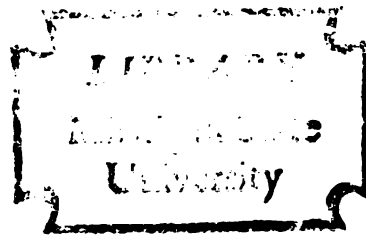


THE FUTURE ROLE OF THE HIGHEST RANKING WOMAN
STUDENT PERSONNEL ADMINISTRATOR IN THE
COLLEGE OR UNIVERSITY AND A SUGGESTED
TRAINING PROGRAM

Thesis for the Degree of Ed. D.
MICHIGAN STATE UNIVERSITY
LOLA MARIE HALLER
1967



This is to certify that the

thesis entitled

**The Future Role of the Highest Ranking Woman
Student Personnel Administrator in the
College or University and a suggested
Training Program**

presented by

Lola Marie Haller

has been accepted towards fulfillment
of the requirements for

Ed.D. degree in Education

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Date July 28, 1967.

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ABSTRACT

THE FUTURE ROLE OF THE HIGHEST RANKING WOMAN STUDENT PERSONNEL ADMINISTRATOR IN THE COLLEGE OR UNIVERSITY AND A SUGGESTED TRAINING PROGRAM

by

Lola Marie Haller

The purpose of this study was an attempt to define the future role of the highest ranking woman student personnel administrator in a college or university and to suggest a training program which would prepare her for this future role. In order to facilitate the study, the following objectives were formulated: (1) to define the historical factors which have influenced the role of the highest ranking woman student personnel administrator in a college or university, (2) to identify background and educational characteristics which influence her role today, (3) to consider the educational and societal concepts which may influence her future role, and (4) to suggest desirable background and educational characteristics which would prepare her for her future role.

Data were obtained through depth interviews with a selected group of acknowledged leaders in college student personnel administration and a study of the literature. The data from the literature and interviews were incorporated and analyzed. On the basis of the findings, conclusions were drawn regarding the future role of the highest ranking woman student personnel administrator

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and recommendations were made for her professional training. In addition, recommendations for further research were suggested.

From the findings, it was concluded that the role of the highest ranking woman student personnel administrator is in a state of transition. While the traditional role, which has been basically custodial, is being eliminated and there is much less special attention being given to women students, there still appears to be a need for a woman in the college or university who has concern for the total education of women. Responsibility in this area could come within the purview of the highest ranking woman student personnel administrator. As a result of the changes which are being made and the need for attention in regard to the total education of women, there is a role evolving in which the functions of this administrator are primarily administrative and educational. It would appear that her functions, within this role which is evolving, would include some administrative responsibility in the coordination of the personnel services and working with students of both sexes. In addition, as the knowledgeable person regarding education for women, she would interpret the special educational needs of women to the students, faculty, and administration.

If women are to have a top level administrative

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position in the student personnel services, they must have the professional training which will prepare them for that position. They will have to meet the professional requirements of the position, be able to articulate the viability of it, and give a rationale for its existence. In order to meet the demands of the position, the highest ranking woman student personnel administrator will need the doctorate.

The training program which was recommended would be inter-disciplinary in nature. The formal course work would include a study of the individual, the group, the campus, the institution, and the community; of sexual differences and the unique needs of each sex; of the techniques which would enable her to work with individuals and groups; and of the principles of administration, communications, and research. Practical experience in the application of formal training would be obtained through an internship.

Some recommendations for further research included: a detailed study of the background and professional training of the women who are currently in the position of the highest ranking woman student personnel administrator, a study of the aspirations and incentives of those in this position who have master's degrees, a follow-up study of the women who have completed doctorates in student personnel administration, and a study of the many ramifications of recruitment for this position.

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By

Lola Marie Haller

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF EDUCATION

College of Education

1967

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1968

ACKNOWLEDGMENTS

The writer wishes to give special thanks to Dr. Walter F. Johnson, Jr., who served as Chairman of her Guidance Committee, and Dr. Laurine E. Fitzgerald, who served as co-chairman of this study. Their guidance and encouragement throughout this study have been deeply appreciated.

Special acknowledgment is also due members of the writer's Guidance Committee, Dr. Norman Aebles, Dr. Edward Blackman, and Dr. Buford Stefflre; the acknowledged leaders, who so graciously consented to the interviews and contributed to the study through them; the faculty members, Mrs. Babbette Trader, Dr. L. Dale Faunce, and Dr. Paul Griffeth, who assisted in the pilot study of the interview.

While it is impossible to acknowledge each individual who has contributed to this study in some way, the writer wishes to acknowledge the special assistance given by her typists, Mrs. Louis Ames, Miss Lois Curtiss, and Mrs. John Lich; Dr. and Mrs. Orval McKay; her mother, Mrs. Royal E. Haller, Sr.

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

Today, as never before in the history of higher education, it is necessary for educators to consider the future and to plan realistically for the changes which will be imperative in the next few years. There has been much discussion and publicity during the past few years about increasing college enrollments, the resulting need for early application for admission, the consequential selectivity of admissions committees, and the anticipated academic excellence.¹ At the same time there has been

¹Wincie L. Blanton, Robert F. Peck, and Jane Greer, "'Operation Knowledge': A New Approach to Academic Excellence," Journal of the National Association of Women Deans and Counselors, XXVII (Spring, 1964), 133-36.

R. Grann Lloyd, "Expectations and Responsibilities in Higher Education," School and Society, XCII (February 22, 1964), 85-86.

The Honorable Edith Green, "The Educational Challenge in the Race to the Moon," Journal of the National Association of Women Deans and Counselors, XXVII (October, 1963), 3-7.

Irvin J. Lehmann and Stanley O. Ikenberry, Critical Thinking, Attitudes, and Values in Higher Education (East Lansing: Michigan State University, 1959), Pp. 125.

Eugene S. Wilson and Charles A. Bucher, College Ahead (New York: Harcourt, Brace and Company, 1961), Pp. 180.

Paul Woodring, "Education in a Pressure Cooker,"

much discussion and publicity regarding pressures on college students, drugs on the campus, student revolts and "sit ins", and other campus problems.² McConnell commented:

In all parts of the country, public higher institutions are under pressure to devise "master plans" for future development, rational and³ efficient schemes for meeting enrollments.

Saturday Review, XLVIII (March 20, 1965), 55.

²Graham B. Blaine and Charles C. McArthur, Emotional Problems of the Student (New York: Appleton-Century-Crofts, Inc., 1961), Pp. 254.

Morris Freedman, Chaos in Our Colleges (New York: David McKay Company, Inc., 1963), Pp. 241.

Richard Goldstein, "Drugs on the Campus," The Saturday Evening Post, CCXXXIX (May 21, 1966 and June 4, 1966), 40-62 and 34-44.

Richard E. Gordon and Katherine Gordon, The Blight on the Ivy (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), Pp. 313.

Samuel Grafton, "Pressures That Push Children Into the Wrong Careers," McCall's, XCIII (June, 1966), 66-67 and 146-48.

Lester A. Kirkendall, "The Tumult Over Morals - And a Way Out," Journal of the National Association of Women Deans and Counselors, XXVIII (Winter, 1965), 74-80.

Milton I. Levine and Maya Pines, "Sex: The Problem Colleges Evade," Harper's Magazine, CCXXIII (October, 1961), 129-132.

James A. Paulsen, "College Students in Trouble," The Atlantic, CCXIV (July, 1964), 96-101.

Peter S. VanHouten, "A Positive Approach to Better Student Conduct," Journal of the National Association of Women Deans and Counselors, XXVIII (Winter, 1965), 88-91.

³T. R. McConnell, A General Pattern for American Public Higher Education (New York: McGraw-Hill Book Company, Inc., 1962), p. 3.

While educators must live and cope with current problems, they cannot neglect planning for the future.

Future planning in higher education will necessitate a keen awareness and understanding of the historical and current aspects of higher education and our society. When Western Michigan College became a University Dunbar challenged those who were responsible for directing the new University to dare to build a "twentieth century university".⁴ He noted the need to incorporate the "good traditions at Western and the best of the University tradition in the new University." In addition he emphasized the "opportunity to construct something which is essentially new and perhaps unique in the realm of Universities." While Ruml and Morrison were primarily concerned with the finances of the independent liberal arts colleges, they too stressed the need to consider traditions and current needs in developing future imaginative and challenging programs.⁵ The innuendo of the past was perceived as Bundy and Hutchins emphasized the academic area and the need to challenge students intellectually.⁶ According to Wilson, "population growth, technological advance,

⁴Willis F. Dunbar, "A Twentieth Century University," Address given at the Recognition Convocation, Western Michigan University, Kalamazoo, Michigan, March 1, 1957.

⁵Beardsley Ruml and Donald H. Morrison, Memo to a College Trustee (New York: McGraw-Hill Book Company, Inc., 1959), pp. 94.

⁶McGeorge Bundy, "A Report from an Academic Utopia [1975 A. D.]," William C. Resnick and David H. Heller, On Your Own In College (Columbus: Charles E. Merrill Books,

urbanization, equalitarianism, and internationalism" are factors which will bring about change in our educational system.⁷ In his article, Jencks attempted to describe "the next thirty years in the colleges."⁸ Automation and the resulting leisure time, according to Jencks, are elements which should be considered in future educational planning. It is his conviction that each individual, educator, administrator, parent, etc., must exercise initiative, courage, and imagination in his plans or he will fail to meet the challenge. While one cannot predict the future and describe the circumstances of our country and its relationship to the world twenty or forty years hence, one can consider past and present events and then can do some intelligent and imaginative planning for the future.

In addition to general planning which would encompass the total program of the college or university some very specific planning in each area of the total program would be necessary. A study of the literature indicates that some have considered the future in specific areas.

Inc., 1963), 238-39.

Robert M. Hutchins, "Locksley Hall. A College for the Future [1989 A. D.]." Ibid., 240-42.

⁷ Logan Wilson, "Higher Education and 1984," School and Society, XCIII (October 2, 1965), 343-46.

⁸ Christopher Jencks, "The Next Thirty Years in the Colleges," Harper's Magazine, CCXXIII (October, 1961), 121-28.

Since the writer is interested in student personnel services, she noted that Trueblood, Wise, Shaffer, and Thrash had considered this particular area.⁹ Wise and Shaffer discussed several facets of the overall student personnel program. Trueblood concentrated on the college student personnel leader in general while Thrash discussed the changing role of the woman personnel administrator.

Shaffer emphasized the need for future planning when he commented:

Student personnel administrators usually are too busy handling the major and minor crises of the day to spend much time looking into the future. In one sense, this may be good because a clear picture of the years ahead in collegiate student personnel might cause many practitioners to turn to other fields. In another sense, this failure to analyze current trends and foresee predictable problems has caused many student personnel administrators to operate on an emergency basis, putting out fires and picking up pieces rather than functioning as a truly educational force

⁹Dennis L. Trueblood, "The College Student Personnel Leader of the Future is an Educator," The Journal of College Student Personnel, V (March, 1964), 186-88.

W. M. Wise, "Student Personnel Work - Future Trends," The Personnel and Guidance Journal, XXXIX (May, 1961), 704-709.

Robert H. Shaffer, "Issues and Problems in the Organization, Administration and Development of College Student Personnel Programs in the Years Ahead," Gordon Klopff (ed.), College Student Personnel Work in the Years Ahead (Washington, D.C.: The American Personnel and Guidance Association, 1966), 1-9.

Patricia A. Thrash, "The Changing Role of the Student Personnel Dean," Journal of the National Association of Women Deans and Counselors, XXIX (Fall, 1965), 10-13.

within the college community.¹⁰

Since planning in specific areas is necessary in planning for the future the writer has chosen to consider the future role of the highest ranking woman personnel administrator for her research project.

The Problem

A study of the history of higher education reveals that the first women personnel administrators were appointed after the colleges and universities opened their doors to women on a coeducational basis. Many individuals were opposed to education for women because they were considered intellectually inferior to men and too fragile for the rigors of academic life.¹¹ The opponents also predicted that dire problems would arise from having men and women students on the same campus. Consequently,

the female intruders were placed under the supervision of a "judicious Lady Principal" charged with correcting their habits and molding the female character. She regulated the social life in the dormitory, was the ultimate authority on all women's problems, was responsible for their discipline.¹²

Mueller described the role of the first woman per-

¹⁰Shaffer, op. cit., p. 1.

¹¹Mabel Newcomer, A Century of Higher Education for American Women (New York: Harper and Brothers Publishers, 1959), pp. 25-31.

¹²W. Storrs Lee, God Bless Our Queer Old Dean (New York: G. P. Putnam's Sons, 1959), p. 67.

sonnel administrators as the performance of "administrative and disciplinary functions."¹³ Matthews stated:

The position itself is often but that of an apotheosized chaperon; it varies from the place of an administrative officer, on a par in importance and dignity with deans of the various colleges which make up the whole university, to the mere presence in a community of a gracious and charming woman who "loves girls."¹⁴

Fley reported:

Just the other day a notice from our Placement Office arrived announcing an opening for a dean; the job description included the statement: "the dean of women will be pretty much free to write her own ticket." (That statement appears time and time again in job descriptions in 1965.)¹⁵

From the preceding statements it can be assumed that the role varies from institution to institution. Research in this area, whether past (Acheson, Blake, Jones) or present (Koenig, McBee), supports this assumption.¹⁶

¹³ Kate Hevner Mueller, Student Personnel Work in Higher Education (Boston: Houghton Mifflin Company, 1961), p. 54.

¹⁴ Lois Kimball Matthews, The Dean of Women (New York: Houghton Mifflin Co., 1915), p. 1.

¹⁵ Jo Ann Fley, "An Honorable Tradition," Paper read at the Annual Convention of the National Association of Women Deans and Counselors, Minneapolis, Minnesota, April 7, 1965, p. 4.

¹⁶ Eunice Mae Acheson, The Effective Dean of Women (Chicago: The University of Chicago Press, 1932), Pp. 211.

Mabelle Babcock Blake, Guidance for College Women (New York: D. Appleton and Company, 1926), Pp. 285.

Jane Louise Jones, A Personnel Study of Women Deans in Colleges and Universities (New York City: Bureau of Publications, Teachers College, Columbia University,

Training for the woman personnel administrator has also varied. Some individuals believed that "a kindly woman with little academic training but who had been a wife and mother was regarded as fitted to fill the post."¹⁷ Koenig reported that less than one-third of her population had an advanced degree with a major in Guidance.¹⁸ Matthews recommended advanced training beyond the first degree preferably a doctorate.¹⁹ The professional organizations, NAWDC, APGA, ACPA, COSPA, recommend advanced degrees with majors in the area of College Student Personnel Administration.

Since there is much confusion regarding the role of the highest ranking woman personnel administrator in the college or university and variation in training there appears to be a need for further discussion and research on these topics. The purpose of this study is to define the future role of this administrator and to consider the implications of this role as it applies to her pro-

1928), Pp. 155.

Willa Lisette Koenig, "The Dean of Women: Ideal and Actual Perceptions of Role" (unpublished Ph.D. dissertation, University of Michigan, 1964), Pp. 227.

Mary Louise McBee, "The Role of the Dean of Women in Selected Institutions of Higher Learning" (unpublished Ph.D. dissertation, The Ohio State University, 1961).

¹⁷ Frank L. McVey and Raymond M. Hughes, Problems of College and University Administration (Ames, Iowa: The Iowa State College Press, 1952), p. 101.

¹⁸ Koenig, op. cit., p. 49.

¹⁹ Matthews, op. cit.

fessional preparation. The four major objectives of this study are (1) to define the historical factors which have influenced the role of the highest ranking woman student personnel administrator in a college or university, (2) to identify background and educational characteristics which influence her role today, (3) to consider the educational and societal concepts which may influence her future role, and (4) to suggest desirable background and educational characteristics which would prepare her for her future role.

Sources of Data

A review of the literature indicates some theory on the role of the highest ranking woman personnel administrator. The data for much of the research has been obtained primarily from the highest ranking women personnel administrators who are employed in the position. It has been noted that the majority of these individuals are "untrained" as far as professional personnel preparation. While they can give a description of their present position the writer questions their insight and ability to give recommendations regarding the future ramifications of the position.

Since many of these individuals do not have professional personnel training the writer would suspect that job descriptions may have been altered when trained

administrators could not be employed. If this is the situation the description of the position by the individual employed in it may not be the institutional description of the position.

In addition to the problems noted above the writer has observed that some women personnel administrators become so busy with current duties that they are unable to gain any perspective or insight of the total situation. Oftentimes, these individuals are striving to maintain a tenuous situation and refuse to consider or accept new ideas. Consequently, they have not been included in planning for the future or their contributions have been ignored when new policies were developed.

In view of the preceding problems the writer has based her research on the following assumptions. First of all there are a few acknowledged leaders in the field of student personnel administration who have conducted research and have developed theory. These individuals will have the greatest influence in shaping future personnel programs due to their positions as acknowledged leaders and their books, articles, research, lectures, and/or teaching. Secondly, since these individuals are leaders in the field it is assumed that they have given some thought to the future of personnel administration in general and of this issue in particular. Therefore, on the basis of these assumptions acknowledged leaders in the field of student personnel administration were selected as

the principal source of the data to be gathered.

Since the data must reflect the opinions of a very select sample pertaining to the past, present, and future, the research technique had to be one which would permit a broad scope. After a study of research methodology the interview was selected as the method for obtaining the data.

It was noted in the preceding paragraphs that a perception of the past and present was essential when planning for the future. Consequently, a careful review of the literature pertaining to student personnel administration and higher education was made in an attempt to identify significant trends. The information obtained from the literature has been included in Chapter IV to supplement the data obtained from the interviews.

The literature indicates a concern for the professional preparation of personnel administrators. In an effort to study trends regarding the highest ranking woman personnel administrator in this area, the writer requested permission to study the personal data sheets which have been filed with the office of the National Association of Women Deans and Counselors. However, after communication by letter and telephone it was found that this data could not be used because of the variability of the time in which it was obtained from the various members.

From the data obtained through the depth interviews with the leaders in student personnel administration and a

study of the literature conclusions have been made regarding the future role of the highest ranking woman student personnel administrator in higher education and the implications of this role for her future training. On the basis of these conclusions, recommendations have been made for the professional preparation of this administrator and for further research.

Limitations of the Study

When using the interview as a method to obtain data the bias of the interviewer presents limitations particularly when recording responses. In an effort to alleviate this problem interviews were taped. Therefore, the data were recorded verbatim and later transcribed from the tapes. An additional limitation of the study also pertains to the use of the interview as a method of obtaining data. The interviewer may forget to cover some topics, become involved with side-issues, or fail to react to significant innuendos. Since the writer recognized these pitfalls, she prepared an outline of topics to be covered during the interview.

A third limitation of the study which should be mentioned is the size of the sample. The definition of acknowledged leaders which was used for the selection of the sample limited the size since many of those who are active in this area have not made much contribution to the literature pertaining to college student personnel admin-

istration are not recognized as leaders. An additional factor which limited the size was the element of time.

CHAPTER II

REVIEW OF THE LITERATURE

A survey of the literature indicates that many individuals have been concerned with the problems, roles, and education of personnel administrators.¹ Further research indicates that others have considered the roles, education, and all other aspects of women's lives.² After

¹Dugald S. Arbuckle, Student Personnel Services in Higher Education (New York: McGraw-Hill Book Company, Inc., 1953), Pp. 352.

Martin L. Snoke (ed.), Approaches to the Study of Administration in Student Personnel Work (Minneapolis: University of Minnesota Press, 1960), Pp. 71.

Anne Loring Smith Cheatham, "Student Personnel Work as a Career: A Study of Members of the American College Personnel Association in Terms of Selected Demographic Data, Background Factors and Perceptions of the Field," Dissertation Abstracts, XXV (Part 3, 1964), 5042.

William McClellan Reynolds, "The Role of the Chief Student Personnel Officer in the Small Liberal Arts College" (unpublished Ed.D. dissertation, Michigan State University, 1961), Pp. 225.

Mueller, op. cit.

E. G. Williamson, Student Personnel Services in Colleges and Universities (New York: McGraw-Hill Book Company, Inc., 1961. Pp. 474.

²Jessie Bernard, Academic Women (University Park, Pa.: The Pennsylvania State University Press, 1964), Pp. 331.

Kate Hevner Mueller, Educating Women For a Changing World (Minneapolis: University of Minnesota Press,

a careful study of the literature pertaining to student personnel administrators and women the writer concluded that much of it was irrelevant to her problem. Therefore, for purposes of this study only those articles, books, and dissertations which consider the role of women in college student personnel administration and the education of college student personnel administrators will be reviewed.

Literature Pertaining to the Highest Ranking Woman Personnel Administrator

Research, theory and practical principles were included in the early literature pertaining to the highest ranking woman personnel administrator. From 1915 to 1932 several books were published which described the role of this administrator.

Matthews' book, The Dean of Women, was one of the major contributions of this period.³ While it was written

1954), Pp. 302.

Leo C. Muller and Ouida G. Muller (eds.), New Horizons For College Women (Washington, D.C.: Public Affairs Press, 1960), Pp. 128.

Newcomer, op. cit.

Helen M. Kaufman, "The Status of Women in Administration in Selected Institutions of Higher Education in the United States," Dissertation Abstracts, XXII (Part 5, 1962), 4239-4240.

Robert F. Winck and Patricia A. Thrash, "Aspects of College Experience and Their Relevance to the Activities of Later Life: A Story of 740 Northwestern Alumnae," Journal of the National Association of Women Deans and Counselors, XXVI (June, 1963), 30-37.

³Matthews, op. cit.

early in the century one is impressed with the relevance of some of Matthews' theories to the position today. She observed that the role varied in definition and importance from institution to institution. Recent research would support this observation yet today.⁴ In addition, she emphasized the need for advanced training, preferably a doctorate, for the individual performing this role.⁵ It was her thesis that advanced training was necessary if she was to be a duly qualified faculty member and respected by other members of the faculty. Although the content of the training would no doubt differ, COSPA, NAWDC, and other organizations recommend advanced training, preferably a doctorate, for student personnel workers today.

Matthews viewed the position as encompassing administrative, academic, and social responsibilities. However, the writer sensed that she stressed the social responsibilities of the dean of women. She noted that "her social duties are limited only by her strength and the hours in the day."⁶ She also discussed such practical topics as salary, secretarial help, and office space. In their book Sturtevant and Hayes also included a chapter on the practical aspects of the office of the dean

⁴Koenig, op. cit.

⁵Matthews, op. cit.

⁶Ibid., p. 37.

of women.⁷ In addition they included chapters on residence halls, vocational advising, student life, and student scholarship. Each chapter was written by a different dean. They theorized that it was helpful to visit different college campuses and discuss various aspects of the position. Therefore, they invited several deans to discuss certain aspects of their work. The editors expressed their impression that one volume could not include all ideas. However, they hoped that the material included was indicative of some of the newer concepts in the field. They recognized that many changes were taking place and new ideas would continue to be developed. From their introduction one perceives that they hoped to challenge others to share ideas, etc. in a similar manner. One can note a decided emphasis upon the social and academic areas in this volume.

Pierce also discussed the various duties and professional qualifications of the position.⁸ Student housing, vocational guidance, and social activities are only a few of the topics which she included.

Acheson, Blake, and Jones attempted to study various aspects of the position in their research.⁹ While

⁷ Sarah M. Sturtevant and Harriet Hayes (eds.), Deans at Work (New York: Harper and Brothers Publishers, 1930), Pp. 295.

⁸ Anna Eloise Pierce, Deans and Advisers of Women and Girls (New York: Professional and Technical Press, 1928), Pp. 636.

⁹ Acheson, op. cit.

Blake's primary objective was to obtain data to support her notion that a guidance program was necessary in women's colleges, she included some data which outlined the duties of the dean of women as expressed by seventy college presidents.¹⁰ These duties were categorized into responsibilities pertaining to the faculty, students, residences, and any others which did not fit into the first three categories.¹¹ Some of the duties listed under "faculty responsibilities" included: "presiding in the president's absence, supervision of the college calendar, entertainment of college guests, and serving on various college committees, such as academic, admission, and disciplinary." "Interviews and advice concerning scholarship, courses of study, conduct, discipline, health, dress, social matters and academic reports" were included under duties pertaining to "student responsibility." "Duties pertaining to residence" included "house resident and supervision of dormitory hostesses" while "duties pertaining to miscellaneous affairs" included "correspondence with parents and supervision of various societies." She noted that many of the presidents expressed the opinion that "colleges have neglected to analyze the meaning or the worth of the position. The functions of the office

Blake, op. cit.

Jones, op. cit.

¹⁰Blake, op. cit.

¹¹Ibid., pp. 214-215

have too often developed in a hit-and-miss fashion.¹²

Jones attempted to study the women deans and their positions and to make suggestions for vocational guidance and professional courses on the basis of the data which she obtained.¹³ At the time of her study, she found that seventy per cent of her sample taught after they were appointed to the position. Consequently, she advised graduate work which would enable the prospective dean of women to teach. In addition she recommended academic work in psychology, sociology, and philosophy. Later, the dean should have specific professional courses designed to train her for her position. Practice and research should be included in the latter courses. Jones did place some emphasis on the personality and temperament of the prospective dean of women.

It was Acheson's thesis that the qualifications for the position had not been clearly defined.¹⁴ Therefore, her research was an attempt to study the personal and professional characteristics of a sample of fifty deans of women.

While each of the women approached the problem in a different manner, she expressed concern for the academic, social and administrative responsibilities of the role. The writer was impressed with the academic

¹²Ibid., p. 215.

¹³Jones, op. cit.

¹⁴Acheson, op. cit.

emphasis which she perceived in regard to the role at this time.

During the years from 1932 to 1960 much of the literature regarding the highest ranking woman personnel administrator dealt with the changes in her role due to the rising emphasis of the personnel movement. Much of the literature was general in nature rather than dealing specifically with the woman student personnel administrator. However, this area was not totally neglected.

Paine, Haddock, Spencer and others conducted research during this period.¹⁵ Paine utilized questionnaires and interviews for her study of the personnel practices of the dean of women in sixteen institutions.¹⁶ One of the contributions of her study was the definition of four administrative patterns which were being used at that time.

Haddock made an intensive study of five deans of women who were employed as deans of women before the

¹⁵ Louise Tips Paine, "A Survey of Current Personnel Practices in Selected Colleges and Universities as Related to the Functions of the Office of the Dean of Women" (unpublished Ph.D. dissertation, Cornell University, 1949), Pp. 451.

Ruth Haddock, "A Study of Five Deans of Women" (unpublished Ph.D. dissertation, Syracuse University, 1952), Pp. 365.

Louise Walcutt Spencer, "Eleven Years of Change in the Role of Deans of Women in Colleges, Universities, and Teachers Colleges," Journal of the National Association of Women Deans and Counselors, XIV (January, 1951), 51-83.

¹⁶ Paine, op. cit.

first world war in an effort to compare their philosophies and practices with the philosophies and practices of current student personnel administrators.¹⁷ Through a study of their correspondence, autobiographical and biographical data, and other information she concluded that most of their philosophies and practices were in line with that of current personnel administrators. Those selected for her research were: Marion Talbot, Lucy Stebbins, Irma Voigt, Agnes Wells, and Thyrsa Amos.

Spencer studied the change in the role of the dean of women from 1936 to 1947.¹⁸ She compared the results of her study with two studies which had been completed earlier.¹⁹ As a result she made comparisons of changes in the role during a period of twenty years. After studying the changes which had occurred she made some recommendations for the future. She challenged them to speak through NAWDC, to be aware of college, community, national, and international problems and how each of these could influence her institution and her responsibilities, to understand the future developments of her institution

¹⁷Haddock, op. cit.

¹⁸Paine, op. cit.

¹⁹Sarah M. Sturtevant and Ruth Strang, A Personnel Study of Deans of Women in Teachers Colleges and Normal Schools (New York: Bureau of Publications, Teachers College, Columbia University, 1928), Pp. 95.

Sarah M. Sturtevant, Ruth Strang, and Margaret McKim, Trends in Student Personnel Work (New York: Bureau of Publications, Teachers College, Columbia University, 1940), Pp. 110.

and how they would influence the personnel program, to communicate with other administrators regarding major issues, and "to cultivate respect for her judgment from colleagues."²⁰

Articles by Blanding, Lloyd-Jones, Hilton, Overstreet, and Farnsworth indicated concern with the multiplicity of the dean of women's duties, the influence of the "psychological age" upon her position, and the changes in her role due to increasing enrollments.²¹ Such articles presented encouragement and challenge for the present situation but achieved little in stimulating new ideas and theories.

As the writer reviewed the literature which was written during this time she noted the emphasis seemed to be on the social and administrative aspects of the role. There seemed to be very little discussion concerning the

²⁰Spencer, op. cit. pp. 78-82

²¹Sarah Gibson Blanding, "The Dean's Dilemma," Journal of the National Association of Women Deans and Counselors, XX (June, 1957), 147-150.

Esther Lloyd-Jones, "Serendipity and the Deans," Journal of the National Association of Women Deans and Counselors, XX (June, 1957), 151-157.

Dana L. Farnsworth, "Personality Problems for Deans," Journal of the National Association of Women Deans and Counselors, XXII (June, 1959), 178-183.

Bonaro W. Overstreet, "The Person They Call the Dean," Journal of the National Association of Women Deans and Counselors, XVIII (January, 1955), 56-60.

M. Eunice Hilton, "On Being a Dean in 1946," Journal of the National Association of Women Deans and Counselors, X (January, 1947), 70-76.

academic aspects of it. The lack of the academic emphasis during this time is a direct antithesis to that noted earlier.

A review of the current literature (that written since 1960) indicated concern with research and theory. While much of the literature pertained to student personnel administrators (both men and women) there were several individuals who expressed an explicit interest in the highest ranking woman student personnel administrator.

Koenig, McBee, and Cabotaje completed dissertations on the dean of women.²² Cabotaje compared the personal and professional qualifications of the deans of women in higher education in this country with those of the deans of women in the Philippines.²³ Her data was obtained by means of a questionnaire. Her population included a selected group of deans of women in this country and those in the same position in the Republic of the Philippines. She found that "the qualifications of deans of women of institutions of higher education in the Philippines were closely identical with the qualifications of deans of women of institutions of higher education in

²²Koenig, op. cit.

McBee, op. cit.

Arsenia Abellera Cabotaje, "A Comparative Study of the Qualifications for Deans of Women in Institutions of Higher Education in the United States and in the Republic of the Philippines," Dissertation Abstracts, XXIII (Part 3, 1963), 3185.

²³Cabotaje, op. cit.

the United States."²⁴

McBee utilized the following perspectives in her analysis of the position of the dean of women:

- (1) from whence it came - a historical development of the office;
- (2) where it is - an identification and analysis of the tasks currently performed under the direction and co-ordination of the office;
- (3) where it is going - a study of trends that can be noted in the function of the office;
- (4) where it should go - a study of the goals and purposes of the office.²⁵

She obtained her data by means of a thorough and intensive study of the history of the position and interviews with three administrators in each of the six colleges or universities in Tennessee which she selected to study. (She included some brief historical data on each institution as well as data concerning the origin of the position of the dean of women.) She tried to interview the president, dean of students, and the dean of women at each institution. She compared the data obtained from her interviews with that obtained from her historical research. As a result of her research she defined the role of the dean of women as teacher. In her role as teacher the dean of women functioned outside the classroom but her teaching should have a vital influence upon the lives of her women students. Some of her recommendations included: this administrator should be a

²⁴ Ibid.

²⁵ McBee, op. cit., p. 76.

generalist rather than a specialist, graduate schools should include more training in counseling as a part of her training, she should exercise ingenuity, imagination, etc. in creating the cultural and intellectual atmosphere of the campus, and she should consider the possibility of the need for developing new programs to meet the needs of the older women, who are returning to college, and the married students.²⁶

Koenig studied the actual and ideal perceptions of deans of women regarding their role in relation to their professional training.²⁷ She tested her hypotheses with data obtained from questionnaires which were completed by women in this position. Her findings supported her major hypothesis that:

Significant differences exist between the professionally prepared and the experience-prepared deans of women in their perceptions and concepts of the actual and ideal-image functions of their current positions.²⁸

In addition she found that the professionally prepared deans of women assumed greater responsibilities for research, in-service training of staff, budgets, committee work, and representation of their institutions to the community than those who had preparation by experience. She also found greater agreement among the professionally

²⁶ Ibid., pp. 218-239.

²⁷ Koenig, op. cit.

²⁸ Ibid., p. 151.

prepared deans concerning the ideal extent of these responsibilities than among those with experience preparation.²⁹

In her recommendations Koenig expressed the need for a job analysis of the dean of women. According to her statements the last such analysis was made in 1950. She also recommended additional research which included longitudinal studies on possible differences in judgment between those who were prepared professionally before becoming deans of women and those who received their professional training while working as deans of women, the possible "relationship between previous work experience and the functions and self-evaluation of deans of women," and the influence of social change on this role.³⁰

Additional studies pertaining to the position of the dean of women were completed by Reeves and Arbuckle and Kinnane.³¹ Reeves and Arbuckle noted that deans of women often function as counselors even though they are generally considered to be administrators.³² In view of

²⁹Ibid., pp. 150-151.

³⁰Ibid., pp. 153-154.

³¹Mary Elizabeth Reeves and Dugald S. Arbuckle, "The 'Counseling' Attitudes of Deans of Women," The Personnel and Guidance Journal, XLI (January, 1963), 438-441.

Mary Kinnane, "The Undergraduate's Perception of the Dean of Women," Journal of the National Association of Women Deans and Counselors, XXIX (Spring, 1966), 122-128.

³²Reeves and Arbuckle, op. cit., p. 438.

this their study was designed to compare the reactions and counseling attitudes of deans of women with professional college counselors. They used an "Attitude Scale" to obtain their data from the deans of women and professional counselors. Comparisons were made on five major variables. They found that "deans were more authoritarian, more persuasive, less sympathetic, and less understanding than college counselors."³³ There was no statistical difference on the "judgement" variable.

They theorized that the differences which were noted could be due to the "differences in the roles of the subjects."³⁴ They concluded:

The dean acting as an administrator may be Authoritarian or Persuasive to a large degree in order to effect a solution to the problem. The counselor concerns himself very little with the solution of the immediate problem, and his concern for the client may tend to make him more outwardly understanding and sympathetic.³⁵

Kinnane made a study of the dean of women as perceived by the undergraduate student.³⁶ Here data was obtained by means of a questionnaire composed of thirty-six academic, psychological, and social hypothetical problems. The questionnaire was sent to 600 students at ten colleges and universities in six states. The students

³³Reeves and Arbuckle, op. cit., p. 441.

³⁴Ibid.

³⁵Ibid.

³⁶Kinnane, op. cit.

were to react to each problem by choosing the personnel officer to whom they would go for assistance such as "the academic dean, the dean of women, the counselor in the counseling center, the counselor in the residence hall, the university or college chaplain, a faculty member, an activity adviser."³⁷ As a result of her study, she concluded:

From the problem situations presented, it seems that students participating in the study see the dean of women as a person competent in discipline and social affairs,³⁸ but not so competent in academic matters.

The research of Ayers, Tripp, and Russel was designed to study the general field of personnel services.³⁹ As a part of the research they obtained data on "the personal characteristics and educational and experience backgrounds of the four principal student service officers."⁴⁰ The dean of women was identified as one of these officers.

Several articles pertaining to the role of the dean of women have been published since 1960. A study of the articles indicated a concern for the past and present aspect of this role.

³⁷Ibid., p. 123.

³⁸Ibid., p. 127.

³⁹Archie R. Ayers, Philip A. Tripp and John H. Russel, Student Services Administration in Higher Education (Washington, D.C.: U.S. Government Printing Office, 1966), Pp. 229.

⁴⁰Ibid., p. 7.

Schetlin and Fley noted some of the historical aspects of the role.⁴¹ While Schetlin was primarily concerned with the beginnings of the NAWDC, she discussed some of the aspects of this role as perceived by some of the early deans such as Marion Talbot, Alice Freeman Palmer, and Lois Kimball Matthews.⁴² Fley discussed the role of the dean of women from the standpoint of historical perspective.⁴³ While the early deans received much criticism due to the stereotypes of their positions, Fley observed that they were primarily interested in the education, health, and activities of the women students. She concluded her article with the following challenge:

We have inherited a truly honorable tradition. Are we prepared to build on that tradition for a future greatness?⁴⁴

⁴¹Eleanor M. Schetlin, "Fifty Years of Association-Ninety Years of Dreams," Journal of the National Association of Women Deans and Counselors, XXIX (Spring, 1966), 111-115.

JoAnn Fley, "An Honorable Tradition," Journal of the National Association of Women Deans and Counselors, XXIX (Spring, 1966), 106-110.

⁴²Schetlin, op. cit.

⁴³Fley, op. cit.

⁴⁴Ibid., p. 110.

It was Adams' contention that the dean of women should be an educator.⁴⁵ As an educator she "should cultivate a keen awareness of the changing role of women and of the trends which point to even greater changes in the future."⁴⁶ He stressed the need to prepare the individual woman student for her future responsibilities. He advocated that the dean of women should teach at least one class even though he realized how difficult it would be. He felt that this experience would be helpful in stimulating her concern for the individual woman student and in communicating her educational interest to faculty and students.⁴⁷

An emphasis upon the educational responsibilities of the dean of women was noted throughout the current literature. Other aspects of her role which were included in the literature involved administrative, counselling, and social responsibilities.

The academic, administrative, and social responsibilities of the dean of women were emphasized in the early literature pertaining to the role of the highest ranking woman personnel administrator. As the personnel services were increasingly recognized, the writer noted a shift in emphasis. While quite a bit of attention was

⁴⁵ Arthur S. Adams, "The Role of the Dean of Women on the College Campus," Journal of the National Association of Women Deans and Counselors, XXVI (October, 1962), 20-23.

⁴⁶ Ibid., p. 22.

⁴⁷ Ibid.

given to the administrative and social aspects of the role, little attention was given to the educational aspects. During the last few years emphasis in the literature has again been placed upon the educational aspects of this role.

A concern for women students as individuals and their education has been expressed throughout the literature. The highest ranking woman personnel administrator's position was established on the basis of this concern.

Literature Pertaining to the Education of College Personnel Administrators

In the preceding section it was noted that Matthews, Jones, and Koenig mentioned the education of the highest ranking woman student personnel administrator.⁴⁸ Each of them recommended advanced training, preferably a doctorate, for this administrator. The professional organizations (APGA, ACPA, NAWDC, COSPA) have also recommended professional training for the student personnel administrator. A study of the literature pertaining to the professional preparation of the student personnel administrator indicated that much of the interest in this topic had been expressed since 1960.

While much of the interest in this topic has been

⁴⁸Matthews, op. cit.

Jones, op. cit.

Koenig, op. cit.

expressed since 1960, LaBarre and Wright made contributions to the literature prior to that date.⁴⁹ In 1948, LaBarre studied the graduate training of personnel workers in the field of education.⁵⁰ She felt that the field of student personnel work had much potential. Consequently, the graduate program should be carefully planned.

Ten years later Wright studied the doctoral programs of those trained at this level to be counselors.⁵¹ He confined his study to the colleges and universities in the North Central Association.

Norris completed a follow-up study of those who had completed a master's degree in guidance at M. S. U. from 1946 to 1958.⁵² She noted that one of the purposes of her study was an evaluation of the training program by the individuals who had completed it.

Cannon studied the practicum for college personnel workers in an effort to establish recommended standards for its use in the graduate training program of these

⁴⁹Corinne LaBarre, Graduate Training for Educational Personnel Work (Washington, D.C.: American Council on Education Studies, 1948), Pp. 54.

Willis Libert Wright, "An Analysis of Doctoral Programs in Guidance and Personnel Work in Colleges and Universities of the North Central Association" (unpublished Ph.D. dissertation, Michigan State University, 1958), Pp. 147.

⁵⁰LaBarre, op. cit.

⁵¹Wright, op. cit.

⁵²Willis Norris, "More Than a Decade of Training Guidance and Personnel Workers," The Personnel and Guidance Journal, XXXIX (December, 1960), 287-291.

individuals.⁵³ She obtained her data by means of questionnaires which were sent to practicum supervisors and a selected group of graduates of these programs. She also interviewed a sample from both groups. Some of her findings included: at least one or two semesters of a practicum are required for those in a degree program, the training agency most often used was the counseling and guidance center, the practicum experiences varied for each student, and the practicum supervisor and the professional staff member worked together in the supervision and evaluation of the student. On the basis of her findings, she established recommendations which included the extent of its use, bases for selection of the particular practicum experiences for each individual, supervision techniques, supervisory personnel, and techniques for evaluation.⁵⁴

Keller made a follow-up study of the trainees of the student personnel program at Indiana University in an effort to evaluate the program.⁵⁵ He obtained his data from personnel folders on each student at the University and a questionnaire which was sent to the trainees

⁵³Mary Alice Cannon, "Recommended Standards for the Use of the Practicum in Graduate Training Programs for College Personnel Workers," Dissertation Abstracts, XXII (Part 4, 1962), 3481-3482.

⁵⁴Ibid.

⁵⁵Leonard Ivanhoe Keller, "Evaluation of a Student Personnel Training Program Through the Opinions of Its Trainees," Dissertation Abstracts, XXIII (Part 4, 1963), 4166-4167.

of the program. In general, he found that the trainees felt the program "had been useful in preparing them for a job in student personnel work."⁵⁶ They felt the program could be improved "if a greater amount of time were devoted to supervised practice."⁵⁷

Actual recommendations for training in student personnel work were discussed by Cosby and Trueblood.⁵⁸ Cosby based her recommendations upon the changes which have taken place in our colleges and universities.⁵⁹ She noted:

To be viable, these education programs must produce persons knowledgeable in both social processes and social issues. Student personnel no longer can train for the work of adjusting students to a status quo. The parameters of the status quo are too flimsy. Rather, student personnel workers should be skilled in adjusting the situation of student life to call for appropriate response from a new breed of students in a changing college.⁶⁰

She recommended that the curriculum for the student personnel worker include a study of higher education, the

⁵⁶Ibid.

⁵⁷Ibid.

⁵⁸Betty Cosby, "Professional Preparation for Student Personnel Work in Higher Education," Journal of the National Association of Women Deans and Counselors, XXIX (Fall, 1965), 14-18.

Dennis L. Trueblood, "The Educational Preparation of the College Student Personnel Leader of the Future," Klopff, op. cit., 77-84.

⁵⁹Cosby, op. cit.

⁶⁰Cosby, Ibid., p. 18

sociology of undergraduate life, group processes, and actual student personnel responsibilities. In addition, she would recommend supervised practicums.⁶¹ She expressed the opinion that "the professional education of student personnel workers for a changing American higher education presents a significant challenge to the profession."⁶²

Trueblood listed the following propositions for the educational preparation of the college personnel administrator:

1. The college student personnel leader of the future is an educator.
2. The neophyte student personnel leader must be identified early and begin to commit himself to a career decision at the initiation of and during master's degree study.
3. The educational preparation of the college student personnel worker must be premised on the assumption that he will be engaged in a profession.
4. The educational preparation of the college student personnel leader must recognize the potential for modifications in the nature of the professional position and the fact that specific positions vary in the need for primary skills.
5. The educational preparation of the college student personnel leader assumes the selection of qualified individuals for professional training.
6. The educational preparation of the college student personnel leader assumes the development of learning goals which reflect the demands of the professional position.
7. The educational preparation of the college student personnel leader must necessarily draw from a number of related disciplines.

⁶¹Ibid., pp. 16-18.

⁶²Ibid., p. 18.

8. The educational preparation of the college student personnel leader must recognize the necessity for training in research as a basic technique.

9. The educational preparation of the college student personnel leader at the master's degree level must recognize the need to define the professional similarities of college student personnel work with personnel work in other levels of education, while at the same time recognizing that there are important differences in role and role perception.

10. Graduate study at the post master's level must be designed to produce a scholar-educator-administrator able to meet the difficult role expectations of the college student personnel leader.⁶³

He concluded:

The proposals herein included do not foresee an easy path to the position of student personnel leaders. They deny the validity of happenstance training and the past practice of transferring some likeable faculty member to the student personnel leader role. But, these proposals recognize that to change the patterns of the past and perhaps the present, renewed vigor must be addressed to the critical problem of the educational preparation of the college student leader of the future.⁶⁴

The literature pertaining to the professional preparation of the student personnel administrator has included some studies of the various aspects of his training and recommendations for the professional training of future administrators.

⁶³Trueblood, op. cit., p. 83.

⁶⁴Ibid., p. 84.

CHAPTER III

METHODOLOGY

It was noted in Chapter One that a keen understanding of the past and present is necessary in order to plan for the future. Since the purpose of this study is to define the future role of the highest ranking woman student personnel administrator in a college or university and to consider the implications of this role as it pertains to her professional preparation, a perception of the past and present facets of this role is imperative. It was also noted that data for this research would be obtained through a careful review of the literature and depth interviews with acknowledged leaders in the field. In this chapter, the sample, the interview, and the procedure for the analysis of the data are described.

The Sample

In Chapter One the sample for this study was defined as acknowledged leaders in the field of college student personnel administration. The criteria for the identification of acknowledged leaders in this area were: (1) leadership in professional college student personnel organizations, (2) experience as a student personnel administrator and/or teaching in the area of college student

personnel administration, and (3) contribution to the literature in this area.

The final selection of those to be included in the sample was made after a careful consideration of the recommendations of four college student personnel administrators. The four administrators who made recommendations were: Dr. Laurine Fitzgerald, Assistant Dean of Students, Michigan State University; Dr. Charles Lewis, Vice President of Student Affairs, The Pennsylvania State University; Dr. Mabelle McCullough, Assistant Dean of Students and Associate Professor of Education, University of Minnesota; and Dr. Robert Shaffer, Dean of Students, Indiana University. Each of these administrators was asked to list ten individuals, both men and women, who in his estimation met the qualifications of acknowledged leaders as defined by the writer. After a comparison and analysis of the recommendations the sample was selected.

Thirteen leaders were selected as the sample to be interviewed. They were:

- (1) Dr. Betty W. Cosby, Dean of Women and Assistant Professor of Education, University of Florida
- (2) Dr. Daniel Feder, Dean Academic Planning, San Francisco State College
- (3) Dr. Laurine Fitzgerald, Assistant Dean of Students, Michigan State University
- (4) Dr. Elizabeth A. Greenleaf, Assistant Dean of Students and Director of Residence Hall Counseling, Indiana University
- (5) Dr. Melveen Hardee, Professor of Higher Education, Florida State University
- (6) Dr. M. Eunice Hilton, Professor of Education Emeritus, University of Denver

- (7) Dr. Charles Lewis, Vice President of Student Affairs, The Pennsylvania State University
- (8) Dr. Esther Lloyd-Jones, Professor of Education Emeritus, Columbia University
- (9) Dr. Kate Hevner Mueller, Professor of Higher Education, Indiana University
- (10) Dr. Robert Shaffer, Dean of Students, Indiana University
- (11) Dr. Miriam A. Sheldon, Dean of Women, University of Illinois
- (12) Dr. E. G. Williamson, Dean of Students and Professor of Psychology, University of Minnesota
- (13) Dr. C. Gilbert Wrenn, Professor of Educational Psychology, Arizona State University

One other individual was selected but declined to participate due to the pressures of institutional problems.

Eight women and five men were included in the sample. Six of the women and all of the men were in administrative and/or teaching positions. Two of the women were retired. However, each has been teaching on a part-time basis, has continued to contribute to the literature, and was an active participant in the 1967 Conference of the National Association of Women Deans and Counselors.

Each member of the sample has had experience in an administrative position either as a student personnel administrator or the head of a department. In addition each member of the sample has had teaching experience in the area of college student personnel administration.

A study of the literature pertaining to college student personnel work indicates that each member of the sample has contributed to the literature. Their contributions have included books, articles, and editorial assistance.

Autobiographical data of each member of the sample would indicate the actual leadership positions that each has accepted. Some of their leadership positions would include officers of state and national organizations pertaining to college student personnel administration such as the National Association of Women Deans and Counselors, the National Association of Student Personnel Administrators, and the American College Personnel Association, membership on committees of state and national organizations, editors of publications, and consultants in many areas of college student personnel administration.

Each of the individuals in the sample was contacted by telephone to secure cooperation for the interview and to arrange an appointment. All agreed to cooperate in the project. Due to time limitations, it was impossible to interview two of the individuals personally. In these cases the project was discussed in detail on the telephone, then detailed copies of the interview questions and a tape were mailed to these individuals. They responded to the interview questions and returned the tapes.

It had been suggested that the interviews might be conducted during some of the professional conferences. However, it was noted that since these individuals are leaders in professional organizations, they would be extremely busy during professional conferences. Therefore, only one interview was conducted during a professional conference. Consequently, the writer travelled to all

but two of the institutions represented by the sample.

The Interview

It was noted in preceding paragraphs that the depth interview had been selected as the method of obtaining data for this problem. This method of obtaining data was selected because it permits the researcher to obtain data through a "face-to-face verbal interchange."¹ In addition it "permits the researcher to follow-up leads, and thus obtain more data and greater clarity."²

Those who discuss the interview as a research tool emphasize the need for careful planning of the interview questions in order "to avoid a meaningless or miscellaneous array of material after the interviewer has gathered his facts."³ However, it should be noted that he "may vary these queries to adapt to individual circumstances" and "can amplify the questions by following up leads as the opportunity may present itself."⁴ Borg recommended that the questions should be based upon a series of objectives.⁵

¹Eleanor E. Maccoby and Nathan Maccoby, "The Interview: A Tool of Social Science," Gardner Lindzey (ed.), Handbook of Social Psychology, I (Cambridge, Mass.: Addison-Wesley Publishing Company, Inc., 1954), p. 449.

²Walter R. Borg, Educational Research: An Introduction (New York: David McKay Company, Inc., 1963), Pp. 221.

³Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), pp. 643-644.

⁴Ibid., p. 643.

⁵Borg, op. cit., pp. 223-24.

The interview questions were based upon the objectives of this research. These objectives are (1) to define the historical factors which have influenced the role of the highest ranking woman student personnel administrator in a college or university, (2) to identify background and educational characteristics which influence her role today, (3) to consider the educational and societal concepts which may influence her future role, and (4) to suggest desirable background and educational characteristics which would prepare her for her future role.

On the basis of these objectives several basic questions were developed. After the initial questions were formulated they were analyzed and criticized by the writer's major professor, a student personnel administrator, and a professional educator. On the basis of their recommendations the questions were revised.

In order to validate the interview questions a pilot study was made. Two student personnel administrators and a professor of education who was teaching a class in college student personnel administration were interviewed for the pilot study. Two of the interviews were taped.

The interviews from this pilot study were analyzed. Those who were interviewed were also asked for suggestions and reactions to the questions. As a result of the pilot study the interview questions were found to elicit

responses which would provide the necessary data for the problem. In addition the writer became more comfortable with the questions and gained ease with her part of the interview.

Procedure for the Analysis of Data

It was noted in the preceding paragraphs that the interviews were taped. The responses of each respondent were transcribed from the tapes. After the responses were transcribed, they were outlined as they related to the objectives of the study.

The data pertinent to each objective were studied. Due to the nature of the data and the size of the sample, no attempt was made to do a statistical analysis. A numerical tabulation of the female and male responses was made.

The data from the interviews and relevant information from the literature have been analyzed. The findings have been discussed in Chapter IV. Conclusions and recommendations for future study have been included in Chapter V.

CHAPTER IV

THE ANALYSIS OF DATA

In this chapter the data from the interviews and relevant information from the literature have been incorporated and analyzed. This analysis has been divided into four sections on the basis of the four basic objectives.

In the first section the historical factors which have influenced the role of the highest ranking woman student personnel administrator in a college or university have been defined. The background and educational characteristics which influence her role today have been identified in section two. The educational and societal concepts which may influence her future role have been considered in section three. Desirable background and educational characteristics which would prepare her for her future role have been suggested in section four.

Historical Factors

A study of the data obtained from the interviews and the history of higher education revealed three factors which have influenced the role of the highest ranking woman student personnel administrator. These

factors were basic to the very need for this administrator and hence influenced her role.

The first factor to be considered is coeducation. It should be noted that since much data regarding this factor has been included in the literature, it was not discussed to any extent during the interviews. Therefore, the data for this factor has been gathered from the literature.

The care and welfare of the women students is another factor which influenced the role of this administrator. After coeducation became a fact there was a need for someone to be responsible for the care and welfare of the women. The third factor is closely related, in that, there appeared to be the need for a role model for them. Therefore, the influence of this factor has been considered.

Coeducation

The issue of coeducation was a very basic factor which influenced the role of the highest ranking woman student personnel administrator, for a study of the history of higher education indicates that education for women has been a topic which has invoked much discussion. When higher education for women was first considered, many individuals felt that it was utterly ridiculous for women to have college training. Others felt that women were too frail for the rigors of such an undertaking, while still others felt that

women didn't have the intellectual capacity to compete with men. Rudolph noted:

The colonial view of women was simply that she was intellectually inferior-incapable, merely by reason of being a woman, of great thoughts. Her faculties were not worth training. Her place was in the home, where man had assigned her a number of useful functions.

Lee quoted a respected educator as haranguing:

Women are no more capable of enduring the same severe and protracted study with the other sex, by day and by night, through all the months and years of their early life, than they are able to perform the same labors on the farm or in the shop, in the mine or at the anvil, or to brave the same dangers and bear the same hardships and exposures on the tented field. This fact alone goes far to settle the question of coeducation. Sooner or later, in the long run, coeducation will, for this reason alone, inevitably either break down the health and constitution of women, or change the curriculum and lower the standard of college education.²

Opponents also argued that "education would reduce the number of marriages and the size of families."³ Other objections were:

that women in classes would distract the men; that the male students would not like having women around; that the founders had intended the colleges in question for men only; that there was not enough money for both; that, women being thought to be mentally inferior, their admission would lower the esteem

¹ Frederick Rudolph, The American College and University (New York: Alfred A. Knopf, 1962), pp. 307-308.

² Lee, op. cit., pp. 66-67.

³ Newcomer, op. cit., p. 30.

in which the institution was held even though they might not be inferior in fact.⁴

In addition,

there were the fears that education would destroy religious beliefs, even though the colleges were largely church controlled; that college women would make inferior housekeepers.⁵

Those advocating higher education for women centered their arguments in the areas of human rights and the social good. The argument of the "social good" was described by Newcomer as "the most persuasive."⁶ She stated, "Women were needed as teachers, whether at home or in the schools."⁷ In his discussion Woody reported, "The old argument, that since men and women must live together, they should therefore be educated together, has been convincing to many."⁸

In spite of the dire predictions and fears of the opponents, "in 1837 Oberlin College in Ohio enrolled four female freshmen and thus inaugurated co-educational higher education for women, offering its young women not only the traditional B.A. course but also a special Ladies Course the completion of which

⁴Ibid., p. 31.

⁵Ibid.

⁶Ibid., p. 32.

⁷Ibid.

⁸Thomas Woody, A History of Women's Education in the United States, II (New York: The Science Press, 1929), p. 224.

was recognized by a diploma."⁹ After women students were admitted to Oberlin College, other colleges and universities began to admit women students even though many individuals were still opposed to the notion.

When coeducation became an established fact, those who had responsibilities in higher education were confronted with the responsibility for the female students in addition to the male students. They were confronted with the problems of what to do with the women students, where to put them, and how to deal with them. Hall expressed the dilemma when he stated, "The higher education of women involves all the difficulties of that of men, with many new problems of its own."¹⁰ As a result of this dilemma, the challenge of coeducation had a very basic influence upon the role of the highest ranking woman student personnel administrator.

The Care and Welfare of Women Students

Since there was so much concern over the admission of women students to institutions of higher education, it was necessary to provide for their care and welfare after they were admitted. As a result an individual, usually a woman, was appointed "to give

⁹Rudolph, op. cit., p. 311.

¹⁰G. Stanley Hall, "Coeducation," Journal of Proceedings and Addresses of the Forty-Third Annual Meeting (St. Louis, Missouri, 1904), p. 542.

special attention to problems of women students."¹¹

The duties of these individuals varied from institution to institution. Fley reported:

the deans, wardens, matrons, and lady principals of 1855 devoted themselves to areas where criticism was found: supervising social life, maintaining the health of students, advising on the curriculum, and providing¹² suitable living quarters for students.

In 1915, Matthews observed:

There is in almost every coeducational institution in the United States an official whose chief duty is usually vaguely stated to be "the care and supervision of women students." So unstandardized is the position this official occupies that even the title varies from that of "dean of women" to "adviser of women," "preceptress," or even "lady principal;" furthermore, in one case at least, the "dean of women" is a man!¹³

Some of the duties of the first lady principal at Oberlin College included: lecturing to the women students "on engagements, marriage, hygiene, politeness, dress, qualities essential for a minister's wife and 'Rules for gaining knowledge and improvement,'" indicating defects in "'character, habits, manners &c and the remedy suggested,'" and meeting with the women students after the noon meal.¹⁴ At this meeting the

¹¹Williamson, op. cit., p. 4.

¹²Fley, op. cit., pp. 107-108.

¹³Matthews, op. cit., p. 1.

¹⁴Robert S. Fletcher, "The First Coeds," The American Scholar, VII (Winter, 1938), 84.

students were required "to report their own infringements of rules - 'failures' they were called."¹⁵ In spite of the variety of duties and whether they were specifically or vaguely stated, a study of the literature indicates that this administrator was responsible for the women students on her campus.

During the interviews all of the respondents discussed her responsibility for the care and welfare of the women students as a factor which influenced the role of this administrator. Six of the women and five of the men specifically pointed out that the institutional attitude toward this responsibility for students was an extension of the parental concern which could be described by the concept "in loco parentis." Blackwell defined this concept in the following statement:

The power which the officers of a college may lawfully exert to restrict and to control the actions of its students is based upon the fact that, in law, the college stands in the same position to its students as that of a parent - in loco parentis - and it can therefore direct and control their conduct to the same extent that a parent can.¹⁶

It should be noted that this was not a new concept, however, for Brubacher and Rudy expressed the notion that this concept had derived from the early English universities and had been incorporated particularly in the early church related colleges in

¹⁵ Ibid.

¹⁶ Thomas Edward Blackwell, College Law (Washington, D.C.: American Council on Education, 1961), p. 104.

America.¹⁷ Leonard also discussed the "in loco parentis" function of the teaching and administrative staffs of the early colleges.¹⁸

While this was not a totally new concept at the time women were admitted to institutions of higher education much emphasis was apparently placed upon it in relation to women students. As a result of this emphasis it was indicated by eight of the female respondents and three of the male respondents that women had been given special attention and this supported the need for this administrator. This special attention which has been given to women can be noted throughout the literature and took many forms.

In his book, Wrenn discussed "the peculiar problems of 'females,' particularly as to living quarters, dress, and conduct."¹⁹ Newcomer stated:

It has always been regarded as more important to protect women students than men, and in consequence the coeducational institutions have made more effort to provide dormitories for their women students than their men students. In fact, in the early years some universities insisted on providing dormitories for women before they would admit them at

¹⁷ John S. Brubacher and Willis Rudy, Higher Education in Transition (New York: Harper and Brothers Publishers, 1958), p. 380.

¹⁸ Eugenie Andruss Leonard, Origins of Personnel Services in American Higher Education (Minneapolis: University of Minnesota Press, 1956), pp. 12-13, 46-59, 89-99, and 112-13.

¹⁹ C. Gilbert Wrenn, Student Personnel Work in College (New York: The Ronald Press Company, 1951), p. 33.

all although no such concern had been shown for housing men.²⁰

Mueller observed:

Women undergo pressures from society which are quite different from those of men and require more attention. In a sense women constitute a rather special problem for the personnel worker: they are a clearly identifiable group, but so many of their problems are identical with those of men that theirs alone may not be adequately isolated and recognized. In housing and social affairs, special attention is needed.²¹

Speaking as an educator and parent, Wilson confessed that he and his wife had a different concept of education for their daughters than for their sons.²² Their concept of education for their daughters was based upon the "tentativeness" of their use of their education due to marriage. He acknowledged the fact that they would probably use their education at a later date and therefore felt that they should be counseled accordingly.

While only some of the respondents mentioned specifically the special emphasis on housing, health, social activities, and dress, they each discussed the regulation of women students' conduct. Many rules and regulations were established due to the special attention that was given to women in the areas of housing, social

²⁰Newcomer, op. cit., p. 114.

²¹Mueller, Student Personnel Work in Higher Education, op. cit., p. 142.

²²O. Meredith Wilson, "A Woman is a Woman is a Woman," Lawrence E. Dennis (ed.), Education and a Woman's Life (Washington: American Council on Education, 1963), p. 7.

activities, etc. Newcomer indicated that many college regulations were "in lieu of parental controls," "for the protection of the student," and others were "essential to group living."²³

Two of the women and two of the men noted that this administrator often became preoccupied with her duties in the regulation of conduct. Because of the emphasis which was often placed on these duties, three of the women and five of the men described her as a "keeper of the morals." One of the men reflected the special attention and the emphasis in this area when he stated, "Men get away with murder and women get away with nothing."

Three of the men discussed the aspect of administrative separateness which often resulted from the special attention that was given to women. This separateness often resulted in antagonism or aloofness between those who were responsible for the women and men and influenced their roles. Two of the men expressed negative feelings over the separateness. The aspect of antagonism or aloofness was discussed in the literature by Cowley, Lee, and Brubacher and Rudy.²⁴

²³Newcomer, op. cit., p. 106.

²⁴W. H. Cowley, "Student Personnel Services in Retrospect and Prospect," School and Society, LXXXV (January 19, 1957), 20.

Lee, op. cit., p. 40.

Brubacher and Rudy, op. cit., p. 337.

One of the male respondents noted that this administrator had done a good job in the area of social development with the women students. However, he deplored the fact that she hadn't worked more with the male students. He expressed the notion that women had contributed a gentility to the coeducational campus which was lacking on the all male campus.

Due to the concern regarding the admission of women to the colleges and universities, the institution assumed special responsibility for their care and welfare which was an extension of the parental concern. This resulted in the appointment of an individual, usually a woman, who was to give special attention to the care and welfare of the women students.

Role Model

The third factor which influenced the role of the highest ranking woman personnel administrator has been identified as the need for a role model for the women students. Many of those who opposed higher education for women, particularly coeducation, feared that the women who attended college would lose their femininity, identity, and virtue. Therefore, the individual who was responsible for their care and welfare had the additional responsibility of role model.

All of the respondents made reference to the influence of this factor upon the role of this administrator. Eight of the women and three of the men identified

her as a role model while others discussed the area in more generalized terms. One of the women noted that as a role model this administrator was "many times resented and other times admired."

As a role model she was expected to set an example for the women students in all areas of their lives, i.e., social, dress, etc. For this reason she was expected to lead an exemplary life. One of the male respondents noted that the community often criticized her for her "primness" and, on the other hand, criticized her when she "showed any sign of life."

While "setting an example" was a part of her responsibility in this area, her other responsibilities should be considered. Some of these responsibilities were defined in the literature. Matthews indicated that she should be a leader in the social life which concerned women students.²⁵ In his book, Wrenn noted that she counseled women students, gave attention to their "unique needs," and planned for their social development.²⁶ According to Pierce, one of her main objectives was the development of "the womanly woman."²⁷ In order to achieve this objective it was her purpose:

to develop women possessing the virtues of strength, of courage, of initiative, of ability to fend for themselves, of honestly facing the problems of living

²⁵ Matthews, op. cit., p. 159

²⁶ Wrenn, op. cit., p. 33.

²⁷ Pierce, op. cit., p. 1.

and of assuming full responsibility for doing their share in the world's work, but not for one instant tolerating the idea that the vices and bad habits of smoking and drinking, of using coarse and common language, of indifference to the niceties of living, shall constitute any part of our womanly woman's training and development.²⁸

Six of the woman and three of the men discussed her counseling responsibilities. A study of their responses indicated that the emphasis in this area was on role behavior and vocational counseling rather than therapeutic counseling. One of the female respondents indicated that the early deans of women were quite comfortable in talking to the young ladies about their conduct and other personal issues. Another of the female respondents mentioned the depression years and that the dean of women had tried to help the women students find jobs so that they could remain in college.

At least two of the respondents mentioned the notion that prevailed for many years in regard to counseling. The notion was that women could only discuss their problems with other women and that the same was true for the men. In his book, Lee supported this notion when he stated, "Time was when a co-ed would no more think of presenting herself before a male dean than of barging into the football lockers, and when the captain of the wrestling team was as out of place in the

²⁸Ibid.

office of the dean of women as in a boudoir."²⁹

Her educational responsibilities were noted by seven of the women and four of the men. They described her as an educator outside of the classroom. Several of the respondents indicated that she performed much of this function through residence hall and other programs. One of the respondents noted that she had created an image of "helping students" but that this wasn't directly relevant to classroom learning. Another respondent indicated that it was her responsibility to keep women producing well in the classroom.

Two of the female respondents commented that a greater emphasis had been placed on her educational responsibilities in the early years of this position. Their comment was supported by Fley in her article, when she stated,

Another interest of early deans centered around the question, What is the most desirable and appropriate education for a young woman? This question seemed to offer the greatest promise for further work, yet it died out of the deans' discussions in the late 1920's and has only recently reappeared.³⁰

Spencer observed:

Although the development of an appropriate educational program for women was one of the major challenges for the early dean of women, this activity

²⁹ Lee, op. cit., p. 38

³⁰ Fley, op. cit., p. 109.

has unfortunately become, at least since the first survey, one of the relatively infrequent responsibilities of her office. Data in the current study suggest that her participation in this area may have decreased since 1936.³¹

This early interest in the educational aspects may have been fostered by the fact that oftentimes the early deans of women taught before they became deans of women and many continued to teach after they assumed their duties. The demise of this interest then may have been fostered by the many responsibilities of the new position. For Jones reported, "There are indications, however, that as the work of the profession develops, deans, particularly deans of women, will not teach but will concentrate upon the duties of their office."³²

Her administrative and policy making responsibilities were mentioned by five of the women and three of the men during the interviews. It was noted that as a key administrator she had the responsibility for identifying needs of women students and making policies which were pertinent to their affairs. Two of the women emphasized that this had meant that she had been included in the top administrative committees where policies were made. This aspect of her responsibilities was supported in the literature by Lord, Jones, and McBee.³³

³¹Spencer, op. cit., p. 75.

³²Jones, op. cit., p. 122.

³³Eleanor L. Lord, "The Dean of Women," Catherine Filene (ed.), Careers for Women (Boston: Houghton Mifflin

Four of the women emphasized her concern for the development of each individual student. It was noted that she expressed this concern by attempting to know each woman student. This concern for the individual was expressed throughout the literature. Blanding stated:

The kinds of moral, social and emotional characteristics which education seeks to foster in the individual are of particular importance to deans of women and deans of girls for our jobs have made us acutely aware of the individual. I am convinced that deans of women, even more than the teaching members of the faculty, recognize and respect individual differences.³⁴

It has been noted that the influence of this factor upon the role of the highest ranking woman student personnel administrator extended beyond the "setting of an example" for the women students. Her responsibilities as a role model included counseling, educational, and leadership functions.

A study of the interviews and the literature indicated that the three major historical factors which influenced the role of the highest ranking woman student personnel administrator included the admission of women to higher education, the provision for their care and welfare, and the need of a role model for them. The controversy over the issue of higher education for women

Company, 1920), pp. 135-136.

Jones, op. cit.

McBee, op. cit.

³⁴Blanding, op. cit., p. 149

and their eventual admission to coeducational institutions were of major significance. If they hadn't been admitted to the colleges and universities, there wouldn't have been a need for this administrator. The controversy over their admission was of significance in the provision for their care and welfare and the need for a role model.

When women were admitted to institutions of higher education, many fears and dire predictions were expressed in regard to their ability to do the academic work, their physical endurance, their personal lives, and their femininity. As a result of this concern in regard to higher education for women, the colleges and universities which admitted them appointed an administrator who was responsible for their care and welfare and to be a role model for them. While the influence of these factors resulted in many responsibilities for this administrator, her major goal was to help the women students achieve the maximum benefit from their college experiences.

Current Background and Educational Characteristics

The chief characteristics which have influenced the role of the highest ranking woman student personnel administrator today were identified through a study of the responses of the acknowledged leaders and the literature. Five major characteristics were identified. They were (1) increasing enrollments, (2) changing social

expectations, (3) changing administrative patterns, (4) professional preparation, and (5) professional organization.

Increasing Enrollments

In the discussion of the historical factors which influenced the role of the highest ranking woman student personnel administrator, it was noted that the factor of the admission of women to institutions of higher education was basic to her appointment. The admission of women to higher education is established today. The following statements from a report of the Educational Policies Commission are indicative of this:

Traditionally, college education was regarded as a man's prerogative; it was not until a century ago that advanced training for qualified women students received much attention. Progress was slow at first, with little active encouragement given to young women to continue their studies Yet today more than a million women attend American colleges.³⁵

Riesman stated:

In most parts of our society, it is now unquestioned that it is as legitimate for women to go to college as men, even if they are not outstanding or particularly accomplished academically.³⁶

³⁵Educational Policies Commission, Higher Education in a Decade of Decision (Washington, D.C.: National Education Association of the U. S. and the American Association of School Administrators, 1957), p. 24.

³⁶David Riesman, "Some Dilemmas of Women's Education," The Educational Record, 46 (Fall, 1965), 434.

As a result of the acceptance of higher education for women, more and more women are attending colleges and universities as has been noted in the above statements.

All of the respondents discussed the influence of the increasing enrollments of women students upon the role of this administrator today. They indicated that the impact of sheer numbers had influenced her role from the standpoint of student contact. One of the female respondents noted that there are many more women housed in one of the new high rise residence halls today than were housed on the total campus in the early years of this administrator.

In the preceding section it was indicated that historically she had a concern for the individual student and that she attempted to get to know each woman student. Six of the women and three of the men pointed out that as enrollments have increased, however, this has become an impossibility. By the same token she is not known by the students. The problem of individual student contact due to increasing numbers was mentioned in the literature by Adams and Useem.³⁷ Adams mentioned that, "as our institutions grow in enrollment it will be increasingly difficult for attention to be given to the

³⁷Adams, op. cit.

Ruth Hill Useem, "Professionalizing an Academic Occupation: The Case of Student Personnel Work," Journal of the National Association of Women Deans and Counselors, XXVII (Winter, 1964), 94-101.

individual student."³⁸ Useem stated, "I know we are past the point of no return to the good old days of close personal relations with students, and yet I am upset when I hear students say, 'No one cares about me as a person.'"³⁹

Historically, when this administrator was first appointed she was the only woman student personnel administrator. Six of the female respondents and three of the male respondents discussed the fact that as enrollments have increased she has had to add to her staff in order to carry out her responsibilities. Again, as she has added staff members, the respondents noted that she has become farther removed from the individual student. Several of the respondents indicated that her role has become more administrative as she has added more staff. Adams noted, "It is clear that with the growth in enrollment and in complexity of all colleges and universities there are many pressures . . . to become concerned with the mechanics of administration."⁴⁰ One of the female respondents mentioned that as she has added more staff "her mode of operation has become less motherly and more administrative."

³⁸Adams, op. cit., p. 23

³⁹Useem, op. cit., pp. 100-101.

⁴⁰Adams, op. cit., p. 22.

As enrollments and staff increase, there can be a problem of communication at all levels - students and the highest ranking woman student personnel administrator, this administrator and her staff, and the staff and students. Seven of the respondents mentioned this aspect. Shaffer, Williamson, and Bartlett and Others discussed some of the ramifications of this problem in the literature.⁴¹ Because of this problem of communication four of the respondents emphasized the need for this administrator and her staff to make a concerted effort to maintain student contact. One of the respondents indicated that she would have to look for opportunities to form meaningful relationships with students.

One of the female respondents noted that in the large colleges and universities where enrollments are increasing at such a rapid rate that this administrator is often "hanging on by her toenails." She also expressed the notion that students in these institutions were often treated just as individuals without the dimension of "humanness."

⁴¹Robert H. Shaffer, "Effect of Large Enrollments on Student Personnel Services," The Personnel and Guidance Journal XXXVII (May, 1959), 626-27.

E. G. Williamson, "Alienation of Students: Have We Missed Their Signals?" Journal of the National Association of Women Deans and Counselors, XXX (Fall, 1966), 27-32.

Lynn R. Bartlett and Others, "What Price Freedom? A Symposium," Journal of the National Association of Women Deans and Counselors, XXX (Fall, 1966), 21-27.

A study of the interviews and the literature indicated that the increasing enrollments have influenced the role of the highest ranking woman student personnel administrator in the areas of individual student contact, increased staff and communications. During the early years of this administrator, she knew all of the women on the campus. However, as enrollments have increased this has become an impossibility on most campuses. As a result she only gets to know the leaders and those who are problems.

As enrollments have increased she has had to add to her staff. With the addition of staff her responsibilities have become more administrative and she has had less student contact. In order to maintain student and staff contact she has had to give special attention to the area of communications.

Changing Social Expectations

It has been indicated that the emphasis upon the care and welfare of women students was one of the basic factors in the early appointment of the highest ranking woman student personnel administrator. Many of her traditional responsibilities evolved from this emphasis. Some of her responsibilities included the regulation of women students' conduct, supervision of housing and social activities, and any other area which needed attention.

Historically, much emphasis was placed upon the

protection of women students and the regulation of their conduct. As a result of this emphasis many rules and regulations were made. Five of the female respondents and five of the male respondents observed that there had been a shift in the emphasis on rules and regulations during the past few years. The push for equal rights for men and women, the agitation of students for more freedom, the treatment of college students as young adults, and changing parental expectations were indicated as factors which have contributed to the shift in emphasis. A study of the literature supports the observations of the respondents for some administrators, faculty members, and students have discussed student rights and have argued that many of the rules and regulations should be more lenient or eliminated completely.⁴² Williamson, an administrator, contended:

It is high time that deans take the initiative in keeping all student regulations under continuous campus discussion and appraisal as to their current relevancy and necessity. To be sure, we are expected by the parents, the public-at-large, and even by the president to control and modify "misbehavior." But it is congruent with a desirable sense of

⁴²Williamson, "Alienation of Students: Have We Missed Their Signals?" op. cit.

Bartlett and Others, op. cit.

Committee on the College Student, Group For the Advancement of Psychiatry, Sex and the College Student (New York: Atheneum, 1966), Pp. 178.

justice that rules be continuously reviewed with respect to their relevancy and the changing mission of the institution.⁴³

MacIntosh, a student, stated, "We seek more authority to pursue those aims that we consider of paramount importance."⁴⁴ She went on to identify the aims as

increased responsibility through individual determination of curfew, standards, and residence hall government. That scope of authority shall include all areas pertaining to women students on campus and shall be implemented through continued evaluation of the campus community in which we live. From encouragement of creative evaluation we shall strive to make constructive changes and thus enhance our education. There is some militancy in the methods of women students as they seek these changes and they acknowledged authority to make them.⁴⁵

The preceding statements are indicative of some of the discussion concerning rules and regulations today.

The influence of the concept "in loco parentis" upon this administrator's responsibilities was noted previously. Six of the women and four of the men mentioned this in relation to the shift in emphasis on the rules and regulations. One of the women contended that this was a tremendous responsibility and the institutions wanted to get rid of it. Another indicated

⁴³Williamson, "Alienation of Students: Have We Missed Their Signals?" op. cit., p. 30.

⁴⁴Elaine MacIntosh, "The Devil's Advocate," Bartlett and Others, op. cit., p. 23.

⁴⁵Ibid.

that institutions were trying to "abrogate their responsibility for women in this area by pretending that there is no difference between men and women." The two male respondents declared that institutions still maintained this responsibility or they wouldn't provide services for them. All acknowledged that some of the shift in this area related to parental attitudes and expectations. This was supported by Newcomer when she observed that "protective measures have become fewer year by year, in keeping with the increasing freedom which parents themselves allow their children today."⁴⁶ She added that some restrictions were usually retained but that "such controls are usually relaxed as the student progresses from the freshman to senior year."⁴⁷

While there has been a shift in emphasis upon rules and regulations and the protective attitude, several of the respondents discussed the aspect of continuing to maintain standards. It was pointed out that while standards could be lowered in some areas, there were parental expectations, social mores, institutional standards, and laws which have placed some limitations upon the institutions. State laws regarding alcoholic beverages and drugs would influence some standards. In her article, Dua indicated that ad-

⁴⁶Newcomer, op. cit., p. 106.

⁴⁷Ibid.

ministrators "rightly feel an obligation to maintain the standards of conduct that society can reasonably expect."⁴⁸ The results of her research concerning "student visitation to off-campus private quarters at The Pennsylvania State University" indicated:

A large group of the parents and faculty expressed confidence in the "wisdom, experience, and professional judgment" of the University and maintained that the University has a responsibility for enforcing "reasonable behavioral standards" as an integral part of the educational process.

VanAlstyne stated:

The propriety of college rules ought to be based on the reasonableness of its independent judgment that its standards are essential to the protection of its educational enterprise which otherwise could not go forward, for instance, if students could not be disciplined for cheating, defacing or destroying property, or conducting themselves on campus so boisterously as to interfere with the educational pursuits of others.⁵⁰

Five of the female respondents and four of the male respondents discussed the changing concepts in regard to special attention for women and women's activities. It was pointed out that more and more freedom has been given to women in society as a whole and

⁴⁸Prem S. Dua, "A Survey of Attitudes Toward Student Visitation to Off-Campus Private Quarters," Journal of the National Association of Women Deans and Counselors, XXX (Fall, 1966), p. 17

⁴⁹Ibid., p. 20.

⁵⁰William W. VanAlstyne, "The Prerogatives of Students, the Powers of Universities, and the Due Process of Law," Journal of the National Association of Women Deans and Counselors, XXX (Fall, 1966), p. 14

this is reflected in the colleges and universities. One of the respondents indicated an increasing ambiguity in the world regarding women. Another noted that there had been a "blurring" of the lines in societal discrimination regarding sex. As a result many of the organizations which were traditionally male or female have been integrated and the students work together in one organization.

Some of the respondents attributed the changing emphasis upon special attention toward women to the changing attitudes regarding vocational training for women, the entrance of women into more and more occupations which were traditionally thought to be for men, and the employment of more women. In his article, Adams pointed out that:

social attitudes toward the employment of women have changed rapidly. In addition, economic conditions have changed equally radically to make it possible and attractive⁵¹ for women to enter the work force.

One of the respondents expressed the opinion that students today were not content with the so-called traditional student activities but wanted to participate in activities where they could gain experience and make a contribution to society. He gave as an example their teaching and assistance with special programs in the slum areas of the city where his institution was located. This notion was supported by Cross when she

⁵¹Adams, op. cit., p. 20.

observed that students have "greater concern with the problems of the community beyond the campus, and their interest is decreasing in student government and in the traditional campus activities."⁵²

Three of the women and three of the men noted that there had been an increase in the educational function of this administrator as the emphasis upon the custodial and social functions have decreased. This was illustrated by increased attention upon the intellectual aspects of out-of-class activities and the spearheading of special programs for the disadvantaged and other groups. The increased emphasis in this area was supported by Fley, Adams, and Schlossberg.⁵³

Schlossberg expressed the opinion that the student personnel administrator should accept the challenge of disadvantaged youth and aid in the development of programs for them. Adams and Fley discussed the general trend of this aspect.

Several of the responsibilities which were

⁵²K. Patricia Cross, "Higher Education and the Student Personnel Administrator," Journal of the National Association of Women Deans and Counselors, XXIX (Fall, 1965), p. 9.

⁵³Fley, op. cit.

Adams, op. cit.

Nancy K. Schlossberg, "Disadvantaged Youth: A Current Challenge to Student Personnel Workers," The Journal of College Student Personnel, VI (November, 1965), 331-34.

historically a part of the role of the highest ranking woman student personnel administrator have been influenced by changing social expectations. Because of changing parental expectations, the agitation of students for greater freedoms, the push for equal rights, and the tendency to treat college students as young adults there has been much less emphasis upon rules and regulations and the "in loco parentis" aspects of her responsibilities. There has also been less emphasis upon special attention on women and their activities. While she still has some custodial responsibilities this is changing and there is an increase in emphasis upon her educational responsibilities.

Changing Administrative Structure

It has been indicated that historically the highest ranking woman student personnel administrator was appointed because of the concern for the care and welfare of the women students. When she was first appointed, she was directly responsible to the president. As enrollments have increased, there has been a proliferation of student personnel services and the appointment of professional people to administer these services. With the proliferation of personnel services there has been a trend toward centralizing them under one administrator, a dean of students or a vice president of student affairs. Another factor in the appointment of one administrator to

coordinate all of the personnel services was the increasing complexity of the colleges and universities and the resulting demands upon the president. The president had to delegate responsibilities to others. Dodds emphasized the need for the president's delegation of authority to others for "administrative officers . . . want the president to be available. But they also want prompt action on things in which they are interested. The combination is impossible if he does not delegate."⁵⁴

With the appointment of the dean of students or a vice president of student affairs, the highest ranking woman student personnel administrator lost her direct contact with the president. While all of the respondents discussed the change in administrative structure, three of the women specifically mentioned this administrator's loss of direct contact with the president. This observation was supported in the literature. Spencer's study revealed:

In 1936, 86% of the deans of women in colleges and universities were directly responsible to the president or executive officer of the college, 10% to the academic dean, and the remaining few to different groups and individuals. By 1947-48, 70% were directly responsible to the president, 14% to the dean, and 13% to a coordinator of the personnel program.⁵⁵

⁵⁴Harold W. Dodds, The Academic President - Educator or Caretaker (New York: McGraw-Hill Book Company, Inc., 1962), p. 74.

⁵⁵Spencer, op. cit., p. 60.

Speaking of the deans of women and men, Barry and Wolf stated, "These deans are, however, subordinate to the dean of students and report to him rather than to the president."⁵⁶

In the preceding paragraph it was noted that all of the respondents discussed the change in administrative structure. They mentioned several different ramifications of this change such as changes in titles, the functional organization of the personnel services, the discrimination in regard to women, and the trend toward specialists and technicians in the area.

Five of the male respondents and four of the female respondents indicated that there was a trend to reorganize the administrative structure of the personnel services and to change the title of the highest ranking woman student personnel administrator. They observed that the reorganizational trend is toward the dean of students and associate dean of students organization and away from the structure of the dean of students with a dean of men and a dean of women. While the respondents indicated a trend away from the title, dean of women, Ayers, Tripp and Russel found, "More than 70 percent of the respondents indicate they have an administrator bearing this title. Another 15 percent report the title

⁵⁶ Ruth Barry and Beverly Wolf, Modern Issues in Guidance-Personnel Work (New York: Bureau of Publications, Teachers College, Columbia University, 1957), p. 73.

of 'assistant' or 'associate' dean of students."⁵⁷ There was an implication from the "acknowledged leaders" that this shift is being made as present deans of women and deans of men retire or move elsewhere. Thus the process of change takes time.

Four of the men preferred the dean of students - associate dean of students structure because they opposed the special emphasis which had been placed upon the "separateness" of the sexes. Three of them indicated that there had been discrimination against women at all levels in higher education and attributed the discrimination to the emphasis on this "separateness." Negative reactions to the title, dean of women, were expressed by four of the male respondents because of the limitations and stereotypes, i.e., "keeper of the morals," disciplinarian, etc., which were often attached to the title. The following statements from Woodburne's book appear to support their comments:

Unless there is a unified structure, however, with one office, and an associate dean dealing with the students of the opposite sex, there is a great deal of confusion and misunderstanding and, in some instances, considerable unfairness with respect to one group of students or another. We find, for instance, that there are in some institutions rules and regulations set up for women merely because they are women, which have no relationship at all to the differences in sexes and which establish a different level of

⁵⁷Ayers, Tripp and Russel, op. cit., p. 26.

judgment for one sex than for another
on a particular campus.⁵⁸

McBee reported:

Men administrators explained this marked trend toward the "Dean of Students" organization as primarily one of administrative expediency. The women administrators for the most part viewed the trend in light of the age-old battle of the sexes and the minor role, traditionally assigned to the woman.⁵⁹

Some of the female respondents indicated concern over this administrative structure because less and less attention has been given to women's affairs.

One of the women pointed out that many would argue against the dean of students - associate dean of students structure because as associate dean of students this administrator would probably not have a voice in the top administrative committee. In many institutions, the retention of the title, dean of women, would enable her to be on this committee.

Four of the women observed that the highest ranking woman personnel administrator has been eliminated in some institutions and that she would be eliminated in others as soon as the present administrator retires, dies, or moves to another institution. The basic factor in this elimination seemed to be the "functional" or-

⁵⁸ Lloyd S. Woodburne, Principles of College and University Administration (Stanford, California: Stanford University Press, 1958), p. 178.

⁵⁹ McBee, op. cit., pp. 165-66.

ganizational pattern where the personnel services are separated by function and administered by a specialist of that function rather than having several functions administered by a generalist on a sex basis. An example of this would be the centralized housing office on many campuses. It has been noted that historically the highest ranking woman personnel administrator was responsible for the housing of women. When she was first appointed her duties often included the "housemother" role, in that, she lived in one of the women's housing units and performed the duties of a "housemother." As her responsibilities increased she moved out of the housing unit and had assistants who performed these duties. However, these assistants were responsible to this administrator. As campus housing has increased on campuses, there has been a trend to confine all aspects of it under one central office. Gradually all responsibilities relating to the administration of housing for both men and women have been assumed by one individual who is a specialist in the area of housing and the responsibilities of the highest ranking woman student personnel administrator for women in this area have been eliminated.

The "functional" organizational pattern of administration and the trend toward specialists were also mentioned by four of the other respondents. Reasons for this organizational pattern included the elimination of the duplication of services, financial limitations, and

the demand for well-trained staff. The problem of finances was mentioned in the literature by Bursch, Pepinsky, and Barry and Wolf.⁶⁰ Bursch and Barry and Wolf also discussed the duplication of services and the specialist versus the generalist aspects of the personnel services.

Three of the women expressed concern over this organizational structure because of the bureaucratic trends. They noted that the individual is often shuttled from one office to another in order to get the needed assistance with a problem.

The role of the highest ranking woman student personnel administrator has been influenced by the changing administrative structure in many areas. With the increasing enrollments and proliferation of personnel services, authority for the coordination of this area has been delegated to a dean of students or a vice president of student affairs. As a result of this delegation of authority, the highest ranking woman student personnel administrator's direct contact with the president, which she originally had, has been cut off.

⁶⁰ Charles W. Bursch, II, "The Vice-President or Dean of Students," Gerald P. Burns (ed.), Administrators in Higher Education: Their Function and Coordination (New York: Harper & Brothers, Publishers, 1962), pp. 141-155.

Harold B. Pepinsky, "The Student Personnel Worker for all Seasons," Journal of the National Association of Women Deans and Counselors, XXVII (Winter, 1964), pp. 91-92.

Barry and Wolf, op. cit., pp. 66-79.

The trend toward the dean of students - associate dean of students organizational structure has been noted. In this organizational structure the special emphasis on her responsibilities for the women students would be decreased if not eliminated completely. The development of specialized services which are administered by a specialist for the benefit of the male and female students has eliminated many of her responsibilities for the women students which she traditionally carried out.

Professional Preparation

A study of the early literature pertaining to the highest ranking woman student personnel administrator indicated a concern for her professional preparation. Matthews recommended a doctorate for the individual in this position.⁶¹ According to Lord, this administrator needed at least a master's degree and a doctorate was preferred.⁶² Lord also noted that Teachers College, Columbia University was the only institution which offered a special training program and that the program could lead to a master's degree if the individual already had an A.B. degree.⁶³

Barry and Wolf indicated that the "formal training for guidance and personnel workers began with two types

⁶¹ Matthews, op. cit.

⁶² Lord, op. cit., p. 136.

⁶³ Ibid.

of programs."⁶⁴ One of those programs was the specialized program for deans of women and deans of girls. They noted that this specialized program had continued through the years.⁶⁵

Two of the male respondents discussed the specialized training program for women. One indicated that the trend today is for women to be trained in a broad general student personnel program rather than in the specialized program for deans of women. The other respondent deplored the fact that women have tended to fixate at the master's degree level. Statistics from two recent studies support his notion of fixation at the master's degree level. Koenig found that 70.1 percent of her sample had a master's degree and 19.8 percent had doctorates.⁶⁶ She compared her findings with an earlier study and found "that from 1926 to 1963 the greatest gain in the proportion of degrees held by deans of women took place at the Master's level. Very little change has taken place at the baccalaureate and doctoral levels since 1947."⁶⁷ Ayers, Tripp, and Russel found that 68.4 percent of their sample had a master's degree while 15.5 percent had a doctorate and 15.9 percent had

⁶⁴Barry and Wolf, op. cit., p. 81.

⁶⁵Ibid.

⁶⁶Koenig, op. cit., p. 49.

⁶⁷Ibid., p. 51.

a bachelor's degree or less.⁶⁸

Further study of Ayers, Tripp, and Russel's findings indicated that 31.7 percent had professional preparation in guidance and personnel work.⁶⁹ Koenig's findings were similar, in that, she found that 24.4 percent of those with a master's degree and 7.5 percent of those with a doctorate had a guidance major while 45.7 percent of those with a master's degree and 11.3 percent of those with a doctorate had majors in other areas.⁷⁰

All of the respondents recommended at least a master's degree for this administrator. Five of the respondents indicated that there had been an acute shortage of well-trained personnel for this area. Several noted that when a trained person could not be found for this position that the job description often had to be altered to fit the qualifications of the individual who was appointed.

One of the respondents expressed the notion that their previous training had made them technicians but they were not prepared to evaluate and attack the viability of their positions. Another respondent indicated that this administrator had not gone on for

⁶⁸Ayers, Tripp, and Russel, op. cit., p. 102.

⁶⁹Ibid., p. 29.

⁷⁰Koenig, op. cit., p. 49.

advanced degrees and because of this she had been by-passed in regard to promotions. This respondent pointed out that presidents had often told these administrators that they did not need to get additional training. However, when it came to promotions, these same presidents by-passed these individuals because they had not continued their education and promotions could not be given on the basis of charm or personality.

The major influence of professional preparation upon the role of the highest ranking woman student personnel administrator appears to have been the tendency to complete the master's degree and not to continue for an advanced degree. The shortage of well-trained women student personnel administrators was indicated. It was also noted that when trained personnel could not be employed that the job description had to be altered.

Professional Organization

In the spring of 1966, the National Association of Women Deans and Counselors celebrated its fiftieth anniversary. While the formal Association was organized in 1916, Schetlin pointed out that this was the culmination of forty years of "dreams," during which many women were working toward the organization of the Association.⁷¹ Membership in the Association has been limited to women primarily in the area of guidance and personnel work at

⁷¹Schetlin, op. cit.

all educational levels.

Eight of the respondents discussed the influence of this organization upon the role of the highest ranking woman student personnel administrator. Six of them recognized the contribution of this Association to the literature. It was pointed out that the Journal had been outstanding in regard to the professional and academic quality. In addition, the members have contributed books, monographs, dissertations, and articles to the professional literature.

The contribution of the organization to the professional field of guidance and student personnel work through the emphasis upon professional preparation and the quality of the conferences was noted by six of the respondents. Barry and Wolf indicated:

Throughout the years, members of the Association have had a lively interest in contemporary educational problems and developments, and were among the first to include in their convention programs talks on mental hygiene, sociology, and psychology, as well as on world⁷² affairs and broadly cultural topics.

One of the men expressed some criticism of the Association for not joining the American Guidance and Personnel Association when it was organized. He contended that by remaining separate the emphasis upon "separateness" regarding women was maintained. One of the women pointed out the need for a separate organization because

⁷²Barry and Wolf, op. cit., p. 102.

the women needed to meet together to discuss the problems of women in our society. Barry and Wolf reflected some criticism of the Association when they stated:

Recommendations and suggestions for guidance-personnel work and education have been phrased in terms of the benefits accruing to women students. This exclusive concentration has led other guidance-personnel workers and educators to view the Association as a group of specialists and to consider its suggestions limited in application. In a period like the present, when educational problems loom large, the woman's point of view is essential, but it must be a view that encompasses the whole school or college and all the students.⁷³

A study of the interviews and the literature gave some indication that the National Association of Women Deans and Counselors has influenced the role of the highest ranking woman student personnel administrator through its emphasis upon professional preparation, its contributions to the professional literature, and its professional conferences. Since the Association has maintained its emphasis upon women and their problems, there was evidence of some criticism because of this emphasis on "separateness."

A study of the responses and the literature indicated that increasing enrollments, changing social expectations, changing administrative patterns, her professional preparation, and the professional organization have influenced the role of the highest ranking

⁷³Ibid., pp. 102-103.

woman student personnel administrator today. Her individual student contact has been limited due to increasing numbers and the addition of staff. With the addition of staff, her responsibilities have become more administrative.

Many of her traditional custodial responsibilities have been lessened or eliminated as a result of changing parental expectations, the agitation of students for greater freedoms, the push for equal rights, and the tendency to treat college students as young adults. As a result there has been a decrease in the emphasis upon the special attention to women and their activities. It has also been noted that the trend toward the dean of students - associate dean of students organizational structure has restricted the special emphasis upon women students still further. An increase in her educational responsibilities has been noted.

Due to increasing enrollments and the resulting proliferation of personnel services, her direct contact with the president, which she had historically, has been cut off as a result of the appointment of an administrator to coordinate all of the student personnel services. With the development of the functional organizational structure, many of her early responsibilities have been assumed by specialists.

The impact of professional preparation has influenced her tendency to conclude her training with the

master's degree. Because of the shortage of well-trained administrators in this area, the job description often had to be changed when a professionally prepared individual could not be obtained. In addition, her role today has been influenced by the emphasis of the NAWDC upon professional preparation, the professional literature, and the professional conferences.

Educational and Societal Concepts

When the respondents were asked to express their opinions regarding the future role of the highest ranking woman student personnel administrator, all but one of the respondents expressed some doubts regarding the viability of this role in the future because of the many changes which are taking place in our society and the field of education. It is predicted that her role may be influenced by such societal concepts as the increasing number of working women and the changing sexual mores. Educational concepts which may influence her future role include the education of women, changing administrative structures, and her professional preparation.

Sexual Mores

Several of the respondents mentioned the changing sexual mores and indicated that they may have some influence upon the future role of the highest ranking woman student personnel administrator. As a result of the changing mores, it has been noted that college students

have agitated for and received greater freedoms. Goodman reported that "it is widely believed that we are in a 'revolution in morality,' particularly sexual morality."⁷⁴

Two of the respondents expressed concern over the emphasis which is placed upon sex today. Another expressed concern over the increasing freedoms which are being given to students and the need to maintain some social differences in the way men and women live. Kirkendall observed, "The present tumult over morals has its roots in a number of social and technological developments that have caught us quite unprepared so far as our thinking and attitudes are concerned."⁷⁵

It has been noted in preceding paragraphs that there has been a blurring of the sex lines and that this has resulted in less discrimination in regard to women. While some of the respondents expressed the need for less emphasis upon the separateness of the sexes and would approve the blurring of the sex lines, three of the respondents indicated a need for a new concept of femininity and the redefinition of sex roles.

One of the respondents mentioned the "pill" and indicated that the next generation would be sex free. There has been discussion in the literature regarding

⁷⁴Mary Ellen Goodman, "Campus Youth in an Age of Anomie," Journal of the National Association of Women Deans and Counselors, XXIX (Summer, 1966), 190.

⁷⁵Kirkendall, op. cit., p. 74.

the college or university position in prescribing the "pill" and other contraceptives and in giving information regarding contraceptives to unmarried students.⁷⁶ It is found that most institutions do not prescribe contraceptives for unmarried students unless proof of an approaching marriage is provided. Moreover, few institutions give information regarding contraceptives.

While opinions vary regarding the issues which have resulted from the changing mores, the respondents agreed that the colleges and universities will continue to grant more freedom to the students. Wilson predicted that there would be "fewer disciplinary rigidities and more flexibility" in the future.⁷⁷ Shaffer indicated that "what is done in the way of necessary supervision and regulation must be done in an effort to further the development of maturity, self-discipline, and self-direction."⁷⁸ He went on to state, "Such an effort is truly a challenge to the administrator of student personnel programs in the years ahead."⁷⁹

As a result of the increasing freedoms for

⁷⁶Levine and Pines, op. cit.

Committee on the College Student, op. cit.

⁷⁷Logan Wilson, op. cit., p. 344.

⁷⁸Shaffer, "Issues and Problems in the Organization, Administration and Development of College Student Personnel Programs in the Years Ahead," p. 4.

⁷⁹Ibid.

students, most of the respondents predicted that the highest ranking woman student personnel administrator would have few, if any, custodial responsibilities for women students in the future. Since many of her responsibilities in the past have been custodial, it would appear that her future role would be influenced by the changing sexual mores.

Working Women

Six of the respondents noted that it is becoming increasingly acceptable in our society for women to work, in general, and for the mature woman to return to work after she has raised her family. In her article, Hottel predicted that "more women, in the foreseeable future, will lead increasingly complex lives encompassing home-making, gainful employment, and community service."⁸⁰ Peterson pointed out that "continually larger numbers and proportions of women are seeking employment after their children are in school or college."⁸¹ She indicated that it has been projected that 29 million women will be employed by 1970.⁸²

Some of the respondents mentioned the legislation

⁸⁰ Althea K. Hottel, How Fare American Women? (Washington, D.C.: American Council on Education, 1955), p. 19.

⁸¹ Esther Peterson, "The Impact of Education," Seymour M. Farber and Roger H. L. Wilson, The Potential of Women (New York: McGraw-Hill Book Company, Inc., 1963), p. 197.

⁸² Ibid., p. 198.

regarding equal employment opportunities for women. All indicated that it would have some influence upon the future employment of women. However, one respondent noted that it would be some time before the impact would be noticed.

Due to the increasing number of working women in our society, some of the respondents indicated that higher education for women would probably be more vocationally oriented. At least one of the respondents felt that some attention should be given to preserving the liberal arts curriculum for women students.

The respondents also indicated that more women would probably interrupt their education to marry and have a family. Then they will return to complete their education. They indicated an increasing number of married women students and noted that the young married woman student often had to continue her education on a part-time basis because of a job.

Several of the respondents indicated a need for continuing educational programs for the mature woman who is returning to work after she has raised her family. According to Hembrough, continuing education has a "two-fold educational challenge" which includes the student wife as well as the mature woman student.⁸³ As they

⁸³Betty L. Hembrough, "A Two-Fold Educational Challenge: The Student Wife and the Mature Woman Student," Journal of the National Association of Women Deans and Counselors, XXIX (Summer, 1966), 163-67.

plan for the future, the colleges and universities will have to consider these factors regarding women. Peterson noted:

The increasing number of women with incomplete college programs who wish to continue their education suggests that we must alter our sense of timing about women's formal education and make it easier for them by giving more flexibility to admission requirements, time schedules, and the variety of courses offered. The flexibility we want should include a willingness to set up special short-term courses to train people so that they can qualify for special job needs. The fact that many of the women who are seeking re-training or resuming their education are mature women means we need to re-think the content and methodology of some college courses to make them more suitable and meaningful for adults.⁸⁴

Raushenbush indicated:

But we are beginning to face now the design of life of the intelligent, partly educated American woman who, at 35 or 40, has truly finished one absorbing and important phase of her life which can neither be prolonged nor repeated, and is ready for another. It is here that education for women in America will find its next development.⁸⁵

Wilson also indicated that "married women wishing to re-enter the labor market" would be one of the groups which would influence future educational programs.⁸⁶

⁸⁴Peterson, op. cit., pp. 197-98.

⁸⁵Esther Raushenbush, "Education Today; Greater Than the Sum of Its Parts," Journal of the National Association of Women Deans and Counselors, XXVI (October, 1962), 6.

⁸⁶Logan Wilson, op. cit., p. 343.

With the increasing employment of women and the need for colleges and universities to consider the implications of this as they plan for the future, the respondents indicated the need for a woman on the campus who was knowledgeable regarding these areas and could interpret them to the faculty and administration. Some of them indicated that this woman could be the highest ranking woman student personnel administrator. Adams supported the notion that this administrator should assume these responsibilities.⁸⁷

While some would argue that this administrator had always had these responsibilities, it would appear that they would have new and increased dimensions. The emphasis here would be primarily educational and would include working on curriculum and educational policies committees. This would mean that her future role would be influenced by this emphasis.

Administrative Structure

Six of the female respondents and five of the male respondents indicated that the trend toward the change of titles which was discussed in preceding paragraphs may influence the future role of the highest ranking woman student personnel administrator. Nine of the respondents expressed the notion that the dean of students could be a woman for this administrator should be selected

⁸⁷Adams, op. cit.

on the basis of qualifications not sex.

It was pointed out by two of the respondents that, while this notion had been expressed in the past, many qualified women had been by-passed in the selection of a male dean of students. Two of the respondents acknowledged the fact that there is still some resistance against having a woman in this position as some men do not like to work for a woman. In his book, Arbuckle stated, "There should be no question as to whether the administrative head is a man or woman."⁸⁸ He went on to acknowledge that some men would be disturbed if a woman was appointed to an administrative post over them but he contended that sex should not be a consideration in the appointment of this administrator.⁸⁹

One of the other respondents indicated that several women had been appointed to this top administrative position across the nation. The study by Ayers, Tripp, and Russel would support this observation for they found that the ratio of men to women in the position of the chief student services officer was about four to one in their sample.⁹⁰

Three of the women mentioned the cluster-type colleges which are being established. They expressed

⁸⁸Arbuckle, op. cit., p. 31.

⁸⁹Ibid.

⁹⁰Ayers, Tripp, and Russel, op. cit., p. 9.

the notion that there would be a place for the highest ranking woman student personnel administrator in these institutions if those doing the planning did not succumb to the bureaucratic organization of the large institutions. It was their contention that her role in this setting would be analogous to the "wise one" in the tribal setting. She would assume responsibility for the women students with a definite emphasis upon the educational aspects of their lives.

Seven of the respondents discussed the functional organizational structure, where the student personnel services are administered with no division by sex, and the future role of the highest ranking woman student personnel administrator. They indicated that women would be appointed to a number of functional areas if they had the necessary training. Thrash stated:

There will be both generalists and specialists in the field, but the student personnel worker will have to make choices as he progresses in study and in experience. He will have to decide whether he wishes to concentrate more and more on the broad areas of higher education and administration or whether he wishes to specialize in a narrow and specific area such as counseling or testing.⁹¹

One of the respondents suggested that women would be in the more intermediate or middle management posts in the future. This would be her position if she were working

⁹¹Thrash, op. cit., p. 11.

in one of the specialized areas. It would appear then that there would not be a highest ranking woman personnel administrator in this situation. Another respondent pointed out that the woman who was the head resident in a large high rise residence hall where a large number of women are housed under one roof could be described as a dean of women from the traditional viewpoint of the role.

One of the male respondents expressed the desire to see some sharp president appoint a special assistant to the president as coordinator of women's educational programs. Her services would extend across all institutional lines to make sure that women's needs were being tended to appropriately. This could be the highest ranking woman student personnel administrator, however, her position in the administrative structure would be quite different.

All of the female respondents and two of the male respondents expressed the need for a woman on the campus who could be a role model for women students and represent their needs. However, several of them indicated that the traditional responsibilities of the highest ranking woman personnel administrator were no longer viable. Therefore, if there was a highest ranking woman student personnel administrator in the future, her role would be very different from the traditional role.

It has been indicated that the dean of students should be selected on the basis of qualifications and not

sex. Therefore, the dean of students could be a woman. While there appeared to be some resistance toward having a woman in this position, there was some evidence that a few women were already serving in this capacity. It has also been indicated that women may be appointed to some of the functional areas of the student personnel services if they have the necessary training. From the standpoint of administrative structure, the responsibilities of this administrator would be influenced by her place in the total organizational structure.

Women's Education

It has been mentioned that a study of the interviews indicated that all but one of the respondents were dubious about the future role of the highest ranking woman student personnel administrator since many of her traditional responsibilities were being eliminated. However, all of the respondents expressed some concern for the future education of women and the institutional responsibility for this. Several of the respondents indicated a need for an individual on the campus who would be responsible for the total education of women, their roles, and their needs. While some of the respondents indicated that this responsibility could be included within the purview of the personnel services and could be assumed by the highest ranking woman student personnel administrator, others indicated that it might

be separate from the personnel services. The latter acknowledge, however, that this could be the future role of the highest ranking woman student personnel administrator but she would have a different title.

The respondents indicated that her responsibilities in this capacity would be primarily educational. Some of the respondents suggested that she should teach one class if possible. A study of the literature would support the educational emphasis of the future role of this administrator. In her article, Thrash indicated that the woman student personnel administrator of the future must be an educator, "not only in the supportive sense of providing a climate in which students learn most efficiently, but in the active sense of teaching when he can and becoming as much a part of the faculty as possible."⁹² Straub noted that she must be "a person of academic competence and interest, a person who sees her role as supporting in every way possible the intellectual mission and ideals of her institution."⁹³ Adams also discussed the educational responsibilities of this administrator and recommended that she should teach at least one class.⁹⁴ He was "confident that she is the one who can do most to

⁹²Thrash, op. cit., p. 11.

⁹³Jean S. Straub, "To New Deans: 'Catch a Falling Star,'" Journal of the National Association of Women Deans and Counselors, XXX (Winter, 1967), 95.

⁹⁴Adams, op. cit., p. 23.

insure better educational preparation for individual women students for the future responsibilities they will undoubtedly face."⁹⁵

While it may appear that the respondents who argued against the separate attention for women, which had been given historically, have changed their attitudes regarding this when they expressed the need for someone to be responsible for the total education for women, it should be noted that their attitudes have not changed. They still oppose separate attention for women from the standpoints of activities, discipline, curriculum, etc. However, they recognize that the emphasis in higher education traditionally has been for men and, therefore, acknowledge the need for concern that women's educational needs are being met. Muller and Muller noted:

Women have been attending colleges in America for over a hundred years, and out of this progressive century only one conclusion has emerged as generally accepted: women should be educated. But how they should be, and for how long, and for what are still philosophical swamps through which no firm road has yet been established.⁹⁶

The need for continuing education for the mature woman and the married woman student who may be working and trying to complete her education has been mentioned in preceding paragraphs. Some other areas of concern

⁹⁵Ibid.

⁹⁶Muller and Muller, op. cit., p. 114.

regarding the education of women, which were mentioned by the respondents, included the vocational needs of women, the brilliant young woman, graduate education for women, and financial assistance for women. Habein commented:

We need to think about the single woman and her emotional and cultural problems; about the really gifted women who should be kept in college through four years and often aren't, and who should probably go on to graduate and professional schools and who so often don't; about the why of early marriage; about the need for men and women to understand something of the cultural history of women and the changes that have occurred in their lives.

A study of the interviews and the literature indicated a need for someone to be responsible for the total education of women. It has been noted that this may be the future role of the highest ranking woman student personnel administrator within the framework of the personnel services or within an academic framework. In this capacity, she would be knowledgeable regarding all aspects of women's education and would serve as a consultant to faculty and administrators. It has also been recommended that she should teach at least one class.

Professional Preparation

In the preceding paragraphs it was noted that the

⁹⁷ Margaret Habein, "The Liberal Arts Program," Opal D. David (ed.), The Education of Women - Signs For the Future (Washington, D.C.: American Council on Education, 1959), 102.

role of the highest ranking woman student personnel administrator today has been influenced by her tendency to culminate her training with a master's degree. All of the respondents agreed that a doctorate would be essential for her future role. In her article Straub supported the need for the doctorate.⁹⁸ She observed that this administrator "must obtain and keep the respect not only of the students but also of faculty members."⁹⁹ Thrash noted, "We must prepare ourselves as best we can academically, and we must continue to learn through formal and informal methods, every day and always."¹⁰⁰

The respondents also indicated that her future role would be influenced by her ability to articulate the viability of her role. It has been noted in preceding paragraphs that the role of this administrator has changed and that the respondents questioned its viability for the future. Consequently, some of the respondents expressed the notion that she would need to consider her role and perhaps make some changes. Then she would have to be able to give some basis for her role. One of the respondents pointed out that her future role couldn't be justified just because she's a woman. When commenting on the future role of this administrator Thrash stated,

⁹⁸ Straub, op. cit., p. 95.

⁹⁹ Ibid.

¹⁰⁰ Thrash, op. cit., p. 12.

"I believe the student personnel dean can survive, but there must be mutations in the program along the way."¹⁰¹

She went on to comment:

Student personnel work will become a more rigorous and better integrated discipline. Through research we must develop a solid theoretical basis for what we do.¹⁰²

Some of the respondents mentioned that her future role will be influenced by research. Bursch stressed the need for research from the standpoint of budgetary considerations.¹⁰³ He advocated research for "it is in this arena that scholarly effort must needs be shown as internal competition for the academic dollar increases."¹⁰⁴ Cross contended that there was a need "to study 'your' campus and 'your' students."¹⁰⁵ She went on to state, "It appears that the changes taking place in higher education will make new demands of the profession of college personnel administration, but it also is evident that the opportunities for constructive work have never been greater."¹⁰⁶

Four of the respondents noted that she should

¹⁰¹Ibid., p. 10

¹⁰²Ibid.

¹⁰³Bursch, op. cit., p. 149.

¹⁰⁴Ibid.

¹⁰⁵Cross, op. cit., p. 9.

¹⁰⁶Ibid., p. 10.

make scholarly contributions in the area of research and writing in the future. It was their contention that her ability in this area would be influenced by her training. One of the respondents indicated that there will be a greater emphasis upon the academic areas in the future. As a result he expressed the need for this administrator to have "sound" academic training and advanced degrees so that she would have academic respectability.

Some of the respondents mentioned that her ability to communicate with her male colleagues would also influence her future role. Several of the respondents expressed the notion that there had been a weakness in this area in the past.

The acute shortage of well-trained women student personnel administrators was mentioned by several as an ancillary influence upon the future role of this administrator. It has been noted in preceding paragraphs that when well-trained administrators could not be obtained the role was changed to meet the qualifications of the individual who was appointed. If well-trained women are not available in the future, the position of the highest ranking woman student personnel administrator may necessarily be changed or eliminated on some campuses. One of the male respondents stated, "If we don't get on the ball and train more capable women student personnel administrators, the position may become extinct because of lack of people to fill it, or we'll compromise down

until the impact is so lessened that it may not be worth the effort."

A study of the interviews and the literature indicated that the future role of the highest ranking woman student personnel administrator may be influenced by her professional preparation. The viability of her role will be influenced by her study of her role, the modifications which she makes as a result of that study, and her ability to articulate the viability of her role to others. In addition she will need to conduct research and develop theory. It has been recommended that she should have a doctorate if she is to meet the demands of her future role. It has also been noted that the future role of this administrator may be eliminated due to the shortage of well-trained women who qualify for it.

In summary, a study of the interviews and the literature indicated that the future role of the highest ranking woman student personnel administrator may be influenced by the changing sexual mores, the increasing employment of women, the education of women, the changing administrative structure, and her professional preparation.

It has been noted that traditionally many of the responsibilities of this administrator were custodial in nature. As a result of the changing sexual mores, women students are being given increasing freedoms. It has been indicated that the future role of the highest ranking

woman student personnel administrator may be influenced by the increasing freedoms which are being given to women students for many of her traditional custodial responsibilities will be eliminated.

While many of her custodial responsibilities may be eliminated, it was indicated that her future role may be influenced by increasing educational responsibilities. Her responsibilities in this area may include teaching, being knowledgeable regarding all aspects of women's education, interpreting their special educational needs to the faculty and administration, and working on curriculum and educational policies committees.

Her professional training may also influence her future role for it was recommended that she should have a doctorate. While there has been a tendency for this administrator to conclude her training with the master's degree in the past, it was indicated that the anticipated future demands of the profession and the changing administrative structure would require advanced training. It was indicated that if she had the necessary qualifications, she could be appointed to the position of dean of students for it has been indicated that the dean of students should be selected on the basis of qualifications and not sex. It was indicated that if she had specialized training, she could be appointed to one of the functional areas of the student personnel services.

Desirable Background
and Educational
Characteristics

The desirable characteristics which have been suggested to prepare the highest ranking woman student personnel administrator for her future role were identified primarily through a study of the interviews.

Educational Preparation

It has been noted in preceding paragraphs that all of the respondents suggested that the highest ranking woman student personnel administrator should have a doctorate as the educational preparation for her future role. Several of them noted that this was becoming increasingly necessary from the standpoint of the increasing demands of higher education. They also indicated that the individual in a top level administrative position needed the information, study, and examination which a doctorate necessitates. Cooper indicated that "the kind of amateurish leadership that sufficed reasonably well fifty years ago is not adequate for modern institutions, with their multimillion-dollar budgets, their hundreds of fiercely independent faculty members, and their critical place in American society."¹⁰⁷ One of the male respondents facetiously and yet with some seri-

¹⁰⁷ Russell M. Cooper, "Improving College Teaching and Administration," Samuel Baskin (ed.), Higher Education: Some Newer Developments (New York: McGraw-Hill Book Company, 1965), 213.

ousness predicted that by the year, 2000 A.D., two degrees would be necessary for the top level student personnel administrators. He noted that they would need one in an academic area so they could wear the academic regalia and be respectable, and one in the area of student personnel administration so that they could work effectively in this area. Another respondent discussed the actual degree, i.e., Ph.D., Ed.D. It was his contention that the Ph.D. was more highly respected by the faculty, and therefore argued that this was the better degree for the college student personnel administrator.

A study of the interviews indicated that the respondents' suggestions regarding the content of the training program varied from relatively no training in the student personnel area to a high degree of concentration in that area. Two of the male respondents indicated that a doctorate in almost any subject matter area would be acceptable. However, one of them indicated that he preferred the doctorate to be in the area of the behavioral or social sciences. Both agreed that inservice training would be essential for those who were not trained in the area of student personnel administration. Bursch indicated that the student personnel administrator could have a variety of disciplines.¹⁰⁸ He suggested, however, that they should have some college

¹⁰⁸Bursch, op. cit., p. 151.

teaching experience and an earned doctorate, preferably in psychology or educational psychology.¹⁰⁹

While a doctorate in any subject matter area was suggested by two of the respondents, the other respondents suggested specific subject matter content which should be included in the training program of this administrator. It was their contention that she should be prepared through her academic program for her future role. A study of their suggestions indicated that her training should be inter-disciplinary in content.

Several of the respondents suggested that the primary emphasis of her training should be a study of the college student. This would include a study of the individual - individual needs, individual differences, behavior characteristics - and techniques for working with the individual. Their suggestions for the study of the college student, however, included other dimensions such as the student and the campus culture, peer group influences, cultural backgrounds, and cultural roles. While they acknowledged the need for techniques to work with the individual, they also suggested the need for techniques to work with groups.

Several of the respondents mentioned the need for some emphasis on sexual differences and the unique needs of each sex. They noted that background in this area

¹⁰⁹Ibid.

was necessary for both male and female administrators.

In order to develop an understanding of the setting in which she will be working, several of the respondents suggested that she should have some basic training in higher education. They indicated that the training in this area should include a study of the history, philosophy, and administrative structure of colleges and universities. In addition, some of the respondents expressed the notion that some attention should be given to a study of the economic and social environments in which the college or university exists.

In addition to an understanding of the student and the institution, it was suggested that she should have training in the principles of student personnel administration. While this training would include basic principles, some of the respondents suggested training in business management, human relations, collective bargaining, communications, and law. One of the respondents emphasized the need for some basic knowledge in college law for she contended that colleges and universities will be challenged many times in the next few years on basic issues.

A comprehensive study of these areas would include courses in sociology, cultural anthropology, social psychology, psychology, education, economics, business, political science, and philosophy. One of the respondents

indicated that oftentimes it is difficult to get students into specific courses because of prerequisites. It was her contention that basic information was needed but she didn't want her students to become anthropologists, sociologists, psychologists, etc.

While the respondents suggested the need for an understanding of these areas, they also suggested a need for skills to conduct research and to do scholarly writing. They indicated the need for a study of the students, the student body, campus cultures, and other areas. In addition, some of the respondents indicated the increasing need for this administrator to make contributions to the literature.

In addition to formal study, the respondents suggested that her professional training should include some internship training. One of the female respondents placed more emphasis on this training by suggesting an apprenticeship. While some of the respondents suggested that the internship could be in any one of the student personnel areas, others suggested that it should include more than one area. One of the respondents suggested that the internship should be with a dean of students or an associate dean of students so that she would get into some of the basic issues with which she would be confronted, such as, making out the budget and fighting the battle of getting it approved, working with the

various administrative problems, and dealing with staff. She acknowledged that this could be dangerous for some would not be able to meet the challenge. However, she contended that the experience was necessary and it would be better for all concerned if the individual found that she could not meet the challenge during the internship rather than after she accepted a position. This respondent also indicated that it was very difficult to get top level administrators to agree to having an intern.

A study of the suggestions which were made by the respondents indicated that her training program would be a general training program for all student personnel administrators. It was noted that such a program should include some attention to sexual differences and the unique needs of each sex. The program would include a study of the individual, the group, the campus, the institution, and the community. In addition, she would need techniques to work with the individual, the group, the community, and her colleagues. She would also need administrative, communications, and research skills. As a result, she would need courses in sociology, cultural anthropology, social psychology, education, economics, business, political science, and philosophy. It would also include the practical training of internships in the student personnel services. It should be noted that their suggestions were very similar to the training program that has been recommended by COSPA.

One of the respondents suggested that the new administrative training institutes might be helpful to the administrator after she has had some experience. These institutes are designed to help administrators evaluate their effectiveness and gain new skills in the art of administration.

Personal Characteristics

Some of the respondents indicated that it was very difficult to identify desirable personal characteristics because there are so many variables, for no two people are alike and each responds differently to different situations. Therefore, an individual may be able to work effectively in one institution and not in another.

As the highest ranking woman student personnel administrator, she may not have many close peer relationships. Therefore, several of the respondents suggested that she needed the ability to live with herself. Three of the women suggested that in order for a woman to achieve a top administrative position and maintain it, she had to be aggressive. They also suggested that aggressiveness tended to be "defeminizing" and that women tended to reject it. Therefore, they contended that the highest ranking woman student personnel administrator would have to resolve this conflict in order to live with herself. One of the male respondents suggested that she must be secure with herself so that she would not be

threatened by ideas and issues which arose. Another of the respondents pointed out that if she was going to make any scholarly contributions, she would have to get off by herself in order to develop her ideas and put them down. She contended that the person who was not comfortable with herself would be unable to do this.

In addition to the need to be able to live with herself, two respondents indicated the need for self-discipline and "grit." It was their contention that she would need sheer grit to meet many of the challenges of the position and to apply herself to scholarly research and writing.

Several of the other respondents also suggested the need for self-discipline. One of the respondents indicated that there would be days when she would have "to put the seat of the skirt to the seat of the chair" and work whether she wanted to or not. Some of the respondents indicated that the individual who lacked self-discipline should probably be counseled out of the area, for there were responsibilities which had to be completed and deadlines to meet and the individual who lacked self-discipline would be unable to meet the challenge.

Several of the respondents emphasized the need for a sense of humor. Some indicated that there would be days when this would be all that would enable her to continue working.

The need for physical endurance was indicated by several of the respondents. They pointed out that the position of the highest ranking woman student personnel administrator was not a 9:00 to 5:00, five days a week job but that she had to put in many extra hours. In addition, she should make scholarly contributions and she would not likely be able to do much work in this area during her working day. Consequently, she would have to spend time during the evening on this. Two of the respondents also indicated that this administrator often had "housekeeping" duties to perform. Again, these would have to be completed during her "free time" and would require additional energy. Some of the respondents indicated that the individual with poor health should be counseled out of the training program for the demands of the position from the standpoint of physical stamina would be too difficult for her.

One of the respondents mentioned that she needed human relations skills while others identified specific qualities, i.e., integrity, flexibility, openness, acceptancy, receptivity, sensitivity, consistency, and concern about one's impact upon others. These qualities would be necessary as this administrator worked with the students, her colleagues, and others. This should include members of both sexes. However, three of the women specifically mentioned that the highest ranking woman student personnel administrator would have to be able to

work with men.

One of the respondents suggested that some of these qualities could be taught and, therefore, the individual who lacked these qualities could be helped. On the other hand, some of the respondents suggested that the individual who was too rigid, too authoritarian, too judgmental, overly-sensitive, or insensitive should be counseled out of the training program. It was also suggested that the individual who tended to over-alignment with students, tended to have a negative attitude, was unable to be objective, was concerned with prestige or power, or wanted to manage others should be counseled out of the training program.

A study of the personal characteristics which were suggested indicated that the highest ranking woman student personnel administrator should be an individual who could live with herself and also work with others. In addition, she must have a sense of humor, self-discipline, and physical stamina. It was indicated that there were some who should be counseled out of the training program.

In summary, a study of the interviews indicated that the highest ranking woman student personnel administrator should have a doctorate for her future role. While two of the respondents would accept a doctorate in any area, the other respondents specified a

program which included courses in sociology, psychology, cultural anthropology, social psychology, education, economics, business, political science, and philosophy. They suggested that she should study the individual, the group, the campus, the institution, and the community. They also indicated that she needed techniques to work with the individual and groups, the community, and her colleagues. In addition, she would need skills in the areas of research, communications, and administration.

It was suggested that the highest ranking woman student personnel administrator should be comfortable with herself and with others. In addition, it was indicated that she needed the personal qualities which would enable her to work with the students, her colleagues, and all others. A sense of humor, self-discipline, and physical stamina were also identified as characteristics which she needed for her future role.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was an attempt to define the future role of the highest ranking woman student personnel administrator in a college or university and to suggest a training program which would prepare her for this future role. In order to facilitate the study, the following objectives were formulated: (1) to define the historical factors which have influenced the role of the highest ranking woman student personnel administrator in a college or university, (2) to identify background and educational characteristics which influence her role today, (3) to consider the educational and societal concepts which may influence her future role, and (4) to suggest desirable background and educational characteristics which would prepare her for her future role. Data were obtained through depth interviews with a selected group of acknowledged leaders in college student personnel administration and a study of the literature.

The data from the interviews and the literature were incorporated and analyzed. On the basis of the findings, conclusions have been made regarding the future

role of the highest ranking woman student personnel administrator in higher education and the implications of this role for her future training. Recommendations for the professional preparation of this administrator and for further research have also been made.

A study of the findings indicated that the three major historical factors which influenced the role of the highest ranking woman student personnel administrator included the admission of women to higher education, the provision for their care and welfare, and the need of a role model for them. The controversy over the issue of higher education for women and their eventual admission to coeducational institutions were of major significance. If women had not been admitted to colleges and universities, there would not have been a need for this administrator. The provision for their care and welfare and the need for a role model resulted from the controversy over their admission.

Before women were admitted to institutions of higher education, many fears and dire predictions regarding their ability to do academic work, their physical endurance, their personal lives, and their femininity were expressed. Consequently, the colleges and universities which admitted female students recognized their responsibility and appointed an administrator who was to be a role model for women students and was responsible for

their care and welfare.

While she was expected to "set an example" for the women students as a role model, her duties extended beyond this and included counseling, educational, and leadership functions. Due to the concern for the care and welfare of women students, much emphasis was placed upon their protection and regulation of their conduct. As a result, many of the responsibilities of this administrator were custodial in nature.

While the influence of these factors resulted in many responsibilities for the highest ranking woman student personnel administrator, her major goal was to help each woman student achieve the maximum benefit from her college experience. As a result, she knew each woman student personally and worked with her to achieve this goal.

The findings indicated that the role of the highest ranking woman student personnel administrator today has been influenced by increasing enrollments, changing social expectations, changing administrative patterns, her professional preparation, and the professional organization.

As education for women became an accepted fact, increasing numbers of women students enrolled in the colleges and universities. As a result, the highest ranking woman student personnel administrator has been unable to

maintain her contact with each individual student. Consequently, her student contact has been limited to the leaders and the problem students. In addition, she has had to add to her staff in order to carry out her responsibilities. With the addition of staff, her student contact has been limited to a greater degree and her responsibilities have become more administrative.

Because of the concern for the care and welfare of women students, many of the traditional responsibilities of this administrator were custodial in nature. Through the years, her custodial responsibilities have been lessened due to changing parental expectations, student agitation for greater freedoms, the push for equal rights, and the tendency to treat college students as young adults. In addition, there has been a blurring of the sex lines and a decrease in the special attention for women and their activities.

Historically, the highest ranking woman student personnel administrator was directly responsible to the president. As the enrollments increased, there was a proliferation of student personnel services and the colleges and universities became more complex. As a result of increasing demands upon the president and the need for coordination of the personnel services, a vice president for student affairs or a dean of students was appointed and responsibility for the student personnel services

was delegated to him. With the appointment of this administrator, the highest ranking woman student personnel administrator was cut off from her direct contact with the president.

As the personnel services have been coordinated, there has been a change in administrative structure. There has been a trend toward the dean of students - associate dean of students organizational structure. In this organizational structure, her special responsibilities for women have been almost eliminated. With the development of specialized services which were administered by specialists for the benefit of male and female students, many of her traditional responsibilities have been assumed by the specialist.

There has been a tendency for the highest ranking woman student personnel administrator to conclude her professional training with a master's degree. While some have been trained specifically for the position, the majority have been trained in other areas. A shortage of well-trained women student personnel administrators has been noted. When well-trained women student personnel administrators could not be employed, there was some indication that the position had been changed to meet the qualifications of the person who had been appointed.

Since membership in the National Association of Women Deans and Counselors is open to women in guidance

and personnel work at all levels, its scope has been broad. However, there were indications that the professional growth of college women student personnel administrators has been influenced through the outstanding contributions of the Association's Journal and conferences.

The findings indicated that the future role of the highest ranking woman student personnel administrator may be influenced by the changing sexual mores, the increasing employment of women, the education of women, the changing administrative structure, and her professional preparation.

As a result of the changing sexual mores, more freedom may be given to women students. With the increasing freedoms of women students, the custodial responsibilities which the highest ranking woman student personnel administrator has today may be eliminated in the future.

While her future role may be influenced by the elimination of her custodial responsibilities, it was predicted that there may be an increase in her educational responsibilities. With the increasing employment of women, the colleges and universities will need to consider the implications of this as they plan for the future. Furthermore, it was indicated that some attention should be given to all aspects of women's education, such as, vocational education, graduate education, financial

assistance, and the brilliant young woman. Because of the need for institutions of higher education to consider all of the ramifications of education for women, it was recommended that someone in the institution should be responsible for the total education of women. It has been indicated that this may be the responsibility of the highest ranking woman student personnel administrator in the future within the framework of the personnel services or within an academic framework. In this capacity, she would be knowledgeable regarding all aspects of women's education and would interpret them to the faculty and administration and would serve on curriculum and educational policies committees. In addition, she might teach at least one class.

With the trend toward the dean of students - associate dean of students administrative structure, it was indicated that this administrator could become the dean of students if she had the qualifications. If she had specialized training, she could be appointed to one of the functional areas of the student personnel services.

Her professional training may also influence her future role. In the past there has been a trend for this administrator to conclude her education with a master's degree. However, she would be limited in the future with a master's degree, for it was indicated that the top level administrators should have a doctorate.

Suggestions for desirable background and educational characteristics which would prepare the highest ranking woman student personnel administrator for her future role were also included in the findings.

It has been recommended that this administrator should have a doctorate to prepare her for her future role. Furthermore, it was suggested that the content of the doctorate should include a study of the college student as an individual and a member of the group, the campus, the institution, and the community and techniques which would enable her to work with the individual student and groups of students, her colleagues, and the community. In addition, it was suggested that she should have skills in the areas of research, communications, and administration. She would also need an internship which would give her practical experience in the application of the professional training.

From the standpoint of personal qualifications, it was suggested that the highest ranking woman student personnel administrator should be comfortable with herself and with others. In addition, she would need the qualities which would enable her to work with the students, her colleagues, and others. It was also suggested that she, as any other top level administrator, would need a sense of humor, self-discipline, and physical stamina in order to meet the demands of her future role.

Conclusions

The Future Role

From a study of the findings, it can be concluded that the role of the highest ranking woman student personnel administrator in higher education is in a state of transition. While it appears that the traditional role, which has been basically custodial, is being eliminated, there still appears to be a need for a woman in the college or university who has a concern for women students and their total education and this could come within the purview of the role of the highest ranking woman student personnel administrator. As a result of this need, there is a role evolving in which the functions of this administrator are primarily administrative and educational.

If she becomes a dean of students or associate dean of students she could have responsibilities in the coordination of all of the personnel services and would work with students of both sexes. She would need to be knowledgeable regarding all aspects of education for women within the confines of her campus and the world at large and be able to interpret the special educational needs of women to the students, faculty, and administration. She could also do some formal teaching.

Regardless of her position in the future, the

highest ranking woman student personnel administrator must be able to articulate the viability of that position and be able to give a rationale for its existence. The viability cannot be based upon premises such as, "We have always had a highest ranking woman student personnel administrator, therefore, we must continue to have one," or "Since we have women students, we must have this administrator." Her viability will be based upon the need for attention on the total education of women.

If women are to have a top level administrative position in the student personnel services, they must have some aspirations for the position and pursue an educational program which will enable them to be eligible for the position. In order to meet the demands of a top level administrative position in the future, a doctorate will be necessary.

From the personal standpoint, the highest ranking woman student personnel administrator should be comfortable with herself and with others. She will need the personal qualities which will enable her to work with the students, her colleagues, and all others. In addition, she will need a sense of humor, physical stamina, and self-discipline.

Recommended Professional Training

It has been recommended that the highest ranking woman student personnel administrator should have a

doctorate in order to meet the challenge of the position in the future. A study of the findings indicated that her training program should be a general training program for student personnel administrators. It was noted that such a program should include some attention on sexual differences and the unique needs of each sex.

The subject matter content of the training program would be inter-disciplinary in nature and would include courses in the area of higher education, student personnel services, psychology, sociology, social psychology, cultural anthropology, business, political science, and philosophy. Through this program, she will gain an understanding of the individual, the group, the campus, the institution, and the community and will acquire techniques which will enable her to work with the individual and groups. In addition, she will acquire skills in the areas of administration, communications, and research.

In addition to the formal course work, the program would include an internship. The internship would provide an opportunity for her to gain practical experience in the application of her formal training.

Recommendations For Further Research

1. While there has been some concern for the professional preparation of the highest ranking woman student personnel administrator, there is very little information regarding her background and professional

training. A detailed study of the background training and education of this administrator should be completed. Since the NAWDC sends out data sheets to all its members, it is recommended that the data sheets be sent out to the membership at one time to all members and that the data be compiled.

2. The acute shortage of well trained women in the field of student personnel administration was indicated in this study. It would appear that further research should be made in this area. Some questions to be considered are:

- a. Why does this administrator tend to conclude her professional training with a master's degree? Does she have any incentive to work toward a doctorate? Does she have any aspirations to work toward a doctorate? Did something occur during her master's training which discouraged her in regard to continuing her education? If she left her present position to continue graduate work, what would happen to the position - would another woman be appointed or would the position be eliminated?
- b. What is happening to the women who receive doctorates in the field of student

personnel administration? Are they taking positions as highest ranking student personnel administrators? Are they taking positions in one of the functional areas? Are they remaining in the field or are they going into other fields?

- c. What is being done to recruit women for the area? How can more women be recruited? Who should be recruited? What kind of financial assistance is available to the woman who desires to do graduate work in the area of the student personnel services? Should married women be recruited for the position of the highest ranking woman student personnel administrator?

3. The findings of this study indicated that some institutions do not have a highest ranking woman student personnel administrator. A study of these institutions is recommended. Is there a woman somewhere in the structure who, in reality, is carrying the responsibilities of the highest ranking woman student personnel administrator without being recognized as such? Is any attention given to women's education to ascertain whether or not the educational needs of women are being met? Have any studies been made within the institution in an effort to ascertain what influence not having this

administrator may have had?

4. The resistance toward having a woman as the dean of students was noted. What are the attitudes of men in student personnel administration toward women? Are men threatened by women? What are the bases for their attitudes?

5. The lack of communication between men and women student personnel administrators was indicated in this study. Why is there a problem in this area? What can be done to alleviate the problem?

6. The findings of this study were based upon the opinions of a selected group of acknowledged leaders in the field of student personnel administration. Further research on this question is recommended in an effort to determine what colleges and universities are actually planning regarding the position of the highest ranking woman student personnel administrator in the future.

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