

PERSONNEL WORK IN SORORITIES THROUGH TRAINED HOUSEMOTHERS
AT THE UNIVERSITY OF OREGON

by

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PREFACE

This thesis deals with a plan for the partial solution of personnel problems in sororities at the University of Oregon as it was evolved by the Personnel department and established and directed by the Dean of Women. The critical point of the plan involved the preparation of housemothers for effective personnel work in sororities in an effort to help these organizations with their varied problems and particularly those in finance which had been brought on by the economic depression of 1929.

This paper will endeavor to set forth the entire program which was formulated in the spring of 1930, and started in the fall of the same year, thus covering a period of five years.

The primary purpose in reporting this work is (1) to show how individual and group guidance can be made more effective by trained housemothers definitely qualified to fill such positions and how they helped to solve many problems; (2) to point out to university officials, to the officers of the national sororities, to the alumnae groups, the means of bringing these organizations into closer relationship with the administration as educational units functioning as a worthwhile part of the university; (3) to provide information which may serve as a guide and a book of instructions to women who are employed as housemothers in the future at the University of Oregon.

ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation to the various people who have contributed information and material to make this study possible. I wish to acknowledge the splendid cooperation and response of the national officers of the nineteen sororities represented on this campus, and of the alumnae groups who have enthusiastically supported this program. I also wish to include my deep appreciation to the housemothers and house presidents who have worked so faithfully to make this study a success. Special appreciation goes to Mr. Fred Stetson who has acted as adviser to this work. I wish further to express gratitude to Mr. Karl Onthank, dean of the Personnel department, who has shown great interest in this project and has made many valuable suggestions in launching such a program. I am also grateful to the many others, Mr. Virgil Earl, Dr. Howard Taylor, Dr. B. W. DeBusk, Dr. E. S. Conklin, Mrs. Alice B. Macduff, assistant dean of women, and Miss Eula Duke, secretary, who have all shown a willingness to help with some particular phase of this work. And finally, my deepest gratitude goes to Dr. A. B. Hall, former president of the University of Oregon, who first suggested that this work be undertaken, and whose inspiring leadership helped to make this program an actuality.

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INTRODUCTION

The Greek letter organizations associated with American colleges and universities have developed with the early history of the country. One writer tells us, "These organizations have passed through various stages with the growth of colleges and universities. At times these 'secret societies' have been taboo, and have existed in sub rosa status. There have been open feuds with the faculties and state legislatures have sought to abolish these organizations. In spite of their hectic growth, there has been a steady expansion into many of the universities of the nation."¹

Baird's 1930 Manual reports, "that in 1915, 37 fraternities owned 642 houses valued at \$12,610,515; while in 1929, 69 fraternities owned 1874 houses valued at \$72,521,174. The increase in sorority ownership has been equally great. In 1916, 17 sororities owned 76 houses valued at \$875,000 and in 1929, 21 sororities owned 525² houses valued at \$18,157,260." According to Mrs. Martin² the value of sorority houses was more than \$25,000,000 in 1931. She goes on to say that the greatest increase in extravagantly furnished houses built on a narrow credit margin undoubtedly occurred during³ the years between 1926 and 1929. As far as Mrs. Robson³ could discover, there are no figures available on the number built after 1931.

1. Musgrove, Wayne, College Fraternities, New York, The Interfraternity Conference, 1929.
2. Martin, Ida Shaw, The Sorority Handbook, 11th edition, Privately Published at 5 Cobden Street, Boston, 1931, p. 29.
3. Robson, Barbara B., House Management Problems of Fraternities and Sororities, Bureau of Publications, Teachers' College, Columbia University, New York, 1927.

This building program was brought on partly by necessity to house members of these organizations as the college enrollment increased, and partly in the effort of these organizations to "keep up with the Joneses" in the days of prosperity.

The establishment of luxurious houses costing \$50,000 or more on many college campuses gave rise to a great number of problems which had not appeared before. The keen competition which developed between sorority groups themselves and the rivalry between the sororities and the dormitory system, in "rushing" and in building programs, brought the Greek letter organizations into a place of undue prominence in campus life. The problem was further complicated by the growing popularity of extra-curricular activities, the emphasis on athletics and the emphasis placed on the social life of the modern college.

In addition to the increased financial obligations for which the sororities had become responsible, there were the difficulties of a large living group, which brought on a "flood of personality problems". These were of grave concern to the administrations of the various institutions.

In order to meet the problem of mass education and the multiplicity of social questions which it had brought, the universities became very much interested in the personal welfare of each individual. Personnel work became the shibboleth of the modern educator. The new idea of education was to adapt it to the needs of the individual. Educators began to look to the individual differences in students and found that they no longer needed identical treatment. Personnel

organizations were set up with the responsibility of developing individuals along the lines of their capacities and personalities which would make them of greatest service to society. All available personnel agencies were perfected for the use of students. Modern research provided a scientific approach to the whole series of student problems attendant upon the increased population. Since the rapid growth of social fraternities is concomitant with the expansion of higher education, the personnel departments of universities were eager to extend their services to this group of students, the fraternities and sororities, whose problems had already assumed a certain degree of seriousness. To add to that seriousness, the economic depression accentuated their financial difficulties and the problems accompanying financial instability. Throughout the country the fraternity system faced a real crisis. It was a question whether or not the newly organized chapters and those houses which had been built on a narrow margin of credit could survive. Many did not. Reports came from national officers that some of their chapters were facing bankruptcy, others had gone inactive, and a great number were moving into the dormitories or into less expensive quarters.

The nineteen living groups at the University of Oregon faced a similar situation due to decreased enrollment. In 1930 they came to the Personnel department for help and advice.

The Personnel department at the University of Oregon had been established informally in 1929, and set up formally in the spring of 1930. It had manifested a very great interest in the various plans for personnel work which had been carried out on other campuses.

All these plans were emphasizing the need of better guidance in the living groups.

From the very beginning of the personnel organization the department had been anxious to extend its services to the Greek letter houses because it was well aware of many problems which needed attention and felt that it was organized so as to be able to give them valuable help in many phases of guidance. It could offer Greek letter groups guidance in financial matters, in scholarship difficulties, in placements and vocational choices, in freshman orientation, in remedial work, in personality adjustment, in psychiatric work with pathological cases, and could give courses in leadership for student officers. It could also offer information concerning scholarships, loans, personal and social guidance.

✓ Heretofore, the Personnel department had been handicapped because of the traditional "isolation policy" of fraternities and had no legitimate way of reaching these groups without causing antagonism. For without their cooperation and willingness, it would have been useless to have forced the services of the department upon them. They had managed their own affairs and often were unaware of their own difficulties.

Therefore, with the request of these groups for help and the great interest of the Personnel department in establishing a program for guidance for these houses, an opportunity was provided for the department to help these student groups not only

financially but educationally as well. It was the opportunity the department had been waiting for, but now that it presented itself through the stress of the economic disturbance, it seemed to be of some magnitude.

This thesis will describe the development of the plan which enabled the personnel agencies to be of help to the sororities. The general plan was to find the qualified people -- people with the proper education who could devote enough time to these groups to work out a constructive program which would mean something to them immediately and in the future. The department wanted to find leaders who had the ability and foresight to reduce the unwholesome things about a fraternity system and to select the good things and utilize them. It wanted people who would lead but who would not lessen the initiative and responsibility of the members of the group. In so far as it was possible they were to make the groups an addition to an educational center.

This study is limited to the nineteen sororities of the University of Oregon. The successive chapters will point out (1) the status of sororities at Oregon and their specific problems; (2) the plan suggested by the Personnel department to help solve their problems; (3) steps taken to put the plan into operation; (4) a few of the difficulties in the effective functioning of the plan; (5) the evaluation of the personnel work accomplished by the housemother in the four aspects of her work, namely, housing, health, academic, social.

✓ The data gathered has come in the main from the sororities themselves. Other material has been collected through personal interviews with chaperons, house presidents, alumnae advisers, national officers. Additional interviews were held with physicians, bankers, merchants, ministers, librarians, academic advisers, personnel directors, deans of men, deans of women, officers of the Dads' and Mothers' organizations of the University of Oregon, officers of the mothers' clubs of sororities, and high school deans and vocational counsellors. Other valuable information has been obtained from the various reports of the National Association of Deans of Women, reports of the Interfraternity Council, Banta's Greek Exchange, the National Panhellenic Association, and the various fraternity and sorority magazines. Additional information has come from reading books listed in the bibliography and probably the most valuable information has been gathered from the practical experience during the five year period in which this study was made.

During this five year period the method of securing information and reactions was varied. There were group conferences, questionnaires, personal letters and many personal conferences.

It is obvious that the validity of such procedure could not be evaluated as could a more objective attack on such a problem. However, from the nature of the study it was impossible to set up and control the many factors which complicated the experiment. It was impossible to eliminate the influence of the personal equation on the evidence.

CHAPTER II

The Sorority Situation and Problems at the
University of Oregon

Sororities at the University of Oregon are of rather recent date. They did not enter the campus until 1909, and until 1913 there were only three national organizations. These groups lived in small inexpensive rented houses without any very serious problems to disturb them. At that time there were no dormitories and the growth of these small democratic and congenial groups was natural. In the early history of the University of Oregon the Administration encouraged the townspeople to open their houses to the students who came from distant places. These boarding houses became the social centers for students when they were through with their classes. Gradually local organizations developed and they became a fertile field for expanding national organizations. The enrollment of the University was increasing each year, so in 1913 and in the sixteen years to follow, sixteen other national groups came to be established in rapid succession. The oldest group is only twenty-five years old; the majority are about fifteen years old. The youngest groups are from five to seven years old.

These nineteen national sororities (there are no local ones) are housed in somewhat elaborate houses representing

a total investment of approximately \$600,000. Individually the houses cost from \$30,000 to \$40,000. The sororities with the exception of four groups own their houses and these fifteen houses were heavily involved with property investments, taxes, insurance and interest. Most of these houses were built to accommodate thirty or forty girls and could do so comfortably.

During the years 1925-1929 the houses were filled to capacity and a few operated annexes with as many as eight or ten girls. The total number of women enrolled in 1929 was close to 1500. The fact that the dormitory could accommodate only 225 girls aided the sororities in keeping their houses filled to capacity. This situation also solved a major housing problem for the Administration by providing comfortable quarters under supervision for many who otherwise would have engaged rooms off the campus. Of the total enrollment of women students in 1929 from 60% to 70% belonged to sororities. This figure is somewhat higher than the figure given by Mrs. Robson who studied sorority membership by regional districts. In fifteen western universities she found that 52% held membership. In all sections of the country the average was 84% while in the five western institutions it was 89%. With fewer dormitories in the west, this, no doubt, accounts for the higher percentage of those operating their own houses. It likewise accounts to some extent for the large number of girls belonging to sororities at the University of Oregon.

1. Robson, op. cit., p. 8.

The university officials felt that the sororities are a major factor in the organization of the campus and that they give the administration an opportunity to keep in touch with group life. They plan an important part in the total organization of women students. Were it not for their cooperation and leadership in whatever movement the University wishes to put before the students, the task of unifying the campus would be many times increased. Furthermore, they offer supervised practise in living, in social cooperation, leadership to many, and the opportunity for the development of poise and social graces which are demanded of educated individuals. Because of the opportunity for supervision in matters of health and guidance, in conduct and the setting up and stimulating of ideals, the Administration felt that sororities deserved the aid and consideration of the university officially. A few administrations elsewhere have vigorously condemned them as unsatisfactory to the best interests of the students and have compelled the Greek letter organizations to leave the campus, while others have placidly ignored them or grudgingly tolerated them.

Some of the faults for which the fraternities are condemned have largely been brought on by the neglect of the universities, and by this neglect the universities are responsible for the psychology of isolation and independence characteristic of fraternity groups. For many years fraternity groups have been criticized for unbusinesslike methods, their lack of emphasis on scholarship, their standards of conduct and behavior, and for their extravagance and snobbishness. Many of the national organizations

have excellent and progressive programs and the personnel officers at the University of Oregon have shown a definite interest in working with sorority groups. The department has tried to build a spirit of friendliness and cooperation in hopes that it would be able to strengthen its own program of guidance and that the sorority groups would recognize the opportunity which was open to them when they needed help. In the past they had managed their own affairs and had never felt the need of the Administration's help, but when they faced the depression they saw the wisdom of consulting the personnel staff. They were bewildered and wanted advice. Of course, the problem of paramount importance and immediate concern to them was the financial one.

The enrollment of 1500 women in 1929 had gradually dropped to 1300 by the spring of 1931. The houses anticipated a shortage of members for the fall term of 1931-1932. In the entering class of 1931-1932, a majority of the freshmen could not pledge because of lack of finances. Their own members had to seek less expensive living arrangements, thus leaving the responsibility of the houses to a few individuals. Many of the members petitioned to be inactive members. This request brought protests from their national headquarters and alumnae. Many of the national organizations ruled that their members could not be inactive. The members were asked to sign notes or in some extreme cases to give up their pins. This brought added trouble because there were not many parents who would go in debt for membership to a sorority when it was barely possible to keep their children in school. Girls who had always been in good standing with their fraternities now found themselves unable to meet their obligations. Through such stringent rules good members were lost and in a few

instances unhappy and strained relationships existed in groups where divided opinion had occurred in regard to such severe steps. Alumnae, unable to offer support as in the past, could not help their sororities because they also were affected by the depression as were the national organizations.

This mortality of membership unquestionably lowered the standards of selection of "rushees". Rushing was done in terms of the new member's ability to take residence in the house and pay a board bill. Some of the houses were forced to take in boarders, somewhat disrupting the congeniality and organization of the group. A few of the houses dismissed their help and took on the extra jobs themselves. Very often these students' grades dropped and more often the girls were not strong enough to carry such a heavy load. This situation led to these students being discouraged and leaving school. This further decreased the size of their group.

All entertainment was curtailed and it was discovered in a few cases that the budget for food had been cut in order to meet obligations elsewhere.

The competition between groups, which had heretofore been that of friendly rivalry, now made them suspicious and distrustful of each other. The smaller houses felt bitter toward the large houses who were taking large quotas of freshmen. The larger houses complained that the smaller houses without investments did not need as many members. This controversy was unpleasant and brought an uncomfortable spirit in the Panhellenic organization. Cliques formed. There was general tension and strain among the officers of the

various groups who for the most part felt that they were personally responsible for getting their groups in a better condition. There were the "frayed nerves" of individuals within these groups due to the constant pressure and worry about finances, the intense drive to get pledges and at the same time they were urged to keep up their scholarship and social program and activities.

Rumors spread quickly that certain houses would close, and such rumors injured the "rushing" possibilities for these houses. The merchants and tradespeople of the town became nervous about unpaid bills and extending credit. The situation was one of unrest in many of the groups and particularly those groups whose finances were at all unstable.

No doubt the financial instability contributed to many of these problems and was the one with which they needed immediate help. However, in trying to help them financially, many other problems came to light. It was apparent that a good many of these "uncovered problems" had a distinct bearing on the financial one. The high mortality of sorority membership before and since the depression has always been of great concern to the Administration and to members of the fraternity world.

When these "uncovered problems" were analyzed it provided a reason for a number of members to withdraw. However, it was difficult to make sororities realize that the conditions existing in their groups was one of the contributing factors to the high mortality of membership. The writer is aware that many of these confusing problems have existed for a long time, but the Administration

had been unable to "get at" them until the groups were forced by the depression to ask for outside help. Then the Administration had the opportunity of pointing out some of the disturbing factors. Mr. S. H. Jameson¹ made a study of the problems which freshmen girls claim to have met at the University of Oregon.

They are as follows:

1. Rush week disappointments.
2. Difficulty of living in a group.
3. Strictness of living rules.
4. Humiliation of underclassmen.
5. Unhappy dormitory and sorority affiliations.
6. Inability to make the sorority desired.
7. Excessive social activities.
8. Lack of personal touch.
9. Strenuous opening week.
10. Snobbish and undemocratic atmosphere.
11. Desire for popularity with men.
12. Abhorrence of drinking.
13. First love.
14. Dormitory and sorority discriminations.
15. Unnatural and conventional relationships.
16. Homesickness.
17. Parental control.
18. Religious conflicts.
19. Conflict regarding sex ideals.
20. Reaction to cheating.
21. Inadequate sex instructions in college.
22. Self-support.
23. Vocational uncertainty.
24. Inadequate technique of study.
25. Fear of "handshaking".
26. Large classes.
27. Grades.
28. Health.

Of course these problems are not limited to sorority girls but many are the responsibility of the Administration. However, a large percentage of girls live in sororities and it is often in the living centers that problems arise and attitudes are determined. No doubt, many of these were present long before the depression but

1. From an unpublished study by S. H. Jameson, Professor of Sociology at the University of Oregon, by permission of the author.

they became more evident at the crisis.

There were specific problems other than the financial ones that the Administration found to exist in the sororities:

1. The transfer student who does not fit in; the junior who lives only two years in a house.
2. The groups that have girls who will not conform to house or university regulations.
3. The girls who cheat in classes and examinations.
4. The girl who does not tell the truth.
5. The girl who lives beyond her means.
6. The girl who does not pay her house bills or bills to merchants.
7. Upperclass pledges who are not good sports and who expect privileges.
8. The girl who does not go out with men.
9. Girls who do not set an example, or have an unwholesome leadership.
10. The attractive and popular girl who brings the house offices, social honors, etc., but who cannot make a high enough scholastic average to be initiated.
11. The "boy-crazy" girl.
12. The selfish and spoiled girl.
13. The noisy and flippant girl.
14. Maladjusted cases bordering on pathological cases.
15. Girls with health handicaps.
16. Irregular, immoral, irresponsible or untidy girls.
17. Girls who have too many activities.
18. Girls disappointed in love, homesick, or who have parent obsessions.
19. Parental difficulties, split homes, no parents, prominent family.
20. Finances, heavy loans.
21. Lack of career motive.
22. Poor study habits.
23. Girls who come to college for one year for social prestige.
24. Town girls.
25. Upperclassmen who live off the campus.

A summary classifies them as follows: (1) the financial problem, that of supporting large houses with a decreased membership; (2) high taxes; (3) maintaining the support of the alumnae and the education of the alumnae to progressive and newer trends concerning fraternities; (4) the high mortality of the membership list; (5) the problem of maintaining creditable scholarship and in addition developing a social program and leadership in campus activities which

national organizations require; (6) great variety of personality problems.

It is obvious that with these many complex problems in addition to the financial strain that there was a definite need for expert leadership within these organizations (1) to recognize the difficulties before they became serious, (2) to help set up a guidance program to prevent disasters, (3) to be able to help solve difficulties when they presented themselves.

The fact that the organizations had asked for advice from the department placed the responsibility of a solution very clearly upon the personnel staff. The immediate problem was to evolve a plan acceptable to them and one which would not only improve the Personnel department's attack on these problems but also which would win the cooperation of the living groups to help do away with many of these problems.

CHAPTER III

The Development of the Plan for Helping the Sororities

The Personnel department set out to devise a plan which would relieve the sororities of the financial strain and at the same time establish a permanent scheme of guidance to prevent such financial disaster in the future, and to help the personnel staff solve the many problems just referred to in the sorority of today.

The Personnel department never before had such an opportunity to extend its services into these groups. But at the most favorable time to do this, the department found itself handicapped by a lack of trained leaders. The faculty and personnel staff were already overburdened because of cut budgets and extra work. The alumnae were scattered, the younger ones had children and were unable to get to meetings regularly, while many of the older ones were out of touch with new educational procedure, or were not interested. There were also a few groups where the alumnae were not organized.

The department surveyed the plans for guidance used in other insititutions in an effort to secure information which might be of help in meeting the local situation at Oregon. There was talk of the "small residence units" in great quadrangles with the "tutorial system" such as established at Harvard, Yale and Northwestern. These

plans were all admirable in intent but out of the question as far as Oregon was concerned. Such a plan would call for new dormitories and trained people, both of which were a financial impossibility.

Even if there had been dormitory space at the University of Oregon the houses were bound loyally and ethically to assume the obligations of their contacts to the various people who had supported them in their building program. Any plan which might be evolved would have to use the sorority house as sororities were already organized.

1

Alvan E. Duerr says, "In all the plans for better housing being carried on by educational institutions in an effort to show greater consideration for the needs of the individual, there is little evidence that the existence of fraternity houses has received much consideration despite the fact that almost \$75,000,000 has been invested in chapter houses." He urged that fraternities go to the officers of the educational institutions, find out their plans for housing students and inquire how fraternity houses are to fit into the scheme, and then face the question whether fraternities are willing to make changes in organizations and attitudes which will remove permanently any fear that fraternity property might soon be in jeopardy.

2

The Assistant Dean of Men at Ohio State College places the blame for the failure of college fraternities to function properly upon the university administrations. He charges educational institutions with

1. Duerr, Alvan E., Address to the Interfraternity Council, January, 1933, Banta's Greek Exchange, p. 17.

2. Milligan, Fred J., article with no title, Banta's Greek Exchange, January, 1933, p. 18.

welcoming fraternities to the campus and then failing to assist them in their proper development. He says, "The security of the fraternity system in the future is assured to that extent only when college administrative officials are convinced of its usefulness. There is no logical reason why college administrations cannot be so educated fraternally that they will designate some one of their staffs directly to assist the chapters and to construct a strong interfraternity council." He goes on to say that the fraternity problem is essentially a local one and "that the problems of all your chapters may differ in many respects. But the problems of the chapters on one campus are practically identical. With all due respect to the excellent work done by national officers, we conclude that much of the time, effort and money expended produced little actual benefit to the individual chapter. At best it is a system of remote control. It is my sincere conviction that we as national officers are tending to place the emphasis in the wrong direction. That is to say, we are spending practically all our effort grooming our chapters when, as a matter of fact, the University Administration needs it."

From the national organizations it was learned that a system of praeceptors had been established in some of the groups. Other plans were the graduate fellow of Chi Omega, the Co-organizer of Kappa Kappa Gamma, the alumna manager of Alpha Xi Delta, and the managing housemothers required by other national fraternities. All of these sororities had the same idea of improving the guidance and supervision of these groups.

These programs are in themselves splendid but it was impossible to find promptly nineteen praeceptors, graduate fellows or co-organizers with the personality, adaptability and experience to come to a strange campus and handle the rather precarious financial situation.

In reviewing the plans and various suggestions it was found that most of them called for a mature and trained leader. In our search for a plan which might in a way substitute for the "praeceptor" or the "tutorial system", it was finally decided to ask the housemother who was intimately acquainted with the group, the local situation, the faculty, alumnae and parents to assume an entirely new status and be responsible for the same type of personnel work in her house that a trained head resident does in a dormitory in addition to taking over the managerial duties. Heretofore, sororities had regarded the housemothers only as chaperons. It was difficult for the housemothers to do much without backing from the national organizations and the University. The Administration believed that these women could be brought into worthwhile service and leadership. It also believed that they could be made a part of the personnel staff, and if given adequate training in personnel work, proper remuneration and enough prestige by the faculty, national, alumnae, parents, they could go a long way in helping to solve many of the problems of the living organizations.

This plan was, in our estimation, the best approach to the solution of our local problem. The major task which confronted the Personnel department was to change the present system of chaperonage

from mere chaperonage to an effective program of guidance or, in other words, to train housemothers to be personnel workers.

The Personnel department turned this important work over to the Dean of Women who was to secure support for it and launch the program, and establish a course of training for the housemother. However, to make such drastic changes it was necessary to have the cooperation of a good many people and to state definitely the type of women we wanted and their necessary qualifications. Therefore, the first step was to take the plans to the national organizations and the National Panhellenic Association to ask what they thought was the proper relationship between the University and the housemother. This was done in the effort to get their support for the policy which was to be inaugurated. The following letter was sent to the national organizations and to the National Panhellenic Association:

To the National Sorority Presidents:

Dear Madam:

This year a new personnel bureau has been organized at the University of Oregon which includes the offices of the Dean of Men and Dean of Women. The main idea of this department is to insure the welfare of the individual student and to work toward the security of welfare of all groups. I wish to explain that this year we are establishing a new policy regarding the housemothers. The department is asking the housemothers to assume a new status, and is attempting to train them in personnel work. We are therefore asking your cooperation in helping us build a program which would enable the housemother in residence to do guidance work. We are requiring that they manage the houses, because of financial strain, as experience has shown that there are few girls of 18 or 19 years that have competent training in dietetics, buying, planning and financing for such a group. The specific thing we want the housemother to have besides the social amenities and the ability to manage the finances is the ability to work with individuals along the lines of scholarship, religious and personal problems. We also want them to be aware of the vocational possibilities for college trained women. They also need training in sociology and

psychology in order to interpret behavior problems. We are missing a big opportunity to bring out the ideals of the sorority and the ideals of the university by not having an expert who is doing a constructive piece of work among the members. One concept of a sorority house is that it should be a training center of fine living which affords each girl the opportunity to reach her fullest development with the proper guidance in helping her to build a social philosophy and ideals and to reflect all the qualities of womanliness that college women should exemplify.

Of course, in order to require the housemother to take on this responsibility it will be necessary to offer higher salaries than are now paid. From time to time, when vacancies occur, this office will appreciate your help and support in securing qualified women to fill the position of housemother.

Replies from the national organizations in answer to the first step were as follows:

Chi Omega: "The fact that Harvard, Yale, and the University of Chicago are announcing that instructors will live in the student halls makes me very hopeful that we will see a definite move similar to the fellowship plan of chapter house chaperonage. In connection with the fellowship plan we have never insisted that the chaperon be a member of Chi Omega. If you have some graduate student or some instructor who could live in the house, to experiment with the fellowship plan, we shall give the experiment all possible support and cooperation . . . Its objectives are somewhat like the objectives Yale and Harvard are now announcing with respect to fellows who shall live in the new houses being constructed at these two universities. We should like to see some form of co-operative management of these groups and then the selection of chaperon fellows whose interests and personalities would help these undergraduate students in their personal development. For nineteen years Chi Omega has been suggesting this dual phase of group living and we hope the steps gained by Yale and Harvard will turn administrative attention to some modifications of the plan to suit these Greek letter houses on the campuses."

Alpha Gamma Delta: "If we could find housemothers for our chapter homes possessing tact, poise, understanding, able judgment and social qualities, with training in sociology, psychology, dietetics, financing and house managing, we would indeed come very near to finding a perfect housemother. We do have, I think, in many of our chapters, women with qualities and characteristics which make them well fitted to their position. I doubt very much, however, if it would be possible to find women with the training you mention who would, at the same time, be interested in a housemother's position. We often find women trained in sociology and psychology with a knowledge of vocations for women, and often find women trained in dietetics and housemanagement. It is highly probable, also, to find women with training in all of these phases, but

it seems to me that such women could demand much higher salaries than we pay now or that we could pay, in most instances. Aside from the matter of salary, I do not believe that a woman such as you have described would be willing to be tied down and restricted in her time and movements as much as it is necessary for a housemother to be."

Alpha Chi Omega: "Alpha Chi Omega is one of the few of the older sororities which has a national committee on Chaperons and Social Relationships. While we have had a nominal committee on such for some years, it is not until the past two years that the selection of chaperons has passed exclusively into the hands of this committee, which is comprised of a chairman, the alumnae advisers of the local chapters and the recommendation of the Province President and the National Inspector. The establishment of this committee met the decided approbation of the Deans of Women of several universities where the chaperon question is an acute one. One Dean said to me, "I wish this could be a matter of National Panhellenic Congress legislature so that every chaperon would be accountable to the national organization, instead of to a group of inexperienced girls, who through some imaginary hurt, discharged or engaged a chaperon, or to whom a chaperon felt she had to "play up" in order to hold her position." This was one of the very reasons that Alpha Chi established this committee, together with the knowledge that such a committee could much more practically carry and judge the fitness of a large number of applicants for the position. In your letter you touched on the vital drawback to the success of placing the right hostess -- that of remuneration. The younger, middle-aged woman of poise, ability and understanding cannot afford to take a position that pays at the most fifty or sixty dollars a month. The young woman who is working on her Master's, or a fellowship student, is too young, as a rule, and always too busy to do justice to her degree work and the chapter work at the same time. The older woman who wishes to make a nice home for the girls, and probably is a good manager and a social asset, is usually in too frail health, or too elderly to stand the strain of midnight hours and little sleep. Many object because the "life of the chaperon is so lonely", that is, so cut off from her own kind. I have been in national fraternity work for ten years, and this as stated above has always been the condition -- a condition becoming more acute as we demand more and more, the younger, "peppier", goodlooking, interested and well-equipped chaperon . . . We are making a national requirement that the hostess manage the commissary and purchasing of supplies, as the inexperienced girl cannot do justice to this position which belongs to an expert. If the girl needs the financial aid of the chapter, we have a national loan fund, from which it is much more practical that she borrow, instead of depending upon a position in the chapter to which she has neither the time nor the ability to give."

Alpha Delta Pi: "I wish all fraternity chapters could experience the same constructive criticism, and spirit of guidance and helpfulness. There is such a great opportunity for making the sorority house a center of right living and right training. Our greatest problem has always been to find women who have the combination so necessary for training and at the same time managing houses."

Alpha Phi: "...I wish that we might be able to assist you in carrying it out by furnishing you a list of valuable material. Without a doubt, the financial success of a house and its efficient running is due largely to the work of a housemother. At our convention last summer, as Chairman of the Housing Committee, I recommended to the Fraternity that the duties of commissary and housemanager be assumed by the housemother. This recommendation was made after making a survey of our own collegiate chapters and finding that those chapters who had entrusted the duties of house managing to their housemother were in better financial circumstances and serving better meals than those having collegiate members caring for these duties. I believe that most college girls do not have the time nor have had the training to undertake such responsibility."

Pi Beta Phi: "Chaperonage is one of the fraternity's greatest problems, just as it probably is one of the dean's greatest. Within the past few years, however, I feel that there has been a very decided change in the attitude of colleges as well as fraternities towards the chaperon, a greater realization of her possibilities, increased recognition of her as a part of the college personnel, and a resulting improvement in the type of chaperon. An increase in salaries has had not an unimportant part in this improvement, too. I cannot speak for other fraternities, of course, but Pi Beta Phi has found that the best results come from having in a house a woman of culture and social charm who can also manage the house acceptably, and whose first responsibility is to the chapter. I agree with you that the college student has, normally, neither the ability to manage a house successfully nor the time to give to the work. When a girl does do the work of managing the house successfully, along with her college work, she usually does it at the expense of her health. I feel too that the usual chaperon, who does not have the responsibility of the house, has not enough to keep herself busy and happy . . . If a chapter could get as chaperon a woman who combines the ability to manage a house well and to give the house the desired social and conduct standards and who could still carry on graduate work and so add the intellectual stimulus so desirable, it should present an ideal situation."

Kappa Alpha Theta. "...I am sure that the entire fraternity world would be happy to see just such a situation brought about."

Sarah M. Sturtevant: "The plan as you have outlined it for the development of the sorority groups as supervised experiments in group living is right. We should agree, I am sure, that every experience in college should be brought to its maximum value in the education of young people. The difficulty is that the necessary skill for the conducting of such a happy social experiment is rare, and where the plans have been suggested before, there has always been the difficulty of remuneration."

Kappa Delta: "For a number of years Kappa Delta has used on a small scale the plan of having either some graduate or some alumna live with our weaker chapters as a guiding influence. . . It is my idea to establish a Personnel Bureau in Kappa Delta. Any seniors or graduates who would be interested in doing work of the type outlined in your letter would apply to this bureau which would in turn carefully investigate and pass upon the application before any applicant would be accepted. . . . In some of our chapters the chaperon manages the dining room, meals, etc., too. I think in the majority of cases, it is preferable to have her do all the buying and meal planning along with other duties. On some few campuses where the students are especially schooled in home economics and house management is considered as a college problem or project, we have found the student managers successful."

Sigma Kappa: "I heartily agree with your idea of what a housemother should be but regret to say that too often the woman who seeks a home in a sorority chapter house does not have the personality or social experience such a position calls for, since the chapter cannot afford to pay a salary that will attract the right kind of woman. We advise our chapters to have chaperons who will manage the house and commissary for we find that a woman who is capable of managing usually saves enough money to enable the chapter to pay her a fair salary. One of our best chaperons receives a salary of eighty-five dollars a month. I hope to see the time when every chapter will be able to have a housemother who is a real personnel worker. When that time comes, half our problems in supervision will have been solved."

Alpha Omicron Pi: "... We are urging that housemothers be managers wherever possible, and it is understood that this is to be one of the qualifications in all future changes. The opportunity for constructive work which you mention has been seldom recognized and would seem to be surrounded by great difficulties. Lack of cooperation, the rareness of qualified women, and the general inability to pay the necessary salary are handicaps."

Phi Mu: "... I believe you will find, however, one serious question arising in such a program. Women who would meet such requirements as you have outlined are of such type as to seek other fields as an outlet for their talents -- fields which are much more lucrative, such as teaching, personnel director for large offices, or stores. Unless your campus is much different from several other camps which I have been privileged to visit in recent months, the sororities are not in a position to pay high salaries to their housemothers, such as women of this type which you mention have a right to demand."

The following is what the National Panhellenic organization thinks a housemother should be:

"We the fraternity women of America stand for preparation for service through character building inspired in the close contact and

deep friendships of fraternity life. To us fraternity life is not the enjoyment of special privileges, but an opportunity to prepare for wide and wise human service -- and who is it in the institutions of higher learning where fraternity women live in their own home who has the role of paramount importance in making this part of the Panhellenic code a possibility -- the chaperon.

"Close contact and deep friendships are fostered under her care, the character building is influenced by her example and precepts, the opportunities of being of real service in the world are brought out by her wise guidance and counsel -- if she be the right kind of chaperon.

"There is no more important field of social service than that of the housemother in a fraternity house. The making of a boarding house into a real home is a difficult task, and one that is not easy to fill adequately. The perfect chaperon is almost as rare as the famous dodo bird, because the qualifications are most exacting.

"She must, in the first place, be not too young nor too old. She must be old enough to inspire confidence and to have real dignity, but young enough to understand the intellectual, spiritual, and emotional life of the young girls entrusted to her care. She should be in good health, with nerves that are not disturbed by noise and late hours. She should be attractive personally. Youth is cruel, and outward appearance means a great deal in inspiring confidence. The ideal chaperon should dress with taste, be neat in all personal things, and always appear well-groomed and ready for any occasion. She should have charm and personality in order to make a good hostess and create the hospitable atmosphere of a real home. So much for outer, physical attributes. In her the prayer of Socrates should be answered -- his hope that his outward appearance, his conduct, his possessions might be in harmony with what he was.

"As to character, this chaperon must be unimpeachable. That goes without saying. She should be well-educated and cultured and should be able to keep the girls interested in the doings of the outside world and not completely wrapped up in the events of their narrow college world. College citizenship must lead to world citizenship. She should have energy and enthusiasm and yet be dignified. So little thought is given nowadays in this busy world of ours to spiritual things that the ideal housemother must be a person who by tactful guidance leads the thoughts of her household to the spiritual side of life. She must know the usages of good society so that if it is necessary she may be able to direct the girls in that line. She must understand health rules and be interested in seeing that her girls establish the right habits. They are still in the formative stage when they are under her care and she can have a great deal of influence in seeing that they have good habits of both work and play. She must combine the qualities of friend, counsellor, nurse, and mother into

one personality. She must be broad-minded and always "on the square". She must never gossip, must be able to see two sides to every question, and to judge dispassionately and then forget. Unlike the old woman who lived in the shoe who had so many children she didn't know what to do, she must know what to do. To help direct the lives of ten to forty-five and more girls of as many temperaments and moods is no easy task. She should be companionable and be able to bring out the qualities of co-operation and consideration in her girls.

"The college years are those in which a girl's sense of personal responsibility must be developed and the fraternity house should be a training center for learning the art of living, so the chaperon should not dominate but direct in an unobtrusive way. She must have initiative but be able to lead without appearing to do so.

"In order to keep her sense of balance, she must know above all things that she must keep her sense of humor.

"A chaperon can be of the greatest help in keeping up the scholarship of the girls if she is interested and seeks to help form the right habits of study, enforce quiet hours in the house, etc.

"She should be a person to whom the girls will come with good news and bad, always feeling that they have a sympathetic listener. She must be interested in the college and its activities, know its standards and requirements, because in the last analysis it is she who is responsible for their keeping the rules and regulations of the institution. She must exert reasonable control over the social life of the fraternity.

"The chaperon's place is not for an old lady who wants a nice home but for a woman who takes her calling as a profession and treats it as such. She should have outside interests so that the girls, their health, food, and activities are not all her thought.

"If to her duties as hostess and mother of the girls is added that of stewardess and manager of the house, we have other qualifications necessary: absolute integrity, a good business head, ability to deal with and direct servants, knowledge of food values and well-balanced, wholesome, and well-served meals, a sense of economy, and a knowledge of proper living and sanitary conditions.

"The housemother's position is hard to fill because girls who need chaperoning in the narrow sense of the term are apt to be suspicious and resentful, and those who do not may be thoughtless and self-sufficient. The fraternity's officers should always emphasize the importance of treating the housemother with the greatest of deference, giving her a share in all the life of the house. An ideal fraternity house can be maintained only where the

chaperon and the girls work together with a true spirit of co-operation. Through confidence and consideration a spirit of harmony is engendered which can be felt as soon as one becomes a guest in the house. The influence of the fraternity chaperon is ¹ so strong that she has it in her power to make or break the chapter."

The suggestion that was repeated more often than any other was the one of higher salaries. It was thought that if salaries were increased, more competent women would be attracted to this field. Most women who have active minds and who have to earn their living cannot afford to spend their time doing something which does not permit them to put aside a little saving for the future. We do not want the housekeeper type of women who is in business just for the salary, nor do we want the women who is just seeking a home. We want a woman who has a real professional attitude toward her "job", as well as a motherly interest in young girls, their health and social problems.

Our second step was to consult the house presidents regarding their own opinions concerning housemothers and what could be done to make the situation more constructive and helpful. The house presidents were already aware of the crisis facing sororities in general and were in a mood to listen to plans which would safeguard their membership, but because of their traditional attitude toward the position of housemother they could not quite comprehend the thought the administration had in mind. They foresaw only a stricter disciplinarian and someone who would interfere in their fraternity affairs. However, when they thoroughly understood the idea of the new type of housemother -- a

1. Kemp, Esther, National Panhellenic Report, Banta's Greek Exchange, October, 1929.

woman capable of eliminating ugly problems, both financial and social, they reacted enthusiastically. It was pointed out to them that she would be able to help orient freshmen and work with maladjusted students thus saving many who became disillusioned, discouraged, and went home. This in itself would keep girls in their houses, relieving the financial worry, and giving them a better opportunity for higher standing in scholarship. If they were not worrying constantly about finances, and they had a creditable scholastic rating, an improved morale in the house would help them to secure better members in the future. If the housemother could interpret personnel records, she could in her interviews make suggestions to prevent failure and defeat. Unfortunately, the faculty too often sees them after they have failed. They go home and blame the University and particularly the house situation.

The fact that the housemother was to be considered part of the staff of the Personnel department seemed to raise her status in the estimation of the students. Most of the intelligent student leaders realized that they did not have the time, the experience, the background or the knowledge to manage properly and solve the many problems which came to light in a sorority group. They needed time for their own studies. When the sorority leaders accepted the idea, one of the hardest tasks had been accomplished.

The third step was to talk it over with the housemothers. There were some very interesting reactions. Most of them were pleased to have the opportunity to manage not only because it offered a better salary, but because it would give them a chance to supervise

the menus, the finances, the kitchen force and be in a position to improve many things about the physical plant which needed attention. Others said they had been doing personnel work all the while but parents, students and faculty did not give them any recognition for this work. Many felt that they were capable of doing more intensive work if the national organizations and the University would back them and make the active members understand the responsibilities of the housemother. They all felt the position should be given more prestige and the work professionalized. They thought it could be done only by the administration and the nationals working co-operatively on a definite program.

The majority of them saw the educational possibilities of such a plan and looked forward to working in the capacity of leaders making a definite contribution to their new group. A few wondered if they would be dismissed because they had not received a college degree. They were assured that the administration was more concerned with their experience, training, interest, leadership, skill and personality rather than with a label showing a degree. They were highly grateful that the University was establishing a program which would provide an opportunity for them to do the things which they knew ought to be done but heretofore had been held back by the old attitude that the housemother was only a figurehead and must not interfere. They were asked for their own conceptions of their job.¹ They were willing to cooperate, and had very high ideals concerning

1. Cf. Appendix, page 78.

their positions.

The fourth group consulted were the alumnae. They were scattered and out of touch with the new policies of the universities but felt that it would be splendid to have a woman of superior ability in the group to work out this new guidance project with the administration. The younger alumnae most likely to be interested in their sororities had family responsibilities, and the older alumnae were out of touch with the modern college student and the technique of handling them. The alumnae were grateful to be relieved of chapter responsibilities. However, since alumnae advisers were part of the national program, meetings were held once a term in order to keep them informed on changing policies and procedures. This helped to create a better understanding of the work being attempted by the University of Oregon.

In talking over the change with the cooks who for many years had done very much as they pleased, we found that they resented the idea of the managing housemother and did not look forward to her regime with the right spirit. But when it was pointed out to them that there would be many advantages in the way of proper equipment, planned menus, time and labor-saving devices, definite regulation of hours, and a salary scale and contracts, they too felt they could offer their cooperation and support.

The mothers' clubs welcomed any program that would give the housemother an opportunity to be more forceful and worthwhile to the girls' houses.

Letters were sent to other deans of women to learn what they expected from the housemothers on their campuses. Many valuable suggestions were gained. A few had very definite programs and close relationship with housemothers. Others were not organized and their plans were somewhat vague. A few had no program and no particular qualifications which housemothers had to meet. Generally speaking, however, almost every campus now has a regulation that the dean of women must approve the housemother before she is employed. A letter was also sent to the Institute of Women's Professional Relations at Greenboro, North Carolina, and to Miss Sarah Sturtevant, who teaches deans of women and advises classes at Columbia University, in hopes that they might have suggestions or would direct women to apply so that when vacancies occurred we could select qualified women.

After securing the various reactions of the Nationals, the consent of the active members, and of the alumnae, the support of the parents and information from other campuses, it was decided that we should go on with the project.

In order to make the enterprise a success, it was necessary to have women with the qualifications who could accomplish the new duties and responsibilities the Personnel department would expect of them. Obviously, if a woman is expected to take complete charge of a house, she must have had good business training, experience in planning meals, tact in directing and training employees. Furthermore, she would have to know how to deal with tradespeople, budget her time in order not to spend all her energy on one phase of the work.

If she is to be a stimulating leader along intellectual lines, interpret personnel records, she must have a good education and keep on getting an education. She must be progressive in her attitudes toward reading and intellectual growth. As a social leader, she would need to have had a pleasant social background, good taste in clothes, good command of English, and an optimistic outlook. Her leadership must be quiet and effective rather than bombastic and showy. The position is strenuous and good health is necessary. Although tired and irritated, she should remain calm, if bored and disgusted she must remain gracious, if lonely and blue she must be radiant.

The University was eager to secure women with high qualifications. At the same time it could not afford, financially or ethically, to dismiss the women who were serving as chaperons. It would have been unjust not to have given them an opportunity to work into the new program. As a matter of fact many of the women had a splendid qualifications and could have been useful had they ever been consulted or permitted to express an opinion. All but a few had had college training, were most personable and charming. Many had travelled, had presided over beautiful homes of their own, and were alert and intelligent. They belonged to such organizations as the American Association of University Women, the Business and Professional Women's Club, literary clubs, D.A.R., church groups and the Faculty Women's Club. There was no reason to believe that these women could not change their status rapidly and do personnel work if trained by the University, backed by the Nationals, and the alumnae.

It was understood that these women would be replaced if they did not prove their ability. This acted as a stimulus for them to do their best work.

When vacancies did occur, every attempt was made to get the best qualified applicants. An application blank was printed which in itself made many applicants realize there was much more to "housemothering" than liking girls. All selection was to be approved by the dean of women and in turn the dean recommended applicants to the house presidents and alumnae who made the final choice. However, it was understood that a sorority might accept only those housemothers who would work for the traditions and ideals of the University.

The salary was to be commensurate with the qualifications of the housemother. The basic salary was to be fifty dollars a month plus maintenance. It was hoped that it would be increased with the years of service and that higher salary scales would attract abler women. In some of the larger groups the salary of the housemother is seventy-five dollars plus maintenance.

These women who were already here were eager and ready to work with the Administration. The Administration was willing to keep them, to tell them just what their new duties would be and what would be expected of them, and would aid them in any possible way.

CHAPTER IV

Steps in Putting the Plan into Operation

The plan was put into operation in the fall of the school year 1930-1931. A meeting was arranged with the housemothers. The president of the University spoke, and the dean of the Personnel department described the organization of the department under his supervision. He explained the duties of each of the following members of the department: (1) the dean of men; (2) the dean of women; (3) the employment office; (4) the bureau of research; (5) lower division advisers; (6) special counselling agencies for handicapped students; (7) the health service, although not a part of the Personnel department is a part of the Physical Education school and works very closely with the Personnel department. He explained that it was his responsibility to coordinate the activities of these various departments in order that the individual and group counselling could be carried on effectively. He went on to say, "The policy or aim of the division is the welfare of the students in the broadest sense of the word. More specially the division endeavors to see that students live wholesomely, happily, economically, in a situation the dominant tone of which is intellectual, and that they have opportunity to develop through their activities and personal relationships on the campus those qualities of character and

personality which will enable them to use to social advantage and personal satisfaction the knowledge and skills acquired in the class room. This is obviously a large order, one which can be filled only by the united interest and cooperation of the whole university." He also described the large educational background of a university with which the housemother should be acquainted and stressed the changing educational development and methods, especially in the education of women. He further stated that in her changed status, the housemother was regarded by the Personnel department as part of the staff and as a university official with definite duties and responsibilities. The housemother was to have a vital part in the whole guidance program and was expected to work with the divisions of the Personnel department which deal with the wide range of problems of scholarship, intellectual activity, housing plans, loans, vocational guidance, social and religious opportunities, recreation and leisure, comprehensive examinations and other phases pertaining to student welfare. In summarizing, he said, "The true function of a housemother is to provide alert intelligent, inspiring leadership, to build morale and interest with these, and other matters would tend to fall into place and take care of themselves. With the demonstration of such a program, he believes that adequate remuneration would follow and that the greater compensation would be the satisfaction of helping girls full of splendid potentialities to grow into gracious, intelligent, emotionally, physically and spiritually mature young women equipped to play their part in the modern world."

As university officials the housemothers would have the privilege to be registered as students at reduced rates, to visit classes at their freedom,

and use the university facilities to make their work more effective.

Following the Dean of Personnel, who had given them a large view of the entire situation, the Dean of Women spoke to them and pointed out that the housemothers would work very closely with her office and she wished them to know the underlying theory, the general policies and the attitudes of her office toward students and the going organization as it functions in the interest of students.

She then explained as a personnel officer she was responsible for the welfare of all women students, and also the broader aspects of social changes affecting women and the contribution these young women would make to an ever changing world. The underlying theory of the Office of the Dean of Women at the University of Oregon has been that it should offer constructive leadership. The policy likewise is to train student leaders and give them a large share of the responsibility for shaping campus regulations. At all time, however, the office has felt free to call to the attention of students unwise procedure and prevent if possible any disastrous results to them individually and to the University as a whole. The office sincerely believes that college women should be entitled to enough freedom to make decisions for themselves, to develop sound judgment, initiative and leadership. It does believe that the period of infancy should not be prolonged and that there should be a strong guidance program. However, the housemother who is to be a vital part of the guidance program must recognize the fact that there is a vast difference between the technique of doing good personnel work and merely being a watchful

supervisor.

The spirit among the women students is in a large part determined by the attitude of the dean of women's office. The dean acts as adviser to most of their activities.¹ It is through these organizations that much of the personnel work is done with women students in building wholesome attitudes, ideals, the spirit of cooperation, qualities of leadership, better scholarship, and social adequacy. Because of the close relationship with the women students and their friendly attitude toward the office, it has been possible to discover many of their problems and to gain their support in working out more effective measures for solution of current problems. It is therefore of the utmost importance that the housemother understand the work the University is trying to do and the work that the University expects her to accomplish.

The following pages describe the duties of the housemothers which the University expected them to perform, and the responsibility the University expected them to assume.

The work divides itself into four distinct headings, that of (1) housing, (2) health, (3) academic guidance, (4) social and personal guidance.

The Administration's attitude or policy regarding each heading is explained and also the housemother's relationship to these and her specific duty and responsibility for each phase.

Housing

The Administration believes that students should have a

1. Cf. Appendix A, page 77.

stimulating environment and pleasant living conditions, which will give the highest possible returns to the students in both spiritual and emotional growth. Since the attitude of students is colored by the environment in which they live, and by their associates, it is of paramount importance that the university strive to provide the best physical and social environment and utilize as much as possible this medium of education. The Board of Higher Education of Oregon issued a statement in regard to the housing of students that "the physical conditions under which students live while they are at college or the university are fully as important as the intellectual stimuli to which they are exposed. The influence of surroundings may be unconscious, but it is none the less all pervasive. The colleges have an opportunity of unfathomed richness here, not only in providing comfortable and hygienic living conditions in which their students can do their best work during their four college years, but also in giving them the kind of surroundings and atmosphere that will help to build character and cultivate appreciations of fine relationships."¹

Mrs. Virginia Judy Esterly, a former dean of women at the University of Oregon and who was instrumental in many housing reforms at the University, when asked concerning this problem, said, "Do these things matter -- number of cubic feet of air for each person, distance from the campus, single beds, plenty of room, furnace heat, quiet for study, and a place to entertain one's friends? Best work can be done when the body is in comfortable surroundings and is not making demands and irritations.

1. Bulletin of the Oregon State System of Higher Education, (No. 2), August, 1932.

Health, sleep, a place of which one is not ashamed, people to know --
happiness is conducive to mental as well as physical health."¹

The Housing Committee of the University considered that the above questions do matter and very considerably. This committee closely supervises all housing problems and makes rigid rules and standard requirements in regard to fire protection, sanitation, sleeping quarters, ventilation, Bath facilities, study space and lighting fixtures, the juxtaposition of men's and women's houses. It also has jurisdiction over any building program, change of residence, renewal of leases, and requires an audit once a term. The Housing Committee feels that the Administration assumed a certain responsibility when it permitted the Greek letter organizations to become established on this campus. It feels particularly responsible to down town merchants for financial obligations these houses carry, and to parents and students for the cost of membership in these groups. The committee has been greatly interested in the various schemes of cooperative buying which might lessen the cost of living per member. The strength of the group buying has tended to keep costs down, which has been advantageous for all groups. In order to further help the financial standing of the houses, the committee has ruled that all students must live in the houses to which they belong unless they live with their own parents or are excused by the Housing Committee. The committee does not entertain petitions to live out of the houses from these people unless they have the approval of their house president, their alumna financial adviser, and the housemother.

1. Esterly, Mrs. Virginia Judy, Address, Sixth Biennial Meeting of Western Section, Association of Deans of Women, University of Washington, April, 1928.

The housemother's first duty should be her cooperation with the Housing Committee in carrying out all its policies. Since one immediate need is financial stability, it is the plan to require the housemother to take complete charge of the commissary department. She is responsible for buying the food, planning the menu of balanced diets, budgeting, and turning in an audit of books to the Personnel department once a term. She will consult with the employment office in regard to cooks and boys who are employed by the house. She works with the health department to see that all employees have health certificates. She is responsible for the complete functioning of the house in regard to sanitation, fire hazards, fire drills, needed repairs and newequipment, grounds and general maintenance. She works with the dean of women's office in regard to summer housing and vacation periods.

There are so many emergencies in such large organizations that an alert person needs to be on the job, if the house is to be kept out of debt and if it is to be a smoothly running concern and a home with harmonious and peaceful atmosphere.

But there is a great deal more than the physical side of a house, so the housemother must be responsible for the artistic side as well. A great deal depends on the arrangement of furniture, the choice of colors used, pictures and books. Sorority houses should not be luxurious show places but should be college homes reflecting the spirit of cultured college women. Into these glorified boarding houses must come more refinement -- something more fundamental and

substantial. The housemother must take an active part in bringing in good books, good music, and good pictures. The housemother, working with the alumnae, mothers' organizations, and other clubs, could look forward to establishing "browsing libraries" and making improvement in the art of conversation which can come through stimulating leaders, who are themselves interested in the finest things of life.

Other than the physical side and the artistic side is a third factor which we might call the tone or atmosphere of the house. This atmosphere, of course, of every house consciously or unconsciously reflects the spirit of the people living within. The atmosphere is probably a combination of the physical surroundings, in addition to the artistic values plus the mental attitudes of the people who live there. A house may be physically equipped with all the modern appointments and yet not reflect genteel behavior; it may be ever so artistic yet not reflect the home of gentlewomen.

If houses are noisy with students calling through the halls, if doors slam and bells ring constantly, this all reflects on the members. Their nerves become "jumpy" and they become careless. Perhaps they are not conscious of the cause, so what should be a beautiful center of living is changed to an unbecoming place of residence.

A dean of women says, "A 'first-rate' house should give girls more than the physical comforts of a home. It should be a dormitory where things of loveliness are used as a setting for activities

that increase the sensitivity of students to good taste and finer living. It should be a place where they are saved to beauty and the spirit of beauty. 'To keep well' is not only to prevent disease, but to form health habits, both mental and physical. To help a girl 'behave herself' is to lead her into an ethical field beyond the literal Ten Commandments and the standards of the student government organization. The dean who values other than negative morals will provide a girl with a laboratory for intelligent, purposive acts in co-operation with her fellows for the benefit of others. To help a girl 'get her lessons' is more than to compel her to study and pass examinations. It is to remove the handicap of external and internal distractions. It is to teach her the art of study and of thinking. To help a girl 'have some fun' is to do more than make it possible for her to attend social affairs. It is to reduce the amount of passive and cheap recreation. It is to give her opportunity for actual creative play. And if she marries, she should have obtained from the college some standards that will enable her to make a stable and happy home.¹"

The sorority housemother in her responsibility for the entire physical plant, the housing conditions and influences, is responsible to the dean of women and to the dean of personnel. It is understood that she will follow more or less the general uniform plan as to the various phases of management, but in no way does the Personnel department wish to reduce housemother personalities to a uniform or

1. Jones, Lydia I., The Professional Training of a Dean in a Teachers' College, Proceedings of the Fifteenth Regular Meeting of the National Association of Deans of Women, published by the Association, 1928, p. 81.

stereotyped formula. On the contrary, it hopes to encourage originality, initiative, and outstanding leadership. In a recent address, Mr. Karl Onthank, dean of Personnel Administration, said that personnel work was more than attending to housing, to discipline, to employment, health, welfare, "it is teaching people the art of living".

There is no other person in such a strategic position who has a better opportunity to do this than the housemother.

Health

The Personnel department is very much interested in the health of every individual on the campus. It works very closely with the health service and the School of Physical Education. There are three attending physicians, including one woman who has also had work in psychiatry. She teaches the courses in mental hygiene for freshmen women. There is also a woman physician in the School of Physical Education who teaches corrective gymnasium. The School of Physical Education gives a thorough-going course the first two years for all students and provides for recreational facilities for students not regularly enrolled or majoring in the field. The health service has the record of every girl who enters the University and uses the recall system to make frequent checks on students whose health is impaired in any way. It also takes precautions to keep the students who passed the examinations from developing ailments. The health service is open to all students and stresses the positive side of health as well as giving medical aid. The infirmary with trained

nurses cares for students of longer illnesses; it also provides a place of privacy for students who are over-fatigued, nervous, who simply need rest for a short time. The health service is always alert to prevent the spread of epidemics. It inspects the living organizations, requires a health examination for all helpers and works with the Housing Committee in regard to crowded sleeping quarters, improper bathing facilities, sanitation, and houses where members are not getting proper food.

The housemother must be ever alert to any situation which would endanger the health of the students. The Personnel department asks the housemother to be responsible for the health conditions of her house. Any illness in the house, minor or major, must be reported by the housemother to the dean of women, and if a physician is called either from down town or from the university infirmary, it is preferable for the housemother to make the call. All accidents must be reported to the housemother and she reports them to the office of the dean of women, also any serious disturbances which might cause hysteria or shock must be reported to the dean of women.

Each year the head physician speaks to the housemothers on general health topics. He also invites them to call at his office and go over the records of each girl in her charge. He then can point out the particular things to watch for in certain girls. One girl may have heart trouble, another glandular trouble, a bad appendix, some digestive disturbances, or a frail constitution. The housemother at once has a picture of health duties and can be most helpful in working with them to prevent further irritation.

There is unquestionably an artificiality about the family life of such a large resident group as a sorority. Students who have never lived in a large family, on coming to college, find themselves eating three times a day with the same group, sleeping on a sleeping porch with possibly thirty others, and most of the time in rather close association with a good many personalities, all trying to become adjusted. There is a big adjustment to be made for the new student when she arrives on the campus. There is the excitement of freshman week and the strain of the physical, psychological, and other examinations which she must take. She may be very ill from a vaccination, yet she tries to keep up with the concentrated social activities of "Rush Week". Each year the freshman week committee and Panhellenic has tried to limit the stress of that week, not only for freshman women but upperclassmen as well. In past years, the housemother has made excellent suggestions in regard to sleep, rest, which have been put into effect. From the opening day of school the housemother has a very decided part to play to see that students are not exhausted when they start off the year. After "Rush Week", the housemother may draw a sigh of relief, but if she has served in that position she well knows that her real work is just beginning. The glamour of the first week is over and the new girls are homesick, or she must help them get adjusted to others in the house and on the campus. A wise housemother will want to know her pledge trainer, the president of the freshmen in the house, and their plans for the coming year. The housemother must be prepared to deal with the common cold, which seems universal at the opening of school, the

problem of fatigue, constipation, menstruation, the headaches caused by eyestrain. There will be the nerves of the new students to quiet down, because it will not be easy for them to get accustomed to the noise and general confusion that many people make. There is always the problem of the girls who, if ill, refuse to go to bed, or to the health service, thereby endangering others as well as themselves. One of the most distressing factors is that of the girl who is dieting without regard to a proper reducing menu. There are many other problems that arise with that large a group thrown together for nine months. It is no easy task to look after the physical problems. But in addition to the problems more or less physical in their nature and that any competent housemother can manage, there are often times the more serious mental problems.

Luella C. Pressy says, "In American colleges over one half of all the students who enter fail for one reason or another to graduate. Many who do complete their programs of study leave the institution with habits of work grossly inefficient and inadequate, personalities painfully warped by emotional maladjustments, character traits inadequate for the stresses of adult life, training so irrelevant that they become permanent occupational misfits. In short, it is evident that the college period is a critical time and that the average college student faces many difficult and complex problems, problems so complex and difficult that in many instances they are not solved.

"Since these problems are for the most part thus complex and subtle, it is not surprising that many students show little understanding of their difficulties. They do not understand themselves.

Thus they are often bewildered, astounded, and sometimes overwhelmed by the emotional complications of later adolescence. They do not understand the situations with which they have to deal, the difficulties of a wise use of time in the absence of an imposed routine of work, the conflicts in attitudes and conventions with the previous generation, the difference between the easy-going neighborhood relationships of a small town and the nice discriminations of a sophisticated, the sex-social dilemma involved in the combination of sexual maturity and continuing economic independence; nor is it surprising that most college teachers, absorbed in their specialities, and knowing most students only for a brief time and in the formal relationship of the classroom, should have little appreciation of the critical nature of such problems in the lives of many students, and should often fail to understand the true causes back of student failure or delinquency or to deal constructively with such situations.¹"

The housemother who lives so intimately with these students is in a splendid position to work with the girls who "day dream", who have warped personalities, and to discover the underlying factors of her maladjustment to her group and society. However, it is distinctly understood that housemothers are to report any manifestation of abnormal behavior -- petty larceny, unwholesome friendships -- to the dean of women, the health service, or to the psychology department. It is not meant that the housemother is to be a psychiatrist, but she must have enough knowledge and be familiar with the characteristic college students to recognize them, and to realize the importance of getting such cases to the proper authorities. The housemother is

1. Pressy, Luella C., Some College Students and their Problems, Columbus, The Ohio State University Press, 1929.

expected to know the common terms in abnormal psychology and something of the technique of handling these cases. She is urged to attend classes and to read the literature in this field. Beyond a doubt the housemother can be of great benefit for individual and group guidance if she is well informed in this aspect of counselling.

Another phase in which the housemother can be helpful is that of sex hygiene. Students are met more forcibly with this question in college than perhaps anywhere else. The factors of structural, physiological and biological changes of college students tend to emphasize this period. Emotional attachments may also become a part of this problem. Modern society has brought with it a breakdown of old conventionalities, "mores", and standards. Mrs. Pressy says, "Forms of social life have changed and social enjoyments also have become more universal. Along with the economic independence of women has come a social independence to which social conventions are by no means yet adjusted. And there is a tendency to consider sex problems from a sociological rather than from a religious point of view. Never have changes come so rapidly. And the young person who has trouble in adjusting to the present complex and often inconsistent social order surely deserves, rather than censure, sympathy."

The housemother must be careful in her attitude that she does not censure, but be well enough informed to point out in her wisest way the physical, mental and spiritual aspects of the whole question of sex. She must know the literature she can send them to, the shelves in the library which are reserved for books on the subject. Certainly, she must know the students' social and moral background, she

must understand their immature viewpoints, she must understand all the glandular changes, the biological, the emotional flare-ups, and all the phases pertaining to the very complex problem of later adolescence. She will have to be shock-proof and listen if she is to wield any influence. She will not be expected to dwell on this phase in particular in the sense of moralizing, but rather when the opportunity presents itself to take the leadership in its discussion with dignity and candor in an attempt to offer help in solving these perplexing problems. She should use her influence to have discussions assume a wholesome attitude. She will probably face the problem of the long-time engagement, excessive dating, non-dating, pre-marital intimacies, happy marriage, discussion of divorce, responsibility of the parent.

Gallichan says, "I have noticed that the young people who have been brought up in the new method of candor, biological teaching, and the inculcation of respect for sex, are the least apt to develop the pornographic, the debased, the vulgar point of mental approach. The truly devout do not blaspheme that which they have learned to cherish as holy. There cannot be too powerful insistence upon the dignity, wonder, and beauty of emotion that unites the psyche and the body of the sexes. Thence springs all that is loveliest in life and from this arises our most noble aspirations, altruistic acts, and splendid self denials. . . . The lack of proper sex education has brought to college the bewildered and confused student; to industry the misinformed and maladjusted workmen, resulting in ineffectiveness for both. Big business today has put trained personnel workers among its men and women to help adjust their problems. They have found ill-

adjusted marriages, deep-seated complexes, immorality, divorce, health handicaps, social diseases, defective children -- primarily due to lack of proper sex education. It is time we consider this not only from the individualistic point of view, but the social value to society."¹

It the housemother through her friendship with her girls and the young men with whom they are associated, helps them develop the fine, normal friendship which belongs to them at their age and while in college, and makes them conscious of all the higher type of social behavior rather than the tawdry and the cheap, that alone would be worth more than any salary one could earn and alone would justify the whole program of guidance.

Academic

The Personnel department has other than administrative duties and is tremendously interested in academic guidance. At all times, however, it attempts to raise scholarship, make inquiry and studies regarding curriculum changes, and make intellectual phases of college the predominating ones. It feels very decidedly that the housemother should be considered as faculty and help promote a higher regard for scholastic achievements. She should be definitely interested in the research the University undertakes, the new developments elsewhere and willing to suggest to the Personnel department from her experiences and observations worthwhile changes which would be of benefit to her group and other groups.

1. Gallichan, Walter M., The Psychology of Marriage, Frederick A. Stokes, New York, 1918.

With the establishment of the Junior College, an advisory system of lower division advisers was organized. These advisers were appointed by the deans of the various schools. When a student enrolls he is assigned to an adviser who helps with his course of study, his study program, his requirements, and all academic questions. They are not directly responsible for other matters pertaining to their welfare but work with the personnel officers, the housemothers or others in seeking information which would be of value to them in counselling their advisees. It is therefore highly valuable that the housemother know the adviser of each of her students and if a girl is having difficulty, she consults him. She could be of great assistance to him in giving him the background of a student's peculiarities and handicaps. This necessitates the housemother knowing her own girls rather thoroughly. A large amount of personnel data filed in the dean of women's office is available for the use of the housemothers. The records in the registrar's office, the personnel bureau are always open to the housemother. From this she can learn the student's potentialities, her weaknesses, her interests, past difficulties, past achievements. If a girl is a non-reader, cannot take notes, has no idea how to use the library, the housemother must know that the University has provided for such cases and these girls can be sent to special counsellors. The housemothers must know the I.Q. of each girl, whether or not she is working up to her capacity and if not try to find the cause. In order to stimulate the students intellectually she should know about various scholarships offered by the A.A.U.W. and colleges elsewhere.

She is to work with her scholarship chairman in the house. She is to familiarize herself with the content of courses offered by the Dean of Personnel to scholarship chairmen. She will work with the pledge trainers in helping freshmen establish sound study habits. She will work with the house president in keeping the house quiet for study hours, proper lighting and ventilation, and discourage too much entertaining which interferes with study routine. She will be required to know how many of her students are on scholastic probation, and those receiving mid-term warnings. She then checks with the dean of women's office together with the social chairman and decides the best approach to that particular girl.

The Personnel department encourages housemothers to attend classes for their own benefit, and as many freshmen classes as possible in order to help freshmen who are baffled by some of the large survey classes and become hopelessly confused in their thinking. The Personnel department also expects the housemother to encourage students to attend lectures, concerts, art exhibits, and all events pertaining to intellectual activity.

It is also advisable for the housemother to know the freshman counsellors, upperclass girls selected to guide freshmen, for her girls. The freshman counsellors may not have in difficulty in finding out the problems that the housemother could not and thus could help her in her adjustments. In addition, the housemother must also be informed on the field of vocational guidance courses, homemaking, and careers. She must be familiar with the reports of the A.A.U.W., the vocational

magazines, the Business and Professional Women's Clubs, the Institute of Women's Professional Relations. These organizations are interested in the occupational and professional world for women and are studying the current social demands which are made upon the educated woman of today. It is not expected that the housemother can make over the college curriculum, or groom students for positions, but she should be interested in whether these young women are going to be well enough equipped to get a position, to make good homes, or have their marriage a success. She can direct them to the special shelves in the library on vocations and the one on family life. She can cooperate with the Associated Women Students organization who sponsor a vocational conference and she may be able to have her girls entertain distinguished and successful women. The opportunity to talk with prominent women leaders may stimulate them to think about their own plans for the future. She can direct them to the Personnel Bureau to take vocational tests which will arouse their interest in analyzing their capacities for future achievements. The housemother's influence in this phase of work will come through her own interest in the intellectual side of life. If she is alert and appreciative of the opportunities about her, which can be utilized in the educating process, she unconsciously becomes a stimulating leader and will awaken in them a desire for better scholarship and real achievement.

Alvan Duer, who has done a great deal in promoting scholarship in fraternities, has the following to say about a new attitude on the part of these groups toward scholarship. "The fraternity never expects

to become an educational appendage to our college; but it does expect to become and to remain a homogeneous unit in our educational system, functioning in complete harmony with the best things that our college stands for. Harvard and Yale have become convinced that students will reach the highest form of self-expression when housed in small groups under the leadership of a vivid, forceful personality. The fraternity is a small unit bound by all the ties that would weld the student body into solidarity, and in addition by an ideal that has enriched the life peculiarly for thousands of men and which has persisted long after the incidents of college life were forgotten. And recently on a score of campuses scattered over the country a new experiment is being made, that of bringing into chapter houses mature men of culture and devotion to youth in the effort to create an atmosphere that will be stimulating to the eager and waken those whom the fraternity has not yet reached. There is a potentiality in the fraternity group that is found no where else on the campus and that our college authorities would do well to utilize to its fullest extent. Perhaps the faculties were a little too slow to recognize this fact, and during the period of neglect fraternity men began to believe that they were not a part of the institution so far as any responsibility for upholding its finer traditions and its more serious aims was concerned. But happily all this has passed. And now fraternities are disseminating the doctrine that one cannot be a good fraternity man unless one is loyal to all his college stands for, and this includes decent scholarship.¹

It is hoped that the housemothers will be that vivid and forceful personality who will waken and stimulate intellectual activity.

1. Duerr, Alvan, The Fraternity and Scholarship, *The American Scholar*, Vol. 1, number 1, January, 1932.

Social

Social guidance and personal guidance are broad in their scope and complex in their nature. The whole world is moving at a fast pace today and preparation for an effective life involves an evaluation and re-orientating of the individual in relationship to the highly organized society.

The Personnel department believes that the housemother should be skilled in the technique of understanding human beings, one who can see beneath the trivialities, and fads, and one who gets at the undercurrents and helps modern youth form a fine philosophy of life which will make their lives successful and happy.

The social world of a university is a miniature one of the nation. But to the outside world which views the social activities of youth concentrated by the thousands in one spot, it seems that the social side is unduly emphasized. The movies have fostered this, the color, glamour, the pageantry of college sports, and the growth of extra-curricular activities all have tended to justify this accusation.

The Personnel department realizes that when there are so many young people together, there will be social activity. It is a normal expression of youth. The Personnel department has recognized this desire and an attempt has been made to work out a wholesome social program under faculty supervision with the highest possible standards for social behavior. If there is not organized social plan, the activities become sub rosa, take place off the campus in less desirable environment and without opportunity for supervision.

The social calendar at the University of Oregon is made up in

the dean of women's office and every social event must be scheduled through that office. There are certain uniform requirements that each group must meet in scheduling any social event. There are regulations as to chaperonage, places where entertainment may be held, specified dates. The fact that all social events must be approved gives the dean of women's office an opportunity to make suggestions to the social chairmen of both men's and women's houses. It is our wish that these groups entertain with simplicity and dignity and therefore they are limited to number of parties held, the type, and the cost. The Personnel department is eager to have students have an opportunity to develop all the social amenities demanded in conventional society. It is also hoped that they will have fun, join in all the recreational facilities which they can continue long after college days, sports, hikes, horseback riding, and that they may develop a wholesome hobby for leisure time activities. The housemother will take a great part in this field of guidance. It is she who will help plan the standard of social decorum of her house, plan activities and supervise them. In order to have girls develop sincerity of manner, naturalness and ease, attributes of a gracious hostess, the housemother will need to know the qualities of well-bred people and will have to work with her social chairman. The house should extend a cordial welcome to the entire campus. Courteous treatment not only on "guest night" but every day to each other should be in order.

Agnes Wells, dean of women at Indiana University, says, "Something

of the social training given to girls in our best private schools should be given to sorority groups on every campus by chaperons.¹ The housemother will work with the house president in maintaining house and university regulations and all phases which make the house a smoothly running organization. She will try to interest the girls in civic affairs, social welfare, and develop house pride in their social, scholastic and moral standards.

She will work with the activity chairman in order to give each girl an opportunity to develop initiative, judgment and leadership, and also to prevent girls from engaging in too many activities which might prove detrimental to her grades and health.

It will be her place to know the outstanding women leaders and students on the campus, and be familiar with all women's activities -- the honorary fraternities, grade requirements, prizes and awards. She should be willing to attend their functions and have the campus feel that the housemothers were enthusiastically supporting the women's program.

While the housemother is expected to direct group life to the best of her ability, the real test of a good housemother is whether students bring to her their personal problems. This is probably the most important phase of the whole program of guidance. If students are off guard and chat in an informal manner to the housemother, knowing that she will "never tell", that housemother has more than likely won the admiration of her students by not breaking confidences. It is only then that she can begin to get

1. Wells, Agnes, Sorority Standards, National Association of Deans of Women, Fifteenth Yearbook, 1928.

close to their real selves and really help them.

W. I. Thomas said that "the four fundamental wishes of a human being are the (1) desire for recognition; (2) the desire for response; (3) the desire for security; and (4) the desire for new experience."¹ One girl may choose to distinguish herself in academic honors, another in campus activities; the desire for social response may create the popular girl or the one with the emotional attachments to one particular person. The desire for security may prevent the student from breaking away from her family when rightly she should. The desire for new experiences often accounts for the lapse of behavior, the unaccountable conduct of people who are bored and curious.

Perhaps these wishes account for a great many of our "personality problems" in a sorority house.

It takes a wise housemother to work out some of these very intimate problems. She cannot be a magician and by a magic wand transform the dull into the brilliant, the handicapped into the fit, able-bodied persons they wish to be, the twisted mental quirks into the wholesome, normal channel; but through her close association she can make every effort to help them, to get others to them who might help if they knew about them. The university, if it is to mean anything in American education, must send away enlightened people, not only educated in the strictest sense, but with social adequacy, impeccable character, sound ideals of honor and justice, appreciation of beauty in music, good literature, art,

1. Thomas, W. I., The Unadjusted Girl, Little Brown and Company, 1923.

friendship, and their surroundings. They must be emotionally stable. They should be happy, well-balanced citizens fully equipped to serve and be useful to society which needs them if civilisation is to improve.

Now, in order to do all of these things, it would be necessary to have many conferences and read many books.¹ It, therefore, was thought wise to have a seminar once a week for an hour for housemothers.

The purpose of the course was to bring the housemother into closer relationship with the personnel offices and all personnel agencies. It was hoped by studying together the various problems of group life and giving specific information to the housemother to help in the solution of these problems, it would improve the technique of guidance. The course was conducted by the lecture method, but included group discussion, book reviews, case studies, and surveys. Faculty members particularly interested in student problems spoke to the housemothers and gave them many valuable suggestions.

The course followed along these lines:

The Function of a State University

Administrative Policies
Faculty Jurisdiction
Relationship of the Housemother to the Administration
and the Faculty

The Function of Sororities on the Campus

National Supervision and Policies
Local Alumnae Support
Activities and Traditions

General Problems of Sororities

Specific Problems of Sororities

1. See Bibliography.

Present Status of Chaperonage in Sororities

New Trends, Plans in Improved Supervision

Personnel Work

Scope, Meaning, Practical Application at the University of Oregon

Program at the University of Oregon

The Relation of the Housemother to the Personnel department, the student, the parent, and the townspeople

The Function of a Housemother

Specific Duties in Relation to the Whole Guidance Program

Personnel Procedures and Techniques

Use of personal data and agencies of Personnel department for counselling services. Personal record suitable for housemother.

Organization with respect to curricular guidance.

Special provision for various types.

Institutional measurements for personality, aptitudes and achievements.

Family relationships.

Relation of the Housemother to

a) Housing

1. Housing Committee
2. Physical plant and management -- time chart, job, cooks, budget, cooperative plans.
3. Living conditions and influences. Balanced diets, study rooms, lighting, libraries, sleeping quarters, bath facilities, maintenance, equipment and repairs, interior decoration, elimination of noise, disposal of house for summer.

b) Health

1. General: eyes, ears, thyroid, nerves, fatigue, sleep, relaxation, exercise, posture, diet, glandular changes, physical growth, biological changes, personal cleanliness, colds, constipation, infection, menstruation.
2. Mental hygiene, mental poise, opportunity for privacy and reflection, complexes, fears, fixations, "blues".

3. Sex hygiene

c) Academic

1. Worth of the advisory system, development of intellectual attitudes.
2. Program for scholarship, study aids.
3. Relation of president to housemother.
4. Pledge trainers and orientation program for freshmen.
5. President of freshman class in each house, and organized programs.
6. Social chairman, social program not to interfere with academic work.
7. Vocational aids: pamphlets, conferences, careers open to women, experience needed, opportunity in Oregon, education needed, nature of work, etc.
8. Freshman counsellors (trained upperclassmen).
9. Departmental honors, honor courses, and honoraries.

d) Social

1. Religious program: trying to bring about a more complete utilization of possibilities in the sorority of spiritual influences.
2. Emotional.
3. Ethical.
4. Aesthetic.
5. Civic.
6. Social usages, individual and group.
7. University regulations.
8. Leisure time, recreation.
9. Problem of romance, courtship, dates, petting.
10. Smoking and drinking.
11. Campus activities, evaluation of activities in relation to time element, scholarship, personality, character traits, service to group welfare, campus leadership and how selected, honoraries, expenses.
12. Social standards, campus attitudes, campus traditions, college fads, student leadership.

e) Individual and personality difficulties.

1. Social misfits.
2. Physical defects.
3. Finances.
4. Race.
5. Family: broken, domineering, undisciplined.
6. Pathological: unsocial, immoral, lonely, crushes, homosexuals, dangerous friendships, behavior, lying, stealing, cheating.
7. Transfers.
8. Mature pledges.
9. Homesickness.
10. Emotional instability.

CHAPTER V.

Difficulties in the Effective Functioning
of the Plan

The foregoing chapters have given the reader the status of sororities at the University of Oregon, some of the problems they faced caused by the depression, and other problems which had already been in the groups but which became more apparent through working with these groups about their financial situation. The reader has also been informed of the attitude of the Administration toward the fraternity system and the plan by which the personnel staff attempted to help these organizations. The reader also knows the specific duties for which the Administration wished the house-mother to assume responsibility and the content of the course which was established for their benefit in carrying out these duties and make their work more effective.

Immediately the question arises, has the plan been successful? Has there been any difficulty in putting the plan over? What evidence is there to show that it has helped the houses financially? How much personnel work has the housemother accomplished in the fields of health, academic and social guidance?

Before the writer evaluates the success of the plan, it is necessary to point out the many difficulties the writer found in working out such a program.

It is manifestly impossible to make the reader realize the tremendous amount of work, patience, tact, and time exerted to initiate, win support, and launch such a plan.

At the outset, when the plan was inaugurated there were only three of the nineteen housemothers who were managing. However, by the spring of 1931 the remainder had taken over the management except in a few cases where the groups were expecting a change of housemother. To definitely state just how much was accomplished that spring term would be difficult. It was natural that a group so varied in age, background, and personalities would not all perform with equal ability in such a short time. Even the ablest of the women who had not recently managed had to get adjusted to menus, prices, large group buying, balanced diets, and watch their management very carefully. The ones who had never managed before had a very real problem, and worked very hard so that they would not spend more than their budget allowed.

The first difficulty had been this period of adjustment for both old and new housemother managers. However, the first step of the program requiring all housemothers to manage had been accepted as a University policy by the housemothers themselves, the active members and the alumnae. In this period of adjustment none was dismissed but all were given an equal chance to succeed. A few realized that the position would be too strenuous and resigned. If they themselves after a trial period did not recognize their inability they were asked to resign and the active members and alumnae set about

to find a new woman. In this three year period there was a large turnover. There were twelve new housemothers. The seven of the original group who were in service when the plan was inaugurated remained and were called the "veteran group." This group formed the continuity for the program and a strong nucleus who graciously helped all new comers. Some of the new comers were experienced, but all had been carefully selected. One can understand that the work did not proceed with much uniformity during the period when the groups were securing new women and the work was becoming established.

The second difficulty has been the constant changing of the house presidents and the many changes occurring in alumnae advisers and province officers. The first group who helped initiate the plan had graduated, the officers had been changed, and it meant that we must explain over and over what the University was trying to do. Eventually the new officers cooperated but this slowed up the plan.

Also, it has been difficult to get the faculty advisers (members of the faculty who were appointed to consult concerning academic questions and others) to work with the housemothers. They thought that the housemothers were only charming hostesses whose duties consisted in closing the door on time, and their only purpose was to teach the girls how to balance a tea cup properly in the drawing room.

In general it has been a prevailing attitude not only with advisers, but with the faculty and the townspeople. To break down this attitude without "stuffing the housemother down people's throats"

required persistent work to get them properly recognized. If the housemother was to help with academic guidance it was very important that she know the faculty and have the freedom to consult with them and have cooperation.

Another difficulty was that the housemother had to be kept from feeling that she was being regimented. They were all given the same routine to follow, the same training course, but the administration was particularly desirous that they be original in their groups. The routine and training was not to reduce all to dull uniformity but to serve as a "guide post". It was stressed that perhaps their personalities were just right for their particular groups and no one wanted all the housemothers to be just alike and uniform.

There was some difficulty, also, in discouraging large numbers of women "who liked girls" from applying and in selecting qualified people. Although many splendid women were out of work, they had to be convinced that the position of housemother was changing its status, and that women must be trained for it.

A further difficulty has been the impossibility of measuring such intangible qualities as personality, originality, leadership, inspiration, tact, sense of humor, religious influence which the Administration wished the housemother to possess. Very often women who were qualified in one respect were lacking in another.

CHAPTER VI

Evaluation of the Success of the Plan

In spite of the difficulties listed in the preceding chapter the program has been carried on. We come then to examine the evidence and answer the questions previously raised as to the success of the plan -- to find to what extent the housemothers were given financial stability to the houses and how much they have accomplished in the other phases of guidance (health, academic, social) for which they were asked to be responsible.

The nature of the evaluation required is such that strictly objective evidence cannot be secured on all points. It is felt, however, that the replies of individuals who have been closely connected with the situation during the five year period should possess a high degree of validity.

Accordingly, a request for frank comments as to the success, the merits and the weaknesses of the enterprise with regard to the four points mentioned above was sent to (1) the housemothers (2) the house presidents, and (3) the alumnae advisers. These requests, which were prepared in mimeographed forms, all dealt with the same points, although varying slightly in wording for the different groups represented.

The question blanks¹ were presented to each group separately and explained. The individuals participating were asked not to

1. See Appendix for sample blanks, pages 88f.

sign their names in order that they might speak freely. The combined judgments of these various groups are used as a check on the accomplishment of the entire program rather than on the work of the individuals. No particular effort was made to match the replies of the housemothers with those of the presidents of the houses or with those of the alumnae advisers, but in general there seems to be substantial agreement in the opinions of the three or more individuals replying for each house.

At the time this plan was started, there were nineteen groups on the campus, but two were forced to withdraw and one went into a boarding house. Two or three persons did not return replies in time for use, therefore, this report is based on the replies of fifteen house presidents, fourteen housemothers, sixteen alumnae advisers, and miscellaneous comments from national officers and parents. The individual replies on each question by each group are tabulated and appear in the appendix in sections representing the six questions asked.

A brief summary of these opinions is given here as representing the best available evidence on the outcomes of the five years of effort to establish an effective program of guidance in the living groups.

In evaluating the evidence the writer wishes to point out the significant things the housemothers have accomplished in each division of their work. More complete supporting evidence will be found in the detailed individual reports which appear in appendices

D - J. Let us examine first the results of their handling of the financial problems.

1

Finance

At the time the program was inaugurated, the financial problem was the most pressing one. Times were very difficult and the enrollment at the University of Oregon had decreased noticeably. A few houses had lost their credit; others were about to do so; a few more were ready to withdraw from the campus, and unpaid bills were accumulating at a rapid pace in many of the groups. One can understand then that in most cases the housemothers found it necessary to devote the larger proportion of their time to the actual affairs of management.

From replies of the various groups consulted, there is conclusive evidence that the housemothers took their responsibility very seriously and did straighten out the financial situation and greatly improve the physical plants through alert and efficient management. Two houses reported a \$1000 savings, each in a year; another \$50 a month for a year. Several other reported that they were out of debt and starting savings accounts. However all were not that fortunate, but were satisfied that if they managed to run without a deficit they would keep out of financial difficulties. There were possibly three that were still making a great effort to get on a sound financial basis. The fact that only two groups withdrew from the campus supports the contention of the writer that the housemothers

1. Appendix D, page 89 gives a detailed account.

were a real factor in averting financial for the other organizations.

The house presidents and alumnae advisers in their replies point out the many advantages of management by the housemothers. This further substantiates the claim of the Personnel staff that the housemother's position is a very important one, with great responsibility and calls for women trained particularly for the work. Besides the savings on larger items mentioned in the replies, these women helped in many other ways. Individual housemothers personally took charge of the houses during the summer and rented rooms. At vacation time they supervised the dismantling of the house, had rugs, curtains, and blankets de-mothed, and took charge of all valuables. They directed the canning of fruit and vegetables during the summer for winter use. A number of them required the cook to make more things to eat and by constant attention to small details kept within their budget. The housemothers made their girls realize that a bouquet from the market costing twenty-five cents could look as artistic as one from the florist which cost \$1.50. They encouraged radio dances, rather than dances with an expensive orchestra, programs and decorations. These and many other procedures were of real significance in the total amount saved throughout the year.

1

Health Guidance

Although a greater part of the housemothers' time was spent in actual management, the many little things they did had a far reaching effect on the other phases of personnel work with which

1. See Appendix H, page 106.

they were concerned.

The very fact that they relieved girls from the financial strain and certain responsibilities of the house was one of their first contributions to better health conditions. The various houses were improved in appearance; they were much more sanitary and homelike; more pleasant and orderly. The countless irritations and noises of a large living group were lessened by their thoughtfulness and planning. (The housemother repaired the doors that banged, put carpets on stairs and hallways).

The housemothers had time to plan an interesting variety of food, and clever motifs for the table making it less institutionalized and more dainty and appetizing. For this reason very few girls found it necessary to eat between meals or away from the sorority. The meals were good enough to warrant inviting guests at any time, without waiting for a "special guest day". This made for democracy and friendliness between houses and between sororities and independent women. The housemothers also stopped girls in their groups from dieting unless they secured a statement from a doctor. In such cases the housemothers planned to serve them meals with less calories.

In some houses the housemothers arranged an "isolation room" for girls who were not ill enough to go to the infirmary. Often times this prevented colds from spreading through the entire group. If girls were seriously ill, the housemothers notified parents and the proper college authorities. If girls were found to be unstable

or neurotic, the housemother sent them to the dean of women or the psychologist. The housemothers were carefully watching over the girls who had recent operations in order to keep them from over-doing and tried to prevent the nervous girl from excessive stimulation. They tried to see that all girls got the proper amount of sleep. Occasionally the housemothers would discover girls with defective eyes or bad hearing and sent them to the health service for proper care. Oftentimes such cases had been the causes of emotional "upsets", poor grades and maladjustments. The comments in this section give definite evidence that the housemothers were particularly conscientious in this field and that they had been a great help in improving health conditions. The following is illustrative: "The housemother seemed to sense any tension or overtiredness of individuals and was on the watch for run down condition and deftly managed to transfer their loads ¹ someway."

2

Academic Guidance

It is interesting to note the variety of opinion in the answers concerning the intellectual stimulus the housemothers provided. Of the four house presidents who answered that the housemother did not contribute in this matter, two qualified their answers by saying, "at one time she was very stimulating, but now can't get around to attend classes." The other said, "her intellectual interests are varied enough, but she lacks conversational ability." A fifth, who said the housemother was not particularly intellectual, granted that she was open minded and interested in cultural things but was not a leader. The nine other presidents felt

1. See Appendix H, section 2, page 108.
2. See Appendix G, section 3, page 103.

that the housemothers were well read, well travelled, stimulating, interested in university courses, in good literature and that these women did act as an intellectual stimulus to them.

The alumnae advisers did not think as highly of the housemothers in this way as did the house presidents. This might be accounted for by the fact that the alumnae were not in as close contact and did not know the housemothers well. Their answers varied from "not to any extent", "some", "probably not", "possibly", to "decidedly", "girls confer with her constantly". Another said she did not consider the housemother and "intellectual giant" but nevertheless interested and interesting. Another reported that "the housemother, a university graduate herself, is keenly alert intellectually; she is constantly bringing to their attention books and magazine articles in the field of their individual interest."¹

The housemothers' replies are interesting in that at least one was frank enough to say, "Not much". However, most of them have tried to keep the house quiet, and have arranged better study conditions by changing lights and suggesting small tables for the study hall. They have worked with the scholarship chairmen, interviewed probationers, and sent students to faculty advisers for help and remedial work. They have encouraged girls to attend concerts and lecture series which the University offered and also have urged them to meet faculty members. Many of the housemothers came to the dean of women's office to get the mental test score and aptitude test results for each girl and have tried to encourage them to work up to their ability, or if in the wrong courses, to change before they were humiliated and discouraged by failure. The housemothers have

1. See Appendix G, section 3, page 105.

earnestly tried to help the girls get something worthwhile even if they were to stay in college only one year.

Their influence in this field is undoubtedly less than it is in that of management and health guidance. However, the housemothers have been so occupied with problems of management that it has left little time for this phase of their work. Perhaps when houses are again established financially, the housemother can devote more time to scholarship. It is certainly desirable to have intelligent, competent leaders in the living groups, yet no one would want the formal atmosphere of a classroom to be carried over into a college home. On the other hand, the question is raised as to how much responsibility for academic guidance the housemother should be asked to assume and if it is not the responsibility of the University to play the leading part in intellectual stimulation of students, and be content to have the housemother guide in the profitable use of leisure time, wholesome recreation and in the whole problem of developing the fine art of human relationship to its highest level.

1

Social Guidance

In the field of social guidance the comments make it very apparent that the housemothers have been a guiding factor in making a happier homelike atmosphere in sorority houses. Many of the replies point out her dignity, her cultural background, her graciousness, her sympathy and tact and understanding which made the girls love and respect her. The fact that the housemother herself is an example of a well bred woman, and has a wholesome influence, is well summarized by one house president who says, "Yes, she has improved the social tone of our house by introducing a homelike atmosphere of friendly cooperation and

1. See Appendix F, section 2, page 98.

sympathetic understanding which reduces the tension under which the girls live and by making 'house rules' seem only the ordinary courtesy and consideration which every well bred girl gives to her family and friends."

Retention of Plan

Little time need be spent discussing the question, whether students, alumnae, housemothers should prefer to return to student management. The questionnaires are practically unanimous in favor of the housemother management. All seem to feel that the position is a full time job -- that students do not have the knowledge, mature judgment, or experience to manage competently.

A national officer says, "The influence of a housemother is far greater than we ever used to imagine and her part is a very important one in any chapter. By making her a definite link between the school and the chapter, it strengthens her place and gives the chapter a better understanding of her position."¹

Conclusion

The writer has been in a key position to "see inside from without" and to "see outside from within". She has met with the housemothers once a week in the seminar and in private interviews; has met them socially as a guest in their sorority houses. This has afforded a splendid opportunity to know each woman well, her temperament, her attitude toward her work and her approach to students' problems, and to keep in close touch with the program she was carrying on in her group.

Acting as adviser to the house presidents served as further check

1. See Appendix J, Miscellaneous Comments A, page 117.

on the reactions of the students to their respective housemothers and the effectiveness of her work with them. In working with Faculty Advisers, they often gave information regarding a fine piece of counselling some housemother had done with a student. In addition to the many practical changes brought about by the housemother, there are some subtle and hard to classify. One house president said, "The housemother has helped the social tone of our house by expecting irreproachable conduct from every girl." In raising the standards of girls, it also raises the standards of men. From time to time men students consult the housemothers on problems of management, etiquette or personal problems. The housemother also has been a help to young couples who are engaged by frankly talking to them about sex, parenthood, family, and their life in the community in which they will live.

The writer feels that the housemothers have played a very vital part in personnel work, and they have been of invaluable help to students through their interest in various phases of their life. To a great extent they have lessened many minor problems which used to come to the dean's office or the Personnel department. On the other hand, they have been alert to discover problems and call the attention of the administration to them before they were allowed to become serious. Therefore, because of their cooperation and help, the Personnel department has more speedily and effectively handled problems of major concern in the interest and welfare of students. By improving conditions in their own groups they have strengthened the whole guidance program.

Although the plan has been successful to a certain degree, yet it

is only a small beginning of what might be accomplished by bringing these groups into a closer relationship with the University. There is no doubt that if sororities are to hold their place and benefit their members, they must reduce the expense and offer a more sane and intelligent program than heretofore. If these groups were properly managed they could function as educational units under their own power. The fraternity system is apparently here to stay, and does wield a great influence on the entire campus situation. It ought to be the task of the administrative officers, working in cooperation with the actives, alumnae and their national organizations to bring out the best they have to offer.

One way suggested is to employ qualified women with degrees or their equivalent to do personnel work, pay them an attractive salary, and help the position become a self-respecting profession.

Such a program would mean much to the national organizations and would relieve them of expensive supervision which is at its best not too effective. It would mean much to individual students whose adjustments could more readily and more easily be made. It would keep the active chapters functioning at a high level, and it would be of great value to the University to have smoothly run organizations cooperating with the Personnel department.

If more competent leadership is established within these groups, fewer rules will be needed; the "prolongation of infancy" will be lessened and college students will be given the opportunity to live at an adult level.

APPENDIX A

ORGANIZATION CHART OF THE
OFFICE OF THE DEAN OF WOMEN

Dean of Women
Assistant Dean of Women
Secretary

Faculty	Townspeople	Parents	National Organizations	Churches
<u>Academic Relations</u> (Faculty Advisers) (cooperative)	<u>Living Groups</u> (advisory)	<u>Associated Women</u> <u>Students</u> (advisory)	<u>Social Calendar</u> (supervisory)	<u>Loans</u> <u>Health Service</u> <u>Employment</u>
Students Placed Upon Scholastic Probation Mid-term Warnings Notices Incompletes in Courses Withdrawals from Courses Withdrawals from University	Dormitories Sororities Housemothers House Presidents Pledge Trainers Social Chairmen Scholarship Chair- men National Officers Alumnae Board and Room Students Eugene Girls	Executive Council Freshmen Counsellors YWCA WAA Heads of Houses Panhellenic Honoraries Mortar Board Phi Theta Upsilon Kwama Thespian Tonqueds (Town Girls) Orides (Independent women)	Dance Petitions Chaperonage House Dances University Dances Dad's Day Homecoming Mother's Day	

APPENDIX B

HOUSEMOTHERS' CONCEPTIONS OF THEIR OWN POSITIONS

At the time the housemothers took over their new responsibilities, they were asked to write their conception of a housemother's position.

Their comments are as follows:

1)

A housemother should be old enough in experience as a mother, or in her training, to add stability and dignity to the group which has chosen her, and young enough to be sympathetic and patient with the ideas and habits of the younger generation.

She should be neat and modern in dress, without sophistication. She should observe and inquire sympathetically and carefully about the health and habits of the girls, without being over-solicitous.

Her promptness at meals, meetings, and appointments should set an example to the group. Her absence should be duly excused.

With no semblance of prying, she can encourage confidence concerning home, school, or personal affairs.

She should establish pleasant relations with everyone in the house, but never to the point of being familiar.

She should keep a watchful eye and ear over the association of the girls with friends, as to manner and conversation. No eavesdropping! Sometimes it may be necessary to encourage girls very tactfully, to be loyal to each other and to their group.

She should require general compliance to the rules of the house and of the campus, without being dictatorial.

She should cooperate fully with the group on any matter concerning their health, morals, entertainment, employment, business, and house affairs when the need arises.

To sum up, she combines experience, patience, promptness, tact, understanding, sympathy, neatness, care, observance, and vigilance.

* * *

2)

Only God could make a perfect housemother, and if he ever indulged he must have thought it wise to destroy the pattern. In mentioning this to one of the girls, she in turn said that it was only He who could make one to live with a houseful of girls.

My solution: She should have an unlimited supply of patience and endurance, such as Job, so to speak, and she should be a diplomat. She should be a good adviser, whom girls would consult as a mother. She should also make a good appearance and be a gracious hostess.

* * *

3)

A housemother should be fond of young people, and by personal contacts gain their confidence. With this for a foundation she can cultivate the other essentials.

She should try to create a desire for high scholarship and try to teach respect for rules and regulations.

Girls do not like to be disciplined, but they are very susceptible to example set by others.

Enter into things with them. Try to see their viewpoint, and if it is wrong, try by tact and diplomacy to change it. Be a gracious hostess to their friends. They really appreciate it.

And always, the housemother should realize her responsibility to her Dean and cooperate in every way to help maintain the high standards for which she strives.

* * *

4)

This newcomer to the campus can find nothing to add to the splendid instructions and counsel already given us. The only possible word is to mention two or three impressions drawn from a little experience as a housemother.

One must be an understanding friend to girls, quick to merge their viewpoint with her own, without jagged edges of criticism, and viewing in an impersonal way the idiosyncracies of inexperienced youth.

One should have a master's degree in the gracious courtesy of minding her own business in matters entirely out of her province.

By unobtrusive influence of her own personality and habits, rather than by words, she must support ideals of refinement and consideration in family life.

A housemother should have keen interest in world-wide thought and progress in order to give to college girls, who are usually only campus-conscious during college years, brief glimpses of greater interests for which they are preparing.

It is usually appreciated by the group if their housemother gives the same interest to little duties of homemaking that she would give to her own home.

* * *

5)

Says Kate Douglas Wiggin, in Children's Rights, "Long ago, when I was just beginning the study of childhood, I was asked to give what I considered the qualifications of an ideal kindergarten. My answer was as follows: The music of St. Cecilia. The art of Raphael. The dramatic genius of Rachel. The administrative ability of Cromwell. The wisdom of Solomon; The meekness of Moses, and the patience of Job.

"Twelve years experience with children have not lowered my ideals one whit. In fact, I should make the list a little longer, were I to write it now and add, the prudence of Franklin, the inventive power of Edison, and the talent of improvisation of the early troubadours."

Having been asked, after thirteen years of experience as housemother, what I consider an ideal woman for that position, I would like to give Kate Douglas Wiggin's list of qualifications, and add to it a thorough knowledge of, and sympathy with, youth and its problems, the ability to manage a household, physically, mentally, and morally, -- and a sense of humor!

It goes without saying that a housemother should be physically in excellent shape, mentally alert, and, at all times, and under all circumstances, a gentlewoman.

She should be old enough to have had many of life's experiences and learned her lesson therefrom, and young enough sincerely to enter into the joys of youth.

She should hold firmly and quietly to the old standards of Christianity, and yet be able to vision the great changes which take place in the "world of tomorrow" and meet them.

* * *

6)

After three years acting in the duties of housemother to one group of girls, I find the work more and more enjoyable as each group brings forth new interests and problems. This necessarily must mean a close study and contact with each individual girl without her knowing that she is under observation.

I have, as chaperon, undertaken to become on friendly interested terms with each girl, feeling that I have been placed with the group to help and guide them to the best of my ability through their years at college.

In order to gain my girls' confidence, I deem it wise to let them see how deeply interested I am in all their activities and work of college life, and in this way, can better bring about the cooperation, harmony, courtesy and thoughtfulness so necessary in group living.

But the important duty is the one of managing, to a certain extent, an independent capable group, such as I have been with, without it being too apparent. Thus one can more easily win the confidence of the girls themselves, and keep on friendly terms with the help employed by them.

To openly become house manager, one should first, by all means, have the privilege of hiring and discharging the kitchen boys, housekeeper and cook. My idea of managing, though not called upon to handle all moneys, is to be advised of the condition of the finances and housing problems, so that one may endeavor to save on expenses in all phases of housekeeping.

However, there are usually several capable girls, or an alumna, whom the girls prefer to have look after the moneys, collect the board, pay the bills and the help, and one girl is competent to oversee the duties for the household such as work schedules and training of pledges and freshmen, and sundry other things better undertaken by the girls themselves, since as a rule the housemother is not a member of their sorority. I find a group handled in this way can bring up their grades and living standard to their own satisfaction.

However, I firmly advocate the housemother's being asked to be one of the house committee for discipline purposes and all questions coming up in the best interests of the house. As she is held responsible when things go wrong, she should have a deciding voice in how girls should conduct themselves.

The general health and mental and sex hygiene should be the most important duty of the housemother, as well as the sanitary condition of the house.

The head of the house and the chaperon should see that there are proper fire alarms and fireescapes, and fire drills each term.

With cooperation and proper student management, many of the duties which concern all may be carried out to the satisfaction of all parties.

As hostess one must be ready at all times to greet guests with all due cordiality. One should have some contact with the affairs of the community, in order that you may know people of your own age and interests.

As a chaperon one should have outside interests and not devote all one's time and energies to the girls in the group. One's thoughts should not be taken up entirely with one's own food, health, and activities.

At all times and places one should be accorded the same thoughtfulness and consideration that would be due a mother.

One should combine the qualities of friend, counsellor, nurse, and mother into one personality, and by tactful guidance lead the thoughts of the girls to the spiritual side of life.

* * *

7)

The housemother who has charge of the commissary has a full life indeed, with many and varied duties and interests.

In connection with the commissary she must plan menus that are well-balanced and consist of nourishing food that will contribute to the general good health of the girls of the house. In order to keep the meals appetizing she must have a variety to avoid monotony -- that destroyer of appetites. And last, but not least, she must have a cook who can cook well and flavor well, and who has the knack of serving plates attractively.

That she may fulfill the other duties in connection with her work, I believe she must be doing this work (1) because she likes it (as that smoothes the way considerably), and (2) because she has a sincere interest in it, otherwise she cannot hope to succeed. She must, in some way, make her interest felt to be genuine before she can expect to receive a response. In order to gain this response, she must use her own judgment whether to reach them as a group or individually. It is not always the same in all groups. But she must make these contacts before she can expect to have any personal influence. Once she has established this personal influence, provided it is strong enough, she can raise or maintain, as the case might be, the ideals of the house by example or advice or both. She can perhaps develop in the members of her house an independence in right thinking and right living which is something worth striving for.

I have noticed that people whose business it is to attract people into the more careless ways of living invariably present that sort of life as the most attractive; and I have always believed that if the right sort of people presented the right way of living as the most attractive, more young people would be influenced toward a finer life.

* * *

8)

She should be one to whom the girls delight to go -- understanding, enjoying all things they enjoy, and having sympathy in their disappointments and sorrows.

She should guide them diplomatically without their knowledge.

Her duties and calls are unending, and she should have time to rest and relax and be ready to meet them.

* * *

9)

The Housemother

Qualifications

Good commonsense
 Good health
 Old enough to have a background of varied experiences
 Young enough to adapt herself to changing conditions
 Good general education
 Some social training
 High ideals
 Pleasing personality
 Poise, tact, sympathy, understanding
 Courage of conviction
 Love for youth

Position

One of real service, not special privilege. An opportunity to create a home atmosphere, to receive confidences, to counsel, and to assist with financial, scholastic, and social problems.

* * *

10)

What should a housemother be?
 No nerves and "all that",
 Real mother, a diplomat,
 Things that do not grow on a tree!
 She should know what to do
 With the whole, or a few,
 Sympathetic, kind and firm,
 Have a knowledge of books,
 Be neat in her looks,
 Sometimes, a wee bit stern.
 Have patience galore,
 At times, even more,
 (There're days when they'd try a Saint,)

But they're sweet through it all,
 Never meaning at all
 To provoke her sternest complaint!!
 Understand them, she must,
 Having patience, and trust
 They're no different from every were you,
 They're young, full of vim,
 Running over the brim,
 And are lovely, and worthwhile and true!!

There's a far-off Land,
 With perhaps a brass band,
 Saint Peter has charge of the gate,
 He's viewing each one,
 Both old and young,
 Directing whatever their fate.
 As they file by his side,
 His eyes open wide,
 As he spies a housemother there.
 He smiles, takes her hand,
 In that Beautiful Land,
 Proceeds to the Heavenly Choir.
 Because of her training for years in the frat
 He knows she's undoubtedly fit
 To conduct the choir squarely, serenely and fairly.

Have time to smile and to sit.
 There should be no dissension,
 Good work, all attention,
 Because she was chosen for that,
 --She has them all ready,
 So eager, so steady,
 The work of a born diplomat!

* * *

11)

Divided into two groups -- chaperon and manager.

As chaperon, win the confidence and respect of the girls; study them individually as to character, physical conditions, social life. Have heart-to-heart talks with each girl, be sympathetic, try always to be kind, but firm in dealing with all cases of discipline. Insist that all rules given by the Dean of the administration be observed.

As manager, study conditions, keep daily account of all expenditures, if possible keep under budget. Give the girls well-balanced meals, with good wholesome food. Occasionally ask for their favorite dishes. Interview each day the cook and helpers, work for cooperation with her in saving and planning. Have interview with dining room and furnace boys once a week.

* * *

12)

The principles applied to a well managed home are equally applicable to a sorority. The family is a bit larger, perhaps, which would necessitate more attention to detail, but a satisfactory system, once evolved, should be carefully followed.

The problems confronting the housemother, with regard to the students over whom she has charge, are just the same as those of a mother whose daughters are of college age. This would mean conferences on almost every conceivable subject.

Perhaps the most important is an understanding of the aims of the students, and cooperation with those giving instruction, in every detail, as requested by them, and demanded by the University.

These suggestions, being general, are given with the thought that they should be worked out as seems best and applicable to the particular sorority or individual.

* * *

13)

I tried to think of something to write about housemothers because you asked us to. But after reading the material you gave us last year and this, I find that it covers so completely all that a housemother should, or ever could be, that I think of nothing to add, only my great desire to cooperate with the administration and everyone concerned, to make myself a successful housemother, which I hope to be as long as age permits.

I do not look upon my position as a means of support, but as a service rendered which takes care of my needs.

I make an effort to get acquainted with the faculty and the people of the University in general, also the people of Eugene, and feel it is a benefit to the house in which I live. My first, last, and every consideration is loyalty to my house.

APPENDIX C

SAMPLE FORMS USED TO SECURE EVALUATION DATA

APPENDIX D

COMBINED COMMENTS ON THE IMPROVEMENT OF
FINANCIAL CONDITIONS OF THE GROUPS

A) Replies of Housemothers.

Do you feel that the housemother has given your house financial stability?
By what methods?

1. By careful budgeting and living well within same. By paying bills promptly. By checking all slips daily and by checking same with statements at end of month. By careful meal planning and personal selection of food.
2. Paying bills when due. Careful banking procedure.
3. By careful budgeting, planning for repairs and improvements on the house, shopping, anticipating probable expenditures. Saving more money than before on meals, while having better balanced meals.
4. Yes. By watching carefully all receipts and expenditures, checking bills, etc.
5. The meals, help, and supervision of lawn and yard are all under the capable management of the housemother.
6. By enabling them to re-establish their credit standing. By careful management of the commissary. The discounting of their monthly bills, keeping all small bills paid.
7. Yes, I think so. By conservative buying, careful checking, prompt payment of bills, by taking up notes and contracts assumed by house before her incumbency. Knowing there was money to pay before making purchases. Establishing credit, then keeping it good. At present time with every bill paid, no indebtedness of any description, on hand in commissary \$1134.24 and in house \$800.00 from approximately nothing in September.
8. Yes. By managing financial affairs of the sorority. During the first month of the housemother's management the sorority was saved fifty dollars, and has been saved at least this amount every month of her management. By checking all bills and eliminating mistakes.
9. Through counsel and advice in money matters, and house management, efficient help in commissary, thorough check of tradesmen's prices and keeping running expenses within set budget.

10. Yes. By keeping well balanced budget, paying all current bills promptly, supervising buying from reliable tradesmen.

11. By careful expenditure of commissary and house funds, refusal to live beyond the purchasing power of the money allotted me and constant checking of equipment.

(Three did not answer).

B) Replies of House Presidents.

Has your housemother stabilized your house financially? By what methods?

1. Yes. By budgeting and in taking care of old accounts.
2. Yes. By careful and minute budgeting, as well as through a knowledge of prices and values for supplies, repairs, etc.
3. Yes. Has improved efficiency in buying, is more efficient in collection of house bills, has brought financial rating of house with merchants to the top through prompt payment of all accounts, avoids all unnecessary expense, without cutting on necessities.
4. Yes. Conforming to budget, careful planning, individual ideas on economy.
5. Yes. She is our house manager and has shown very good judgment in buying. We find her experience in this line very beneficial.
6. Yes. By being an excellent house manager in every sense of the word. We have had fine meals and never run over the budget, while a definite plan has been followed.
7. Yes. By expert and mature knowledge of budgeting and how to keep within that budget with the best results.
8. Yes. Her care in buying foods, and her discrimination in connection with repairs and menus.
9. Yes. Economical buying. Kitchen budget is separate from house budget.
10. Yes. Even though the house hasn't been filled to complete capacity, all bills have been met. This has been done due to the very excellent knowledge of our housemother in buying supplies, etc.
11. Yes. She is an excellent buyer and plans very ably. She keeps close check on everything.

12. Yes. By carefully checking all expenditures. By buying in quantity for a reduced price. By carefully bargaining and selecting.
13. Yes. By prudent advice and by making and holding us to a budget as much as possible.
14. Yes. By skillful budgeting and buying she cleared \$1000.00 debt in the commissary department, so that we are absolutely clear, with a substantial savings fund.
15. Yes. Our housemother is house manager and has charge of all regular expenses which include the kitchen, general repairs, etc. She helps prepare the budget.

C) Replies of Alumnae Advisers.

Do you feel that the housemother has given your house financial stability? By what methods?

1. Yes. By assisting in keeping bills paid up to date and by having all bills paid at close of school year.
2. Yes. By watching all kitchen costs, keeping a close check on meals taken by outside girls, supervising petty cash items, etc.
3. Yes. The housemother at our house has done a good job of managing the kitchen -- she gives quality and yet is economical. She has aided with her part in the financial stability of the house.
4. The house financially was already quite stable. However, the housemother has been very capable in saving money through her food budget so that we have been able to make many improvements in the house such as refinishing the floors and painting the bathrooms.
5. Yes. Careful planning and buying. Quality goods and no waste. Getting the best price on repair work, etc.
6. Not informed.
7. Yes. More experience in buying, more planning and forethought, more time to give, more feeling of responsibility than most college girls.
8. Yes. Careful checking on all expenditures and budgeting. By meeting all house and fraternity financial obligations promptly. Careful buying for running expenses which enables permanent additions to house as well as keeping up all repairs.
9. Yes. Greater success in collecting house bills regularly; knows

how to buy better; never fails to take advantage of discounts; there is more continuity from year to year; knows better how to select and handle the kitchen help, etc.

10. Yes. By planning, she has reduced food bills in face of rising prices.

11. By keeping the house books and having members of the chapter pay her for all expenditures including chapter ones, which in turn are made over to chapter treasurer for her items.

12. Yes. By careful management.

13. She has been extremely careful and wise in house management.

14. Yes. Living within the budget and buying carefully.

15. Yes. Keeping good accounts, getting good prices, buying wisely. She has cooperated with our finance system, and been satisfactory in her managing capacities.

APPENDIX E

COMBINED COMMENTS ON IMPROVEMENT OF PHYSICAL PLANT

A) Replies of Housemothers.

Has the housemother improved the physical plant through her supervision?

1. Record of accomplishment for the past two years:

Fire door installed on furnace room.
 Overhauling of furnace -- new grates, etc.
 Fire pit under fireplaces repaired and steel door installed.
 Two new fire extinguishers installed.
 Lower floor sanded and refinished.
 Second floor rooms redecorated -- radiators painted, floors
 varnished and waxed.
 Second floor varnished and waxed.
 Back stairs refinished.
 Third floor rooms redecorated, radiators painted, floors
 varnished and waxed.
 Housemother's rooms screened.
 New kitchen curtains.
 A dozen new hand towels.
 Eight dozen new dish towels.
 Two new waiter's coats.
 New wiring to electric stove for greater voltage.
 Seventy-eight dollars spent on kitchen stove.
 Helped organize Eugene Mothers' Club.
 Secured Oriental runner for house from Portland Mothers' Club.
 Also padded runners for second floor halls from same source.
 Bathroom showers on both floors painted.
 House painted on outside (part obtained from alumnae, part subscribed
 by girls, part saved from house budget).
 Five new long table covers.
 New silver.
 Four dozen napkins.
 Fence posts seated in concrete.
 Four new shower curtains.
 New desk for housemother's room.

2. Yes. Not permitting any part to deteriorate by neglect to paint, repair or any other necessary undertaking, making arrangements to pay over long periods in small amounts, thus making the burden of maintenance fall upon a greater number.

3. Very little in three months. Having outlets put in to save electricity, having stairs scraped, cleaned and waxed.
4. Yes. By watching for leaks and breaks, and attending to them. Replacing and mending furniture, etc.
5. Perhaps by moving furniture to make it more homelike, making curtains, renovating cleaning equipment, planting and arranging flowers.
6. Yes. By cleaning store rooms, closets, cupboards of years of accumulation; making it sanitary. By having halls and stairs carpeted, furniture recovered and remodeled. Buying electric appliances for kitchen, a \$569 refrigerator, Hoover cleaners, made lawn and put in shrubbery; by appealing to board, getting a good oil-burner installed. Buying all new mattresses, some remodeling of rooms, etc.
7. By doing marketing, supervising meals, making menus, inspecting sanitary conditions, planning for comfortable living arrangements, attending to all repairs of the building, checking and mending of laundry, invoicing all linen, silver, dishes, twice a year, collecting long distance telephone tolls, supervising the care of the garden, hiring, superintending and looking after comfort of all employees.
8. By persistent efforts to improve management of daily house-keeping. Planting new shrubs and flowers, repairs and painting inside and out. Through both Portland and Eugene Mothers' Clubs, I have been able to accomplish the following:

- Renovation of all bed mattresses.
- New pictures.
- Bathrooms repainted and showers repaired.
- Furnace built over and coils installed to insure efficient heat and sufficient hot water.
- Kitchen repainted.
- New table linens.
- New dishes and glassware.
- Orange juice extractor.
- Repair work made possible under housemother's supervision by careful planning:
 - Dining tables revarnished.
 - Telephone booth repaired and painted.
 - New shrubs and flowers.
 - House repairs on outside.
 - Basement thoroughly renovated and cook's room made more liveable.
 - Purchase of new gas range.
 - New radio.

Some daily duties: supervision of and care of dining room, kitchen, linen room; repair linen, make old table cloths into napkins, make new towels; purchase food, flowers, candles and other decorations for

social affairs and preside at all house gatherings, etc. Keep own apartment, pay bills, hire help, supervise care of yard, train and supervise all help.

9. Kalsomining all halls, bathrooms and all downstairs rooms. New screens on first and second floors, new curtains, new dishes and some new silver, replacement in kitchen equipment, yard improvement, etc. Housemother makes all menus, buys all food, has full charge of commissary department, supervises help, etc. Orders all supplies needed in house, has responsibility of heating plant, all repairs including plumbing, light fixtures and supplying new globes, etc. Checks in and out all laundry, keeps vacuum cleaners clean and in good repair, changes ironing board covers frequently, hand launders all table doilies, mending same where needed. Buys and arranges practically all of the flowers used. Orders and arranges for all special social functions, supervises all gardening work, serving as head of house at all times. As hostess when entertaining and as chaperon when group is being entertained. At all times being suitably and appropriately dressed, cooperating in every way with the president. Report to her any shortcoming that needs her attention. Locks up at night, attending front door after closing hours. Checks regular delivery of papers. Secures silver and valuables during vacation periods, seeing that the house is securely locked and yard cared for. Figuring all accounts and checking all bills directing payment of same to treasurer. Receives house money and writes receipts for same. (And many other duties).

10. Through constant care of equipment, replacement of worn equipment, and improvement of grounds.

(Four did not answer).

B) Replies of House Presidents.

Has she improved the physical plant through her supervision? How?

1. Yes. By menu planning, supervision of help, and attention to repairs.
2. Yes. Takes as much interest in refurnishing, redecorating, and upkeep as though it were her own house.
3. Yes. Been in charge of all repairs.
4. Yes. She takes as much interest in the house as if it were her own home. Takes care of such matters as repairs, etc.
5. No, but it has been kept at the level desired. The gardens outside are regularly tended to, while the house itself is well kept up.
6. Yes. By making provision for and suggesting certain improvements that we might overlook.

7. Yes. More care is given to the wear on furniture and repair is watched.

8. Yes. Stimulating interest in smoothly managed group, cooperation, etc., encouraging high position of house on campus.

9. Yes. More competent manner in which the cook, and other helpers work. Also the addition of new furniture has been possible due to the excellent managing.

10. Yes. She is very careful about keeping things in repair.

11. Yes. She checks on the housemanager whose duty it is to post and check upon house duties.

12. Yes, in years past, but now the girls keep their problems to themselves because of difference in ages. When problems come up she helps to settle them, but often with little effect.

13. Yes. The upkeep of the house as a whole has been remarkable. We have secured many improvements, in floors, plumbing, and equipment of all kinds through her shrewdness.

14. By keeping a close check on everything, the house is always in repair, and worn-out fixtures replaced.

(One did not answer).

C) Replies of Alumnae Advisers.

Has she improved the physical plant through her supervision? How?

1. I think so. By suggesting needed repairs and improvements such as only one closely identified with the house could notice and keep track of.

2. Yes. Her standards have been high and she has done well in directing improvements which have been beneficial to the house.

3. Yes. Two improvements already mentioned. The general upkeep and appearance of the house has been much improved. Through her efforts the exterior of the house is to be painted this spring; also through her suggestion and cooperation the Portland Mothers' Club bought a carpet for one of the halls.

4. Yes. Encouraged a clean house, and a nice garden. Watched the heating plant hoping to avoid colds. Doing odd jobs herself.

5. Not informed.

6. Yes. By an active interest in the welfare of the girls. For instance, she suggested a Handrail for the back stairs, which are rather steep; she also takes a great interest in flowers and shrubs for the yard.
7. Yes. Better knowledge of market, more time to keep an eye on conditions, more time to buy carefully, more knowledge of what is needed.
8. Yes. All equipment is kept in condition; repairs are made at once if necessary; equipment is more wisely purchased.
9. Yes. Maintaining strict supervision of commissary. Having all help do their work and keep up the house well. Helping and cooperating with house president in running house. That is absolutely necessary.
10. Yes. By keeping up the appearances of the house and having repairs made when necessary.
11. Yes. By her personality which commands respect and admiration she influences the entire group and encourages the care of the individual.
12. The house has a much cleaner and slick look --- more orderly.
13. Yes. By advising with the chapter as to the needs of the house and trying to meet these.
14. Yes. By buying attractive and necessary additions for the living room and bedrooms, and by being constantly alert to the needs of a chapter in order to be comfortably housed.

(Two did not answer).

APPENDIX F

COMBINED COMMENTS ON IMPROVEMENT OF SOCIAL TONE

A) Replies of Housemothers.

Has the housemother improved the social tone of the group? How?
The moral tone?

1. By maintaining a daily house atmosphere of good taste and good manners. By giving charm school lecture to freshmen. By maintaining close cooperation and discussion.

(b) By house ideals. Close contact with girls who might prove problems. Fireside discussions.

2. I wish I knew. Sometimes I feel quite encouraged -- then human nature asserts itself, and I feel that I am no influence whatsoever. Just now I am in the Seventh Heaven.

(b) The same applies to morals.

3. Tried to make guests feel more at home -- make girls more considerate of guests.

(b) Girls don't feel they're "putting things over" -- less inclined, I hope, to do impulsive things.

4. Yes. By discussing with the girls how each social event could have been improved.

(b) Yes. By asking for the removal of any girl who did not not measure up morally.

5. Yes. By meeting all guests and presiding over all functions.

(b) Yes. By talks to the chapter, and private conferences.

6. No problem.

(b) No answer.

7. My educational and social advantages have enabled me to impart the same to my girls. I found them eager to learn the manner in which one should enter a room, make and receive an introduction, and be able to carry on a conversation.

(b) No answer.

8. By subtle suggestion to those of group whose opinion would carry weight with others. Condemning the boisterous and eulogizing dignity. By praise where deserved and insisting they are ladies and to act accordingly.

(b) By strict observance of University rules and regulations. Eliminating a smoking room in the basement where men had gone to smoke.

9. Yes. By being an example of gentle womanliness that girls admire and instinctively copy, and by making outside social contacts that are helpful and inspiring to the girls.

(b) Yes. By advising a higher standard of moral conduct.

10. Yes. Maintaining dignity and gracious hospitality, close touch with social chairmen, appropriate dress.

(b) Yes. Tactful advice, pointing out helpfulness in good reading and entertainment.

11. Yes. Dignity of manner at all times, and gracious hospitality. Encourages correct social activity, dressing well, and appropriately on all occasions.

(b) Yes. Keeping close contact with group, stimulating high ideals, constructive conversation at all times.

12. My own moral and social standards are high. I try to live up to the standards I set for myself.

(b) By my example I hope to influence the girls to maintain the standards their parents have sought to establish for them.

(Two did not answer).

B) Replies of House Presidents.

Has she improved the social tone of the group? How?

1. Yes. Besides being a gracious hostess she arranges attractive tables, decorations, and furniture arrangement, also garden.

2. Yes. By criticism of social conduct of girls, and her attitude of expecting irreproachable conduct from every individual.

3. Yes. Adds dignity to the atmosphere. Pleasant hostess herself.

4. Yes. By frank criticism to the house president to be brought before the girls as a whole.

5. Yes. By helping to maintain the standards we have set up, by showing in her actions how we should be, and by being the perfect hostess.
6. Yes. With her cultural background she is an example to the group. Her suggestions are always worthy.
7. Yes. Her social graces set a good example, and girls are stimulated to be more ladylike.
8. Yes. Charming personality; charming social appearance; discouraging petty "cliques" in the house; mingling with group.
9. Yes. Through our housemother's social background; we have done more entertaining. Her appearance adds a great deal.
10. No.
11. Some. By her dignity, her disapproval of rowdiness at meals or elsewhere.
12. Yes and no. Through niceties in manners. She doesn't have many influential social contacts to benefit the house although she is well known in her own social group.
13. Yes. By her graciousness, personal charm, which wins guests to her, and her dignity and kindness to which the group responds with affection and respect.
14. Yes. By being a charming and gracious hostess, she naturally influences the tone of the group.

(One did not answer).

C) Replies of Alumnae Advisers.

Has she improved the social tone of the group? How?

1. Yes. By example and suggestion.
2. Yes. Her culture, refinement, and personality have been an inspiration to the group.
3. Yes. The general atmosphere and poise of the group seems improved. I have noticed this particularly at the house dances I attended this year.
4. Yes. Always looks well and is gracious with the hope that the girls will follow the example.

5. By introducing a home atmosphere of friendly cooperation and sympathetic interest, which reduces the tension under which the girls live; and by making "house rules" seem only the ordinary courtesy and consideration which every well-bred girl gives to her family.

6. Yes. By sending to each housemother a report on "social culture" -- a definite criticism of manners and behavior with suggestions for improvement; also talks to the freshman class.

7. I think the moral and social tone has kept excellent under her.

8. Yes. The girls know she knows what is correct and seek her advice; she corrects them when necessary, usually through the social chairman.

9. Yes. By her own personality, the girls admire and respect her and try to act to please her. More can be done along this line.

10. Yes. By her thorough knowledge of social customs.

11. Yes. By being a gracious hostess and a wise, tactful adviser.

12. Yes. There is a happier atmosphere in the house.

13. Yes. Demanding personal respect.

14. Yes. By having conferences with the President and Council.

15. Yes. By her own charm and graciousness, and good suggestions.

(One did not answer)

Has she improved the moral tone of the group? How?

1. Yes. By conference and by close supervision.

2. Yes. She has aided in enforcing the group's observance of rules.

3. No.

4. Yes. Corrected unladylike manners and actions.

5. Yes. By making it possible for any girl to discuss anything with her frankly.

6. Merely the influence which the presence of an older woman would have.

7. She has gracious and pleasing manners and dress, and good standards -- but no special change has come about through her.

8. Yes. At any time anything questionable arises it is taken care of immediately through the proper channels.
 9. Yes. By having the girls' confidence they volunteer information and she knows to a great extent what they are doing.
 10. She has upheld the moral tone by enforcing the university rules. (strictly).
 11. Yes. Her close acquaintance with that number of girls.
 12. Yes. College and national rules are being very strictly adhered to.
 13. Yes. Making a more pleasant home for the girls.
 14. Yes. By careful supervision.
 15. Yes. By backing the leaders in the chapter and the university.
- (One did not answer)

APPENDIX G

COMBINED COMMENTS ON IMPROVEMENT OF INTELLECTUAL TONE

A) Replies of Housemothers.

Has the housemother been an intellectual stimulus for the improvement of the group's scholarship? How?

1. Check of courses to aptitudes. Help with individual cases of failure by advice or tutoring.
2. They seem delighted to tell me when they get a "A" and their explanations of anything lower are as interesting as they are varied.
3. Afraid grades went down. Have discussed papers with girls, read them before they were handed in. Tried to read things girls were studying, helped with French, English, Philosophy students. Encouraged use of library books and attendance at concerts.
4. Yes. By providing encouragement and praise for good work; by helping slow students in diagnosing their problems; by surrounding students with good books; by having faculty talk to the group.
5. Praise of accomplishments, and interest in activities shown.
6. Yes. In stressing the advantages of activities which make one alert in mental activity.
7. Not much! Except occasionally discussing a lecture or concert, lending a magazine or book, or discussing some current newspaper article they have heard mentioned, but haven't read.
8. Yes. By being ever alert for new ideas to assist the scholarship chairman in her effort to raise the scholarship of the group.
9. Yes. Calling attention to scholarship plaque which is given each year by Mothers' Club. Try to bring in new plays, and discuss problems of the day, campus activities, etc.
10. Yes. Attending campus assemblies, lectures, concerts, exhibits, reading good books and discussing these when the opportunity offers. Praise those making good grades and encourage those who do not to try harder.
11. Any contribution to the improvement of student conditions should act as a stimulus for the improvement of the group's scholarship. (I am not at present auditing any classes at the University).

(Three did not answer).

B) Replies of House Presidents.

Has she been an intellectual stimulus? How?

1. Yes. In her discussions with us.
2. Her broad general education makes her an interesting conversationalist.
3. Yes. Encourages the girls to read good literature, encourages study, and urges interest in concerts and other cultural activities.
4. No. Lack of contact.
5. Yes. By her own example of taste and good breeding.
6. Yes. By taking a direct interest in our work and by instilling in us our national's ideals of scholarship.
7. Yes. By her conversations and suggestions as to our intellectual activity and university courses.
8. Yes. She is so interested in all things that it stimulates interest in others.
9. Yes. Her own knowledge and experience act as stimuli to serious sincere discussion. Interest in economics, religion, education, etc.
10. Yes. Through her general knowledge of intellectual subjects, the girls learn a great deal by talking with her and discussing subjects of the moment.
11. No.
12. No. Her intellectual interests are varied enough, but she lacks conversational ability, or brilliance conversationally.
13. No. Not now because of age, but at one time she was very stimulating. Now she can't get around to attend classes, etc.
14. Not particularly. She is open-minded and interested in cultural pursuits herself, but not as a leader.
15. By being well read, and well traveled. Very interesting to talk with.

C) Replies of Alumnae Advisers.

Has she been an intellectual stimulus for the improvement of the group's scholarship? How?

1. Not to any extent.
2. She is very much in sympathy with the work done by the group's scholarship leaders.
3. She takes a decided interest in scholarship and endeavors to help the girls with their study programs and work when they ask her.
4. Yes. Encouraged scholarship and gave praise when achieved.
5. Yes. A University graduate herself, and keenly alert intellectually, she is constantly bringing to their notice books and magazine articles in the fields of their individual interests.
6. Probably not.
7. Not especially.
8. Some. Interested in the girls' papers and assignments; makes good suggestions occasionally; however, she is primarily interested in their welfare.
9. Yes. Being an intelligent woman often can advise change of courses or systematized study. Pride of girls, self, and family. More can be done here also.
10. Decidedly. Members confer with her constantly.
11. Possibly. She is highly intelligent, uses excellent grammar and is fond of the arts.
12. I am not informed as to this.
13. I don't know. I should imagine she would encourage scholarship, but a lot of her work is not in direct contact with scholarship. I don't consider her an intellectual giant at all, but nevertheless, interested and interesting.

APPENDIX H

COMBINED COMMENTS ON IMPROVEMENT OF HEALTH CONDITIONS

A) Replies of Housemothers.

Can you speak of any influence that you have noticed which might show the housemother's interest in the health of the members of her group?

1. A health chart is kept, giving weight, age, special diets for underweights and special cases.
2. I hope all the girls know of my efforts to plan well-balanced and healthful menus -- specifically making orange marmalade in the spring, and chili sauce in the fall to try to reduce the amount of catsup they would otherwise consume.
3. Watching girls who are dieting, giving milk to all the girls instead of making them pay extra, watching sunburns, colds, etc., giving more fruits and vegetables and lighter deserts.
4. Encouraged going to bed early as a safeguard for health; encouraged going to dispensary when ailing.
5. Not especially. She is always watchful, and tries to advise regarding sleep, eating, etc.
6. Being interested, and sending sick to infirmary.
7. By furnishing wholesome well-balanced food. Watching and sending suspicious cases to the dispensary for diagnosis, and if necessary to the infirmary. Suggesting doctors, dentists. Trying to discourage too much smoking, encouraging their going to bed earlier.
8. By constant supervision of properly balanced meals and sanitary conditions -- encouraging girls to take sufficient milk and vegetables and fruit and have the proper rest.
9. Demanding regular hours, home remedies for minor illnesses, consulting physician when necessary; in planning meals that might tempt the under-nourished.
10. Yes. By giving special attention to girls with colds, headaches, all minor ailments, advising rest. Taking them to dispensary when not able to go for treatment, calling physician when necessary.
11. I endeavor to give the girls well-balanced meals, discourage eating between meals; and see that they conform to the rules issued

from the University concerning closing hours, bringing in food and like matters.

(Three did not answer).

B) Replies of House Presidents.

Are there any evidences to show that she is interested in the health and welfare of the individual members of the group?

1. Yes. She is very conscientious about this.
2. Yes. In case of any illnesses she is always consulted. She arranged for students entering the infirmary.
3. Takes a very marked interest in the health and welfare of all the girls, insisting upon proper diet and consulting physician whenever necessary.
4. Yes. Frequent visits to girl's room, especially if ill or homesick.
5. Yes. She always checks on the girls who are not feeling well and makes suggestions as to doctors, etc.
6. Yes, for she is on hand when any person is not feeling well to minister to them, while she stayed up all night to take care of a girl before she could go to the hospital.
7. She is at all times most interested in our health -- providing individual diets and seeing that those who are ill have the proper care.
8. Yes -- she watches the health of the girls closely, and is most interested in the girls' activities.
9. Yes. Conferences with each girl. She knows us all well. Illness reported to her solicits her immediate attention and interest.
10. Yes, by encouraging girls to consult the health service if there is really something wrong, and by not sympathizing with petty ailments.
11. Yes, she is very careful about referring girls to the dispensary and checking on their diets.
12. Yes. She makes an effort to use healthful food combinations. She is always active when anyone is ill. In fact, her training as a nurse makes her especially vigilant.
13. Yes. She is always interested in and alarmed at the health of

the girls, if it fails. She honestly tries to help us to cooperate, but the girls are often too difficult for her to manage.

14. Yes, anxious and willing to please in choice of menus; more than helpful in case of illness, very willing and tactful in handling discipline problems or helping with personality difficulties.

15. She is always available for personal interviews, and takes a genuine interest in the welfare of each girl in the house.

C) Replies of Alumnae Advisers.

Can you speak of any influence that you have noticed which might show the housemother's interest in the health of the members?

1. Advice has often been given to girls who were overdoing in activities or dieting to reduce, etc.
2. She has always been considered helpful to the best of her ability and extremely interested whenever any member has any type of illness. She has assisted in checking up on the late hours of the girls.
3. All cases of illness are reported to her.
4. Well-balanced food. Recommending good sleeping habits.
5. She seems constantly conscious of any tensions, pressures, and over-tiredness, deftly managing to lift and transfer loads, and watching for the first symptoms of any run-down condition.
6. She is very careful to see that any girl who has a cold, or is ill in any way has proper care and treatment.
7. Yes. She keeps an eye on fatigue and ailments, advises going to the infirmary or home, etc.
8. The menus are well-balanced. Before a girl is permitted to go on a special diet (usually for reducing purposes) she must have a statement from her doctor.
9. Our housemother knows definitely if any girl is ill and finds out why. Does not sympathize with minor ailments, but has no end of strength and care in necessary cases.
10. She's made beneficial changes in the regular diet. She has maintained rules of the University regarding illness.
11. The proper food and the definite plan for quiet hours. Her sympathy with those who are ill and concern for their immediate care.
12. I felt that they were keeping better hours in studying and sleeping.

13. Milk included at every meal.

14. Our housemother is a graduate nurse and naturally watches the girls' health.

15. Her solicitude for anyone who is ill in any way makes her a help in seeing that the girls are better cared for.

(One did not answer).

APPENDIX I

COMBINED COMMENTS ON RETENTION OF THE PLAN

A) Replies of Housemothers.

Would you choose to go back to student management? Why? (Or why not?)

1. No. Because it takes experience to live well and stay within a small budget. It also takes more time than busy girls can spare to plan and buy for forty-five daily.

2. No. For the benefit and peace of mind of the student.

3. No. Because the students need someone of mature years and experience to look after their physical, mental, and moral needs.

4. It is really a cooperative system, student, alumnae, cook, and housemother, which fits the particular need of this year. (Arrangement peculiar only to that group). Management of this house has been worked out to fit the circumstances and cannot be applied to other cases, I believe. I would like to add my appreciation of the helpfulness of the contact with other house chaperons and university officials.

5. I went to a sorority as housemother-manager. There were few in number. The organization at low ebb. I took immediate charge of the commissary, help and all things pertaining to the household. Their credit was gone. With the help of the president, who had much ability, we soon had an organization that worked in harmony. I managed by the strictest economy to make a part payment on every bill. At the end of the fall term I was authorized to take full charge of the money. By careful buying, getting good food at least possible cost, I gave the girls a well-balanced, satisfying menu. They so expressed that fact. Making menus, keeping house aired, flowers fresh in water, lights and plumbing looked after, knowing the porch and yard were cared for, and that the house was inspected, basement kept in order, met all solicitors and all who called on business. This was my routine every day in the house. We collected money from girls who left the campus owing the house bills and that was applied on old accounts. The second year, a repetition of the first, we collected at all times enough to pay the bills and to take advantage of the discount. At the close of each term I went to see every creditor, told them what they could expect us to do in the way of paying their bills. The result was that I was solicited at the beginning of the next term for our business from the firms that had refused us credit. All bills are now paid with one exception. It is the result of unified effort on the part of the housemother and the girls.

6. A student couldn't possibly have the time to go into the detail of proper food buying, planning of balanced meals, commissary, to say nothing of the house organization. Cooks would run the kitchen, the house run itself, and most generally everything would run into debt.

7. In replying to your request, I manage the house, make out the menus, do the buying, collect all house bills, and keep the books. I prepare the food for girls who are on a diet. Just recently I have made over some pillows, and put new covers on them. Also, new curtains for the sun room. I always arrange the flowers for house and table. I am sure I have improved both the social and moral tone of the girls. In financial matters I have helped them greatly. I go to the doctor with the girls when they need his advice, and attend church with them, and try in every way to be as helpful as possible.

8. Student management of a sorority house is inefficient in many respects. From the health condition, a student taking full time work does not have time to consider food from standards of well-balanced meals. From financial standpoint, she does not have time to consider the prices and quality and orders in a hurried way that tends to financial losses.

9. Not having served under student management, cannot say.

10. The house has no deficit, all repairs or new equipment has been paid for on cash basis. In a period of three years there has been replacement and new equipment such as: oil burner installed, panelled walls and corner cupboards in dining room, also walls redecorated, two complete sets of dishes, good glassware, plated silver-ware, heavy duty stove, stainless steel drain boards both in the pass pantry and kitchen, various pieces of furniture, rugs, stair carpets, hall runners, draperies, electric sweepers, and many other repairs and equipment. We ranked first on our financial report at the national convention last summer and first nationally on all things in general for the last two years.

11. I have lived in the house under both the housemother's management and the student management and feel from all angles that the former is by far the most successful, helpful, and satisfactory to the house in general, for health, socially, morally, financially, and economically. Our meals are more wholesome, better balanced, more attractive and better prepared.

Students do not have the time to give to make it successful. The experience is good for the one girl but hard on her sorority sisters. Most cooks prefer to open a tin can rather than prepare fresh vegetables and fruits. They can talk the inexperienced girl into believing this is the better way, where the housemother's experience has taught her better.

I have maintained quiet hours for study, insisted that girls consult their advisers when grades are not up to requirements. My group has been at, or near, the top of the grade list for years and I feel that it is partly my management, influence, and guidance that has kept them there.

I have talked many times with both the group and the girls individually, about indiscreet and cheap petting.

I have watched closely changes in table and social etiquette, and have seen that my group had the benefit of such.

I have advised many times in rushing, tried to help them to see that knowledge, poise, refinement, desire for education, and moral standing meant much more to the success of members than a pretty face, clothes and popularity with men.

I have used my influence to help them select patrons and patronesses who would be helpful to them socially, intellectually, and morally.

I have beautified the home by upkeep of house, grounds, furnishings, etc.

Have encouraged church attendance and all devotional lines.

Have discouraged cultivating the friendship of any who might contribute to the lowering of the high standards of purity, good citizenship, and the best of social standing.

12. The house was in debt and in a run-down condition under student management. The house is in good financial condition and good repair at present. It is difficult for an inexperienced girl to carry on her studies and manage a large house.

(Two did not answer).

B) Replies of House Presidents.

Would you choose to go back to student management? Why? (Or why not?)

1. No. They don't have time. They haven't experience enough.
2. No. Students have neither time nor sufficient knowledge for house managements.
3. No. Our housemother manages far better than the most capable student would ever be able to do, having had much experience, and taking as real an interest in the welfare of the house as though she were herself a member.
4. No. Inefficient and inexperienced. We have found that it doesn't pay to have housemanager changes every year.
5. No. I think it is necessary to have the guidance of an older woman. Many times she has helped us by her wisdom and experience. Girls of a college age are capable of doing many things for themselves, but they have not the experience or always the good judgment to decide on all matters. A person who is with the house year in and year out, has the advantage of watching it grow and helping it grow. A college student could not give the proper time and thought to the house and its matters. Also you might have a capable girl one year, and one not so capable the next. We must have someone that we can go to for guidance. As for management itself, an older woman has more time and experience. I believe

our housemother has always been house manager.

6. Because our housemother is so near our age she can understand us, and yet she has had the mature experience we lack; and she has time to devote to the fraternity as she is not a student, we are satisfied with her management.

7. No, because a student is so immature and inexperienced in managing that we would lose financially.

8. There is too much responsibility, and the time necessary for successful managing places too great a hardship on a student.

9. No. A student would not be able to accomplish the above objectives nearly so well as does this most successful housemother.

10. No. The housemother has much more experience in buying, and the girls, respecting her position, pay their bills more promptly.

11. I feel that it is too extensive a job for a student.

12. Because a student has usually little or no training in institutional management, and it should be a full-time job.

13. I think that they are too inexperienced and do not have the time to devote to efficiently managing the house.

14. It would be an unusual girl who would be clever enough at buying, planning menus, handling employees, and possessing enough time to manage finances -- complicated bookkeeping, etc., -- It would result in continual difficulty because the rest of the group would probably not respect her judgments nor cooperate with a girl of their own age, unless specially trained for such a position.

15. Our housemother has more time for the work than a student, and consequently can do it better and more effectively.

C) Replies of Alumnae Advisers.

Would you choose to go back to student management? Why? (Or why not?)

1. No! Young people need a person of maturity and judgment to advise and check important questions.

2. No. I feel that in the first place, students are not in college to learn to manage houses, unless they are taking work in Home Economics. In the second place, they have not the experience necessary to effect the needed economies.

3. No. In the busy run of student life it is much more ideal to have

an older person take more responsibility and have more authority such as the housemothers now have as University officials.

4. No. We have partial student management as far as the house finances are concerned, but regarding the general management of the house, I feel it would be a big mistake to go back to student management.

5. No. Not unless the student manager was well-trained or could be supervised and directed until trained. I do think that there is wonderful training in management of a house, but feel that students should know more about it, and perhaps credit be given at the University, or a small salary paid by the sorority. This house-mother has made it easier in all ways, although I do not think that the house is conscious of this fact. They have not thought of a change at this time, however.

How about an assistant house manager, who is a student? This would help the housemother and give the student some experience.

6. No. It means a house run by the cook, and inefficiently and extravagantly run, and in most cases wastefully. In the old era of cook domination, as president of the building association, I went over the house after school was out, to consider repairs. We found in the kitchen, or rather back porch, left for the garbage man, an enormous cardboard carton (about the size of a three-drawer file) of bread, ranging from half loaves to single slices, twelve bunches of carrots, rotting, and six bottles of sour milk, -- and the garbage can bulging with small cans. Bad buying, and bad planning.

7. One year is not long enough to prove any system, but I am sure that the present arrangement is going to be a big improvement over student management. We still have plenty to learn.

8. No. For reasons given in former answers.

9. No. Students are not mature enough, nor in office long enough to become efficient.

10. No. Students do not have time or background of experience to meet the situation. Need older head in case of emergency. Girls need capable refined influence.

11. No. Because of the continual change in the management, and the fact that it is too much responsibility.

12. Never. They have neither the time nor the opportunity for needed experience.

13. No. I feel that it takes a mature person to manage a chapter house, and one that can give more time to it than the average student is able to give.

14. No. I believe an older experienced person has much more time and good judgment.

15. No. Students do not have time or experience for the management of a large house.

16. No. Because a housemother has more knowledge, more experience, more time to devote to such duties. In every instance where we have a good housemother, the management is much more efficient and adequate. I certainly approve of the manner in which the University of Oregon has helped the housemother situation, and feel that it is a step necessary on many campuses. The influence of a housemother is greater than we ever used to imagine, and her part is a very important one in any chapter. By making her a definite link between the school and the chapter, it strengthens her place and gives the chapter a better understanding of her position. I am heartily in favor of all your good work along this line, and only hope many other schools follow your lead.

Other Comments

1. We have always advocated housemother- house managers. I am unable to answer all questions on the other side of this sheet because I have not visited the chapter when it was under student management.

2. As you probably know, our national required an alumnae financial adviser. Our chapter was slow about complying because one of the active girls needed the opportunity to earn her board and room. This year, however, we have an alumnae adviser, who receives a small salary for her services. She collects all the money, then returns a certain proportion to the chapter for national dues, entertainment, etc.

The housemother is allowed a certain amount of money for food, which she buys, upon obtaining permission from the financial adviser. She also orders such things as oil for the furnace, electric light bulbs, and other upkeep. Payment for these things is made by the alumnae adviser.

This explanation takes the place of the answer to some of the questions which apply to a different set-up. If any more detailed information about our system would be of any value to you, I shall be glad to get it.

3. I like the plan very much. I wonder if it would not give the housemother a better position if she were paid for the most part by the University?

4. After some of the recent data on the moral tone, it would seem this was not entirely satisfactory, but I feel certain the situation was unique and did not reflect on the personnel of the membership.

5. Our housemother has seen the need for many changes, but because of being a new housemother she has felt that she will bide her time

in making the proper approach to the chapter. This chapter still needs to have a more sympathetic attitude toward their housemother. They should not feel that because she is paid a salary that she is only a hireling. The present housemother is very well liked and I have heard no criticism of her. Next year we hope she can make her work with the girls still more effective.

APPENDIX J

COMBINED MISCELLANEOUS COMMENTS

A) Comments of House Presidents

1. I feel that the system of housemother management is not only an improvement over the student management system, but also sororities will find it increasingly necessary to adopt the former in order to help raise standards of living to equal those of modern dormitories.
2. In my opinion, there is no question but that management by a capable and experienced woman is much superior to student management. A change in management every year or two, as is inevitable under student management, means that there will have to be a decrease in efficiency until the new manager becomes adjusted to the needs of the house. Also the experience which is necessary for the most efficient management of the house would be lacking to the most capable student manager, and the house would not always contain a girl who would be capable of taking over the duties of a house manager.
3. I would like to add that this experiment with a young housemother has proved highly successful. In the summer I live in a huge camp as councillor, which is run by a young person. There is very little difference between the rules of a camp and a sorority, differing as to age of the girls only. By the time girls come to college they should learn to take major responsibilities on their shoulders, but there needs to be a person at the helm who is a bit older than they are and has blazed the trail. She should be a capable, responsible one who can do as much personnel work as house managing.
4. Our housemother's rich experience with girls has made her an invaluable asset to the house. She is conservative, but broad enough to understand conditions as they affect the girls of today. The girls in the house are very fond of her, and that, in itself, means much.
5. The housemother is so vitally interested in both the internal and external organization of the fraternity that the house has improved greatly as a unit in itself and on the campus. Probably one of the housemother's most valuable assets is her ability to put herself in the position of "mother" to each individual in the house. She is not only a chaperon, but one who knows and loves each of us and to whom we may go with each of our problems.
6. Our housemother has very great capabilities, especially as a buyer. No girl could possibly be anywhere near as competent. We feel that

financially we are very stable. I have had experience as house manager, and so feel that I can see clearly just how much better it is to have a housemother buying and managing generally. There is no ill feeling in the house such as might exist with a student manager.

7. I feel that what our housemother may lack in a social way, she more than makes up for in her ability to manage and run the house. She is of much help to me.

(Eight had no further comments).

B) Comments of Parents.

1. I feel quite incompetent to answer your question satisfactorily. I knew nothing of college life under the old system, or of sororities, but I am increasingly grateful for the excellent tone of my daughter's house and for all that its very fine housemother is doing.

2. From what I hear, conditions in all sororities are very much better than they were a few years ago. More sororities are out of debt (except their funded debt), merchants complain less of unpaid bills, fewer stories of wild behavior are afloat, more parents are satisfied with conditions in their daughter's houses -- in short, in my opinion, the introduction of housemother as part of the personnel management was a most wise innovation.

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