point up a relationship of this important service to the whole educational process.

Daniel J. Grier, at one time dean of men at Perdue University, states:

The concept of orientation as a learning process must be based on a philosophy of education which recognizes the student as a whole being not as a body and mind joined together. . . . Some educators do not see orientation as a purely administrative function to be dealt with by a body of specially trained technicians only, but as an area of learning underlying the whole educative process. It is indeed important as a conditioning process but it goes deeper than that. The success of an orientation program as a function of deeper teaching depends largely upon the philosophy, attitudes, and involvement of the whole college. The involvement of the whole college in the process will not take place automatically but as the result of a planned program designed to bring each segment of the college into a position where it can most effectively contribute its resources to the task of teaching the whole student.²

In the opinion of Woolf and Woolf, integration of the orientation program becomes possible when all relevant school and college resources are used, when existing programs are coordinated, and when faculty

²Esther Lloyd-Jones and Margaret Ruth Smith, op. cit., pp. 47, 58.
members are consulted before any major change in existing practices is made. The orientation processes are the beginnings of student contact with his adviser, with the counseling bureau, with student leaders, and with almost every part of the personnel program. Orientation merges into the sustained student personnel services so gradually that it is difficult to define where orientation ends and other personnel services begin.¹

"Several factors have greatly extended the range of our educational objectives," writes Kate Hevner Mueller.

As long as it is our purpose to educate more and more young people . . . there will be need for specialized services for dealing with them, services managed by persons especially trained for such functions. As long as our objectives include the development of the whole person . . . instruction cannot be confined solely to classroom teaching. Other special 'teachers' will be needed to carry the educative process into the residence halls, the union buildings, the admission and placement and scholarship offices, and all other parts of the college. Education, including of course educational personnel work, is an applied social science. Its foundations are firmly set in psychology and sociology, and much has also been borrowed from such disciplines as anthropology and economics. The student or learner must always be viewed first as a human being, as an individual worthy and important in his own right. But he is also always a member of his society and a participant in his culture.²

Cowley, one of the outstanding exponents of student personnel work, has written:

The personnel point of view is a philosophy of education which puts emphasis upon the individual student and his all-round development as a person rather than upon his intellectual training alone and which promotes the establishment in educational institutions of curricular programs, methods of instruction, and extra-instructional media to achieve such emphasis.

¹Maurice D. Woolf and Jeanne A. Woolf, op. cit., p. 294.

The emphasis 'upon the individual student and his all-round development as a person rather than upon his intellectual training alone' is not, it should be made clear, the private concern of personnel workers. As a matter of fact personnel people are merely subscribing to the point of view of a long line of philosophers dating at least from Socrates and leading to John Dewey and his adherents. The personnel movement will improve its progress and its status by recognizing that its roots are deeply imbedded in the thinking of some of the world's major social philosophers. The psychology of individual differences from which many personnel activities have directly grown is but a verification by science of an age-old philosophical insight.

Wrenn and Bell, who are also authorities in the field, point out the unmistakable shift in what was believed to be the major task of education. They see educators as no longer being content with the single goal of subject mastery. Educators have become concerned with student development in a larger sense. They now begin to assume responsibility for the development of the total personality of the student—his physical, social, and emotional status as well as his intellectual performance. In part this is the result of psychological researchers who showed that the individual does not learn with his mind alone, but as a total personality unit. In part is resulted from common-sense observation. What happens to the student outside the classroom affects different students differently. The total personality in its individual uniqueness is an important frame of reference for all good teaching. Such concepts have had a good deal of influence in shifting the focus of attention in higher education from the knowledge that the student acquires to the student who acquires it—from what is learned to the learner.


Organization and Structure of the Program

All noted personnel authorities agree that college orientation is a process and cannot be achieved in a few days, a week or a semester. The orientation procedures should be a continuing service to all students each of whom is in need of assistance in making a wide variety of adjustments.

The basis of any planning for student personnel services must, of necessity, rest upon an adequate understanding of the needs of students. An understanding of these needs will lead to comprehensive educational planning, which involves the curriculum, staff, and buildings as well as the provisions for counseling, and extracurricular services.¹

The effectiveness of the orientation program is dependent on the degree to which the faculty (administrators, heads of residence, and student advisers) believe in the program and assist with its planning and execution. Accordingly, the faculty should be consulted, in advance, regarding orientation plans and before such a program is initiated.²

Orientation procedures should be chosen with the goals of the school and the needs of the students in mind. They should also be planned and appraised in terms of special emphasis upon the following objectives; according to Jones and Smith:

1. Supporting and supplementing academic learnings through planned opportunities for their effective application in the immediate out-of-class environment of the students. The creation of such opportunities is educationally desirable in relation to the expected benefits of deeper understanding, better retention, and increased skill in intellectualizing.

¹Ibid., p. 13.
²Maurice D. Woolf and Jeanne A. Woolf, op. cit., p. 265.
2. Providing opportunity and incentive for participation by every student (with due regard for individual differences) in a variety of activities conducive to well-balanced development. This point of view is based on the assumption that such participation, when kept within reasonable limits of time and energy, has potential values for growth both in social maturity and concern for the common good.

3. Stimulating sincere, enjoyable, and profitable sharing of college community experiences and responsibilities by both students and faculty. In harmony with this point of view are the actions of faculty advisers of student groups who attend rather than chaperone social affairs, guide rather than direct students in their efforts, laugh at themselves and with students rather than assume a superior air, and who win and retain student respect by virtue of behavior instead of position.

4. Adhering uncompromisingly to democratic principles, values, and standards. Adherence to democratic principles should be a strong guiding force in all aspects of life in an American college, and democratic standards would be upheld and insisted upon by college authorities from top to bottom.

5. Understanding the social and cultural forces that exert pressures on the attitudes, values, and actions of individuals and groups in the college community. A determined attempt should be made to persuade social psychologists and cultural anthropologists on the faculty to apply their methods of analysis in research projects focused on the college community itself.

6. Strengthening the unification of the campus community by sponsorship of activities that will relate the individual and the group to the college as a whole. To combat extreme fragmentation of the college community at least some activities and events are needed which will involve large numbers of students drawn from all segments of the population.

7. Affording frequent and planned opportunities for friendly contacts among the diversified elements of the college community, including minority groups, foreign students, married students, veterans, etc. Campus-wide and smaller group activities in which many kinds of students can work together as equal partners in a common cause facilitate the growth of candid communication, appreciation of unique individual worth, and respect for the distinctive contributions from many peoples to the mosaic of national and world culture.

8. Planning and operating the program in such a way that it will harmonize with all the basic objectives of the college. Surely it is not too idealistic to assert that an institution of higher learning has the responsibility to stand uncompromisingly for sound ethical principles—both in its instructional program and its
extra-curriculum. Such a stand does not rule out fun and spirited activity, but it does require that high standards of integrity, decency and good taste be used in judging what is desirable and appropriate for the college community.\footnote{Esther Lloyd-Jones and Margaret Ruth Smith, \textit{op. cit.}, pp. 110-126.}

Having acquired an attitude and philosophy based on objectives such as Jones and Smith recommend, then the details of program come last. The program should emerge from the study and planning of the institution's own personnel.

There are at least three distinct parts to the total orientation program:

1. Precollege orientation. It may begin before students finish high school with occasions known as "college days" or "career days." High school seniors may be invited to college campuses to see the college in operation and get a sampling of campus life. Sophomores may aid in the orientation by means of letters and visits before arrival on campus. Literature and material should give the future student a correct opinion about the college.

2. Orientation week. Certain services are common to most orientation programs: (a) registration—to alleviate confusion and frustration; (b) testing—depending upon the type of institution; (c) meeting faculty members and advisers—to establish the all-important rapport between the new students and the faculty; (d) meeting student leaders—incoming freshmen get an early chance to see their student government and faculty working cooperatively together; (e) social events—should be carefully organized so that each freshman will receive some individual attention; (f) faculty lectures and talks—should be kept to a minimum number and limited to a few minutes dealing only with the issues that the freshmen will confront in the next few days; (g) the giving out of information and other materials—concise and pertinent to the immediate situation; (h) free time—carefully interspersed between the various activities, so that there is a good balance between having nothing to do and having too much to do.

3. Orientation course. The major emphasis should, at the beginning at least, be on the personal orientation of each individual student; the lectures and the group discussions should be based primarily on the problems of the students as they see them; the group discussions should
be student centered rather than leader centered, so that the student will feel free to talk.¹

Mueller states that:

Orientation courses are designed to cover such subjects as choosing a curriculum, achieving efficient study habits, planning for better use of time, making social adjustments, maintaining good health, making and living on a budget, developing personality, looking one's best, etc. They have also sometimes included study of the relationship between school and community, what society expects of education, appreciation of music and art, and planning for home and family. The course makes use of lectures, testing, laboratory experience in certain subject matters, field trips, and individual conferences.

Orientation is actually the final stage of the admissions program. Therefore, the administrator should spend considerable time in conferences with the workers to clarify expected outcomes, major emphases desired, and other special features basic to the strategy of the developing program.²

¹Dugald S. Arbuckle, op. cit., pp. 70-95.
CHAPTER II

ORGANIZATION AND TREATMENT OF DATA

From the conception of the idea to reorganize the University (1924-1925) into a more effective functioning institution until 1939 the primary emphases were planning, discussing and meeting for the purpose of expanding and making more functional the existing services. Evolving out of the study as a definite personnel function, orientation was seen as a significant factor in the welfare of the student body—from the initial contact with new students, to loyalty and love for the institution following graduation.

The person assuming leadership in the implementation and direction of the new program was James Phillip Brawley. Brawley held the position of Dean of the College from 1926 to 1941 and served as President from 1941 until the time of this study. He was the fourteenth president and had served the College longer than any of his predecessors. The plan of procedure for the new program was set forth in a report by Brawley to the President of the University and the Board of Trustees on May 26, 1931.¹ A Committee on Recommendations was appointed to carry forth the plan, and it was from a "Student Welfare Committee" that the activities designed to orient new students evolved.

The data on orientation were collected by examining the catalogues in the institution, the committee and annual reports, the faculty minutes, the files in the personnel department, and through interviews with

¹James P. Brawley, "Annual Report of the Dean to the President and Board of Trustees of Clark University," Atlanta, Georgia, May 26, 1931.
alumni, faculty and administrators. The data are presented in this study under the following captions: (1) Participation in the Program by Faculty, Students and Parents; (2) Aspects Directed Toward Academic Orientation; (3) Registration for Academic Work; (4) The Testing Program; (5) Social and Cultural Activities Included as a Definite Experience in Orientation; (6) The Presence of Student Government Efforts in the Program; and (7) The Changes in Method and Nature of the Formal Assembly Presentations.

Participation in the Program by Faculty, Students and Parents

Participation by Faculty.—The faculty was involved in laying the groundwork for an organized orientation program that evolved from the self study. Among the seven committees proposed by the Committee on Recommendations was a "Student Welfare Committee" appointed September 26, 1933.¹ So far as can be determined this was the first attempt by Clark University to form a faculty group which had authority to recommend administrative policies for student personnel work. Nine faculty members were appointed on this committee and five of them were members of the Academic Council.

The responsibility for organizing the plans to implement the recommendations was given to the Academic Council. In the faculty meeting of March 26, 1934, the Council reported the procedures for the development of the new program:

I. Setting up general and specific aims for the college;
II. Reorganizing where necessary to achieve the aims;
III. Determining aims for:
   A. Divisions;
   B. Departments;

¹Report of the Committee on Recommendations to the Faculty of Clark University, Atlanta, Georgia, September 20, 1933, pp. 1-6.
G. Courses;  
IV. Determining the scope of the work to be offered in divisions and departments;  
V. Providing a program for the improvement of all phases of the work of the University;  
   A. A program including immediate efforts of improvement;  
   B. A program extending over a period of fifteen or twenty years;  
VI. Writing a statement of policies relative to:  
   A. Admission of students;  
   B. Elimination of students;  
   C. Tuition and student aid;  
   D. Improvement of scholarship;  
   E. Improvement of instruction;  
   F. Improvement of administration.  

The procedures for the development of the new program contained implications for personnel services to students.  

Following closely to the procedural steps was a statement of the general and specific aims of the University which were presented by the Committee on Recommendations to the faculty on May 26, 1934, as follows:  

The general aim of Clark University is to provide a learning situation which will offer to its students through many types of activities, both general and specific, an opportunity to develop well-balanced integrated personalities. The purpose is to develop men and women who will be polished and refined in manners, keen and critical in intellect, sensitive and appreciative in nature, Christian in character, broad in interests, efficient in work, and useful to society. To secure this end, the university endeavors to correct deficiencies, to encourage natural gifts, and to guide the students toward an increasing maturity of outlook and emotional control, and a commitment of life to high purposes. This should involve a growing ethical sensitiveness both to the values conserved through the social process, and the undeveloped potentialities yet to be achieved for the race and human welfare in its broadest relationships.  

The specific aims related directly to personnel work were represented as follows:  

1. To aid the student in the expansion of his knowledge in all of the major fields;  

1Minutes of the Faculty, March 26, 1934, Clark College, Atlanta, Georgia.  
2Minutes of the Faculty, May 26, 1934, Clark College, Atlanta, Georgia.
2. To develop cultural interests, practices, and behaviors;
3. To aid the student in the enrichment of his social and intellectual life and in preparing for living a full life at home and in society;
4. To stimulate the student in the development of an inquiring mind;
5. To help the student to develop the habit of critical thinking;
6. To direct the student in the development of habits and techniques of working efficiently;
7. To help the student to develop scholarly and scientific attitudes;
8. To help the student develop creative and aesthetic interests and abilities;
9. To help the student develop an integrated personality;
10. To help the student develop Christian character;
11. To help the student develop a sound philosophy of life;
12. To help the student become a good citizen;
13. To help the student become sensitive to social obligations and responsibilities;
14. To help the student develop a social view that will be world wide;
15. To help the student maintain good health and physical fitness;
16. To help the student develop the habit of using profitably his leisure;
17. To help the student develop appreciation for the heritage of the race and ambition for personal and social achievement;
18. To lay a broad basis for further growth and expansion by personal study, graduate study or professional school.\(^1\)

The factor of a governing philosophy was a recurrent point of discussion during this period of planning. With the employment of teachers of varied religious and educational backgrounds they began to raise questions concerning the educational aims and objectives of the institution and did not always accept the educational purposes as stated by the president and the dean. On September 13, 1938, Brawley read to the faculty a paper entitled, "A Basic Philosophy," which contained much of what had been interpreted in the statement of philosophy thirteen years previous and was so strongly geared to personnel.

\(^1\)Ibid.
There are three basic statements which I should like to make with brief comments on each; which statements I believe will suggest the basic philosophy undergirding our educational program here at Clark.

First, the effective college must be student-centered. Second: (1) challenging and stimulating our students, and (2) guiding and counseling our students are the two most important functions of a student-centered college. Third, the ultimate end of all our teaching—stimulating, counseling, and guiding—is the development of a wholesome and integrated personality. This is the ultimate aim of education, in its broadest meaning. It must be clearly recognized that personality development cannot be imposed upon students, nor can it be accomplished by magic nor by preachments. There must be on the part of the student a recognition of the need for the development of certain qualities and there must be a genuine desire on his part for this development. The methods of accomplishing these ends are many among which are: (1) personal interviews; (2) individual conferences; (3) group conferences and lectures; (4) directed reading; (5) culture and artistic programs; and (6) self-analysis and study, with carefully planned remedial programs. Following these and other specific methods students may be led to a maturity of judgment, maturity of expression, and maturity of emotional control.

It is obvious that Brawley was clearly outlining a need for personnel services which set the ground work for the program that developed a few years later. Having this educational philosophy, it was inevitable that a personnel program would develop when Brawley became President.

During the period of planning, the Student Welfare Committee, the Academic Council, and James P. Brawley were the most instrumental in giving direction to the development of student personnel services. The direction which was given to this development was not accomplished in terms of a formulated student personnel program, but rather in terms of

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1 Minutes of the Faculty, September 13, 1938, Atlanta, Georgia.
2 Ibid.
a number of non-academic services. The conviction existed that important facets of the collegiate experiences were housing, testing, counseling, guidance, and other services not related directly to the academic life of the student. Nevertheless, the development of these services was not consciously planned for or coordinated into a student personnel program. Rather, these non-academic services were envisioned as supplements to the academic program.¹

Many efforts were made by Clark University to assist her students to understand and acclimate themselves to the college environment. The rules and regulations; the advice to students, parents and friends of the University; the housing and boarding arrangements; the admission procedures; the social and cultural activities; and faculty influences were all utilized as phases of college orientation.

The employment of the first counselors for men and women for the school year 1938-1939 marked a transition in the development and planning for the student personnel program at Clark. By the end of the year the bases for a student personnel program had been laid. There existed (1) a school philosophy which had as its essence, the student; (2) a group of student personnel services; (3) faculty personnel professionally educated; and (4) a faculty core and administration which had worked cooperatively with its educational problems in relation to the development of a group of student personnel services.²

There were other developments during this period that related to student personnel work and to the orientation service: One was moving


²Ibid., p. 89.
Clark University from South Atlanta to its present location in the South-
west section of Atlanta; another was the termination of work on the
campus of the Women's Home Missionary Society; and a third was the termi-
nation of the work of the Student Welfare Committee.

The relocation of Clark University in 1941 placed the school in a
position to benefit, to a greater degree, from the cooperative efforts
which had started in the early thirties between Clark, Atlanta University,
Spelman, Morehouse, and Morris Brown Colleges. With the change of site
providing improved facilities and with the years of planning serving as
a bases for additional development, the period from 1940 to the time of
this study was the era of rapid development of a student personnel program
which eventually led to organized orientation services.

During the period 1933-1941 the Student Welfare Committee composed
of faculty members continued to have responsibility for developing the
services which were non-academic in nature. In 1934 the committee
recommended that a student committee be selected to work with the Student
Welfare Committee to consider student problems. The student committee
would be composed of presidents of the different classes. The committee
also recommended "... that 'drifting' students or students whose
attitudes were unwholesome be called in for conferences by faculty members
in the interest of helping the student before he had to be called in to
da discipline committee." The only mention of any activity of this
committee for the year 1935 was the following statement in the minutes
of September 16: "Dr. Davage stated that the members of the Welfare

1 M. S. Davage, "Report of the President of Clark University to the
Board of Trustees, Meeting in Annual Session, April 28, 1937," Atlanta,
Georgia, p. 1.

2 Minutes of the Faculty, September 16, 1934, Clark College, Atlanta,
Georgia.
Committee would make plans for welcoming and entertaining the new students during their first few days on the campus.¹

A freshman week program outlined by Dean Brawley in 1935 is typical of the emphasis given to orientation:

<table>
<thead>
<tr>
<th>September 23-24</th>
<th>Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 25</td>
<td>Address - 'High Lights in the History of Clark University' - Dr. M. S. Davage</td>
</tr>
<tr>
<td>September 26</td>
<td>Talk - 'If I Were a Freshman Again' - Prof. E. L. Brookes</td>
</tr>
<tr>
<td>September 27</td>
<td>Talk - 'School Loyalty' - Prof. J. Dennis Church attendance at South Atlanta Song Service and Sunday School at Thayer Hall, at 4 P.M.</td>
</tr>
<tr>
<td>September 29</td>
<td>Chapel Service, 9 A.M. - Dr. Davage, speaker Church attendance encouraged Epworth League at South Atlanta - special feature²</td>
</tr>
</tbody>
</table>

The interest which had been evidenced previously in student personnel services continued to exist. In his report of February 24, 1936, the Dean of the College stated:

There has been this year continued interest in personnel work with students, with the realization that the work is equally as significant as classroom instruction. In this phase of our work there have been efforts to build up a strong feeling of school loyalty, to improve the cultural life of the students, to enrich their social life on the campus, to provide wholesome and adequate physical recreation, and to deepen the religious and spiritual lives of the students. The chapel hour is being utilized to a very large extent to achieve many of these results. For two years the chapel attendance has been voluntary and during this entire period the attendance has been good, and at times exceptionally good. For the deepening of the religious and spiritual lives of students, religious services are held on Sunday afternoons and one night per week during the week, but this phase of the work is not neglected in the daily chapel. Daily devotions are held and formal worship service with vested choir is held every two weeks.

Planning is carried over into the social life of the students; student organizations under the direction of the faculty are effective instruments in the development of the social life of the students.³

¹Ibid.
²Minutes of the Faculty, September 20, 1935, Clark College.
³James P. Brawley, Annual Report, February 24, 1936, p. 3.
On the basis of the recommendation by the Academic Council the Student Welfare Committee was reappointed in December 1936. The Committee then prepared a statement of function which it presented to the faculty and student body. The function of the committee was defined in the statement and the following condition set forth:

... For this Committee to execute its function most effectively it must work cooperatively with the student body as a whole. To this end we are asking each class to elect two representatives who will be called upon occasionally to sit with the Committee for conference and study problems, policies and programs. We should be glad to have you as a class elect your representatives at the earliest possible date and send the names to the Committee.1

Following the commencement of the school year 1936-1937 a series of faculty meetings were held from which resulted a list of thirty statements of observations and proposals related to the school program. Those which served as background to organized orientation services were:

1. Proper machinery should be set up for student guidance;
2. There is a great need for a well-trained personnel director;
3. The dean of men and dean of women should give full time to the direction of the students;
4. Each faculty member should be given a certain number of students for guidance and counsel;
5. Instructors should feel a personal interest in students;
6. A teacher advisory committee should be formed to handle student problems, and to help develop the cultural life of the students.2

Even before an organized orientation program sponsored by the personnel department came into being, academic faculty members were involved in activities to orient new students.3 Previous to the personnel deans either the Academic Council or the Student Welfare Committee

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1Minutes of the Faculty, February 10, 1937, Clark College.
2Minutes of the Faculty, June 7, 1937, Clark College.
3Ibid.
was responsible for outlining the freshman week program. "Freshman Week" at that time was the first week of school and the freshman activities consisted of "entrance examinations, classification, psychological tests, conferences, and special lectures." The Academic Council reported on the freshman week program in 1937:

The purpose of the Freshman Week program at Clark University was stated as that of giving information, motivation, and inspiration to the incoming students. It should be noted that the orientation program at Clark extends throughout the entire school year, during which time efforts are made to help the students solve some of their specific problems by taking the course in Orientation. Special emphasis, however, will be placed upon Freshman Week for this year from September 18-26. For the Freshman Week program for this year, the general theme suggested was 'A Greater Clark.'

- September 16-17, Registration of Freshmen
- September 16, A Special Luncheon honoring off-campus young ladies at Thayer Hall
- September 17, Luncheon honoring all Freshmen, given at Thayer Hall
- Monday and Tuesday, September 20-21 - The regular tests to be given all Freshmen
- Wednesday, September 22 - Special Chapel programs will begin. On that date the program will consist of a message of welcome from the student body, by a student representative, and the President's message.
- Thursday, September 23 - For the program Thursday, a number of questions designed to give information which might be profitable to Freshmen have been formulated. These questions will be discussed by several persons selected from the faculty.
- Friday, September 24 - The program will be summarized and the charge given to the students as to their part in the making of a Greater Clark University.

Programs for the religious phase of the Freshman Week are being planned by the Committee on Religious Life for Sunday, September 19 and for Sunday, September 26.

It should be noted that the program was scheduled for seven days with one activity each day.

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2 Clark University, Committee Reports, September 18, 1937, p. 6.
During 1938 recognition was again made of the need for professional workers trained in the area of personnel work and qualified to implement the plans which were being made. In 1938–1939 the counselors employed assumed some of the non-academic functions. Included in Brawley's response to a "Questionnaire on Student Personnel in Southern Colleges," were the following specific references to personnel functions.

The College did not give any interest or aptitude tests.
The College did give a personality test, The Personality Inventory by Robert Bernreuter.
The College offered a course in which the chief purposes were to give the student a better understanding of his personality. The title of which was, Freshman Orientation Course.¹

The last report found for the Student Welfare Committee was dated December 10, 1941. In it were recommendations for implementing the aims that they had analyzed in the faculty meeting of the same date and a statement that: "This Committee does not intend to direct specific activities, but rather to take a general point of view."² This was the year that the Institution moved to its new site, a new president was appointed and a new dean. There were no doubt many other changes in addition to the transfer of non-academic services to personnel workers. However, only one piece of data prepared by the personnel workers was found. A mimeographed pamphlet designed by the personnel deans to acquaint the new student with objectives for campus life was brought to the faculty in their meeting of September 18, 1942. The pamphlet listed ten ideals for students:

1. Courtesy in speech and action;

¹James P. Brawley, "Report of the Dean to the President and Board of Trustees of Clark University," April 5, 1938, p. 4.

²Clark College, Committee Reports, December 10, 1941, p. 5.
2. Forcefulness in accomplishing what one sets out to do;
3. Health in mind and body;
4. Honesty in word and deed;
5. Willingness to discipline oneself to do the disagreeable tasks—the tasks one would rather not do;
6. Love of scholarship which is careful and exact;
7. Appreciation of the beautiful as an intimate and integral part of one's life;
8. Reverence toward the spiritual;
9. Dedication to service in the interest of one's home, one's friends, and one's community;
10. Maintenance of a cheerfulness of manner and a happy outlook on life.

In interviews with alumni who were students between 1930 and 1938 there was no recollection of personnel deans, counselors, or of any deliberate effort to orient students to the school environment. They did recall the matron of Warren Hall "who always made students welcome in the dormitory for visiting and studying. She was considered mother-like and was very kind to the girls and they felt that they could go to her and get advice such as was needed." The "counseling" which they received was impromptu and more often involuntarily received from teachers, the dean of the college, and the president as well as from any other adults who observed improper behavior or saw the need for encouragement or correction. Teachers as a whole did not give guidance. However, there were distinct personalities whom they "could talk to" about academic or personal matters. Mentioned in this faculty group were E. Luther Brookes, A. A. McPheeters, J. J. Dennis, H. V. Hodges, H. Archer, and such persons as the cashier, bursar, and professors of their major subjects.

1 "The Things We Live By at Clark College," Student Manual, 1942.

2 Taped interview with Elizabeth Adams Hill and Alline Valentine DeZelle, June 7, 1963. Both alumnae attended Clark University from 1929 to 1933 as non-resident students. Elizabeth Hill attended the high school department also.

3 Ibid.
In tracing the development of the organization of a program of orientation, it was interesting to note the tenure of the personnel workers who were responsible for the organization of an effective program for students. Except for Burney and Hamilton the brevity of tenure of the deans precluded any efforts which they made to initiate and then implement plans for an orientation program growing out of an organized student personnel program. It was during the tenure of these deans that the personnel services began to become integrated into a student personnel program.\(^1\)

The work of Burney and Hamilton which began in 1946 was the beginning of a continuous, integrated student personnel program organized and implemented by personnel workers. For the first six years, 1946-1951, personnel services grew up in a rather unplanned way with many departments, officers, and teachers performing personnel functions with little or no relationship to each. Though coordination was lacking, there had been cooperation experienced over the years which automatically brought unification. As the first step toward coordination, the women's division and the men's division of personnel services combined their work on October 11, 1951 in one division—the Student Personnel Department. The staff members were: the personnel deans, the personnel assistant, the dean of the college and the registrar.\(^2\)

In the 1954-1955 annual report to the president, "interpreting college objectives and opportunities to prospective students," and "orienting the new student to his college environment" were listed as

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\(^1\)Charlton R. Hamilton and Phoebe F. Burney joined the Clark College faculty in 1946. As personnel deans they worked together for twelve years organizing and implementing the orientation program.

primary responsibilities assumed by the student personnel department. The interpretation of college objectives was a responsibility localized primarily in the dean of the college's office though the dean of women cooperated in the service by:

A. Contacting each incoming freshman young woman immediately upon her acceptance by the dean's office;
B. Using Freshman Orientation Week;
C. Encouraging wholesome faculty-staff relationship;
D. Acquainting students with the Handbook.

The orientation function was described in the following manner:

Yearly the freshman orientation program has been considerably expanded. Plans for the program have included greater use of advanced students in planning and implementing the program. The orientation program is one way of helping all students to get the most from their total college experience. Students need orientation with respect to their college program, in reading and study methods. They need help in developing qualities essential for success in college as well as acquainting them with the physical plant.²

The printed schedule of activities for freshman week revealed the type of activities scheduled by the personnel officers and students who participated in the planning. The earliest one found, September 17 to 25, 1942, listed the following activities: tour of campus, registration, special appointments and conferences with the dean, church services, president's reception to all students and members of the faculty and staff, registration of advanced students, freshman tests, and three chapel programs. The mimeographed program for 1948-1949 included a luncheon where residence freshmen women were guests of city freshmen women; residence meetings; registration; tour of Clark's campus

conducted by Freshman Guides; a separate get-acquainted-hour for freshmen women and men; tests; movie; the president's party; a general assembly; an outing; induction service; morning worship; church school; presentation of freshman talent; and a get acquainted hour with upper classmen. The open hours of the dormitory and meal schedule were also listed. The week was scheduled from Wednesday to Tuesday.

The mimeographed programs for 1950 included physical examinations; a canteen hour; candle light service, in addition to the activities of the previous years.

The program for 1951 contained freshman guide meetings and a freshman guide supper with staff; the distribution of freshman kits, freshman guide huddles; fellowship hour with parents; library tour; sightseeing; residence room check; faculty huddles; purchase of books; recreation hour at Washington Park; outdoor supper; freshman formal; freshman class meeting with advisors; beginning of freshman initiation. These activities were in addition to the five tests that were given, the president's party, get-acquainted-social, registration, worship and induction services, and the physical test.

Added to the 1952 schedule of activities were two song festivals and a meeting with advisors on extra-curricula activities. There was listed also the names of faculty and student huddle group leaders, and eight other faculty members serving in related capacities.

On the 1953 program appeared a period called "chat and chew," a career clinic exhibit, intercollegiate hour, and chapel seating. This program did not list faculty participants.

In 1954 the program was elevated to printed form and only one innovation was observed—music and talent try-outs.
From 1955 to 1961 little change was noted in the programs, with the exception of the president's welcome, the dean's welcome, a football game, topical discussions, and a family breakfast.

There were three new activities printed on the 1962 program: academic lectures by faculty; discussions on assigned readings; and departmental meetings.

The majority of the literature used in the orientation program was composed, compiled or produced by personnel staff and other faculty members. The brochure containing information about Clark; the letters to prospective students and parents; the admission materials—application, personal data sheet, health form, good manners booklet; the parent's permission form for women; the handbook; suggestions on how to study; litany and worship rituals; registration guides. All students were instructed to secure and read carefully the college catalogue, college and dormitory regulations, specific dining hall regulations, and library regulations.

The material on careers and occupations, personality pamphlets of various descriptions, religious literature, registration forms, and special orientation magazines were ordered from publishers and agencies. The freshman caps and emblems came directly from the manufacturer.

Concern for the welfare of students at Clark began with the institution's recruitment program. Recruiting falls into the pre-orientation phase of the total orientation program. In an interview with the former dean of women, she described a procedure which she had considered effective:

For recruiting students, in many instances, there were those students who could tell you of persons who would be interested in coming to Clark from their hometown. Now that
was an extremely strong program with me, because if these students asked that you drop them a note—I missed no opportunity of using what publicity material I had in my office. I tried to gather programs that were outstanding during the year and would enclose this in a letter of greeting.

On my desk was always placed, as fast as they could be processed from the Registrar's Office, the names of those students who would be coming in. And immediately a letter of greeting was sent with some piece of material from the personnel office that got them acquainted with the personnel office. . . . When you talk of recruiting—now largely the recruiting agent was Mr. Hamilton. When he got on the field and immediately sent me back the names of students who were interested in coming to Clark, immediately I geared in motion contact with the understanding that they were interested in Clark College and how happy we would be for them to cast their lot with us: Now I established communication, and once it came—then I began feeding them. They were sent personnel forms to be filled out and returned. You will remember that we had little brochures on the freshman guide—well, this material would go to the student. Then when they got a letter from the guide and saw that this was one of them—it tied the program in. I stopped my correspondence with them and the freshman guides took up, because the name of every new student who was coming in was sent to one of the freshman guides.¹

The recruiting efforts of Dean Hamilton were evidenced in the faculty minutes of September, 1958 where he reported that: "This is a very intelligent class—thirty valedictorians and more salutatorians including two on the football team." He stated further that he had done more in screening the students, especially in the local schools and hoped to screen them even more carefully the next year. He urged the faculty's participation in helping these young people in curricular and extra-curricular activities.²

Participation by Students.—The use of freshman guides in the articulation adjustments of the college entrant became significant as their participation made the program more effective. "The guides were


²Minutes of the Faculty, September 19, 1958, Clark College.
brought into the program around 1948 when the staggering enrollment made necessary a smooth program; and not having enough paid persons to do it found me going into the student body, and out of that group came the Freshman Guides.¹ The following excerpts were taken from the brochure for Guides.

Who Are They?
Sophomore, junior, and senior boarding and non-boarding students of both sexes who have in the performance of their daily tasks achieved very good records in academic pursuit, social competence, and religious certainties, and who by their loyalty to high ideals and standards reflect their capability to win others to 'the things we live by' at Clark College.

How Are They Chosen?
Yearly, in April, the campus Student Council selects ten top ranking students as those leaders it feels most capable of leading the incoming freshman students to wholesome living and purposeful endeavor for the coming four years. To this number the Personnel Department adds its selection of twenty top ranking all-round students making a total number of thirty students to guide the new students, not only during Freshman Week, but as long as the usefulness of their services are sought. After Freshman Week the guides, in a recognition service, are set apart as Personnel Aides and serve in many instances as liaison members between the Personnel Department and the campus community.

What Are the Standards They Follow?
1. They regard with respect the regulations and policies governing the college community.
2. They volunteer to work in all worthwhile college activities.
3. They not only attend the required services, and the cultural programs but share in these programs joyously, attentively, and reverently.
4. They regard the church and its teaching as necessary in the fulfillment of man's noblest aspirations.
5. They move on and off the campus in dignity.
6. They discourage gossip whenever and wherever heard.
7. They are not given to picking a few friends or reflecting snobbishness in any manner.
8. They expect no special favors from anyone because of membership or friendship.

¹Pheobe Fraser Burney, interview, op. cit.
9. They are representative of those students in the college community who DARE to THINK and ACT tolerantly, kindly, and nobly.

10. And they are pledged to THINK, WALK, and ACT so kingingly and queenly as to be 'Second to None' as a Clark Man of Woman.

What Preparation Is Necessary for a Freshman Guide?

The Freshman Guides' Supper held the last Thursday in April yearly offers the opportunity for (a) the presentation of the role of a guide, (b) the critical appraisal of the previous year's program, (c) suggestions for improving the coming year's freshman week, and (d) the acceptance by guides of leadership in developing certain definite phases of the orientation program.

The Freshman Guides' Commitment to service
The Freshman Guides' Summer Activities
The Freshman Guides' Study of the Handbook
The Freshman Guides' return to the campus

Post-Activity
A Review Dinner Meeting
Elevation to Personnel Aides

The brochure contained also statements of "The Meaning of Freshman Orientation Week," by an alumna, an alumnus, and the Dean of the College.

During the week of orientation, faculty meetings were also being held and some few privileged guides spoke to the faculty on what orientation week meant to them and how the activities benefited the freshman student.

Except for those who were naturally friendly, upperclassmen assumed no responsibility for making college adjustments less strenuous for new students. One graduate in the class of 1933 recalled "... the upperclass students liked to use the freshmen as servants in the dormitory ... as underclassmen. Students did participate in devotions in chapel to give them the "feel" of audiences in public


2Linnie L. Smith Calhoun, interview, op. cit.
speaking. The majority of the students who attended Clark University had pre-admission knowledge of the institution from siblings, a father who was a Methodist minister or had attended Gammon Theology school, from the Methodist church of which they were members and where the University faculty attended and taught Sunday School, and from alumni. From these associations a great deal was learned about the University and served to pre-orient prospective students.

Participation by Parents.—Parents contributed to the orientation process by providing strong encouragement at home, and seeing to it that as students they "did what the professors told them to do." They attended the concerts and other programs sponsored by the University, and through these experiences gained better appreciation and insight into the educational process in which their children were involved. At the public meetings parents felt free to talk with faculty members concerning their sons and daughters' progress. As far as could be determined, correspondence from the University was limited to grade reports and financial statements, before the employment of personnel workers. On the 1951 freshman week program appeared a reception for parents and freshmen, an occasion which had not appeared before.

The contribution made by parents in preparing their sons and daughters in a psychological and tangible way for their new venture should not be overlooked. Though the cost of a college education in 1933 was lower than at the time of this study, so were Negro wages and salaries. The requirement of the University to dress uniformly in the early years lowered the expense for clothes. But in 1933 Clark University had been in existence only sixty-four years, and Negroes had been freed only a few years longer. A college degree for most was a
novelty and orientation to a new way of life was required of family and student. The financial condition of the family contributed to the student's status and emotional security as he attempted to adjust to his new life. The parents' attitude toward higher education was an important factor as the child was exposed to things of culture in the college society.

In the years 1946 and 1947, letters were sent to parents or guardians assuring them of the school's cooperation in the matter of helping their child develop along proper lines and inviting them to express themselves freely in suggestions about the past and future of the student. They were asked to come to the college on the first day of Freshman Orientation Week for a planned program for them consisting of a reception and a parent-teacher staff meeting.¹

Aspects Directed Toward Academic Orientation

It would appear from the records reviewed in this study that the problems of articulation were considered by the administration as basically academic, or they at least took priority over the emotional and material problems. This assumption is based on the fact that originally orientation for freshmen was the responsibility of the Academic Council. In the course of time, a Student Welfare Committee shared these functions as did the dean of the college.

The Freshman Academic Program discussed by the Academic Council in a report in 1937 was the only such report found:

Careful consideration was given to the Freshman Academic Program as listed in the catalog. After carefully analyzing

¹ Student Personnel Department Report, Clark College, July, 1947, p. 3.
the program it seems that as it now stands it is the best program that can be designed at present. There are two problems in connection with the freshman program which are more pertinent than making changes in the program. The problems are: (1) Direction of study and the use of time on the part of student, and (2) The manner in which the freshman courses are presented by the instructors. It was the opinion of the Council that careful study of the materials of the freshman courses should be made continually by the instructors offering these courses, bearing in mind that the freshmen are students just emerging from high school and beginning their work in an entirely different situation.1

The Academic Council and Student Welfare Committee ceased to function during 1941 as bodies responsible for the non-academic needs of the students. Their program had included generally—registration, tests, chapel services, addresses, talks, conferences, religious meetings. In addition to registration and tests, an academic emphasis was probably given to the talks and addresses by faculty, and in conferences with them.

The Annual Catalogue.—The annual catalogue was perhaps the most readily available source for directions concerning academic work and requirements for graduation. Many alumni referred to its contents as providing helpful pre-admission information.

The College catalogues consistently provided information concerning admission requirements; registration; classification; examinations; student load; a section on special students; class attendance and absences; tardiness; back work; standards of scholarship and efficiency; general honors; grading system; reports to parents on academic progress; majors and minors; graduation requirements; relation to Atlanta University and Gammon Theological Seminary; organization of curriculum in the College of Liberal Arts and Science, with course descriptions; and a two

1 Clark University Committee Reports, September 19, 1937, op. cit., p. 9.
The Orientation Course.—The orientation course as a third phase of the orientation process was directed toward academic orientation and was included as a part of the freshman academic program. The course, as listed in the 1933-1934 and 1934-1935 catalogues, was divided into two parts—"Orientation," the first semester, and "Self-Analysis and Occupational Study," the second semester. Two semester hours were given each semester and the sections were described as follows:

A. Orientation. This course is designed to help the Freshman adjust himself to college life. It aims to acquaint him with the purpose of the University and its ideals; to point out the significance of physical fitness and how to keep fit; to help the Freshman learn how to study and make daily schedules; to deal with problems of mental hygiene and social life; and, to lead the student into a realization of the significance of a college education.

A3. Self-Analysis and Occupational Study: A course designed to aid the student in the analysis of himself and the discovery of his capacities and limitations; to help him make a critical study of a large number of vocations and compare his own qualities with the demands of these vocations and thus more adequately adjust himself to a vocation as a life work. Lectures and discussions. Open especially to Freshmen.1

In 1935 the first semester course was listed as "College" Orientation and the description was changed to read:

A1. College Orientation. Laboratory course required of all freshmen. Units consist of problems revealed experimentally and selected in the light of greatest needs, making for educational efficiency.2

In 1946-1947, "College Orientation" remained the same and the second semester course was given the title of "Occupational Information and Introduction to Vocations."

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1 Clark University Catalogues, 1933-1935, Atlanta, Georgia.
2 Clark University Catalogue, 1935-1936, Atlanta, Georgia.
A2. Occupational Information and Introduction to Vocations. This course will acquaint students with the broad field of occupations as well as academic and personal qualifications for entering various fields of work. Principles and techniques in occupational selection will be discussed. Observation trips will be made. Students will also be assigned to special projects through which acquaintance is made with sources of occupational information. Vocational Opportunity Week will be observed during the course. Open especially to Freshmen.¹

At the time of this study the course had the same description, was being offered for one credit hour per semester, and was required of all students. Credit was reduced to one hour in 1954-1955.²

From the course outlines which were found, the aim of the course remained generally the same—that of helping the student acclimate himself to the requirements of the college, both academic and non-academic. The emphases varied, allowing more time for different topics. But they included a history of the institution, interpretation of aims and objectives of the college, review of the college catalogue and student handbook, achieving efficient study habits, planning for better use of time, choosing a curriculum, making social adjustments, health education, budgeting money, developing personality and a philosophy of life, good grooming, and a unit on religious and moral values.

The course at times was divided into equal sections of approximately sixty students, depending upon the number of teachers available for the course. The years following 1950 found one hour a week scheduled for a combined meeting of all sections. When credit was reduced to one hour, the class met only once per week in sections. The design of the second semester course made regular meetings of the total group unnecessary.

¹Clark College Catalogue, 1946-1947, Atlanta, Georgia.
²Clark College Catalogue, 1954-1955, Atlanta, Georgia.
A workbook on college adjustment was required for some years, and a list of references included books on personality and psychological development, etiquette, careers, occupations and vocations, a philosophy of life and selected novels.

Sufficient data were not found to adequately determine the actual approach to and content of the course in orientation as it had been prior to 1959-1960. The instructors were the personnel deans, the counselor (if there was one), and another person with a psychology or personnel-related background. The coordinator of the group vacillated with the turnover of faculty and staff members. Sometimes it was one of the deans, at others it was the counselor. Here again the brevity of the tenure of the teachers did not permit planning and implementation of a stable program based on student needs.

One novel feature coming out of the course in 1960-1961 and continuing in 1961-1962 was the identification of above average and honor students. These students were isolated from the larger freshman group in a so-called "honors course" where they did research, presented papers, and critically discussed topics related to their major interests and on social issues. This group was under the supervision of the dean of men.

The orientation course achieved prestige in 1962 when dean emeritus, A. A. McPheeters, joined the team of orientation teachers. He injected interest and enthusiasm in the "great possibilities" of an orientation course, and lent valuable leadership out of his rich educational experiences. The "team of teachers," as he called the instructors, met twice weekly for the first two months, and once weekly thereafter.

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1Alphonso A. McPheeters was Dean of the College from 1941 to 1962. He had served the Institution since 1930. He died in April, 1963.
The dean of women served as coordinator. The plan agreed upon was to be an experiment in approach for meeting the needs of college freshmen. The students were divided into four sections for the four instructors available, meeting once weekly by sections and once in a large group. A fifth person from the Home Economics Department was associated as a regular resource member.

The course was divided into ten suggested units to cover both semesters continuing from the first to the second. Each team teacher had responsibility for leadership in one of the units involving the total freshman group. The remaining units were treated in class sections and by resource persons. Tentative objectives were set up for each unit as it came due, and permanent objectives came out of the team's evaluation at the end of each unit, the idea being to evaluate the total at the end of the year. All of the plans were flexible to permit changes when the need became apparent. Each team teacher was available to any student for conferences. No text was required, however, all students were requested to subscribe to a freshman magazine entitled, "Motive."1 Displays, films, and posters were used as audio-visual aids. It was McPheeters' dream that out of this experiment would evolve a syllabus which could be used for years to come, thus providing a guide and a basis for teaching the course in orientation.

In the last few years, the freshman orientation program at Clark College has become increasingly academic in character. The emphasis has shifted to discussions and academic lectures based on readings of the type the student is likely to encounter later in his more sophisticated

1*Motive, Board of Education of the Methodist Church, Nashville, Tennessee.*
college courses. The discussions, at the time of this study, were based on books taken from the list of books sent to freshmen for summer reading. The books were classics, modern fiction and modern non-fiction, in addition to those listed in major areas. The academic lectures by faculty members representing the various departments in the college were typically intellectual and professional. Periods for reactions to the lectures were provided in the orientation week. The opportunity for freshmen to meet with departmental faculty and discuss matters relating to their chosen major fields was another attempt to prepare the new student for an academic climate.

In a faculty meeting in September, 1962 the following statement was made to describe the orientation program:

Innovations have been made in the orientation program for new students. Last spring the orientation committee discussed the orientation program and the observations which had been made—that an academic emphasis was lacking in the program. The committee concurs with the student personnel point of view that the total needs of the student must always be our concern. Though each experience may not be an academic one, it should be educational. The following five-point plan was developed.

1. It is believed that the relationship of good reading skills to success in college is primary, therefore, encouragement in reading should be given. Through person to person contact with faculty, it was agreed that a list of books would be compiled from recommendations made by each major department in the College. The books would be identified as required or elective. The list would include a group classified as 'general' books consisting of books that every entrant should have read. Some of these suggested by the English department were: Death Be Not Proud, A Sense of Values, Negro biographies, et cetera. The list was sent to each prospective student in June and through the summer as they continued to be accepted. A follow-up to the general readings will be in the form of a discussion-review during orientation week.

2. Students need help in making wise decisions concerning their vocational aspirations. Valuable assistance can be given through departmental meetings where curriculum requirements can be discussed, qualifications for the major area pointed out, and occupational information shared.
Because the college classroom is the chief device for bringing teacher and student close together in close communication, and the approach of the college professor has been traditionally to lecture, exposure to this experience was deemed advantageous. There professors consented to deliver academic addresses during Orientation Week on topics of their own choosing.

Social activities would be carefully planned so that they would be of educational value to the student and would be clearly seen as a part of their total college experience.

The Committee felt that the orientation course should be planned as a follow-up to the orientation week experiences.

The coordination of this program would require establishing effective working relationships with many people and stimulating them to do more than they would otherwise do. This is significant, since the effectiveness of an orientation program depends largely upon the unification of philosophy and efforts of the administration, faculty and personnel department.

In the student handbooks were statements regulating study hours in the dormitories, and urging proper quietness at all times; reserving the first nine weeks of school for academic orientation; requiring students who were doing failing work at the quarter of the school year to decrease social activities and work out a daily schedule with the dormitory director which would provide ample time for study and concentration; warning of academic probation; urging use of libraries and special study areas; and making known opportunities to keep lights burning for late study. The following advice from the 1942 handbook is a good example:

**Study Periods and Quiet Hours**

The best time for study is during the day when it is possible to take advantage of the daylight. Regular quiet

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Statement made during annual faculty orientation meetings by the Dean of Women, September 10, 1962, Clark College (in the files of the Dean of Women).
periods will be established in the dormitory by the Women's Senate at the first formal meeting.

**Study Period:** The evening study period is from 7:15 to 9:15 P.M. During this period there is to be absolute quiet in the dormitory. No telephone calls are received during this period. No radios are to be played during this period. All students are urged to go to the library, but if it is necessary for you to study in your room, then you may remain in your own room without visits from other students.

**Library:** Freshmen students are not permitted to go to the University library at night. All the references which you will need are located in the Clark College Library in the Administration Building. Sophomore students are not permitted to go to the library at night. Juniors and Seniors may go to the University library if it is necessary.

**Study:** The night study period is by no means sufficient time for you to get out assignments, but many students are employed and find this time best for real concentration. Absolute quiet must be maintained in the library as well as in the dormitory.

**Time to Retire:** Freshman and Sophomore students are required to be in bed with lights out at 10:30 P.M. Juniors may remain up until 11:00 P.M. if it is necessary. Seniors are asked to use their discretion about their retiring hour, keeping in mind the fact that sufficient rest and sleep are essential to good health.¹

Another brochure compiled in 1946–1947 called "The Student Guide" devoted a full section to "Meeting Academic Standards."

The college program is composed of all the activities fostered by the institution for the realization of its general aims and objectives. Only for convenience are the activities grouped as academic and non-academic. For a complete account of the program of the college the student should read the college catalogue.

1. All students are expected to maintain regular attendance at classes. The number of absences shall not exceed the number of credit hours the course bears. . . .

2. A normal load for the average student is fifteen or sixteen semester hours.

3. After the final draft of the schedule, irregular students whose back work conflicts with regular work will be required to discontinue the regular work and devote their time to the back work.

4. Students who fail in the first semester of a continuous course (year course) will be asked to withdraw from the course at the end of the first semester.

¹"The Things We Live By at Clark College," op. cit., p. 4.
5. No student is allowed to change registration or drop a course without permission from the Dean and Instructor concerned. A form for this purpose can be secured at the Office of the Dean.

6. If a student withdraws from the college, a form must be secured, filled out, and returned to the office of the Dean or Registrar.

7. No student will be given credit for work of "D" grade in excess of one-fifth of the work pursued during any semester.

8. No grade below "C" will count for credit in the student's major or minor work.

9. An "E" or "Incomplete" grade must be removed by the end of the period set for delinquent examinations in the semester following the occurrence of the grade.

10. Any student failing in two courses during a semester will be placed on probation, he or she will be dropped from the college. No student may be on probation more than twice.

11. Any student who fails in three or more subjects during a semester will be dropped at the end of that semester.

Students with exceptional ability are encouraged to strive for general honors, class honor and scholarship awards. A student should take pride in making the honor roll, roll of honorable mention and in becoming a member of the Alpha Kappa Mu Honor Society.

These two pieces of material, compiled in the personnel office, provided clear, detailed information concerning the academic requirements.

Alumni.—Alumni interviewed had varied recollections of the academic emphasis in orienting them to the University environment. They recalled the discussion of books which were assigned in class to be discussed before the student body; tests—English and mathematics, given for placement purposes; lectures on how to study. Several alumni could not remember a specific orientation class but thought that the course, "Contemporary Civilization," helped them become acclimated to the academic environment. Occupational information did not stand out in the memory of most of them, however, they cited occasions where representatives


2 Alumni interviewed who were students between 1933 and 1940 were: Lucinda Calhoun, Alline DeZelle, Elizabeth A. Hill, Doris D. Willingham, J. T. Amey and J. S. Cosby.
from businesses and industries spoke during the chapel hour about their services and merchandise and "possibly future job opportunities." A case in point was Randall Tyus, a salesman for the Rumford Baking Company. They considered some of the speeches by the President and Dean concerning curriculum, course requirements, and course credits as academic, as well as conversations with faculty members during registration and in the classes that followed.

In speaking of the academic emphases in orientation between 1946 and 1958, Burney, alumna and former dean, regarded the program as geared to both academic and social adjustment—the development of the whole man. In her words:

... it is one thing for him (the student) to bring his head to college, but it's another thing for him to bring his soul, mind and body. Every day's program was (supposed to be) geared to touch all areas of development... but the program really was geared to academic. You may sugar-coat it and include the social, religious, recreation and what have you—and while he doesn't think he's getting academic, he is getting academic! ... there is a terrific amount of homesickness. They come from high schools and homes where there has not been drive in education, and to just settle down to nothing but hard continuous academic work—well, you would really have more children going home. It's a transition period. It's got to be.²

There were rules and regulations designed to motivate study and learning. Attendance to movies and dances was controlled, meetings of student organizations had to be approved, and conditions were set for holding a social affair.

Registration for Academic Work

Registration has been included as one of the freshman week activities over the years. Not as a student personnel function, but as the

¹ Interview with Alline V. DeZelle, op. cit.
² Interview with Phoebe Fraser Burney, op. cit.
next significant step from admission to matriculation. Registration has been known to be a confusing and involved procedure requiring hours of card-filling and consultations with teachers. The results have been disturbance and frustration for many students, thus requiring counseling and instructions that the personnel office could best provide.

The registration procedure has involved a large number of workers. The personnel in the registrar's office, the business office, the faculty, the student personnel staff members, and students. The report of the Academic Council in 1935 indicated the involvement of faculty at that time: "It was suggested that all teachers be conveniently located during the registration and counsel the students relative to their programs for the semester."¹ Such statements reminding the faculty of their responsibility appeared through the records of the thirty year period studied.

Following World War II, Clark was affected by the surge of college attendance, the use of test scores as a basis of admission, and the standardization of admission credits. These factors plus the need to have on file certain data to be used for reports required by the accrediting associations brought an increase in the number of cards to be handled by the student. Registrants recalled the fatigue experienced from the lengthy duplication of information, which was not always requested in a clear manner.

Pre-registration instructions were provided by the dean in an announcement made during a freshman assembly, prior to the organization of the student personnel department. In 1946 the personnel department made available on the mimeographed program instructions of

¹Clark University Committee Reports, 1935-1936, op. cit., p. 8.
the registration procedure which listed the steps in one-two-three order:

Registration
1. Go to Registrar's Office first.
2. Go to Business Office next.
   Haven-Warren Hall Rooms 205 and 204
3. Go to Clinic, Haven-Warren Hall,
   Room 110 immediately when registration
   is completed.
4. Go to Personnel Office, Haven-Warren
   Hall after Physical Examination is
   completed.¹

As indicated by the directions for registration, the physical
examination at one time was considered a part of registration. When this
was true, students had to have a physical examination by the college
physician before they were considered officially registered in the in-
stitution. This requirement, obviously, was out of concern for the
welfare of the student individually, and of the college community as a
whole.

With the employment of the first full-time registrar in 1949,
organization of the registration process was seen in the years that
followed.² A special pre-registration assembly was scheduled during
orientation week for a discussion by the registrar of the registration
procedure. Organization of the process progressed to the point that a
study of applications for admission was made by the registrar to
determine a grouping of major interests. From this information schedules
were prepared in advance based on curriculum needs in accordance with
their academic interests. Using the scores from tests administered to
freshmen for classification in English, mimeographed course schedules
could be assigned to individual freshmen. The course schedule with the

¹"Freshman Week," Personnel Department, Clark College, September
15-22, 1946.

²Edward James Brantley was employed as Registrar in 1949-1950,
and still held this position at the time of this study.
student's name on it was combined with registration cards and distributed to the students in an assembly on the morning of registration.

The freshman guides rendered a valuable service in assisting with registration. Following the pre-registration discussion by the registrar they held follow-up discussions in their freshman groups. Because many college entrants were undecided concerning areas of specialization, guides were helpful in advising them out of their own experiences. They were used from time to time in assembling the registration materials and in distributing them. The guides were also stationed at registration centers and on the halls of the administration building to offer any help that might be needed.

Registration as a part of orientation week made possible the preparation of the freshmen for registration and the alleviation of confusion at least to some degree. The pre-registration discussion and explanation of the registration procedure, and the invaluable service of the guides as information centers made the student's first registration less nerve-wracking.

The Testing Program

Testing has long been a part of the freshman week and it is the service which was most frequently found during the orientation period. The catalogues studied for the period since 1933 carried a section on examinations and the following statements appeared:

Classification Examination: Upon admission to the Freshman College class of Clark University each student will be given a written examination in English and Mathematics for the purpose of assigning members of the Freshman class to the section in which they should go. This examination has no bearing whatsoever upon the student's
admission into the College class; it is in a measure indicative of the quality of work the student is capable of doing.\footnote{Clark College Bulletins, 1933-1934 to 1944-1945, Atlanta, Georgia.}

Beginning in the fall of 1946 and continuing to the present, the college bulletin has carried this statement:

Classification Examination: Upon admission to the Freshman class of Clark College, each student will be given a written examination in English for the purpose of assigning members of the Freshman class to the section in which they should go. This examination has no bearing upon the student's admission to the College.\footnote{Clark College Bulletins, 1946-1947 to 1962-1963, Atlanta, Georgia.}

During the last faculty meeting of the 1933-1934 school year, the Academic Council made the following recommendations concerning testing.

The prognostic and diagnostic program should be carried forward including the types of tests which have been given to freshmen for three years. Testing should include the:

A. Psychological examination—American Council on Education Examination;
B. Achievement test—The Iowa High School Content Examination;
C. Special English Test—The Shepherd English Test;
D. Reading tests.\footnote{Clark College Bulletin, 1933-1934, op. cit.}

In the faculty minutes of September, 1938 and 1941 there appeared brief announcements that the freshman tests would be given and who would be administering them.

From the records found, the American Council on Education Psychological Examination had been most frequently used prior to 1948. There was evidence that the Iowa High School Content Examination and the Cooperative English test had also been used at some time, also a personality inventory. The Otis Quick Scoring examination was substituted for the American Council on Education Psychological Examination in 1949,
and it was in 1950 that coordination of a testing program was seen. The minutes of the faculty for November 15, 1956 contained this reference to the college testing program:

The tests which have been used in our program from the period 1948 to present are: The American Council on Education Psychological Aptitude; Otis Quick Scoring Mental Ability Test; American Council on Education English Test made up of mechanics of expression, effectiveness of expression and reading; the Iowa Silent Reading Test. Bolden stated that the English tests have served for a basis of classifying some of the students in reading and English and getting them into the right program.

The results of the tests are handled as follows: Mrs. Cunningham is given the psychological and reading tests; the English Department receives the other English tests; Dean McPheeters is given the results of all tests together with a list of the students; periodic information has been given to the personnel offices whenever they indicated a need; the records are presented to accrediting associations.

Bolden further compiles data on the level of performance of Negroses and whites on tests, the relevance of norms, the national mean as compared with our students, the relatedness of scores on separate tests through correlation, and factual data on scoring on the national level.

The purposes of the testing service were set forth in "A Progress Report on the Clark College self Study."

Purposes
1. To administer standardized group tests to entering freshmen.
2. To administer the Graduate Record Examinations to seniors.
3. To administer individual psychological tests on a limited basis.
4. To participate in national testing programs.

The report also gave a rationale for the testing service: stated objectives and basic features:

Rationale

The testing service is an adjunct to the Department Education and Psychology, although it does not represent

1Minutes of the Faculty, November 15, 1956, Clark College.
a distinct agency in terms of personnel and material resources. Its development has resulted almost entirely from efforts of the Department to be of assistance to the College. Since the resources of the Department are already taxed in efforts to meet the demands of the Department proper, the scope of the testing services must be limited. Within these limits, the testing service seeks to aid the administration, teaching staff, students, and community.

**Objectives**

1. Provide data to facilitate the classification and grouping of beginning freshmen.
2. Provide data to aid the guidance of students.
3. Present descriptive and interpretive reports on test performances of students.
4. Provide data for the evaluation of instruction and faculty research.
5. Assist faculty in the selection, administration, and interpretation of standardized tests.
6. Provide data for administrative reports and records.

**Basic Features**

Standardized group tests are administered to entering freshmen during Freshman Orientation Week. After the tests have been machine scored by an outside agency, the testing service of the College completes the scoring and prepares reports on the performances of individual students and the group. These reports are discussed in faculty meetings; they are sent to departmental chairmen and made available to the other members of the faculty. The tests administered to entering freshmen are as follows: the Iowa Silent Reading Test; the Cooperative English Tests; Reading Comprehension, Mechanics of Expression, and Effectiveness of Expression; and the Otis Quick-Scoring Mental Ability Tests.

The test battery was administered early during the week of orientation and sometimes it was necessary to give a test later during the school year. There was no doubt that the opening days were periods of unusual stress, but it was necessary to give the orientation test battery at the beginning of the week in order to determine the course of study the students would pursue, or as an indication of deficiencies...

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where remedial action should be taken. Students with low English scores were assigned to remedial courses.

The examination was administered in the auditorium under the usual seating arrangement—one examinee in every other seat. The examiner sought to establish the proper testing attitude by explaining the purpose of the examination and the use of the results. Material in booklet form on "How to Take a Test" was made available. Concern for lighting and ventilation was also included in establishing an atmosphere conducive to best performance. Faculty members assisted voluntarily, and freshman guides were available to render whatever service that was needed.

As the institution became more imbued with the personnel point of view, the personnel deans began using a personality test which they administered to freshmen. This was a part of the extension testing service wherein departments had the privilege of giving standardized tests in their special areas.

Graduates for the years 1940-1962 remembered quite vividly taking tests the first week they were in school, although there was disagreement over the number of tests given, the type, and the purpose. Graduates between 1933-1940 were vague in their recollections concerning tests.

Related to the testing program was a reading program which operated at the time of this study, in conjunction with the Atlanta University Center Reading Program which was a project being sponsored by the Eli Lilly Endowment, Incorporated. The purpose of the program was to improve the reading comprehension and reading rate of freshmen
students in accordance with their capacities. The specific aims were:

1. To acquaint the student with his present reading status and the nature of the reading process.
2. To correct and develop fundamental reading habits, skills and abilities.
3. To provide such specific emphases on these skills as an individual case demands.
4. To encourage systematic and conscientious efforts to correct reading deficiencies.
5. To relate reading instruction to current units of work in English.
6. To stimulate and direct wide reading.
7. To aid the student in increasing his independence in pursuit and appraisal of his work.
8. To help students develop specific skills necessary to efficient reading in various content fields.
9. To encourage students to appreciate, understand and practice the art of studying.

Social and Cultural Activities Included as a Definite Experience in Orientation

The social and cultural adjustment of the student to his new environment was a matter that required great concern in helping the student become oriented. He had problems of emotional and material adjustment as well as academic. He had come from his hometown environment where he felt secure with his family, school and friends and the loss of support given by those attachments left him ill at ease and bewildered. The student had to be housed, arrangements for handling his finances had to be made, he had to know where to cash a check, buy books, get laundry done, where to get medical care, where his classes would be held. He had to learn the "proper" way to eat on various occasions, to dress, hold conversation, conduct himself on social occasions with the opposite sex and with superiors—all of which, for some, was extremely different from the culture they had brought with them.

1Ibid.
In the early years the extent to which a student was oriented usually depended on the type of faculty members with whom he had contact. A Student Welfare Committee existed up until 1941 that had concern for articulation adjustments as well as problems faced by the student body as a whole. In 1935 the minutes recorded plans for this committee to welcome and entertain the new students. In a report made by the Dean of the College in 1936, he explained the efforts being made to: "... improve the cultural life of the students, to enrich their social life on the campus, to provide wholesome and adequate physical recreation, and to deepen the religious and spiritual lives of the students." He suggested that student organizations could serve as effective instruments in the development of the social life of the students under the direction of faculty members.

Concern for the cultural and social adjustment of the student by the administration and faculty was evidenced throughout the records; however, descriptions of the activities held to implement this concern were not found. There appeared in the minutes and on the freshman week programs such activities as: luncheons honoring freshmen, chapel programs and discussions on "the way we do things at Clark," special appointments and conferences with the college dean, president's reception, residence hall meetings, get-acquainted affairs, freshman formals, worship services, career clinics, outdoor breakfasts and dinners, concerts and skits. All of these were included as a definite experience in orientation.

1 Minutes of the Faculty, 1934-1939, op. cit.

2 James P. Brawley, "Report of the Dean to the President and Board of Trustees of Clark University," 1936, op. cit., p. 3.
The alumni recalled experiences which they thought aided in their cultural and social adjustment: The arrival on the campus of Greek organizations between 1930 and 1933; the first University dance—junior-senior prom in 1932; the cultural organizations and cultural series; the concerts by the choir and band; the senior play; Easter sunrise service; membership in religious organizations; receptions where they assumed certain responsibilities; charm and personality clinics, health requirements, residence living and school policy.

**Dormitory Living.**—It was evident that housing was considered an opportunity for educating students in social living. The catalogue gave a full description of the dormitories, the furnishings and the maintenance of the buildings, and prior to the handbook the major general rules and regulations were printed in the catalog. In interviews with some faculty members who had been in the institution for thirty years they expressed the opinion that residence living was a definite experience in orientation. It was referred to as the laboratory for much of the social education of undergraduates: an experience in group living and an opportunity to share common experiences. The residence hall was considered the best place to learn to respect laws and to develop self-discipline and to become socially and culturally educated.

In an undated report from the dean of women's office entitled, "Guidance Through Personnel Services to Resident Students," was found this statement:

The concern of our personnel workers for the student 'where she is'—to find the sort of design for living she is working out for herself and with intellectual, physical, and social training to so use her talents and capabilities as to bring
the student at the close of residence living into an adult community with a high sense of wholesome self-direction.\textsuperscript{1}

Implied in this statement is the principle that orientation is a continuous process beginning with the student when he enters as a freshman and ending at graduation.

Extra-curricular, non-credit activities of students increasingly became regarded as a valid part of the student's educational experience, but should not interfere with academic growth.

The Presence of Student Government Efforts in the Program

If the student government association played a major role in the planning or implementation of the orientation program for new students, the evidence was not found by the investigator. It was found, however, that representatives of classes were invited to assist and serve on the Student Welfare Committee between 1933 and 1941. Around 1948 the Student Government Council had the privilege of selecting a certain number of students to serve as freshman guides. As an organized group in the University-College community they seemed not to have participated in the orientation program.

The Changes in Method and Nature of the Formal Assembly Presentations

Though numerous references were made to assemblies or chapel hours very little description was given as to the nature of them. In a report by the Dean of the College in 1936, he stated:

\ldots there have been efforts to build up a strong feeling of school loyalty, to improve the cultural life of the students, to enrich their social life on the campus, to

\textsuperscript{1}Guidance Through Personnel Services to Resident Students (a mimeographed report in the office of the Dean of Women).
provide wholesome and adequate physical recreation, and
to deepen the religious and spiritual lives of the students.
The chapel hour is being utilized to a very large extent to
achieve many of these results.

The chapel hour was used by the Dean and the President to make
announcements concerning meetings of approved student organizations,
college sponsored programs to which attendance was urged, and even to
reprimand or instruct students concerning proper conduct and behavior.
The assembly served as a media for students to practice public speaking
and to read original verses of poetry, to present programs sponsored by
their organizations, and to present prominent visitors on the campus.
There were special lectures by faculty members to freshmen as differenti-
ated from addresses and talks. Priority seems to have been given to
religious meetings and services as far back as the founding of the in-
stitution.

With the shift in recent years to a more definite academic approach
in orientation services to new students, there was seen an almost abrupt
change in the character of the program. At the time of this study the
faculty addresses were intended to stimulate the intellect by focusing
on professional topics and current social issues; the reviews on assigned
books were discussed in terms of personal interpretations of students
and faculty, and application to contemporary civilization; and the de-
partmental meetings were geared to providing information concerning
curriculum requirements, self-evaluation in relation to fitness for the
area, and possible vocational opportunities.

The formal assemblies have been an integral part of the orientation
program and an important and significant means of achieving the aims of
the institution.

\(^1\) James P. Brawley, Annual Report, February, 1936, op. cit., p. 3.
CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introduction.—An orientation program for new students is characterized by the institution in which it exists. The institution's heredity—purposes, its aims and objectives, and the philosophy underlying these aims serve as a guide for the total educational program.

Clark University was conceived in the minds of a group of missionaries of the Methodist Episcopal Church who organized themselves to provide Christian education for the freedmen following the Civil War. The idea materialized and the venture that began as an elementary school for Negroes in a Methodist chapel in 1869, was chartered as Clark University in 1877. Having progressed with the educational and social developments in America, the institution moved to its present site in 1940 and became known as Clark College.

The institution continued under the supervision and sponsorship of the Methodist church to provide quality education and develop in its students Christian character. The offering of basically classical courses in the college department provided the pattern out of which evolved the school's motto, "Culture for Service."

Plans for reorganization were instituted in 1924-1925 which plans were to institute a more effective college program and to employ a more efficient college faculty. The academic dean, James P. Brawley, was assigned to direct this program. Brawley held this position of Dean
of the College from 1926 to 1941 and at the time of this study, was President and had served the institution for thirty-six years. Out of this institutional study and reorganization evolved the organization of the non-academic services which were to be known later as student personnel services.

A Student Welfare Committee was appointed in 1933 with authority to recommend administrative policies for non-academic services, which included housing, testing, counseling, guidance and other services not related directly to the academic life of the student. These services were envisioned as supplements to the academic program. Through the efforts of this committee, the dean, and the Academic Council, the institution made a conscious effort to assist the students to understand and acclimate themselves to the college environment. Through the rules and regulations as printed in the catalogue, the housing and boarding arrangements, the admission procedures, the social and cultural activities and through faculty and alumni associations adjustments would be made.

The Student Welfare Committee ceased to function in 1941 when the institution relocated on the west side of Atlanta, after having been on the south side since 1880. Assuming the major responsibility for the non-academic activities then were the dean of men and dean of women who had been in the employ of the institution prior to the move. D. Marie McDonald was the first woman to hold the title of Dean of Women, and Martin L. Harvey, dean of men for the period of this study. There were three deans of women and two deans of men between 1941 and 1946. The absence of records of the type of program conducted during these years
was believed to have been due to the short period of time that they served.

What was considered a continuous integrated student personnel program, organized and implemented by personnel workers was begun in 1946. C. R. Hamilton and Phoebe F. Burney combined their training, experiences and efforts to coordinate the co-curricular activities into a meaningful whole. They set up aims and objectives for the student personnel department which were interpreted to students and faculty through written and oral reports, and involvement of members of the college community in the orientation program. Among the personnel services which they considered in need of immediate development was the orientation service to new students. Concern for easing the emotional strain which a college entrant experiences in making the transition from high school was evidenced as the program evolved from three days of orientation activities to seven days in a concentrated, organized, student-centered orientation program with all new students living on campus.

Problem and Methodology.—The problem of this study was to trace the development of the orientation procedures for new students at Clark College for the period 1933 to 1963.

The unique importance of the orientation program in the college may be found in the fact that there is still a wide gap between the high school and the college. The college entrant is confronted with many articulation adjustments. How he handles them could mean the difference between excellence and mediocrity, or passing and failing. The college must share the responsibility for acquainting the student
with the institution's curriculum, activities, aims and objectives; helping him anticipate what is expected of him academically and socially; and for helping the student make wise choices and secure the optimum benefit from his opportunities for individual growth.

Identifying each student among the many is difficult and time consuming. The personnel required for an effective, individualized program includes the administration, faculty, students, and a trained personnel staff to give leadership.

This question arises: When is an orientation program effective? Here lies the scope of limitation of this study. Orientation services whether formal or informal, planned or unorganized, contribute to the college adjustment of the new student. If there is no means of evaluation then orientation may become a smorgasbord of non-academic activities.

The purpose of this study was to collect data from the records of the institution on seven specific areas, which were: (1) the extent of participation in the program by faculty, students, and parents; (2) the testing program; (3) the changes in method and nature of the formal assembly presentations; (4) those aspects of the program which were directed toward academic orientation; (5) the presence of student government efforts in the program; (6) the social activities included as a definite experience in orientation; and (7) registration for academic work.

The procedural steps in carrying out this study were:

1. An examination of the Institution's catalogues for the years 1933 to 1963.

2. An inspection of the faculty minutes, committee and departmental reports, the annual reports for the years 1933-1963, and the files of
the personnel department.

3. Interviews with alumni, faculty members, and administrators by the use of an interview guide sheet and a tape recorder.

4. Organization of the data found in chronological order.

Summary of Related Literature.—The related literature having a bearing on this study brought points of view on: (1) the origin and purpose of the orientation program; (2) relatedness of orientation to the educational process; (3) organization and structure of the program.

The organized orientation program evolved out of an increasing consciousness in higher education, around the twentieth century, of the total development of the student rather than intellectual growth alone. There was evidence, however, of the existence of a need for orientation of new students much earlier, around 1888. As institutions shared some of the responsibility for the entrants' articulation adjustments, orientation programs expanded and improved. The personnel work done in the Army during World War I and its continuation in the form of student personnel services in colleges, combined with the rapidly increasing enrollments in colleges after the war, gave impetus also to the guidance type of orientation. Writers agree generally on the purpose of orientation to assist the individual student to gain a realistic sense of his relation to his college environment. It is seen as a mutual process of learning on the part of the new students, the faculty, and student body of an institution, whereby each group becomes better acquainted with the other and participates in an ongoing process which will help the new students to become an effectively functioning part of the institution, and help the institution to become responsive to the needs of a changing student body.
Authorities support the belief that there is a significant and real relationship of the orientation program to the whole educational process. This belief is based on the philosophy of education which recognizes the individual as a whole person, rather than upon his intellectual training alone. This emphasis is not the private concern of personnel workers. The psychology of individual differences from which many personnel activities have directly grown is but a verification by science of an age-old philosophical insight. Psychological researches showed that the individual does not learn with his mind alone but as a total personality unit.

The organization and structure that an orientation program takes depends largely upon the philosophy, attitudes, and involvement of the whole college. Such involvement can take place as a result of a planned program designed to bring each segment into a position to make its unique contribution. Orientation procedures should be chosen with the goals of the school and the needs of the students in mind.

The orientation program should emerge from the study and planning of the institution's own personnel, after an attitude and philosophy have been acquired based on clear objectives.

Summary of Basic Findings.—The basic findings in this study were:

1. Faculty members and administrators participated in the orientation of new students as individual teacher-counselors, and as members of a group organized to consider student problems from 1933 to 1941. In 1941 this responsibility was transferred to personnel workers who had been first employed in 1938, and continued under the direction of the Dean of the College. The orientation services developed over a period of twenty-one years into a
meaningful, organized program in which faculty members participated as members of the planning committee, as advisors to small freshman groups, as lecturers and discussion leaders, in registration and testing, as teachers of the orientation course, and in evaluation of the program.

Students served with the committees concerned with student problems as representatives of their classes during 1936-1941. They were known to meet students at the terminals, to welcome them during the chapel hour and to inform them concerning student organizations. They began to take a prominent place in orienting new students in 1946 when, as official guides, they participated in the planning and implementation of an organized orientation program.

Parents have not participated actively in the orientation program at Clark College.

2. The use of tests with freshmen for English classification purposes prevailed throughout the period studied. Performance on the tests had nothing to do with admissions. Students with English difficulties were assigned to special sections for remedial help. The intelligence test most frequently used prior to 1949 was The American Council on Education Psychological Examination. In 1949 a more comprehensive program was inaugurated and the tests used were: Otis Quick Scoring Test of Mental Ability, American Council on Education English Test, and the Iowa Silent Reading Test. In recent years the Scholastic Aptitude Test and the School and College Ability Test have been used. The test results were given to the English Department and to the Dean of the College,
and they were made available to personnel offices as the need dictated.

3. The chapel assemblies were an important means for achieving the aims of the orientation program. The nature of the assemblies has been basically the same in meeting the need to reach a large number of students at one time. Such gatherings were suitable for announcements, welcome talks and addresses, lectures, organized discussions and demonstrations. A deliberate shift to an academic emphasis in 1961 substituted professional lectures and academic addresses for the welcomes and numerous announcements and talks.

4. Information contained in the annual catalogs concerning curriculum and course requirements, registration for classes, and admission requirements were all intended to provide academic information, in addition to the informal contacts with the faculty and members of the administration. With organization of the orientation services came an attempt to expose the student to experiences similar to those they would encounter following registration.

5. It was not apparent in the records of the Institution that the Student Government Association was prominent as an organized body in the efforts to orient new students to the College.

6. The non-academic activities were regarded as a valid part of the students' educational experiences. His social and cultural adjustments were not overlooked as efforts were made to relieve the anxiety of the new college experience. The social adjustment experiences included occasions for meeting new people on different educational levels; learning and practicing social graces and
intellectual conversation; group living; independence and self-responsibility; choice and decision making; understanding what was expected of him; and feeling a sense of belonging.

7. Educational developments and curriculum changes made the registration procedures more involved and time consuming. Students were required to give extensive personal information and follow definite procedures for getting classes approved. The personnel department assisted the Registrar in clarifying the registration procedure, in counseling, and in making referrals concerning major and minor fields. What was normally a nerve-wracking experience was made easier when included in an organized orientation program.

Conclusions.—The following main conclusions were drawn from this study:

1. Though unorganized and not consciously rendered, the Institution provided services of an orientation nature for her students from 1933 and up to the employment of student personnel workers in 1941. Since 1941 the orientation program of Clark College has shown definite organization and continued growth until it reached its present stage.

2. The philosophy of the Institution, which is characterized by concern for the welfare of its students, was a strong determinant in the nature and extent of the orientation program.

3. The college testing program began in the 1930's with an English placement examination and a mental ability test. Measures of aptitude constitute the bulk of the program at present.

4. Assembly programs evolved from a series of welcome addresses in 1933 to talks of an academic nature in 1962.
5. Adjustment to the school's academic program became a primary function of orientation in the 1950's. Freshmen registration is facilitated by the services of the personnel department.

6. Failure to make use of the student government in the orientation of new students has marked the orientation activities throughout the period studied.

7. Social affairs have occupied a prominent place in Clark's orientation program during the years 1932-1962.

8. The memories of many alumni are vague when attempting to reconstruct orientation experiences of many years ago.

Implications.—The implications coming out of this study were:

1. Clark College has been led for many years by administrators who possessed the guidance point-of-view.

2. Clark College recognizes academics as the major responsibility of the institution.

3. Failure to use the student government for orientation of new students may reflect a lack of confidence in the student government by the college personnel department.

Recommendations.—An appraisal of the findings suggest the following recommendations:

1. That the Personnel Department evaluate the orientation program in terms of its effectiveness in meeting the personal and academic needs of the students.

2. That efforts be made to exploit the use of the student government to facilitate the orientation of new students.

3. That the results of tests administered to new students be made available to all faculty and staff members who are concerned with
teaching or guiding students.

4. That the inclusion of personality and vocational tests in the program be considered.

5. That all departments of the College keep accurate and full records so as to facilitate studies of this type.
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Freshman Orientation Week - September 9-19, 1961

September 9-10—Guides and Staff Workshops — "The Role of Freshman Guide".

"The Meaning of Freshman Orientation Week"

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<th>DATES</th>
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<td>7:30 a.m.</td>
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<td>8:15 a.m.</td>
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<td>8:20 a.m.</td>
<td>Opening Meeting 2nd Test Administrative Physical Exams Registration Tour of City Family Breakfast Library Workshop Financing Your College Education</td>
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<td>9:00 a.m.</td>
<td>Huddle Group Assignments Huddle Group Meetings Keeping Physically Fit Vacating Temporary Rooms Alumni Affairs</td>
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<td>12:30 p.m.</td>
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<td>1:30 p.m.</td>
<td>1st Test 3rd Test Reviewing &quot;Our Heritage&quot; Selecting Majors Discussions: Achieving Academic Excellence and Religious and Cultural Phases Picnic At Home: Freshmen of Other Campuses Chapel Seating Chapel Devotions Talent Tryouts Music and Drama Tryouts</td>
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<td>Movie &quot;The Difference&quot; Mid-Year Worship Discussions: Social Competence and Organizational Membership Practice of Service of Induction &quot;Chat and Chew&quot; Service of Induction Speaker: Pres. Brawley Talent Show</td>
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<td>FRESHMAN ORIENTATION WEEK — 1962</td>
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<td>SUNDAY NIGHT, SEPTEMBER 9</td>
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<tr>
<td>6:00 p.m.—Meeting with Personal Dean</td>
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<td>7:30 p.m.—Welcome to Clerk—President James P. Branley Address—Dr. W. S. Bolton, Chm., Department of Education</td>
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<tr>
<td>9:00 p.m.—Meeting with Resident Directors and Assistants</td>
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<td>10:15 p.m.—Preliminary meeting of Huddle Groups</td>
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| MONDAY, SEPTEMBER 10 |
| 9:00 a.m.—Address—Dr. E. M. Jackson, Chm., Department of Speech and Drama |
| 10:00 a.m.—Discussion groups on academic disciplines |
| 1:30 p.m.—Test |
| 8:30 p.m.—Huddle Group Meetings |

| TUESDAY, SEPTEMBER 11 |
| 8:30 a.m.—Test |
| 1:30 p.m.—Test |
| 3:30 p.m.—Address—Dr. A. S. Springs, Chm., Department of Chemistry |
| 8:00 p.m.—Disco-Nite Concert and Assembly Enquete |
| 9:30 p.m.—Reception |
| 10:30 p.m.—Follow-up discussion, Dormitory |

| WEDNESDAY, SEPTEMBER 12 |
| 8:30 a.m.—Physical Exams |
| 9:30 a.m.—Preview of major fields—discussions of the educational program—Dr. A. A. McPherson |
| 1:30 p.m.—Departmental Discussions Groups—Department Chairman |
| 7:00 p.m.—Worship—Dr. J. F. Rogers, Chairman Dept. of Religion and Philosophy |
| 9:00 p.m.—Huddle Group follow-up discussions |

| THURSDAY, SEPTEMBER 13 |
| 8:30 a.m.—Test |
| 9:30 a.m.—Individual conferences with departmental faculty |
| 3:00 p.m.—Campus recreation |
| 7:30 p.m.—Discussion on assigned readings |
| 8:30 p.m.—Social Hour |

| FRIDAY, SEPTEMBER 14 |
| 7:00 a.m.—Devotional Breakfast Dr. E. H. Haynes, College Minister |
| 9:00 a.m.—Registration Process—Dr. E. J. Brawley Registrar |
| 11:00 a.m.—University Center Tour and Picnic |
| 7:00 p.m.—Address—Dr. J. F. Brawley President |
| 8:15 p.m.—Chat and Chew (Evaluation meeting) |

| SATURDAY, SEPTEMBER 15 |
| 8:00 a.m.—Registration 12:30 noon—Assembly—Davis Auditorium |

| SUNDAY, SEPTEMBER 16 |
| 6:00 p.m.—Induction Service |

| DAILY MEAL SCHEDULE |
| 7:30 a.m.—Breakfast |
| 12:15 p.m.—Lunch |
| 5:15 p.m.—Dinner |

| FRESHMAN GUIDES |
| Mr. Robert Anderson—Chairman |
| Miss Wilma Barnes—Co-Chairman |
| Miss Ann Cole—Secretary |
| Miss Glenda Stein—Assistant Secretary |
| Mr. Freeman Walker—Business Manager |
| Mr. L. L. Brown—Spiritual Life |
| Miss Bobbie Kennedy—Programming |
| Miss Joyce Tutt—Social Life |
| Mr. Carl Vincent—Music |
| Miss Margie Bixby—Mr. James Lewis |
| Mr. Edward Baldwin—Mr. Willis Montgomery |
| Mr. Lonet Gail—Mr. Ronald Mayrick |
| Mr. Clarence Cooper—Miss Shirley Ann Olsen |
| Miss Peggy C. Davis—Miss Amethece Reidhead |
| Mr. Clarence Flanagan, Jr., Miss Alyce Ranger |
| Mr. Thomas A. Gay—Miss Earline V. Searcy |
| Miss Peggie Hall—Miss Cecily Stevens |
SCHEDULE
FRESHMAN ORIENTATION WEEK — 1962
SUNDAY, SEPTEMBER 9
6:00 p.m.—Meeting with Personnel Officers
7:30 p.m.—Welcome to Clark...President James P. Bravely
Address: Dr. W. S. Bolden, Chm., Department of Education
9:00 p.m.—Meeting with Resident Directors and Assistants
10:15 p.m.—Preliminary meeting of Huddle Groups
MONDAY, SEPTEMBER 10
9:00 a.m.—Address: Dr. E. M. Jackson, Chm., Department of Speech and Drama
10:00 a.m.—Discussion groups on academic addresses
1:30 p.m.—Test
8:30 p.m.—Huddle Group Meetings
TUESDAY, SEPTEMBER 11
8:30 a.m.—Test
1:30 p.m.—Test
3:00 p.m.—Address: Dr. A. S. Spriggs, Chm., Department of Chemistry
8:00 p.m.—Discussion-Concert and Assembly
9:30 p.m.—Reception
10:30 p.m.—Follow-up discussion, Dormitory Groups
WEDNESDAY, SEPTEMBER 12
8:30 a.m.—Physical Exams
1:30 p.m.—Review of major fields—(discussion of the educational program)—Dr. A. S. McPhee.
2:30 p.m.—Departmental Discussion Group—Department Chairmen
7:00 p.m.—Worship Service—Dr. H. F. Rogers, Chairman
Dept. of Religion and Philosophy
9:00 p.m.—Huddle Group follow-up discussions
THURSDAY, SEPTEMBER 13
8:30 a.m.—Test
1:30 p.m.—Individual conferences with departmental faculty
3:30 p.m.—Campus recreation
7:30 p.m.—Discussion on assigned readings
8:30 p.m.—Social Hour
FRIDAY, SEPTEMBER 14
7:30 a.m.—Devotional Breakfast
Dr. R. E. Haynes, College Minter
9:00 a.m.—Registration Preview Procedures—Dr. E. J. Bravely
Registrar
11:00 a.m.—University Center Tour and Picnic
7:00 p.m.—Address: Dr. J. P. Bravely, President
8:15 p.m.—Chat and Chew (Evaluation meeting—Minter and Holmes Halls)
SATURDAY, SEPTEMBER 15
8:00 a.m.—Registration
12:00 noon—Assembly—Drugg Auditorium
SUNDAY, SEPTEMBER 16
8:00 a.m.—Induction Service
DAILY MEAL SCHEDULE
7:30 a.m.—Breakfast
12:30 p.m.—Lunch
5:30 p.m.—Dinner
FRESHMAN GUIDES
Mr. Robert Anderson..................Chairman
Miss Wilma Beers..................Co-Chairman
Miss Ann Cole........................Secretary
Miss Glenda Smith..................Assistant Secretary
Mr. Freeman Walker..................Business Manager
Mr. Leroy Brown..................Spiritual Life
Miss Babbie Kennedy..................Programming
Miss Joyce Test..................Social Life
Mr. Carl Vincent........................Music
Miss Margie Bady..................Mr. James Lewis
Mr. Edward Balch........................Mr. Willie Montgomery
Mr. Leon Can........................Mr. Donald Myers
Mr. Clarence Cooper..................Miss Shirley Ann Oden
Miss Peggy G. Day..................Miss Annette Ragsdale
Mr. Clarence Flanagan, Jr. Miss Aline Ranger
Mr. Thomas A. Gay..................Miss Corine V. Stanley
Miss Peggy Hild..................Miss Lucy Stevens
Miss Lela Goodrich..................Miss Jacqueline B. Stocks

Freshman Orientation Week - September 9-19, 1961
September 9-10—Guides and Staff Workshops — “The Role of Freshman Guide”
“The Meaning of Freshman Orientation Week”
TO ALL INCOMING FRESHMEN:

You are now a part of the distinguished tradition to which you are living for the next four years. Here at Clark College you will find a faculty devoted to helping you achieve your potential, a tradition based on the ideal of teaching and learning, and a philosophy of education that is both challenging and realistic.

Clark College is a religious institution rich in traditions. But we are a school and we are an institution designed to create a climate in which all of us can learn. To this end, we have established special offices and programs to help you achieve your goals in an environment that is both challenging and realistic.

This week has been set aside to acquaint you with some of the fascinating aspects of a new life. Faculty, staff and student body welcome you to this new life and will stand ready to assist you as you embark on your journey. No matter how small, how humble, how trivial, the small things can contribute to a larger whole.

The college student who is successful is one who is driven by a desire to learn, to grow, to succeed. He is one who is not afraid of challenges, but who embraces them with enthusiasm and determination. He is a person of integrity, a person who strives to be the best he can be.

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FRESHMAN GUIDES

Mr. Robert Martin.......................... Chairman
Mr. David P. Jones.......................... Counselor
Miss Mary Hill.......................... Sympathy
Miss Gwendolyn Howard.................. Sympathy
Miss Laura Anderson.......................... Mrs. H. C. Mitchell
Mr. Thomas Hines.......................... Spiritual Life
Mr. Charles Nevers.......................... Spiritual Life
Miss Eliza Belleker.......................... Miss Gwendolyn Howard
Mrs. A. S. Romine.......................... Mrs. Sterling Morris
Mr. William Howard.......................... Mr. J. A. Anderson
Mr. Benjamin Brown.......................... Miss Florence Prentice
Miss Josephine Brown.......................... Miss Grace Brandon
Miss Isabelle Brown.......................... Miss Amy York
Miss Bessie Brown.......................... Miss Carrie Long
Miss Octavia Hayes.......................... Miss Willie Burnham
Mr. Glenn Coleman.......................... Miss Laura Matthews
Miss Elizabeth Gilbert.......................... Miss Mary Brooks
Miss Dorothy Gower.......................... Miss Christine Atlee
Miss Cora Farrow.......................... Miss Mary Rice
Mr. Frank Richardson.......................... Mr. Jack Bollinger
Mr. Lyndon Pirrell.......................... Miss Dorothy Walker
Miss Mary Garner.......................... Miss Dorothy Ware
Mr. R. J. Wolfe.......................... 

FACULTY AND STAFF LEADERS

Dean Glenn D. Phillips.......................... Dean C. B. Harlinton
Miss Cobble, A. Eliza.......................... Assistant
Dean A. E. McDonald.......................... Assistant
President A. E. McDonald.......................... Assistant
Dr. W. D. Ayers.......................... Testing
Mr. E. J. Browning.......................... Registration
Mr. E. V. Johnson.......................... Finance
Dr. W. B. Harper.......................... Health Services
Mr. A. H. Bollinger.......................... Health Services
Miss Christine Atlee, Mrs. Pearl Conn, Mrs. H. P. York, Miss Doris Briscoe, Miss Jane Gunter, Mr. Jesse Mckeever, Miss Virginia Cox, Mr. Johnson, Mrs. J. H. Thomas, Mr. Clayton H. Watson, and All Instructors provide upon request of the Dean's Assistant and Personnel Office.

CLARK COLLEGE
FRESHMAN ORIENTATION WEEK

THE CLARK STUDENT GETS ACQUAINTED
WITH HIS COLLEGE

SEPTEMBER 8-15, 1938

PERSONNEL DEPARTMENT

ATLANTA, GEORGIA

Freshman Orientation Week

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<th>HOURS</th>
<th>TUES.</th>
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<tr>
<td>7:00 a.m.</td>
<td>Residences open each day except Sunday</td>
<td>7:30 a.m.</td>
<td>Assembly Test 1</td>
<td>Assembly Test 2</td>
<td>Assembly Registration</td>
<td>Assembly Chapel Seating</td>
<td>Assembly Motive Inter-collegian Review</td>
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<td>7:30 a.m.</td>
<td>Breakfast each day except Sunday</td>
<td>8:00 a.m.</td>
<td>Assembly Test 1</td>
<td>Assembly Test 2</td>
<td>Assembly Registration</td>
<td>Assembly Chapel Seating</td>
<td>Assembly Motive Inter-collegian Review</td>
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<td>8:30 a.m.</td>
<td>Guides Meeting</td>
<td>Physical Exam</td>
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<td>9:00 a.m.</td>
<td>Talent Tryouts</td>
<td>Church Services</td>
<td>Talent Rehearsal</td>
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<td>10:30 a.m.</td>
<td>Lunch each day except Sunday — Dinner Sunday</td>
<td>1:00 p.m.</td>
<td>Assembly Test 2</td>
<td>Sight-seeing Tour</td>
<td>Library Review</td>
<td>Meeting with Class Advisors</td>
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<td>1:00 p.m.</td>
<td>3:30 p.m.</td>
<td>3:30 p.m.</td>
<td>Huddle Group Meetings</td>
<td>Cramming Tour</td>
<td>At Home to Freshmen of other Colleges</td>
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<td>3:30 p.m.</td>
<td>6:30 p.m.</td>
<td>6:30 p.m.</td>
<td>Dinner each day except Sunday</td>
<td>Pancake Freshmen Faculty</td>
<td>Meeting with Community Advisors</td>
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<td>5:30 p.m.</td>
<td>7:00 p.m.</td>
<td>7:00 p.m.</td>
<td>Reception Freshman Parents Faculty</td>
<td>Clark Traditions Dons Donuts</td>
<td>Service of Induction</td>
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<td>7:00 p.m.</td>
<td>8:00 p.m.</td>
<td>8:00 p.m.</td>
<td>Movie &quot;The Difference&quot;</td>
<td>Freshman Party</td>
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<td>8:00 p.m.</td>
<td>9:00 p.m.</td>
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<td>Talent Hour</td>
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<td>9:00 p.m.</td>
<td>11:00 p.m.</td>
<td>11:00 p.m.</td>
<td>Social Hour</td>
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NOTE: Test 1 will be given Saturday, September 13, at 3:30 p.m.

C. R. HAMILTON, Dean of Men
FREEMAN GUIDES

Mr. Jonas Fuller .................................................. Chairman
Miss Mary Alice Haggerty .................................. Co-Chairman
Miss Truett Green ................................................ Secretary
Miss Daisy Ann Martin ....................................... Secretary
Miss Verda C. Rawlinson ..................................... Music
Mr. Thomas Smith ............................................... Spiritual Life
Miss Phoebe Brown ............................................. Spiritual Life
Miss Martha Hiles ............................................... Spiritual Life
Mr. William Hiles ............................................... Spiritual Life
Miss Nancy J. Kibler ......................................... Spiritual Life
Miss Ruby Mathews ........................................... Spiritual Life
Miss Emily Rawlinson ........................................ Spiritual Life
Mr. John S. Rice ................................................... Spiritual Life
Miss Nellie Rawlinson ........................................ Spiritual Life
Mr. Raymond Rawlinson ..................................... Spiritual Life
Miss Sallie Rawlinson ......................................... Spiritual Life
Mr. William Rawlinson ....................................... Spiritual Life
Miss Ruby Rawlinson ......................................... Spiritual Life
Miss Ellen Rawlinson .......................................... Spiritual Life
Miss Anna Rawlinson ......................................... Spiritual Life
Miss Nettie Rawlinson ......................................... Spiritual Life

FACULTY AND STAFF LEADERS

Dean Grace W. Phillips — Dean C. H. Ruhnke

Dean of Men

THE CLARK STUDENT GETS ACQUAINTED WITH HIS COLLEGE

OF SEPTEMBER 8-16, 1958

PERSONNEL DEPARTMENT
ATLANTA, GEORGIA

Freshman Orientation Week

HOURS

MON. TUES. WED. THURS. FRI. SAT. SUN. MON. TUES.
7:00 A.M. Residences open each day except Sunday — 7:30 A.M.
7:45 Breakfast each day except Sunday — 8:00 A.M.
8:30 Convocation Convocation Convocation Convocation
9:00 Guides Meeting Test 2 Physical Exams
10:00 Huddles Groups Physical Exams Tally notes Church Services
11:00 Convocation Distribution Fresh, Kits Physical Education Registration
12:30 p.m. Lunch each day except Sunday — Dinner Sunday 1:30 P.M.
1:30 Golden Meeting Test 1 Test 3 Library Tour Music, Travels Freshman Faculty Panel
2:30 Talent Tryouts
3:30 Talent Tryouts
4:00 At Home to Preshmen of other Colleges
5:00 Dinner each day except Sunday
7:00 Reception Faculty Freshmen Parents Braver Hour Class Day and Don’ts Intervarsity Collegiate Hour-Morals Brown College
8:00 Movie “The Difference” Movie “The Freeman” Talent Hour
11:30 Residences close each day

TO ALL INCOMING FRESHMEN:

You are now part of an institution dedicated to ensure your living for the next four years. Here at Clark College you will find a faculty dedicated to inspire your mental growth, a student body dedicated to challenge the limits of knowledge and a surrounding conducive to wholesome living and thorough preparation for adulthood.

Clark College is a religious institution rich in tradition. In this case, we want to create a desire in all who drink from its ever-flowing fountain of service a desire to become a "personality with capacities and incentives for continued growth, an informed and intelligent citizen in a free community, and a deeply moral creature in a spiritual universe."

This week has been set aside to acquaint you with some of the fascinating aspects of a new life. Faculty and staff members have welcomed you to this new life and are ready to assist you in your climb up the ladder of success. Freeman Guides in particular have been carefully chosen to help you to bridge that gap between high school and college. However, the assistance of this endeavor is dependent upon your willingness to help and to be helped. You bring to us the more and fringes of your individual community. We will attempt to help you to knock off the sharp edges embossed in your intellect and to help you.

"The college student who is prepared or even just a bit unprepared will find the freshman year an overwhelming experience. Many of his limitations and fails in the habits of thinking through the brain of his opinions. He will soon becomelessly at the start that his preferences are not holding— that the assignments in the game are "the essentials," one way of starting. The gap between their expectations and the over is by falling short of his abilities, his motivation, achievement, and relationship with others." — C. H. HAMILTON, Dean of Men.

THE CLARK COLLEGE FRESHMAN ORIENTATION WEEK

Sept. 8-16, 1958

EAST PINE STREET
ATLANTA, GEORGIA

THE CLARK STUDENT GETS ACQUAINTED WITH HIS COLLEGE

PERSONNEL DEPARTMENT
ATLANTA, GEORGIA
FACULTY AND STAFF LEADERS

Dean Phoebe Burney-Calder - Dean C. R. Hamilton

Co-ordinators

Dean A. A. McPherson - Academic Program
Mr. Wiley G. Bearden - Testing

Mrs. Edith D. Thompson - Registration

Pres. J. B. Bewley - Residence Service

Mr. E. W. Jeter - Finance

Dr. W. N. Harper - Health Services

Mrs. C. B. Chandler - Health Services

Dr. J. J. Dennis - Family Living

Mrs. Pearl D. Moore - Library Facilities

Mrs. Henrietta Holmes - Co-Curricular Activities

Dr. J. D. Kellingsworth - Chapel House

Mrs. G. A. Sewell - Counseling Service

All instructors serving upon request of the Dean’s and Registrar’s Office in Registration on September 16.

TO ALL INCOMING FRESHMEN!

Yes, this is Clark College, Faculty and staff members, students, and especially freshmen guides are eager to meet you with joyous enthusiasm, friendly concern, helpful kindred souls to make your college days as happy and profitable as is possible. New students are ever a welcome addition to our College family. The guides are trained students who will seek you out to introduce you to faculty members, help you get acquainted, and make the transition from high school to college easier.

Your first weeks are to be filled with classes, activities, and new experiences. We hope you will find the program interesting and helpful. We believe that you will enjoy your college experience and look forward to your participation in the College community.

Freshman Orientation Week is designed to help you get off to a good start. It includes activities that will help you become familiar with the College and its resources. It also provides an opportunity to meet and get to know other students, faculty, and staff members.

CLARK COLLEGE

FRESHMEN ORIENTATION WEEK

THE CLARK STUDENT GETS ACQUAINTED WITH HIS COLLEGE

SEPT. 10-17, 1957

PERSONNEL DEPARTMENT

ATLANTA, GEORGIA
FACULTY AND STAFF LEADERS

Dean C. R. Hamilton

Dean A. A. Mulder

Mr. W. M. Blanden

Mr. G. C. Badger

Rev. Dr. H. C. Anderson

Dr. D. W. Morris

Rev. Dr. J. Dunn

Mrs. M. H. Martin

Mrs. P. O. Conn

Mr. C. R. McIlveen

Freshmen Orientation Week

HOURS
MON. TUES. WED. THURS. FRI. SAT. SUN. MON. TUES.

9:30 a.m. Residences open, each day except Sunday, - 7:30 a.m.

7:00 Breakfast each day, except Sunday - 8:15 a.m.

8:30 Convocation Convocation Convocation Convocation Breakfast Meditation

10:00 Guides Meeting Convocation Distribution Fresh. Kite.

11:00 Guides Meeting Convocation Distribution Fresh. Kite.

12:15 p.m. Lunch each day, except Sunday - Dinner Sunday 1:30 p.m.

1:30 Guides Test 1 Test 2 Test 3 Music Tryouts Freshman Faculty Panel Meeting with Co-Curricula Advisors

2:30 Library Tour Music Tryouts Freshman Faculty Panel Meeting with Class Advisors

3:15 p.m. Test 4 At Home to Freshmen of other Colleges

4:30 Meetings Huddle Groups President's Party

5:30 Dinner each day, except Sunday

7:00 Reception Faculty Freshmen Parents Prayer Hour Inter-Collegete Hour-Morris Brown College

8:00 Movie "The Difference" Freshman Party and Don's Movie "The Freshman"

11:00 Residence show each day

TO ALL INCOMING FRESHMEN:

You are now a Clark College Faculty and will receive, due in part, your first introduction into the rich tradition that has built your college and University. Your college tradition, recognizing the unique ideas and social pattern of your college, will teach you the philosophical, intellectual, and social disciplines necessary to develop the unique individual, developing your creative, independent, and critical thinking ability and your ability to think. This is an exciting time in your lives. All the best of luck, and we are glad to have you.

In the rush and excitement of your immediate interests, please remember that the social pattern will come slowly to you, and that you must be the judge of each event. You will find that the college is a place for you to help you work up your social and intellectual stimulation and mental and spiritual development. What you get out of this is largely dependent upon your own desires and goals.

Clark College, a church college, is about the task of helping you find out what you have to do to find among your several potential selves, the one who is prepared to live so that a mature individual will be a "personality with association and incentive for continued growth, an inner and outer significant in a free community, and a deeply moral creature in a spiritual universe."

Freshmen Orientation Week offers you the opportunity to step satisfactorily toward the goal of self-sufficiency.

Phoebe Calhoun
Dean of Women
TO ALL INCOMING FRESHMEN:

The personalized approach to education at Clark College is designed to make you feel comfortable and happy. The faculty and staff are here to support you through your academic journey. This guide is meant to help you navigate the first few weeks of college and set a solid foundation for your academic success.

But the most important factor is your own commitment to your education. It's not just about attending classes; it's about engaging with the material, participating in discussions, and seeking out opportunities to explore your interests.

Clark College offers a wide range of courses and activities to help you develop your skills and pursue your dreams. We encourage you to take advantage of these opportunities and be proactive in your learning.

Best of luck as you begin your college career at Clark College. We believe in you and we support you every step of the way.

Cheddar

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FRESHMAN ORIENTATION WEEK

THE CLARK STUDENT GETS ACQUAINTED WITH HIS COLLEGE

SEPTEMBER 15-21, 1955

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ATLANTA, GEORGIA

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FRESHMAN ORIENTATION WEEK

SUNDAY

- Registration
- Welcome Ceremony
- Orientation

MONDAY

- Freshman Orientation
- Registration
- Orientation

TUESDAY

- Freshman Orientation
- Registration
- Orientation

WEDNESDAY

- Freshman Orientation
- Registration
- Orientation

THURSDAY

- Freshman Orientation
- Registration
- Orientation

FRIDAY

- Freshman Orientation
- Registration
- Orientation

SATURDAY

- Freshman Orientation
- Registration
- Orientation

SUNDAY

- Registration
- Welcome Ceremony
- Orientation
FACULTY, STAFF, & COMMUNITY LEADERS

Mr. Frank A. Banks — Faculty-Student Life
Mr. W. G. Hobbs — Testing
Mr. E. J. Brandt — On Recreation
Mrs. J. P. Bailey — Physical Education
Dean B. P. Bailey — Student Affairs
Dean A. M. Bailey — Counseling Services
Dr. J. J. Dennen — Campus Organizations
Mrs. P. S. Bennett — "Our Campus Family"
Mrs. E. W. Bailey — "Our Campus Family"
Mrs. Emma Bailey — "Our Campus Family"
Dr. William Hume — "Curriculum Activities"
Dean C. E. Kellogg — "Campus Orchestras"
Dr. W. S. Tyler — "Health Services"
Mr. S. V. Jeter — "Finance Committee"
Mrs. H. S. Chamberlain — "Finance Committee"
Dean A. M. Bailey — "Essential Programs"
Mr. M. P. Thomas — "The Career Clinic"
Miss R. E. Beeman — "Counseling Services"
Rev. George Tate — "Religious Activities"
Mr. John C. Mullen — "Student Council"
Dr. J. H. King — "The Cultural Series"
Mr. A. T. Wilson — "Our Physical Plant"

All instructors serving upon request of the Dean and Registrar's Office in Registration on September 11.

Clark College

FRESHMAN ORIENTATION WEEK

You, this is Clark College! Faculty and staff members, students and especially freshman guides are eager to acquaint you with faculty members, friendly student bodies, happy hall plans, recreation, and general campus atmosphere. They are convinced that Clark, the new and fascinating Centre from stimulating lectures to cultural activities are the morning, noon, and night in Clark, the new and fascinating Center from stimulating lectures to cultural activities.

September 14 - 22, 1954

PERSONNEL DEPARTMENT

Atlanta, Georgia
Firstcoolforfroohnanstudorfroosr, at Clark College

On the campus of Clark College, for the coming days, you will meet students and faculty and staff members who in all probability will be among the best friends you will have throughout your life. As an entering freshman student, you will have many opportunities for achieving fun, for the development of a well-rounded personality, and for intellectual stimulation.

During this week of orientation features and the days which are ahead for your years, you will be helped to find among your personal potential selves, the one richest in promise. For on coming to Clark College, you are setting yourself to the task of sorting out your best self by the development of this self toward honorable goals. That you get out of your college days spent on Clark College campus will not mean half as much as whom you get. For that alone is the end purpose of all education - the matured personality with capacities and incentives for continued growth, the informed and intelligent citizen in a free community, and a deeply moral creature in a spiritual universe.

Definitely the rewards of a college education may be listed as many but may your sojourn at Clark College bring to you "the inexpressible pleasure of knowing what you did not know before" of seeing beauty and learning where all was confusion and without interest before.

July of the Happiest Years of Your Life Are Just Ahead of You.

Miss Shirley Ballard
Miss Georgia Breckin
Miss Addie Flora Brown
Miss Elizabeth Cumber
Miss Eileen Cox
Miss Hazel Daniels
Miss Jessica Pitts
Miss Pauline Rial
Miss Alice Powell
Miss Shirley Eakins
Miss Para Lee Samey
Miss Jacqueline Leppiln
Miss Grandville McConkey
Miss Fernell Olits
Miss Theresa Perkins
Miss Jeannette Reynolds
Miss Bertha Scott
Miss Sara Spaulding
Miss Mary Ruth Smith

Freshman Guide Planning Conference
Kemerer Hall Lounge
Sunday, September 13, 1953 - 2:30 P.M.

* Code
  D.A. --- Drake Auditorium
  A.F. --- Audio-Visual Room
  M.R. --- Kemerer Hall
  R.R. --- Holmes Hall
  E.K.R. --- Kansas-Kirwin Hall
  T.R.R. --- Thayer Recreation Hall

** First meal for freshman students

FRESHMAN WEEK

September 14 - 20, 1953

Clark College
Atlanta, Georgia
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Class Notes

CHALLIS COLLEGE

1. Miss Emma Cole
   Miss Emma Cole

2. Miss Louise Miller
   Miss Elizabeth Trenholm

3. Miss Eliza S. Lee
   Miss Alice Taylor

4. Miss Lucille Davis
   Miss Mary A. Hill

5. Miss Ruth Harris

6. Miss Betty Johnson

7. Miss Helen Miller

8. Miss Ethel Johnson
   Miss Helen Johnson

9. Miss Mabel Armstrong
   Miss Margaret Miller

10. Miss Emily Messenger

11. Miss J. M. Newton
    Miss Elizabeth Thompson

12. Miss N. A. C. Jones
    Miss Louise C. Smith

13. Miss J. E. Jones
    Miss Alice Thompson

14. Mr. A. E. Johnson
    Miss Alice Johnson

15. Mr. T. E. Jones
    Miss Alice Johnson

16. Miss Alice E. Thompson
    Miss Sarah Johnson

17. Miss Mary A. Miller
    Miss Julia Miller

18. Miss Alice E. Johnson

19. Miss Ethel A. Miller

For Allmathrm and Home Students

For all students, Challis College provides a comprehensive education in various fields, offering a range of courses and activities designed to foster academic excellence and personal growth. The college is known for its commitment to student success, providing a supportive and engaging environment. Whether you are a new student or returning, Challis College offers opportunities for learning and development in a variety of disciplines.

Challis, Idaho

Class Notes

ATLANTA, GEORGIA

Class Notes

Challis, Idaho

September 15 - 22, 1939
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**Activities**

- **Pre-Clinical:** Class with staff
- **Clinical:** Class with patients
- **Pre-Clinical:** Class with patients
- **Clinical:** Class with patients
- **Pre-Clinical:** Class with patients
- **Clinical:** Class with patients

**Co-curricular Activities**

- **Service:** Students
- **Sports:** Students
- **Mentoring:** Students
- **Volunteer Work:** Students
- **Dinner:** Students
- **Social Events:** Students