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A study of the problems of ninety-seven freshman girls at Charlesgate Hall.

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Boston University
BOSTON UNIVERSITY
SCHOOL OF SOCIAL WORK

A STUDY OF THE PROBLEMS OF NINETY-SEVEN FRESHMAN GIRLS

AT

CHARLESGATE HALL

A Thesis

Submitted by

Lena Harriet McCoy

(B.A. in Education, Boston University, 1928)

In Partial Fulfillment of Requirements for

The Degree of Master of Science in Social Service

1930
DEDICATED

TO

THE BOSTON UNIVERSITY WOMEN'S COUNCIL
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CHAPTER I

INTRODUCTION

Charlesgate Hall, the largest residence for women in Boston University, acquired in 1947, houses 102 Freshman girls ranging in ages from eighteen to twenty-one, and representative of many departments in the University.

Each girl brings with her a carry-over of standards and values preconceived for her in the family setting; her own individual interests, needs and abilities; her own personal problems as a teen-ager. She comes at the most crucial time of her life—when freedom and independence, guidance and dependence must be fused in wise proportions to enable her to grow to the maximum of her potentialities.

To weld a group with such diverse interests, such varied backgrounds, into a contented whole, assuring each individual in the group of "the greatest possible measure of freedom and encouragement to develop his own talents, initiative and moral responsibility" is the task that automatically falls to the University Dean of Women and to the members of her staff.

In such group living criticism of the administration is inevitable. The process of devaluation among adolescents is a healthy and integral part of the fight for emancipation and the search for the critical judgment of maturity. To serve its greatest purpose this criticism

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must be a two-way affair—criticism flowing up as well as down—criticism without fear of those in higher places.  

PURPOSE

The Dean of Women, cognizant of the criticism existing in the Dormitory, has given the writer permission to undertake this study which proposes to:

1. Ascertain the over-all problems of the Freshman Girls in
   Charlesgate Hall.
2. Indicate broad areas of criticism, which may be used as the
   basis for replanning and rethinking programs that will be most
   effective in dealing with future Freshman classes.

QUESTIONS

1. What are the problems of the Freshman Girls at Charlesgate?
2. Are they aware of their problems and do they know where they can go in the University for help?
3. Does the adolescent striving for independence keep the Freshman Girl from using available resources?
4. Does Social Work have a contribution to make in helping the Freshman Girl to adjust to this new experience in group living?

SCOPE

This study will reveal the general problems presented by the girls in the poll taken according to schedule and the results of the exploration of specific underlying problems noted in a group of girls through self-referral. No attempt will be made to break down the problems according to departmental groups, but rather to evaluate the total group as teen-agers in a college setting and to apply, in some measure, the dynamics of Adolescent Psychology from the best literature in the current field of Social Work practice.

LIMITATIONS

The writer had originally planned to offer sustained Casework Services to the Freshman girls with the goal of determining the value of the casework process in this specific milieu.

Three factors necessitated the revision of the original plan:

1. The limitation of time.

2. The heavy social and academic schedules carried by the girls which would interfere with a continuity of service.

3. The realisation that, without a full knowledge of resources available within the University for purposes of referral, it would be unethical to set oneself up as a helping person, evoke undue anxiety in the student and not follow through in the helping process.

The section on specific problems referred by the girls themselves will be handled in the area of diagnostic thinking rather than in terms of treatment for the reasons mentioned above.
METHOD OF PROCEDURE

On January 3, 1950, the first day of classes after the Christmas recess, a meeting of the Freshmen Class was called by the Dean at seven p.m. in the Freshman Study. It was felt that this was psychologically the right time to present "helping people" to a group of Freshmen whose homesickness had been reactivated by the long holiday period and whose anxiety was mounting with the coming of their first Mid-year Examination.

After explaining the services available through her Office in contrast to the facilities of the University that had been stressed in the Orientation Week, the Dean presented the writer.

The purpose of the study, as a privilege of democratic living and as a tool in making the Dormitory a better place to live, was briefly explained and the method of procedure by poll at a future date outlined. Consultation Service was offered to those girls with personal problems which needed attention before exams began and, by request of the group, it was arranged to offer this service on Tuesday nights during study hour, beginning on the first Tuesday of the second semester.

From the third of January through the seventh of March, seventeen girls referred themselves for help with personal problems.

On February 14, sixty-six girls reported to the Freshman Study in response to a notice that appeared on the Freshman Bulletin Board announcing the poll that had been discussed at the first meeting. (See notice in Appendix.) By request, no staff member was present. The girls were assured that their signed answers would be strictly confidential data and
destroyed as soon as the factual data had been tabulated. They were urged
to state their problems with unrestrained frankness that action might be
recommended in terms of the objectivity and validity of the research pro-
cess. It was felt that through a signed poll, the writer would be able
to pick up and follow through on striking problems needing immediate atten-
tion, or problems of such proportion as to constitute a trend. No re-
sistance to a signed poll was encountered.

On March 7, using the same techniques, a signed poll was taken of
thirty-one girls who had missed the first poll because of previous commit-
ments to University activities. The five girls who were not present had
made previous arrangements with the Freshman Advisor to be absent in order
to attend various University functions in which they were participating.
CHAPTER II
OFFICE OF THE DEAN OF WOMEN

The Office of the University Dean of Women was created in 1924 by the Boston University Women's Council, a group of women graduates and friends of the University, who recognized the need, in a rapidly expanding co-educational institution, for a faculty member to whom the girls might bring their problems.

To the Dean of Women, from the beginning of the program, has fallen the onerous task of planning for women students in a rapidly expanding University and in a changing world, based on a philosophy of Social Progress, and of recognition of individual right.

"Education, which is the bulwark of Democracy," has had to shift its emphasis from an old authoritarianism to a new permissiveness to keep pace with a changing philosophy and concomitantly the program of the Dean and her staff has had to change from a regime of planning for women students to planning with women students if they are to grow to their maximum social, emotional and scholastic stature within the framework of an academic setting.

The Dean's welcome to students living in the Dormitory bespeaks her philosophy:

Because of its central location and divers facilities, Charlesgate Hall serves the Women Students of Boston University both as a home away from home and as a center of cultural and social activities, available to those residents here and to groups of commuting students who wish to use the areas of the Hall adapted for their pleasure.

3 Ibid., p. 98.
Here is to be found a rich experience in campus living derived from the diligent pursuit of knowledge, the making of lasting friendships, the development of those qualities of leadership and co-operative effort basic to the establishment of well-founded human relationships.

To you who will live here this year, we offer our greetings, a hearty welcome and a challenge to make the most of the privileges that will be yours. Achieve a substantial college record and along with that demonstrate a greater capacity for enjoying life through your understanding, your tolerance, your sense of fairness, your grasp of the significance of intelligent group living. Share generously in the assumption of responsibility for the diversified program of activities planned for the year. With loyalty and devotion, serve your Hall and your University. Thus will you experience a rewarding year and come to know the full measure of your own potentialities.

**RESIDENCE STAFF**

The Residence Staff of the Dormitory consists of:

- **Director of Residence**
- **Business Manager**
- **Assistant to the Business Manager**
- **Residence Assistant in Charge of Barnes, the undergraduate wing**
- **Residence Assistant in Charge of Charlesgate, the graduate wing**
- **Residence Assistant in Charge of Beacon, the freshman wing**
- **Dining Room Supervisor**
- **Nurse**

These staff members are administratively responsible to the Dean of Women for the operation of the Dormitory and weekly staff meetings are held to discuss problems of the house. While no over-all in-service training program for staff members is being undertaken at this particular time, three members, within the limitations of time imposed by heavy schedules, are attending classes by choice. One member is enrolled at the School of Education, one at the Garland School of Homemaking and a third is study-

4 Boston University, Charlesgate Hall Handbook, p. 5.

5 Ibid., p. iii.
ing Hotel Management.
The Freshman Adviser joined the staff in the fall of 1949, coming to the University from the Personnel Department of a nationally known industry.

THE STUDENT GOVERNMENT ASSOCIATION

Inherent in the concept of democratic dormitory living is the Student Government Association whose President acts as the liaison between the Dean and the Residents of the Hall to interpret administrative policy. The Dean and her staff members attend Student Government Association meetings only by invitation.

Framers of the Constitution of the Charlesgate Student Government Association:

We, the students of Charlesgate Hall, recognizing that every community has laws which, in the interest of the whole, the individual must respect; believing that through self-government, the members of such a group may grow in character and power; and desiring to exercise this responsibility individually and collectively have organized ourselves into an association. Every student accepts the obligations and privileges of Charlesgate Hall. Each student performs her academic tasks honestly and upholds all the regulations prescribed hence for the welfare of the dormitory. In supporting these standards it is the duty of every student to report herself to proper authorities in case she has violated a regulation.

Object of the Student Government Association:

Section 1. To serve as an authoritative body to enforce University and Student Government Regulations.

Section 2. To provide a means of co-ordination between dormitory staff and dormitory residents.
Section 3. To provide a channel for the expression of student ideas.

Section 4. To promote responsibility and loyalty within the student body.  

Departments in the Student Government Association:

Section 1. Student Council: The Student Council whose duty it shall be to initiate legislation shall consist of all student officers of Charlestown Hall.  

On the Council the Freshmen have a Freshman Class Chairman and a Freshman Social Committee Member.

Section 2. Executive Board: The legislative power shall be vested in the Executive Board.  

On this board the Freshman Class Chairman is a member.

Section 3. Judicial Board: The judiciary power shall be vested in the Judicial Board.  

On this board the Freshman Class Chairman is a member.

The Judicial Board meets weekly. Offenses are to be reported by the student herself. In accord with the Honor System the student takes this initiative herself and in each instance the girl has the opportunity of presenting her own case. If a girl does not report herself immediately following her offense, the board will give her one week before issuing a summons.

Disciplinary measures of the Board are:

a. Deprivation of certain privileges.

b. Campusing.  (Student remains in her room 7:30 p.m. to 7:00 a.m. No phone calls, no callers.)

7 Ibid.

8 Ibid., p. 11.

9 Ibid.

10 Ibid., p. 12.

11 Ibid., p. 17.

12 Ibid., p. 16.
Cases brought before the Board for serious infringement of University regulations are referred to the Dean before final action is taken by the Board.

Honor System: The basis of the Charlemagne Student Government Association shall be the Honor System under which the student shall:
1. Maintain the highest standard of honesty in all relations.
2. Report any violations of the system either those by herself or by others to the Judicial Board. 13

Hours and Permissions: Students on the Dean's List with an average of 2.7 or above are entitled to the privileges of the class above them. Student grades are computed in units, the highest possible average being 4.0. Any dormitory resident attaining an average of 2.7 (B-) is placed on the Dean's List and is entitled to the privileges of the class above her. A Freshman on the Dean's List may, in the second semester, have the same hours for returning to the dormitory and the same late permissions as a Sophomore.

Freshmen Hours:
First semester Monday through Thursday: 9:00 p.m.
Second semester Monday through Thursday: 10:00 p.m.
Friday and Saturday: 12:00 p.m.
Sunday: 10:00 p.m. (11:00 p.m., if transportation necessitates it) 14

Late Permissions:
Four late permissions are granted per semester (1:30 a.m.)
Two of these may be taken in one week

13 Ibid.
14 Ibid., p. 19.
A late permission on Friday and Saturday extends until 1:00 a.m.

One of the four late permissions may be taken until 1:30 a.m. on the week-end only.

Overnight and week-end permissions are granted by written agreements from parents. 15

Study Hours:

a. Quiet hours begin at 7:30 each night except Friday and Saturday.

b. During examination periods study hours will be enforced at all times except from 7:00 to 9:00 a.m. and from 5:00 to 7:00 p.m.

c. After 11:00 p.m. typing cannot be done in students' rooms.

d. During quiet hours doors are to be closed, radios and voices are to be kept low enough not to be heard outside the room. A radio may be removed at the discretion of the Student Government. 16

Freshman Programs: Two specific programs planned around the needs of Freshmen are carried out at Charlesgate Hall.

FRESHMAN ORIENTATION WEEK

Freshman Orientation Week: During their first week in the Dormitory, the Freshmen are kept busy with a varied social program and with meetings which aid them in their adjustment to dormitory life. 17

15 Ibid., p. 18.

16 Ibid., p. 24.

17 Ibid., p. 28.
This program combines registration for classes in the morning with tours of the University in the afternoon designed to give the new student an awareness of facilities and a sense of belongingness. Social activities are planned to give Freshmen the opportunity to meet other residents of the dormitory and to become acquainted with the Dean and her Staff.

Orientation Week starts on the day the girls arrive at Charlesgate and lasts a full week. On the third night an Orientation Meeting, followed by a Coke Party is held. At this time it is customary for the Freshman Adviser to review with the newcomers the contents of the Handbook, indicating the privileges and responsibilities therein outlined and emphasizing points which have proved "pitfalls" to preceding classes.

At succeeding monthly class meetings, the Adviser may take the opportunity to review the contents of the Handbook in terms of difficulties that may arise in this new experience of dormitory living.

BIG SISTER PROGRAM

Big-Little Sister Banquets: In the fall and in the spring banquets are held for the Big and Little Sisters.18

A Big Sister Chairman is chosen by the Freshman Class each year. She assumes responsibility for sending a copy of the Charlesgate Hall Handbook to each girl who will enter college in the fall. With this data goes a covering letter or memo apprising the new student of the date of the opening of college.

The Big Sister Program is completely voluntary. Any Freshman may
choose or refuse to become a Big Sister. During the summer, if she has
signified her willingness to assume responsibility in the project, she
receives a form from the Chairman of the Committee, advising her of the
student assigned to her. It then becomes her duty to correspond with
her Little Sister and, through this medium, to start a relationship. The
goal of the program is to help the Freshman through the maze of regis-
tration. In that the program is voluntary, personality matching and
assignment by the Freshman Chairman according to departments present
definite problems.
CHAPTER III

PRESENTATION OF THE FINDINGS OF THE POLL

Adolescence has been described as a "no man's land" and the adolescent herself as an "in-between-ager". In this "the decisive last battle fought before maturity", the teenager is faced with renouncing her infantile residual dependency needs and of establishing, through the development of her ego strengths, coveted independence and maturity.

The college freshman is at most and at best a high school senior separated from the secondary school by a summer and from her family by miles. Of necessity she brings with her to the new environment attitudes towards authority, narcissism, the quest for new identifications, the ability to fantasy and that devaluation proneness which is her own particular forte and the area of gravest conflict with her elders.

This chapter proposes to present the findings of the poll taken among a group of ninety-seven Freshman girls and to interpret them in terms of the best literature in the current field of Social Work on the dynamics of the adolescence.

It is to be noted, in the following Table, that each student gave multiple reasons for coming to college.


### TABLE I

**REASONS FOR COMING TO COLLEGE**

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. To get away from a small home town and to enjoy the social and cultural advantages of a big city</td>
<td>76.2</td>
</tr>
<tr>
<td>II. To prepare for a career</td>
<td>62.2</td>
</tr>
<tr>
<td>III. To be near home</td>
<td>50.5</td>
</tr>
<tr>
<td>IV. To comply with parents' wishes</td>
<td>42.9</td>
</tr>
<tr>
<td>V. To prepare for a career in order to support other members of the family</td>
<td>37.6</td>
</tr>
<tr>
<td>VI. To be near a fiance</td>
<td>34.5</td>
</tr>
<tr>
<td>VII. To prepare for marriage</td>
<td>34.2</td>
</tr>
<tr>
<td>VIII. To be completely on one's own</td>
<td>20.6</td>
</tr>
<tr>
<td>IX. Awarded a scholarship</td>
<td>6.1</td>
</tr>
<tr>
<td>X. Refused admission to other colleges</td>
<td>5.3</td>
</tr>
<tr>
<td>XI. For financial reasons</td>
<td>5.1</td>
</tr>
</tbody>
</table>

In the reasons given for coming to college this group of Freshmen presents a clear picture of the teen-age drive "to get away and go back". In the pseudo-sophistication typical of their age group they mask their need for emancipation from the parent by projecting the dynamics of their behavior on the town which no longer meets their needs. Var-

21 Ibid., p. 115.
iations in the degree to which they have emancipated are indicated by the wish of one group to be "completely on one's own"; of another to be near home and of a third to act out some residual guilt by supporting the parent.

Identification with the parental super-ego would seem to be indicated by those who gave "to comply with parents' wishes". However, attitudes in our culture which make a college education a must in some social strata should not be discounted in this particular area. There is also implied in this statement a prolonging of dependence on the parent for economic reasons.

Of the group who gave as the reason for coming to college "to be near home", we may suspect a less mature cross section of teen-agers who are having difficulty in breaking away from family ties and who, at a somewhat conscious level, are assuring themselves that their dependent needs will continue to be met in the same ways as they have been met in the past. For marriage or for proximity to a fiancé are logical outgrowths of this immaturity, in view of the fact that the teen-ager must move from parent-love to self-love and then into the area of heterosexual relationships, in the process of maturation.

Question II: Are you getting what you want out of college?
TABLE II
STUDENT EVALUATION OF SATISFACTIONS OF A COLLEGE EDUCATION

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>51</td>
</tr>
<tr>
<td>No</td>
<td>30</td>
</tr>
<tr>
<td>Undecided</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>97</strong></td>
</tr>
</tbody>
</table>

Of the group who answered in the negative, the breakdown of specific reasons is as follows:

TABLE III
SPECIFIC REASONS OF THE GROUP REPLYING IN THE NEGATIVE TO QUESTION II

<table>
<thead>
<tr>
<th>Specific Reason</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lack of a sense of belongingness to the University</td>
<td>6</td>
</tr>
<tr>
<td>b. Rigidity of scholastic requirements</td>
<td>19</td>
</tr>
<tr>
<td>c. Inability to decide on a career</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

In the objection to the rigidity of requirements, we may suspect the inability of the teen-ager to forget present pleasure, which is consistent with his current operating principle of self-love for future gain, which is a greater part of emotional maturity.

While there are reality factors to be considered in the lack of a
sense of belongingness to the University because of its size, its lack of a campus in the popular concept and because of the adaptations necessary in making an adjustment to a new type of living experience in an unusual physical setting, this problem seems to center essentially around the teen-age feeling that no one understands her, equating a lack of understanding with a lack of love.

Inability to decide on a career may in part indicate problems in the area of completing identifications, specifically in finding people whom she can both be like and feel with. The fact that the teen-ager sets such high qualifications for herself in the area of identifications, or has had conflict in making identifications in the past, may be contributing factors in this problem.

With the characteristic teen-age power to fantasy, she may well be very ambivalent about the choice of a career, debating with herself, as a teen-ager known to the writer, between becoming "a Nun or a Dancer".

Definite reality factors enter into the choice of a career by the present day college student, occasioned by the mass education, financed by the G. I. Bill, and the very practical consideration of whether or not there will be jobs in the future in the area of the Freshman's choice due to our uncertain economy. Many of these girls already feel that a Master's is a must and that without it they cannot possibly take their places in a highly competitive academic society.

The following Table answers spontaneous replies to the question, "What are your problems?"
TABLE IV
OVER-ALL PROBLEMS OF THE GROUP
OF NINETY-SEVEN FRESHMAN GIRLS

<table>
<thead>
<tr>
<th>Problems</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attitudes of Housemothers</td>
<td>87.7</td>
</tr>
<tr>
<td>2. Choice of a Career</td>
<td>71.2</td>
</tr>
<tr>
<td>3. Food (quality, quantity and service)</td>
<td>67.8</td>
</tr>
<tr>
<td>4. Study Habits</td>
<td>47.7</td>
</tr>
<tr>
<td>5. Broken Romances</td>
<td>40.4</td>
</tr>
<tr>
<td>6. Physical Condition of the Dormitory</td>
<td>39.1</td>
</tr>
<tr>
<td>7. Quality of Instructions</td>
<td>37.2</td>
</tr>
<tr>
<td>8. Week-end Permissions</td>
<td>30.3</td>
</tr>
<tr>
<td>9. Types of Examinations</td>
<td>18.2</td>
</tr>
<tr>
<td>10. Difficulty with Parents</td>
<td>15.3</td>
</tr>
<tr>
<td>11. Conflict in Religious Areas</td>
<td>13.3</td>
</tr>
<tr>
<td>12. Conflict over Standards and Values</td>
<td>12.6</td>
</tr>
<tr>
<td>13. Financial Problems</td>
<td>5.8</td>
</tr>
</tbody>
</table>

In answering this question (Table IV) each gave problems rather than a specific problem.

To feel grown up and important and because her narcissistic good opinion of herself does not compensate for her own inadequacies, the teenager devalues or criticizes those in positions of authority. Parents, relatives, teachers and housemothers all fall into this group. This is
amply evidenced by the high percentage of complaints against the housemothers. Not mature enough to assume responsibility for her own shortcomings, she must "accuse others of repressing her in order to project her own psychologic inhibitions and her perception of her own psychologic limitations in the outside world, and to blame others for what she lacks." While the small child feels that she is not loved, the teenager feels that she is not understood and fights back by this special mechanism.

This devaluation carried over into the problem around food, which in the Dormitory is the province of adults, and is also projected into the physical condition of the building, which, in several instances, was cited as the reason for poor study habits because adequately conducive settings were not provided in which to study.

The large percentage of complaints about food may well be equated with her problems around a lack of love and understanding and a lack of a sense of belongingness. In the infant, the giving of food by the mother symbolizes the giving of love and the meeting of deep dependent needs through oral satisfaction. In the adolescent, with her deep dependent needs reactivated by the stresses and strains of the period and her marked independent needs, food assumes great importance, as does the giver of food. This combination of dependent and independent needs and the presence of the devaluation proneness in adolescents make food a major but masked problem.

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22 Ibid., p. 111.
One student, in interview, strikingly explained her feeling about food, saying that she knew in mass-feeding cooking could not possibly be like home cooking. With startling awareness, she went on to say that her problem was a lack of security and affection in this new living experience, but that she realized the kind of "love" she found in college could not be the kind of "love" she had had at home.

Although week-end permissions and hours are essentially the area in which the Student Government functions, caught in the net of identification, with the housemother who must enforce them, they become a problem to the individualistic rebellious teen-ager.

In thinking of a career and in asking, "What shall I be?", the adolescent is in reality saying, "Who shall I be like?" In the incorporation or assimilation of the parental super-ego in childhood she has made her first identifications with her parents. Now, in adolescence, she is faced with breaking with her old identifications, and of finding "great people in great things" with whom she may identify. The hero-worship, so typically a teen-age phenomenon, grown out of this need to identify, in many cases helps transiently to minimize stress and strain.

It is interesting to note the high percentage of problems around the choice of a career, in view of the fact that usually problems around preparation for marriage in a group of college girls outweigh problems around the choice of a career. It must be recognized that the teen-ager uses intellectualization as her immediate defense against the re-surging of instinctual drives with which she is constantly confronted in these difficult days and may mask the fear of what is happening within her by a
pseudo-interest in the outside world and a seemingly grave concern about the role that she is destined to play in it.

The adolescent, with all her feelings of inadequacy, must in college acquire skills that will make her feel strong in herself, must find that career which will bring her, not only financial security, but, more important by much, emotional security in the form of acceptance.

She tends to look to her instructors, as to all adults in the environment, for help in the completion of her identifications. If they meet her fantastic and idealistic specifications, she accepts them violently, but transiently. If, on the other hand, they fail to meet her specifications, devaluation must follow.

As difficult to cope with as devaluation is the teen-ager's narcissism. Although she reserves the right to be extremely exacting, she is wounded at the least violation of what she deems her right. In detaching her libidinal drives from her parents, in the struggle for emancipation and new identifications, she internalizes them. In its positive qualities this self-love gives her the esteem and the confidence so essential to her growth and development; in its negative qualities it leads her to self-devaluation. This "double action gives rise to the movement back and forth, the ebb and tide of overweening pride and contrition and is in brief the whole picturesque medley that is the psychologic pattern of adolescence".23

As part of her narcissism, the teen-ager may find an outlet in

23 Ibid., p. 94.
emotional solitude, be engrossed in philosophical questions and feel a thing removed and apart. In the group who gave religion and standards and values as their problems there was a marked aloofness and pseudo-sophistication in presenting the problems and the intimation that no one who had not had comparably profound experiences could feel with them.

When the adolescent narcissism again externalizes itself and attaches itself to an object we have "first love" which with the teen-ager is so violent and so serious, but seldom real. The adolescent girl wants to be adored by all men in her world of fantasy and to fantasy herself adored by a man in the realm of reality. In the group of girls giving a broken romance as a problem, all of them wrote of their "willingness to sacrifice everything for the beloved" and then went on to voice great ambivalence about their past ability to choose between the boy and their objecting parents who caused the affairs to end, either for economic or religious reasons.

While this group of problems looms large in the adjustment of Freshman girls and seems intensely traumatic, it is well to consider the erotic readiness of the teen-age girl, her drive to collect men's "broken hearts" and her ability to move with rapidity from object to object.

The verbatim answers to two questionnaires are inserted here to show how sophistication and the incorporation of terms gleaned from current classes, which so approach intellectualizations, may mask the feeling tone

24 Ibid., p. 96.
25 Ibid.
in teen-agers:

QUESTIONNAIRE #1

I. Why did you come to college?
ANSWER:
   a. Proximity to my boyfriend who is at ____.
   b. Need for co-educational institution after years of private school restrictions.
   c. To learn life by living.

II. What are your problems?
ANSWER:
   a. Inter-personal relationships with boys.
   b. Conflict between morality and instinct.
   c. Conflict between idealism and learned behavior.
   d. Depressing atmosphere of the dormitory and its staff.

III. Where do you feel you can go in the University for help?
ANSWER:
   a. to my Human Relations professor.
   b. To a Clinical Psychologist.
   c. To a Psychiatrist.

QUESTIONNAIRE #2

I. Why did you come to college?
ANSWER:

To become a great writer and a professor.

II. Are you getting what you want out of college?

ANSWER:

Yes—and more, I have peace in which to write.

III. What are your problems?

ANSWER:

None, save those I share with the rest of the world and the generations that have gone before me. The unreasonableness of a hard and weary life has hit me. My problems are essentially philosophical in nature.

IV. What do you feel you can do about them?

ANSWER:

Read, write, meditate and live a little.

V. Where do you feel you can go in the University for help?

ANSWER:

a. To selected classmates who have experienced what I feel.

b. To a certain professor who understands me.

VI. How do you feel about the Big Sister Program?

ANSWER:

Totally ineffective. Big Sisters are not my kind of people.
TABLE V
WHAT THE STUDENT FEELS SHE CAN DO ABOUT HER PROBLEMS

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nothing</td>
<td>37</td>
</tr>
<tr>
<td>Consult Parents and Girl Friends</td>
<td>27</td>
</tr>
<tr>
<td>Study More</td>
<td>12</td>
</tr>
<tr>
<td>Petition</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
</tr>
</tbody>
</table>

Of the thirty-seven who feel they can do nothing about their problems, they all feel that no one understands them and no one is interested in them.

TABLE VI
WHERE THE STUDENT FEELS SHE CAN GO IN THE UNIVERSITY FOR HELP

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Counselling Service in Departments</td>
<td>47</td>
</tr>
<tr>
<td>b. Dean and Freshman Adviser at Charlesgate</td>
<td>27</td>
</tr>
<tr>
<td>c. Nowhere</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
</tr>
</tbody>
</table>

Group C feels that no one is interested in them and no one understands
them. This is part of the group who feel that they can do nothing about their problems, but entered college to be completely on their own.

TABLE VII
WHAT THE STUDENT THINKS OF THE BIG SISTER PROGRAM

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Helpful</td>
<td>30</td>
</tr>
<tr>
<td>b. Not Helpful</td>
<td>32</td>
</tr>
<tr>
<td>c. Needs Re-Organization and Continuity</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
</tr>
</tbody>
</table>

Group G recommended that a system be devised to match Big and Little Sisters according to department so that they might be useful "academically as well as socially".

SUMMARY

The problems presented by this particular group of teen-agers do not seem atypical. Essentially, they illustrate classic concepts of devaluation, narcissism, and identification common to all teen-agers. It is, however, to be recognized that these problems, striking as they may seem in percentages, may not be the real problems, but rather the intellectualized mask for what these students really feel and think.

"Feelings of insecurity and the longing for as well as the rejection of dependency"26 are consistent with the adolescent cry that she is not

26 Hamilton, op. cit., p. 247.
understood which, in reality, is her way of saying that she is not loved. Above all else the adolescent craves love—not "manifested by demonstra-
tiveness, but by confidence and respect from adults".27

Adults, within the teen-age milieu, must be able to "satisfy the
inmate idealism of the adolescent" and to meet her need to identify her-
self with "great people in great things".

In working with teen-agers, it is constantly necessary to "recognize
the clash of two worlds in all the happenings of the period":28 the one
world—childhood just past, the other—adulthood, not yet attained. In
the ability to effect compromise between the old and the new, to work
through the old feelings about authority, to move from self-love into
object-love, to develop those ego strengths synonymous with wisdom, depends
the success of adolescence and the triumphant entry into maturity.

Adolescence is a period of unusual stress and strain of which the
teen-ager has a conscious awareness. This awareness, coupled with intense
self-interest and subjectivity and fostered by the courses in psychology
in the classroom, gives rise to a tendency among Freshman girls to be al-
most self-analytical. This aspect, added to the intense drive towards
independence and self sufficiency and the omnipresent devaluation prone-
ness, may well deter the student from asking for help.

The teen-ager has very special needs which must be met by any milieu

27 Helen Ross and Adelaid M. Johnson, M. D., "Psychiatric Inter-
prediction of the Growth Process", Journal of Social Casework, 30: 150,
April, 1949.

28 Deutsch, op. cit., p. 115.
in which she finds herself, specifically:

1. The need for self-assertion
2. The need to form judgments and act irrespective of the opinions of others,
3. The need to prove bodily competence (by beauty and attractiveness),
4. The need to prove adulthood by achieving economic independence, establishing himself professionally and being sure of advancement,
5. The need to make a place for himself with the opposite sex, to be sure of a successful marriage and the founding of a family. 29

In the college teen-ager these needs are seen, both in the classroom and in the "home away from home", the dormitory. Her "intellectual and emotional growth are inextricably related, so related that they are virtually one and the same", 30

As modern medicine emphasizes the concept of total man, so modern education must emphasize the total personality, providing a healthful climate for its growth. If the teen-ager is to become a mature person, she must be assured of an environment that meets her own particular needs and enables her ultimately to convert her cultural, intellectual and technical gains to social uses.

Adolescent girls, though they may be reared in the same cultural conditions and though they are subject to the same biologic processes, present great differences in their still immature, but already sharply outlined personalities. One dynamically challenges her milieu; another passively and limply submits to guidance and "fate"; still another is over active, unable to wait passively for the future and to invent fantasies about it. Some put no limit on their longings and must have boundless elbow room for their effervescent fantasies.


30 Deutsch, op. cit., p. 129.
Such exuberant fantasy life certainly increases the danger of morbid reactions, but it also offers more opportunities for the development of femininity and makes for greater richness in the whole personality. Another type has rigidly defined objectives, determined wishes and apprehensions. This girl is mature and formed at an early age; her fate follows a predetermined direction that she cannot change. She will at first outstrip the youthfully effervescent, unbalanced, undependable girl of the same age, but will have fewer possibilities of further development.

No matter how much they differ in characteristics, all these youngsters consider their lives in the present provisional and are beset by inner conflicts until a path of fulfillments opens before them. They are "tormented by a feeling of insecurity, uncertainty, and inner restlessness throughout adolescence."

31 Ibid.
CHAPTER IV

ABSTRACTS OF INTERVIEWS WITH SEVENTEEN FRESHMAN GIRLS

This chapter will deal with abstracts of interviews with seventeen freshman girls who referred themselves for help with personal problems. Emphasis will be placed on underlying problems as revealed in the interview and an attempt made to diagnostically evaluate content.

I. IDENTIFYING DATA:

Name of Student: Sally
Age: 18
Family Constellation: Father, mother, one married brother aged 26.
Educational Background: High School
Cultural Background: Jewish
Previous Group Living Experience: Camp (Junior Counsellor)

PRESENTING PROBLEM: Choice of a Career

ABSTRACT OF CONTENT OF THE INTERVIEW:

Sally is a mannish girl of eighteen with very short hair and a husky voice. She can't decide what she wants to be, but she has to make up her mind here and now. During Christmas recess her brother, who has always been the family favorite, told her father that he wished he had not gone to business school. He would like to be a lawyer, while Sally is supposed to be a nurse because her mother expects her to be a nurse. She hates sick people, hospitals and particularly sick women as she feels that her childhood was ruined by the presence in the household of an invalid grandmother.

She feels very definitely that she must choose the right career and cannot follow the pattern of her brother. She, being a girl, has always been expected to make the right decisions, while he, being a boy, has been allowed to get away with everything.

(Sally is having marked conflict with her roommates who do not think as
she does and of whose habits she thoroughly disapproves. She would like to go into Nursery School work as she "handles" little children very well.

DIAGNOSTIC IMPRESSION:

This teen-age girl needs to be successful at a career level to gain the attention which she obviously has not had from parents. There is marked sibling rivalry with an older brother and some insight into her feeling about him. One wonders if her rejection of all women in her world and her competition with her brother may not be a rejection of her feminine role.

II.
IDENTIFYING DATA:

Name of Student: Jane
Age: 18

Family Constellation: Father, mother, two married sisters older, three brothers, single uncle lives in the household

Educational Background: High School

Cultural Background: Jewish

Previous Group Living Experience: None

PRESENTING PROBLEM: Choice of a Career

ABSTRACT OF CONTENT OF THE INTERVIEW:

Jane is an attractive, sad looking girl. She came to college to become a doctor and now she finds that she is failing in Science. Her uncle, who is now in the last year of Medical School, has promised to put her through Medicine. She can't let him down as he has always been like a father to her.

Jane comes from a very deprived family. Since she was eight years old she has had to work in her father's store after school. She hates people. They are so demanding and you never can trust them. She definitely does not want to do anything with people and would like to do scientific research, if only she could pass Science.

She is having a great deal of difficulty in dating because none of the
boys whom she has met has been a gentleman like her favorite uncle.

**DIAGNOSTIC IMPRESSION:**

This student's close identification with her uncle is a handicap in both the choice of a career and the ability to relate to boys in her own age group.

**III. IDENTIFYING DATA:**

**Name of Student:** Sue

**Age:** 17

**Family Constellation:** Father and mother

**Educational Background:** Private Schools

**Cultural Background:** American

**Previous Group Living Experience:** Camp, private schools

**PRESENTING PROBLEM:** Grades

**ABSTRACT OF CONTENT OF THE INTERVIEW:**

Sue is a most attractive, sensitive, dreamy adolescent who describes herself as a "Navy brat". In her seventeen years, she has lived in many places, but feels that she belongs nowhere. She is scared of her mother, a schoolteacher and a "bookworm", whom she knows will be most punitive of her if she fails—and of the loss of her father's love if she doesn't "do him proud".

She describes her father as her "best beau", can't wait for him to come in from sea, hopes that her mother will go to summer school so she can have Daddy all to herself, and wonders what she will do about going to ____ College for Senior Week-End, if her father's ship docks at that time. She feels that she now must choose between her boy friend and her "best beau" and is very ambivalent.

Her mother has told her that she must work this summer to earn her spending money and she feels that this is most unjust as it will mean added separation from her father, which she can't bear.
DIAGNOSTIC IMPRESSION:

This teen-ager is definitely her mother's rival for her father's affection and undoubtedly her feeling about him will hinder her in moving into positive relationships with other men.

IV.
IDENTIFYING DATA:

Name of Student: Pat
Age: 21
Family Constellation: Mother, aged and invalid grandmother
Educational Background: High School
Cultural Background: American
Previous Group Living Experience: None
PRESENTING PROBLEM: Rigidity of Requirements

ABSTRACT OF CONTENT OF THE INTERVIEW:

Pat is a tragic, unattractive girl of twenty-one. When she was three her father left the home. She was brought up by her mother who worked very hard to support her and her grandmother.

She feels that people have never liked her—just felt sorry for her because she was so depressive. She has never had any clothes, has never had any fun and has never had a date as "men are all alike". She can't understand her roommates dating as they came to school to get an education and are wasting time on men.

When Pat was five she had some eye surgery which was not too successful. As a result she has always felt different from other girls and knows that they called her unkind names.

She was nineteen when she graduated from High School and worked two years to earn money to put herself through college and to prove that she was "just as good as anybody else".

College to her is a grave disappointment. She has always wanted to create great masterpieces in art, great music. She feels they are "locked inside of her, screaming to get out", but she has time for nothing but the required subjects which she loathes and which are not
helping her in the choice of a career.

DIAGNOSTIC IMPRESSION:

This student is extremely deprived and immature. Although she has some insight into her problems, she has a marked tendency to intellectualize and to withdraw from reality. Social factors, an early and traumatic illness and the lack of a father person have obviously had their impact on her growth and development.

V.
IDENTIFYING DATA:

Name of Student: Dotty
Age: 18
Family Constellation: Father
Educational Background: High School
Cultural Background: Scandinavian
Previous Group Living Experience: None

PRESENTING PROBLEM: Finances and Grades

ABSTRACT OF CONTENT OF THE INTERVIEW:

Dotty is a beautiful, idealistic, only child. She grew up on a farm and attended a rural school. Her time was spent in chores about the house and in church activities.

Three years ago her favorite aunt, whom she adored, died and left her enough money for a college education. Secretly, she wished her aunt might be her mother.

Two years ago, her mother died of cancer. It was a horrible experience as Dotty had to go to school, run the house and take care of the patient. She feels very guilty now and she often wonders if she killed her mother by letting her work herself to death on the farm and by not taking care of herself.

Now her father, who is sixty-eight and a veteran of World War I, is growing progressively worse with arthritis. He has gone to Florida on
Dotty's money for the winter. If he cannot plant crops this spring, what will he live on next winter? Will she have to leave school? Is she selfish to want an education for herself? Do children owe their parents something?

DIAGNOSTIC IMPRESSION:

This teen-ager, because of her seeming rejection of her mother, is having difficulty in working through her grief because of her guilt. Twice in a very brief time and in a crucial period of life she, as an only child, faces the meaning of serious illness.

VI.
IDENTIFYING DATA:

Name of Student: Ann
Age: 19
Family Constellation: Father, mother, three older sisters
Educational Background: High School
Cultural Background: Polish
Previous Group Living Experience: None
PRESENTING PROBLEM: Grades
ABSTRACT OF CONTENT OF THE INTERVIEW:

Ann, a very warm vivacious teen-ager, is "pinned" to a boy at College. Her father and mother object violently to her engagement because they feel she is too young to think of marriage. She is very much afraid that if she does not marry Joe now she will lose him. Although she has "gone steady" for three years she is not too sure of him. She fears that he may be unfaithful to her as her father has been to her mother. She realizes that their standard of living on the G. I. Bill will be very limited and she is willing to work to help maintain a home, but how can she be sure that her husband will not cheat? She is not sure that she loves Joe, but she "likes him a lot" and feels that this is a very realistic basis for marriage. She simply can't go home another summer as her father drinks and is most abusive.
DIAGNOSTIC IMPRESSION:

This teen-ager, with some insight, seems to think of marriage as an escape from a bad home situation and to identify her fiance with her father.

VII.
IDENTIFYING DATA:

Name of Student: Fran
Age: 17
Family Constellation: Father, mother, three younger brothers
Educational Background: High School
Cultural Background: Irish-American
Previous Group Living Experience: Camp

PRESENTING PROBLEM: Grades

ABSTRACT OF CONTENT OF THE INTERVIEW:

Fran is a tense, unhappy teen-ager. She simply can't study because she has too much to think about. She is very much in love with a Non-Catholic boy. She has tried to give him up, but she can't because she thinks too much of him. He is her first love.

Last summer her mother had a heart attack. All of her life Fran had been nasty to her mother and now she is sorry. For two months her mother was a strict bed patient. Now she is up and around, but she can do no work. Fran's father cares for the house and the boys during the week and she goes home week-ends to help. This creates a great problem for her because her father has ordered her not to bring Johnny into the house. He says she is "killing" her mother by her stubbornness and by June she must decide between Johnny and the completion of her education.

DIAGNOSTIC IMPRESSION:

Fran's guilt about her mother's illness and her behavior as a contributing factor may well be a mask for the hostility that she has felt against her mother over the years.
VIII.
IDENTIFYING DATA:

Name of Student: Jean
Age: 18
Family Constellation: Mother and father
Educational Background: High School
Cultural Background: American
Previous Group Living Experience: None
PRESENTING PROBLEM: Choice of a Career

ABSTRACT OF CONTENT OF THE INTERVIEW:

Jean, an only child, has led a very sheltered life with "Mommy and Daddy". She really didn't want to come to college, but Mommy thought it would "help her to mature faster". Now she is over the initial homesickness, she is trying very hard to "find herself" as she realises that she must sometime think and plan for herself. She has had a very strict upbringing, being allowed to date only with boys in her own set and in the presence of her parents. Now her roommates want to get her blind dates. She would like to be like other girls but she is afraid. She is shocked at the "distortion of the meaning of sex" in her classes and by the salacious remarks of men students. Her mother and father have always felt that when she is old enough for marriage they themselves will give her the necessary Sex Instruction.

DIAGNOSTIC IMPRESSION:

This is a very immature child who has obviously been overprotected and her conflict in the area of men and morality may be the outgrowth of her lack of adequate Sex Education.

IX.
IDENTIFYING DATA:

Name of Student: Marie
Age: 18
Family Constellation: Mother, brother, step-father, two stepsisters
Educational Background: Private School and High School
Cultural Background: American
Previous Group Living Experience: Private School, Camp

PRESENTING PROBLEM: Grades

ABSTRACT OF CONTENT OF THE INTERVIEW:

At seven Marie lost her father whom she adored. Her mother, a very beautiful woman, put her into a private school and went back to work. In the summer she was sent to camp. She describes herself as a lonesome child, having no one she could call her own.

When she was sixteen, her mother married a man whom she despises. She was forced to come home to live so that she would get to know her "new father" and her "sisters" who treat her "as an outsider". Her father continually tells her that she will never be as beautiful as her mother or as brilliant as his children.

She hates her mother, whom she feels has completely let her down by re-marrying; does not see how she can take more money from "that man" for her education and feels that no one really cares what happens to her.

DIAGNOSTIC IMPRESSION:

Adolescence seems to augment the feelings of insecurity and rejection that this girl has known all of her life.

X.
IDENTIFYING DATA:

Name of Student: Jean
Age: 18
Family Constellation: Mother, father, two older brothers
Educational Background: High School
Cultural Background: American
Previous Group Living Experience: None
PRESENTING PROBLEM: Choice of a Major
ABSTRACT OF CONTENT OF THE INTERVIEW:

Jean grew up with two boys who "spoiled her and made her feel very important". From the time she was thirteen she went everywhere they went and as she grew older, double-dated with their friends.

In June she broke up with her boy friend, feeling that she would be coming to college in the fall and that he was getting "too serious and she didn't want to hurt him".

Since September, she has had many blind dates, but she is still waiting to meet a clean-cut, decent fellow, "like my brother Bob". She finds all of her dates "too cold, too fast or too impersonal". In the pattern of this thinking she includes all of her suite-mates who have had like experiences and begin to wonder if there are "any decent boys left?"

She has been terribly homesick since fall and is about convinced that city living is not to her liking and that she would prefer to return to her own small town where people have her sense of social and moral values.

DIAGNOSTIC IMPRESSION:

This teen-ager obviously has deep dependency needs which have been met by her family and her brothers' friends and misses the protectiveness of her previous environment.

XI.
IDENTIFYING DATA:

Name of Student: Jan

Age: 16

Family Constellation: Father, mother, two brothers, two sisters (younger)

Educational Background: High School

Cultural Background: Polish

Previous Group Living Experience: None

PRESENTING PROBLEM: Choice of a Career

ABSTRACT OF CONTENT OF THE INTERVIEW:

Jan came to college from a tiny rural town. Her father, a strict
disciplinarian, never wanted her "to come to the city". Her life had been confined to her immediate family as she was unable to join school groups because of the lack of transportation from her parents' farm to the town.

She had never thought about coming to college until her favorite teacher suggested that she apply for a scholarship. She wanted so much to be like Miss Z.

Everything in college living is new and confusing to her. She hates the noise and the dirt of the city. She can't study because her roommates talk too much. She is shocked that girls borrow each other's clothes, that there is cheating during exams, that exams are "tests of tricks not of knowledge" and that her suite-mates don't take their studies seriously or respect girls who want to study. She is simply horrified that some girls openly deny the existence of a God and say that there is no moral law. She begins to wish that she had never come to college and had stayed in the country with her ideals.

**DIAGNOSTIC IMPRESSION:**

This idealistic girl, from an obviously strict and limited background, and with no previous experience in group living, is making a poor adjustment to a new social situation.

**XII. IDENTIFYING DATA:**

Name of Student: Pam

Age: 18

Family Constellation: Father, mother, two older sisters

Educational Background: High School

Cultural Background: Jewish

Previous Group Living Experience: Camp

**PRESENTING PROBLEM:** Grades

**ABSTRACT OF CONTENT OF THE INTERVIEW:**

Pam came to college not because she wanted to but because she had to. Although her parents consented to announce her engagement a year ago, they insisted that she continue her education. She is constantly re-
minded by them that she will never amount to anything because of her poor scholastic average and taunted by her older sister who was a junior Phi Beta Kappa.

Pam hates her roommates who are on the Dean's List and who remind her of her "brilliant sister". She finds them alike in so many "petty ways" that she has considered eloping rather than trying to go on in this setting. However, her fiancé is just like her father--"sensible because he is older" and insists on postponing marriage for two years until he has a job.

DIAGNOSTIC IMPRESSION:

This immature teen-ager, the child of a punitive family, is making poor relationships with everyone in her environment. She identifies her roommates with her sister, her fiancé with her father and obviously needs intensive help in working through a host of negative feelings.

XIII.
IDENTIFYING DATA:

Name of Student: Marty

Age: 17

Family Constellation: Mother, father, two brothers (younger)

Educational Background: High School

Cultural Background: Jewish

Previous Group Living Experience: None

PRESENTING PROBLEM: Grades

ABSTRACT OF CONTENT OF THE INTERVIEW:

At seventeen, Marty, a most attractive teen-ager, objects to being treated "like a baby". She is old enough to go to college, to take care of herself and to make her own decisions. She feels that she has been severely abused because she was punished for being two minutes late. She knows "all about life" and sees no reason why she should come in on Saturday night or why a housemother should be up waiting for her. Her mother always got up, too.

When Marty was a junior and senior in High School she was allowed to go only to school parties and her father would always call for her.
She came to college to be completely on her own and again she is confronted with older people who "spy" on her, don't trust her and give her no opportunity to assume responsibility.

**DIAGNOSTIC IMPRESSION:**

This very young teen-ager transfers her marked feelings against people in authority from her family to the housemother.

**XIV. IDENTIFYING DATA:**

Name of Student: Judy

Age: 17

Family Constellation: Father, mother

Educational Background: High School

Cultural Background: American

Previous Group Living Experience: None

**PRESENTING PROBLEM:** Finances

**ABSTRACT OF CONTENT OF THE INTERVIEW:**

Judy feels that she was extremely happy and making a good adjustment in college until her father was diagnosed as TB. Now everything is different. Her mother no longer seems interested in her. She does not know where the money will come from for her next year's tuition. She worries about what will happen to her mother if her father dies and how she can support her mother if she is not able to finish her education.

She realizes that now she must look to her own resources for her happiness. She has tried to find security and affection within the dorm and her department, but has found none. She just can't believe that one chest plate could make all that difference in her life.

**DIAGNOSTIC IMPRESSION:**

This interview shows very vividly the changing relationships due to illness. At a time she is most dependent upon her mother, she finds her unavailable, due to a crisis situation, and feels alone and rejected.
XV.
IDENTIFYING DATA:

Name of Student: Midge
Age: 19
Family Constellation: Father, mother, four younger sisters
Educational Background: High School
Cultural Background: American
Previous Group Living Experience: None
PRESENTING PROBLEM: Grades

ABSTRACT OF CONTENT OF THE INTERVIEW:

Midge is a frail, serious adolescent, who hastens to explain that she lost a year in elementary school as the result of rheumatic fever. That's where all her trouble began. When she recovered, her mother "kept her down" and wouldn't let her play with other children for fear of infection and her father worried lest a re-infection deplete the family savings.

When she was sixteen, she decided the only solution to her problem was to get away from home, live a little and forget the limitations imposed upon her by a childhood disease.

But college is no different. She has to take "special gym", older people tell her when to come in and there is so much homework to do that you don't have time for all the fun you want. How can you decide what is really most important—men or marks?

DIAGNOSTIC IMPRESSION:

This girl brings to a college setting not only her attitudes toward authority, but the hostility toward an illness whose limitations have deprived her of a normal childhood.

XVI.
IDENTIFYING DATA:

Name of Student: Madge
Age: 17
Family Constellation: Mother, one younger brother

Educational Background: High School

Cultural Background: Irish-American

Previous Group Living Experience: None

PRESENTING PROBLEM: Choice of a Career

ABSTRACT OF CONTENT OF THE INTERVIEW:

Madge is an extremely tall and attractive girl. At times she is so unhappy that she thinks she cannot go on. Since her father left her mother, she has felt extremely responsible for her. Three years ago, her mother had major surgery and is not well, though she continues to work. Madge wonders if she should take money from her mother for an education. What if her mother dies from overwork? How will she feel?

Her mother insisted that she come to college to meet descent boys. As yet she has found few who are clean-cut and intelligent and none who are tall enough for her.

DIAGNOSTIC IMPRESSION:

A lack of a father person and inmate teen-age idealism, coupled with physical factors, produce anxiety in this student.

XVII.
IDENTIFYING DATA:

Name of Student: Polly

Age: 18

Family Constellation: Mother, father, older sister, younger brother

Educational Background: High School

Cultural Background: Swedish-American

Previous Group Living Experience: None

PRESENTING PROBLEM: Finances

ABSTRACT OF CONTENT OF THE INTERVIEW:

When a new political regime came into a small town Polly's father
lost his job. She now wonders if she should leave college and help her father, rather than be helped by him.

Her older sister, who has always been considered the "smart, pretty one in the family" is a junior in college and she will have to continue. Tommy, the "baby brother", will have to go to camp.

Polly would like college if she could stay here week-ends and have dates and fun, but her mother insists she come home and talk over all the things she has done through the week. She does not feel that she can bring her dates or classmates home as her mother does not "understand young people" and would be shocked by their noise and "radical ideas" and her sister would "snub" her dates.

DIAGNOSTIC IMPRESSION:

Marked sibling rivalry and the need to emancipate create problems for this teen-ager.

SUMMARY

This chapter has dealt with personal problems presented by seventeen freshman girls who referred themselves for help. Presenting problems in this group are associated essentially with choice of a career, choice of a major and grades, while underlying problems are in the generic areas of sibling rivalry, child-parent relationships, boy-girl relationships, problems resulting from illness either in the student or the family constellation, problems in the area of dependent and independent needs and problems in emancipation.

While no attempt at sustained asework has been made with this group, it is interesting to note the parallel between the presenting problems of this specific group of college students and the findings of the Student Counselling Center at the University of Washington.

Students come to us with a wide variety of problems. The presenting difficulty most frequently verbalized is indecision around a vocational choice or in the selection of an academic major. However, many students also come for help around shy and insecure feelings in group
situations, inability to make decisions, conflicts in their relationships with other people, difficulties in studying and concentrating, home and marital difficulties, external situations or internal conflicts around physical illness, anxieties about tests and other academic pressures, dissatisfaction with instructors and concern about romances or broken engagements.32

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study, undertaken with the co-operation of the University Dean of Women and the Freshman Adviser, has attempted to discover the problems of ninety-seven Freshman girls at Charlesgate Hall, the University's largest residence for women, and proposes to make some recommendations for planning for future Freshman classes, based on an analysis of the findings.

The function and philosophy of the University Dean of Women, the Residence Staff, the Student Government Organization in the Dormitory, the Orientation Program and the Big Sister Program have been reviewed.

Over-all problems have been obtained by a signed poll and specific problems have been found by interviews with seventeen girls who referred themselves for help. It will be noted that, in discovering over-all problems, no attempt was made to find out such factors as family setting, education, finances, cultural background or personality factors among these ninety-seven students. In the area of specific problems identifying data was obtained and some attempt made to give a diagnostic impression of each girl, based on the content of the interview and in terms of current literature available in the field of Social Work on the dynamics of adolescence.

Reasons given for coming to college showed the fine interplay between the students' needs to "get away and go back"; her search for identifications which might enable her to build her strengths through the choice of a career; the importance of heterosexual relationships in girls in this age group and, to some extent, the teen-age trend to intellectualise.
Of these ninety-seven girls, fifty-one feel that college is meeting their individual needs, twenty indicate total dissatisfaction with what they are getting out of college and twenty-six feel that it is still too early to make a decision. Of the group indicating complete dissatisfaction, lack of individualization of the student, rigidity of academic requirements and inability to decide on a career are given as reasons.

In the area of over-all problems 83.7 percent of these girls give the age and attitude of housemothers as the first problem. The writer feels that this dramatic display of hostility toward the staff is not a reality basis for alarm, but is rather to be interpreted as a carry-over of old feelings of hostility toward parents which the students have brought with them to a new living situation and which they are ready to transfer to any adult in authority in the environment. The fact that the Dean of Women gave enthusiastic permission for this study, the splendid cooperation and interest of the Freshman Advisor, the sustained interest of the other members of the staff in this project, would seem to invalidate this gross student indictment and to point to the mass operation of the mechanism of devaluation.

71.2 percent see the choice of a career as their greatest problem and 67.8 percent of the group are dissatisfied with the quality, quantity and serving of food. 47.7 percent of the group have some insight into the fact that they have a problem around poor study habits, while 39.1 percent project their study difficulties onto the physical condition of the buildings and 37.2 percent feel that the quality of instruction is their greatest problem.
40.4 percent of the group give broken romances as the area of their greatest conflict. Types of examinations, difficulty with parents, conflict in the area of religion, conflict over standards and values, and financial problems complete the list of overall problems. It is felt that teen-age devaluation promiscuity, narcissism and the need for identification may, in some measure, be the dynamics of this particular group of problems, though it is realized that to give complete validity to this statement, it would be essential to apply dynamics to the individual within the group, rather than to the group.

Of the ninety-seven girls, thirty-seven feel that they can do nothing about their problems, twenty-seven would consult their parents or girl friends, twelve would study more and twenty-one would resort to petitions. Inherent in the thinking of the thirty-seven is the idea of not being understood. It is interesting to note that twelve would study more, which may indicate a degree of maturity in assuming responsibility for their own progress. The decision of twenty-one to petition may well involve the acting out of hostility or the tendency in this age group to clamor for Social Justice.

As sources of help, forty-seven girls in this group would use available Counselling Service in their respective departments, which would seem to indicate a readiness to accept help and also to imply that the Service had been well interpreted to these students; twenty-seven would take their problems to the Dean of Women and the Freshman Adviser; while twenty-three feel that no one understands them or is interested in them.

Evaluation of the Big Sister Program would lead the writer to conclude
that, while thirty girls found it helpful in making an adjustment to a
new living situation and thirty-two did not find it helpful, the thirty-
five remaining who suggest re-organization and continuity recognize that
in its present form the program has some value, but could be made more
effective through revision.

In interviews with seventeen girls who referred themselves for help,
presenting problems were specifically around grades, choice of a career
and choice of a major academic field, while underlying problems were in
the areas of parent-child relationships, sibling rivalry, religious con-
flicts, attitudes toward authority and the meaning of illness to the in-
dividual. In this group specific problems peculiar to the milieu were
noted as presenting problems while problems generic to the Casework Pro-
cess were revealed as underlying problems. In this group there was evi-
dence of a striking awareness of problems and a readiness for available
help.

The availability of sustained casework help for girls with comparable
problems would seem indicated to help them work through these acute
adolescent problems which are often reactivations. This time is a partic-
ularly strategic one. It would seem that such service would have real
preventative value and might well be assurance for these girls against
maladjustments in their marriages and psychic damage to their children.

It is felt that the problems presented by this group of Freshman
girls are not atypical and that it is, in some measure, possible to in-
terpret them in terms of the dynamics of adolescence available in the
limited but current literature in the field of Social Work.
While these over-all problems are not atypical of students in this age group, they cannot be construed to give a true picture of the problems. Only through the medium of individual interview would it be possible to get behind the mask of teen-age intellectualization and to discover true feeling and thinking.

Recognition must be accorded the fact that the writer has limited the scope to diagnostic impressions within the limitations of the study and realizes that, by a sustained casework relationship and the application of concepts of treatment, more valid deductions might have been drawn. Limitations of role and function within a quasi authoritarian setting must also be considered.

SUGGESTIONS

It is suggested that some attempt be made, as the students themselves have suggested, to match Big and Little Sisters according to departments. Definite values might well result from the continuity of a relationship between the incoming Freshman, both in the setting of the Dormitory and of the department, with a Big Sister who had had comparable experiences in both the social and academic spheres. In that the Big Sister is the first person whom the Freshman meets as she faces the confusing venture of a new group living experience, time spent in personality matching might, in some instances, minimize the anxieties of the newcomer in the area of belongingness to the University and help to focus the relationship between the social and the academic.

It is further recommended that services in the University, as well as
facilities, be incorporated into the Orientation Program and that some interpretation be given to this new group of students of the role of the Residence Staff as helping people in this new "home away from home".

The writer feels that the addition of a Caseworker to the Residence Staff, with the ultimate goal of setting up a Counselling Service, staffed with trained Social Workers, within the Dormitory, might well be considered at some future time. Because of the size of the Dormitory and the uniqueness of the physical setting, individualisation of the student with her problems by a Caseworker might be effective in minimizing the criticism around the lack of a sense of belongingness and the feeling that no one understands or is interested in the student. It would seem that the Caseworker, with a body of specialized knowledge and skills, might well be added to the team of Staff, working with these girls in an administrative capacity, to the mutual advantage of both student and Staff, assuming, in part, the role of interpreter of the Staff to the individual girl and the girl to the Staff in terms of a dynamic psychology.

As an interim experiment, a Consultant might be loaned to the Office of the Dean of Women by the School of Social Work with the responsibility of an in-service training program for Staff members, geared to a dynamic interpretation of the teen-ager and her problems.

Two studies might then be undertaken by second year students in the School of Social Work in this over-all planning. A study could be made of services to students available within the University which would result in a pharmacopia of resources essential to casework function and student need. A second study, on the measurement of efficacy of casework with
girls at Charlesgate, might be done by a second-year student, on placement in the Dormitory and supervised by the Consultant. A beginning Counselling Service might be the outgrowth of such exploration, if analysis of the findings of the studies so indicated.

It is realized that intrinsic in this experiment is the idea and ideal of teamwork and the respect for and recognition of areas of professional competence. A total program with the common goal of helping adolescents to grow to the maximum of their potential within an academic setting would require careful planning, wise delineation of areas of responsibility and a thorough knowledge and acceptance of the contributions of the respective members of the team.

Casswork services to college students may well be a contribution that the School of Social Work may make to the total planning of the University and, in turn, the Caseworker, by broadening her insights and deepening her skills through a specialized case load, may be able to add to the much needed body of knowledge in the field about adolescence.

Approved

Richard K. Conant
Dean
BIBLIOGRAPHY


(Announcement of Meeting)

TO ALL FRESHMEN

HERE'S YOUR CHANCE

TO

TELL

WHAT'S THE MATTER WITH CHARLESGATE

WHEN: 14 February 1950
WHERE: Freshman Study
HOW: On the Questionnaire of a Study of the Problems of Freshmen at Charlesgate

7 SHARP!

With a Pencil
(Schedule Used for the Poll)

NAME_________________AGE_________DEPARTMENT_____________________

1. Why did you come to College?

2. Do you feel you are getting what you want out of College?

3. What are your problems?

4. What do you feel you can do about your problems?

5. Where do you feel you can go in the University for help with your problems?

6. How do you feel about the Big Sister program?
Boston University

CHARLES GATE HALL

Handbook
CHARLES GATE HALL
Handbook
BOSTON UNIVERSITY
CHARLES GATE HALL
FOUR CHARLES GATE EAST

1949-1950
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inside back cover
STAFF

Director of Residence . . . Miss Florence E. Whitehouse
Business Manager . . . . . Miss Jessie F. Meehan
Assistant to the Business Manager . . Mrs. Ethel S. Burton
Residence Assistant in charge of
Barnes, the undergraduate wing . . Mrs. Fannie T. Sibley
Residence Assistant in charge of
Charlesgate, the graduate wing . Miss Dorothy Armstrong
Residence Assistant in charge of
Beacon, the freshman wing . . . Miss Christine Burtt
Dining Room Supervisor . . . . . Mrs. Mae Simpson
Nurse . . . . . . . . . . . . . . . . . Mrs. Marjory Crotty
BECAUSE of its central location and divers facilities, Charlesgate Hall serves the women students of Boston University both as a home away from home and as a center of cultural and social activities, available to those resident here and to groups of commuting students who wish to use the areas of the Hall adapted for their pleasure. Here is to be found a rich experience in campus living derived from the diligent pursuit of knowledge, the making of lasting friendships, the development of those qualities of leadership and cooperative effort basic to the establishment of well founded human relationships.

To you who will live here this year, we offer our greetings, a hearty welcome, and a challenge to make the most of the privileges that will be yours. Achieve a substantial college record and along with that demonstrate a greater capacity for enjoying life through your understanding, your tolerance, your sense of fairness, your grasp of the significance of intelligent group living. Share generously in the assumption of responsibility for the diversified program of activities planned for the year. With loyalty and devotion, serve your Hall and your University. Thus will you experience a rewarding year and come to know the full measure of your own potentialities.

ELSBETH MELVILLE
University Dean of Women
CHARLES GATE HALL STUDENT GOVERNMENT ASSOCIATION

Major Officers, 1949-50

President : DOROTHY GLEASON
Vice President : MARY LOU CLEARY
Secretary : BARBARA MACKINNON
Treasurer : NANCY HORNE
Social Chairman : MARY LOU CLAXTON
To the girls of Charlesgate Hall:

Hello, everyone! To all you newcomers, here's a hearty "Welcome" from Charlesgate's student officers. We want your life at Boston University to mean more to you than just classes and professors and exams. It can also mean dances, plays, gab-fests, pajama parties, and friendships, all part of that group living which is a new experience for most of you. We're here to help enrich your college years by your life at Charlesgate.

This handbook was designed by the Student Council so that we can all understand and take part in the cooperative living and traditions of Charlesgate Hall.

To you who are returning to Charlesgate, after summers spent in varied ways, I give a sincere "Welcome back!" We officers are eager to work with you to make this year a happy one for all.

Dorothy Glasson
President, S.G.A.
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CONSTITUTION
CHARLESGATE STUDENT GOVERNMENT
ASSOCIATION
CHARLESGATE HALL, BOSTON UNIVERSITY
APRIL, 1948

PREAMBLE
We, the students of Charlesgate Hall, recognizing that every community has laws which in the interest of the whole the individual must respect; believing that through self-government the members of such a group may grow in character and power; and desiring to assume this responsibility individually and collectively, have organized ourselves into an association. Every student accepts the obligations and privileges of Charlesgate Hall. Each student performs her academic tasks honestly and upholds all the regulations prescribed hence for the welfare of the dormitory. In supporting these standards it is the duty of every student to report herself to proper authorities in case she has violated a regulation.

ARTICLE I

Name
The name of the organization hereby constituted shall be known as the Charlesgate Student Government Association of Charlesgate Hall.

ARTICLE II

Object
SECTION 1. To serve as an authoritative body to enforce University and Student Government Regulations.
SECTION 2. To provide a means of coordination between dormitory staff and dormitory residents.
SECTION 3. To provide a channel for the expression of student ideas.
SECTION 4. To promote responsibility and loyalty within the student body.

ARTICLE III

Membership
Every student resident in the Hall is automatically a member of the Charlesgate Student Government Association. The dues of the Association are $1.50 per semester. A quorum shall consist of two thirds of all undergraduates.
ARTICLE IV

Departments of Student Council

*President


Executive Board

*President


Judicial Board

*President

*V.-President


*Major house officers
ARTICLE V

Sections

Section 1. Student Council: the Student Council whose duty it shall be to initiate legislation, shall consist of all student officers of Charlesgate Hall.

a. President
b. Vice President
c. Secretary
d. Treasurer
e. Social Chairman
f. Graduate Wing Chairman
g. Senior Class Chairman
h. Junior Class Chairman
i. Sophomore Class Chairman
j. Freshman Class Chairman
k. Graduate Wing Secretary-Treasurer
l. Senior Class Secretary-Treasurer
m. Junior Class Secretary-Treasurer
n. Sophomore Class Secretary-Treasurer
o. Freshman Class Secretary-Treasurer
p. Graduate Wing Social Committee Member
q. Senior Class Social Committee Member
r. Junior Class Social Committee Member
s. Sophomore Class Social Committee Member
t. Freshman Class Social Committee Member
u. Judicial Board Secretary

Section 2. Executive Board: the legislative power shall be vested in the Executive Board, which shall consist of the following members:

a. President
b. Vice-President
c. Secretary
d. Treasurer
e. Social Chairman
f. Graduate, Nurse & Veteran Chairman
g. Senior Class Chairman
h. Junior Class Chairman
i. Sophomore Class Chairman
j. Freshman Class Chairman
SECTION 3. Judicial Board: The judiciary power shall be vested in the Judicial Board, which shall consist of the following members:

a. President
b. Vice-President
c. Senior Class Chairman
d. Junior Class Chairman
e. Sophomore Class Chairman
f. Freshman Class Chairman
g. Board Secretary

ARTICLE VI

Election

SECTION 1. Election of the major officers: At a meeting no later than six weeks before the official closing of the dormitory, two members shall be elected from each class, to serve on a Nominating Committee. The Nominating Committee shall draw up a slate containing names for the office of President, Vice-President, Secretary, Treasurer, and Social Chairman (the five major house officers) with not less than two nor more than three candidates for each office. This slate shall be posted not later than one week in advance of the house meeting at which the slate is to be presented. The slate shall be submitted to the student body, and may be supplemented from the floor by not more than two candidates per office.

In the event of vacancy after election, a special election shall be conducted in above manner to fill the vacancy.

Officers shall be drawn up by the Nominating Committee as follows:

a. President—shall be a senior
b. Vice-President—shall be a junior
c. Secretary and Treasurer—shall be chosen for ability, regardless of her class
d. Social Chairman—shall be a junior or senior

SECTION 2. Other elections:

a. Chairman for the three respective returning classes shall be elected by the classes not later than three weeks before the official closing of the dormitory.
b. Class Secretary-Treasurer and Social Committee Members shall be elected by their respective classes at their first formal meeting in the fall.

c. Graduates, Nurses, and Veterans as one group shall elect their Chairman, Secretary-Treasurer, and Social Chairman at their first formal meeting in the fall.

d. Elections in accordance with the Inter-Dormitory Council constitution shall be held to elect representatives to that body.

SECTION 3. Special Appointments:

a. Board Secretary shall be appointed by the Board at their first formal meeting in the fall. The student selected shall be a senior.

b. Charlesgate Librarian shall be appointed by the Executive Board on the basis of selection from student volunteers.

ARTICLE VII

Duties

SECTION 1. President:

a. To enforce proper observance of the constitution and all regulations drawn up by the Student Government Association, and University regulations.

b. To preside at all meetings. To act as chairman of the Student Government Association, Executive Board, and Judicial Board.

c. To serve as ex-officio member of all committees.

d. To call or cancel any meetings of the Association.

e. To sit on the Board of Dormitory Presidents.

SECTION 2. Vice-President:

a. To take the chair in the absence of the President, and execute the duties of the President’s office.

b. To be responsible for supervision of Class Chairmen in regard to the checking of signing out and late permissions, and posting of changes in hours of permission when they occur.

c. To be responsible for obtaining speakers for individual and also Student Government Meetings, after their approval by the Executive Board.
d. To be responsible for the speakers while they are guests in the Hall.

SECTION 3. Treasurer:

a. To keep an account of the receipts and expenditures of the Association and to submit the same upon demand to the Association adviser.

b. To maintain a budget for the regulation of the expenditures of the Association in the following manner:
   1. To draw up a budget for the year and to submit it to the Executive Board for approval.
   2. Any extra-budget surplus shall be carried over to the following year as an emergency balance, not to be reckoned in with the estimate.

c. To purchase such things as weekly magazines, newspapers etc. as decided by the Executive Board.

SECTION 4. Secretary:

a. To keep a record of Student Government Meetings, Student Council, and Executive Board Meetings.

b. To attend to the correspondence.

c. To be responsible for the house calendar.

d. To post all notices with the exception of Judicial Board and individual class meeting notices.

SECTION 5. Social Chairman:

a. To work as chairman of all house social activities with the cooperation of the class social committee members.

b. To plan a tentative social calendar to be published in the Handbook and to be responsible for clearing all dates in the Student Activities Office.

c. To be responsible for appointing a student hostess for Sunday after-dinner coffee and musicale. The student hostess is to be responsible for the organization and execution of all details, including the invitation of guests and hospitality shown them. The hostess shall consider class representation in selecting her student help.

SECTION 6. Class Chairman:

a. To preside at her respective class meetings.

b. To be responsible for checking her respective class sign out slips and reporting offenders to the Board Secretary.
SECTION 7. Class Secretary-Treasurer:
   a. To keep record of all class meetings.
   b. To keep record of respective class attendance at required class and Student Government meetings.
   c. To post all notices concerning her respective class.
   d. To transact any financial business concerning class parties and the like with the Hall Treasurer.

SECTION 8. Class Social Committee Members:
   a. To be responsible for individual class social affairs.
   b. To cooperate with the Hall Social Chairman on all social activities.
   c. To have rooms in readiness for Student Government Meetings.

SECTION 9. Board Secretary:
   a. To keep detailed records of all Board proceedings.
   b. To post notices of Board meetings.
   c. To attend to correspondence including:
      1. Issuing summons to students who do not appear voluntarily.
      2. Issuing notes to those who have appeared before the Board, informing them of the Board decision.
   d. To supply the Officer of the Day with weekly lists of all students deprived of privileges.

SECTION 10. Charlesgate Librarian:
   a. To make arrangements for the collection of books donated by students and friends.
   b. To make recommendations to the Executive Board for the purchase of certain books determined by the Student Body.
   c. To be responsible for the care, stamping, and loaning of books.
   d. To be responsible for keeping the large bulletin board up to date with educational material and making necessary announcements calling attention to its special features.

SECTION 11. Student Proctors:
   a. To enforce rules for study hours as drawn up by the Executive Board.
   b. To check on students on telephone duty.
ARTICLE VIII

Meetings

SECTION 1. There shall be one meeting per month of all under­graduates, and one individual class meeting. Attendance at each meeting is required, with the exception that all students shall be allowed two cuts per semester.

SECTION 2. There shall be no less than two meetings of the Student Council per semester.

SECTION 3. There shall be weekly meetings of the Executive Board. One of these meetings each month shall be with the Staff members, or more often if necessary.

SECTION 4. There shall be weekly meetings of the Judicial Board.

ARTICLE IX

Honor System

The basis of the Charlesgate Student Government Association shall be the Honor System under which the student shall:

1. Maintain the highest standards of honesty in all relations.
2. Report any violations of the system either those by herself, or by others to the Judicial Board.

In the event of violations the procedure shall be as follows:

1. Offense to be reported to Judicial Board at its weekly meeting as soon as possible.
2. If the student fails to appear and no written word is sent, she is summoned to the next Board meeting by the Board secretary.
3. Board reviews all cases and decides the type and extent of corrective discipline. Cases of a serious nature involving infringement of University rules or the like may be expected to be referred to the Dean of Women for further consideration before a final decision is reached by the board.
4. Disciplinary measures of the Board are:
   a. Deprivation of certain privileges.
   b. Campusing.
ARTICLE X

Petition

It shall be the privilege of the Student Government Association to present a formal petition to the Executive Board when signed by not less than one third of the entire undergraduate student body.

ARTICLE XI

Amendments

An amendment may be brought up for action by any member of the Student Government Association when presented with the signatures of one third of the student body. The proposed amendment shall be submitted in writing to the Executive Board, and then posted publicly at least one week before its presentation to the Student body at a meeting. An amendment shall become effective when ratified by two thirds of the Student Government Association.

The rules contained in Roberts "Rules of Order" shall govern the Association in all cases to which they are applicable, and in which they are not inconsistent with the constitution and by-laws of the Association.

JUDICIAL BOARD

The Judicial Board meets weekly. Offenses are to be reported by the student herself. In accord with the Honor System the student takes this initiative herself and in each instance the girl has the opportunity of presenting her own case. If a girl does not report herself immediately following her offense, the board will give her one week before issuing a summons.

Methods of Restriction

1. Campusing—means that the student must remain in her room between 7:30 p.m. and 7:00 a.m. She is to receive no callers nor to take any telephone calls.

2. Revoking special permissions.

3. Limiting student’s hours.

The student is notified of the Judicial Board’s decision by mail.
PERMISSIONS

Signing-out

1. Evenings — Any student planning to be out later than 7:00 p.m. is to sign herself out by filling in a white slip supplied by the Officer of the Day. She shall give the information requested and indicate the time she leaves and the latest hour at which she may return. Upon her return, she is to indicate the exact hour at which she returned to the Hall. (If she wishes, she may mark in a small circle before her name, the actual hour at which she plans to return.) It is necessary to state her latest permission as she will be considered late if she does not return at the indicated hour. Only graduates are allowed to leave the dormitory after 11:00 p.m.

Students who do not return to the dormitory by 7:00 p.m., not having signed out, must call the Officer of the Day before 7:00 p.m. or they will be considered late thereafter.

Each girl should sign in whenever she returns to the dormitory, even though she may be going out again in the evening.

2. Overnight and Week-ends — All undergraduates must have on file with the Dean of Women, written statements from their parents indicating places where they may visit or have a "blanket permission" from parents for overnight absences.

Undergraduates are required to fill out overnight slips which are obtained from the Officer of the Day. It is imperative that the name and address of hostess be given in case of emergency.

Permission for overnight absence must be obtained by 10:30 p.m.

In order to facilitate planning for the dining room the following schedule applies to week-end absences:

Absence over a long week-end should be arranged for by Friday noon.

Absence over Saturday night should be arranged for by 4 o'clock Saturday afternoon.

Students returning from the week-end may have until 11:00 p.m. Sunday evening if transportation necessitates it.

Residents will not be allowed to spend the night unchaperoned at any Boston hotel or rooming house except the Pioneer.
3. Change of Plans — Any student who changes her mind and wishes to take an overnight permission, after she has signed out in the regular manner for the evening, must talk with the Officer of the Day in person. No permissions may be given over the telephone by a member of the Judicial Board, the girl at the desk or the night watchman. A penalty may be imposed if a student is unable to return to the Hall because of careless planning or negligence. Any student, aware that she will be late, must notify the Officer of the Day by telephone.

Hours

Students with an average of B- (2.7) or above on the Achievement List published by the Dean of Women are entitled to the privileges of the next higher class. You are reminded that because of the time needed to secure marks from all departments at mid-years, the list noting the achievement of students for the first semester cannot be posted at the beginning of the second semester; therefore, special privileges afforded may not be taken until the list is posted.

Freshmen

Monday through Thursday to be in the Hall by 9:00 p.m. the first semester; the second semester by 10:00 p.m.
Friday and Saturday by 12 midnight.
Sunday by 10:00 p.m.
4 late permissions per semester is the total number granted. Two permissions may be taken during any one week.
A late permission on Sunday through Thursday may extend until 12 midnight.
A late permission on Friday and Saturday night may extend until 1:00 a.m.
One of these four permissions may be taken until 1:30 a.m. on the week-end only.

Sophomores

Sunday through Thursday to be in the Hall by 10:30 p.m.
Friday and Saturday by 12:30 a.m.
5 late permissions per semester is the total number granted. Two permissions may be taken during any one week.
A late permission on Sunday through Thursday may extend until 1:00 a.m.
A late permission on Friday and Saturday night may extend until 1:30 a.m.
One of these late permissions may be taken until 2:00 a.m. on the weekend only.

**Juniors**
Sunday through Thursday to be in the Hall by 11:00 p.m.
Friday and Saturday by 1:00 a.m.
6 late permissions per semester is the total number granted.
Two late permissions may be taken during any one week.
A late permission on Sunday through Thursday may extend until 1:00 a.m.
A late permission on Friday and Saturday night may extend until 1:30 a.m.
Two of these permissions may be taken until 2:00 a.m. on the week-end only.

**Seniors**
Sunday through Thursday to be in the Hall by 12 midnight.
Friday and Saturday by 1:30 a.m.
7 late permissions per semester is the total number granted.
Two late permissions may be taken during any one week.
A late permission on Sunday through Thursday may extend until 1:00 a.m.
Three of the late permissions may be taken until 2:00 a.m. on the week-end only.

** Graduates**
Sunday through Thursday to be in the Hall by 1:00 a.m.
Friday and Saturday by 2:00 a.m.

**Late Permissions**
Before late permissions may be taken by undergraduates, a slip is to be filled out and signed by the Officer of the Day before 10:30 p.m. The student must include on the slip the full name of her escort and specific information regarding their destination. Permissions taken and not used are automatically cancelled.
An overnight absence on a week-day night, other than at one’s parent’s home, counts as one late permission. Consult the staff member in charge in special cases.

**Exceptions**
Night preceding a holiday, when week-end hours are given. When a student is out of town on a trip, the number of late permissions counted will depend on the circumstances.
Formal Functions

Each student may take four 3:00 a.m. permissions for major formal functions inclusive of Boston University affairs. These include the Military Ball, the Scarlet Key Ball, the Senior Prom, and the Junior Prom. Written requests for other than University formals must be filed with the staff member at least three days in advance, giving full information concerning the social event.

Educational Permissions

An 11:30 p.m. permission is provided for students attending educational lectures, plays, church groups and other designated activities. The staff member in charge of your wing is to be contacted when such a permission is desired and the slip filled out in her presence to qualify such.

Day Book

Each resident of Charlesgate Hall must have her name checked every day in the day book before 7:00 p.m. by the Officer of the Day. When a student fails to check the book three days, she is automatically campused the following week day night.

Callers

Callers may be entertained until 11:00 p.m. week days and Sundays; until 12:30 a.m. on Fridays and Saturdays.

No guest is allowed beyond the lobby of Charlesgate Hall unless escorted by a resident of the dormitory.

HOUSE RULES

Conduct

1. Proper conduct is expected at all times when entertaining callers. Any deviation from this ruling is punishable by the Judicial Board.

2. Residents are not to linger in the lobby, on the steps of the side entries, or in front of the Hall bidding their dates good night.

3. Intoxication is considered ample reason for expulsion from Boston University.

4. Alcoholic beverages are not allowed on the premises.
Dining Room

1. Residents of Charlesgate Hall are served two meals daily, except Saturday and Sunday, when noon meals are also served.

2. Meals are served at the following times:
   - Breakfast — except Sunday — 7:30-8:00 a.m. (rising bell at 7:15)
   - Breakfast on Sunday — 8:30-9:00 a.m.
   - Dinner — 6:00 p.m.
   - Noon meals — Saturday — 12 noon, Sunday — 1:00 p.m.

3. Girls having late classes or student meetings are expected to check the late dinner list on the main bulletin board indicating meals they will and will not want.

4. Grace is sung each night at dinner and at Sunday dinner.

5. On Monday through Thursday a seating plan will be carried out as prepared by the House Committee.

6. A hostess system will be effective in the dining rooms.

7. All girls should remain seated until everyone at the table is finished. A student must excuse herself to the hostess if she arrives late to dinner or if she wishes to leave early for some important reason.

8. No girl will be allowed in the dining room with her hair in pincurls, or wet from recent washing, unless it is neatly covered by a kerchief. Appropriate dress will be required.

9. Students and guests are expected to dress for Sunday dinner.

Dress on the First Floor

Because the dormitory is located in a metropolitan area, slacks and dungarees may not be worn on the first floor or out of the dormitory except for picnics and participation in sports. This ruling is modified by special announcement during inclement weather.

Fire Drills

1. These are required monthly by order of the Boston Fire Department. Every student in the Hall at the time of the drill must take part. These drills are extremely important and serious, as they assure the safety of the student at all times. Every
girl must read and know the rules for the drills which are posted in each room. Neglect to participate in the drills is cause for penalty.

2. The different types of drills will be indicated by the ringing of bells. The signals are:
   a. To stations: indicated by one long steady alarm.
   b. Stairway drill: indicated by two long steady alarms.
   c. Outside fire escape drills: indicated by three long steady alarms.

3. Clothing is very important. Each student should wear low-heeled shoes, not slippers, a warm coat, and carry a towel, which is a means of protection against smoke.

**Guests**

1. Students may have guests in the dining room on Friday nights, Saturdays and Sundays. Reservations should be made in advance before 5 p.m. with the Officer of the Day. The following prices are subject to change:

<table>
<thead>
<tr>
<th>Meal</th>
<th>Price</th>
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<tbody>
<tr>
<td>Breakfast</td>
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<tr>
<td>Saturday lunch</td>
<td>.45</td>
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<tr>
<td>Sunday supper</td>
<td>.45</td>
</tr>
<tr>
<td>Dinner</td>
<td>.80</td>
</tr>
<tr>
<td>Sunday dinner</td>
<td>.90</td>
</tr>
</tbody>
</table>

2. Permission to entertain overnight guests must be obtained and rooms paid for in advance. Guest rooms are available at $1.25 and $2.50 per night. Students may have guests in their room at the rate of $1.00 per night. The girl whose bed is to be used must be contacted before the guest arrives.

**House Committee**

At the beginning of the year one member from each class will be elected to the House Committee. The respective duties will be as follows:

Senior — will sit with the Executive Board.

Junior — will arrange the seating plan for the dining room.

Sophomore, Senior, Graduate — will be responsible for checking on room care.

Freshman — will be in charge of Freshman committee responsible for cleaning first floor social rooms on Sunday mornings so that everything is in order by 10:00 a.m.
Room Care

1. The maids will clean the rooms once during the week and the students are expected to keep their rooms in order the rest of the week. The girls are expected to pick things up off the floor on cleaning days to facilitate cleaning.

2. Weekly room inspection will be conducted by the House Committee member in charge of each wing of the Hall. Students in each room will be held responsible for any defacement of room or furniture.

3. Request for house repairs must be reported in writing to the staff member in charge of the wing.

Smoking Regulations

The Boston Fire Commission ruling does not permit smoking in the Hall corridors, in the elevators, or in the social rooms when large numbers are assembled.

Study Hours

1. At 7:30 p.m. each night, with the exception of Friday and Saturday, quiet hours begin.

2. During quiet hours, doors are to be kept closed and radios and voices are to be kept low enough so as not to be heard outside the rooms. A radio may be removed at the discretion of the Student Government.

3. There shall be no typing in the students' rooms after 11 p.m. Students who wish to type later are to go to the typing room set aside for this purpose.

4. The pianos on the first floor may be played from 11:00 a.m. to 7:30 p.m. Sunday through Thursday, and from 11:00 a.m. to 12:30 a.m. on Friday and Saturday.

5. During examination periods study hours are to be enforced all day with the exception of the hours 7-9 a.m. and 5-7 p.m.

6. Certain rooms are set aside as study rooms, in which there is to be absolute quiet.

Telephones.

1. These are pay stations located on different floors throughout the Hall, where students will take in-coming calls as well as make out-going calls. These phones are listed in the Boston Telephone Directory.
2. Students will not be called to the telephone by the office except in case of emergency.

3. In regard to change in plans or any other special call that a student may need to make in order to speak with the Officer of the Day, a student is to call either KE 6-4203 or KE 6-4204.

4. A list of students using a specific phone will be placed next to the phone, and those students may arrange a system of telephone duty by which each student takes part in answering calls. There will be a limit of five minutes on all calls, except in particular cases.

5. The numbers of the available phones are as follows:

Beacon
Floors: 3 Numbers: Ci 7-8631
Floors: 5 Numbers: Ci 7-7736
Floors: 7 Numbers: Ci 7-8310

Charlesgate
Floors: 2 Numbers: Ci 7-9111
Floors: 4 Numbers: Ci 7-9825
Floors: 6 Numbers: Ci 7-9539

Barnes
Floors: 3 Numbers: Ci 7-8415
Floors: 5 Numbers: Ci 7-9541
Floors: 6 Numbers: Ci 7-9574

6. Every floor is equipped with a house buzzer. A student will be informed of a caller by means of this phone. The buzzer rings the number of times which correspond to the number of the floor on which the student lives. One long ring is for a staff member and a student need not answer.

GENERAL INFORMATION

Bulletin Boards

Students are held responsible for official notices on the bulletin boards. A summons from any of the administrative offices should be answered immediately either in person or by note. The House Calendar, found on the large bulletin board, should be checked for all activities.

Facilities for Recreation

Various rooms on the first floor have been designated for specific activities and are to be used by all students without reference to class status.

Beacon wing, for example, serves as a recreation area with ping pong table, piano, and coke, candy and cigarette machines.
Off from this area is the Rumpus Room where girls may entertain their guests, listening to records or the radio and dancing. The reception room in Charlestage serves as a waiting room for guests and the newspapers and periodicals are to be found there.

In the Barnes wing are three rooms for general entertaining. In the basement is a game room with piano and ping pong table for use of Hall residents only. An Activities Room, with kitchenette, is available to groups within the University in need of a meeting place.

The front dining room may be converted into a ballroom for Hall dances. The Barnes Suite consisting of two small reception rooms is used for special occasions and for University groups.

For those who enjoy sunbathing, certain roof areas have been equipped for this purpose.

These combined facilities make possible both dormitory and University entertaining of an interesting and varied sort.

**Health Regulations**

A full time nurse is on duty in the Infirmary. All illnesses must be reported to her immediately. All fees of attending physicians are charged to the student.

The Boston University Health Service is located at 84 Exeter Street and its services are available to all students.

In the event of dormitory illness, University departments ask to be notified as follows:

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<th>Institute</th>
<th>Notification Period</th>
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<tr>
<td>C.B.A.</td>
<td>after three days</td>
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<tr>
<td>C.L.A.</td>
<td>“ “ “</td>
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<tr>
<td>Sch. of Ed.</td>
<td>“ “ “</td>
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<tr>
<td>C. of M.</td>
<td>after one day</td>
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<tr>
<td>G.C.</td>
<td>“ “ “</td>
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<tr>
<td>S.P.R.</td>
<td>“ “ “</td>
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<tr>
<td>P.A.L.</td>
<td>“ “ “</td>
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<tr>
<td>Sch. of Nursing</td>
<td>“ “ “</td>
</tr>
<tr>
<td>Grad. Sch.</td>
<td>after one week</td>
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</table>

**Laundry Facilities**

A laundry, complete with coin Bendix washing machines, ironing equipment and a drying room is available to Charlestage residents.
Library

A small dormitory library in the 207 study hall is operated on an Honor System under the supervision of a librarian appointed by the Executive Board.

Postal Service

There are three daily mail deliveries: 8:30 a.m., 12:00 noon, and 3:00 p.m., with the exception of Saturday, on which there is no afternoon delivery.

Publicity

News of the University, and events therein, should be given to the Press only through the Boston University Publicity Bureau or persons authorized by it. The University Publicity Bureau is located at 308 Bay State Road.

The Gatepost

Charlesgate Hall's own student newspaper offers ample opportunity for all those interested in journalistic ventures. All students wishing to devote their energy and talent are urged to contact the editor.

Transportation

Nearest subway entrances to all points are to be found in Kenmore Square and at Massachusetts Avenue. The majority of University Departments are within twenty minutes walking distance from Charlesgate Hall.

CHARLESGATE TRADITIONS

After Dinner Coffee

On many Sunday afternoons throughout the year, coffee is served in the Barnes suite followed by a musical program.

Big-Little Sister Banquets

In the fall and in the spring banquets are held for the Big and Little Sisters. This affords an opportunity for the girls to become better acquainted.

Christmas Caroling

On the last day of Christmas week, the upperclassmen are awakened by the voices of sleep-eyed Freshmen whose carols add much to the festive spirit of the Hall.

Christmas Party

On an evening before the Christmas recess all of the girls
in the Hall gather around a gaily decorated Christmas tree to sing carols and enjoy the gaiety of the Yuletide spirit.

**Faculty Open House**
The faculty of the University is invited to a buffet supper and open house once during the year.

**Freshman Orientation Week**
During their first week in the dormitory, the Freshmen are kept busy with a varied social program and with meetings which aid them in their adjustment to dormitory life.

**Holiday Meals**
On the Sunday preceding Thanksgiving and Christmas, traditional meals are served in gaily decorated dining rooms.

**International Tea**
One of the most festive affairs is the tea held for all foreign students in the University. Here the students have the opportunity of meeting many well-known figures in international affairs and becoming acquainted with the students from other countries.

**Senior Night and Installation of Officers**
This night dedicated to our Seniors is held in conjunction with the formal installation of the house officers. During the evening the Senior Class Will and Prophecy are presented.

**Baccalaureate Buffet Supper**
On Baccalaureate Sunday a buffet supper is served to the parents, relatives and friends of the graduates.

**GRÂCES**
* Sung at dinner
For health and strength and daily food,
We praise thy name, O Lord!

Evening is here,
Come bow your head,
Thanks be to God,
Who gives us bread.
Thank God for bread.

Be present at our table, Lord.
Be here and everywhere adored.
These mercies bless, and grant that we
May feast in fellowship with Thee.
UNIVERSITY SONGS

"Boston University Hymn"

Daniel L. Marsh

O glorious thy name and fame,
Resplendent from thy youth!
O radiant the holy flame
That lights thy lamp of Truth!
O Boston University,
O Alma Mater dear,
We'll cherish, love and honor thee,
And thy great name revere.

O wonderful thy Charter's aim—
High Learning's perfect flower
And Virtue's fruit. Let these proclaim
Thy nurture and thy power.
O Boston University,
O Alma Mater true,
We'll strive to make the Future free,
And thus thy goal pursue.

O beautiful thy colors' gleam,
The scarlet and the white,
When Love and Life mean all they seem,
Courageous for the Right!
O Boston University,
O Alma Mater brave,
We'll boldly stand for purity
Where'er thy banners wave.

O meaningful thy coat of arms
The shield with cross and crown—
Inspiring us with Oxford's charms,
Reflecting Boston Town.
O Boston University,
O Alma Mater fair,
Crusading for true piety,
Thine arms we'll proudly wear.

O Vision Splendid! Thine the art
To make all visions real:
The call to serve with all the heart
Is blazoned on thy seal.
O Boston University,
O Alma Mater fine,
We'll live to give reality
To thine ideals divine.
"Clarissima"

Ralph W. Taylor

Brenton C. Patterson

Heart of old Tri-mountain town,
Thru the ages extend thy renown!
Past and present join in song,
Thy praises to prolong.
Afar shines thy clear Beacon light,
Ever guiding to truth and to right,
Dear Boston University,
Be thy fair dominion long.

CHORUS

Join we all in loving praise,
Sing her triumph clear;
Honor the name of enduring fame
With rev'rent lays.
Sound afar her glory true,
Hail with cheer on cheer!
Clarissima mater alma!
Old B. U.
CHARLESGATE HALL SONG

"For Charlesgate Hall"

Virginia Hopfensack
Phyllis Anne Paulson

Ruth Grodjesk

For Charlesgate Hall a song we weave
From out of smiles and tears
Of friends we've made these years,
A song for you who come
A song for you who leave
A song that sighs, 'Recall, recall
Your world at Charlesgate Hall.'
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3. College of Business Adm.
4. College of Music
5. School of Public Relations
6. General College
7. School of Theology
8. School of Education
9. School of Social Work
10. School of Nursing
11. Boston Public Library